

ARTIST

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"The theme of our art project is to project the world of food and agriculture in Hood River," wrote one of four teams of students who worked collaboratively to make individual linoleum cut block prints that also work together to print as a larger block of four.

"The reason we create art is because it helps the team express themselves and give life enjoyment in the creation of their dreams and/or passions," wrote one of the Klahre House teams. "The theme of our art project is agriculture in Hood River and the love of fruit. We used the technique of linoleum block printing.

"Support - Your - Local - Pear" reads one set of prints from Klahre House.

"The kind of art we've done in the past is all different because we all come from different environments," another group wrote. "This art is a lot different than what our group members are used to. Such as, some members do graffiti art, community art and sports art, although for some it's their first experience making art."

Other students wrote, "Our team makes art to relieve stress and to evoke emotion. Our group members enjoy graffiti street art style and some group members enjoy drawing."

The Klahre House students followed a uniform process that each group adjusted to fit their personalities, talents and backgrounds.

"The first step in this art project was to plan our designs. One team member came up with the words for our project and we approved of her words because it is what happens in nature," wrote one team. "Then we sketched our thoughts and designs on paper, darkened all the lines we wanted to keep, and transferred the design onto the linoleum block by taping our paper facing down on to the linoleum block. Next, we shaded in the back with pencil to transfer the graphic design and carved out all the stuff

that we wanted white. Finally, we used a printing press to put the inked image onto paper or cloth.

"Our team has little experience with making art; many of us have only sketched in our note books or made our mothers paper turkeys on Thanksgiving as a grade school project."

One set of four prints, by Zachary, Jacob and Quintessa, says consecutively: Plant-Grow-Harvest- Feed and the final panel employs a truck, "representing putting the food in there, traveling across the world and giving food to others," the students wrote.

The FISH mural will be the first thing seen by visitors to the food bank headquarters. (Related article, page A1.)

The mural depicts the acts of many people growing, harvesting and sharing food, and employs ceramic fishes to acknowledge the hundreds of donors who gave to the \$1 million project.

Said sixth-grader Madaket Greenleaf: "It's really nice to help because FISH is helping the community and it's nice to be able to help FISH help other people."

The HRMS students worked with artist-in-residence Allison Bell Fox, Shelley Toon Lindberg of Arts in Education of the Gorge and potter Pam Springer.

Fox has also guided mural projects inside HRMS and Wy'east middle schools, a substance abuse prevention mural on the west wall of the Wy'east stadium, and at May Street Elementary, a combination mural-blackboard that employs the

school mascot, the Dragon, to communicate safety, respect, and other themes.

The food bank mural fills two walls and brings a fairly specific message, according to Fox: "That it's a community effort to get everything on the walls and it ties with the community effort with the FISH organization," she said. A core group of students did 85 percent of the painting, based on Fox's design (see the kids' names "planted" in the orchard rows) and then worked with Springer to kiln the ceramic fish and use a special process to glaze the donors names on each piece. Funds came from the Gary M. Anderson Children's Foundation and US Bank Foundation Pratt and Larson donated the tiles.

Fox said the mural reflects

lucky enough to have tiles with different design elements in them, and we took those design elements and had the kids interweave those into the background so the mural would match the mosaic section. There are thematic designs in the hills and sky to tie those two together."

Fox said she chose to keep the color palette "warm and harvest — lots of golds and lavenders to tie into the neutral setting of the waiting room of the facility."

HRMS teacher Jennifer Wilson said she immediately agreed to involve her students after hearing from Lindberg and Fox.

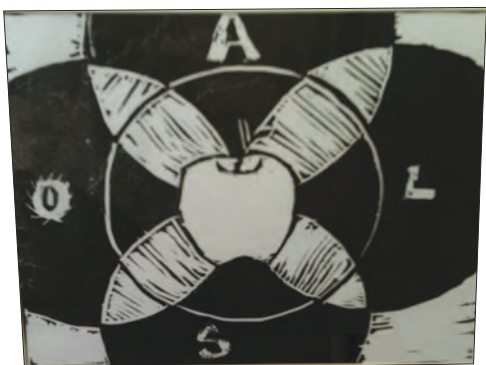
"They said we have an opportunity for a community service and I said 'Absolutely, what is it?' I said yes before I knew, because I think

'YOU ONLY LIVE ONCE, EAT LOCAL'

Artists' Statement: This linocut is dedicated to the community of Hood River. This drawing represents life and death decisions made upon people and what they eat. The statement 'you only live once, eat local,' shows how our choices can affect the way our body functions work properly. Food that is shipped to a far-away location has chemicals to prevent the fruit from going bad. Food grown by local farmers doesn't have to have chemicals to prevent the food from going bad because they don't have to ship the food long distances. This picture represents Mt. Hood, a local apple tree and one half is dead and the

other half alive. "We all have different reasons to why we do art. Two people in our group do art to express their feeling and have freedom of choice. Another says he likes to be known around the community and is proud of the work he has done. One member of our group did the words, others the tree and details, and we transferred them to a linocut block. We have done many forms of art, for example poetry, graffiti, doodles, school projects, and our parents' refrigerator."

From the artist statement by JKRX - Juan, Kaylee, Ronny and Xavier.



KLAHRE HOUSE close-ups: "Harvest;" "You only live once, eat local;" and one frame from "Trees-Grows-Flowers-Also" by Bailey, John, Julian, and Morgan.



Kid Scoop

Living room car wash?

Would you let someone wash their car in your living room? Imagine what a mess that would make!

Would you drive your car into a creek and wash it in the middle of the creek? Hopefully not! That would make the creek dirty for the fish and animals and could cause them to get sick and die.

Clean Cars = Dirty Creeks?

If your family washes your car on the street or in a driveway and the water runs into the gutter and the storm drain, then all of the dirt, oil and pollutants hitch a ride in the rinse water and go into your local creek.

It's like washing your car in the fish's living room!

(Almost) Waterless Car Wash

Here's a way to wash your car with very little water.

- You will need:
- 1/2 cup vinegar
 - 1/2 teaspoon natural liquid soap
 - 2 cups of water
 - spray bottle
 - clean rag
 - soft cloth for buffing

Put the liquid ingredients in the spray bottle and shake to mix. Spray a small area of your car with the liquid and wipe, removing the dirt and grime. For stubborn dirt, allow the liquid to sit for a few minutes before wiping off or use a non-abrasive kitchen scrub cloth. Use a soft cloth to buff the area to a shine.

Source: www.OrganicGardening.com



For a clean car and clean creeks, try one of these:

1. Wash your car at a carwash that recycles water.
2. Wash your car on an unpaved area so that the rinse water soaks into the ground. The soil, gravel and vegetation filters the soap and grime.
3. Mix up a bottle of the Almost Waterless Car Wash solution following the directions on this page.

Do the math to discover which is the best way to wash your car:

Commercial drive-through car wash: _____ to _____ gallons

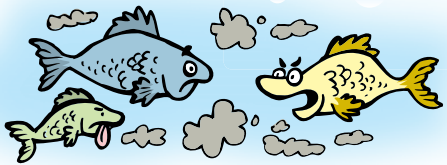
41 - 6 25 + 25

Self-Service car wash: _____ gallons

5 + 5 + 5

Washing your car at home: _____ to _____ gallons

100 - 20 70 + 70



"Well, dinner is cancelled. Someone washed a car in our dining room!"

A Colorful Reminder

You can make every day Earth Day by being careful not to waste our natural resources.

Color this reminder and display it in a kitchen or bathroom as a reminder for your family.

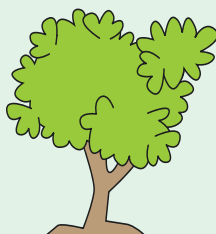


Just the Facts

Look through the newspaper for articles about the environment. Find at least three facts about the environment in the articles. Write a paragraph using these three facts.

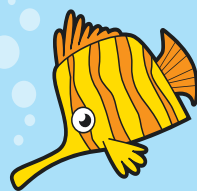
Standards Link: Research: Use the newspaper to locate information.

Kid Scoop Puzzler



This tree is 552 inches tall. There are 12 inches in a foot. How many feet tall is the tree?

_____ feet



This fish lives 4 fathoms below the surface of the ocean. There are 6 feet in a fathom. In feet, how deep in the sea would you have to go to find this fish?

_____ feet

Double Double Word Search

- WATERLESS
- VINEGAR
- FILTERS
- LIQUID
- DIRTY
- GRIME
- SPRAY
- STORM
- SCRUB
- SHINE
- SOAKS
- SOAP
- SOIL
- RIDE
- OIL

Find the words in the puzzle. Then look for each word in this week's Kid Scoop stories and activities.

L I V V I B U R C S
N L I O Y A R P S R
G R N O G O M E T E
C A E R S R L R O T
D L G K W R I A R L
S I A S E D Q M M I
H O R T E S U O E F
S S A T S H I N E L
U W T P Y I D O N S

Standards Link: Letter sequencing. Recognized identical words. Skim and scan reading. Recall spelling patterns.

FROM THE Kid Scoop LESSON LIBRARY

Earth News Chart

Make a chart and divide it into four columns labeled: *Threats to the Environment, Natural Resources, Ways to Save Energy, Items to Recycle*. Find relevant newspaper articles to paste into each column for one month.

Standards Link: Research: Use the newspaper to locate information.

Write On!

Earth Day Hero

What are three things kids can do to protect the environment?

Kid Scoop FIT & FUN

Earth Day Bingo

Take a walk with friends or family members and see if you can find all of the things on these Earth Day Bingo Cards. The first person to find all their items wins!

A WEED	A FLOWER	A TRASH CAN
A ROCK	A BIRD	BIKE LANE
POND OR STREAM	AN INSECT	MOSS

A FIELD	A FLY	A RECYCLE BIN
SOME MUD	FALLEN LEAVES	A PUDDLE
BROWN GRASS	GARDEN HOSE	A CAT

A SHADOW	A DIRT PATH	A COMPOST BIN
A SPIDER	A FLYING BUG	A FLOWER
A PINE TREE	GREEN GRASS	A HILL

MOSS	FALLEN LEAVES	AN ANT
BLUE SKY	A BRANCH	A FIELD
A BEE	FRUIT TREE	FLUFFY CLOUD

Standards Link: Research: Use the newspaper to locate information.