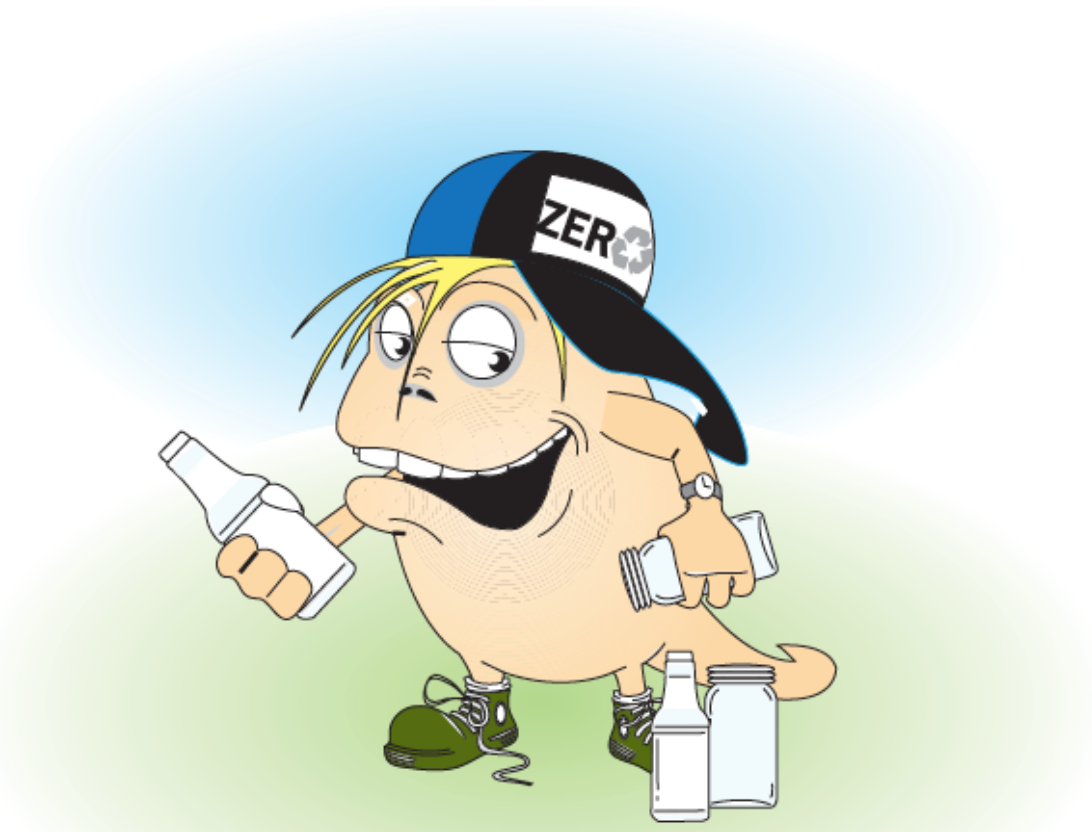


ZEROWASTE

Mātauranga Parakore *Education*

“Educating Today for a Sustainable Tomorrow”



Reusing

Teacher Guide

Introduction:

Zero Waste Education (ZWE) is an award winning programme which teaches children about sustainable resource use through reducing, reusing, recycling and composting. Established in 1993 ZWE is taught in over 500 schools throughout New Zealand.

This Council funded programme enables children to investigate the link between Earth's natural resources, the products they use and see around them and the resulting waste that pollutes our environment. It empowers them to make decisions to reduce the waste pile by reducing, reusing, recycling and composting and by sharing their knowledge with others.

The programme consists of nine units each focusing on a specific solution to our waste problem. The units alternate each year so students receive new material while building on what they have previously learned. By the time students leave Year 8 they will have received all nine units.

- Years 1 and 2: Is That Really Rubbish? and The Litterless Lunchbox
- Years 3 and 4: Reduce Unit and Reusing Unit
- Years 5 and 6: Recycling Unit and Composting and Worm Farming Unit
- Years 7 and 8: Resource Sustainability Unit and Water Unit
- Year 5 to 8: Rural Waste Unit

Teacher Guide Overview

This guide is provided to assist teachers in undertaking curriculum planning for learning in class. Included in all ZWE teacher guides are suggested hands-on extension activities. The guide promotes the inquiry learning process using the ZWE *Four R's of Inquiry*. A more detailed version of the inquiry model follows.



The ZWE visit takes place during the 'Research' stage of the inquiry process. During this time student's will be immersed in the topic of 'Reducing the Waste Pile' and will cover selected achievement objectives from the New Zealand Curriculum. The aim is for students to build up a knowledge bank and become experts in the topic.

Post ZWE, students are given an opportunity to 'Regroup' as a class and consider the current waste related issues in their school, home or wider community. Students are then able to 'Respond' to a specific issue they are passionate about as group or independently. To 'Reflect' is an important part of the inquiry process and students should be given a chance to review and share what they have learnt and the actions they have taken.

Timetabling

This unit consist of four 45-minute lessons. Teachers can opt for one 45-minute session over four days, or two 90-minute sessions (with a 10-minute break mid-session). All lessons are taught by specialist educator.

Teacher Obligations

We ask that teachers remain in their classroom for the duration of all lessons.

Workbooks

Each student receives their own workbook to complete during the ZWE lessons. At the end of the unit students are encouraged to take their books home to share their learning. The workbook also includes formative assessment tasks which are completed under the guidance of the educator. Each formative assessment task focuses on the key learning intentions for the lesson and can also be used by the classroom teacher.

Marking Template

A marking template is provided for the classroom teacher with answers to the formative assessment tasks in the student workbooks.

Reusing Unit

The concept of sensible shopping, reusing products and packaging is further investigated in this unit. Students will be able to put their knowledge and design skills into practice by reusing items from home to make a money box or desktop tidier.

After the ZWE visit teachers are encouraged to continue the learning through an inquiry learning process, detailed below.

Homework

A small amount of homework is required of students. The homework tasks are designed to be a fun way for students to share their learning and explore waste minimisation at home.

Students will be asked to bring specific items of waste from home to be reused in creating a desktop tidier or money box. Students will decide what items they require during planning in session two and will complete a homework sheet with instructions to be taken home.

Literacy Integration

A list of relevant journal and 'connected' articles is provided at the end of this document. Some suggested ways for integrating this unit into your literacy programme follow.

Instructional Writing: an instructional piece about how to make a desktop tidier.

Narrative Writing: a story about a 'day in the life' of an old jersey, plastic bottle or tin can.

Visual Language: design a poster showing how old toys, clothes and containers could be reused. Publish the advertising poster designed in session three of the 'reusing' unit.

Curriculum Planner

Zero Waste – Reusing			
Values: Community & participation. Ecological sustainability.	Key Competencies: Using language, symbols, texts. Participating & contributing.	Principles: Future Focus – sustainability.	Learning Areas: Social Sciences Health and PE Technology
Possible Achievement Objectives: Social Science (Level 2) Students will gain knowledge, skills and experience to: <ul style="list-style-type: none"> • <i>Understand that people have social, cultural and economic roles, rights and responsibilities.</i> • <i>Understand how places influence people and people influence places.</i> Social Science (Level 3) Students will gain knowledge, skills and experience to: <ul style="list-style-type: none"> • <i>Understand how people make decisions about access to and use of resources.</i> 			
Health & Physical Education (level 2) Healthy Communities and Environments: Students will: Societal attitudes and values <ul style="list-style-type: none"> • <i>Explore how people’s attitudes, values and actions contribute to healthy physical and social environments.</i> Health & Physical Education (level 3) Healthy Communities and Environments: Students will: People and the environment <ul style="list-style-type: none"> • <i>Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</i> 			
Technology (Level 2) Technological Practice: Planning for practice: <ul style="list-style-type: none"> • <i>Develop a plan that identifies the key stages and the resources required to complete an outcome.</i> Technological Knowledge: Technological products <ul style="list-style-type: none"> • <i>Understand that there is a relationship between a material used and its performance properties in a product.</i> 			

Suggested Inquiry Process

Inquiry stage: Research	
<p>Pre-visit: Check in: what do we already know about Zero Waste? <i>Think, Pair, Share (class brainstorm)</i>. Explore concepts: <i>natural resources, products, waste</i>. What are these and where can we find them?</p>	
<p>During visit: Most of the <i>research</i> stage takes place during the ZWE visit with the educator. The learning intentions and assessment tasks in this stage are based around the ZWE lessons, activities, workbook and marking template. Each of the assessment tasks below relate to a workbook activity (see ZWE marking template for more information).</p>	
<p>Learning Intentions:</p> <p>Students will explore how everyday items can be reused.</p> <p>Students will design and make a desktop tidier or money box from waste that can be reused.</p> <p>Students will investigate places in the community that could accept items for reuse.</p> <p>Students show how items can be given away or sold for reuse.</p>	<p>Workbook Assessment Activities:</p> <p>A1: Using text and picture students show ways of reusing steel, glass, paper, cardboard, plastic and clothing items.</p> <p>A2: Students identify items from home for reuse. They design and make a desktop tidier / moneybox.</p> <p>A3: Students match unwanted items to the appropriate place reuse them.</p> <p>A4: Students design a advertisement for an item they would sell.</p>

Inquiry stage: Regroup	
<p>Learning Intention:</p> <p>Examine the current situation concerning waste in the school or wider community.</p>	<p>Focusing Ideas, Questions:</p> <ul style="list-style-type: none"> - What are the issues? - How might they affect us now or in the future? - Why are they happening? - How do we feel about these issues? - Has our new knowledge changed the way we feel?
<p>Possible Activities:</p> <ul style="list-style-type: none"> - Create a class knowledge bank based on previous and new knowledge. - Think, Pair, Share / Brainstorm using visual mind-mapping - Discuss the issues using De Bono's Six Thinking Hats. 	

Inquiry stage: Respond

Learning Intention:

Respond to an issue concerning waste in the school or wider community.

Record findings / Improvements

Focusing Ideas, Questions:

- Which issue do we want to respond to?
- Can something be done?
- What could/would happen if...?
- How might we make others aware?
- How can our knowledge and ideas help others?
- How can we influence decisions made by others?
- Who is going to do what? *Who decides?*

Record findings / improvements:

- What sort of information should we show?
- How will we collect it?
- How will we sort and present the information?
- Who is going to do what? *Who decides*

Possible Activities:

- Wearable-reusable-art exhibition or show: create an art show where all the items have been made by reusing items that would have otherwise been waste. This could include making clothing (wearable art), accessories, sculpture, collage, or just about anything. Students could be marked on quality of work, number of items reused, originality.
- Hold a class Garage Sale or Market Day where students can bring old toys, books, clothes etc. from home and swap or sell them with any money raised donated to charity or for a class trip.

Inquiry stage: Reflect

Learning Intention:

Share the learning journey with others, using a variety of ways to convey information.

Focusing Ideas, Questions:

- How has the issue changed?
- What is different? *Is anything different?*
- What evidence do we have to show this?
- Have your feelings changed about the issue?
- What could we do better next time?
- What is left to do?

Possible Activities:

- Revisit the class knowledge bank, add to it with new knowledge.
- Explore ways of presenting information and share findings with as many people as possible.

Additional Resources

Title	Author	Series	Curriculum level	Reading year level	Publication date	Link
	Simon Cooke	School Journal	2	4	October 2015	https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-October-2015/A-Work-of-Art
	Jame Brown	School Journal	2	4	November 2018	https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-November-2018/Plastic-Planet
					November 2018	https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-November-2018
	Deanna Ferguson	School Journal	2	4	November 2018	https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-November-2018/The-Plastic-free-Challenge
	Kate Potter	Connected		4	January 2013	https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2013-level-4-Are-You-Sure/Accidental-Plastics
	Trish Puharich	Junior Journal	2	Colour wheel level: Gold	2012	https://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-44-Level-2-2012/Making-Paper

EERST – Paper4Trees:

www.paper4trees.co.nz

Recycling in New Zealand:

<http://recycle.co.nz/>

Whole House Reuse – NZ:

<http://www.wholehousereuse.co.nz/>

Rethink, Reusable Bags:

<http://rethinknz.com>