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STEAM

Mark It Up! How to Upcycle Your Markers

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Mark It Up! How to Upcycle Your Markers

Grace Llamas

Visual Art Educator

Miami Dade County Public Schools

Gulfstream Elementary School

297502@dadeschools.net

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For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact: The Education Fund 305-558-4544, Ext. 113 Email: audrey@educationfund.org www.educationfund.org

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OVERVIEW

Markers are a beloved classroom material, but what do you do when they dry out? Before you toss them in the trash, there are a multitude of ways you and your students can continue using them! This curriculum packet will provide educators with four easy ways to continue using markers creatively in the classroom and to see them in a whole new light. Each part of the marker is still useful and by incorporating these techniques into your classroom, you can provide students with new activities and ways to use markers sustainably.

GOALS

Students of all ages and abilities will:

- Become aware of environmental issues and the need for recycling or upcycling materials
- Learn to think before they place markers or any another art material in the trash
- Consider how dried-out markers and other materials can be used in different ways to be sustainable and eco-friendly
- Explore different ways that they can use and incorporate parts of a marker into different art-making activities and projects

OBJECTIVES

Participants will:

- Explore different ways to use markers after they have dried-up
- Experiment with techniques for art-making using markers in non-traditional ways
- Create samples using different techniques to take back to class
- Assess the project

COURSE OUTLINE

Lesson Plan: Transforming Markers to Paint

Students will learn how to repurpose dried-out markers to create paint, understanding the concepts of recycling and resourcefulness while integrating STEAM (Science, Technology, Engineering, Art, and Mathematics) principles. The marker paint can then be used to tie dye paper or fabric, in a spray bottle, or as watercolor.

Lesson Plan: Using Marker Parts as Stamps

Students will learn how to repurpose dried-out markers to create stamps, understanding the concepts of recycling and resourcefulness while integrating STEAM (Science, Technology, Engineering, Art, and Mathematics) principles.

Lesson Plan: Assemblage Art Using Marker Parts and Other Recycled Materials

Students will learn about the artist Louise Nevelson and create their own compositions using dried-out marker parts and other recycled materials. This lesson will teach students about recycling, assemblage art, and the importance of creativity and resourcefulness.

Lesson Plan: Using Marker Parts and Recycled Pieces as Building Blocks

Students will learn how to repurpose dried-out marker parts and other recycled materials to create building blocks for construction projects, understanding the

concepts of recycling and engineering principles while integrating STEAM (Science, Technology, Engineering, Art, and Mathematics) principles.

Lesson Plan: Transforming Markers to Paint

Objective: Students will learn how to repurpose dried-out markers to create paint, understanding the concepts of recycling and resourcefulness while integrating STEAM (Science, Technology, Engineering, Art, and Mathematics) principles. The marker paint can then be used to tie dye paper or fabric, in a spray bottle, or as watercolor.

Materials Needed:

- Dried-out markers
- Small cups or containers
- Water
- Paintbrushes
- Paper
- Droppers or pipettes
- Rubbing alcohol (optional, for older students)
- Chart paper and markers for recording observations
- Vocabulary cards (with words such as marker, ink, water, paint, experiment, recycle)

Introduction (10 minutes):

1. **Hook:** Show students a dried-out marker and ask if they think it can still be used. Discuss ideas and introduce the concept of recycling materials.
2. **Objective:** Explain that today, they will learn how to make paint from dried-out markers and use it for an art project.
3. **Vocabulary Introduction:** Review the vocabulary words and their meanings.

Activity 1: Experimenting with Marker Paint (30 minutes):

4. **Demonstration:** Show how to carefully open the markers to remove the ink cartridges.
    - For younger students, the teacher can handle this step.
    - For older students, allow them to participate with guidance.
5. **Creating Paint:**
    - **Water Method:** Place the ink cartridge in a small cup of water and observe how the water absorbs the ink.
    - **Optional Alcohol Method:** Place the ink cartridge in a cup with rubbing alcohol for a more vivid paint (suitable for grades 3-5).
6. **Observation:** Encourage students to describe what they see as the ink dissolves in the water/alcohol.
7. **Record Findings:** Have students draw or write their observations on chart paper.

Activity 2: Art Project with Marker Paint (30 minutes):

8. **Painting:** Distribute paintbrushes and paper to the students. Allow them to use the marker paint to create their own artworks. The marker paint can then be used to tie dye paper or fabric, in a spray bottle, or as watercolor.
9. **Creative Expression:** Encourage students to experiment with mixing colors and different painting techniques.

Discussion and Reflection (20 minutes):

10. **Group Discussion:** Ask students to share their artworks and talk about their painting experience.
11. **STEAM Integration:** Discuss how this activity involved Science (experimenting with liquids), Technology (using tools like droppers), Engineering (problem-solving how to open markers and create paint), Art (creating artworks), and Mathematics (measuring water/alcohol).
12. **Recycling Talk:** Emphasize the importance of recycling and reusing materials to help the environment.

Assessment:

- **Participation:** Observe students' engagement and participation in the activities.
- **Observation Sheets:** Review students' recorded observations for understanding.
- **Art Projects:** Display the completed artworks and assess creativity and use of the new paint.

Extension Activities:

- **Further Experiments:** Try different liquids (vinegar, different concentrations of water) to see their effect on the marker ink.
- **Writing Activity:** Have students write a short paragraph or story about their artwork and the process of making marker paint.
- **Cross-Curricular Connection:** Integrate a math lesson on measurement by having students measure the amounts of water/alcohol used.

Closure:

- Review the vocabulary words and ask students to use them in sentences.
- Reinforce the lesson's key points about recycling and the scientific process.
- Celebrate the students' creativity and efforts in both the experiment and the art project.

By following this lesson plan, students will gain hands-on experience with scientific experimentation, learn about recycling, and express their creativity through art, all while integrating important educational standards.

Lesson Plan: Using Marker Parts as Stamps

Objective: Students will learn how to repurpose dried-out markers to create stamps, understanding the concepts of recycling and resourcefulness while integrating STEAM (Science, Technology, Engineering, Art, and Mathematics) principles.

Materials Needed:

- Dried-out markers
- Small wooden blocks, bottle caps, or other sturdy bases for stamps
- Paper
- Washable ink pads or tempera paint
- Chart paper and markers for recording observations
- Vocabulary cards (with words such as marker, stamp, recycle, experiment, observe)

Introduction (10 minutes):

13. **Hook:** Show students a dried-out marker and ask what they think they could make with it. Introduce the concept of recycling materials into new tools.
14. **Objective:** Explain that today, they will learn how to make stamps from marker parts and use them for printmaking art.
15. **Vocabulary Introduction:** Review the vocabulary words and their meanings.

Activity 1: Printmaking with Marker Stamps (30 minutes):

16. **Demonstration:** Show how to carefully disassemble dried-out markers to retrieve the plastic tips and other parts.
    - For younger students, the teacher can handle this step.
    - For older students, allow them to participate with guidance.
17. **Stamping:** Distribute paper and ink pads or tempera paint. Allow students to dip the disassembled marker parts into the ink/paint and press them onto the paper to create prints.
18. **Creative Expression:** Encourage students to create patterns, designs, or pictures using the disassembled marker parts.

Discussion and Reflection (20 minutes):

19. **Group Discussion:** Ask students to share their prints and talk about their designs.
20. **STEAM Integration:** Discuss how this activity involved Science (understanding materials), Technology (using tools), Engineering (constructing stamps), Art (creating prints), and Mathematics (exploring shapes and patterns).
21. **Recycling Talk:** Emphasize the importance of recycling and reusing materials to help the environment.

Assessment:

- **Participation:** Observe students' engagement and participation in the activities.
- **Observation Sheets:** Review students' recorded observations for understanding.
- **Stamped Prints:** Display the completed prints and assess creativity and use of the disassembled marker parts in making patterns.

Extension Activities:

- **Further Exploration:** Experiment with different marker parts to see which create the best stamps.

- **Writing Activity:** Have students write a short story or description about their stamped artwork.
- **Cross-Curricular Connection:** Integrate a math lesson by having students create geometric patterns with their stamps.

Closure:

- Review the vocabulary words and ask students to use them in sentences.
- Reinforce the lesson's key points about recycling and creativity.
- Celebrate the students' creativity and efforts in both the construction and the printmaking.

By following this lesson plan, students will gain hands-on experience with scientific experimentation, learn about recycling, and express their creativity through printmaking, all while integrating important educational standards.

Lesson Plan: Assemblage Art Using Marker Parts and Other Recycled Materials

Objective: Students will learn about the artist Louise Nevelson and create their own compositions using dried-out marker parts and other recycled materials. This lesson will teach students about recycling, assemblage art, and the importance of creativity and resourcefulness.

Materials Needed:

- Dried-out markers
- Scissors
- Glue sticks or hot glue (teacher supervision required)
- Various recycled materials (cardboard, bottle caps, plastic pieces, etc.)
- Base materials (sturdy cardboard or wooden boards for assembling)
- Paint (optional)
- Chart paper and markers for recording observations
- Images of Louise Nevelson's artwork
- Vocabulary cards (with words such as assemblage, recycle, composition, texture, balance)

Introduction (15 minutes):

22. **Hook:** Show students images of Louise Nevelson's assemblage art and ask what materials they think were used.
23. **Objective:** Explain that today, they will create their own compositions inspired by Nevelson using recycled materials and marker parts.
24. **Artist Introduction:** Provide a brief overview of Louise Nevelson and her significance in the art world, focusing on her use of found objects and monochromatic compositions.
25. **Vocabulary Introduction:** Review the vocabulary words and their meanings.

Activity 1: Exploring Assemblage Art (20 minutes):

26. **Discussion:** Talk about what assemblage art is and how it involves using found objects to create a new artwork.
27. **Observation:** Show more examples of Nevelson's work, highlighting the use of texture, balance, and monochrome.
28. **Materials Exploration:** Allow students to explore the recycled materials and marker parts, discussing potential uses for each item.

Activity 2: Creating Compositions (40 minutes):

29. **Planning:** Have students sketch their ideas for their compositions on paper, considering texture, balance, and composition.
30. **Assembly:**
    - Distribute base materials and recycled items.
    - Show how to safely cut and arrange materials.
    - Use glue to attach pieces to the base.
31. **Painting (Optional):** If desired, students can paint their compositions in a monochrome style similar to Nevelson's work.

Discussion and Reflection (20 minutes):

32. **Group Discussion:** Ask students to share their artworks and explain their creative process.

33. **STEAM Integration:** Discuss how this activity involved Science (understanding materials), Technology (using tools like scissors and glue), Engineering (constructing compositions), Art (creating assemblages), and Mathematics (exploring shapes and balance).
34. **Recycling Talk:** Emphasize the importance of recycling and reusing materials to create art.

Assessment:

- **Participation:** Observe students' engagement and participation in the activities.
- **Observation Sheets:** Review students' sketches and recorded observations for understanding.
- **Art Compositions:** Display the completed compositions and assess creativity and use of materials.

Extension Activities:

- **Further Exploration:** Create larger collaborative assemblage projects using more recycled materials.
- **Writing Activity:** Have students write an artist statement describing their work and its inspiration.
- **Cross-Curricular Connection:** Integrate a math lesson on symmetry and balance by analyzing their compositions.

Closure:

- Review the vocabulary words and ask students to use them in sentences.
- Reinforce the lesson's key points about recycling and creativity.
- Celebrate the students' creativity and efforts in both the planning and creation of their assemblage art.

By following this lesson plan, students will gain hands-on experience with assemblage art, learn about recycling and resourcefulness, and express their creativity, all while integrating important educational standards.

Lesson Plan: Using Marker Parts and Recycled Pieces as Building Blocks

Objective: Students will learn how to repurpose dried-out marker parts and other recycled materials to create building blocks for construction projects, understanding the concepts of recycling and engineering principles while integrating STEAM (Science, Technology, Engineering, Art, and Mathematics) principles.

Materials Needed:

- Dried-out markers
- Scissors
- Glue sticks or hot glue (teacher supervision required)
- Various recycled materials (cardboard, bottle caps, plastic pieces, etc.)
- Base materials (sturdy cardboard or wooden boards for construction)
- Chart paper and markers for recording observations
- Vocabulary cards (with words such as build, recycle, construct, balance, structure)

Introduction (10 minutes):

35. **Hook:** Show students a pile of dried-out markers and other recycled materials. Ask them if they think these items can be used to build something.
36. **Objective:** Explain that today, they will learn how to make building blocks from marker parts and other recycled materials and use them to create structures.
37. **Vocabulary Introduction:** Review the vocabulary words and their meanings.

Activity 1: Exploring Building Materials (20 minutes):

38. **Discussion:** Talk about different types of building materials and their properties (strength, flexibility, weight, etc.).
39. **Observation:** Show examples of simple structures (bridges, towers, houses) and discuss the importance of stability and balance.
40. **Materials Exploration:** Allow students to explore the recycled materials and marker parts, discussing potential uses for each item.

Activity 2: Creating Building Blocks (30 minutes):

41. **Demonstration:** Show how to safely cut and assemble marker parts and other recycled materials to create building blocks.
    - For younger students, the teacher can handle this step.
    - For older students, allow them to participate with guidance.
42. **Assembly:**
    - Cut marker parts and other materials into suitable shapes for building blocks.
    - Glue pieces together to form stable blocks and allow the glue to dry.
43. **Experimentation:** Encourage students to test the stability of their blocks by stacking them and making adjustments as needed.

Activity 3: Constructing Structures (30 minutes):

44. **Planning:** Have students sketch their ideas for structures, considering balance and stability.
45. **Building:**
    - Distribute base materials and assembled building blocks.
    - Allow students to construct their structures, using their sketches as guides.
46. **Observation:** Encourage students to observe and adjust their structures to improve stability and balance.

Discussion and Reflection (20 minutes):

47. **Group Discussion:** Ask students to share their structures and explain their building process.
48. **STEAM Integration:** Discuss how this activity involved Science (understanding materials), Technology (using tools like scissors and glue), Engineering (constructing stable structures), Art (designing buildings), and Mathematics (exploring shapes and balance).
49. **Recycling Talk:** Emphasize the importance of recycling and reusing materials to create new things.

Assessment:

- **Participation:** Observe students' engagement and participation in the activities.
- **Observation Sheets:** Review students' sketches and recorded observations for understanding.
- **Structures:** Display the completed structures and assess creativity and use of materials.

Extension Activities:

- **Further Exploration:** Challenge students to create more complex structures or collaborative projects using additional recycled materials.
- **Writing Activity:** Have students write a story or explanation about their structures, describing how they built them and what they represent.
- **Cross-Curricular Connection:** Integrate a math lesson on measurement by having students measure the height and width of their structures and compare them.

Closure:

- Review the vocabulary words and ask students to use them in sentences.
- Reinforce the lesson's key points about recycling, creativity, and engineering principles.

- Celebrate the students' creativity and efforts in both the planning and construction of their structures.

By following this lesson plan, students will gain hands-on experience with engineering principles, learn about recycling and resourcefulness, and express their creativity through construction projects, all while integrating important educational standards.

Other ideas:

3-D projects – Mosaics, Beads

Supplies and Supplemental Materials

- **Glue Guns and Glue Sticks.** Suppliers: Amazon, Walmart. Approximate Price: $10-20 for a glue gun, $5-10 for glue sticks
- **Scissors:** Suppliers. Amazon, Office Depot. Approximate Price: $5-10
- **Washable Paints and Ink Pads.** Suppliers: Crayola, Michaels. Approximate Price: $10-20
- **Recycled Materials.** Cardboard, bottle caps, plastic pieces, etc. Can be collected from home or requested from families. Cost: Free
- **Wooden Blocks or Bases.** Suppliers: Home Depot, Michaels. Approximate Price: $10-20 for a bulk pack
- **Chart Paper and Markers.** Suppliers: Amazon, Staples. Approximate Price: $10-15

Florida State Standards (K-5) and STEAM Connections

STEAM

These activities not only foster creativity but also incorporate critical thinking and problem-solving skills across various STEAM disciplines, aligned with the standards outlined on CPALMS. For more details, you can explore the standards on the CPALMS website (CPALMS) .

Science

- SC. 5. N.11/ SC.68. N.11/ SC.912. N.11 The Practice of Science Define problems, use appropriate reference materials to support scientific understanding.
- **SC.K.P.9.1**: Recognize that through science, technology, and engineering, we can use different types of tools and resources to solve problems and accomplish tasks (such as reviving dried markers).
- **SC.3.P.8.1**: Measure and compare temperatures of various samples of liquids (which can be used in experiments with water or alcohol to revive markers).

Technology

- Manufacturing and production of markers and exploring sustainable practices to .
- **CTE-TE.1.CC.1.1**: Identify and use appropriate tools and materials for technological tasks (understanding the tools needed to revive markers and how to use them).

Engineering

- Phases of production include recycling, reusing, and reducing.

- **SC.2.N.1.2**: Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups (experimenting with different methods to revive markers and comparing results).

Arts

- **VA.K.F.1.1**: Explore the characteristics of different media and tools to develop understanding and skill in using media and techniques.
- VA.K.S.1.1 - Explore art processes and media to produce artworks
- VA.1.S.1.1 - Experiment with art processes and media to express ideas.
- **VA.2.F.1.1**: Use a variety of tools and media to create artworks (this could involve using recycled markers to create new art projects).
- **VA.4.F.1.1**: Use art materials and tools in safe and responsible ways (such as safely reviving dried markers with water).
- VA.4.S.2 - Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
- VA.5. S.1 / VA.68. S.1 / VA.912. S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Organizational Structure
- VA.5. O.1 / VA.68. O.1 / VA.912. O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Historical and Global Connections
- VA.5. H.3 / VA.68. H.3 / VA.912. H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Innovation, Technology, and the Future
- VA.5. F.1.1/ VA.68. F.1.1/ VA.912. F.1.1 Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
- VA.5H.1.1, VA.68H.1.1, VA.912H.1.1 - Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

Math

- **MA.1.M.1.3**: Measure lengths of objects using nonstandard units (measuring the amount of water or alcohol needed to revive markers).
- **MA.3.M.1.2**: Measure and compare lengths, weights, and volumes using appropriate tools (measuring the quantities used in reviving markers and comparing results).

Integration of STEAM in Classroom Activities

Science Experimentation:

- Students can experiment with different methods (water, alcohol) to revive dried-out markers, observing and recording the effects.

Technology and Engineering:

- Students can design tools or containers to optimize the process of reviving markers, integrating basic engineering principles.

Art Projects:

- Using revived markers to create artworks, exploring different techniques and media.

Mathematics:

- Measuring the amount of liquid used in the revival process, comparing the effectiveness of different methods, and recording data.

Are Your Markers Really Dried Out? Here's How to Check

To determine if dried-out markers can be revived, you can try several methods and observe their effectiveness. Here are some common techniques:

Methods to Revive Dried-Out Markers

1. **Water Method:**
    - **Tip Soaking:** Dip the marker tip in a small cup of water for a few seconds to a couple of minutes. Test the marker on paper to see if the ink starts flowing again.
    - **Drop Method:** Add a few drops of water directly into the marker's tip using a dropper or pipette. Let it sit for a few minutes before testing.
2. **Alcohol Method:**
    - Similar to the water method, use rubbing alcohol instead of water. This can be particularly effective for alcohol-based markers. Dip the tip in alcohol or add a few drops directly to the marker tip.
3. **Steam Method:**
    - Hold the marker tip over a pot of boiling water for a few seconds. The steam can help to moisten and loosen the dried ink.
4. **Vinegar Method:**
    - For non-permanent markers, you can try soaking the tip in vinegar for a few seconds. This method can help to revive some types of ink.
5. **Seal and Wait:**

- Seal the marker in a plastic bag with a damp paper towel. Leave it for a day or two to allow the moisture to rehydrate the ink inside the marker.

6. **Use of Humidifier:**
   - Place the marker in a room with a humidifier running. The increased humidity in the air can sometimes help to revive the ink.

Steps to Observe Effectiveness

7. **Initial Test:**
   - Before applying any method, test the marker on paper to see the current state of dryness.
8. **Apply Method:**
   - Use one of the above methods to attempt to revive the marker.
9. **Wait Time:**
   - Allow sufficient time for the method to take effect, which can range from a few seconds to a few days, depending on the method used.
10. **Retest:**
    - After the waiting period, test the marker on paper again to see if the ink flow has improved.
11. **Repeat if Necessary:**
    - If the marker shows some improvement but is not fully revived, you can repeat the method or try a different one.

Tips for Best Results

- **Cap It Tightly:** Always make sure to cap the marker tightly after each use to prevent it from drying out again.
- **Store Horizontally:** Store markers horizontally to keep the ink evenly distributed.

By experimenting with these methods and observing the results, you can determine which technique works best for reviving dried-out markers.

Vocabulary (K-5)

Basic Vocabulary

- Marker: A writing tool with a tip made of felt or similar material, used for drawing or writing.
- Ink: The colored fluid inside a marker used for writing or drawing.
- Dry: When something has no moisture or liquid left in it.
- Water: A clear liquid that is essential for most plant and animal life.
- Alcohol: A liquid that can be used for cleaning or reviving markers; rubbing alcohol is commonly used.
- Dip: To put something into a liquid for a short time.
- Soak: To put something in liquid for a long time so it absorbs the liquid.
- Revive: To make something active or working again after it has stopped or slowed down.

Intermediate Vocabulary

- Experiment: A test or trial to discover or demonstrate something.
- Moisture: A small amount of liquid, usually water, in the form of small drops.
- Humid: Having a high amount of water vapor in the air.
- Observation: The act of watching something carefully to gather information.
- Restore: To bring something back to its original condition.
- Solution: A liquid mixture where a solid (like ink) is dissolved.

Advanced Vocabulary

- Absorb: To take in or soak up a liquid.
- Rehydrate: To add water to something that has dried out to make it moist again.
- Evaporate: To change from a liquid to a gas, often resulting in the loss of water.
- Permeable: Allowing liquids or gases to pass through.
- Solvent: A substance that dissolves another substance (e.g., water or alcohol used to dissolve ink).
- Pigment: The natural coloring matter of ink or other materials.

Vocabulary Activities

- Vocabulary Matching Game: Match vocabulary words to their definitions.
- Experiment Journals: Students can write observations and results using the new vocabulary words.
- Discussion: Talk about why markers dry out and how the different methods work to revive them.
- Creative Art Project: Use revived markers to create an art project, reinforcing the vocabulary through practical application.

Resources

Here is a comprehensive list of resources that can be utilized for the K-5 lessons involving repurposing dried-out markers and other recycled materials for art and engineering projects:

Books

- **"Beautiful Oops!" by Barney Saltzberg -** A fun and engaging book that encourages children to see mistakes and everyday items as opportunities for creativity. Approximate Price: $10-15
- **"Not a Box" by Antoinette Portis -** A simple story about a rabbit who imagines a box as many different things, inspiring kids to think creatively about everyday objects. Approximate Price: $5-10
- **"Iggy Peck, Architect" by Andrea Beaty -** A story about a young boy who loves to build, emphasizing the importance of creativity and engineering. Approximate Price: $10-15

Internet Sites

- **PBS Kids** - Offers educational games and videos that can supplement lessons on recycling and creativity.
- **National Geographic Kids** - Provides articles, videos, and activities related to science, nature, and environmental conservation.
- Crayola ColorCycle Program (Discontinued) - The ColorCycle program started in 2013 and despite the positive intent, it did not meet the intended sustainability goals. Read more about the challenges that ultimately made this program ineffective.
- **Crayola FAQ: How can I revive dry Crayola Markers that accidentally were left with their caps off?** - Your Crayola markers may have dried out if left uncapped. Click the link for some suggestions to help revive them.

Audio/Visuals (DVDs, Software)

- **"Bill Nye the Science Guy: Recycle" (DVD)**
  - An educational video that explains the importance of recycling and how materials can be repurposed.
  - Approximate Price: $15-20
- **"Magic School Bus: Holiday Special" (DVD)**
  - Focuses on the importance of recycling and resourcefulness during holiday activities.
  - Approximate Price: $10-15

By incorporating these resources, students will have a well-rounded and engaging learning experience that covers various aspects of STEAM education while emphasizing creativity and resourcefulness.