**Notice One Thing Quick Guide**

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| **Engage and Explore**  *(10min)* | Ask students, what are issues you hear about that you feel passionately about?  Ask students what are advertisements or adds that make them care about acting? | |
| Teacher does: | Students do: | Sharing Strategies and Questions |
| Tell students that NOAA needs their help in coming up with cool and creative ways to get people engaged in learning and caring about the ocean!  Tell students that if they use a weather app, they are most likely relying on some NOAA data | Students watch:  <https://youtu.be/rA_Bzc5hk8g>  Students can also explore:  <https://www.noaa.gov/our-mission-and-vision>  Students learn about data and how it is valuable to changing human action | Have students pair up and explore the media resources in groups or as a class.  Ask students, what does the USGS slogan mean? How could they change the world?  Ask students, do you know NASA? How does NASA make you “feel”?  Ask students what ways they can make data cool to educate people about the ocean?  Ask students what ocean issues are important to them? |

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| **Explain, Elaborate, Evaluate**  *(25min)* | Tell students that there are a lot of ways to represent data to make people take notice  Tell students one way to make people take notice is by making a sculpture, like this one found at Oregon Zoo in Portland made of ocean plastics found on local beaches | |
| Teacher does: | Students do: | Sharing Strategies and Questions |
| Explain that students will use fact sheets to make a 3D sculpture of the data that they find interesting to them  They will have to come up with a name and caption for their art piece  They will look at NOAA fact cards to get the data and decide what they want to build  Students can also use cards from NSF, Oregon Visitor Association, or any Ocean Facts you want to use | Students can select their cards or get random cards  Explore fact cards  Select one thing  Look at prompts and make a sculpture  Share out sculpture using prompts  Students can do a gallery walk  Sculptures must fit on a 8.5x11 sheet of paper, use 3x5 card to name your sculpture | Have students:  Find the ONE thing  Does one piece of data jump out at you?  Is there a pattern in the data?  Do you see a something when comparing one part of your data to another part of your data?  Sculpting  How will you present your data to other people?  What symbols can you build to represent your data?  How can you attract attention to what you are sharing?  What do you want people to learn, think, feel, or do after seeing your sculpture? |

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| **Elaborate and Evaluate**  *(25min)* | Have students share their sculptures or do a gallery walk | |
| Teacher does: | Students do: | Sharing Strategies and Questions |
| They will have to come up with a name and caption for their art piece  They will look at NOAA fact cards to get the data and decide what they want to build  Sculptures must fit on a 8.5x11 sheet of paper, use 3x5 card to name your sculpture | Share out sculpture using prompts  Students can do a gallery walk  Students can take sculptures home  Have students share how seeing the information in a fact sheet is different and/or the same as seeing a sculpture | Each group must have:  \*Name of the Art Piece\*  1. What fact(s) did you use?  2. How did you make your sculpture?  3. What are you trying to get people to notice?  4. Where does your sculpture fit in NOAA’s mission?  a) science (tides, weather, ecosystems, data collection)  b) service (people, industry, resources)  c) stewardship (how people should take care of the ocean) |