

SUBJECT AREAS:

Art

ACTIVITY DESCRIPTION:

Time change, awareness, discussion, communication, writing, media construction, art and a sense of visually.

OBJECTIVES:

Students will be able to describe and illustrate concepts of variation, change, or adaptation in ecosystems.

MATERIALS:

Photographic equipment and materials or any other visual medium of the student's choice.

GRADE/LEVEL:

Secondary school (15-18)

DURATION:

Preparation time: 30 min.

Activity time: 45 min.

PLACE:

Classroom, outdoors.

AUTOR:

SSOU "Dimitrija Chupovski"-
Veles, Republic of North
Macedonia

Time Lapse

INTRODUCTION:

The teacher initiates a class discussion about what is shown in the picture, what changes are happening around us. Students will develop a discussion about whether they are influencing the changes happening around us.

BACKGROUND:

Photographic and other visually - oriented studies are not only ways to provide students with experience in developing a personal art form, but they also can be highly sophisticated and instructive means by which to portray concepts. The major purpose of this activity is to provide students an opportunity to acquire and convey insight into concepts of variation, change, and adaptation in ecosystems.

Procedure:

The assignment: to prepare a photo or other visual study of a concept important to understanding of natural systems. Recommended concepts: variation, change and adaptation. The time period may vary. In a Science class, photos could be taken of an eroding hillside over a two-month period; or of seasonal change, winter to spring; or of rapid change, the shedding of a snake skin. In a Social Studies class, for example, students could use old photographs of natural areas to monitor change over time. The medium may vary; for example 8mm movie, video tape, slide show, or 35mm black and white stills if students produce the images through photography. Or, magazine pictures, historical photos, natural artifacts (e.g., live and decaying pine boughs) could be used. Some students might want to present their interpretation of the concept through use of mine or other theater arts.

Students may work alone or in small groups. Each student or group should select a concept to portray, and then begin planning for the visual study.

Optional: The students can develop a "treatment" or statement of the idea they wish to portray. This may include words and sketches. (Storyboard material is available at some art and photo shops, and can be useful in this process.)

When the students have developed and completed their products-with titles as appropriate-they may want to invite other students, faculty, parents, or community to see the results!

FUN FACTS:

- **Fight climate change, improve livelihoods — naturally** - Scaling up natural climate solutions, such as restoring degraded forests, could create as many as 20 million new jobs. In total, ecosystem restoration creates 3.7 times as many jobs as oil and gas production per dollar.
- **421 parts per million** - In 2024, the average concentration of carbon dioxide (CO₂) in our atmosphere was 421.73ppm — the highest in human history and more than 50% higher than pre-industrial levels of CO₂.
- **Nature is an untapped solution** - Tropical forests are incredibly effective at storing carbon, providing at least a third of the mitigation action needed to prevent the worst climate change scenarios. Yet nature-based solutions receive only 3 percent of all climate funding.

ASSESSMENT:

The students should make a joint collage of the before and after pictures taken.

EVALUATION:

Students will self-evaluate their class achievements by taking the following test:

<https://www.epa.gov/climate-change/climate-change-quiz>