

## Pre-Visit Teacher's Guide



## Pre-K and Kindergarten



A Program of the Education Department  
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Pre-Visit Teacher's Guide  
**Noah's Ark at the Skirball**  
**Pre-K and Kindergarten**

**TABLE OF CONTENTS**

	Page
I. Letter to Teacher	3
II. California State Standards Matrix	4
III. Program Description	5
IV. Pre-visit Activities	
Activity #1: <b>Rain Game</b>	7
Activity #2: <b>Getting “in touch” with the Five Senses</b>	9
Activity #3: <b>A Rum Sum Sum</b>	13
Activity #4: <b>Sound Awareness</b>	15
Activity #5: <b>The Sun Always Shines</b>	18
Activity #6: <b>Recycle Rescue!</b>	20

**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 Pre-K and Kindergarten programs are approximately 60-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 Standard	Storytelling	Conduct-a-Storm	Ecology	Percussion	Team Challenge
Visual and Performing Arts: Visual Arts 1.0	X				
Visual and Performing Arts: Music Artistic Perception 1.0		X		X	
Visual and Performing Arts: Creative Expression 2.0				X	
Visual and Performing Arts: Aesthetic Valuing 3.0				X	
English: Listening and Speaking 1.0	X				
English: Reading	X				
Visual and Performing Arts: Music 1.0		X		X	X
Visual and Performing Arts: Music 2.0		X		X	
History Social Science Living and Working Now and Long Ago 1.0				X	X
History Social Science Living and Working Now and Long Ago 6.0			X	X	X
Science: Earth Sciences 3.b		X	X		
Science: Earth Sciences 3.c		X	X		
Science: Life Sciences 2.a			X		
Science: Life Sciences 2.b			X		

## Noah's Ark at the Skirball PROGRAM DESCRIPTION

***The 60-minute program for Pre-K and Kindergarten 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.
- 10:15–10:30 a.m.      Rotation 1 with Gallery Staff.
- 10:30–10:45 a.m.      Rotation 2 with Gallery Staff.
- 10:45–11:00 a.m.      Rotation 3 with Gallery Staff.
- 11:00–11:10 a.m.      Wrap-up in small groups in the Rainbow Gallery with Gallery Staff.
- 11:15 a.m.                      Group returns to the bus for departure.

Gallery Location	Storm Zone	Ark—part 1	Ark—part 2
Introduction	Circle discussion of the storm	Circle discussion of moving in	Circle discussion of work on the Ark
Guided exploration task	Find a storm sound	Look and find animals	Do some work with your body! Clean, gather and prepare food! Work together.
Sharing	What sound did you find?	What animal did you find that had... wings, tails, claws, etc.	What work did you do on the ark?
Staff-led activity	Conduct-a-Storm	Animal Movement	Staff-led Jam/Percussion

***During the visit, each Pre-K and Kindergarten group will experience the following:***

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 their five senses (though “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. "Five Senses" chart;
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.

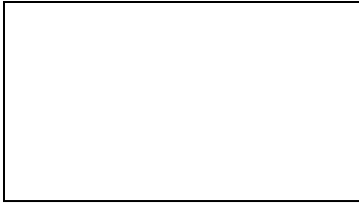
ISBN: 0689820097

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

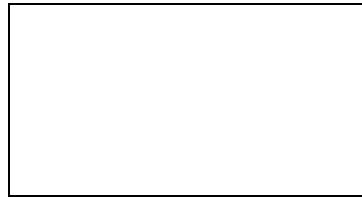
**"I like to look at clouds."**

I'm using the sense of:



**"The dog's fur feels soft."**

I'm using the sense of:



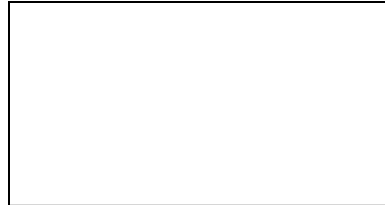
**"I love the scent of flowers."**

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**

### **A RUM SUM SUM**

#### **Classroom Connections to Noah's Ark:**

During your visit to Noah's Ark, your class will learn about sound effects and dynamics when they conduct their own storm. They will use body motions when they participate in an interactive story, and play music with their bodies and with musical instruments from around the world.

#### **California Standards:**

##### *Listening and Speaking*

1.0 Students listen and respond to oral communication.

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:**

Dynamics. Coordination. Cooperation.

#### **Activity Objective:**

- Students will coordinate sound and movement using their voices and their bodies.
- Students will practice the dynamics of louder, softer, faster, slower that they will then use at Noah's Ark.

#### **Set-up and Materials:**

- Space inside or outside in which your whole group can make a circle.
- The tune of this song is monotone and the rhythm is in 4/4 time. You can make up whatever melody you like, just give it a beat!

##### *The words are:*

A rum sum sum, a rum sum sum  
Goody, goody, goody, goody rum sum sum  
A rah man, a rah man  
Goody, goody, goody, goody rum sum sum

##### *The movements are:*

A rum sum sum—and pats on each knee  
Goody, goody, goody, goody—a hand pat on the chest for each "goody"  
A rah man—hold your arms above your head and bring them down to the floor in front of you

### **Step-by-Step Procedure for This Activity:**

1. Gather your group in a circle and introduce the idea of singing and using body movements at the same time.
2. Teach the children the words (sing them and then have them repeat).
3. Teach the children the body movements that go with the words.
4. Put it altogether by performing the song at a reasonable pace.
5. Vary it by using dynamic cues: faster, slower, louder, softer, higher, deeper, etc.

### **Activity Reflection:**

Debrief by talking about how this activity is like some of the activities your class with experience on your field trip to Noah's Ark. While you are at the Skirball, your class will learn about sound effects and dynamics when they conduct their own storm, use body motions when they participate in an interactive story, and play music with their bodies and with musical instruments from around the world.

### **Books to Share with Children about Songs:**

Ackerman, Karen. *Song and Dance Man*. Knopf Books. 2003.  
ISBN: 0394893301

This charming book about a Vaudevillian grandpa showing his grandkids he can still put on a great show teaches a wonderful lesson about the joy that music and movement can bring.

Bernhard, Durga. *In the Fiddle is a Song*. Chronicle Books. 2003.  
ISBN: 0811849511

An individual's potential is the theme of this flap-book your students will enjoy reading. At Noah's Ark, we talk about our contributions and this book fits perfectly into that theme of each of us sharing our potential for the good of the group. This book is also excellent as a discussion starter about life, growth, and natural cycles.

Spinelli, Eileen. *Three Pebbles and a Song*. Dial. 2003.  
ISBN: 0803725280

While Moses, the mouse, may not be gathering food and water for his family for the winter, he does get together a song, a dance, and some pebbles to juggle to keep everyone entertained throughout the winter. This is a great book to begin discussions that you will continue at the ark about the things we need to survive.

## **PRE-VISIT ACTIVITY #4**

# **SOUND AWARENESS**

### **Connections to Your Visit to Noah's Ark:**

Your field trip to Noah's Ark at the Skirball will involve a number of activities in which sounds are very important. Your students will hear the sounds of animals, of storms, of music, and of voices as part of the Noah's story. Preparing them to focus their listening will help them improve their focus and attention when they visit the Ark.

### **California Standards:**

#### *Listening and Speaking*

Students listen and respond to oral communication. They speak in clear and coherent sentences.

### **Big Ideas that Relate to Noah's Ark Exhibit Messages:**

Sensory awareness. Communication. Discovery. Sharing.

### **Activity Objective:**

- Students will develop their focused listening.
- Students will explore everyday sounds by listening and imitating.

### **Set-up and Materials:**

- A small collection of familiar objects that make sounds (see Step 1 below);
- White board, bulletin board, or poster paper;
- CD of sound effects (optional).

### **Step-by-Step Procedure for This Activity:**

NOTE: You may do any of the three activities either in isolation or paired together in one lesson or as a mini-unit over the course of a whole week.

#### **1. Sounds**

Bring into class a collection of sound making items that would be familiar to children. Examples include a piggy bank filled with change, a large scissors, a bell, any musical instrument, a rattle, etc. You can also use recording of sounds on CDs, too. Talk to children about how they can concentrate on listening (staying quiet, closing eyes, relaxing their breathing, putting on "deer ears" or "rabbit ears" by cupping their hands around their ears, etc.).

#### **2. Sound Walk**

Plan to take your group outside. Try asking what sounds they would expect to hear walking down the street, going into the woods, riding on the bus. Take your group on a Sound Walk; you can go anywhere—through your schoolyard, a nearby park, walking in nature, etc.—and instruct the children to listen carefully to all the sounds they hear.

During your walk, try and use lots of descriptive words such as loud, soft, banging, clanging, whistle, etc. Encourage the children to practice making the sounds WHILE they are hearing them; it takes practice to recreate the sounds.

When you return to your class (or you can gather outside), make a list of all of the sounds that you heard on your walk. Invite children to imitate the sounds they heard and then reinforce them, "Yes, Maria, that does sound like the bird we heard outside." Or "I think, Jesse, that the swing made a softer sound when you pushed it."

### **3. Sound Song**

Here are a couple of verses of the Sound Song. Feel free to add the sounds that your group shared in your circle or that you heard on your Sound Walk.

*Sing to the tune of "Did You Ever See a Lassie?":*

Did you ever hear a bell ring,  
A bell ring, a bell ring?  
Did you ever hear a bell ring?  
Ding, dong, ding, dong, ding.  
Did you ever hear the wind blow,  
The wind blow, the wind blow?  
Did you ever hear the wind blow?  
Swish, swish, swish, swish, swish

*Now add sounds from your lesson.*

### **Activity Reflection:**

Discuss how you use the sense of sound.

- When do you have to listen very closely?
- When do you not listen at all?
- What can you learn about the world only from hearing?

### **Books to Share with Children about Sound:**

Aliki. *My Five Senses (Let's-Read-and-Find-Out Science 1)*. Harper Trophy. 1989. ISBN:006445083X

A great introduction to becoming aware of one's 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.

Kirk, David. *The Listening Walk (Miss Spider)*. Calloway. 2005.

ISBN: 0448439999

Miss Spider and her son Wiggle take a walk in the dark. They listen closely for night sounds to determine who or what is making all those scary sounds. This is a beautiful book to begin discussions of the senses and how useful it is to use more than one at a time!

Showers, Paul. *The Listening Walk*. Harper Trophy. 1993.

ISBN: 0064433226

A young boy and his father take a walk and listen to the sounds that they hear. This is a wonderful book to use as an anticipatory set to your Sound Walk.

**PRE-VISIT ACTIVITY #5**  
**THE SUN ALWAYS SHINES**

**Classroom Connections to Noah's Ark:**

While you visit Noah's Ark, your students will participate in activities in which they will be asked to think about themselves and how they can contribute in groups. This game demonstrates how much we are alike and different even though we all share the same circle.

**California Standards:**

*Listening and Speaking*

1.0 Students listen and respond to oral communication.

**Big Ideas That Link This Activity to Your Skirball Visit:**

Self-control. Coordination. Adaptability.

**Activity Objective:**

Students will play a game in which they come up with characteristics or traits that they have in common with their classmates.

**Set-up and Materials:**

Space inside or outside in which your whole group can make a circle. You may want to use chairs as this will be the best way to control bodies, though things like Frisbees and mats on the ground can work also. The circle should have one less chair/marker than the number of people playing.

*Rules of the game:*

1. You must walk when you move around.
2. You cannot go back to the same chair or spot you were just in.
3. You may only go to the chair next to you if it is the last place left open.
4. You may not say "The Sun Always Shines..." about something that is only true about you. You'll have to go again!

**Step-by-Step Procedure:**

1. Have your group gather in a circle and explain the purpose of the game: to understand the things that people have in common and the things that pertain to only a few. The person in the center will say something about a friend (what he or she wears, does, plays, feels, etc.). If what the person says is true for you, you have to move to another place in the circle and take a different chair/spot in the circle. If it is not true for you, then you stay where you are. The object is for the person in the center to get out of the center and leave a new person without a seat in the center.
2. Share the rules of the game (listed above) about how to move, what spots to take, etc.

3. Provide some examples for your group: "The sun always shines on people who wear tennis shoes." "The sun always shines on people who have brown hair." "The sun always shines on people who play soccer."
4. Using yourself as the model, start the game with your own prompt. "The sun always shines on people who..."

**Activity Reflection:**

Questions for discussion:

- What were some things you found out today about each other that you didn't know?
- How did it feel when lots of people moved when you said your prompt?
- How did it feel when only a few people moved?
- Why is it important that we all have differences?

**Books to Share with Children about Likeness and Differences:**

The Cheltenham Elementary School Kindergartners. *We Are All Alike...We Are All Different*. Scholastic. New York. 2002.  
ISBN: 0439417805

At Noah's Ark, we talk often about how the differences among the animals help the ark to survive. This book celebrates differences as characteristics that make us special rather than right or wrong. It is a wonderful reflection piece for the game, or an anticipatory set.

Freeman Marks, Nancy. *Just as You Are*. Wave Publishing. 2003.  
ISBN: 0972243011

This rhyming book describes the budding friendship between Sam and Leon, boy and dog, and how they come to accept each other for who they are. The story is whimsical and the illustrations are dazzling. This is a great book to share with children prior to their visit to Noah's Ark.

## **PRE-VISIT ACTIVITY #6**

### **RECYCLE RESCUE!**

#### **Classroom Connections to Noah's Ark:**

One of the magical parts of the Noah's Ark exhibit is our collection of animals made from recycled materials. Your students will see household objects like mirrors and mops and brooms repurposed as animal parts. This activity helps your students think about all the different items they themselves can recycle and the ways in which these objects can be used again in interesting ways.

#### **California Standards:**

##### *Listening and Speaking*

1.0 Students listen and respond to oral communication.

##### *Creative Expression*

2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

#### **Big Ideas That Link This Activity to Your Skirball Visit:**

Environmental awareness. Responsibility.

#### **Activity Objective:**

Students will learn about the different items they can recycle and then play a game in which they find recyclable items around the classroom.

#### **Set-up and Materials:**

- A bag of recyclable materials commonly found in the trash
- A puppet or stuffed animal friend
- A number of recyclable objects hidden in a specific area of your classroom

#### **Step-by-Step Procedure:**

1. Gather your group in a circle and tell them that a friend of yours—Rocky Raccoon, Selena Squirrel, Cheryl Crow (or any animal you have a puppet of that is commonly known to look through our trash)—found a bunch of stuff in your trash at home.
2. Show the group each of the items—an aluminum can, some newspaper, a plastic bottle, an egg carton, some used paper, etc.
3. Ask the group why Rocky took these items out of the trash. "Because they are recycled items."
4. Tell the group that you think there are a number of items that can be recycled around the classroom. (Use the same sorts of items as above but things that you might have found at school. Make sure they are items that won't hurt little fingers!) Give the class the parameters of where to search for recycled items ("only on the rug," "look under the desks only," etc.) and tell them to look very carefully.
5. Let the students search for a few minutes to find the recycled items.

6. Call the class back to your circle with their items and make a list of what they found. As each person shares their item, put it in the recycling bin.
7. Discussion: What is recycling? Why is it important to do it?
8. Share examples of things made out of recycled materials. Polar fleece jackets are made from plastic bottles! Squishy playground floors are made from sneakers! Foil to wrap leftovers in is made from Coke cans!

**Activity Reflection:**

Discuss how at Noah's Ark at the Skirball, you and your students will see lots of animals and objects that are made from recycled materials.

- Why would the artists want to use objects that were already used?
- Have you every used a "used" object to make something?

**Books to Share with Children about Recycling:**

Madden, Don. *The Wartville Wizard*. Aladdin. 1993.  
ISBN: 0689716672

This book takes a humorous look at the problem of trash and waste. It's great to read aloud and provides ample discussion points about creating trash, littering, and caring about the earth.

Wallace, Nancy Elizabeth. *Recycle Every Day*. Marshall Cavendish Children's Books. 2006. ISBN: 0761452907

This wonderful book practices what it preaches *and* tells a great story of a bunny doing her part to reduce and recycle. The illustrations are all made from recycled materials and there are many ideas for activities and projects included in the back.