**Know and Show Sombreros**

**Purpose**
Children create wearable pieces of art by decorating newspaper hats, as a way to their knowledge of a question of interest.

**Objective:**
The objective of this activity is to make wearable works of art that show children’s understanding of a question of interest, such as the benefits of plants to people. This activity is both a creative arts project as well as an effective evaluation tool. If you make the hats as a pre- and post-test, you can note the difference between what the children included before, and after, the program.

**Time:**
- 1 hour during the program pre-session
- 1 hour during the program post-session

**Materials**
- 2-inch clear tape
- Newspaper
- Miscellaneous art supplies (markers, yarn, glitter, pipe cleaner, tissue – whatever you can think of!)

**Instructions:**
This activity needs to be done twice – once during the program pre-session and once during the program post-session. The rationale behind this is that through comparing these activities, you will be able to identify a change in a group of children’s knowledge or understanding of your program’s subject of interest.

**Make the Hat**
- Place the middle of two large, square sheets of newspaper on the top of a student’s head.
- Lay the rest of the paper flat against the student’s head.
- Tape around the newspaper starting right over the ear, and continue wrapping until the tape goes all the way around the student’s head.
- Curl up the edges of the newspaper to form the brim of the hat.

**Decorate the Hat**
• During the pre-session, simply ask, without prompting, a question of interest related to your project goals, such as: what are the benefits that plants provide us? Or, what do plants need to grow? Encourage them to be creative, but do not offer suggestions or prompting.
• Encourage children to decorate their hats, with different art supplies, to show what they know.

Describe the Hat
• When everyone’s finished their hats, encourage them to show their creation and talk about what each decoration or item means.
• As they do this, jot down the numbers and range of responses.
• For example, when asked what plants need, children may show water drops, and a sun. Note those as examples of two different needs. Note, too, any misinformation you see presented.

Post-Session:
• Repeat this activity again at the end of your program’s session. Again, jot down the numbers and range of responses.
• Is there a difference? At the end of the session, are children able to identify more, or present a broader/deeper understanding of the plant world?
• For example, they may now note that plants need sun, water, nutrition, time to grow, a good location, and care.

You’ve just completed another evaluation method and most likely had some fun while doing it!

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