

**Green Kids Inc
Presents...**

Happy Birthday



Educational Resource Kit 2006



**Green Kids Annual School Tour presented in partnership
With:**



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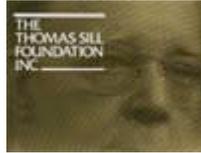


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Thanks to all of our Green Kids Sponsors.



And A Special Thanks to...



The **TD Friends of the Environment Foundation** is a non-profit organization, established in 1990, that provides funding support for local environmental initiatives that:

- protect and preserve the Canadian environment
- assist young Canadians in understanding and participating in environmental activities in local communities
- enhance partnerships among environmental organizations.

Since inception, the TD Friends of the Environment Foundation has contributed in excess of \$29 million for more than 12,485 environmental projects in communities across Canada.

TD Canada Trust customers and staff have played an integral role in the overall success of the Foundation. We welcome both TD Canada Trust customers and staff to sit on their local Chapter Advisory Board. These Advisory Boards are responsible for reviewing applications and making recommendations regarding funding.

If you are interested in volunteering to sit on your local Advisory Board or would like to download a funding application, please visit our website at www.fef.ca.

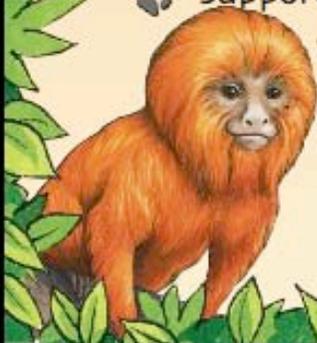
THE ENVIROKIDZ TIMES

The EnviroKidz Pledge

Do you think that tropical rainforests, endangered species and our planet earth are worth saving? Is there a spark in your eyes that something can be done by Kidz to save endangered animals? Then we need your help! Take a few simple steps to help our environment by living the EnviroKidz Pledge:

I pledge to help our environment by:

-  Planting trees
-  Walking, biking, carpooling and taking the bus when possible
-  Helping start a recycling program at my school
-  Talking to my parents, teachers and government officials about how important it is for rainforests to be saved for Kidz in future generations
-  Starting an EnviroClub with my friends and holding fundraisers to support species conservation groups like the Amazon Conservation Team, Australia Koala Foundation, the Orangutan Foundation International and the Wildlife Trust
-  Supporting the health of our soil by supporting sustainable agriculture through buying organic foods when possible



About the Show



Green Kids is pleased to present its 2006 play, "Happy Birthday". This year's adventure has the resident scientist, Dean Gears and the Green Kids planning the perfect birthday party for Rex. As the Green Kids are shopping for party food and supplies and a birthday present for Rex, their environmental knowledge is put to the test. With the help of Detective Rick Stacey, the kids learn to make more environmentally friendly shopping choices, reunite a musical card with it's relatives, and convince the CEO of a toy company to make some changes.

About this Kit

This educational resource kit is for teachers, parents or anyone who works with kids –

and for the kids themselves! We hope that you'll have a chance to review the kit with your group before they see the show and that it will enhance their educational experience and enable them to fully enjoy and appreciate the play.

The terms to know and teach (page 8) and the play's themes (page 7) will be particularly helpful to review before seeing the performance.

Exercises in this kit correspond with The Common Framework of Science Learner Outcomes Pan-Canadian Protocol for Collaboration on School Curriculum K to 12.

Some of the general learner outcomes covered in this kit involve observing, investigating and forming conclusions about life within their immediate environment. Students will also predict causes and effects of living and non-living things in their environment while collaborating with other students. Students will also explore the impact that they, their family, school and community make on the ecology and the environment.

This kit contains a variety of resources geared to a range of grade levels. Many of the activities can easily be adapted

for other age groups. Feel free to use the activities as you see fit. If you're interested in additional activities for your students, visit www.greenkids.com and look at previous resource kits. Or, check out the websites listed in the back of this kit for additional ideas.

This kit is also available online – in the interest of saving paper (and trees)! So feel free to download it from our website (www.greenkids.com) and print out the sections you think you will use. If you'd prefer to have a copy of this resource kit faxed to you, call us at 1(800)441-6751 (toll free), send us a fax at 1(204)940-4749 or e-mail us at (thegreenkids_inc@hotmail.com)

We hope that you'll be able to work some of the activities in this kit into your curriculum. If not, we encourage you to make the book available to your students, photocopying sections for keen students to take home and work on, or letting kids and their parents know it's available on-line. You may want to have it ready for substitute teachers if a lesson plan isn't available.

Tell us what you think!

Please take a few minutes to fill out our teacher evaluation form, found near the end of this kit. The feedback we gain from these forms each year is invaluable, and helps us to move forward in coming years. You'll also find a student evaluation form; we'd love to hear from your students as well!

Following the evaluation forms (and before the answer key), you'll find a booking form for the 2007 Green Kids tour. Be sure to fill one out so your school is guaranteed a visit during our tour next year!

Feel free to contact us at any time if you have any questions or comments about this year's program! You can reach us toll free at 1(800)441-6751, send us a fax at 1(204)940-4749 or e-mail us at thegreenkids_inc@hotmail.com.

We look forward to hearing from you! And now, *on with the show!*



THEMES OF THE PLAY

“Happy Birthday” offers many environmental messages appropriate for students of all ages. It’s a good idea to discuss these key themes with your students before they see the show, to help put it into context. After they’ve seen the play, a review of these themes will help to reinforce the messages.

Reduce, Reuse, and then Recycle.

Recycling is necessary, but not good enough without the other two Rs: *Reduce* and *Reuse*. First, we must *reduce* the amount we use. Then, we *reuse* what we do have. By reducing and reusing first, we have less waste and less that needs to be recycled. Less is Best!

Choose locally grown organic produce.

Not only is the produce free of harmful pesticides and fresh, also locally grown produce

contributes to energy efficiency. The further away produce has to be transported, the more non-renewable resources such as gas and oil are used with shipping. These long-distance shipments require more packaging to keep the produce from spoiling. More packaging equals more waste. An even more energy efficient way to get fresh fruit and vegetables is to grow them yourself in a private or community garden.

Finding alternatives to plastic goods and packaging can help reduce bioaccumulation.

Bioaccumulation is the accumulation of toxins in the tissues of living organisms. The toxins released from plastic are a significant contributor to bioaccumulation. Corn starch packaging is a biodegradable alternative. Also using reusable cloth shopping bags instead of plastic bags and reusing glass jars as a storage solution instead of plastic containers are some of the many alternatives available.

Save some trees by using some tree-friendly alternatives to paper.

Deforestation is happening as you read this. The paper industry plays a role in this. Reusing paper products helps. You can use both sides of the page and use single sided print-

outs again to make notes. Pre-consumer recycled paper is made from paper material that cannot be used in the manufacturing plant and would otherwise be thrown away. Post-consumer recycled paper is made from paper products used by the public and then recycled. To save a tree completely, tree-free paper can be used. This not only includes paper made from other materials but also 100% post consumer waste recycled paper

The choices we make, no matter how small, can make a difference.

Each of us require the earth’s natural resources for our daily necessities such clean water, food, transportation, a place to live. Many of us use larger amounts of natural resources than we require. Also each of us has a hand in contributing to environmental hazards such as waste, pollution, deforestation, and consumption of nonrenewable resources; therefore, we each leave a footprint on the environment. If each of us manages to reduce our foot-prints, the negative impact we have on the environment can be reduced as well.

Terms to Know and Teach

Preservatives

Something added to foods, usually a chemical, used to preserve and inhibit spoilage.

Raw Food Diet

A diet that consists of eating fruits, vegetables, nuts & seeds that have not been processed, cooked, or denatured in any way.

Recycle

The reprocessing of used materials into new products. Recycle is the third of the 3 Rs because of the energy it requires and the pollution it can cause.

Reduce

The most important of our 3 Rs. Buying, using and wasting less are the keys in achieving any sort of sustainable development. We can reduce our waste by composting and recycling, using recycled products, buying food in bulk, purchasing products with minimal packaging, and bringing your own reusable bags to the store.

Resins

Any of numerous physically similar polymerized synthetics or chemically modified natural resins that are used

with fillers, stabilizers, pigments, and other components to form plastics.

Reuse

Reuse is the second of the 3 Rs (Reduce, Reuse, Recycle). This is the utilization of a product for the same purpose or for some other use.

Sustainable

Able to support and provide the necessities for itself.

Toxic

Having the effect of a poison.

Tree-free paper

Paper made from non-tree sources such as hemp and flax



Sources:

American Heritage Dictionary

Dictionary.com Unabridged (v1, 0.1)

Green Kids: Awesome Powers III Teachers
Kit, 2004

Extracurricular

Activities

(For students of all ages)



Are your students particularly keen about the environment? Review with them the ideas below and plan as a group which ones to take on. As much as possible, have the students decide which activities to do, and who will carry out which tasks.

There are lots of ways to help your school become environmentally friendly. Here are a few ideas.

Litterless Lunches:

Hold a contest to see which classroom makes the least amount of garbage at lunchtime in a month. Encourage students to use reusable lunch containers to reduce the amount of garbage.



Turn it off:

Implement a "Turn it off" program where students, teachers and maintenance staff are encouraged to turn off lights, computers and other electronic equipment when not in use (e.g. after school)

Make and decorate reusable grocery bags – sell them at a community fair to raise money for a worthy cause.

Undertake a waste audit of your school.

Create and perform a skit on how to use school recycling containers.

Organize a clothing recycling charity drive.

Hold a used book sale.

Take a field trip to the local landfill or recycling station.

Green up daily PA announcements: Read different eco-facts over the morning announcements during Earth Month. Visit the EcoKids home page or use our Eco-Calendar to get your daily dose of green facts.

Organize a schoolyard or community clean-up: Remove garbage from nature sites to protect your community's wildlife and to make the place visually appealing. Don't forget to educate your school and community on how litter affects everyone.

Travel Green: Have your classroom challenge the rest of the school (including teachers) to travel green for a week. Environmentally ways to get to school include walking, biking, rollerblading and skateboarding. Carpooling and bussing are great options for traveling longer distances. Have a prize for the classroom with the greenest travelers.

Sources:

www.ecokids.ca/pub/challenge/tips_and_ideas.cfm

www.ecokids.ca/pub/eco_info/topics/environmental/earthday_events.cfm

Green Kids: Awesome Powers II Teachers Kit, 2004

General learner outcomes: 103, 203, 407, 419

Specific learner outcomes: 100-2, 102-17, 103-2, 108-1, 108-3, 108-5, 108-6, 107-7, 200-2, 203-5, 204-1

Discussion: Refuse, Reduce, Reuse, Recycle



(Suitable for K – 2)
Your students are probably familiar with the three Rs – reduce, reuse and recycle – but are they putting them into practice? Reduce and Recycle are fairly straightforward. Reuse takes a little more imagination and refuse is a fairly new addition to the phrase but is gaining popularity. Have your students suggest ways they can put the four Rs into practice. Use the points below to get them started.

General learner outcomes: 103, 203, 407, 419
Specific learner outcomes: 100-2, 102-17, 103-2, 108-1, 108-3, 108-5, 108-6, 107-7, 200-2, 203-5, 204-1

Everyone knows the three Rs, right? They are Reduce, Reuse and Recycle, but do you know about the fourth R, refuse?

Refuse

When faced with the opportunity, refuse the items you don't need or the packaging you don't need. Refuse to take out food in non-recyclable Styrofoam containers, refuse to use the plastic shopping bags provided by grocery stores, refuse flyers at home etc.,

Reduce

Reduce is one of the easiest of the four Rs. To reduce what you use, ask yourself these questions every time you go to buy something: "Do I really need this?" "Can I get this from another source?" "Is this a product that will last a long time or can be reused by someone else?"

Reuse

Reusing items gives you a chance to be creative while helping the environment. When you reuse you're preserving energy and raw materials and decreasing pollution. You're also saving money? You can reuse all sorts of things; it just

takes a little bit of planning.

When grocery shopping

- Bring reusable containers and cloth or heavy plastic shopping bags.
- Choose items that can be reused, like re-chargeable batteries.
- Choose products that come in refillable or reusable containers.
- Buy bulk! It uses much less packaging.
- Buy durable products that can be repaired or upgraded if needed.
- Buy refurbished or "previously owned" furniture, appliances, books, sporting goods, etc.
- Shop at second-hand stores, yard sales, flea markets and check the newspaper for great reuse bargains.

At home:

- Use reusable containers for lunches and for storing foods.
- Use cloth napkins, tea towels and

sponges instead of paper products.

- Use a reusable coffee filter made from cloth or metal.
- Compost food waste.
- Reupholster or slip cover furniture rather than replacing it.
- Repair clothing or toys instead of buying new ones.
- Donate unwanted furniture, appliances, sporting goods and clothes to charitable organizations.
- Have a yard sale, or give unwanted belongings to family and friends.
- Save reusable items for art projects and hobbies, or donate them to daycare centres.
- Use jars, coffee tins, and plastic containers for storage of small tools or toys.
- Reuse wrapping paper, ribbons, birthday candles and gift boxes.
- Make cloth gift bags from colourful scrap fabric.
- Turn worn-out clothing into rags

for wiping or polishing.

- Install a reusable washable filter on the furnace.
- Use cloth diapers or a service instead of disposables.

In the yard:

- Connect the downspout to capture rainwater in a barrel, then use the water for lawns and gardens, washing the car, and other outdoor projects.
- Compost leaves and lawn clippings, or use as mulch.
- Reuse egg cartons, milk and juice cartons to start seedlings.
- Use fireplace ashes to enrich garden soil.

Recycle

Recycling is the most common of the three Rs. Most school offer recycling programs and most communities have recycling facilities of some kind. Remind your students of the items that can be recycled in your area and encourage them to remind their parents to recycle. Encourage students to buy 100% recycled products, because if you're not

buying recycled products you're not really recycling!



If your students think they know it all about recycling, they might be interested in the following facts:

- Plastic jugs and bottles can be recycled into floor tiles, t-shirts, carpeting and sleeping bags, as well as other plastic containers.
- Juice boxes can be recycled into high-quality paper products.
- Aluminum cans are the most valuable recyclable. If all the aluminum cans used in Canada in a year were recycled, enough energy would be saved to supply electricity to 15,000 homes for a year.

Source:
Green Kids: Awesome
Powers II Teachers Kit, 2004

Activity: Four R's Relay (grade 4-6)

Time: 20 minutes

Materials: • all sorts of garbage • two big bins and 10 small bins • coloured tokens (lots)

Instructions for the Teacher:

This activity is to familiarize students to proper categorization of garbage according to the four R's: Reduce, Reuse, Refuse, Recycle.

Divide students into two groups and set them up as shown below:



Review the four R's concept with your students: First, we want to Refuse certain items, like excess packaging, then Reduce, by consuming less, then Reuse, by using plastic containers in our lunches, and finally Recycle or compost everything possible. To start the relay, the first students take a piece of garbage from the bin and run to the "recycle centre" where there are five other bins each titled: Reuse, Refuse, Reduce, Recycle and Compost. As the students run to the recycle centre, they must decide which bin to place their garbage item into. If they are correct, the "judge" gives them a red token. If they are wrong and must correct themselves once, they get a blue token. If they need to correct themselves twice, they get a white token from the judge.

Once all the garbage has been categorized, discuss and review .

To determine the winner, add the points: Red = 15, blue = 10, white = 5 points.

Try to encourage students to apply what they learn here to habits in their everyday lives.

Source: Global Environmental outdoor education council

General Learner Outcomes: 103, 202, 300, 407, 419
 Specific Learner Outcomes: 100-2, 202-2, 103-2, 108-3, 108-5

Activity:

Compost Critters

(Grades K – 2)



Your students will learn that nature can “recycle” its own resources by searching for and observing some of nature’s recyclers at work, learning what role each plant or animal plays in the recycling process.

You will need

- An outdoor area, such as a yard, park or garden, that offers access to some of the following : rocks, trees (dead and living), leaf litter, mushrooms
- One or two teacher’s aides or parents to help facilitate the outdoor adventure (optional)
- Several sheets of drawing paper and pencils or crayons per student
- One clear viewing container with holes

Key Vocabulary Words

Decay

Mushroom

The names of various “critters” in your area

Fungi

Lichen

What you do:

1. Visit your chosen outdoor area prior to the class trip to ensure it is suitable for viewing nature’s recyclers. Scout out four specific “stations” for the students

to visit, including a live tree, an old decomposing log, a large rock (or board) in the soil, and a leaf-covered patch of soil. To draw insects to a specific spot, you might want to plant a log or board in the soil several days in advance.

2. Discuss recycling with the students and explain the following concepts:

- Why do we recycle? Why does nature also need to recapture the value of its organic waste?
- What kinds of “trash” get “recycled” in nature?
- Who recycles these materials? Discuss the plants and animals, such as snails, slugs, beetles, millipedes, earthworms, fungi, mushrooms, lichen, etc that perform nature’s recycling work.

3. Divide the class into small groups of three to four students. Explain that the students are now adventurers on a mission to locate and study nature’s recyclers at work. Remind students that it’s very important to observe, but not touch or

disturb the recyclers or their habitat.

4. Lead the students to your predetermined outdoor area and stop at each of the four stations. At each station, first lead a discussion (see below) and then give each group of students the chance to get up close and make individual observations. A list of suggested topics and discussion questions for each station follows:

Station #1 – Live Tree

- Ask the students what makes the tree grow. Where are its roots? Where does it get its food from?
- Will the tree live forever?
- Are its leaves falling to the ground?

Station #2 – Dead, Decaying Log

- Ask the students how this tree is different from the live one.
- Have them touch and smell its bark. How is it different than the live bark? Is it dry or damp?
- Do the students see evidence of the wood being eaten? By what?
- Have the students look in the crevices and cracks for

any of nature's recyclers at work. If they see ants, spiders, millipedes, mushrooms, etc, ask them the following questions:

- Is it a plant or an animal?
- What's its name?
- How does it move? How many legs does it have?
- What color is it?
- Why is it living under this dead log? What does it eat?
- How many of these creatures are living together?
- Students could draw the recyclers they see in nature or wait until they return to the classroom and draw from memory.

Station #3 – Large Rock or Board

- Have the students watch as you carefully lift the rock from its position. Ask students to look at what's underneath it.
- What's it like under the rock? Is it dark and moist?
- Can the students see any of nature's recyclers at work here? If they do see life, ask them the same questions as above.

Station #4 – Leaf Litter and Soil

- Have the students use their hands to dig through the leaves and into the soil.
- Ask them to compare these leaves to the leaves still on the live tree. How are they different? Are these leaves older? Are they wet or dry?
- Have the students look for evidence of nature's recyclers; again, identify and discuss any animals or plants that they find.
- Ask the students to feel and smell the soil. How does it compare to the dead log they visited earlier?

5. Before returning to the classroom, visit the live tree station again. Ask students to think again about where this tree gets its food. Discuss how the decaying log, busy creatures and moist, rich soil all play a role in keeping the tree alive.

Assessment

1. Back in the classroom, pass out paper and coloured pencils or crayons to the students. Have each student draw one of the recyclers he or she saw outside. Ask each student to verbally describe to the class how this creature moves, what it's called, and what recycling role it plays in nature.
2. Ask the students how they are like nature's recyclers. Do they recycle anything at home? How does it get reused?
3. Have the students draw a tree in different stages of its life, showing the tree 1) budding, 2) in full growth, 3) with leaves falling, 4) as a new tree growing from the soil.



Source:

www.epa.gov/epaoswer/education/quest/pdfs/unit2/cha_p3/u2-3_critters.pdf

General Learner Outcomes: 100, 200, 201, 202, 203, 401, 402, 403, 407

Specific Learner Outcomes: 100-1, 100-3, 200-1, 201-4, 100-5, 100-35, 201-5

Activity: Compost Chefs

(Grades 3 to 6)



Your students will learn how composting can prevent food scraps and yard trimmings from being thrown away and how different components, such as air, moisture and nitrogen, affect composting

Students will create four compost bins that differ in their amounts of air, moisture, and nitrogen. Students will observe and record the differences these conditions cause in the composting process.

For this experiment, you will need:

- Four thin, plastic buckets (5 gallons each) or other plastic container (e.g., milk jug)
- One hand drill or punch-type can opener
- One copy of the Compost Chef worksheet per student
- Grass clippings (shredded, if possible)
- Vegetable and fruit peels
- Weeds (shredded, if possible)
- Weeds (shredded, if possible)
- Sawdust
- Coffee grinds
- Thermometer
- One marker or pen
- Tape
- Four pieces of construction paper (7 by 12 cm each)
- Garden trowel

Key Vocabulary Words:

Compost

Nitrogen

Oxygen

Decompose

Bedding

Organic

What you do:

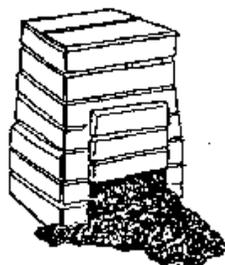
Photocopy and distribute one copy of the Compost Chef worksheet to each student. Explain and discuss the following concepts:

- What is compost and how is it made?
- Why is composting important in managing and reducing trash that is sent to landfills?
- How does composting work, how does nitrogen, oxygen and water all play a part in the creation of compost?

Use the hand drill and carefully poke several holes in the sides (near the bottom) of three of the buckets or milk jugs, and leave one bucket without holes.

Divide the students into four groups, assigning each to a bucket. Using the construction paper and marker, label the buckets “one” through “four.”

Work with each group of students to set up the buckets. As each mixture is created, discuss its ingredients and ask students to record the “recipe” on their Compost Chef worksheets.



5.

How to Set Up each Bucket

Bucket #1 – Compost lacking nitrogen

- Place mostly “brown” carbon-containing materials in the bucket, such as dead leaves, straw and coffee grounds. On top, add a few vegetable and fruit peels.
- Moisten, but do not soak, the mixture with water.

Bucket #2 – Compost lacking moisture.

- Place a mixture of “green” grass clippings (make sure they are dry), and vegetable and fruit peels in the bucket.
- Place a few layers of “brown” dead leaves, straw and coffee grounds into the mixture.
- Do not add any water.

Bucket #3 – Compost lacking air circulation.

- Use the bucket without the holes.
- Place several layers of mostly high-nitrogen grass clippings, vegetable peels and fruit peels in the bucket.
- Moisten the mixture with water.

Bucket #4 – “Perfect” Compost.

- Layer (in an alternating pattern) leaves, coffee grounds, straw and vegetable and fruit peels, and a small amount of grass clippings in the bucket.
- Moisten the mixture with water

Explain that, as compost chefs, the students must monitor their creations. Give each group written instructions on how to care for its compost bucket over the next few weeks. For example:

Bucket #1

- Use a garden trowel to stir your compost mixture regularly: once every 3 days for the first 2 weeks, then once per week.
- Add a dash of moisture to your compost mixture with a sprinkle of water every other week.

Bucket #2

- Use a garden trowel to stir your compost mixture regularly: once every 3 days for the first 2 weeks, then once per week.
- Keep your compost mixture dry.

Bucket #3

- Add a sprinkle of water to your compost mixture every week.
- Make sure you don't stir your mixture.

Bucket #4

- Add a sprinkle of water to your compost mixture every week.
- Use a garden trowel to stir your compost mixture regularly: once every 3 days for the first 2 weeks, then once per week.

At each interval of stirring or watering, have all of the groups visit each compost bucket and record their findings, including temperature, appearance, and smell. Students can use their Compost Chef worksheets for this task.

After 4 weeks, have the students use the trowels to dig into each compost pile and examine it closely. Ask them to compare and contrast the compost in each bucket. Ask students which mixture decomposed the most.

Assessment

1. Ask students to list the most important ingredients for a good compost pile (nitrogen, water, and air circulation). Have them explain what role each ingredient plays in decomposition. Ask each group to name the missing ingredient in its mixture (Group #4 won't have a missing ingredient).
2. Have the students explain how composting reduces the amount of waste that we sent to landfills.
3. Ask students to think of places in nature where composting might occur naturally.



Source:

www.epa.gov/epaoswer/education/quest/pdfs/unit2/chap3/u2-3_chefs.pdf

General Learner Outcomes: 103, 201, 202, 203, 206, 207, 402, 406, 412, 416, 418, 419

Specific Learner Outcomes: 104-4, 108-3, 108-5, 201-1, 201-4, 201-5, 203-5, 205-1, 205-5, 206-2, 207-2

Compost Chefs

Student Handout

Bucket #1

Ingredients:

	Temperature	Appearance	Smell
Week 1			
Week 2			
Week 3			
Week 4			

Bucket #2

Ingredients:

	Temperature	Appearance	Smell
Week 1			
Week 2			
Week 3			
Week 4			

Compost Chefs

Student Handout

Bucket #3

Ingredients:

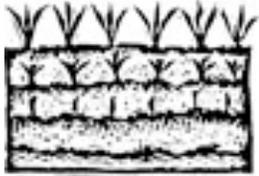
	Temperature	Appearance	Smell
Week 1			
Week 2			
Week 3			
Week 4			

Bucket #4

Ingredients:

	Temperature	Appearance	Smell
Week 1			
Week 2			
Week 3			
Week 4			

Activity:
Grow your own
Tomatoes!
(All ages)



Tomatoes are delicious and nutritious. They're also easy to grow indoors, so you can grow them in the winter! What a better way to get food that is fresh and very locally grown.

1. Buy the plant. Unfortunately, seeds are very difficult to grow, and a tomato plant is fairly inexpensive. Cherry tomatoes and plum tomatoes do very well in a pot. Look for healthy plants with green leaves and sturdy, short and stocky stems. Avoid tall and slim stems and spotty leaves and plants with bugs (you can check the undersides of leaves for bugs).
2. Just about any container will work as a pot. Make sure the container has a drainage hole. You will need a saucer of some kind to catch the excess water.
3. Put about 10 cm of drainage material in the pot to keep the roots out of the water. Small rocks are an eco-friendly alternative to foam. Then fill the pot

with soil leaving a hole the depth of the pot for the plant to go into. You could add composted material to the soil of some of the plants, and see if they grow differently.

4. Place the plant in the soil burying the stem, leaving the leaves just above the soil. This will make the plant sturdier.
5. Find a sunny spot (near a window) for your plant.
6. Water every few days, but don't over-water. The soil should be thoroughly soaked without water pouring out of the pot. Consistent watering is the key!
7. When you see little yellow flowers, you are going to have tomatoes. Don't touch them, as each flower will become a tomato.
8. When the tomato is ready to pick, grab the stem with one hand, and twist the tomato with the other hand. If the tomato doesn't come off easily, it needs to be left on the plant for another day or two.
9. Eat and enjoy your tomatoes!

Source:

www.associatedcontent.com/article/26574/container_gardening_plant_and_grow.html

General Learner Outcomes: 207, 419

Specific Learner Outcomes: 201-1, 201-4, 103-30, 103-2, 104-4, 205-1, 207-2

Organic and Natural Foods

Use this activity to introduce the idea of trying organic food, as well as the benefits of healthy eating.

(Grades 3 to 6)

On an organic farm, some very special things happen in the kitchen. This is where some of the hard-won harvests of cereals, fruits, vegetables and meats are made into some of the best food you will ever have tasted! Everyone agrees that food from modern intensive agriculture does not taste. By being able to recognize and buy food sold as organic, you are able to eat food just as good as the food found in the organic farmhouse!

Can you circle the foods that might be found on an organic farm?

Food for Thought!

Can you think of any other advantages of eating organic food?

How can growing organic food help save energy?

Source:

“Awesome Powers III – The Last Badge” Educational Resource Kit

General Learner Outcomes: 103, 202, 419

Specific Learner Outcomes: 100-3, 103-5, 202-2, 302-



Nutrients in Organic Foods

(Grades 5 & 6)

DID YOU KNOW that to simply function, our bodies must have specific nutrients? These nutrients include proteins, carbohydrates, fats and oils, minerals, vitamins, and water. And the key is balance!

What does What?

Proteins are necessary for growth and tissue repair.

Where do we get protein?

Animal foods such as meat, fish, poultry, milk, and eggs are rich in protein. Good plant sources of protein are beans, peas, nuts, bread, and cereals. Combining plant sources, such as peanut butter with whole-grain bread or rice with beans, provides excellent protein.

Carbohydrates are starches and sugars are carbohydrates, where we get energy. Rice, wheat, corn, and potatoes are common rich sources of carbohydrates. Though sugars aren't essential foods, they provide us energy (calories) but have no nutrients

Fats and Oils are concentrated sources of energy. Fat is necessary for good health. Not only do they help certain vitamins available for use in the body, cushion vital organs, make up part of all body cells, and help to maintain body temperature.

Saturated fats usually are solid in form and of animal origin. In many typical diets, meat fat is the main source. But be careful...saturated fats can raise the level of cholesterol in the blood.

Minerals aren't animal nor vegetable! They're what we call **inorganic**. Almost all foods provide essential minerals. Most minerals are easy to obtain in quantities required by the body.

Calcium is a mineral that builds bones and teeth. The best sources are milk and hard cheese, as well as leafy greens and nuts.

Phosphorus works with calcium to make strong bones and teeth. A diet that furnishes enough protein and calcium also provides enough phosphorus. Other important minerals are sodium, potassium, iodine, magnesium, zinc, and copper.

Vitamin A is needed for strong bones, good vision, and healthy skin and can be found in dark green and yellow fruits and vegetables.

Vitamin D helps calcium and phosphorus to form straight, strong bones and teeth. With direct sunlight on the skin, the body can manufacture its own vitamin D.

Vitamin E helps to protect vitamin A and red blood cells and can be found in a wide variety of foods, and almost everyone gets enough.

Vitamin K is made within the human body--by bacteria that live in the intestinal tract. Small amounts are found as well in the green leaves of spinach, kale, cabbage, and cauliflower and also in pork liver.

Water is necessary in order to live, every cell in the body must be bathed in water. Water takes an active part in many chemical reactions and is needed to carry other nutrients, to regulate body temperature, and to help eliminate wastes. Water makes up about 60 percent of an adult's body weight. Requirements for water are met in many ways. Most fruits are more than 90 percent water.

Thinking About Food

Now that you know a little more about nutrients, lets see how much you know about what you eat!

What you eat for lunch or supper yesterday? From the above list, which nutrients were found in your food?

Are there any nutrients that you might have missed?

What healthy changes could you make in your current diet to get more of these nutrients every day?

Source:
"Awesome Powers III – The Last Badge"
Educational Resource Kit

General Learner Outcomes: 103, 202, 419
Specific Learner Outcomes: 100-3, 202-2,
103-5, 104-6, 302-9

Activity: Raw Chocolate Cake!

(All ages)



Make a raw chocolate cake with your students to introduce the alternative of a raw food diet. Because no baking is required, this recipe can be done with students of all ages.

What is raw food? Raw food is fruits, vegetables, nuts & seeds that have not been processed, cooked, or denatured in any way. Raw food eaters eat organic food. The body does not need pesticides, herbicides, or preservatives. These chemicals cause the body to degenerate, and create disease, and cancers. Remember, what you are is what you eat! Putting good fuel into your body enables your body and mind to work more efficiently, and pleasantly. By eating raw foods, you are eating the food as it is, or as it is grown and not altered in any way. Therefore your body obtains all of the energy and nutrients the food has to give leaving your body satisfied, nourished and happy! Many raw food eaters argue that by cooking the food, you kill all of the nutrients and energy that this food has to give. Raw foods are perfect the way they are!

If you are going to eat raw foods, eat locally. There is no better food than organic, local, live fruits and vegetables. It's good for you and for supporting the community and local farmers. All food that has been transported goes through a process or irradiation, is usually picked when it is not ripe, and it ripens through its travels. You want the freshest and purest food available.

It's easy make raw food fun! There are so many Great raw food recipes for all kinds of cakes, pastas, pizzas, etc that don't need to be cooked!

Raw Chocolate Cake

Recipe

Crust

2 cups soaked walnuts*
1 cup soaked almonds*
10-15 pitted dates
2 tbsp orange juice

*Soak nuts in water for 3 hrs. (This makes the nuts more digestible, so it's easier on the tummy!)

Put nuts in food processor with date blending them while adding the orange juice. You can squeeze the orange juice by hand into the tbsp. You should end up with a sticky nut mixture.

Once you have obtained your crust "dough," you will press it inside, and all around, the pie container with your wet fingers. Make it look like a normal pie crust. You may need to wet your finger one or more times to prevent the dough from sticking to your fingers. Stick the pie container in the fridge while preparing the filling.

Filling

Chocolate pudding

-3 avocados
-1tsp vanilla extract (organic, no alcohol)
-1/3 cup carob
-1 tbsp cacao nibs*
-1/4 cup agave nectar

*Agave nectar is the nectar that comes from the agave plant in Mexico. You can purchase it a health food store. If you cannot find agave nectar use raw unpasteurized honey.

*Cacao is a bean that comes from Peru and is a raw, natural chocolate. It is where chocolate came from. Cacao can also be purchased at health food stores.

Add all ingredients in a blender or food processor. Blend until creamy and smooth. Pour this mixture into the pie crust. Decorate with slices of fruit, sprinkles of coconut flakes, cacao pieces (bananas, apples, strawberries, etc.).

*the pie filling can also be used as a chocolate pudding



The background information about raw food diet and the raw chocolate cake recipe was provided by Samantha Sawatzky.

General Learner Outcomes: 103, 203, 419

Specific Learner Outcomes: 103-5, 201-1, 203-1, 302-9

How Much Garbage Does Your Family Throw Out?

(grades 4 to 6)



Your students will discover the amount of garbage people throw out and the amount of paper they consume weekly and yearly. Your class will also recognize that there are ways to make a difference and to reduce our impact on the environment.

DID YOU KNOW ... A decade ago, every man, woman and child in Canada was producing an average of one tonne of garbage a year? How much are you throwing away?

For this experiment, you will need:

- A bathroom scale
- Your garbage and paper waste
- Pen/pencil
- Notebook

What you do

Determine the amount of garbage that your family produces each week, each year.

1. Weigh yourself on a bathroom scale. Record this number in your notebook.
2. Weigh yourself again on the scale, this time holding each bag of garbage that your family is throwing out. Record this number.
3. Subtract your weight from the weight of you and the garbage bags. This number is the weight of the garbage.
4. Do this exercise for two weeks making sure to record all the garbage being thrown out over the two weeks.
5. At the end of the two weeks, add your recorded garbage weights together. Divide this total by two. This number will give you the average weight of garbage that your family throws away each week!

6. There are 52 weeks in a year. Multiply the number of kilograms of garbage that your family on average throws away each week by 52. This will give you the weight of garbage that you family throws out every year! Unreal, isn't it?!!
7. Perform the same experiment, except this time weigh the amount of paper (including newspapers) that your family uses weekly and puts out for recycling.



DID YOU KNOW ... Most North Americans use more than 260 kg of paper a year? This means the paper that a family of 4 throws away in a year weighs as much as a car!

If it takes 17 full grown trees to make a tonne of newspaper, how many trees would it take to make the paper your family throws out in a year?

What can you and your family do to reduce your garbage impact?

Make sure you are reducing, reusing, recycling and composting. Be green shoppers and buy things that last a long time. Don't buy throw-away items or things with extra packaging and shop with cloth bags so you don't accumulate lots of non-biodegradable plastic. Buy in bulk and make sure the lunches you take to school are "litterless".

Can you think of other ways to help cut down on garbage?



Source:

www.ecokids.ca/pub/fun_n_games/printables/activities/index.cfm#environment

General Learner Outcomes: 108, 204, 206, 207, 412, 416, 418, 419

Specific Learner Outcomes: 204-1, 205-1, 205-5, 206-2, 207-2

Make your own Recycled Paper

(Grades 2 to 6)



Materials: Examples of recycled paper products; scrap paper; water; natural materials (leaves-green, brown or coloured, grass clippings, flower petals, Onion skins, milkweed silk, scented herbs, etc); 1-2 kitchen blenders; iron; cloth and large kitchen strainer (all optional). Per group: large container; wide mouth jar; dish basins; sponges; pieces of window screen (cut to the size of the paper you want and duct taped around the edges); newsprint.

Directions:

This activity works best if it is done on two consecutive days. Collect the natural materials and prepare the paper pulp on the first day and make the paper on the second day.

1. Brainstorm a list of all the paper products people use and record the list on the blackboard. What happens to all of this paper? (Some of it is recycled, but most of it is used just once and thrown away.)

2. Show the students examples of recycled paper products; greeting cards, wrapping paper, computer and copy machine paper, toilet paper, handmade stationery. Explain that they will be making recycled paper from scrap paper in the classroom and natural materials.

3. Divide the class into small working groups. Have them rip their scrap paper into one to two inch pieces. Each student should make about two cups of shredded paper. Have each group put all their pieces together in a large container. Cover these with water and soak them overnight. The soaking makes it easier for the blender to process the paper scraps. Have the students

collect some natural materials and soak them separately.

4. Have each group put one handful of their wet paper pieces and three to four cups of water in a wide mouth jar. Have them pour this mixture into the blender. Process the wet paper pieces and water in the blender for several seconds, until fairly smooth. This blending creates a mixture called a **slurry**, composed of water and paper **pulp**. Pour the slurry into a dish basin. Have the groups continue making slurry until their basins are half full. Blend the natural materials separately and combine with the slurry in the basin. Add water until the basin is 3/4 full.

5. Hand out the screens to the students and explain that the screen will be used to catch the paper pulp. When the paper pulp dries, it will be a new sheet of paper.

6. One student in each group should stir the slurry in the dish basin with his or her hand. This insures that the paper pulp is suspended in the water.

Have another lower the piece of screen at an angle under the slurry. When the screen is completely under the slurry, have the student slowly lift it out, keeping it as flat as possible and catching the

paper pulp on the surface of the screen. If the paper pulp layer is too thin, strain off some water from the basin and try again. If it is too thick, dilute the slurry with water.

7. Have the student hold the screen and paper pulp over the basin for a few seconds to let the excess water drip off. Then, quickly and carefully, have the student flip the screen and paper pulp over onto several thicknesses of newsprint.

8. Keeping everything in place, have them sponge the screen to soak up excess water in the pulp. Squeeze out the excess water from the sponge into the slurry bucket. Continue sponging until the paper seems fairly dry.

9. When their new sheet of paper is dry enough, it will separate readily from the screen and remain attached to the newsprint. Have the students slowly lift one corner of the screen. If the screen and paper pulp separate, they can gently lift the screen from the paper. If the screen and paper pulp stick together, they need to sponge off more water.

10. Have each student set the new sheet of paper aside, still attached to the newsprint, in a safe place to dry. Have each student label the

newsprint with his or her name.

11. While the paper is still damp, it may be covered with a piece of smooth cloth and ironed (with the assistance of the teacher or other supervisor).

12. When the paper is fully dry, peel the newsprint off. Use the new paper as stationery, greeting cards, or for any other creative project. The quality of the paper varies depending on the type of scrap paper used to create the slurry and the natural materials added. Some kinds of paper will be more difficult to write on than others.

Important clean up note: do not put extra paper pulp down the drain. The drain will clog. Strain as much of the pulp out as you can with the screen or a large kitchen strainer and discard it in the waste basket. Pour the rest of the water outdoors.

Extensions:

a. *Experiment with different shapes and sizes of window screen to create interesting paper shapes. Plastic window screen stretched over circular embroidery hoops makes wonderful circles of paper.*

b. *Research the discovery and history of paper making.*

c. *Have each student keep a tally of the number of times and the types of paper he or she uses in one day.*

d. *Save the paper that is used in the classroom for a week. Weigh it and multiply by the number of weeks of the school year to find out how much paper the class uses. Brainstorm ways to recycle this paper.*



Source:

www.epa.gov/superfund/students/cias_act/winter/paper.htm

General Learner Outcomes: 102, 103, 108, 203, 406, 407, 418, 419
Specific Learner Outcomes: 201-1, 201-4, 100-6, 102-17, 102-13, 130-2, 104-6, 108-1, 108-3, 108-5, 108-6, 108-7, 200-2, 200-5, 203-2, 204-1

The Greenhouse Effect in a Jar

(Grades 3 – 6)



This simple experiment serves as an introduction to the greenhouse effect. Students can see for themselves the effects of a greenhouse, and relate this understanding to what occurs in our atmosphere.

Objectives:

1. Help students understand the greenhouse effect as a physical phenomenon.
2. Use simple experimentation techniques including: observing and recording data, use of a control, drawing conclusions from results, use of a model.

Materials:

For every group of (about) four students:

- 2 Small thermometers
- 1 Jar or other see-through container
- 1 Clock or watch
- 1 Copy of the worksheet
- Sunlamp or access to a sunny area to perform the experiment

Method:

Group the students and distribute the materials. Each group should place their thermometers a few inches apart under the sunlamp or in direct sunlight.

Wait about three minutes so the thermometers will be giving accurate readings, and then have the students record the temperature readings on both thermometers as well as the time.

Each group should now place their jar over one of their thermometers, taking care that the jar does not cast a shadow over the uncovered one. If the thermometers are too large to remain horizontal inside the jars, it is fine to stand them against an inner side. Every minute, for ten minutes, the students should record the readings of both thermometers.

Explanation

The air over the exposed thermometer is constantly changing, and as it gets warm it is replaced by cooler air. Because the air in the jar cannot circulate to the rest of the room, this air stays in the sunlight and gets warmer and warmer. A similar trapping of heat happens in the Earth's atmosphere. Sunlight passes through the atmosphere and warms the Earth's surface. The heat radiating from the surface is trapped by greenhouse gasses. Without an atmosphere, the Earth's temperature would average about 0F. This warming due to heat-trapping gasses is called the "Greenhouse Effect." Both the atmosphere and the jar allow light to enter, but then trap that energy when it is converted to heat. They work differently, however, because the jar keeps in the heated air, while the greenhouse gasses absorb radiative heat.



Source:

www.fi.edu/tfi/activity/earth/earth-5.html

General Learner Outcomes: 102, 108, 202, 203, 204, 206, 207, 301, 400, 402, 403, 406, 407, 412, 416, 418, 419

Going Further:

Students can graph their data. To simulate global warming, the experiment can be done using two jars, one filled with air and the other with carbon dioxide.

Specific Learner Outcomes: 100-3, 200-1, 201-1, 201-4, 203-1, 103-2, 104-1, 104-4, 108-1, 108-3, 108-5, 200-2, 201-5, 203-2, 203-5, 204-1, 205-1, 205-2, 206-2, 207-2

The Greenhouse Effect

(Student Handout)

Instructions

- 1) Place the two thermometers in the sunlight for a few minutes to let them get warm.
- 2) Record the readings of both thermometers at the top of the columns.
- 3) Record the time next to the starting temperatures and place the jar over thermometer #1.
- 4) Every minute, record the readings of both thermometers without disturbing them.

Observation Number	Data	
	Thermometer #1	Thermometer #2

Time

Start

1

2

3

4

5

6

7

8

9

10

Source:

www.fi.edu/tfi/activity/earth/earth-5.html

The Food Web and Bioaccumulation

(Grades 5 & 6)

The food web is a way of understanding the process of organisms gaining energy by eating other organisms. All of the energy in an ecosystem originates with the sun. The energy from the sun is transformed by green plants through a process called photosynthesis. This changes the solar energy into chemical energy that is consumed by plant-eating animals which become food for other animals. Humans are part of this food web too.

Human made chemicals, such as Dioxins from plastics and pesticides can be found in the ocean. Small animals, such as plankton get nutrients from the ocean, but they also get these harmful chemicals. These chemicals are stored in the plankton and eaten by other animals in the ocean. The harmful chemicals “biologically accumulate” in their fatty tissue. That means it is stored up and the levels of chemicals in the animal become dangerously high. These toxins are passed throughout the food chain from animal to animal, and can eventually be passed on to humans.

Look at this example of a food web and discuss the following questions.

Can you find the plankton?

Which animals eat plankton?

Even though humans don't eat plankton, can you see how humans are connected to plankton through the web?

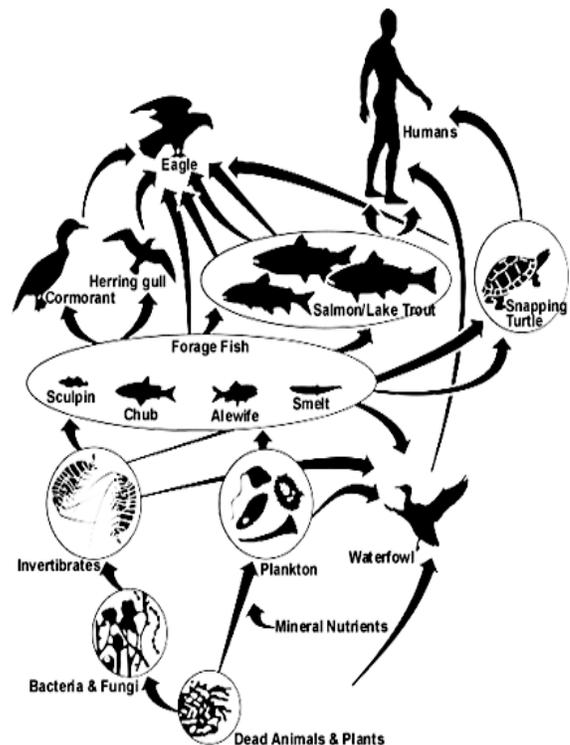
Something else you can do:

Draw a food web of your own.

How would toxic chemicals be passed through your web?

In Conclusion:

What can you do to reduce harmful chemicals from entering the ecosystem?



Source: www.mindfully.org/Food/Food-Web-Simply.htm

General Learning Outcomes: 108, 207, 301, 302, 419

Specific Learning Outcomes: 100-6, 103-8, 109-5, 204-1, 205-5, 405-1

Resources to Explore

Earth Day Canada	www.earthday.ca/pub/home.php
Earth Day Footprint Quiz	www.myfootprint.org/
Ecokids	www.ecokids.ca/pub/index.cfm
Envirokids	www.ci.tacoma.wa.us/envirokids
Envirozine – Enviroyouth	www.ec.gc.ca/envirozine/english/
Global Warming Kids Site	www.epa.gov/globalwarming/kids/index.html
Green Street	www.green-street.ca/home/index_e.html
Kidzone	www.ec.gc.ca/ozone/EN/kidzone/index.cfm?intCat=41
Learning for a Sustainable Future	www.lsf-lst.ca/en/home
MrDonn.org	http://holidays.mrdonn.org/earthday.html#CLIP
The Otesha Project	www.otesha.ca
The Quest for Less	www.epa.gov/epaoswer/education/quest/index.htm
Rawluv	http://rawluv.com
Recycle City	www.epa.gov/recyclecity
The Teacher's Guide	www.theteachersguide.com/Recyclinglessonplans.htm
Wild Education	www.wildeducation.org



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PAN-CANADIAN COMMON FRAMEWORK OF SCIENCE LEARNING OUTCOMES CODES USED IN THIS RESOURCE KIT

General Learning Outcomes

(K – 3)

- 100 investigate objects and events in their immediate environment, and use appropriate language to develop understanding and to communicate results
- 102 Describe how science and technology affect their lives and those of people and other living things in their community
- 103 undertake personal actions to care for the immediate environment and contribute to responsible group decisions
- 200 ask questions about objects and events in the immediate environment and develop ideas about how those questions might be answered
- 201 observe and explore materials and events in the immediate environment and record the results
- 202 identify patterns and order in objects and events studied
- 203 work with others and share and communicate ideas about their explorations
- 400 recognize the role and contribution of science in their understanding of the world
- 401 show interest in and curiosity about objects and events within the immediate environment
- 402 willingly observe, question, and explore
- 403 consider their observations and their own ideas when drawing a conclusion
- 406 work with others in exploring and investigating
- 407 be sensitive to the needs of other people, other living things, and the local environment

(4 – 6)

- 108 describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
- 204 ask questions about objects and events in the local environment and develop plans to investigate those questions
- 205 observe and investigate their environment and record the results

- 206 interpret findings from investigations using appropriate methods
- 207 work collaboratively to carry out science-related activities and communicate ideas, procedures, and results
- 300 describe and compare characteristics and properties of living things, objects, and materials
- 301 describe and predict causes, effects, and patterns related to change in living and non-living things
- 302 describe interactions within natural systems and the elements required to maintain these systems
- 412 willingly observe, question, explore, and investigate
- 416 appreciate the importance of accuracy and honesty
- 418 work collaboratively while exploring and investigating
- 419 be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

Specific Learner Outcomes

(K – 3)

- 100-1 develop vocabulary and use language to bring meaning to what is seen, felt, smelled, heard, tasted, and thought
- 100-2 explore and select different ways to represent ideas, actions, and experiences and to communicate with others
- 100-3 detect consistency and pattern in objects and events and use language to describe these patterns
- 200-1 ask questions that lead to exploration and investigation
- 201-1 a simple procedure where instructions are given one step at a time
- 201-4 observe, using one or a combination of the senses
- 202-2 place materials and objects in a sequence or in groups according to one or more attributes
- 203-1 communicate questions, ideas, and intentions while conducting their explorations
- 100-4 observe and identify similarities and differences in the needs of living things
- 100-5 describe different ways that plants and animals meet their needs
- 100-6 describe ways that humans use their knowledge of living things in meeting their own needs and the needs of plants and animals
- 100-30 observe and describe changes that occur through the life cycle of a flowering plant

- 100-35 investigate and describe how living things affect and are affected by soils
- 102-17 evaluate simple structures to determine if they are effective and safe, if they make efficient use of materials, and if they are appropriate to the user and the environment
- 102-13 identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished
- 103-2 recognize that humans and other living things depend on their environment, and identify personal actions that can contribute to a healthy environment
- 103-5 identify the basic food groups, and describe actions and decisions that support a healthy lifestyle
- 103-8 identify the importance of clean water for humans, and suggest ways they could conserve water
- 104-1 demonstrate processes for investigating scientific questions and solving technological problems
- 104-4 compare the results of their investigations to those of others and recognize that results may vary
- 104-6 demonstrate that specific terminology is used in science and technology contexts
- 108-1 identify positive and negative effects of familiar technologies
- 108-3 describe how personal actions help conserve natural resources and care for living things and their habitats
- 108-5 describe how personal actions help conserve natural resources and protect the environment in their region
- 108-6 identify their own and their family's impact on natural resources
- 108-7 describe the impact of school and community on natural resources
- 200-2 identify problems to be solved
- 200-5 identify materials and suggest a plan for how they will be used
- 201-5 make and record relevant observations and measurements, using written language, pictures, and charts
- 201-7 identify and use a variety of sources of science information and ideas
- 203-2 identify common objects and events, using terminology and language that others understand
- 203-5 respond to the ideas and actions of others and acknowledge their ideas and contributions

- (4 – 6)
- 204-1 propose questions to investigate and practical problems to solve
- 205-1 carry out procedures to explore a given problem and to ensure a fair test of a proposed idea, controlling major variables

- 205-5 make observations and collect information that is relevant to a given question or problem
- 206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs
- 207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawings, and oral language
- 302-9 describe nutritional and other requirements for maintaining a healthy body
- 405-1 identify examples of scientific questions and technological problems that are currently being studied

Green Kids Teacher Evaluation Form

Green Kids strives to grow, develop and improve each year. Your feedback is extremely valuable to us and helps us to deliver a program that is relevant to your students and their curriculum. Please take a few moments to fill out this evaluation form (feel free to use the back if you need more space) and then fax it to us at **(204) 940-4749** or mail it to:

Green Kids
#22 – 221 McDermot Avenue
Winnipeg, MB R3B 0S2

1. Please rate *Happy Birthday* on a scale of 1 to 10 in terms of its educational value as well as its entertainment value.

Education Value:

1	2	3	4	5	6	7	8	9	10
Poor				Satisfactory			Good		Fantastic

Entertainment Value:

1	2	3	4	5	6	7	8	9	10
Poor				Satisfactory			Good		Fantastic

2. What did you like best about the show and why?

3. What did you like least about the show and why?

Continued...

4. Were you able to incorporate elements of the educational resource kit into your curriculum? If yes, which activities and how did you incorporate them? If no, why not?

5. What would like to see in future Green Kids programming? Please consider the play as well as the educational resource kit and the website in your answer.

Optional:

Your Name and School

Your Email Address

Thank you for your feedback

Green Kids Student Evaluation Form

We really want to know what you liked about our play "Happy Birthday"!

So let us know by filling out this sheet, and ask your parents or teacher to return it to us by fax at (204) 940-4749, or mail it to:

Green Kids
#22 – 221 McDermot Avenue
Winnipeg, Manitoba R3B 0S2



1) How educational and entertaining did you find our play?

EDUCATIONAL

Poor 1 2 3 4 5 6 7 8 9 10
Satisfactory Good Amazing!



ENTERTAINING

Poor 1 2 3 4 5 6 7 8 9 10
Satisfactory Good Amazing!

2) What did you like best about "Happy Birthday"? Why?

3) What is something new that you learnt from the play that you didn't already know?

4) What do you do at home, at school, or in your community to be environmentally responsible? Do you recycle? Do you shut off the light when you leave a room? What else do you do?

Thank you so much for your feedback!!!

Optional: Your Name _____ Your Age _____

School Name _____

Green Kids Booking Form – 2007 Tour

To book your show for next year, please return this form as soon as possible to us at:

Green Kids
#22 – 221 McDermot Avenue
Winnipeg, MB R3B 0S2

You may also fax it to (204) 940-4749 or e-mail: info@greenkids.com

School Name _____

Street Address _____

City _____ **Province** _____

Postal Code _____

Contact Name _____

E-mail _____

Telephone (_____) _____

Fax (_____) _____

Students _____

Grades _____

Shows desired _____

Show Prices:

	2 Shows	1 Show
Winnipeg:	\$700	\$450
Manitoba (outside Winnipeg)	\$750	\$475
Saskatchewan	\$800	\$500
Ontario	\$850	\$550

Early Bird Discounts!

- Book before June 30, 2007: \$75 off
- Book before October 15, 2007: \$50 off

