Inadequate environmental education continues to limit environmental awareness in many developing countries. It requires improved methods to communicate and visualize the barriers and find creative and culturally appropriate solutions to address those environmental issues. However, how can we effectively communicate science with the language barrier, cultural difference, and educational background to the community in remote developing world regions? My internship with Connect 3 allowed me to work with the children at Uryadi’s Village in Sodo, Ethiopia, to explore the avenue of using visual arts in environmental education. Children expressed their understandings of the environment with the creation of art pieces. Pipeline project allows me to see Concord Elementary Eco Club students’ interpretation of the environment. Through analysis of children’s artwork internationally and locally, I find that children understand and appreciate different elements of nature. They are observant and highly aware of the environment and are deeply connected to the environment. Art can be utilized to communicate science across different cultures, languages, and educational backgrounds, and that is especially beneficial in low resource settings. Still, also it can be implemented as an alternative way of teaching and assessment in education. The art-based approach allows children to be comprehensive, creative, and to be the creator of knowledge. It connects children to the environment in an open-end atmosphere, where they can own and express their inner voice. When art meets science, it can have unique and profound impacts on the development of children. So, what can we do more?