

CRANKED

BY MICHAEL P. NORTHEY

STUDY GUIDE

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RBC
Emerging Artists
Project



COMPANY LIST

Playwright
Original Songs and Lyrics:

Michael P. Northey
Kyprios & Chin Injeti

Stan
DJ Drive

Chirag Naik
Stephanie Wong

PRODUCTION TEAM:

Co-Director
Co-Director
Set Design
Lighting Designer
Lighting Technical Director/
Associate Lighting Designer
Company Manager
Production Coordinator
Audio Engineer
Video Specialist
Livestream Technician
Digital Chat Moderator

Daniela Atiencia
Rachel Aberle
Justus Hayes
Jacob Wan

John Webber
Geoff Jones
Siobhan Powell
Steve Bulat
Jordan Watkins
Peter Carlone
Melissa McCowell

GREEN THUMB THEATRE:

Artistic Director
General Manager
Production & Operations Manager
Development & Outreach Manager
Tour & Education Manager
Sales & Tour Coordinator
Accountant

Rachel Aberle
Breanne Harmon
Ruth Bruhn
Georgia Beatty
Aliya Griffin
Anna Garoucheva Gonzalez
Susan Cai

Green Thumb Theatre is a member of the Professional Association of Canadian Theatres and engages under the terms of the Canadian Theatre Agreement, professional Artists who are members of Canadian Actors' Equity Association.

Study Guide Design by Markian Tarasiuk at The Art Left - www.theartleft.com

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USING THIS GUIDE

Green Thumb is committed to telling stories that spark thought and provoke dialogue. To us, a really successful show gets people talking. The following study guide is intended to facilitate class-room discussions both before and after the performance.

This study guide will help you decide how to prepare your students to see **CRANKED**. Through-out this guide we'll look deeper into understanding the themes of the play. Through pre and post show questions, activities, and discussion will invite exploration of the main topics of the show: healthy living, mental health, and the realities of drug addiction.

CURRICULUM CONNECTIONS:

Mental Health | Addiction | Social Justice | Social Responsibility



"Wow, that was truly amazing, a masterpiece! I thought it would be all boring, non-eventful and little kiddish, but I was completely wrong. This performance was awesome, two big GREEN thumbs up. I give you mad props for this show, man. Peace!"

- Ben Gourley, student.

"Omg omg omg that was the most amazing play I have ever seen in my whole life! The actor was 100/10 I thought he was actually a real meth addict. It made me understand everything about meth and I swear to never do it. But I do want to become a rapper and this helped me realize my goal. Amazing Play!"

-Bryce Charles Kenner, student

"We live in Northern BC, a community easily accessed by drugs but not so by performances like 'CRANKED'. I feel fortunate that our students had an opportunity to watch a performance of such high caliber. One many of them can relate to."

- Educator, SD #81

THE PLOT AT A GLANCE

Stan a.k.a. “Definition” was a rising freestyle MC, but ended up losing it all because of his meth habit. Forced to confront his demons as he preps for an upcoming competition without the ‘fix’ that dominated his life, he must now move past his addiction and on with his life.

A NOTE FROM THE PLAYWRIGHT

MICHAEL P. NORTHEY



In 2005, Green Thumb commissioned me to write a one man show, using hip hop and spoken word about drug addiction for teenagers. I had seen many of my friends, people I grew up with, become addicted to meth later on in their lives – some as late as 30! These were hardworking, ‘normal’ people who’d fallen victim to their addictions. And I had to slowly watch as their lives became destroyed by meth – some of them we lost. So, all of that to say, I never had to look far to see the devastating effects of drugs all around me.

The same year Cranked went back to tour, I received a distressing phone call – my cousin’s wife had been murdered, and as the details emerged it was revealed that she had fallen at the hand of her own daughter, a struggling meth addict. This rocked my world, and showed me how important it was that this show was still continuing to reach a new generation of young people. The simple fact is that drugs affect everyone – I have no doubt that almost every single person who sees this show has, or will have,

a relationship with drugs in some way. But it’s my hope that, through education and knowledge, we can catch those people before they lose themselves to a life-shattering addiction.

This is a conversation that seems incredibly important now, as we find ourselves 13 years later in the middle of an epidemic sweeping through North America. It both makes me extremely sad and extremely grateful that this material still resonates with teenagers today.

After seeing Cranked, I hope people realize the realities of meth and its effects. And, of course, I hope they’re entertained at the same time, but also horrified – because drug addiction is horrifying, and the only way to break the misunderstanding and stigma that surrounds it is to talk about it openly. So I hope this show gets you talking.

PRE PERFORMANCE QUESTIONS

1. What does 'addiction' mean to you?
2. Why do you think people start using drugs?
3. What are some signs that someone you know is 'using'?
4. What are some signs that someone you know is 'using'?
5. What would you do if a friend or family member was using drugs?

POST PERFORMANCE QUESTIONS

1. How did the production elements contribute to the story (music, costumes, set, etc)
2. Did the play leave you with any questions? If so, what were they?
3. Do you relate to Stan? Why? Why not?
4. What do you think Stan could have done to alter his' path?
5. Do you think Stan will stay clean? Why?

DEFINITIONS

ADDICTION: The fact or condition of being addicted to a particular substance, thing, or activity.

ADVANCE: An advance payment, or simply an advance is part of a contractually due sum that is paid or received in advance for goods or services.

JUNKIE: A derogatory term used to describe a drug addict, especially one addicted to heroin.

MC: Acronym for 'master of ceremonies'. A potent freestyler, battle rapper who focuses on lyricism and writes their own stuff.

METH: A synthetic drug with rapid and lasting effects, often used illegally as a stimulant.

REHAB: A course of treatment for drug or alcohol dependence, typically done in a residential facility.

TWITCHING: A involuntary muscle reaction that occurs when someone is either withdrawing or high on meth, causing their body to twitch uncontrollably.

WITHDRAWAL: A symptom one experiences when they stop using a drug after being dependant on it. Usually includes insomnia, sweating, throwing up, shaking.

ZOMBIES: A fictional undead being, create through reanimation of a human corpse. Most commonly found in horror and fantasy genre.



UNDERSTANDING OPIIODS

WHAT IS AN OPIIOD?

A class of drug or medication which includes heroin, morphine, fentanyl, methadone and codeine. They are most often prescribed for pain relief.

WHAT IS CRYSTAL METH?

Short for methamphetamine. A white crystalline drug that people take by snorting it (through the nose) smoking or injecting with a needle. It creates a false sense of happiness and well-being, hyper activeness and energy. It's also referred to as crank, crystal, ice, glass, chalk, crypto.

WHAT MAKES CRYSTAL METH SO DANGEROUS?

Crystal meth has longer lasting and more toxic effects to the nervous system than other closely related drugs. It is highly addictive, cheaper than other drugs, and initially requires only a small amount to produce a long, intense high. According to the RCMP, when smoked, inhaled or injected, crystal meth is considered to be one of the most powerful psycho-stimulants available on the illicit drug market. Users become physically and psychologically dependant on it rapidly and crystal meth addiction is one of the hardest dependencies to treat.

SIGNS THAT SOMEONE MIGHT BE USING METH:

- Loss of appetite and weight loss
- Aggression
- Dilated pupils
- Rapid speech
- Compulsive actions
- Anxiety
- Psychotic symptoms (hallucinations and delusions)
- Headaches
- Burn marks on fingers or mouth
- Changes in dress, friends, and language

FENTANYL

GAME CHANGER.

In early 2012 RCMP began noticing a spike in drug overdose deaths due to drugs being laced with a new drug called 'fentanyl'.

WHAT IS FENTANYL?

Fentanyl is a synthetic opioid that is as small as a grain of salt, and 50 - 100 times more toxic than morphine. Fentanyl originated as a pain relief drug and was prescribed by physicians to help control severe pain, but in recent years it's been heavily produced in illegal labs and sold on the streets, often mixed with other drugs to make them more potent.

THE FENTANYL CRISIS IN A NUTSHELL:

There were 1,156 illicit drug overdose deaths caused by fentanyl in 2017, which made up for approximately 81% of all drug overdose deaths that year. In 2012, it was only 4%. In 2012, only 4% of drug overdose deaths were caused by fentanyl.

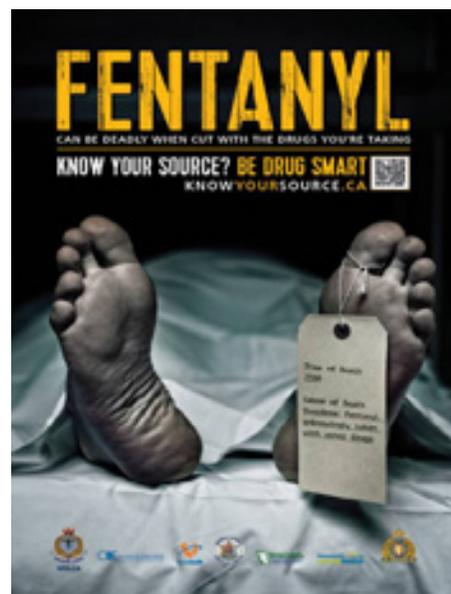
When fentanyl is combined with other opioids like heroin, morphine, meth or cocaine, or even if simply taken with alcohol, it significantly increases the risk of accidental overdose. There is no easy way to know if the drugs you have are laced with fentanyl because it's not something you can see. Because of this, many people - even first-time users - are unknowingly taking fentanyl or even worse, carfentanil.

WHAT IS CARFENTANIL AND HOW IS IT DIFFERENT THAN FENTANYL?

Carfentanil is an animal tranquilizer. An analogue of fentanyl, but 100 times more toxic. It's commonly used as a sedative for elephants.

HOW MUCH CARFENTANIL CAN BE FATAL TO A PERSON?

Carfentanil is the same size as a grain of table salt. And you only have to ingest one or two grains before it becomes fatal. Which is what makes doing any drug that can be laced with it a potential death threat. Try this: with a salt shaker, see if you can shake just one or two grains into your palm. You can't. This is why overdoses happen so easily with drugs like these.



OVERVIEW OF RAP

HISTORY OF RAP

Rapping (also rhyming, spitting, emceeing, MCing) is a musical form of vocal delivery that incorporates “rhyme, rhythmic speech, and street vernacular.”, which is then performed or chanted in a variety of ways, usually over a backbeat or musical accompaniment. The main components of rap are content (what is being said), flow (rhythm, rhyme) and delivery (cadence, tone). Rap is usually delivered over a beat, typically provided by a DJ, turntablist, Beatboxer or performed a-capella without accompaniment. Stylistically, rap occupies a grey area between speech, prose, poetry, and singing.

EMCEE

In CRANKED, Stan refers to himself as an MC. How does the differ from a ‘rapper’?

In the 1970s, the term Emcee or MC surfaced as an alternative title for rapper. An MC uses rhyming verses, pre-written or ad lib (‘freestyled’) to introduce the DJ with whom they work and to keep the crowd entertained. As hip hop progressed, the title MC acquired backronyms such as ‘mike chanter’, ‘microphone controller’, ‘music commentator’ and the one who ‘moves the crowd’.



ACTIVITIES

ACTIVITY #1: UNDERSTANDING STRUGGLES & BUILDING SELF-AWARENESS

OVERVIEW:

Writing Exercise with Prompts:

OBJECTIVES:

Students will be able to personalize the play for themselves, as well as explore emotions surrounding addiction and write from that perspective.

TOOLS:

Writing utensils. This can be done on their own or in groups.

INSTRUCTIONS:

1. Imagine that you are one of the other characters in the play (Mom, Dad, Pamela, ASSAULT, the drug counsellor, Stan's teacher Mrs. Chan, etc) and re-tell one moment of the story (the divorce, the stolen necklace, the rap battle, the overdose, rehab, the classroom report, etc) from their perspective. What does this person see when they look at Stan? What do they think of him and how does he treat them? Is there something they want to say to him?

This will allow the students to explore emotions of people on the other side of drug addiction. Have your students hand the monologues in or present them to the class, or in a small group. From the monologues they could also write small scenes of what a 'confrontation' would look like between these characters and Stan.

2. Make a list of what you like or value the most about your life. Choose one of the items and write about how it might be change or be affected if you were struggling with an addiction.

This will allow students to realize how addiction affects everything in their life. This can also be presented as a monologue, or handed in.

3. Write about a time that you were frustrated and wished there was some way to escape. What did you do to get out of this situation?

Stan uses drugs as his' escape from the pressure and sadness that he feels inside. Write a monologue from either his' or your perspective of a time he wanted to escape using drugs, but instead did something else. (ex. "All I wanted to do was score some meth, but instead I ____) How does it feel to 'escape' doing something healthy like exercise or reading or going for a hike?

This will allow students to recognize we all need to escape at different times, but it's how we escape that makes the choice good or bad. Building coping tools is an important way to combat addiction early on in life. This activity works best, if shared, in smaller groups. Allow the students to talk candidly about wanting to escape and what other ways that can be done. Some escapes that seem healthy aren't if used in excess- tv, video games, even too much exercise. Discuss what the difference is.

CONTINUED...

ACTIVITY #2:

ADDICTION VS. CONNECTION

OVERVIEW:

Inspired by Johann Hari's TEDtalk "Everything you think about addiction is wrong" (London- International)

OBJECTIVES:

Students will:

The students will be able to understand addiction as a need for affection and in turn find similarities between themselves and 'junkies' therefore, hopefully, breaking the stigmas and stereotypes we put on addicts.

INSTRUCTIONS:

Watch Johann Hari's TedTalk about addiction and why it's such a wide spread problem:

https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong

CLASS TIME:

The full video is 15 minutes long.

Bruce K Alexander's experiment comes up at the 3:00 mark.

Essentially what the video outlines is a study that Bruce K Alexander, a professor in psychology at SFU conducted many years ago.

They gave rats two choices of water - one regular water and one water infused with drugs. When given the choice, the rats would almost 100% choose the drug water and keep going back again and again. They became addicts. Professor Alexander saw this and noticed that the rats were simply living in a blank cage, alone, with nothing else to do but drink the water. So, he conducted another study in which he put multiple rats in a cage together, and created a 'rat park' with lots of things for them to do and play with. When living in this environment, the rats almost never used the drug water. So, through this study, Alexander concluded that drug use is often a cause of a much larger social issue, and that when rats, just like people, are surrounded by others and given a purpose, addiction doesn't creep in as much.

DISCUSSION:

With your students, discuss this study. What is their reaction to it?

In relation back to the play, what do they think Stan wanted that he was missing in his life? What connections were lost, and why did he try to find those connections through drugs?

What are some ways we can connect with people? Invite your students to write down three things they can do to connect with family, friends, even strangers on a day to day basis?

ACTIVITY #3: CLASS-MADE CAMPAIGN

OVERVIEW:

Group activity

Tools: paper, pens, potentially computer

OBJECTIVES:

Students will begin to understand the language needed to convey the realities that surround drugs and addiction. They will be able to articulate it in their own words, and therefore create a foundation for the conversations that may arise if ever anyone they know was struggling with addiction.

CLASS TIME:

30 - 40 minutes

ACTIVITY:

Come up with a campaign that specifically targets their peers. What types of things resonated with them from the play? Did they hear any facts that jumped out to them that would be powerful in stopping someone from doing drugs?

Use the fact sheet provided for specific affects that each drugs has on our bodies.

Part One: As a class, come up with some examples of public service campaigns that you've seen before. How did, or didn't these campaigns get the information across? This can be done as a group discussion, or by splitting the class into small groups and presenting their findings. After discussing what did or didn't work, invite your students to come up with their own anti-drug campaign.

Part Two: What is the message of their campaign? Come up with a clear and simple message, considering who your audience is, why you are trying to deliver this message to them and what you want them to remember about your campaign.

Part Three: Find a creative way to deliver your message. Will it be posters? Bus ads? A tv commercial? A website? A radio ad? Make sure you think about which medium best suits your message and intended audience. Look for images from movies, art, and other sources to inspire.

Part Four: After each group presents their ad campaign have a classroom discussion about the experience of creating the projects. Debrief about what kinds of public service campaigns are effective and why? What is the difference between positive messages and negative messages? What are some of the challenges of getting a message out to youth?

Helpful Hint: If you are short on classroom time, have the students present their campaign "pitch" instead of the fully realized project. The "pitch" should include the Who, What, and Why of the campaign as well as a detailed plan for how it would be executed in the next stage. Students can collect images and words that inspire them or that might help to indicate the mood/aesthetic of their ad.

Extra: You can also use the sheet for a quiz after the activity and get the students to fill in some of the blanks to test them on what they remember.

ORGAN	DRUG(S)	EFFECTS	REASONS
BRAIN	ALL	<ul style="list-style-type: none"> - Learning impairment - Sleeplessness - Emotional Problems - Altered heart rate, breathing, body temperature 	Drugs directly affect many parts of the brain, which can cause many problems surrounding how you learn, sleep, and your overall emotional health. Over time, drug use can actually change the brain's wiring and function, turning a voluntary choice (doing drugs in the first place) into a compulsive one (not being able to stop doing drugs). That is how we become addicted.
SKIN	TOBACCO	<ul style="list-style-type: none"> - Wrinkles - Yellowing 	Nicotine is a very potent drug. It causes blood vessels at the skin's surface to narrow, reducing blood flow and depriving the skin of important nutrients and oxygen. It can also cause sagging, wrinkles, and over time actually yellows the skin around your mouth and fingertips.
	STEROIDS (ANABOLIC ANDROGENIC STEROIDS)	<ul style="list-style-type: none"> - Severe Acne 	The hormones found in steroids stimulate the oil glands in the skin, leading to outbreaks of pimples on the body, including the back, face and shoulders.
MOUTH	CHEWING TOBACCO	<ul style="list-style-type: none"> - Cancer - Brown or lost teeth - Gum disease - Bad breath 	When you chew tobacco you're exposing your teeth and gums to toxic, harmful chemicals that cause a build up of plaque and tartar.
	METH	<ul style="list-style-type: none"> - Rotting teeth - Gum disease - Bad breath 	Meth causes dry mouth, teeth clenching and grinding; as well as a craving for sugary foods or beverages. This, combined with poor dental hygiene can result in 'meth mouth'.
HEART	STIMULANTS (COCAINE AND METH)	<ul style="list-style-type: none"> - Heart attack - Stroke - Blood clots - Heart damage - Sudden Death 	Stimulants can constrict blood vessels, and cause the heart to beat irregularly, which can lead to a heart attack and even sudden death.
LUNGS	TOBACCO	<ul style="list-style-type: none"> - Frequent coughing fits - Bronchitis - Lung infections - Cancer 	Smoking cigarettes fills the lungs with thousands of chemicals, causing lung infections and cancer. Smoking also kills alveoli - the tiny air sacs within the lungs that help you breathe - which can cause you to feel constantly out of breath.
LIVER	ALCOHOL	<ul style="list-style-type: none"> - Fatty liver - Alcohol hepatitis - Cirrhosis 	Over exposure to alcohol impairs the liver's ability to remove toxins from the body, digest foods, and make important proteins that a body needs. It can also cause the liver to accumulate fat, resulting in inflammation, fibroses, pain and jaundice. Long-term alcohol abuse can actually permanently scar the liver - which is called cirrhosis.
BONES	STEROIDS (ANABOLIC ANDROGENIC STEROIDS)	<ul style="list-style-type: none"> - Stunted growth 	Steroids can actually cause the brain to signal to the bones to stop growing. Teens who abuse steroids may never reach their full adult height.

ACTIVITY #4: DIVING INTO THE INTRICACIES OF RAP: UNDERSTANDING SIMILES AND METAPHORS

OVERVIEW:

Individual or Group activity

Tools: writing utensils

OBJECTIVES:

By understanding what goes into making a successful rap, students will be able to form their own opinions on what 'good' rap is, as well as develop a new way of expressing themselves.

CLASS TIME:

30 - 40 minutes + Presentation Time

INSTRUCTIONS:

Part One: Introduce the topic of metaphors and similes as well as other poetic devices to the class. Ask your students to define both of them and together come up with a some examples of each.

Metaphor

A metaphor is a type of figurative language where the writer compares two essentially unlike things and uses them as a direct comparison. ex. "your voice is music to my ears"

Simile

A simile is a type of figurative language where the writer compares two essentially unlike things using 'like', 'as' or 'than' as an indirect comparison. ex. "as busy as a bee."

Part Two: After talking through the elements of rap and poetry, have your students write a poem or rap about an event or something in their life. Maybe some aspect of their personality, their interests, or something that they had to work through in their life.

These can be presented to smaller groups, or made into collaborations within smaller groups and then shown to the class. You may choose to incorporate music of not.

Part Three: Take one of the writing prompts from pg.11 and write a rap from that characters' point of view. Have someone play Stan and someone else play the other character and have them face off in a rap battle.

Discussion:

Talk about what types of elements worked for each student. Was it easier to talk about something when they could use tools to help them express it?

Allow your students to praise each others' work. Have them, as they're listening, point out phrases that stuck out to them. This will allow students to begin to give creative feedback to their peers, as well as for the student hearing it to really feel heard.

Much like when we're creating and watching theatre, it helps with any type of art form to be able to give specific and constructive feedback.

RESOURCES

You can find a lot of websites with information on both sides of drug use on the internet, but not all of them are correct. To make sure you are seeing the right information and reaching out to the right organizations we've put together a resource list. All of these resources and links are trusted and factual.

USEFUL WEBSITES

BC Mental Health and Substance Use Services

provides a diverse range of specialized and one-of-a-kind tertiary mental health and substance use services for adults across the province.

www.bcmhsus.ca

CAMH: Centre for Addiction and Mental Health

Canada's largest mental health teaching hospital and one of the world's leading research centres. Where Mental Health is Health.

www.camh.ca

Youth in BC

Connects youth with support, information, and resources

www.youthinbc.com

RESOURCE CENTRES AND PROGRAMMING

Directions Youth Services

Directions Youth Services offers a range of programs and services to support youth under the age of 25 who are in crisis, experiencing homelessness, or are precariously housed as a result of abuse, neglect, substance use or mental health challenges.

www.directionsyouthservices.ca

The Foundry

Offers young people ages 12-24 health and wellness resources, services, and supports. Online and throughout BC at their integrated service centres.

www.foundrybc.ca

Pacific Community Resource Society

We provide substance use and mental health services that meet participants where they're at recognizing that participants have different relationships with substance use. With compassion and professionalism, we approach participants to help them see who they truly are outside of their addiction. We believe in striving to help them to live healthy, thriving, empowered lives.

www.Pcrs.ca

PHONELINES

Kids Help Phone

1 800-668-6868

310 Mental Health Support

310-6789 (no need to dial area code)

APPS

Better App

Connections to recovery resources, meetings, events, coping tools, and relapse prevention.

www.Betterapp.ca

BeSafe

Designed to prevent overdose death for anyone using alone.

www.brave.coop/besafe

DETOX

Directions Youth Detox

604-872-4349

www.directionsyouthservices.ca

Carlile Inpatient

(604) 984-5000

www.vch.ca

Creekside Youth Detox

(604) 587-3755

www.Fraserhealth.ca

YOUTH TREATMENT CENTRES

Daughters And Sisters

604-871-0450

www.plea.ca

Peak House

(604) 253-3381

www.peakhouse.ca

The Last Door Youth Program

1 866-247-9890

www.lastdoor.org

Waypoint

604-871-0450

www.plea.ca

Westminster House Youth Program

1-866-524-5633

www.westminsterhouse.ca

SHARE YOUR THOUGHTS AND OPINIONS

We love getting mail and your students' feedback!

GREEN THUMB THEATRE:

Mailing address: 5522 McKinnon Street, Vancouver, BC, V5R 0B6

Email: info@greenthumb.bc.ca

Phone: 604-254-4055

Fax: 604-251-7002

Write a Letter!

Ask your students to write us a letter to share their thoughts and opinions on the performance of **CRANKED**.
Send it to us at Green Thumb!

Write a Review!

Have your students write a theatre review about this performance of **CRANKED**.
Send it in to us at Green Thumb!

A theatre review usually includes the following:

- A brief summary of the story.
- A comment on the quality of the play itself.
- A description of the costumes and set and a comment on whether these were interesting and appropriate.
- A comment on the actors' portrayal of the characters and on the director's skill at pulling the whole show together.

There are many examples of reviews in newspapers and online that you could use to introduce the concept and format of a theatre review.
Take a look at "How to Write a Play Review" on Wiki How.

<http://www.wikihow.com/Write-a-Play-Review>

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WWW.GREENTHUMB.BC.CA



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