

Take disposable plastics out of your routine

Simple alternative - Bring your own bag to the store

LESSON PLAN: T-Shirt Tote



Full Title: Sea Changes: ACT – No Sew T-Shirt Tote, Plastic Bag Replacements, repurposed t-shirts
Grades: K-12

Medium: Fiber Arts with recycled clothing

Author/Teacher/School: Marjorie Pezzoli and Debb Solan, Oceanside Museum of Art Workshop

Class time required: Forty-five minutes

Sample sketches or products:

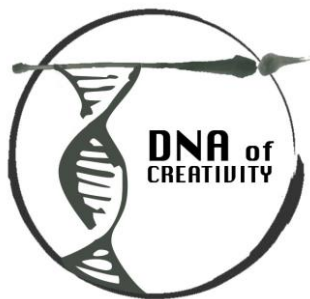


For more information: www.DNAofCreativity.org

San Diego Visual Arts Network (Public Charity 501 (c) 3 EIN #205910283)

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OVERVIEW: Plastic Pollution, how we can make a difference

"Plastics, like diamonds, are forever. One of the most serious threats to our oceans is plastics pollution. Plastic constitutes approximately 90% of all trash floating on the ocean's surface, with 46,000 pieces of plastic per square mile..."

- [Disney Nature OCEANS](#)

OBJECTIVES: to teach about Ocean Conservation through a combination of traditional art making and science based information and technologies. Make a difference, personal responsibility for ocean conservation.

Impacts from plastic bags in the ocean include:

Entanglement of wildlife, smothering of wildlife (i.e. corals), and ingestion by wildlife

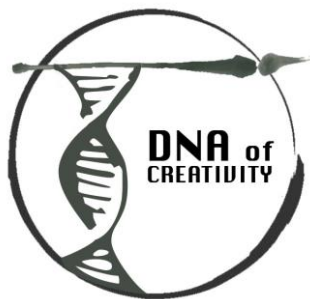
Replacing plastic shopping bags with reusable ones is a great way to reduce the number of bags getting into the environment.

MATERIALS: T-shirts, fabric marker, T-square or flat edge for making straight line, scissors

TEACHER PREPARATION: research on Plastic Pollution, what these mean and how the environment that man controls can have side affects on the creature of the sea.

PROCEDURE:

1. Lay T-shirt on flat area.
Use straight edge to mark line, approximately 4" from bottom of shirt.
This indicates fringe length.
2. Use fabric marker or Sharpie pen for sleeve & neck line removal, or just follow seams.
Cut off sleeves & neck line.
3. Cut bottom of t-shirt up to line, 1/2" – 3/4" width to create fringe,
This creates front & back pair for tying together.
(1st & last fringe cut up side seam of T-shirt to create tying pair.)
4. Tie double over hand knot tightly with each pair of front & back fringe.
5. The t-shirt tote bag is complete.

**TEACHER TIPS:**

Download Marine Debris Fact Sheets from NOAA's Marine Debris Program

<http://marinedebris.noaa.gov>

Download most recent International Coastal Cleanup report from Ocean Conservancy

www.oceanconservancy.org

Check www.seachanges.org and Sea Changes: Act Team Facebook for examples and posing of your students work!

CA CONTENT STANDARDS:

1. Describe and replicate repeated patterns in nature, in the environment, and in works of art.
2. Use texture in two-dimensional and three-dimensional works of art.
3. Demonstrate beginning skill in the manipulation and use of fiber materials and tools (fabrics, scissors, rulers and s) to create form and structures in fiber art.

Life Sciences

1.0 Plastic that pollutes our oceans and waterways has severe impacts on our environment and our economy. Seabirds, whales, sea turtles and other marine life are eating marine plastic pollution and dying from choking, intestinal blockage and starvation.

2.0 Scientists are investigating the long-term impacts of toxic pollutants absorbed, transported, and consumed by fish and other marine life, including the potential effects on human health.

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3. 80 percent of marine litter originates on land, and most of that is plastic. The most effective way to stop plastic pollution in our oceans is to make sure it never reaches the water in the first place. We all need to do our fair share to stop plastic pollution: individuals need to recycle and never litter

2. Plants and animals meet their needs in different ways.
As a basis for understanding this concept:

a. Students know animals eat plants or other animals for food and how they mistake plastic pollution for a food source.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept. Students should develop their own questions and perform investigations.

BIBLIOGRAPHY/WEBOGRAPHY:

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http://flowergarden.noaa.gov/document_library/eddocs/plasticbaglesson.pdf

<http://marinedebris.noaa.gov>

<http://www.oceanconservancy.org>

<http://www.plasticbagfacts.org>

<http://www.nrdc.org/oceans/plastic-ocean/>

<http://www.coastal.ca.gov/publiced/marinedebris.html>

<http://www.usc.edu/org/seagrant/research/PlasticReport/PlasticReport.pdf>

<http://www.oceanconservancy.org/keep-the-coast-clear/>

<http://www.surfrider.org/programs/entry/rise-above-plastics>

http://www.montereybayaquarium.org/cr/cr_seafoodwatch/sfw_consumers.aspx

http://www.blueoceansociety.org/Research/pet_project.html

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