

<b>THEME:</b>	<b>Water Stewardship &amp; Community Connections</b>
<b>SCOPE &amp; SEQUENCE UNIT:</b>	<b>Art and Science</b>
<b>OBJECTIVE:</b>	<b>Telling our story with visual images</b>
<b>ACTIVITY:</b>	<b>Making interpretive signs</b>

<b>Notes:</b>	<b>In-class activity</b>
<b>Teacher Prep.:</b>	Contact an interpretive sign maker/artist/graphic designer to come into the class and assist with the project. Request 1 or 2 parent volunteers to assist also. If making permanent signs, find a local sign maker and determine cost of signs and how they will be installed. Otherwise use heavy cardstock paper and consider having the signs laminated.
<b>Time:</b>	many 45 minute sessions

#### **Skills:**

- ◆ Reading
- ◆ Writing & oral language
- ◆ Collaboration, teamwork, leadership
- ◆ Critical & creative thinking
- ◆ Ecological literacy
- ◆ Media literacy, communication & information management
- ◆ Life and career planning

#### **Objectives:**

- ◆ To create an artistic and scientifically reliable interpretive sign
- ◆ To research a topic and distill the information into one or two sentences
- ◆ To learn how to draw life-like
- ◆ To work in partnership

#### **Background Information:**

The time to create interpretive signs for the watershed is once the students have a good and broad understanding. This follows on the heels of many activities, studies and investigations in and of the watershed. When it becomes time to create interpretive signs for the watershed, brainstorm as a class as many topics to talk about as possible, creating a list at the front. In the end it will be a list of what the students know to be important. Ideally there should be as many topics as half the number of students. Students work in pairs and choose, or are assigned, a topic for their sign to display.

**Activity 1:**

Invite an interpretive sign maker into the class to teach about the important elements to consider when sign making. For example: to draw people to the sign it must be attractive, eye pleasing; few people want to stop and read a lot of text so text should be minimal; check your facts; check your spelling.

If the sign maker is an artist invite them to lead the class in drawing some typical life forms and things that they may have on their signs.

**Activity 2:**

In their pairs, students brainstorm what they want to say on their sign and how they want to say it. This is straightforward for some students; not at all clear for others. Some students will need to research their topic, record their notes and then write their text. The text needs to be reviewed by the artist/parent volunteer/teacher to help students distill the content down to one or two sentences. The text is written on a sheet of separate from the cardstock paper, until there is agreement on final text.

Drawings are best done first in pencil. The artist can assist with form detail as well as layout for students needing assistance. The artist and teacher should vet final pencil drawings. Then the full colours can be added, and the text written on the page. The background should also be coloured in.

Completing the signs may take several classes for some student teams and only a few classes for others.

**Activity 3:**

If keeping the signs paper, consider laminating them for durable and interpretation purposes.

If making metal signs, scan the images into a digital format, transfer file to sign maker. Determine how, where and who will install the signs. (If they are going up in a local park, Parks may be willing to assist in their installation and will want to vet the signs in any case). These considerations need to be decided prior to going to the sign-maker for their fabrication.

**Activity 4:**

Invite other classes and the public to the sign unveiling (or interpretive walk). With parent volunteers on standby at the interpretive signs with the students who created them, people take a walking tour of the signs (consider creating a wee tour guide ahead of time so people know where to go) and can receive live interpretation from the students who made them.

## Materials

If making permanent signs (metal), funds are required

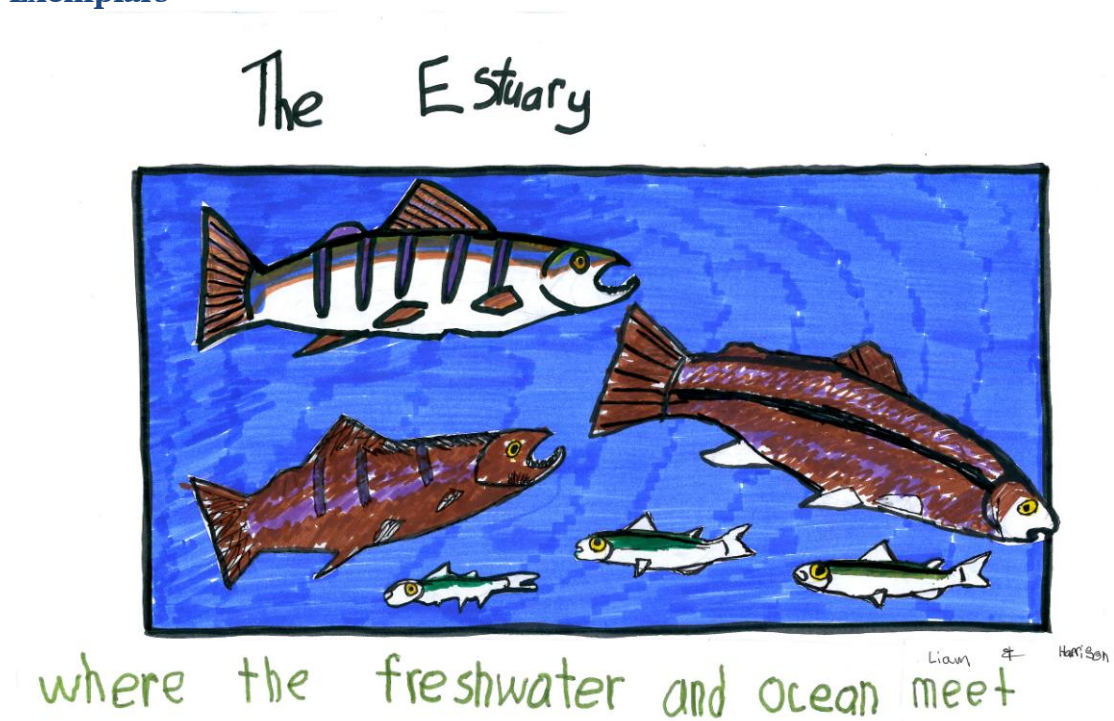
If inviting a mentor into the class, funds may be required

Heavy cardstock paper for the signs, 14X17 inches

Bright colour markers for the artwork

Lamination costs

## Exemplars





# Middens



A midden is a first nation's archaeological site. Middens are native food processing areas.

Middens are made of shells, stones, bones and features such as fire hearths and refuse pits.

