



learning objectives

subjects

Environmental Education
Social Studies

WISCONSIN MODEL ACADEMIC STANDARDS

ENVIRONMENTAL EDUCATION
D.8.5, D.8.6, D.8.7,
E.8.1, E.8.2, C.12.4,
D.12.2, D.12.5, D.12.6

SOCIAL STUDIES
C.12.8, C.12.10

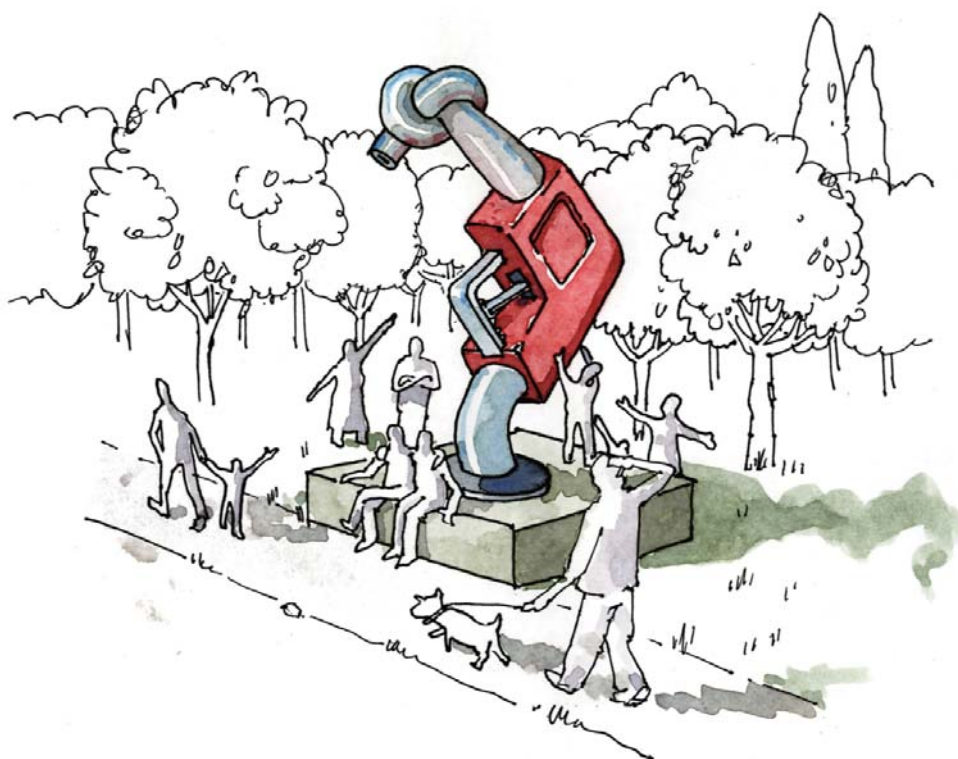
materials

- Chalk board, poster board, or other materials the students choose
- Worksheets included in this activity

Artsy Activism: A Service Learning Activity

Students will:

- Research and understand the causes of climate change.
- Demonstrate their knowledge of climate change by creating a school-wide education campaign to reduce global warming.
- Evaluate the results of their campaign.
- Educate their community about effects of climate change and what they can do reduce global warming.



Background

A great way to learn about climate change is to research the topic and then teach others. Through small group campaigns that the students design, they will get the word out about climate change and the actions we can take to reduce global warming.

activity

ARTSY ACTIVISM

Climate Change Campaign

Each student group will create a climate change campaign for school-wide implementation.

Procedure

1) In small groups, have students list what they know about the causes of climate change. Next, brainstorm ways to educate the rest of the school about climate change and the actions individuals can take to reduce global warming.

2) Have students research and discuss their ideas for activities. If the students are having trouble coming up with an idea for their campaign, suggest possible campaigns from the list below. (Additional resources are available on the *e-Appendix*.)

3) After selecting a campaign, have students answer the questions on the *Campaign Preparation Worksheet* before designing and publicizing it.

4) Before embarking on the campaign, students should identify what they hope the campaign will accomplish and how they will evaluate whether it has met their goals. They should also determine how long their campaign will last. They may need to collect baseline data BEFORE starting the campaign in order to evaluate its success. For example, if they are hoping to reduce the number of cars being driven to their school, they will first have to measure how many are being driven there BEFORE the campaign.

5) After completing the campaign, ask students to evaluate it by completing the *Campaign Follow-Up Worksheet*. In addition, they should evaluate whether the campaign met their goals and what they would do differently if they repeated it. Students should report the results of their campaign evaluation to the other groups.

Ideas.

- Create door hangers to remind occupants to turn the lights off when exiting the classroom.
- Place signs in the cafeteria to remind students to bring their own reusable containers for lunch.
- Promote a waste-free lunch week at school. (Check out the Waste Free Lunches website or go to the e-Appendix for links).
- Hang posters on school doors promoting an activity that will reduce everyone's carbon footprint.
- Have a "leave the car at home day." Encourage students, faculty and staff to walk, bike or bus to school.
- Hang up posters or hand out flyers at school functions such as sporting events, academic events, or music performances that encourage families to participate in the campaign.
- Print all take-home papers and brochures for school events on recycled paper and print a note on the back about why the school is using recycled paper.
- Start an anti-idling campaign at your school. Visit EPA's website and search "school bus anti-idling."
- Start a "Change a light, change the world" campaign to replace incandescent bulbs with fluorescent bulbs at home or school. Visit Energy Star, and search "change a light change the world."

Going Beyond

After students have evaluated their school campaign, have them decide how they could take their campaign into their community. Discuss how the community might change as a result of climate change.





activity Campaign Preparation

ARTSY ACTIVISM

NAME _____ CLASS _____

TEACHER _____ DATE _____

Please answer these questions **before** you begin your campaign.

1) Campaign Title _____

2) Campaign Theme _____

3) How will the campaign relate to climate change? _____

4) What do you hope will be the positive outcomes of this campaign? _____

5) What do you think will be the negative outcomes? _____

Worksheet

activity Campaign Preparation *(continued)*
ARTSY ACTIVISM



6) *Are there any measurable outcomes? And how will you measure them? Do you have any specific goals? (For example, increase in pounds of recyclables, overall decrease in waste disposal)*

7) *Who do you think will be the most likely to participate (students, teachers, other faculty, visitors, etc.) and why?*

8) *Who do you think will be the least likely to participate and why?*



activity Campaign Follow-up

ARTSY ACTIVISM

NAME _____ CLASS _____

TEACHER _____ DATE _____

Please answer these questions about your campaign **after** it is completed.

1) Campaign Title _____

2) Campaign Theme _____

3) How did the campaign relate to climate change?

4) What are the positive outcomes of this campaign?

5) What, if any, are the negative outcomes?

6) Are there any measurable outcomes? (For example, increase in pounds of recyclables, overall decrease in waste disposal)

7) Did the campaign meet your goals for it?

worksheets

activity Campaign Follow-up *(continued)*
ARTSY ACTIVISM



8) What was the hardest part of implementing this campaign? _____

9) Who participated the most (students, teachers, other faculty, visitors, etc.) and why?

10) Who participated the least and why?

11) Was following the campaign guidelines (e.g. recycling more, reusing paper, waste-free-lunch) easier or harder to do than you thought in the beginning? Why?

12) What did you learn from this campaign?

13) How would you improve the campaign if you were to do it again?
