Kid Power and the Planet Protectors is designed to reinforce your curriculum in Earth Sciences, focusing on the environment and conservation. It shows the students in an entertaining way that they must learn about the environment, do specific actions to help and teach others what they know. It examines some of the problems and possible solutions to environmental issues in the air, water and on land.

Please feel free to adapt this guide to better suit the ages of your students.

**VOCABULARY**

<table>
<thead>
<tr>
<th>pollution</th>
<th>methane</th>
<th>Reduce</th>
<th>Hydrosphere</th>
<th>fossil fuel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbon Footprint</td>
<td>acid rain</td>
<td>Reuse</td>
<td>Lithosphere</td>
<td>water cycle</td>
</tr>
<tr>
<td>conservation</td>
<td>limbo</td>
<td>Recycle</td>
<td>Atmosphere</td>
<td>evaporation</td>
</tr>
<tr>
<td>carbon dioxide (CO2)</td>
<td>landfill</td>
<td>climate</td>
<td>global warming</td>
<td>condensation</td>
</tr>
<tr>
<td>endangered species</td>
<td>habitat</td>
<td>protect</td>
<td>natural resources</td>
<td>decomposition</td>
</tr>
<tr>
<td>sustainability</td>
<td>pesticide</td>
<td>share</td>
<td>decompose</td>
<td>precipitation</td>
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<tr>
<td>greenhouse effect</td>
<td>turbine</td>
<td>domino effect</td>
<td>Compact Fluorescent Lights</td>
<td>collection</td>
</tr>
</tbody>
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**PRE-SHOW ACTIVITIES**

1. **Vocabulary**: Play the Jeopardy game with the vocabulary words above - you give the definition and they must come up with the word, in the form of a question.

2. **Brain Storm**: Ask the students make a list of actions that they and their families can do to help the planet. Encourage them to give those suggestions when asked during the show.

3. **Cycles**: Ask the students to define the word, “cycle”. Give them a visual representation of a cycle. Perhaps a gesture that goes from student to student around the classroom. (The famous “wave” done in sports arenas is an example). The cycle could also be an object that gets passed around a circle of students in different ways.

4. **Cause and Effect**: Discuss the idea of cause and effect. Give the students an “effect”, like a wet road, and have them come up with possible causes, like rain, a water main leak, etc. Start with examples where the cause and effect are close together (effect: toe pain, cause: stubbing toe) and then move to examples where the cause and effect are far apart in time and/or space (effect: phone rings, cause: your friend in Hong Kong calls you. Effect: $1000 in the bank, Cause: you put $10 in a savings account 80 years ago. Effect: good grade on a test, Cause: you studied hard)
5. **Remind the students of appropriate audience behavior:**

a. If you like the performance, clapping at the end of a song and at the end of the show is a great way to let the performer know.

b. Listen closely to the performer - sometimes he will ask you to respond all together, other times he will ask you to raise your hand if you’d like to answer a question or volunteer on stage, and sometimes he’ll ask you to dance in your seats as a group.

c. If you don’t like the show, the appropriate thing to do is sit quietly and respectfully.

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**POST-SHOW ACTIVITIES**

1. **As a class, write letters to your State and Local Government.** Include a list of all the things the kids learned about the environment, can do to help protect it, and can teach other people. Express your concern for environmental issues. Be sure to include any issues that are particular to your area. (Example: Dear Mr./Ms. Representative, We, the students of ____________, made this list of things we can learn, do, and teach to help protect the planet and we need everyone, including our government, to become planet protectors just like us.)

2. **Internet Scavenger Hunt.** Find pictures of the following on the internet: Ladybug & Aphid, Pollution, water cycle, a landfill, an endangered species, a greenhouse, an electrical power plant, wind turbine, solar panel, Compact Fluorescent Light bulb.

3. **Draw an endangered species.** Have each student draw an endangered animal and then talk about what they like about the animal they chose.

4. **Animal Rap.** Ask each student to provide one, 4-line verse of a rap song about their favorite animal. Put the verses together with a chorus in between - something like:

   We gotta take care
   We gotta take care
   If they were gone
   It just wouldn’t be fair.

5. **Planet Protector Uniform:** As an art project, have each student create the “uniform” he/she would wear as a Planet Protector. Have them share their reasons for the design elements.

6. **Custodial Staff interview:** Arrange for a member of your school’s custodial staff to visit your classroom. Instruct the students to prepare questions regarding the steps the school is taking to help the environment. (Sample questions: Is there a recycling program? Does this school use environmentally friendly cleaning products? Are any of the paper products made from recycled paper? Afterwards, perhaps the class can create some suggestions for the principal about other things the school could do.

7. **Fast foods & the environment:** As a class, list the ways that fast food harms the environment. Start with the creation and disposing of all the packaging. Include the air pollution from trucking the food. Discuss the energy used and pollution created by the large meat processing factories. (You can also talk about the large amount of methane created by cows). Talk about how eating more local, fresh food is not only good for your health but also good for the planet.

8. **Plan an event for Earth Day (April 22)** - Make an Earth Day poster and plan several, preferably outdoor activities for the day (examples: plant some trees on school ground, start a compost pile, test a local water source, pick up trash on the school grounds, etc.)

9. **Word Search:** Conservation and Environmental terms word search. Download from website.