

Department of Arts Administration, Education and Policy

**UNIT PLAN OVERVIEW**

(Revised 2022)

Teacher Candidate	<b>Holly Romano</b>
School	Easthaven Elementary

<b>UNIT TITLE</b>	Can art save the Earth?
Length of Class Period	45 minutes
Approximate Number of Students in Each class	30
Grade Level or Course Title	4th
Beginning Date for this <i>Unit</i>	January 8
Ending Date for this <i>Unit</i>	February 2

**ENDURING UNDERSTANDINGS (FROM ODE 2022 STANDARDS)**

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

- **4.1 CR** Discover and solve problems of personal relevance and interest when developing artmaking ideas
- **4.1 PE** Engage and persist in artistic risk-taking
- **4.2 PE** Select and vary materials, tools and processes to achieve innovative outcomes
- **4.1 RE** Identify qualities that contribute to the design and meanings of works of art
- **4.2 CO** Explore universal themes expressed across arts disciplines

**CRITICAL ISSUE / BIG IDEA**

**A). Anticipatory Set** (what do the students already know and how will you capture the students interest in the concepts you are presenting)

**B). Rationale** (why is this unit of study relevant?)

A. The students are most likely aware that there are environmental concerns in our world, and it is a very important topic talked about often in society. They will likely have already heard terms like global warming, recycle/reduce/reuse, climate change, pollution, and conservation.

The students will have prior understanding to the elements of art. They will also be familiar with how to use the tools, materials, and techniques that will be used in this unit.

B. Taking this prior knowledge, I want to introduce the idea that art can be used to support an important message and to promote activism. Climate change and environmental protection is an important topic, and humans have been made aware of the impact we have on this planet and

how we can become more eco conscious. And while the recycling movement has made big strides in accessibility, I want to push the idea even further to introduce the idea of using single-use materials as a resource for artmaking.

Through this unit, I will demonstrate how art can be, and has been, used to help bring awareness to the need to protect the Earth. "Talking with your kids about climate change is a key to preparing them for the future and also helping them manage their anxiety, says Harriet Shugarman, executive director of the education and advocacy group ClimateMama" (Brosbe, 2023). Studies have shown that anxiety is on the rise among youth when thinking about their futures in relation to climate change. Since this issue can feel giant and overwhelming, it is best to start with small steps, and this unit is my way to connect environmental concerns with my students' day-to-day lives.

"As the demographic with the most to lose to climate change, it would be a massive disservice not to teach students today about the threat of the climate crisis—and to empower them with the education and tools they need to fight it" — Rep. Barbara Lee (Schools for Climate Action, 2023).

Easthaven also has a majority population of low income students, whose families might not have money for expensive art supplies. This lesson is also meant to show them that art can be made from day-to-day items they have access to. Creativity and artmaking is not limited by budget. They will be shown multiple other artists around the world who have created art using things found within their communities that were free.

### **Central Focus** (creating, presenting, interpreting, responding, and/or relating art to context)

Art can be used to create or inspire change towards environmental protection. We can use our artistic voice to share our passion about things that are important to us. We can support environmental causes with our artwork and help organizations share their meaningful messages.

### **Essential Questions** (provocative, engaging, critical)

- Can art communicate the need for conservation? Can art inspire climate consciousness?
- Can we additionally utilize single-use items? Can they become tools and materials for art making?
- Can artists be environmentally conscious in their art practice?

### **Possible Integration**

This would be a good unit to partner with science class if they are learning an environmental lesson. Could also become a way to introduce or request more environmental practices within the school

building or within the community.

## DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT

### Lesson One

Title	Activism through artmaking
Lesson Description	<p>In this introductory class, we will investigate how artists throughout the world have use their artistic voice for activism to focus attention on the global concern of plastic pollution. Using Visual Thinking Strategies (VTS), the class will review and discuss the work of <b>Alejandro Duran</b>, an artist from Mexico who creates artwork using plastic trash collected on the coast of Sian Ka'an Reserve.</p> <p>Then, as a class, the students will view interviews from other artists also working with an environmental theme: <a href="#">Mbongeni Buthelezi</a>, <a href="#">Benjamin Von Wong</a>, <a href="#">Oscar Olivares</a>, and <a href="#">Chie Hitotsuyama</a>.</p> <p>They will learn about <b>Isatou Ceesay</b>, a weaver in Gambia, West Africa who an opportunity to help her community through art. The class will listen to Isatou's book "<a href="#">One Plastic Bag</a>" followed with a discussion.</p>
Approximately how long will this lesson take?	1 class

### Lesson Two

Title	Sustainable Artmaking
Lesson Description	<p>Knowing that single-use plastics are readily available to all, we will use our artistic voices to share with our school community that plastic shopping bags can be used for weaving, as well as other items considered trash: paper scraps, plastic ties, fabric scraps, and cardboard. The students will use these unconventional art materials along with yarn and the technique of weaving to create their artwork.</p>
Approximately how long will this lesson take?	2 classes

### Lesson Three

Title	Sharing our message
Lesson Description	<p>To share their new knowledge and showcase their artwork, the students will help create posters for a display in the school's library. This display will include</p>

	their weavings, as well as posters about plastic pollution, recycling, and upcycling based on research the students do with their Chromebooks or provided book resources. They can also share information about Isatou Ceesay and her cause.
Approximately how long will this lesson take?	1 class

**Explain how technology has been used in this unit**

- YouTube videos of artist interviews and “One Plastic Bag” shown on smart board
- Weaving demonstrations using Elmo and smart board
- Chromebook research for posters

## LESSON PLAN

Teacher Candidate	Holly Romano
School	Easthaven Elementary

<b>LESSON NUMBER</b>	1
Lesson Title	Activism through artmaking
Length of Class Period	45 minutes
Approximate Number of Students in Each class	30
Grade Level or Course title	4/5 grades
Beginning Date for this Lesson	January 8
Ending Date for this Lesson	January 18 (1 class per grade)

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

- 4.1 RE Identify qualities that contribute to the design and meanings of works of art

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

- 4.2 CO Explore universal themes expressed across arts disciplines

### Performance-based Assessment Objectives

- Students will be able to interpret works of art based on the techniques and/or materials used
- Students will discuss how multiple artists across the globe discuss environmental concerns in their artwork.

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will contribute to class discussions about contemporary artists and their work using Visual Thinking Strategies.
- Students will respond to questions about Isatou Ceesay's book to reaffirm the thought process and meaning behind her work, and how it is a form of activism.

## Academic Language

### Vocabulary (define each)

- Activism – actions used to inspire change for the greater good
- Environmental issues - harmful effects to Earth and its natural systems, sometimes due to the actions of humans.
- Single-use plastics - plastic products intended to be used once, or for a short period of time, before being thrown away

### Additional Language Demands (*specific* communication task)

- Students will speak their thoughts and observations during class discussion with the teacher and in small peer group discussions

## Accommodations for Special Populations

- Students who have vision concerns can sit closer to the screen.
- Students with hearing concerns can sit near the front. Closed captioning will be turned on during the YouTube video in case they can read.
- Students will discuss and complete the worksheets as a group to support ELL students, as well as those who struggle with writing

## Art/Visual Culture Examples (list all artists, artwork or media used)

- [Alejandro Duran](#)
- [Mbongeni Buthelezi](#)
- [Benjamin Von Wong](#)
- [Oscar Olivares](#)
- [Chie Hitotsuyama.](#)
- [Isatou Ceesay](#)
- [One Plastic Bag](#)

## Preparations

### Materials/Resources for Teacher

- [Google slides](#)
- Copy of “One Plastic Bag”

### Materials for Students

- [Worksheets](#)
- Pencils

### Safety Procedures

- Students will be reminded of our classroom policy to respect our classmates and their perspectives. When our peers share what they see or feel about artwork, we do not laugh or joke about it. We listen and support.
- Students are to stay in their seats during class, raising hands if they need support
- Chairs must have all four legs on the ground — no tipping chairs

## LEARNING ACTIVITY

### Getting the Classroom Environment Ready

- Prep [Google slide](#) presentation
- Have prints of [worksheets](#) and pencils ready

### Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

#### **Classroom intro: 2 min**

Students enter and settle into classroom. Teacher makes sure all are sitting in correct seats and then gives routine introduction:

“Welcome artists! It’s wonderful to see you all today. We are going to work together today and be respectful, responsible, and safe.”

#### **Lesson Intro: 1 min**

Teacher: “I have a big question that I am wondering about on the board... Can we save the Earth with art? Hmmmm.... If we think we can, raise your hand... If you are not sure raise your hand... And if you think the answer is no, raise your hand...”

Looks like we have some mixed answers, and that’s okay. This lesson will help us explore this question. Like artists and scientists, we are going to do some research to see what information is available to help us answer it. We are also going to research other artists who might also be asking this same question.”

#### **VTS Slides: 12 min**

Teacher: “Let’s look together at this artwork I found. For the next minute, I want us all to look at it with our eyes only and observe what we are seeing. Then we will share together.”

Students quietly observe artwork on smart board.

Teacher: “Okay, thank you for being so quiet so we could all focus. Now, I would like to hear from you what you see in this artwork. Raise your hand if you would like to share one thing you see. Let’s remember to be respectful of each other’s answers.”

Teacher calls on students who raise hands to share. Teacher uses Visual Thinking Strategy (VTS) questioning to support students’ discussion of artwork. (3 minutes)

Then teacher introduces the artist, Alejandro Duran to the students.

### **Art Activist slides: 12 min**

Then teacher reviews the term Art Activism with the students.

Then teacher shows an interview video of Alejandro as well as four other artists who are also using art as environmental activism. The class has a brief discussion after teach to review the artists’ technique as well as how they are supporting the environment with their work.

### **Isatou Ceesay slides: 10 min**

Then teacher introduces the students to Isatou Ceesay and the book about her “One Plastic Bag.” Students watch book read aloud video. Teachers shows students small bag made by Isatou and her community of women. The students pass it around.

### **Worksheet: 5 min**

Teacher passes out a worksheet for the students to discuss and fill out together with their table group. After 2-3 minutes, the teacher reviews the questions with the whole class.

## **Clean-up Procedures (Room, Materials & Work Storage)**

- Students sit quietly to be called for line up, taking home their worksheets.

## **Closure, Review & Anticipation (what’s next?)**

Teacher: “Today we learned that art can be used as a form of activism to spread a message that an artist feels is important. Next week we are going to become art activists as well, and like Isatou, we are going to use plastic bags into art.”

## **Supplemental Activity**

Give each table plastic bags to see how many use ideas they can come up with as a group.



## Teacher reflection focused on the lesson *after* it has been taught

- Did the students understand the message of the collection of artwork shared?
- Could the students recognize the materials used in the artwork?
- Did the students understand what plastic pollution is?
- Were the students engage with VTS?

## Lesson 1 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

### Google slides:

1

2

3

4

5

6

Mbongeni Buthelezi



7

Chie Hitotsugama



8

Benjamin Von Wong



9

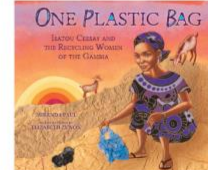
Oscar Olivares



10



11



12

### One Plastic Bag

- What was the problem that Isatou noticed?
- What was Isatou's first step to help?
- Does everyone love her idea at first?
- What did the women make with the plastic bags?



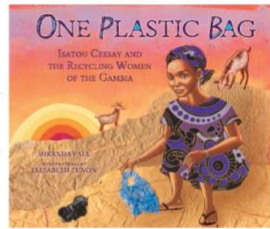
13

## Worksheet:

**Name:** |

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1. What was the problem that Isatou noticed?

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2. What was Isatou's first step to help?

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3. Did everyone love her idea in the beginning?

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4. What did the women make with the plastic bags?

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## LESSON PLAN

Teacher Candidate	Holly Romano
School	Easthaven Elementary

<b>LESSON NUMBER</b>	2
Lesson Title	Reclaimed artmaking
Length of Class Period	45 minutes
Approximate Number of Students in Each class	30
Grade Level or Course Title	49ohb
Beginning Date for this Lesson	January 19
Ending Date for this Lesson	February 1

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

- **4.1 PE** Engage and persist in artistic risk-taking
- **4.2 PE** Select and vary materials, tools and processes to achieve innovative outcomes

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

### Performance-based Assessment Objectives

- Students learn the technique of weaving
- Students connect that non-traditional materials can be used in artmaking

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will apply perseverance and problem-solving to the technique of weaving.
- Students will use two or more non-traditional materials to their weavings.

### Academic Language

### Vocabulary

- Weaving – a 12,000-year-old craft that is a technique of intertwining threads or materials together.
- Non-traditional art materials – materials that are not typically used for art making, such as single-use items.
- Loom - a device used to weave cloth and tapestry, in this case, a piece of cardboard
- Warp - vertical yarns that hold stationary tension on a loom
- Weft - horizontal yarn (or other material) that is drawn through and inserted over and under the warp

#### **Additional Language Demands** (*specific communication task*)

- Oral class discussion
- Reading and listening to instructions

#### **Accommodations for Special Populations**

- Students who have vision concerns can sit closer to the screen.
- Students with hearing concerns can sit near the front. Closed captioning will be turned on during the YouTube video in case they can read.

#### **Art/Visual Culture Examples**

- [Mark Lewanski](#)
- [Diedrick Brackens](#)
- [Laura Ellen Bacon](#)
- [Jason Chen](#)

#### **Preparations**

##### Materials/Resources for Teacher

- [Google slide deck](#)
- Cardboard loom
- Yarn
- Plastic yarn

- Masking tape
- Ruler
- Scissors

#### Materials for Students

- Weaving guide sheet (6)
- Scissors (25)
- Pencil (25)
- Ruler (25)
- 8 x 10 Cardboard loom (25)
- Masking tape (6)
- Yarn (25 precut for warp, precut for strips)
- Plastic bags (precut for strips)
- Fabric scraps (precut)
- Paper scraps (precut)
- Ribbon (precut)

#### Safety Procedures

- Students will be reminded of our classroom policy to respect our classmates and their perspectives. When our peers share what they see or feel about artwork, we do not laugh or joke about it. We listen and support.
- Students are to stay in their seats during class, raising hands if they need support
- Chairs must have all four legs on the ground — no tipping chairs
- Students will be reminded of scissor safety and responsibilities

#### LEARNING ACTIVITY

##### Getting the Classroom Environment Ready

- [Google slides](#) ready
- Table bins have scissors and tape and pencils ready
- Rulers ready to pass out
- Weaving guides in plastic sleeves ready to pass out
- Warp yarn pre-cut and ready to pass out

- Waft yarn pre-cut and ready to pass out
- Plastic yarn pre-cut and ready to pass out
- Misc ribbon, paper, etc, at materials table with cutting guide for students

## **Procedures for the Teaching/Learning Structure** *(indicate approximate time for each step)*

### **Classroom intro: 2 min**

Students enter and settle into classroom. Teacher makes sure all are sitting in correct seats and then gives routine introduction:

“Welcome artists! It’s wonderful to see you all today. We are going to work together today and be respectful, responsible, and safe.”

### **Lesson Intro: 1 min**

Teacher: “If you recall, last class we talked about art activism, and learned about artists who are using their work to talk about helping the environment. Then we read a book about Isatou Ceesay from Gambia. Does anyone remember what she did?”

Teacher calls on students who raise their hands. Teacher helps guide the answers towards weaving using plastic bags.

Teacher: “Today, we are going to become weavers too!”

### **Weaving research slides: 5 min**

Teacher introduces students to the technique of weaving and how it is most used for things that the students use in day-to-day life. Then the teacher shows slides of four artists who use the weaving technique in unique ways for their artmaking.

### **Weaving lesson slides: (20 min)**

Teacher passes out 8 x 10 cardboard pieces, warp yarn, and rulers to students. Tape, pencils, and scissors are already on tables in bins.

Teacher walks students through the steps of preparing their cardboard looms as shown on slides.

Then when all students are ready, the teacher passes out waft yarn and shows the students how to weave one piece.

### **Weaving: Remainder of time until end of second day**

As students progress, teacher hands out plastic yarn and additional waft yarn. Also lets students know of

available paper strips, fabric strips, and ribbon strips on a supply table. Rule: One item per trip to the table.

Teacher gives out weaving guides as needed, especially for students who might have missed the first day.

### **Clean-up Procedures (Room, Materials & Work Storage)**

- Teacher collects weavings and place in a designated area on bookshelves.
- Students put scissors and tape back in table bins and clean up an small yarn scraps.
- Teacher collects unused yarn pieces and returns them to the supply table.

### **Closure, Review & Anticipation (what's next?)**

Teacher: "We have learned that art can be a way to share activism, in this case, messages about the need to help protect the environment. Our weavings are a form of activism. Next class, we are going to make posters about what we learned, and more ways we can be protectors of the Earth. Then your posters will be hung up in the hallway for everyone at Easthaven to see and learn from. You get to share this important message."

### **Supplemental Activity**

- Students can color the cardboard around the edge of their weavings with markers.
- Students can explore a collection of recycled materials to play and create with.
- Students can [write a question to Isatou Ceesay](#).

### **Teacher reflection focused on the lesson *after* it has been taught**

- How did the students do with weaving? Did they struggle, but then catch on? Did the step-by-step pictures help?
- Were the students engaged with their weavings?
- Did the students understand the reasoning behind using non-traditional materials?

### **Lesson 2 Teaching & Learning materials**

**Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.**



Google slides:

**Can we save the Earth  
with Art?**

Activism Through Art

1

**Weaving:**  
The process of intertwining threads  
or materials together

Oldest form of craft  
12,000 years old

2

**Weaving:**




3

Diedrick Brackens



4

Mark Lewanski



5

Laura Ellen Bacon



6

Jason Chen



7

**Weaving:**




cardboard      yarn      plastic bag

8

**Preparing  
your loom**

9

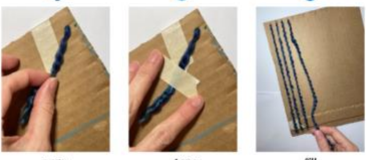
**1**      **2**      **3**



measure      cut      tape

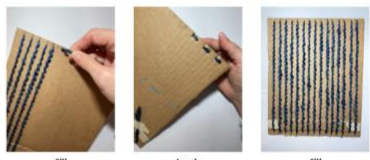
10

**4**      **5**      **6**



yarn      tape      fill

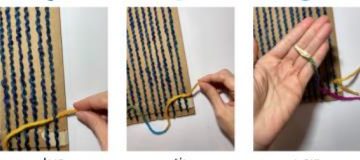
11



fill      back      fill

12

**7**      **8**      **9**



loop      tie      wrap

13

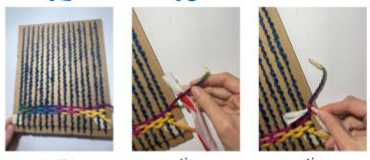
**10**      **11**



weave      weave      loop

14

**12**      **13**



weave      tie      tie


15

**14**      **15**      **16**



finish      tie      tie

16



17



Teacher sample:



## LESSON PLAN

Teacher Candidate	Holly Romano
School	Easthaven Elementary

<b>LESSON NUMBER</b>	3
Lesson Title	Share your message
Length of Class Period	45 minutes
Approximate Number of Students in Each class	30
Grade Level or Course Title	4
Beginning Date for this Lesson	February 2
Ending Date for this Lesson	February 8

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

**4.1 CR** Discover and solve problems of personal relevance and interest when developing

artmaking ideas.

**CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)**

**CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)**

**CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)**

**Performance-based Assessment Objectives**

Students will connect how they can utilize reduce/reuse/recycle ideas in their daily lives.

**Performance-based Assessment Strategies**

(attach assessment documents if applicable)

Students will create a poster using pencil and markers sharing how they can reduce/reuse/recycle in their daily lives.

**Academic Language**

**Vocabulary**

- Reduce – to use less of
- Reuse – to use something again
- Recycle – to break it down to make something new

**Additional Language Demands** (*specific communication task*)

- Reading provided resources
- Writing on posters

**Accommodations for Special Populations**

- Students can illustrate their ideas with images only
- Students can work with partners to create a poster together to allow for students with language or skill challenges to have support.

**Art/Visual Culture Examples**

## Books

- [You Can Change the World](#)
- [Kids vs. Plastic](#)
- [Make Plastic Fantastic](#)
- [What a Waste](#)
- [The Last Straw](#)
- [Old Enough to Save the Planet](#)

## Preparations

### Materials/Resources for Teacher

- [Google slide deck](#)
- Books (listed above)

### Materials for Students

- Recycling/upcycling books
- White paper (25)
- Pencils (25)
- Markers (table bins)
- Crayons (table bins)
- Colored pencils (table bins)
- Chromebooks

### Safety Procedures

- Appropriate internet search discussion
- Remind students to be respectful of each other's ideas

## LEARNING ACTIVITY

### Getting the Classroom Environment Ready

- Organizing book and magazine resources for students to use while researching and brainstorming ideas.

- 9 x 12 white papers ready to pass out
- Table bins with crayons, markers, and pencils

### **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*)

#### **Classroom intro: 2 min**

Students enter and settle into classroom. Teacher makes sure all are sitting in correct seats and then gives routine introduction:

“Welcome artists! It’s wonderful to see you all today. We are going to work together today and be respectful, responsible, and safe.”

#### **Lesson Intro: 2 min**

Teacher: “Your weavings look fantastic. Such a great way to share your art activism about needing to take care of our planet. I would like to display these in the school hallway so we can share this message with everyone else. Part of activism is making sure others can see your message. So we are going to spread the word!

Today, I would like us to create posters to show with our weavings. This will help our school community understand the work we did and share the artists we learned about. I also thought it might be fun to share additional ideas of things we all can do to help take care of the Earth. Things that are available in our everyday lives. If everyone does one thing, it will make a big difference!’

#### **Lesson: 5 min**

Teacher passes out white sketch/notes paper and reviews the terms reduce, reuse, and recycle with the students, giving examples of each and allowing the students to add ideas. Teacher shows students things she has that have been upcycled: Coin purse made from wrappers, skirt made from old shirts, plant starter made from yogurt cups, etc.

#### **Worktime: 30 min**

Teacher passes out white final paper. Then, the teacher makes resources available (books, Chromebook) for students to get ideas for what to put on their posters. The students can also use any ideas shared in class, as well as make a poster about any of the artists mentioned in Lesson 1.

### **Clean-up Procedures** (Room, Materials & Work Storage)

- Students put pencils, markers, and crayons back in table bins
- Posters (and notes) are collected in table colored folders

## Closure, Review & Anticipation (what's next?)

Teacher: "You all created some great posters with ideas for our school community. I will be hanging these up to share very soon, along with your weavings. Great job on being good care takers of the Earth! Someday you will grow up to be scientists and engineers who can invent ways help the Earth even more! I can't wait!"

## Supplemental Activity

- Students can browse books about Earth-friendly ideas
- Students can think of (and write down) ways we can be more Earth-friendly in the art room

## Teacher reflection focused on the lesson *after* it has been taught

- Were the students able to manage self-research?
- Were students able to come up with ideas, or did they need additional support?

## Lesson 3 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

### Google slides:

<p><b>Can we save the Earth with Art?</b></p> <p>Activism Through Art</p>	<p>How can we help the Earth?</p> <p><b>Spread the Word!</b></p>	<p><b>Earth Friendly Posters</b></p> <p>TOTE BAG!</p>
1	2	3
<p><b>Reduce</b></p> <p>To use less of</p>  <p>Borrow books from the library Turn off water while brushing your teeth Pick up trash and toss or recycle it</p>	<p><b>Reuse</b></p> <p>To use something again</p> <p>Draw on both sides of your paper Share clothes and toys Share seeds with friends</p> 	<p><b>Recycle</b></p> <p>To break something down to make something new</p>  <p>Collect pop cans, plastic bottles, and cardboard</p>
4	5	6

## Research

### Internet search:

- Ways to be eco friendly
- Easy ways to reduce and reuse
- How to reduce plastic waste
- How kids can go green

### Books on the table



7

## Teacher sample:



## Research Resources:

Brosbe, R. (2023, January 5). *How to talk to your kids about climate change - U.S. news & world report*. U.S. News. <https://www.usnews.com/education/k12/articles/how-to-talk-to-your-kids-about-climate-change>

*House resolution for K-12 Climate Education*. SCHOOLS FOR CLIMATE ACTION. (2023). <https://schoolsforclimateaction.weebly.com/house-resolution-for-k-12-climate-education.html>

Plautz, J. (2020, February 3). *Eco-anxiety is overwhelming kids. where's the line between education ...* The Washington Post Magazine. <https://www.washingtonpost.com/magazine/2020/02/03/eco-anxiety-is-overwhelming-kids-wheres-line-between-education-alarmism/>