

Pre-Visit Teacher's Guide







Grades 1 and 2



A Program of the Education Department
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Pre-Visit Teacher's Guide
Noah's Ark at the Skirball
Grades 1 and 2

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Note: Suggested books/resources are listed within each activity.

LETTER TO TEACHER

Dear Teacher:

Thank you for choosing the Skirball Cultural Center and the Noah's Ark at the Skirball program for your students.

Noah's Ark school programs for Grades 1 and 2 are approximately 90-minute experiences that bring to life one of the world's most frequently occurring stories—that of people and animals experiencing a great flood, creating shelter through cooperation and community building, and finally seeing a rainbow, a symbolic second chance to preserve and improve the world. **Storms, Arks, Rainbows** is our unifying theme.

Noah's Ark school programs provide learning experiences that engage the imagination of the individual student while addressing the class as a whole community. The Ark, constructed of renewable and recycled materials, offers an open-ended, hands-on learning environment for students. Our kinesthetic, musical, and dialogical approach to teaching the themes of cooperation, the environment, and contributing to a better world is what makes our programs unique.

Noah's Ark school programs are designed to be grade level-appropriate and to correspond to the California State Standards for Social Studies, Language Arts, Science, and Visual and Performing Arts.

During your visit to the Noah's galleries, you and your students will:

- Participate in an interactive story encompassing flood myths from around the world;
- Explore the story's themes using three different modalities: storytelling through rhythm, team challenge activities, and sound effects;
- Experience community building both in small groups and as a whole class;
- Inhabit the theme of **Storms, Arks, Rainbows** through the lens of your own lives and that of your classroom.

For logistical details, please consult your tour confirmation packet for additional instructions.

We look forward to welcoming you and your class to our first year of Noah's Ark school programs!

Best regards,
Education Department
Skirball Cultural Center
(310) 440-4662

Noah's Ark at the Skirball
CALIFORNIA STATE STANDARDS MATRIX

California State Standards	Storytelling	Conduct-a-Storm	Ecology	Percussion	Team Challenge
English Language Arts: Listening and Speaking 1.0	X				
History Social Science: A Child's Place in Time and Space 1.1					X
History Social Science: A Child's Place in Time and Space 1.4					X
Science Life Science 2.0			X		
Science Earth Science 2.0		X			
Science Earth Science 3.0			X		
Visual Arts Music: 3.0				X	
Visual Arts Music: 4.0				X	
English Language Arts: Listening and Speaking 1.0	X				
History Social Science: People who Make a Difference 2.1					X
History Social Science: People who Make a Difference 2.4					X
History Social Science: People who Make a Difference 2.5					X
Science Life Sciences 2.0			X		
Science Life Sciences 3.0			X		
Visual and Performing Arts Music 1.0		X		X	
Visual and Performing Arts Music 2.0				X	
Visual and Performing Arts Music 4.0		X		X	
Visual and Performing Arts Dance 1.0				X	

Noah's Ark at the Skirball **PROGRAM DESCRIPTION**

The 90-minute program for Grade 1 and Grade 2 will be organized as follows:

- 9:45 a.m. Group arrives.
- 10:00 a.m. Orientation with Gallery Staff.
- Introduction to the Skirball Cultural Center and to the Noah's Story.
 - Discussion of Ark Agreements for safety and conduct.
 - Divide into three equal groups.
 - Groups will be identified by animal names sent in pre-visit materials.
- 10:05–10:30 a.m. Storytelling Tour begins.
- 10:30–11:30 a.m. Three rotations:
- Storm Making
 - Percussion
 - Team Challenge or Ecology
- 11:30–11:35 a.m. Wrap-up in final gallery.
- The wrap-up consists of a whole group closing activity
- 11:35 a.m. Group returns to the bus.

During the visit, each Grade 1 and Grade 2 group will experience:

1. An introduction to the Skirball Cultural Center and to the Noah's Ark Galleries;
2. A full-gallery Storytelling Tour of the galleries;
3. Three facilitated activities in small groups with experienced, trained Gallery Educators;
4. A wrap-up activity.

In addition, teachers will receive the following classroom materials:

1. Pre-visit materials teachers can use to prepare their classes prior to their visit;
2. Take-home activity / post-visit packet;
3. Free passes for a return visit during public hours.

PRE-VISIT ACTIVITY #1

RAIN GAME

Connections to Your Visit to Noah's Ark:

When your class visits Noah's Ark at the Skirball, they will participate in musical activities in which they will use their bodies and instruments to create sound effects and music. This game will introduce your students to the idea of using instruments (in this case their hands and laps and feet) to make sound effects.

California Standards:

Listening and Speaking

1.0 Students listen critically and respond appropriately to oral communication.

Visual and Performing Arts

2.0 Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Big Ideas That Link This Activity to Your Skirball Visit:

Cooperation. Sustainability. Environmental awareness. Community.

Activity Objective:

Students will understand the importance of rain and the essential role it plays in our lives. Students will use their bodies as instruments of percussion and sound effects.

Set-up and Materials:

- You need room enough for your entire group to make a circle.
- This activity can be done inside or outside.

Step-by-Step Procedure:

1. Begin with a short discussion about rain. What is it? What descriptive words would you use to show what it sounds like when it's hard or when it's soft?
2. Read a book about rain or tell a story about a time when you yourself got caught in a rainstorm (some resources listed below).
3. Tell the group that you are going to make rain together using your bodies.
4. Demonstrate each of the different sounds you will make (details below) and see if they can guess what part of the storm the body sound corresponds to.
5. Discuss how you will give them the signal of when they should change the sounds once your storm begins.
6. At the end of the loudest sound (stomping feet), reverse the order of sounds and go back to the first and quietest one.

Activity Reflection:

Discuss rain—its importance in bringing us water, how all living creatures need it, and how vital it is to our health and well-being. You may also choose to extend this activity with an art project or creative writing activity about a rainstorm.

Rain Sound Effects:

Have children generate these sounds in order of a rainstorm:

1. Slow tongue clucking (drips of rain)
2. Tap two fingers (index and middle) from both hands against each other (drizzle)
3. Rub both hands together (shower)
4. Chest thumping (downpour)
5. Knee or lap thumping (heavy downpour)
6. Feet stomping (it's raining cats and dogs!)
7. Knee or lap thumping (heavy downpour)
8. Chest thumping (downpour)
9. Rub both hands together (shower)
10. Tap two fingers from both hands together (drizzle)
11. Slow tongue clucking (drips of rain)

Books to Share with Children about Rain:

Aardema, Verna. *Bringing the Rain to Kapiti Plain*. Puffin. 1992.

ISBN: 0140546162

This is a wonderful story of an African farmer and his wish for rain. It explores the connection between humans and nature and will help your students understand the need for and appreciation of rain.

Guiberson, Brenda. *Rain, Rain, Rainforest*. Henry Holt & Co. 2004.

ISBN: 0805065822

Filled with forest and animal sounds, this book transports the reader to the rainforest to meet its inhabitants and see how the rain affects their lives. This is a great beginning for a discussion of the benefits and necessities of rain for life.

Hesse, Karen. *Come On, Rain*. Scholastic Press. 1999.

ISBN: 0590331256

This is a perfect anticipatory set for the Rain Game. The narrative itself builds as a storm approaches and then comes pouring down. The beautiful, poetic language will help your students express their own ideas about storms as you debrief the activity.

Stojic, Manya. *Rain*. Chrysalis Children's Books. 2001.

ISBN: 185602413X

This book celebrates the magic of the rain for the animals on the African savannah. It is a wonderful discussion starter about the importance and benefits of rain.

PRE-VISIT ACTIVITY #2

GETTING “IN TOUCH” WITH THE FIVE SENSES

Classroom Connections to Noah’s Ark:

During your visit to Noah’s Ark at the Skirball, you will participate in activities in which students will use their senses to explore, create, and encounter the exhibit features. This activity will help your students understand four of their senses (“tasting” is not yet offered in our galleries).

CA Standards:

Visual and Performing Arts: Music

1.0 Students read, notate, listen to, analyze, and describe music and other aural information.

Big Ideas That Link This Activity to Your Skirball Visit:

Sensitivity. Imagination. Self-Expression. Communication.

Activity Goal and Objective:

Students will get to know four of their senses. Students will become aware of these senses through relaxation and guided imagery.

Guided imagery, sometimes known as “visualization,” is a technique in which a person imagines pictures, sounds, smells, and other sensations associated with reaching a goal. By vividly imagining oneself being in a certain environment or situation, guided imagery can activate the senses, producing a physical and cognitive effect.

A few tips about guided imagery before you get started:

- Use your most soothing, slow voice with soft music in the background if possible.
- Before beginning, have students practice closing their eyes and imagining. You can explain that “it’s a little like pretending except your eyes are closed and your body is very still.”
- If children have trouble closing their eyes, they can put their head down or cover their eyes. Some children will be able to do the exercise without closing their eyes, so set up your group accordingly.
- The imagery involves imagining flowers and plants, etc. Some children may not have experience with these things in their own lives, so feel free to either bring in flowers for them to smell and touch or a bunch of grass to sensitize themselves with beforehand. You can also adapt the text to suit your group.
- Sharing their feedback may take a very long time with very young children. You may want to couple this with an art project or small group share so that children can have another mode for sharing.

Set-up and Materials:

1. "Four Senses Chart" (attached);
2. Comfortable place for children to close their eyes, preferably in an environment in which they have space and fewer distractions than normal;
3. Drawing, painting or other art materials if you choose to follow the exercise with a creative project;
4. Any objects or pictures of things in the imagery that you want to remind them of before you begin.

Step-by-Step Procedure:

1. Begin by gathering the group for a discussion of the five senses.
2. Using the "Five Senses" chart, ask children to name the senses that each of the different children in the pictures use. Have them point to the part of their bodies where they use their five senses.
3. Tell children that you are going to ask them to imagine using their five senses and that when you imagine, it's good to close your eyes so you can picture *only* what your imagination wants to picture, not what's going on around you (practice closing eyes and imagining/pretending and keeping quiet and still). Tell the children they'll only have their eyes closed for a short time and that it's going to be fun sharing what they imagined.
4. Ask children to close their eyes, and then read or recite to them the guided imagery prompt "A Relaxing Rainbow."

A Relaxing Rainbow

"Allow your eyes to gently close.... Pretend you are in a beautiful garden filled with flowers and plants—greens, blues, reds, yellows, purples. Take a deep breath in through your nose and you can smell the flowers. Look around at the other green plants in your garden. Some have pointy leaves and some have berries on them. Imagine that you take a seat in your garden and touch the grass that you are sitting on. It feels wonderful on your fingers. As you sit there, you notice a colored rainbow floating above your head...the purples and the blues...the greens and the yellows...the oranges and the reds...and maybe some gold and silver.... Notice what colors your special rainbow is.... And as you breathe, the beautiful rainbow grows larger and larger and larger...and starts to grow bigger and bigger.... It feels very calm and easy as it moves. Watch it slowly disappear out of your garden and leave you resting there by yourself. An animal comes after the rainbow leaves. It's a very special animal for you. It comes right up to you. You can hear its sounds, see its eyes and ears, and if you are very gentle, it will let you touch it. Watch and listen for your animal for a moment and pay attention to what it does."

"When you're ready to come out of the garden and back to our space here... slowly...feeling refreshed and remembering all the good things you imagined.... remember that wonderful magic garden...and all the things you smelled...and saw...and heard...and felt...remembering everything, you can open your eyes and return."

5. After the group has come back together with eyes open, you can lead a short sharing time with what the children pictured. Or, you may want to immediately begin an art project to allow children to communicate their ideas. Drawing, painting, and moving give children opportunities to share that are personal and often more evocative than speaking.

Books to Share with Children about Senses:

Aliki. *My Five Senses*. Harper Trophy. 1989.

ISBN: 006445083X

A great introduction to becoming aware of ones senses, this book progresses from simple to complex ideas about seeing, hearing, tasting, smelling, and touching. It is a wonderful way to set up any kind of sense awareness activity.

Lionni, Leo. *Frederick*. Alfred A. Knopf. 1967.

ISBN: 0394810406

The engaging story of a mouse named Frederick who uses guided imagery to get his friends through a hungry, cold winter.

Miller, Margaret. *My Five Senses*. Alladin. 1998.

ISBN: 0689820097

A wonderful book of photographs of children experiencing their five senses. This is a great introduction to talking and thinking about the senses.

FIVE SENSES CHART

"I like to look at clouds."

I'm using the sense of:

"The dog's fur feels soft."

I'm using the sense of:

"I love the scent of flowers."

I'm using the sense of:

"I listen to the songs of birds."

I'm using the sense of:

"This watermelon is so sweet!"

I'm using my sense of:



Smell



Hearing



Sight



Touch



Taste

PRE-VISIT ACTIVITY #3

CONNECTIONS BINGO

Classroom Connections to Noah's Ark:

In this activity your class will explore its own diversity by collecting signatures of individuals who have qualities or experiences related to ideas and concepts from Noah's Ark. They will be introduced to the ideas of cooperation, animal behavior, and the importance of diversity through this activity.

California Standards:

Reading Comprehension

2.7 Students interpret information from diagrams, charts, and graphs.

2.8 Students follow two-step written instructions.

Big Ideas That Link This Activity to Your Skirball Visit:

Cooperation. Diversity. Respect. Communication.

Activity Objective:

Students will read their "Connections Bingo" card and find students in class for whom the descriptions in one or two boxes are true. Students will see firsthand the diversity of background, experience, and behavior of their classmates.

Set-up and Materials:

- Copies of "Connections Bingo" handout for each student and adult.

Step-by-Step Procedure:

1. Introduce the concept of diversity. What does it mean? Each of us is unique in many ways. Discuss how the trip to Noah's Ark will teach a lot about diversity in terms of animals, human behavior, and the environment.
2. Provide each child with a copy of Connections Bingo and a pencil.
3. Read the directions at the top of the page and give them the parameters for movement, safety, how and where to sign their names in the boxes, etc. Offer any prizes you like for those who can complete the whole card.
4. Allow students to find each other and sign their Bingo card.
5. When students are finished, debrief the activity by highlighting specific items of interest. For example, you can discuss the various sections of the game—animals, cooperation, family, musical ability, etc.—and talk about how these elements will be part of your visit to Noah's Ark.
6. Follow up with a reading from one of the books below whose theme is diversity.

Books to Share with Children about Diversity:

Hamanaka, Sheila. *All the Colors of the Earth*. HarperTrophy. 1999.

ISBN: 0688170625

A beautiful, poetry text accompanies the painted illustrations in this book celebrating diversity. Metaphor and simile are used to link people and nature and celebrate the world's ethnic heritage.

Katz, Karen. *The Colors of Us*. Owllet Paperbacks. 2002.

ISBN: 0805071636

Similar to the book above, *Colors of Us* takes a girl named Lena on a tour of her city neighborhood to see how different people are from one another. Fittingly, the illustrations are gouache, collage, and colored pencil. A great book to read aloud.

Parr, Todd. *It's Okay to be Different*. Little Brown Young Readers. 2004.

ISBN: 0316155624

One of Todd Parr's whimsical picture books. Children will laugh and sigh at all of the ways that Parr identifies differences.



Noah's Ark at the Skirball **CONNECTIONS BINGO**

Directions: Find someone in your class who fits the description for each of the Bingo squares below. Have that person write his or her initials in the square, and move on to another classmate who fits the description in another square!

Try to fill out as many boxes as possible, with as many different initials, in the time allowed by your teacher! Only one square per person!

Someone who has seen lightning.	Someone who has taken care of a sick animal.	Someone wearing 3 rainbow colors	Someone who has more than 3 pets living with them at home
Someone who has been on a boat before.	Someone who read a book today.	Someone who has a relative living in another country.	Someone with an aquarium at home.
Someone who has visited the zoo.	Someone who has seen a Rainbow in the sky.	Someone who can walk like a penguin.	Someone who can roll his or her tongue.
Someone who can name three animals that only come out at night.	Someone who can howl like a coyote.	Someone who is born in the same month as you.	Someone who recycles at home.

PRE-VISIT ACTIVITY #4

EXPLORING WORDS IN THREE DIMENSIONS!

Classroom Connections to Noah's Ark:

This activity invites you to discuss and teach up to seven (7) theme words from our Noah's story. By completing this activity, your students will have background understanding of the key concepts and themes in the Noah's story that they will experience at the Skirball. Feel free to break this activity up over the course of a few days leading up to your visit. That may lessen the demand of thinking about multiple abstract words during one class period.

CA Standards:

Reading

1.0 Word analysis, fluency, and systematic vocabulary development

Big Ideas That Link This Activity to Your Skirball Visit:

Caution. Sensitivity. Understanding. Creativity. Diversity.

Activity Objective:

Students will discuss each word as a class and then create, using drawing and writing, a personal definition.

Set-up and Materials:

- Index cards;
- Colored pencils, crayons, or markers;
- Bulletin board or wall chart space.

Step-by-Step Procedure:

1. Take a minute to discuss your upcoming trip to Noah's Ark. Tell students that the story of Noah's Ark is like other flood stories from around the world, a story that is meant to teach people certain things. Before you come to the Skirball, it's important that you are familiar with some of the themes that you will hear in the Skirball's flood story.
2. Write any of the following words on your chalk/white board: CAUTION, PATIENCE, READINESS, CREATIVITY, RESPONSIBILITY, RESOURCEFULNESS, COOPERATIVE
3. Going through the words, ask the children to discuss the meaning of the words and examples of people acting in these ways (using books you've read in class is a great way to reference these behaviors). For example, in the traditional Noah's story, Noah shows RESPONSIBILITY when he gathers two of each animal onto the ark.
4. Divide up the words among the class by allowing the students to choose the word that is meaningful to them.

5. Give a large, blank index card to each student, preferably one with lines on one side and no lines on the other. You may also use cut paper, just be sure you provide a surface with enough space for drawing.
6. Instruct students to choose a word from the list and **write** on the lined side an example of a person (someone in their family, a character in a book, a member of their class) who has demonstrated that quality. Students should use the word in their writing but make sure that the word is defined. "My brother is creative when he makes sculptures out of clay."
7. Instruct students to **draw** what this word means to them on the blank side of the index card.
8. Have each student then **portray** the word with a body action or frozen pose.
9. Once time is up for writing and drawing and portraying their word, invite students to share their word with the class.
10. Depending on how you plan to extend this lesson, you can display the words on your Word Wall or bulletin board, with either the picture or example side up.

Variations for Reinforcing Student Understanding:

At the end of the lesson or on subsequent days, you can reinforce the students' understanding of the words in a number of ways:

1. Play "Mind Reader" in which you reference one of the cards on the wall, describing the word without saying it and have the class guess what word you are talking about. See if they can "read your mind"!
2. Begin each morning meeting or circle time with a famous person who embodies one of the words.
3. Send the word cards home with students with an assignment to discuss the word with their parents and report back to the class about what the word means. They can create a "family definition" of the word and share it with the class.
4. Create a crossword puzzle about the words at www.puzzlemaker.com

Books to Share with Children about These Themes:

Duke, Kate. *The Tale of Pip and Squeak*. Dutton Juvenile. 2007.
ISBN: 0525477772

This is a wonderful story about getting along, cooperating and being responsible as two mice brothers put aside their differences to throw the best party ever.

Glassman, Bruce. *Zoolidays*. Red Cygnet Press. San Diego. 2007.
ISBN: 1601080115

In this book, the animals in a zoo are about to be homeless. Instead of complaining and crying, they use creativity and teamwork to save their zoo (and dress themselves up in the process!). This book provides a fun and visual model for teamwork.

Lionni, Leo. *Geraldine the Music Mouse*. Alfred A. Knopf Books. 1979.

ISBN: 0394842383

One of Lionni's Little Mice Tales, this story of a mouse creating something magical out of a simple block of cheese touches on the themes of creativity and resourcefulness. What Geraldine does is to nibble a hunk of cheese into a music-making mouse that comes to life and allows her to hear music for the first time.

PRE-VISIT ACTIVITY #5

BUILD A BETTER WORLD BRAINSTORM

Classroom Connections to Noah's Ark

During your visit to Noah's Ark, you will be invited to think in greater depth about how individuals and communities impact the world and what they can do to improve it. In this activity your students will begin thinking about the issues in their classroom, school, and community that they would like to do something about.

California Standards:

Writing

2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies.

Listening and Speaking

1.0 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Big Ideas That Link This Activity to Your Skirball Visit:

Collaboration. Responsibility. Stewardship.

Activity Objective:

Students will brainstorm as individuals, in groups, and finally as a class about problems they would like to solve in the classroom, school, or community. Teachers will help weigh the importance, feasibility, complexity, and impact of a variety of ideas in order to choose which one they will work on.

Set-up and Materials:

- "Kids in Action" excerpt
- Brainstorm worksheet
- "How We Will Build a Better World" worksheet

Step-by-Step Procedure:

1. Share with your students the reading "Kids in Action."
2. Discuss how the kids in the story made a difference and what steps they took in setting up a recycling program.
3. You may want to limit your "Build a Better World" project to your classroom, in which case you will want to focus your brainstorm around classroom issues. If you are open to identifying things to change school-wide, you should focus your brainstorm accordingly and similarly if you are interested in opening it up to community issues.

4. Share with them the concept of “brainstorming.” Some basic rules of brainstorming are that all ideas are valid, no one may criticize other ideas, brainstorming is more powerful when people share their ideas, etc.
5. Provide your class with some prompts that will help them begin brainstorming: Some possible categories of ideas might be: Projects that help the Environment (recycling, beach clean-ups, buying green products), Projects that help people treat one another better (visiting senior centers, inviting parents to school functions, etc.), Projects that make the classroom or school more beautiful; projects that help animals or wildlife; projects that raise money to help people; projects that provide books or materials to people who need them (book drives, clothing drives, etc.).
6. Provide each child with a brainstorming form and give him or her time to write and draw about one idea that they have for a project that will “build a better world.” You may want to use one of the books below to prompt ideas prior to completing the form.
7. Display all of the ideas on a bulletin board or chalkboard and have students discuss the ideas that resonate most with them. Ask the following questions:
 - Which idea sounds most interesting?
 - Which idea seems like it would be manageable to do?
 - Which idea would make the biggest difference?
8. Complete the form, “How We Will Build a Better World,” and bring it with you to the Skirball Cultural Center on your visit.

Activity Reflection:

Using one of the books below, discuss the potential of your project. What goals do you have? Who will help you with the project? How will you share the project with the rest of the school? With your families?

Books to Share with Children about Changing the World:

Lewis, Barbara. *The Kids' Guide to Social Action*. Free Spirit Publishing. 1991. ISBN: 0915793296

This book is an invaluable resource for teachers and students who want to undertake service projects. It has forms, ideas, stories of successful projects, and lots of resources that may be helpful in turning your class' passion into action!

Cooney, Barbara. *Miss Rumphius*. Viking Penguin. 1982. ISBN: 0140505393

A book about the power of one person to make a difference, Miss Rumphius is the story of a librarian who single-handedly beautifies the world around her with flowers. This is an inspiring story to share with your class before or after your Noah's visit as you think about making the world a better place.

Siegel, Danny and Naomi Eisenberger. *Mitzvah Magic: What Kids Can Do to Change the World*. Kar-Ben Publishing. 2002.

ISBN: 1580130348

Filled with stories of children making positive contributions, this book gives many ideas about projects your class could work on in addition to the inspiring stories of the children who initiated the projects. It's a great resource for your building a better world project.

Muth, John J. *The Three Questions*. Scholastic Press. 2002.

ISBN: 0439199964

With beautifully serene illustrations, this book describes the journey of one boy looking to find answers to some of life's more philosophical questions. In the end, he learns the lesson of doing good and the value that it brings. This is a wonderful book to use as an anticipatory set for this lesson or as inspiration to keep your class thinking about improving their world.



Noah's Ark at the Skirball

KIDS IN ACTION

Two stories excerpted from
The Kids' Guide to Social Action by Barbara Lewis.

Hawthorne Elementary

"Wait! Don't toss out that newspaper! Save that aluminum can!" The fourth, fifth, and sixth graders at Hawthorne Elementary in Salt Lake City, Utah, are serious about recycling. If one of these energetic kids can corner you, he or she will wring a promise out of you to save all your toilet paper tubes and old clothes hangers in order to make a super marble shoot for their "Recycled Invention Fair." Or Eric, Ernie, or Mackay will slide up to sell you their triangular shaped earrings made out of old cans. Only \$2.00 a pair. What a bargain!

But their teacher, Sheri Sohm, encouraged them to think bigger. So the kids carried their recycling idea to the community, collecting 15,000 cans at their school and starting the Sugarhouse Recycling Center for Newspapers. And some of the children have even served on the mayor's recycling committee.

They call themselves "KOPE"—Kids Organized to Protect the Environment. They have planted a garden in their school yard, written and presented plays, organized their own Earth Day art fair, and written a newsletter. They have started KOPE groups in other schools and hosted two intra-district meetings with 15 other schools to encourage projects to celebrate Earth Week.

Rebecca Brown

Just about everyone has heard of Boyertown's winning American Legion baseball teams. The town has been wildly supportive and proud of their kids. But while Boyertown had great baseball, it didn't have a library.

High school student Rebecca Brown believed that books should be as important as baseball. She set about creating her own lineup of players until she had a team willing to fight for a town library. She made a hit speaking at civic groups, collected signatures on a petition, and brought the issue before the public by writing radio spots and newspaper articles. She and her Girl Scout troop applied for two grants, netting \$850 for library books!

Their library, which began humbly with the troop running a Saturday morning children's story hour, grew as it gathered support from other groups. Finally, Rebecca's efforts resulted in a home run for books. The town purchased an old beauty salon and turned it into a real library!



Noah's Ark at the Skirball

BUILDING A BETTER WORLD BRAINSTORM

Name:

My idea for building a better world is:

A drawing of what I'd like to do to build a better world:

A large, empty rectangular box with a thin black border, intended for a drawing.



Noah's Ark at the Skirball
**HOW OUR CLASS WILL BUILD
A BETTER WORLD**

We, the students of _____
(names of teacher/s)

from _____
(name of school)

came up with the following goal to help make the world a better place:

What we HOPE and DREAM will happen if we reach our goal:

HOPES

DREAMS

Ideas we have for getting started: