

Land of Trash

Friday, April 27, 2018 @ 10:00 am & 6:30 pm

Study Guide



YES! @LOH
2017-2018
SEASON

The 2017-18 **Youth Education Series** at Lebanon Opera House is generously supported in part by our sponsors. Thank you to:



theatre etiquette

We are looking forward to your visit to Lebanon Opera House! Please take a moment to review our house rules and common theater etiquette with your class before attending the performance. Enjoy the show!



Do:

- Arrive at Lebanon Opera House early.
- Use the restroom before the performance.
- Turn off cell phones, pagers, watch alarms, and other electronic devices.
- Keep your feet on the floor.
- Show your appreciation of the performers by applauding.
- Stay with your group or school at all times.
- Wait for your school or group to be dismissed by the announcer after the show.

Don't:

- Stand in the aisles or stairwells.
- Put your feet on the seats or balcony railing.
- Talk, sing, hum, or fidget.
- Take pictures or record the actors during the performance.
- Leave the theater during the performance.
- Kick the seat in front of you.
- Eat, drink or chew gum in the theater.
- Leave your seat before the performers have taken their curtain call.



LAND OF TRASH

BY IAN TAMBLYN

STUDY GUIDE



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COMPANY LIST

Playwright

Ian Tamblyn

Stryder
Nuke
Carson

Mike Gill
Caitlin McFarlane
Robert Garry Haacke

Director
Stage Manager
Assistant to the Director

Patrick McDonald
Mel Watkins
Rachel Aberle

Set Designer
Costume Designer
Sound
Production Buyer

Cameron Fraser
Cheyenne Mabblerly
Elizabeth Wellwood
Chantal Short

Artistic Director
General Manager
Artistic Associate
Tour Manager
Production Manager
Tour Coordinator
Community Engagement
Accountant

Patrick McDonald
Nadine Carew
Shawn Macdonald
Michele Frazer
Michael Kleinberg-Bassel
Aliya Griffin
Rachel Aberle
Susan Cai

Green Thumb Theatre is a member of the Professional Association of Canadian Theatres and engages, under the terms of the Canadian Theatre Agreement, professional Artists who are members of Canadian Actors' Equity Association

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This study guide was written by Rachelle Beaulieu, mother of three, elementary school teacher and patron of the arts. Rachelle has taught in Vancouver, Toronto, and Montreal and currently teaches French Immersion in Langley, BC. She has taught all subjects in French and English and was a music/drama teacher for 5 years. She has been a member of the Fraser Valley Gilbert and Sullivan Society and has acted in their performances.

To create this study guide, Rachelle used many of the resources and ideas that she puts into practice in her daily teaching. Many of the activities in this guide are not original creations. Rachelle is not attempting to claim them as her own invention. Where no credit is given, the original source is unknown. Particular thanks to Ms. Adrienne Gear for giving her permission to reference her work and her website, Reading Powers (Pembroke, 2006)

SYNOPSIS

Land of Trash is a futuristic adventure aimed at children in grades 2 through 8. The play demonstrates the effects of environmental abuse. What will the world be like in the year 2098? Nuke and Stryder live on the streets of an earth affected by climate change. In an age where there is “no time” to construct full sentences, their speech is jumbled and abbreviated. In an attempt to escape the “new world” law enforcers, they come across a toxic waste dump and discover relics of the “old world” – computers, digital electronics – garbage familiar to a present day audience but mysterious to the futuristic characters. When the kids come across an old man named Carson, who remembers the old world, they learn about the colour and wonder that once existed on Earth. Carson has a secret that he has been guarding, one that offers a glimmer of hope from the past and a sense of possibility for the future. Eventually Nuke and Stryder are inspired to work with Carson to create a brighter future.

Land of Trash instills hope, and articulates that it is never too late to work to reverse the damages of pollution.

GLOSSARY OF TERMS

Stryder and Nuke speak in a broken and jumbled manner and use several terms that may be unfamiliar, at first, to their audience. The following glossary may aid the viewers' comprehension.

Blue teeth - blue tooth

Carcinogenic - something that is likely or able to cause cancer

Eating rain - acid rain

Head glow - intelligence

Lights on - good thinking

Modems - those who show no emotion, like Nuke and Stryder

Mutants - those from the old world, like Carson

Phalt - a cement pathway; asphalt

Quarantines - medical authorities

Sus - I suspect; I suppose

Sweats - moisture; humidity

Techno-trash - the electronic debris in the landfill

Trackers - the police or authorities

Yok - a joke



DISCUSSION GUIDE

LAND OF TRASH

PRE PERFORMANCE DISCUSSION

1. What does the title, **Land of Trash** suggest to you? How might it feel to live in such a land?
2. There is an expression, "one person's trash is another person's treasure." What does this saying suggest? Do you think it is possible to find treasures in the trash?

POST PERFORMANCE DISCUSSION

1. How did the characters, Nuke and Stryder, change throughout the performance?
2. If you found yourself in a world such as that of Nuke and Stryder, how would you adapt to it?
3. What hope do Carson, Nuke and Stryder have for the future at the end of the play? Do you think this is realistic?
4. How can we work to prevent our Earth from becoming a "land of trash"?
What projects do we have at our school and in our community that will help to keep our world healthy and clean?

SHOW ETIQUETTE & TIPS!

Because of the ideas contained in this play and the nature of the relationship between the characters in the show, this play is recommended for students in grades 2 through 8.

PREPARING STUDENTS FOR THE PLAY

When young people attend a live theatrical performance for the first time they often do not realize how different it is from watching a movie or television show. Live presentations can be more challenging for performers, because anything can happen and affect their performance. Mistakes cannot be edited out! This makes for a more dynamic experience for both performers and the audience.

PRE-PERFORMANCE

Please remind students of the following:

- Use the washroom and get a drink before the show.
- Excessive movement can be distracting to the actors and to others watching the play
- It is rude and disruptive to talk, eat and drink during the play
- Photos or recordings are not allowed

ACTIVE VIEWING

To make the most out of watching this live performance, please encourage your students to focus on more than just the story. Remind them to pay attention to the set, costumes, music and lighting.

These aspects are an important part of a live performance and will enhance later discussions about the play and the students' experience while watching it.

ABOUT THIS GUIDE:

CONNECTIONS TO BC'S NEW CURRICULUM

This study guide contains activities and worksheets that will connect the play, **Land of Trash**, to the lessons in your classroom. In keeping with BC's New Curriculum they address the "Personal and Social", "Communication", and "Thinking" core competencies and incorporate the "Big Ideas" in the following curricular areas:

ENGLISH LANGUAGE ARTS

- Language and story can be a source of creativity and joy (K – 8)
- Through listening and speaking we connect with others and share our world (K – 2)
- Exploring stories helps us understand ourselves and make connections to others and to the world (3 – 8)
- Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens (4 – 8)

SCIENCE

- Water is essential to all living things, and it cycles through the environment (2)
- Living things are diverse, can be grouped and interact in their ecosystems (3)
- All living things sense and respond to their environment (4)
- Earth and its climate have changed over geological time (7)

SOCIAL STUDIES

- Local actions have global consequences and global consequences have local actions (2)
- Individuals have rights and responsibilities as global citizens (2)
- The pursuit of valuable natural resources have played a role in changing the land, people and communities of Canada (4)
- Complex global problems require international cooperation to make difficult choices for the future (6)
- Human and environmental factors shape changes in population and living standards (8)

ARTS EDUCATION

- Dance, drama, music and visual arts are each unique languages for creating and communicating (K – 8)

In keeping with BC's New Curriculum, connect to the following links to view the First Peoples Principles of Learning:

https://www.bced.gov.bc.ca/abed/principles_of_learning.pdf

View an excellent online resource produced by the Ministry of Education that encourages integrating BC Aboriginal content into your lessons across the curriculum: <https://www.bced.gov.bc.ca/abed/shared.pdf>



DPA BEFORE THE PLAY

Get your students up and moving before the play so that they are ready to sit and enjoy the show AND incorporate Daily Physical Activity, as per BC's New Curriculum and the Big Idea:

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

END TO END

A physically active drama game for any space

All students start on one side of the room. They move to the other side of the room as a certain character or in a certain way (for example, "as an alien creature", "suspiciously", "without a sound"). This allows for physical activity and allows the students to focus on their own interpretation of what they must create without being singled out.

PERSON-TO-PERSON

Geared to get students working with those they might not usually choose as a partner

The group moves randomly through the room and uses the whole space. The teacher (or a leader) calls "person to person". This is the signal to find the person closest to you and stand face to face. The leader then calls out two body parts (e.g. "one elbow to one knee" or "ear to thumb" or "toe to wrist"). Without talking, the partners work out how to connect the body parts. The leader continues to add pairs of body parts for the partners to connect (up to three or four). The partners find creative ways to add the new connections until the leader calls "BREAK". Usually the partners look like pretzels! After the pairs "break" everyone begins moving again throughout the room until "person to person" is called again.

******The key to "Person to Person" is moving quickly from one thing to another. This keeps it fast-paced and requires the students to think and act quickly without too much time to think or talk it out. It also allows for students to continually work with new partners that they don't usually choose.

WHAT ARE YOU DOING?

A fun improvisation game

One student begins this improvisation by miming a simple action (reading a book, tying their shoe laces, watching television). A second person enters the scene and asks, "What are you doing?" The first person answers by saying anything EXCEPT what they are actually doing. Whatever they say is what the second person must begin to do. Once the second person has begun their activity, the first person leaves the improv and a new person enters. The new person asks, "What are you doing?" and the game continues. In a large class, you may wish to have 3 – 4 smaller groups in various corners of the room to keep a swifter pace that engages students more quickly.

TEACHING IDEAS

Now that your students have seen the play, it's time to further enrich their experience!

Here are a few suggested activities and ready-made Black Line Masters:

ALL GRADES

- DPA before the play
- Literature Links using Reading Powers

PRIMARY ACTIVITIES

- Land of Trash Word Search
- Reduce, Reuse & Recycle

INTERMEDIATE AND MIDDLE SCHOOL ACTIVITIES

- What a Wonderful World
- Dear Mother Earth
- Make a Change

ALL GRADES

- Share your Thoughts and Opinions



LITERATURE LINKS

K-8

The themes in the play, **Land of Trash**, revolve around climate change and our growing landfills. It is primarily about stewardship of our planet Earth, or in the case of this performance, about the lack of stewardship that has led to dire situations. All is not lost, however. With some changes in our behaviours and attitudes, we can still make a difference to take care of Mother Earth. Here is a list of picture books with environmental themes for you to read to your class before or after the performance. The picture books are grouped by possible Reading Powers (Pembroke, 2006) in the style of Adrienne Gear and are indicated if suitable for Primary (P), Intermediate (I) or both.

CONNECT

Water is Water – Miranda Paul (P, I)
Water in the Park – Emily Jenkins (P)
Michael Recycle – Ellie Bethel (P)
The Earth Book – Todd Parr (P, I)

VISUALIZE

Out of the Woods – Rebecca Bond (I)
Once Upon a Northern Light – Jean E. Pendziwol (P, I)
He's Got the Whole World in His Hands – Kadir Nelson (P)
The Specific Ocean – Kyo MacLear (I)

QUESTION

Beyond the Pond – Joseph Kuefler (P)
Dolphin SOS – Roy Miki (I)
The Stranded Whale – Jane Yolen (I)
The Lorax – Dr. Seuss (P, I)

INFER

Sidewalk Flowers – Jon Arno Lawson (P, I)
Float – Daniel Miyares (P)
Fox's Garden – Princesse Camcam (I)
The Earth and I – Frank Asch (P, I)

TRANSFORM YOUR THINKING

If You Plant A Seed – Kadir Nelson (P, I)
I Know A Bear – Mariana Ruiz Johnson (P, I)



For more Reading Powers (Pembroke, 2006) ideas, visit Adrienne Gear's website:
www.readingpowergear.com

LAND OF TRASH WORD SEARCH

NAME: _____

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

Carson
chemicals
flower
future
greenhouse
hope
landfill
meltdown

modem
mutant
Nuke
plant
Stryder
trackers
treasure
water

REDUCE, REUSE & RECYCLE!

Three great ways **YOU** can eliminate waste and protect your environment!

REDUCE

You can reduce waste by selecting products that are not wasteful in their packaging. Flashy and fun packaging costs more, usually adds little or no value to the product, and (worst of all!) can do considerable harm to our environment by creating more waste.

REUSE

You can reuse materials in their original form instead of throwing them away, or pass those materials on to others who could use them too! Remember, one person's trash is another person's treasure!

RECYCLE

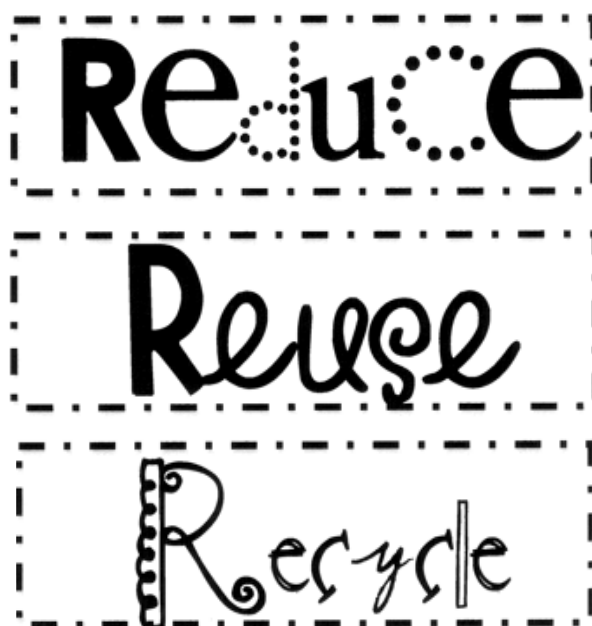
Lots of things (like cans, bottles, paper, and cardboard) can be remade into either the same kind of thing or new products. Making new items from recycled ones also takes less energy and fewer resources than making products from brand new materials.




View the video

https://www.youtube.com/watch?v=aYZBhkWSsIY&feature=player_embedded

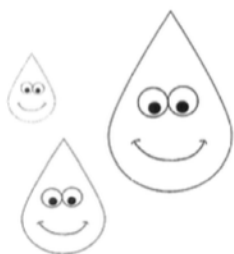
Make 3 charts in your classroom or hand out a chart to individuals or small groups of students. Have the children brainstorm ideas on how to reduce, reuse and recycle.

All week, add to the chart(s) as the students learn new ways to help the Earth!



<h2>Reduce</h2> 	<h2>Reuse</h2> 	<h2>Recycle</h2> 

NAME: _____



I can reduce!

Make a list of things you can reduce



NAME: _____

1. _____

2. _____

3. _____

4. _____

5. _____



I can reuse!

Make a list of items you can reuse



NAME: _____

1. _____

2. _____

3. _____

4. _____

5. _____



I can recycle!



Make a list of items you can recycle

NAME: _____

1. _____

2. _____

3. _____

4. _____

5. _____

GARDEN IN A GLOVE

In **Land of Trash**, Carson creates a greenhouse in the middle of a garbage dump. To experiment with growing things in unusual places (without having to put up with the smell of a dump!), have your students try out seed germination – in plastic gloves!

Start your lesson by reading one of the following books: **Oh Say Can You Seed?: All about flowering plants with Cat in the Hat** or **A Seed in Need** by Sam Godwin.

SUPPLIES:

Transparent latex glove
Five different seeds (larger seeds are easier to observe)
5 cotton balls
A permanent marker
A pencil
Water

1. First, set out the seeds so that the students can explore them.
2. Next, label the fingers of the glove with the seeds that you are using (depending on the age of your students, you may wish to do this ahead of time).
3. Now, wet your cotton balls and squeeze out excessive moisture.
4. Place each seed and one cotton ball in the correct finger of the glove. Use the rubber end of the pencil to push these down, if necessary. The seed should be in the fingertip with the cotton ball covering it.
5. Hang the gloves in an area of the classroom where you can watch them grow. Generally, germination will take place in 3 – 5 days. The cotton ball should stay moist throughout germination. If one or more appears dry you can add a little water with an eyedropper or a spray bottle.
6. In 1 – 2 weeks the germinated seeds can be transplanted. Cut the bottom off each finger and pull out the germinated seeds (cotton ball and all).
7. Transplant into a container with soil.



THE CIRCLE OF LIFE

Respect for the natural world is inherent in the First Nations' traditional view of the land. Many First Nations cultures have stories and traditions that honour and recognize one of the simplest — but frequently ignored — facts of life: that everything in nature is connected. This concept is often described as “the circle of life.”

Many of the problems Nuke and Stryder face in **Land of Trash** are because humans forgot how their actions affect the circle of life.

Plants, animals, and the environment within which they live, create an ecosystem. Each element and being maintains the ecosystem by transferring energy through a food-chain. Examples of a food-chain include:

- Herring to salmon to sea lion to orca whale
- Beetle to shrew to snake to fox
- Algae to tadpole to bass to otter
- Bacteria to fungus to tree to squirrel



LINKS IN A CHAIN:

This activity is designed to illustrate how the absence of any component of a food-chain can affect the ecosystem as a whole, and how the circle of life can be broken by the actions of humans.

Give students the opportunity to identify a familiar food-chain. If they are unable to do this, use the following example: trees are an important energy source in a food-chain. Aphids feed on the nutrients in the leaves of the trees; the aphids are eaten by sparrows and other birds, which are then eaten by hawks and eagles. Ultimately, the circle is completed when carnivores die, decompose and become part of the earth.

Clear a large space in the classroom, or better yet, go outside to a grassy area. Give each student a number from one to four and put all the ones together in one group, etc. Assign each group a component of the food-chain. In the example outlined above, ones are trees, twos are aphids, threes are sparrows, and fours are hawks.

Now have your class form their own circle of life. One student from each of the four groups should stand in the cleared area. The four students should stand shoulder-to-shoulder, facing the centre of the circle. Keep adding to the circle in sets of four until all the students are in it. Instruct students to turn to their right and take one step toward the centre. Everyone should place their hands on the shoulders of the person in front of them. On the count of three have them all slowly sit down, on the knees of the person behind them, keeping their own knees together to support the person in front of them.

It may take several attempts before the entire group is able to maintain its composure and posture. Repeat the routine until they have succeeded.

When the group has mastered the routine and a strong lap-sit circle is formed, identify a student who represents an aphid. Tell students that pesticide sprayed on the fields has spread to the surrounding trees. Then remove an aphid from the circle. Continue the process of removing students until the group is no longer able to keep the circle intact, and the circle collapses. Students can be removed from the circle based on a variety of conditions: logging, toxic waste, urban expansion, soil erosion, acid rain, poachers, oil spills and over-fishing.

When the activity is complete, it should be clear to students that a human action that affects any of these crucial components of habitat will have an impact upon the rest of the circle. Ask students what this activity means to them and what they have learned about maintaining the circle of life!

This activity has been adapted from The Learning Circle - Classroom Activities on First Nations in Canada.

For more exercises or a link to the original source: <http://publications.gc.ca/site/eng/423779/publication.html>

WHAT A WONDERFUL WORLD!

In **Land of Trash**, Nuke and Stryder can't understand how people in the past didn't appreciate the beauty of nature while it still existed. Take a moment with your class to explore and appreciate the nature we have today, using lyrics from Louis Armstrong's iconic "What a Wonderful World" as inspiration.



Listen to the song, "What a Wonderful World" by Louis Armstrong. You can use the link below.

<https://www.youtube.com/watch?v=m5TwT69i1IU>

*I see trees of green, red roses, too
I see them bloom, for me and you
And I think to myself
What a wonderful world*

*I see skies of blue, and clouds of white
The bright blessed day, the dark sacred night
And I think to myself
What a wonderful world*

*The colours of the rainbow, so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands, sayin' "How do you do?"
They're really sayin', "I love you."*

*I hear babies cry, I watch them grow
They'll learn much more than I'll ever know
And I think to myself,
What a wonderful world*

*Yes, I think to myself,
What a wonderful world
Oh yeah*

Using the song and the images from the video for inspiration, have your students create a picture in the medium of their (or your) choice!

DEAR MOTHER EARTH

In **Land of Trash**, Nuke and Stryder have only ever lived in a world deeply affected by pollution. Because of this, they don't feel much of a connection with the planet or with nature. Use the following exercise as a tool for your students to reflect on their relationship with our planet.

Read the book: **The Earth and I** by Frank Asch.

Talk about the term, "Mother Earth". Ask the students why we might use this term to describe our planet. Have the students write a letter to Mother Earth. Remind them to tell her what they love and appreciate about her. Encourage them to ask Mother Earth questions. Finally, remind them to tell Mother Earth how they plan to keep her safe and clean.



[illegible]

MAKE A CHANGE

In **Land of Trash**, Carson talks about how humans didn't change their behaviour, even though there were signs that the planet might be in trouble.

Have your class brainstorm different behaviours and actions they've seen in the world around them that aren't good for the planet (single passenger cars, littering, leaving the lights on). Compile these actions and behaviours on one side of a graph, and on the other side, have students brainstorm alternative behaviours that are healthier for the planet. When you're done, have students pick one alternative behaviour or action that they want to commit to (walking to school, turning off the tap when they brush their teeth, using Tupperware instead of plastic wrap). Over the term, check in as a class to see how everyone is doing with their commitments.

To compliment this exercise, read the book **The Lorax** by Dr. Seuss or use the eBook

<http://www.bing.com/videos/search?q=The+Lorax&&view=detail&mid=7B5F058DAC70AEF951FC7B5F058DAC70AEF951FC&FORM=VRDGAR>

After reading (or listening to) the story, have students list the ways the Once-ler did not protect the land of the Lorax.

As an additional exercise, have the students write about one way that the "Once-ler" did not take care of the land of the Lorax and challenge them to explain how they would have taken care of it to make a difference. Have the students complete the exercise with a drawing.



Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

BY:

AIR POLLUTION EXPERIMENT

In **Land of Trash**, Carson wishes that humans had done more to protect their planet, and talks about how hard it was to notice that the planet needed help. Noticing pollution can be hard sometimes, so create pollution catchers with your class to raise awareness around your school about pollution.

Watch the video, How to make a pollution catcher:

<https://www.youtube.com/watch?v=9uVdi-3AqRE>

or the following video on Brain Pop:

<https://www.brainpop.com/science/ourfragileenvironment/airpollution/>

***you can get a free 5-day trial membership!!

Talk about different causes of air pollution and how that can affect the world.

SUPPLIES

3x5 note cards

Paper plates

Vaseline

Popsicle sticks

First, have students tape a 3x5 index card to each plate that they are using. Next, use the popsicle stick to spread vaseline on the index card, only, avoiding the paper plate. Around the school, attach the paper plates to a variety of surfaces, such as walls, fences and doors. You may wish to have your students take a plate and index card home and attach it in their own yard.

After a few days, remove the plates and return to class to see what types of air pollution has adhered to the cards.

Note: Discuss debris (the material that might attach itself to the cards because of wind or human contact) as well as air pollution.



TECHNOLOGY LINKS: APPS

Check out these environmentally themed

All apps available for your iPad at the iTunes store!  Indicates the app is also available on Android!



Recycle Hero for Kids (Primary/Intermediate)

Recycle Hero for Kids is an exciting game-like app that allows children to help save the world. It offers puzzles, 6 mini-games, and lots of educational information to help players understand the importance of keeping our planet clean in a fun environment.

<https://itunes.apple.com/us/app/recycle-hero-for-kids/id583263153?mt=8&ign-mpt=uo%3D8%26amp%3Buo%3D8>



Water Cycles (Intermediate)

Water Cycles is a puzzle app that helps children understand how water gets polluted, processed and cleaned. By placing pipes in various positions leading to and from farms, cleaning plants, and back to the ocean, players get a clear understanding of how this all plays into keeping our environment clean and healthy.

<https://itunes.apple.com/us/app/water-cycles-puzzle-game-map/id571258773?mt=8&ign-mpt=uo%3D8>



Marine Missions (Primary/Intermediate)

Marine Missions, by National Geographic Kids, is all about how to keep the world's oceans clean and healthy for the wildlife that lives there. It also offers both educational and entertaining activities that will keep children engaged for hours!

<https://itunes.apple.com/us/app/marine-missions/id669505900?mt=8&ign-mpt=uo%3D8>



Gro Garden (Primary)

Gro Garden is an app that helps children learn the importance of organic gardening. With information on composting, planting, and other garden facts, this app is perfect for children of all ages.

<https://itunes.apple.com/us/app/gro-garden/id773896387?mt=8&ign-mpt=uo%3D8>



Ansel and Clair: Little Green Island (Primary)

This app offers 18 levels of fun, creative, problem solving and earth cleaning fun to help teach little ones of the importance of caring for our planet. Including tasks like clearing trash, plant trees, and set animals free, this app is full of fun surprises.

<https://itunes.apple.com/us/app/ansel-clair-little-green-island/id668467898?mt=8&ign-mpt=uo%3D8>



RecyClaire (Primary)

RecyClaire offers players a fun, interactive way of learning unique ways of caring for the environment by recycling and reusing items etc. Fun to play and very easy to understand, this app is the perfect tool to teach little ones how to be environmentally friendly.

<https://itunes.apple.com/us/app/recyclaire/id603501356?mt=8&ign-mpt=uo%3D8%26amp%3Buo%3D8>



Garden Lab (Primary)

Garden Lab offers an engaging learning experience that teaches young children how to plant and grow flowers. With additional information about the growing cycle, weather, and so much more, this app provides lots of great information.

<https://itunes.apple.com/us/app/gardenlab/id733935400?mt=8&ign-mpt=uo%3D8%26amp%3Buo%3D8>



Green Up (Intermediate)

Green Up offers children an all-inclusive app to learn about a variety of climates and how they affect various plants and gardening. Chock full of information, this app is a great learning tool.

<https://itunes.apple.com/us/app/green-up/id531316914?mt=8&ign-mpt=uo%3D8>



Toca Nature (Primary/Intermediate)

Toca Nature is a fabulous environmental app that offers children a chance to create a fabulous nature-scape by planting trees, building mountains, and interacting with animals in a great virtual environment.

<https://itunes.apple.com/us/app/toca-nature/id893927401?mt=8&ign-mpt=uo%3D8%26amp%3Buo%3D8>



Habitat the Game

Teach your kid to care for the environment with Habitat the Game. Players adopt a virtual polar bear and must complete real-world actions -- such as turning lights off and conserving water -- to keep the creature healthy. Little ones will take pride in making an actual difference in the world with these exciting games.

<https://itunes.apple.com/us/app/habitat-the-game/id858068710?mt=8>

TECHNOLOGY LINKS:

USEFUL RESOURCES

CAUTION: Always preview your videos before showing your students to assess the appropriateness for their age and understanding.

Canadian Geographic: Kids

<http://www.canadiangeographic.ca/kids>

Return it School (Encorp Canada):

Consider becoming a "Return It School" if you aren't already. Check out the site and view a short (20 minutes) video on recycling. http://www.returnitschool.ca/video/The_Rescue_2013_SD.mp4

Environmental Protection Agency:

View a short interactive video that explains the Water Cycle to students of all ages.

https://www3.epa.gov/safewater/kids/flash/flash_watercycle.html

Brain Pop: Our Fragile Environment:

Lots of games and activities for a variety of ages <https://www.brainpop.com/science/ourfragileenvironment/>

First Peoples Principles of Learning:

https://www.bced.gov.bc.ca/abed/principles_of_learning.pdf

YouTube has many short videos available that explain global warming, the greenhouse effect and climate change at a variety of levels of understanding. Here are a few suggestions below:

What you can do about climate change? (Middle School)

<https://www.youtube.com/watch?v=VTfgNFz1DBM>

Climate Change Explained (Middle School)

<https://www.youtube.com/watch?v=IUdNMsvDIzO>

Climate smart agriculture (Middle School)

<https://www.youtube.com/watch?v=KYeFNpJVEg>

Climate smart agriculture (Intermediate)

<https://www.youtube.com/watch?v=IUdNMsvDIzO>

Global Warming: A video by NASA (Intermediate)

<https://www.youtube.com/watch?v=ab6jV4VBWZE>

The Greenhouse effect (Intermediate)

<https://www.youtube.com/watch?v=ZzCA60WnoMk>

Global warming for kids (Primary)

<https://www.youtube.com/watch?v=PqxMzKLYrZ4>

Greenhouse effect for kids (Primary)

https://www.youtube.com/watch?v=x_slzVe9P_8



SHARE YOUR THOUGHTS AND OPINIONS!

We love getting mail and your students' feedback!

Mailing address: 5522 McKinnon Street, Vancouver, BC, V5R 0B6

Email: info@greenthumb.bc.ca

Phone: 604-254-4055

Fax: 604-251-7007

Create a Picture

Have your primary students create a picture in the medium of their (or your) choice about the performance of **Land of Trash**. Send it to us at Green Thumb.

Write a Letter

Ask your intermediate students to write us a letter to share their thoughts and opinions on the performance of **Land of Trash**. Send it to us at Green Thumb.

Theatre Review

Have your middle school students write a theatre review about this performance of **Land of Trash**. Send it in to us at Green Thumb!

A "Theatre Review" usually includes the following:

- A brief summary of the story
- A comment on the quality of the play itself
- A description of the costumes and set and a comment on whether these were interesting and appropriate
- A comment on the actors' portrayal of the characters and on the director's skill at pulling the whole show together.

There are many examples of reviews in newspapers and online that you could use to introduce the concept and format of a theatre review. Take a look at "How to Write a Play Review" on Wiki How.

<http://www.wikihow.com/Write-a-Play-Review>

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THANK YOU!



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