

**LESSON PLAN**  
~Grade 4 Visual Arts~

**“Smell Good, Feel Good”**

-created by Lynn Perreault, Ph.D. & Suzanne Friemann, M.A., B.Ed.  
(for Idle-Free Windsor)

<b>Date:</b>	<b>Time:</b>
<b>School:</b>	<b>Teacher:</b>
<b>Special Instructions:</b>	

**Ontario Curriculum Connection**

**Overall Expectations:**

- Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences.

**Specific Expectations:**

**Creative Work:**

- Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking).

**MATERIALS & EQUIPMENT:**

Rulers, pencils, scissors, markers (or paint or colouring pencils), bristol board (or tyvek), invisible tape, potpourri (or dried sage or lavender), nylon stockings and pipe cleaner.

**Vocabulary:**

**Words & concepts your class may be learning**

**Air pollution:** Substances in the air that have harmful or unpleasant effects.

**Emission:** The process of sending out.

**Idle or Idling:** Inactive, not in use, not moving or in operation.

**Smog:** A discoloured haze that is a combination of airborne particles, gases, and chemicals (ground-level ozone) that together affect our health and our natural environment; a form of air pollution.

**Vehicle:** A machine or object that helps us get from one place to another.

**Vulnerable:** Easily hurt or injured.

## PROCEDURE

### Topic Intro - Brainstorming, Connecting ideas (assess students' knowledge!) ~10 min.

What does "idling" mean? How do you spell it? Use it in a sentence?

What does "emission" mean? How do you spell it? Use it in a sentence?

What does "vehicle" mean? How do you spell it? Can you name different types of vehicles?

What does "smog" mean? How do you spell it? Use it in a sentence?

What does "air pollution" mean? How do you spell it? Use it in a sentence?

#### Anti-Idling Trivia

Ask the class a question. By show of hands, get students to guess which answer is correct. Correct answers are **bold**. Ask some reflection questions after each question.

Question 1: The people most vulnerable to smog are: 1. Teachers; 2. Teenagers; **3. Children.**

Reflection Question: Why are children more vulnerable? (they breathe faster than adults; their lungs are still developing; their breathing zone is closer to the ground; they are more likely to play outdoors)

Question 2: How are children affected by vehicle emissions? 1. Aggravates asthma; 2. Aggravates allergies; **3. All of the above.** Reflection Question: How many of you know someone who has asthma? Allergies?

Question 3: What is the percentage of parents who idle their vehicle while waiting to pick up their children: 1. 15-20%; 2. 23-35%; **3. 35-45%.** Reflection Question: What can we do to help stop parents from idling their vehicles when waiting to pick up their children? (e.g., ask them to turn off their engine)

### Activity ~ 20 min.

Students will create an air freshener for their parents' car. Start by providing each student with a piece of bristol board (or tyvek) and ask them to cut out a 10cm X 20cm rectangle, and then fold it over to create a square. Using invisible tape, ask students to carefully tape shut each side of the square, leaving the top open, creating a pouch. Based on the trivia discussion, ask students to create an anti-idling message on both sides of the pouch using markers, paint or colouring pencils. The anti-idling message should serve as a reminder to parents to turn off their engine while parked.

Distribute the nylon stockings. Ask students to cut a piece that measures 20 cm in length. They will securely tie a knot at the bottom end of the stocking (to prevent the contents from spilling out). Then, students will carefully fill the stocking with potpourri (or dried sage or lavender), and then securely tie a knot at the top end of the stocking. Make sure the nylon pouches are filled just enough to fit into the cardboard pouches. Using the pipe cleaner, ask students to make a hole through each side of the top of their cardboard pouch. Finally, students will thread their pipe cleaner through the top of the cardboard pouch.

### Wrap-up ~ 5 min.

Ask students to tie their work of art on the rearview mirror of their parents' car. This should serve as a reminder for parents to turn off their engine, therefore reducing needless idling time.

For more information about Windsor's anti-idling campaign, please visit [www.idlefreewindsor.org](http://www.idlefreewindsor.org) or call 519-973-1156. (After May 1, 2007, please call the Citizens Environment Alliance at 519-973-1116.)

## ASSESSMENT TOOL

### Making an Air Freshener : "Smell Good, Feel Good"

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Quality of Construction	The air freshener shows considerable attention to construction. The cardboard is neatly trimmed. All items are carefully and securely inserted into the cardboard pouch. There are no stray marks, smudges or rips.	The air freshener shows attention to construction. The cardboard is neatly trimmed. Items are carefully and securely inserted into the cardboard pouch. A few barely noticeable stray marks, smudges or rips are present.	The air freshener shows some attention to construction. The cardboard is somewhat neatly trimmed. Items are somewhat securely inserted into the cardboard pouch. Some noticeable stray marks, smudges or rips present.	The air freshener was put together sloppily. The cardboard shell is uneven. Pieces may be loose or hanging over the top of the cardboard pouch. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Attention to Theme (i.e, encouraging parents to significantly reduce vehicle idling)	The student gives a reasonable explanation of how every item that is drawn and coloured on the cardboard pouch is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items that are drawn and coloured are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items that are drawn and coloured are related to the assigned theme.	The student's explanations are weak and illustrate difficulty in understanding how to relate the items to the assigned theme.
Effectiveness	Student was extremely effective in creating the air freshener.	Student was very effective in creating the air freshener.	Student was somewhat effective in creating the air freshener.	There was very little effectiveness in creating the air freshener.