Andy Offutt irwin’s

STUDY GUIDE

for the performance of

Offutt’s Environmental Epic Show!

MEET THE ARTIST
Andy began his career writing and directing shows with the comedy troupe, SAK Theatre, at Walt Disney World. Now a happy arts educator, he is an Artist-in-Residence at Oxford College of Emory University where he has been the recipient of the Clark Award for Exemplary Teaching.

Andy has presented workshops and residencies for LaGuardia High School of Art & Music and Performing Arts in New York (the FAME! School); City University of New York; Georgia College & State University; and Atlanta City Schools. He has been the featured performer/speaker at the Library of Congress/Viburnum Foundation Family Literacy Workshop. He is an Artist Partner with Character through the Arts, and Artful Learning™ in which the Leonard Bernstein Model is taught through a series of ongoing professional workshops and mentoring relationships with teachers.

PROPER ETIQUETTE AND AUDIENCE TRAINING
Certainly it should go without saying that the students should sit quietly, attentively, and – by all means – laugh when the performance is funny. Teachers should be prepared to participate, as well as the children, and do any paperwork/laptop.iPad work at a later time. Really, teachers, no kidding.
Offutt’s Environmental Epic Show!

Using mighty funny song-stories and his usual cache of sound effects, Andy helps children (and grown-ups) think of the environment simply as the place where we live. We’ll learn that we are all downstream from somebody, and somebody is always downstream from us. Andy divides the world into three zones: Personal Zone, Local Zone, and The Entire Earth Zone. Taking care of the environment is nothing more than caring for one’s self and one’s community.

Andy was trained as a percussionist, but learned to sing and write songs as a camp counselor. Andy’s songs are based on the rhythms from the words we speak and his songs usually begin with a short phrase, often inspired by sound and joke craft. Like many folk artists, Andy accompanies himself on the guitar.

Folk songs often tell stories. Andy tells original stories all over the country at many national storytelling festivals and at theaters. Andy is a master at making up stories on the fly with input from the audience. So listen carefully for your chance to help shape the story!

This performance includes three songs. The “Jelly Song” is about products made from oil. “Crickets In the Kudzu” tells the story of what happens when a cricket tries to swim in a polluted stream. The final song is a song about enjoying nature and one another.

THE JELLY SONG

Words and Music by Andy Offutt Irwin
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Some people like grape jelly
Some people like apple jelly
But the kind of jelly that I want in my belly is
...petroleum jelly
Out in the North Atlantic
On a big oil rig
They're pumping that crude from under the sea
To make the jelly I dig

Some people like grape jelly
Some people like apple jelly
But the kind of jelly that I want in my belly is
...petroleum jelly

Don't have to kill any apples
Don't have to kill any grapes
Those dinosaurs died approximately 60 million years ago
No guilt – isn’t that great?

Some people like grape jelly
Some people like apple jelly
But the kind of jelly that I want in my belly is
...petroleum jelly

There's lots of stuff we get from crude
Plastics and gasoline
And not to mention my favorite food
Good ol' Vaseline™

Some people like grape jelly
Some people like apple jelly
But the kind of jelly that I want in my belly is
...petroleum jelly

Now, don't you go and eat it
This song is just a joke
Mamma and Daddy will sue me, I can't beat it
'Cause it makes you
...
Crickets in the Kudzu
Andy Offutt Irwin
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Crickets in the Kudzu
Making noise
That’s the only way for crickets to get their joys
Crickets in the kudzu
Can you dig it?
That’s the only way to live when you’re a cricket

This is a long story song about a cricket and a polluted stream.

Simple Things / World of Time

This is a song about kids being outside with grown-ups they love, and grown-ups being outside with children they love.

Reflect and review

Here are some things to think about and discuss after the program.

• In the program Andy talked about the three Environmental Zones. What are they?

• How did Andy demonstrate how he takes care of his own Personal Zone?

• How does taking care of your Personal Zone affect other people?

• What are some things we use in every day life that are made from oil?

• The song talked about pumping oil. Where?

• The song mentions oil and dinosaurs. It did not tell us what dinosaurs have to do with making oil but does anyone know why Andy might mention dinosaurs in a song about oil?
• Would you call “The Jelly Song”: a) a love song  b) an historical song  c) a silly song

• What did Andy mean when he said, “Everybody is downstream of somebody? Who is downstream from our community?

• What happened to the cricket in the song? What were some of the problems with the stream in the song?

• How can we keep streams from becoming polluted? How can we clean up streams that are already polluted?

• How do we take care of our Local Zone?

• Can you name three habits of people that threaten our Local Zone? Personal Zone? Earth Zone?

Terms for further study

• Environment
• Petroleum
• Pollution
• Habitat
• Oil Drilling (current issues, effects)
• Alternative fuels (bio-diesel, hydrogen, solar, windmills)
• Places in our community to enjoy nature
• Organizations that help protect and educate about nature

Activities:

Stream Watch: Take a field trip to a nearby stream and conduct the following research activities. Be sure each student has a small notebook and pencil for writing the results of their research.

Critter Count: Station students in small groups along the stream. Ask them to note the names of any animals they see in the stream (be sure to include all
insects). Sketch a picture of the animal. Count the numbers. Record the information and sketch of each animal and the date and time the animal was sited.

Return to the classroom and use the material for making graphs, follow-up identification and research. The local Fish and Wildlife program can give you information on the types of animals in your area and which animals and animal numbers indicate a healthy stream.

Trash Watch: Station students in small groups along the stream. Record any trash sited in and around the stream. Return to the classroom and graph the data, discuss the sources of the trash you witnessed, write letters to the local paper about keeping waterways clean. If possible, organize a clean-up day and return to clean the stream.

See the EPA’s Environmental Kid’s Club for additional activities related to water and other aspects of the environment. www.epa.gov/kids/

**Explore**
Related web sites.
www.songsforteaching.com
www.developingteachers.com
www.storynet.org
http://www.nrdc.org/makewaves/ Kids Make Waves