



Crying Out Loud presents  
**L'après-midi d'un Foehn–Version 1**  
by Compagnie Non Nova



Photo: Jean-Luc Beaujault

**TEACHER RESOURCE PACK  
FOR KEY STAGE 2**

## **INTRODUCTION**

This resource has been designed to support learning about the environment we live in but it can also be linked across the curriculum.

The starting point for the creation of the pack is Company Non Nova's *L'après-midi d'un Foehn-Version 1* which is set to Debussy's score *Prélude à l'après-midi d'un faune*. The show presents a beautiful homage as well as a stark contrast to the original musical score and the subsequent ballet, which was originally choreographed by Nijinsky. It offers food for thought regarding the natural environment and the manufactured one.

A segment of the show can be found here: <http://bit.ly/BallerinaBags>

## **ABOUT THE SHOW**

Watch in wonder as ordinary plastic bags are magically brought to life by a mysterious ballet master. Borne aloft on currents of air, see them transformed into heavenly dancers capable of astonishing performances. A pirouetting solo is followed by a tender and comic pas de deux until a full corps de ballet fills the air, joyously swirling and twirling to the beautiful music of Debussy.

An experience of true wonder guaranteed to charm the young and the young-at-heart. Prepare to be enchanted by a company of prima ballerinas...made entirely from a handful of plastic bags!

## **ORIGINS OF THE PIECE**

The piece was originally commissioned by the Natural History Museum, France for the 2008 Science Fair. The theme that year was movement and one of the criteria was that this piece had to be presented within the walls of the museum, a space that rarely houses live performances.

Sitting alone in the museum for nights on end, Phia Ménard, Artistic Director of Company Non Nova, became fascinated by the Evolution of Species gallery. She was struck by the silence and stillness of the wild animals assembled in the same place. Aware of how it would be impossible in reality to be in the presence of all those living, wild animals, she decided to work on the notion of human beings as creators, and also as destroyers.

As part of her artistic project I.C.E (Complementary Unjugglability of the Elements) she began experimenting with air and wind. She had the idea of using ventilators to blow air onto the stuffed animals, fanning their fur, as if breathing life back into them.

The next step was the addition of an everyday object; an object of humanity and also a major source of pollution when not recycled properly - a plastic bag. Transforming a simple plastic bag into a charming, graceful little character affirms the intervention of humans. A human being creates the puppet and then also takes its life away.

The object, manipulated by the flow of air, swirls and twirls, dancing to Claude Debussy's most famous work, the timeless *Afternoon of a Faun* itself inspired by Mallarmé's poem of the same name.

In this project the foehn refers to the notorious trans-alpine winds that, according to a study by the University of Munich – which focused on the

relationship between meteorological events and human behavior - can lead to a rise in unsociable and aggressive acts.

### **HOW TO USE THIS RESOURCE**

This resource is aimed at pupils in Key Stage 2, although some activities can easily be adapted to those in Key Stage 1. The topic web at the start of the pack gives ideas for using the show *L'après-midi d'un Foehn-Version 1* to inspire working across the curriculum in many subject areas. Alternatively you can pick out the activities or subjects that appeal to you.

### **CONTENTS**

- 2 – Introduction and video clip of *L'après-midi d'un Foehn-Version 1*
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## Mathematics

### Problem solving \* Estimating \* Counting \* Measuring

How long will your pieces of plastic measure when you cut up the bag for your weaving yarn? How many metres would ten bags make?

How many tennis balls can you fit into a plastic bag? What is the capacity?

How do you make a loom for weaving? There will be lots of measuring and marking out to get the loom to work properly.

## Literacy

### Non-fiction:

- \* Persuasive text (adverts/posters)
- \* Letter Writing
- \* Post cards

### Fiction:

- \* Poetry
- \* Story writing

## History

The History of Recycling:

Look at the conservation of resources in the past. When have we been better at recycling, and how? Look at attitudes during the 1<sup>st</sup> and 2<sup>nd</sup> World Wars. How have our attitudes to the environment changed over the years?

Investigate the history of the plastic bag and it's usage

## I.C.T

Using search engines on the Internet for research

Using computers for presentation of research/work

Using computers to design posters & leaflets

## D&T/Art

D&T: Placemats \* Money Containers \* Purses \* Bags

Art: Textiles \* Weaving \* Investigate pattern

ARTE POVERA /FOUND OBJECTS/COLLAGE

# *L'après midi d'un Foehn- Version 1*

**- A launchpad for  
teaching & learning  
across the  
curriculum**

## Music

Introduce orchestral instruments

Increase musical awareness

Increase communication and social skills through music

Learn about the composer Debussy and some of his compositions

## Science

Grouping and changing materials

Characteristics of materials

## Religious Education

Cause and effect

Ethical choices

Investigate "green" religions, nature and spirituality

## Geography

Improving the environment

Land & water pollution

Recycling

Climate change

GYRES

## PSHE

PSHE: Making choices \* Working together \* The Environment \* Recycling

CITIZENSHIP:

Developing skills of communication & participation \* Researching, discussing and debating topical issues, problems and events \* Resources & economic choices

## 1 THE ENVIRONMENT



The show *L'après-midi d'un Foehn- Version 1* is a great starting point for discussion about our relationship to plastic bags and other factory-made materials. On the one hand plastic bags are useful. However, on the other hand they are just rubbish and are damaging to the environment. There is a contradiction between them being simultaneously useful and wasteful. Here are some lesson plans, activities and ideas that move through the theme of the environment as a topic.

### 1A WASTE AND RECYCLING - Lesson plan about materials and their characteristics

#### Curriculum links

Citizenship: Developing skills of communications and participation

Science: Grouping and changing materials; characteristics of materials

Geography: Improving the environment

Here is an excellent lesson plan from Friends of the Earth to introduce waste and recycling to KS1 and KS2 pupils. Please click on this link:

[http://www.foe.co.uk/sites/default/files/downloads/lesson\\_plan\\_mad\\_about\\_rain\\_0.pdf](http://www.foe.co.uk/sites/default/files/downloads/lesson_plan_mad_about_rain_0.pdf)

#### a Learning objectives

- To identify a range of common materials and recognise that the same material is used to make different objects.
- To recognise that collecting raw materials can damage the environment.
- To understand that by re-using or recycling objects we can reduce the amount of waste we produce and reduce the demand for raw materials.

#### b Resources

Mad about waste and recycling leaflet, found here:

[http://www.foe.co.uk/sites/default/files/downloads/waste\\_mad\\_about.pdf](http://www.foe.co.uk/sites/default/files/downloads/waste_mad_about.pdf)

Paper

Pens

Objects from class

#### c Success criteria

Children will have categorised different types of materials and identified the raw material they came from.

#### d Extension activities

This lesson can lead on to further activities in this pack, e.g. making fabric out of plastic bags, creating posters to encourage recycling at school, writing letters to the local supermarket to enquire about their policy on recycling.

## 1B WASTE AND RECYCLING – stimuli for debate and writing activities

On this page there are several stimuli for discussion.



### a Discussion points

Plastic bags – should we produce them or not?  
What are the pros and cons of single-use plastic bags versus reusable bags versus bags made from natural materials?  
The Great Pacific Garbage Patch – does this floating rubbish dump really exist?  
What can be done to minimise it and prevent its negative impact on our oceans and sea life?  
Reduce, Reuse, Recycle and.... Refuse – How can we actually make a difference?

Is it enough to keep recycling or do we actively have to change the way we live e.g. refuse to buy vegetables in plastic cartons?

Should we refuse to buy books, games & DVDs and perhaps borrow them from the library instead?

### b What should be done about plastic bags?

Article by Chris Summers, BBC News magazine

"Every year 800,000 tonnes of so-called single-use plastic bags are used in the European Union - the average EU citizen used 191 of them in 2010, the Commission says, and only 6% were recycled.

More than four billion bags are thrown away each year.

"The impact of this plastic waste can be seen littering our landscape, threatening our wildlife and accumulating as 'plastic soup' in the Pacific Ocean, which may cover more than 15,000,000 sq km," says Environment Commissioner Janez Potocnik.

So what are the options for addressing the problem and where have they been tried?"  
See the full article here:

<http://www.bbc.co.uk/news/magazine-17027990>

### c What is the Great Pacific Garbage Patch?

In Ben Segall's animated film *The Great Pacific Garbage Patch* on the So Fresh and So Green website you'll learn that there's a huge patch of rubbish that's floating in the Pacific Ocean.

As they say on So Fresh and So Green, "you should know what you throw in the ocean comes right back to you so this is a serious problem. You'll also learn this is a global problem and why that means its solution will require action on a global scale. Please do reduce, reuse, recycle, and refuse plastic because all the plastic ever made is still around, but much more will need to be done than just that. Seriously."

Watch *The Great Pacific Garbage Patch* by following this link:

<http://vimeo.com/11704000>

There is additional information on the Great Pacific Garbage patch on the National Geographic Education page:

[http://education.nationalgeographic.com/education/encyclopedia/great-pacific-garbage-patch/?ar\\_a=1](http://education.nationalgeographic.com/education/encyclopedia/great-pacific-garbage-patch/?ar_a=1)



## 1C WASTE AND RECYCLING – ideas for Citizenship and PSHE

### Curriculum Links

**PSHE:** making choices; working together; the environment; recycling  
**Citizenship:** Developing skills of communication and participation; researching, discussing and debating topical issues; problems and events resources; economic choices and the sustainability of the environment

#### a Costing the Earth

This unit of work is on the Values, Money and Me website, and can be accessed through this link: [http://www.valuesmoneyandme.co.uk/teachers/cost\\_earth.html](http://www.valuesmoneyandme.co.uk/teachers/cost_earth.html)

Children will explore how energy is used in the home and discover simple strategies to conserve energy. Children will plan individual actions to reduce energy waste around the home and the school environment. They will work collectively to create an energy-saving action plan for the class or whole school.

Curriculum links for PSHE, SEAL and Financial Capability (PFEG) are set out as a curriculum assessment schedule for this unit and links to statutory frameworks are included.

This baseline assessment quiz on energy saving is a great starting point to measure pupils' knowledge ahead of the learning:

[http://www.valuesmoneyandme.co.uk/quiz/cost\\_earth\\_quiz.html](http://www.valuesmoneyandme.co.uk/quiz/cost_earth_quiz.html)

#### b The Green Pack

The Green Pack is an educational resource designed for teachers of Key Stages 2 and 3. Developed by SITA UK, a leading waste management company, the pack supports the Education for Sustainable Development curriculum and has been created in response to a growing environmental concern that we are living beyond our means.

Building on key skills, understanding and knowledge in science, geography and citizenship, this complex subject is made accessible with clear facts and concise information. The stimulating activities enable pupils to examine how human activity impacts on the environment and on the balance of nature through learning about the interdependency of living things and the cycle of life. With a focus on the practical steps that individuals can make to support sustainability, it empowers young people to make the Reduce, Reuse and Recycle philosophy part of their everyday lives. It encourages respect and responsibility for the environment and raises awareness of the key issues.

Download The Green Pack through the SITA website: <http://rethink.sita.co.uk/>

#### c Important Diary Dates



**Earth Hour** 8.30pm (local time), 29<sup>th</sup> March

**Earth Day** 22<sup>nd</sup> April

**World Environment Day** 5<sup>th</sup> June

**World Oceans Day** 8<sup>th</sup> June

**Global Wind Day** 15<sup>th</sup> June

**Clean Up The World** 3<sup>rd</sup> weekend in Sept

**International Day of Climate Action**

24<sup>th</sup> October

## 1D WASTE AND RECYCLING - Ideas for literacy lessons

### Curriculum Links

Non-fiction: Persuasive text; letter writing; instructions; postcards

Fiction: Poetry; story writing

### a Non-fiction



Ban Single-Use Plastic bags!

Reduce, Reuse, Recycle...Refuse!

Save our Planet – Keep it Safe!

### Persuasive Text

Literacy could be linked to writing advertising copy and creating posters for an environmental issue that your pupils are concerned about. Look on the web for examples that exist already. The posters could be for display around the school, at home, or in the community.

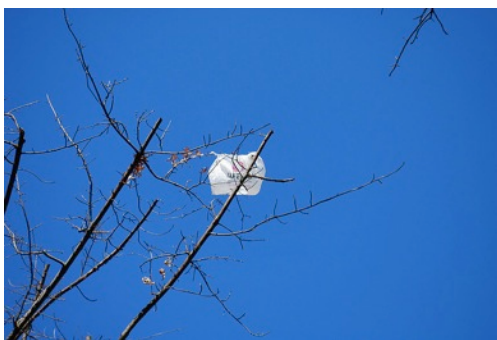
### Letter Writing

Write a formal letter to your local supermarket about recycling, including the suggestion of banning the use of single use plastic bags.

### Postcard to your parents

Taking into consideration your concerns about the environment (concerns about recycling, energy, food supplies, plastics), what advice would you give your parents about ensuring they do the best they can for the environment? What lessons have you learnt about small-scale changes that will have a big impact if everyone does the same?

### b Fiction



I'm a plastic bag stuck in a tree  
Can you imagine what it's like to be me?  
Where did I come from? What did I hold; A  
fistful of carrots, a bullion of gold?

### Write a story

Using imagery from *L'après midi d'un Foehn-Version 1* as a starting point, or found images from the Internet, write your own fairy tale or life story of a plastic bag.

### Poetry

Try writing an acrostic poem, like the example below:

Purposeful  
Long-lasting  
And  
Sturdy  
Though  
In actual fact  
Controversially unworthy

Better to use a reusable  
And keep our bubble safe from  
Garbage gyres and rubbish rivers  
Stop now! Cease! Desist!



## 2 DESIGN AND TECHNOLOGY (D.T.) and ART

### Curriculum Links

D.T.: Placemats; money containers; purses; bags

Art: Textiles; weaving; investigate pattern

Science: Materials



a \_\_\_\_\_ Design and create an eco-friendly upcycled product made from plastic bags

This project can be engaged with on many levels: Creation of woven fabric from plastic bags. You may want to watch this short illustrative film before embarking on the activity:

<http://www.kidspot.com.au/fun-zone-Create-Plastic-bag-weaving+6389+568+article.htm>

Once you have made the textile there is so much more you can do with it:

- make fabric into a wall hanging for display
- make fabric into a placemat
- make fabric into a purse/clutch bag
- make fabric into a hand bag/money container on string

### Making the plastic fabric

This activity works well if the children work in pairs, either on one shared item or to help each other to make two.

### Materials

Recycled strong card

Plastic bags – assorted colours

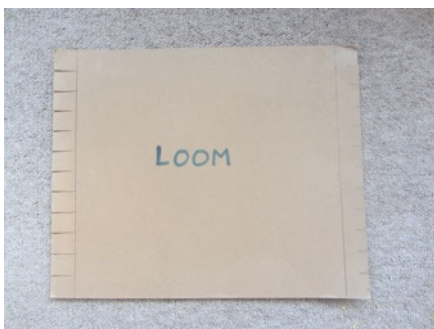
Plastic bags – white or black (if necessary use thin dustbin bags)

Scissors

Pencil

30 cm ruler

### Make the loom



1. Cut a rectangle from the strong card, measuring: 38 cm across /30 cm down (for placemat or large purse/bag or wall hanging). Write your name and LOOM in the centre 19 cm across/15 cm down (for small purse or sampler)
2. Draw a margin, the width of the ruler, down each of the short sides.
3. Starting at the top and working down, measure 2.5cm and mark a line to the margin (this will be your cutting guide). Do the same on the other side.
4. Using the scissors, carefully cut along your little lines, from the edge to your margin line. Now you have your loom and you're ready to start weaving.

### Make the coloured yarn for the weft



1. Start by laying out the bag and making it flat
2. Carefully cut off the handles and the seam at the bottom of the bag
3. Starting at the bottom, try to cut a continuous strip of plastic, approx. 3 cm wide. Don't worry if it tears or you make a mistake; just tie two broken ends together with a knot and trim.
4. When you have made your coloured yarn, you can wrap it into balls or around cardboard rectangles to keep it safe and neat.

### Make the white/black yarn for the warp



1. Take your bag or bin liner (black or white) and lay out flat.
2. Using the same technique as above, create your base yarn for the warp.

#### **Terminology**

**Loom:** a device used to weave cloth. The basic purpose of any loom is to hold the warp threads under tension to facilitate the interweaving of the weft threads.

**Warp:** the static, lengthwise threads of the fabric.

**Weft:** the crosswise, or horizontal thread running from edge to edge, perpendicular to the warp threads.

**Shuttle:** a device to assist the weaver in weaving the yarn through the warp.

**Yarn:** thread.

### Weaving: the warp



1. Start by tying your yarn onto the loom with a knot in the top right-hand corner.
2. Stretch your yarn across the top and front of the loom to the 1<sup>st</sup> notch (cut) on the opposite edge (the left side).
3. Thread the yarn into the cut and take it round the back of the loom.
4. Now thread the yarn from the back and through the 2<sup>nd</sup> cut on the right hand side.
5. Stretch your yarn across the top and front of the loom to the 2<sup>nd</sup> notch (cut) on the opposite edge (the left side).

- 6.** Keep your yarn as tight as possible without stretching or tearing the plastic. If your plastic does tear then tie a neat knot (and trim the ends) and continue.
- 7.** Keep going until you have filled the loom with the warp yarn.
- 8.** When you reach the bottom left hand corner, and you are satisfied with the tension of your yarn, then tie a knot to finish off. Trim the yarn. Your warp is complete.

### Weaving: the weft



- 1.** Start by tying your coloured yarn onto the last white thread in the corner at the back of the loom.
  - 2.** Turn your loom over so the front is facing you. Wrap your coloured yarn round a pencil, so you can use it as a shuttle.
  - 3.** Use your shuttle to thread the coloured yarn in and out of the white warp.
  - 4.** When you get to the end of the row with your weaving, make sure your yarn is tight.
  - 5.** Now start your next row. Keep all your weaving on the front of the loom.
  - 6.** Use the shuttle to weave the next row. This time your yarn needs to go up and down in the opposite way to how it went on it's first journey.
  - 7.** Keep your yarn as tight as possible without stretching or tearing the plastic. If your plastic does tear then tie a neat knot (and trim the ends) and continue.
- Changing colour
- 8.** To change colour, when you are at the end of a row just trim the colour you are using and attach a new colour with a small, neat knot. You will need to get another pencil so that you can create a shuttle for your new coloured yarn.
  - 9.** Keep going until you have filled the loom with the weft yarn. When you reach the bottom corner, and are satisfied with the tension of your yarn, then tie a knot at the back to finish off. Trim the yarn. Your textile is complete!

### The finishing touches

- 1.** Once you have finished weaving your textile turn over the loom to the back. Snip the warp yarn down the middle with a pair of scissors.
- 2.** Remove the textile from the loom and flatten it out.
- 3.** To make a wall hanging you can either leave the frayed ends loose or you can trim them down.
- 4.** To make a placemat or move on further to make a purse or bag it is advisable to seal the fabric with an iron.

### Sealing the fabric



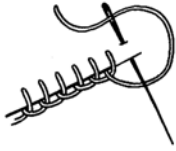
- 1.** Put a wad of newspaper on an ironing board to protect it.
- 2.** Sandwich your textile between 2 pieces of greaseproof paper.
- 3.** With the iron on a medium setting, gently iron over the textile.
- 4.** Keep the room well ventilated and make sure the person operating the iron has breaks for fresh air.
- 5.** Make sure you turn over the textile and iron on the other side (always with the greaseproof paper between the iron and the plastic fabric)



### Purpose, Trimmings and Decoration

1. Remind yourself of the purpose of the fabric.
2. If placemats for the dining table are your aim, then just trim the frayed edges and you have completed your task.
3. Advanced activity. If you would like to make a shoulder bag or Peggy purse then take a look at the instructions here:

<http://www.bagsrevolt.com/2011/05/11/weaving-with-the-future-generation>



Blanket stitch is a handy sewing stitch if you want to neaten your edges or sew two sides of fabric together to make a purse or a bag!

### **A reminder of the basic D&T principles**

1. **Investigate** and research ideas for possible products. Finding examples that work well and those that haven't been so successful.
2. **Plan** a couple of ideas you believe would be feasible for construction.
3. **Design** and sketch the final product.
4. **Manufacture** your product.
5. **Evaluate** your product to ensure it functions as you intended it to.

## **2A ART**



Now you've learnt all about waste, recycling and reusing, why not explore Junk Art? What is it and who's making it? What could you use to make art from; plastic bottles, screw-top lids, aluminium drinks cans, crisp wrappers? What about working on a larger scale, with rubber tyres or hubcaps from cars? There is so much waste around us that, with care, could be transformed into beautiful works of art or decoration.

### **You may want to investigate these terms:**

JUNK ART \* ARTE POVERA \* FOUND OBJECTS (OBJET TROUVÉ) \* ASSEMBLAGE \* COLLAGE \* DADA

### **And these artists:**

CÉSAR \* TONY CRAGG \* SUE WEBSTER \* JASON MECIER \* HA SCHULT \* SAYAKA GANZ \* ANN P SMITH \* ANTONI TAPIES

### a How to make a pom pom



Here's a fabulous and easy way to make pom poms from plastic bags. These pom poms can be used to make flowers, sculptures, Christmas tree decorations, bunting, rosettes for presents, badges, and even balls to play with in the playground! You may even want to learn to juggle with them.

### Materials

Recycled card (old cereal packets will do) – measure and cut into rectangles 6cm x 4cm

Plastic bags (assorted colours) – 1 bag per pom pom

Scissors

Ruler

Pencil

String or strong cotton (wire if you want to sculpt with them in the future)

### Method



Start by laying out the bag and making it flat



Carefully cut off the handles and the seam at the bottom of the bag. Starting at the bottom, try to cut a continuous strip of plastic, approx. 1-2 cm wide (as if you were peeling an orange and keeping a continuous skin intact!). Don't worry if it tears or you make a mistake; just tie the two broken ends together with a knot and trim.



When you have made your coloured yarn, you wrap it carefully around a cardboard rectangle. For a tennis ball sized pom pom a rectangle measuring 6cm long and 4cm wide works well.



When you have finished carefully pull out the cardboard rectangle.



Now get some cotton or string and tie a waist around the centre.

Note: If you want to hang or tie your pom pom on to something this is also a good time to attach either: A long piece of thread so you can hang your pom pom OR some thin wire so you can make a sculpture with your pom poms (attaching them to pea sticks with wire would make attractive and long-lasting flowers)



So next it's time to snip little by little and layer by layer through the loops of plastic on one side.



Then cut through the loops on the other side. You will soon see your pom pom taking shape

Once you have cut all the plastic loops, fluff it out into a pom pom. It may need a few snips here and there to make it all even.



Now you are ready to play with it or create with it.

### 3 MUSIC AND MOVEMENT

#### Curriculum Links

Music: Introduce orchestral instruments; increase musical awareness – differentiating between slow/fast, loud/soft and high/low; increase communication and social skills through music i.e. Listening, appraising, taking turns and group work; learn about Debussy and some of his compositions.

Dance: Debussy's music can be a superb springboard into teaching movement and dance.

#### 3A MUSIC

Debussy's *Prélude à l'après-midi d'un faune* is a very well known composition. You can see a clip of an orchestra playing it here:

[http://youtu.be/q\\_iGCBfChbM](http://youtu.be/q_iGCBfChbM)

This is performed by the Münchner Philharmoniker, conducted by Sergiu Celibidache. It was recorded May 1994

Claude Debussy was born 22<sup>nd</sup> August 1862 and died 25<sup>th</sup> March 1918. You can find his biography and a radio programme about his life on the BBC radio music website:

<http://www.bbc.co.uk/music/artists/be50643c-0377-4968-b48c-47e06b2e2a3b>

You can also find an artistic animation of another of his famous pieces of music, *Clair de Lune*, here:

<http://www.youtube.com/watch?v=LlvUepMa31o>

#### 3B MOVEMENT

Debussy's music can be a superb springboard into teaching movement and dance. You could attempt to recreate the theatre performance of *L'après-midi d'un faune* - Version 1 through movement. Or you could explore the properties of a plastic bag being transported by the wind through movement and dance.

Here is a link to very comprehensive teacher's notes re: dance on the curriculum

<http://www.bbc.co.uk/programmes/b03g64pm>



#### PE and Games

Do your pupils love playing football in the playground? Are they always kicking the ball over the fence, or forgetting to bring one in from home? Please click on the link below



and be amazed at the creativity of the children from Longwell Green School, Bristol:

<http://www.tes.co.uk/teaching-resource/African-plastic-bag-football-6040630/>

Follow the simple instructions to make a football out of newspaper, plastic bags and string!

Once you have made your footballs from plastic bags, why not have a tournament? Or make smaller versions to use for Rounders games or when playing catch.

#### **4 WEB RESOURCES**

##### **4A Tips on going green in the classroom from the Rainforest Alliance**

<http://www.rainforest-alliance.org/green-living/classroom>

##### **4B Resources on waste from Friends of the Earth (FOE)**

Getting to grips with recycling, repairing, and re-using resources is the best way to slim your bin and help manage our resource consumption. This FOE booklet explains the benefits of recycling and how easy it is. Find out how to download it:

[http://www.foe.co.uk/resource/waste\\_38308.html](http://www.foe.co.uk/resource/waste_38308.html)

##### **4C Wastewatch**

This organisation and website was set up to inspire people to waste less and to live more sustainably. This is a good information source to look at the pros and cons of banning the use of plastic bags: <http://www.wastewatch.org.uk/pages/plastic-carrier-bags.html>

There is also a host of resources available:

[http://www.recyclezone.org.uk/tz\\_publications.aspx.html](http://www.recyclezone.org.uk/tz_publications.aspx.html)

##### **4D Take 3 for the Sea**

School initiative in Australia about picking up 3 pieces of plastic rubbish a day:

<http://www.abc.net.au/btn/story/s3875973.htm>

##### **4E Adrift**

Great website that shows how far a piece of plastic will travel and how long it exists for: <http://adrift.org.au/>

##### **4F Plastic Paradise**

Short hard-hitting trailer for a film by journalist Angela Sun on the great Pacific Garbage Patch. Suitable for mature years 5 & 6: <http://plasticparadisemovie.com/>

##### **4G So Fresh and So Green**

Infographic on polluted oceans

<http://www.sofreshandsogreen.com/2013/01/16/infographic-oceans-of-garbage-why-are-people-eating-their-own-trash/>

##### **4H Lesson plans and teaching resources**

The website Teaching Ideas has a wide range of ideas and resources to help you when you are teaching children about the environment and recycling. There are detailed lesson plans to support all subject areas, particularly Geography, English, Science and Citizenship. There are also example posters, vocabulary sheets, book recommendations and a collection of photos/videos:

<http://www.teachingideas.co.uk/themes/theenvironment>

Free National Curriculum-based teaching resources from Friends of the Earth's Youth & Education Programme, covering the themes of environmental

issues/citizenship/sustainable development:

[http://www.foe.co.uk/learning/educators/resource\\_index.html](http://www.foe.co.uk/learning/educators/resource_index.html)

## **5 COMPANY NON NOVA**

Company Non Nova was founded in 1998 by Phia Ménard whose ambition is to approach juggling from a different angle; 'non nova, sed nove' (not new things, but in a new way) is the company's founding principle. Numerous artists, technicians and thinkers from various disciplines and diverse experiences have worked on Company Non Nova's multi-disciplinary projects, all of which are created under the artistic direction of Phia, who is critically acclaimed as a contemporary circus artist. The company tours internationally and in January 2014 Phia received the Knight Order of Arts and Letter from the French Minister of Culture and Communication.

## **6 CRYING OUT LOUD**

Crying Out Loud are pioneering creative producers, nurturing artists working in contemporary visual theatre often in the fields of circus, physical theatre and installation. We programme memorable events for audiences of all ages at festivals, in venues and for site specific performance in the UK. The Company is a network leader and advocates for artists and contemporary performance by making connections, initiating collaborations and creating opportunities in the UK and Europe. <http://www.cryingoutloud.org>.



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