

theatre

rites

Enrichment
Resource Pack
for Rubbish



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Welcome

How to use this enrichment pack

Hello. We hope you enjoy the performance of 'Rubbish'. This enrichment pack has been designed to extend learning by engaging the young audience (key stage 2) with the theme of 'rubbish' in a critical and creative way.

We have included:

- *Pre-show and post-show activities*
- *Links to curriculum areas: literacy, science, art and design, geography, citizenship and SEAL*
- *A range of activities – from class based, group work to individual*
- *Worksheets (to photocopy)*
- *Further info and resources*

About Theatre-Rites

Theatre-Rites has a distinct and unique approach to creating theatre for young people and has established an outstanding reputation for excellence and innovation. The company's prime aim is to create work that feeds the imaginations of young people and gives them a memorable theatrical experience. Theatre-Rites is committed to collaborating with artists to present children with unusual contemporary imagery and to push the boundaries of theatrical form.

"The door to wonderland is edged with blue neon and constantly changes in size, in this latest piece from the outstanding children's company Theatre-Rites."

The Guardian on Mojo, Theatre-Rites 2011/12 production

About Rubbish

Imagine a world that celebrates its rubbish; where at the touch of a puppeteer's hand, the contents of a bin bag can transform before your eyes.

Inspired by a world that encourages children to constantly throw away, Rubbish will allow us to celebrate all those unloved objects.

The production involves a cast of 4, whom we call The Excavators, and throughout the show the audience watches as a number of different puppets are formed from the rubbish. There is further information in this pack about The Excavators, the Puppets and the design elements of the production.



Rubbish is for anybody over the age of 6.

Before the show

Activity:

Group Discussion - perfect questions for circle time

Thinking about Rubbish

- What is rubbish?
- How do you know if something is rubbish?
- What do you do with your rubbish?
- Where does our rubbish go?
- How can we reuse our rubbish?
- Do you think reusing rubbish is important? If so, why?

A Rubbish World – imagine that!

Ask everyone to close their eyes and imagine that they are visiting a world where everything is made of rubbish.

- What can they see?
- What would living in rubbish be like?
- How would it smell?
- Listen carefully – what can you hear?
- What creatures live in the rubbish?
- Is the rubbish world made of any special materials? If so, what?

Extension Activity:

Draw a picture! Show us what your imagined rubbish world looked like.

Crazy Rubbish Facts:

- Each year food shops give away enough carrier bags to cover the whole of London with a layer of them.
- Each year in Britain, we throw away 28 million tonnes of rubbish from home. This weighs the same as three and a half million double decker buses. A queue of buses that long would go around the world one and a half times.
- We use over six billion glass bottles and jars each year. It would take you over three and a half thousand years to sing "Six Billion Green Bottles"!
- Every year the average British family throws away 6 trees' worth of paper

(Source: Waste Watch)

Activity:

Class activity

How much rubbish do you make?

Get a large bin and keep it in the classroom for a week.

Ask everyone to put his or her rubbish in it.

At the end of the week how much rubbish did you make?

Was it more than you thought?

Rubbish Detectives!

I spy with my little eye....

Keep a rubbish diary – ask everyone to keep an eye on what rubbish is being thrown away at home, around the school and in their local community.

What do they notice?

After the show

Discussion Topics

Was the rubbish pile dangerous? Was it fun?

How did you know?

- What were the Excavators looking for?
How could you tell?
- During the show we met lots of different characters.
Who was your favourite character and why?
- What lessons did you think the characters learned?
- Who was the first puppet that we met?
- Why was the duck unhappy?
- What was the glove looking for?
- Which puppet came out of a bag?
- Do you think it was a happy ending and why?

Bonus Question:

How many bags do you think it took to make the set of 'Rubbish?' (Find out the answer at the end of resource pack)

Please refer to "Meet The Puppets" pg 5-6
and "The Excavators" pg 7

Activity:

Write a Review!

A review is a piece of writing about a performance;
it lets the reader know what you thought of the show.

Remember to tell the reader:

- When and where you saw the show
- What it was like (describe it)
- What took place (the story)
- Who was in it (the characters)
- What you enjoyed (your opinion)
- Would you recommend the show to a friend?
If so, why?



Tell us about it! Send your reviews
to excavators@theatre-rites.co.uk

Rubbish in your environment

What rubbish do you create?

Ask your class to make a list of all of the different things they throw away – both at school and at home. Can you find different ‘rubbish’ inside the classroom and outside in the playground?

How much rubbish did you see on your way to school?

Why not keep a rubbish journal?

Ask that students record all of the things that they throw away at home. You can also keep a rubbish journal for the class and see what you’ve been throwing away during the week.

Reducing rubbish

How can you reduce rubbish? Create a list of all the possibilities; how many of these do you already do?

Some suggestions:

- *Reducing the amount of materials brought into the school*
- *Re-using materials for projects*
- *Ensuring that all resources are fully used, like writing on both sides of a piece of paper*
- *Recycling (paper, cardboard, glass, plastics, tins and cans)*
- *Composting*
- *Swap shops; swapping used books or other used items*

Activity:

Take Action!

Everyone can take an active part in making your school a more environmentally friendly place.

Why not design a poster to promote one of the activities that could help reduce waste in your school?

There are lots of exciting educational initiatives that can help embed environmental awareness in your school. Why not explore taking part in one of the national events, such as ***The Big Tidy Up***, become an ***Eco School*** or start an ***Eco Council?***



DESIGN A
POSTER
TO PROMOTE AN
ACTIVITY
THAT COULD HELP
REDUCE WASTE
IN SCHOOL

Meet the puppets

This is bin-bag-boy.

We see that he likes to consume (use) all of the rubbish. The more rubbish he stuffs away, however, the larger he becomes. He uses up everything that he can get his hands on – but constantly filling himself becomes harmful and he struggles to change his ways. Think about all of the rubbish that you stuff into your bin bags; do you think rubbish might be harmful to the land? If so, why?



This is dog.

Dog is an example of a Junk Sculpture, and is made from different objects – a bottle, a tin box, springs, a brush and old tennis balls. Did you know that each leg (made of a special spring coil) took the puppeteer 1 day to make?

The Excavators want to play with dog, but dog would prefer to play with his owner. Can you remember who this was?

Meet the puppets



This is cobbler.

A cobbler's job is to mend things; to repair broken and damaged items so that they can be used again. What do you do when things are damaged? Have you ever repaired an item so it can be used again?

Cobbling is an old craft; a tradition that has been around for a long time. Sometimes we forget about the skills and traditions of older people. To find out more about this, please see the section about 'recycling then and now'.



This is mucky duck.

This puppet is created from items that you might find in your kitchen; can you guess what they are? The Excavators first find the duck in a messy, sticky, oily liquid. It takes them time to clean him up and help him fly again. Precious things can easily be damaged as a result of waste pollution. Can you think of any examples of how pollution can harm animals, people or nature?

Puppeteers are very good at playing with objects, and making them come to life. Have a look around your kitchen at home - see if there are any objects that you'd like to animate; what characters do you imagine?

The Excavators

*Excavators discover old things
- sometimes they repair them
and give them a new life.*

Famous excavators

Do you know any of these famous finds and exciting Excavators?

Tutankhamun's tomb, Egypt rediscovered by Howard Carter's excavation at the Valley of the Kings in 1922. The forgotten King was buried with lots of beautiful treasures.

The tomb of the First Emperor, China was an incredible find by farmers in 1974, with a 'terracotta army' of 8,000 soldiers standing guard to protect the tomb of the first Chinese Emperor, Qin Shi Huang.

Machu Picchu Peru is a 'lost' Inca city built in the mid-15th century on a dramatic mountaintop and was 'rediscovered' by Hiram Bingham in 1911.

Knossos, Crete was the site for Arthur Evans' excavations (1900-5) where he discovered a Middle Bronze Age palace and a forgotten language.

(Further info at www.world-archaeology.com)

Our Excavators are called Charlotte, Mohsen, Simon and Edward.

*Please refer to The People Who Made
Rubbish and cast Q&A on page 16*

Discussion Topics:

Who is your favorite Excavator from the performance?

Who do you know that is an Excavator?

Is there someone in your family that collects old things?

Think of all the different types of Excavators



Excavator Fashion

The Excavators wear different things to do their job - searching for things in the rubbish pile.

What would you wear if you were an Excavator?
What might you need to wear to help you do your job?
Camouflage to help you hide? Or perhaps protective head wear? Goggles or gloves?

Activity:

Write us a letter

We'd love to know what kind of Excavator you would be.

What kind of things would you collect and what would you wear?

What type of material would your costume be made out of?

Think about what properties your costume would need - for example, waterproof, hard, brightly coloured or fireproof.

Would you need any tools?



Write to us at:

The Excavators
c/o Theatre-Rites
Unit 612 Erlang House
128 Blackfriars Road
London SE1 8EQ

Or email us at excavators@theatre-rites.co.uk

Recycling then and now

Throughout history, people have always needed to recycle and reuse. Recycling was very important in Britain during the Second World War; they called it 'SALVAGE' and everyone was encouraged to make-do, mend and reuse old items.

Did you know?

Housewives were asked to put their 'Salvage' into five separate containers:

- **Tins and Metal** – for aircraft, tanks, weapons etc.
- **Boiled Bones** – To make glue for aircraft and glycerine for explosives
- **Kitchen Waste** – For feeding pigs, goats and chickens
- **Paper** – for munitions (The newspapers during World War Two were printed on poor quality paper to save on paper)
- **Rubber** – for tyres

Have a look at these posters that were created during the Second World War.

Questions:

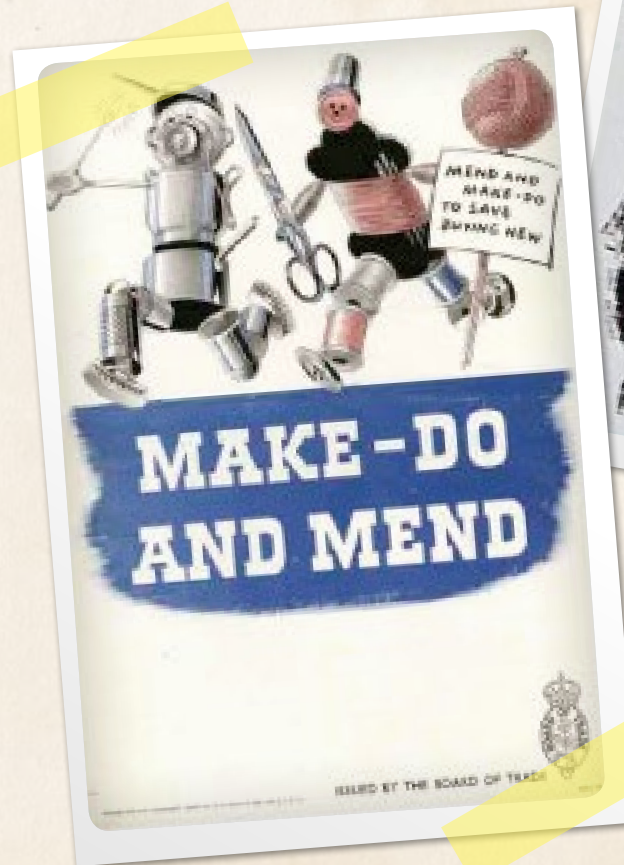
- What are the posters asking people to do?
- Who do you think the posters were aimed at?
- Where do you think the men were?
- What does it mean to 'make-do and mend'?
- How was it different from today?
- How is it the same as today?

Activity:

Make your own!

Design your own poster that would encourage people to recycle.

What materials would you ask them to reuse?



Imperial War Museum



Imperial War Museum

Where does our rubbish go?

Learning about Landfills

Did you know?

- In the UK we have 109 square miles of waste and we are adding 16 million tons per year.
- Americans produce around 82,000 football fields full of rubbish (or 'trash', as they call it) per year. Much of it ends up in landfills.

A Landfill site is a place where rubbish is taken and dumped. The rubbish is covered and left to decompose. When things decompose they are broken down into more simple substances. Some rubbish can take hundreds of years to decompose.

What will life be like in a hundred years?

Activity:

Make a mini landfill

Observe the difference between degradable and non-degradable wastes.

Materials:

Large glass or plastic jars, or aquarium
Various pieces of rubbish to bury (small food scraps, bones, metals, cardboard, paper, plastic)
Soil from garden or other outdoor area (not sterilized potting soil)
Water
Plastic wrap

1. Fill the jar about half full of soil. Add 4 or 5 different pieces of rubbish. Keep a list of all the things you put in.
2. Cover the rubbish with more soil. Sprinkle the soil with water and cover the top of the jar with plastic wrap.
3. Place the jar in a warm place for about ten days.
4. Then empty the contents of the jar onto a newspaper and examine the bits of rubbish. Record and date any changes that you see. Repeat several times to record changes.

Things to record:

Type of rubbish
Changes observed
What else could be done with this item?

Recycling as art

Many artists have used rubbish to create their work. The pieces of rubbish are referred to as 'found objects' and you can search on the internet for examples of 'assemblage art' created by a wide variety of artists including **Pablo Picasso**, **Marcel Duchamp** and **John Cornell**. Other living artists include American artist **Leo Sewell**, UK artists **Tim Noble** and **Sue Webster**, Colombian artist **Miler Lagos** and UK artist **Stuart Haygarth**.



TIDE chandelier (2004) – Stuart Haygarth

Stuart Haygarth is an artist who works on design projects, which revolve around the collections of objects. His work is about giving overlooked objects a new significance.

Lise Marker, who designed the set for Rubbish used a variety of techniques to create our world of rubbish including the creation of junk sculptures, installations and assemblage art.

Activity:

Make a Chandelier

There are several ways to make your chandelier. The simplest way is to attach objects to a hula hoop. You can also find the frame of an old lampshade in a second hand shop and give it a new life.

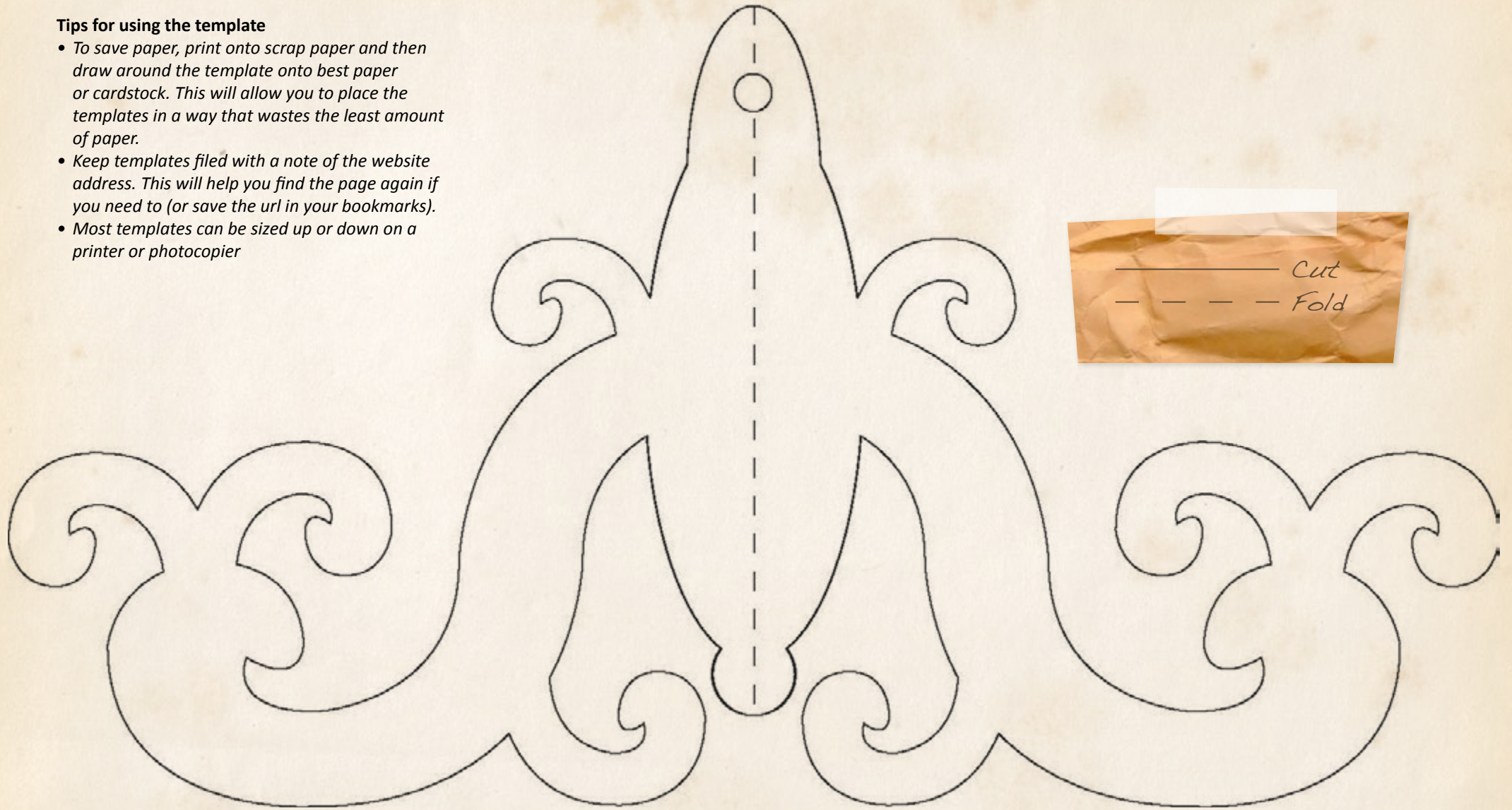
You can photocopy the chandelier design template on the next page (3 copies per student) and ask them to create individual designs.



Chandelier design template

Tips for using the template

- To save paper, print onto scrap paper and then draw around the template onto best paper or cardstock. This will allow you to place the templates in a way that wastes the least amount of paper.
- Keep templates filed with a note of the website address. This will help you find the page again if you need to (or save the url in your bookmarks).
- Most templates can be sized up or down on a printer or photocopier



Recycling as art

Can you make a cityscape?

In Rubbish we saw a whole city animated by objects. Why not try to create your own as a class? If your class has been to the production, you will receive a special bin bag full of 'unlucky dip' items to help with this activity.

If you are not able to come to a performance, then please follow these instructions.

Activity:

Group based

Ask everyone in your class to bring in a piece of (clean) rubbish – we like boxes, kitchen rolls, tin foil, bottle tops, straws, string and bubble wrap. Encourage them to be creative with their rubbish collection!

Brainstorm all of the different things that you might see in a city – buildings, trees, bridges, cars, shops and houses. Consider the shapes of what we see in a city. You might want to look at images of different cities for inspiration.

Working in groups (6-8 students per group) ask the students to create an image of the city with a collection of rubbish.

When they have completed the task, take it in turns to visit all of the groups, and ask about what they have created.

Activity:

Class

Gather all of your collected rubbish together.

Cover a table top with a plain coloured sheet or a large piece of paper – this is your 'background'.

Each person in the class will take it in turn to select one piece of rubbish, and place it on the 'background' to create the image of a city. Encourage the students to closely look at the landscape as it develops and to consider how their object can contribute to developing the overall image.

This is an excellent activity to do during reading time, or when the rest of the class are engaged in a task.

Extension Activity:

Why not try looking at cities from different parts of the world?

We think that these images would make great starting points for assemblage art images.



Rubbish quiz

*Photocopy this page for your class!
(Answers to the quiz are on the resources sheet)*

1. When we throw rubbish away, where does it end up?

- In a landfill
- In a park
- In a shed

2. During the Second World War, people were asked to recycle. Which items were NOT recycled?

- Food
- Paper
- Material
- Mobile phones

3. Which of the following can you put in your garden waste/food scrap bin?

- Banana peel
- Meat scraps and bones
- Moldy cheese
- Potato peelings
- All of the above

4. When rubbish is thrown away, it begins to break down. What is this process called?

- Breaking-down
- Decomposing
- Recomposing

5. Which country do you think produces the most rubbish every year?

- Britain
- France
- United States of America
- China
- India

Word search:

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

Excavator

Rubbish

Litter

Sustainability

Chandelier

Landfill

Recycle

The people who made Rubbish

Director Sue Buckmaster

Designer Lise Marker

Composer Jessica Dannheisser

Lighting Designer William Reynolds

Puppetry Co-Designers Yvonne Stone and Sue Buckmaster

Cast Charlotte Dubery, Mohsen Nouri, Simon Palmer and Edward Wren

Puppet Makers Yvonne Stone, Max Humphries and Matthew Hutchinson

Set Builder Colin Mander

Production Advisor Simon Sturgess

Technical Stage Manager Nathan Johnson

Enrichment Co-ordinator Liat Rosenthal

Theatre-Rites Claire Templeton, John Johnston and Suzie Bryce

Q&A with the cast

Q: What is the oldest thing you own?

A: Charlotte: My watch, which is from 1922.

A: Mohsen: A rose quartz crystal, which is several million of years old.

A: Simon: My old teddy bear... Well, actually a panda, called Panda.

A: Edward: The oldest thing I own is a French postcard written from a little boy at Christmas in 1912

Q: What is your favourite piece of rubbish from the show, and why?

A: Charlotte: My favourite piece of rubbish is my bellow as it is a beautiful object, and doubles up as a great cleaning device and instrument in the show!

A: Mohsen: The pilot's helmet I wear, because it was my childhood dream to be a pilot.

A: Simon: An old wooden drill I found in a bag full of bits of leather... It's got such an interesting mechanism that's too tempting to investigate!

A: Edward: My favourite piece of rubbish in the show is my horn.

Q: Who is your favourite Excavator?

A: Charlotte: My favourite Excavator is my Poppa David, as he is always collecting broken objects he finds in junk shops and restoring them himself in his garage to make them as good as new again.

A: Mohsen: MacGyver

A: Simon: My friend Erin owns a café, and absolutely everything in it is second-hand or found. And it looks amazing!

A: Edward: My favourite Excavator is my friend Mandy; she's a puppeteer who loves digging through car boot sales to find bits and bobs that she takes home and turns into puppets.

Q: What is the best thing you've ever found?

A: Charlotte: The best thing I ever found was a wooden box full of old jazz vinyls.

A: Mohsen: An 18th Century clay pipe from the banks of the Thames.

A: Simon: An old fold-out sewing box FULL of different buttons! How could someone throw that away?!

A: Edward: I like to pick up things I find on the street. I think anything that I find is a good luck charm, but by far the luckiest things to find, and my favourite, are buttons. When I find a button on the street it means that I'm in the right place at just the right time.

Sources consulted and further resources

Websites:

www.waste-invaders.co.uk
www.bbc.co.uk/learningzone
www.recyclezone.org.uk
www.recyclenow.com/schools/primary_school_resources/
www.greenpeace.org.uk/what-you-can-do/related-links/eco-friendly-kids
www.foe.co.uk/learning/educators
www.kids.wasteawarenesswales.org.uk/wackywastefacts.html
www.wastewatch.org.uk
www.keepbritaintidy.org/ecoschools/freeresources
www.lovewhereyoulive.org/about-the-campaign/schools
www.ltl.org.uk
www.thebigtidyup.org
www.chandeliersforyou.net/how-to-make-your-own-chandelier/
www.casasugar.com/10-Chandeliers-Made-From-Everyday-Objects-3502362?_nz=33
www.rubberstamping.about.com/od/projects/ss/Paper_Chandelier_2.htm

Books:

Environmental

Martin, Laura (2004) *The Art of Recycling: Sock Puppets, Cardboard Castles, Bottle Bugs and 37 More Earth-friendly Projects and Activities You Can Create*. Storey Books.

Morris, Neil (2009) *Recycling*. QED Publishing

Orchard Toys *What's Rubbish* (2009)

Turnbull, Stephanie (2007) *Rubbish and Recycling, New Edition*

Puppetry

Brady, Martha and Gleason, Patsy (1994) *Artstarts: Drama, Music, Movement, Puppetry, and Storytelling*, Libraries Unlimited Currell,
David (1970) *Puppetry in the Primary School*. Batsford.

Schramm, Toni (1993) *Puppet Plays: From Workshop to Performance*. Libraries Unlimited.

Image Credits:

Main Image; Patrick Baldwin

London skyline: http://www.123rf.com/photo_7174964_a-cityscape-of-london.html>binkski / 123RF Stock Photo

New York skyline: Mgreener.wordpress

Hong Kong skyline: From Kowloon www.bhmpics.com

WWII posters: Imperials War Museum

Answers to Rubbish Quiz on Page 15:

1 = A 2 = D 3 = E 4 = B 5 = C

Word search answers:



Discussion Topic Question:

Q. How many rubbish bags did it take to make the set?

Answer: 192

Curriculum links – Rubbish Enrichment Pack

Before the show

Subject: English

National Curriculum:

Speaking and listening – Group discussion and interaction (3 and 10) (En1)

Pg 3

Subject: Design and Technology

National Curriculum:

Recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose; for example, how well products meet social, economic and environmental considerations (3c)

Recycling as art

pg 12-14

Visual and tactile elements, including colour, pattern and texture, line and tone

Subject: Art

National Curriculum:

Shape, form and space (4a)
Exploring a range of starting points for practical work (5a)
Investigating different kinds of art, craft and design (5d)

After the show

Subject: English

National Curriculum:

Speaking and listening – Group discussion and interaction (3 and 10) (En1)

pg 4

Subject: Science

National Curriculum:

Use their senses to explore and recognise the similarities and differences between materials (Sc3 A)

Quiz

pg 15

Rubbish in your environment

Subject: Citizenship

National Curriculum:

Preparing to play an active role as citizens (2)
Taking responsibility (5a)
Participating (5c)
Making real choices and decisions (5d)

QCA: Unit 8: Improving the environment

Subject: Art

National Curriculum:

Investigating and making art, craft and design (through posters)

pg 5

Recycling then and now

pg 10

Subject: History

National Curriculum:

To place events, people and changes into correct periods of time (1)
To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied (1c)
To communicate their knowledge and understanding of history in a variety of ways (5c)

The People who made Rubbish / Q&A with the cast pg 16

Extra Resources

pg 17

Subject: Geography

recognise how the environment may be improved and sustained (5b)

Where does our rubbish go?

pg 11

Subject: Science

National Curriculum:

Use first-hand experience and simple information sources to answer questions (Sc1 b)
Make simple comparisons [for example, hand span, shoe size] and identify simple patterns or associations (Sc1 h)
Care for the environment (Sc2 c)

Meet the Puppets

pg 6-7

The Excavators

pg 8

Subject: Art

National Curriculum:

Investigating and making art, craft and design (through costume design)

Subject: Geography

National Curriculum:

Express their own views about people, places and environments (1C)