TOA TIAKI TAIAO

Wellington Waste Heroes

PROGRAMME

Absolutely Positively
Wellington City Council
Me Heke Ki Pōneke

Organic Wealth
Taking Care of Papatūānuku

Programme overview

The Waste Heroes programme is an exciting, engaging education programme offered by Wellington City Council to Wellington City Schools.

It is linked to the New Zealand Curriculum (NZC) and allows students to experience and take action around 3 key waste issues:

Food waste

Single use plastics

Recycling

The programme consists of a whole school performance, waste audits, free visits to local landfills and recycling centres, dedicated sessions focused on specific waste activities, and a whole school project.

The programme allows students to work toward the following NZC prescribed curriculum areas and Key Competencies:

Opportunities for children to connect to issues in their communities, and to be actively involved in taking action.

Learners in this programme will be given opportunities for innovation, inquiry and curiosity around the issues of waste, to participate in action in their local community, and to have a part in caring for their environment.

Key competencies

Thinking – use creative and critical processes to make sense of information, experience and ideas around waste minimisation.

Managing self – The Waste Heroes programme will give opportunities for students to be resourceful and resilient, and to make goals and plans around waste action.

Relating to others – the programme presents opportunities to work together with others to come up with new approaches, ideas and ways of thinking about waste action.

Participating and contributing – Participants will have opportunities to balance rights, roles and responsibilities around waste, and of contributing to a sustainable environment.

Learning areas The Waste Heroes programme links strongly with the Science, and Social Science learning areas, as well as Languages, The Arts and Mathematics. Links are more clearly defined on each educator session and in the Teacher Activities.

Programme content

YEARS 1&2

Term 1: Waste audit
Lunchbox waste audit

Session purpose

These activities give students a chance to investigate what food waste and single use plastic waste their class makes, and what actions they can take around this waste at home or at school.

Time allocated: 50 minutes

Session outcomes	Learning areas	Materials
1. Students will think about what happens to the food they don't eat 2. Students will think about how to group their leftover lunches into different types of waste 3. Students will understand that single use plastics can be swapped out with reusable products	**Social sciences:** **Social studies L1** Understand that people have different roles and responsibilities as part of their participation in groups. **Learning Languages:** **L1 &2** Cultural knowledge: students will make connections with a known culture.	• Large container or box • Left-over food items. • Left over packaging from morning tea or lunch Tarpaulin • Camera • Clipboard • Waste audit collection table • Gloves • A sheltered space to conduct the audit in • Hand sanitiser • Recipe cards (From WCC)

Prior to session

1. Ask the classroom teacher to let the children know that they will be finding out how much rubbish their class makes in one day.
2. At the start of the day, ask the class to save everything from their lunch box that they don't eat. This could be food they eat some of but can't finish. It could be the wrapping around their food. It could be something they are too full to eat. If they eat everything, that's ok. Remind them before morning tea and before lunch.
3. Ask the teacher to establish prior knowledge about waste with the class, and to do some class predictions about the sorts of items they will find in their school rubbish.

Introduction (5 minutes)

Introduce yourself and the Wellington Waste Heroes Programme. Let the children know that you are from WCC, and that you are going to be working with them over a period of time to find out about rubbish, or waste, and to help them to take action in their school or community.

Ask the students to go and get their lunchboxes, and to empty everything they didn't eat into a container that you provide. Show them your own leftover food waste and put this in the same container, so that the class knows that most people produce food waste.

Activity 1: Planning the waste groups (10 minutes)

With the class, decide how they can sort this rubbish. Ensure that the groups include single use items of plastic, food, and any recyclable materials, but also give students a chance to give their ideas.

Consider sorting again if time allows.

Ask the group what they think they'll find, revisiting their class prediction work if they have done it.

Activity 2: Waste sort (15 minutes)

Sort waste into the groups by pouring the rubbish onto a Tarpaulin and moving items into the groups decided.

Once you have sorted it, ask the students to help you count the rubbish. Record the amounts on the board. Take photos to send to the teacher later.

Discuss: What happens next?

- Where can they put this rubbish now?
- What do they do with food waste at home?
- Do they take uneaten food home?
- Can everything plastic be recycled?
- What happens to the things that can't be recycled, like plastic wrap or chippy packets?

Activity 3: Put it where it belongs (10 minutes)

Place the rubbish into available rubbish facilities. If there is recycling and compost facilities at the school, put it there. Let the class know that plastics need to be clean, so they should be rinsed if possible.

Conclusion (10 minutes)

Revisit class predictions. Ask questions such as:

- What actually happened?
- What did they find out about waste in the area they measured?
- Did they find what they thought they would?
- Were there any surprises?
- Was the waste disposed of in the right way?

What could they do next, now that they know what is being thrown out on a typical day?

Take home message

Provide class teacher with recipe cards for students. Students should write one idea they have to change their lunch box waste on the back of a recipe card. Take it home and share it with their families.

YEARS 3&4

Waste audit

Session purpose

To give students an opportunity to think about how much rubbish is in their school environment, and what makes up their school waste. Additional waste items will be brought in to enable discussion about a wide range of material types.

Time allocated: 50 minutes

Session outcomes	Learning areas	Materials
1. Students will make predictions about waste in their classroom. 2. Students will sort one typical day's school waste. 3. Students will consider what one day's typical classroom waste is made up of. 4. Students will learn about the many different materials that make up "waste".	**Science: Nature of Science L1 & 2** *Investigating in science:* Students will explore and act on issues and questions that link their science learning to their daily living.	• Whiteboard markers • Buckets • Tarpaulin • Camera • Clipboard • Waste audit collection table • Gloves • A sheltered space to conduct the audit in • Hand sanitiser • Recipe cards (WCC to supply)

Prior to session

1. Ask the classroom teacher to let the children know that they will be finding out how much rubbish their class makes in one day. This means collecting their rubbish in different bins after morning tea and lunch.
2. Ask the teacher to arrange with the school caretaker collecting one day's worth of rubbish, the day before the educator visit, so that it isn't emptied into the main school bin.
3. Ask the teacher to establish prior knowledge about waste with the class, and to do some class predictions about the sorts of items they will find in their school rubbish.
4. Finally, arrange for the teacher to have the collected waste ready in an assigned area on the day of the educator visit. It should be sheltered and well-ventilated.

Introduction (10 minutes)

Educator/s will introduce themselves to the class, and let them know that they are here to explore rubbish with them, and how it affects the world around us. Let them know that you will be coming back throughout the rest of the year to help them become Kaitiaki or guardians of Wellington City by finding ways to reduce waste.

Discussion:

- What does the class already know about rubbish? What happens to our unwanted 'stuff' when we have finished with it?
- Ask them where rubbish ends up at their school? Where do they see it?

Tell the students that they are going to be working together today to find out how much rubbish is created in their class in one typical day. A day's worth of rubbish has been collected and they are going to find out how much there is, and what it is made up of.

- They have worked on making class predictions, so what do the students think they will find?
- Record ideas on the board, take photos, or take photos of their already recorded work.

Activity 1: Preparing for the audit (10 minutes)

- Select students to be responsible for sorting one area of waste.
- Have labelled buckets for each kind of waste. As each student sorts, the rest of the class can observe

Activity 2: Conduct waste audit (25 minutes)

- Spread waste out on a tarpaulin so that the students can see what is there. Sort the items into buckets. Do this one grouping at a time – food waste, paper recycling, other recyclable materials, single use plastics (plastic wrap, chippy packets, etc.).
- Food waste buckets are likely to be very heavy, ensure adult help to lift.
- Discuss the weight of food versus plastic.
- Dispose of waste in school bins. If clean enough, place in recycling bins/compost (if available).
- Pack up and clean up
- Introduce other items that may not be present in waste audit to discuss (e.g. Ewaste and polystyrene)

Conclusion (5 minutes)

Revisit class predictions. Ask questions such as:

- What actually happened?
- What did they find out about waste in the area they measured?
- Did they find what they thought they would?
- Were there any surprises?
- Was the waste disposed of in the right way?

What could they do next, now that they know what is being thrown out on a typical day?

Take home message

Provide class teacher with recipe cards for students. Students should write at least one idea they have to reduce waste on the back of a recipe card. Take it home and share it with their families.

Waste audit collection table

Weighing materials requires additional time – please discuss this option with educator prior to lesson.

Enter bucket weight here: _____

Note for educator: Minus weight of bucket from each total before recording it

e.g. 2kg (food waste) – 0.8g (bucket weight) = 1.2kg

Type of waste	Weight (kg)
Food waste	
Recyclable items (paper, plastic, glass bottles & jars, tin)	
Single use plastic (packaging, plastic wrap, bubble wrap, bags etc.).	
Rubbish for landfill	
Other	

YEARS 5&6

Waste audit

Session purpose

To give students an opportunity to think about how much rubbish is in their school environment, and what makes up their school waste. Additional waste items will be brought in to enable discussion about a wide range of material types.

Time allocated: 50 minutes

Session outcomes	Learning areas	Materials
1. Students will make predictions about waste in their school. 2. Students will sort one typical day's school waste. 3. Students will consider what one day of school waste is made up of.	**Material World L3** *Properties and changes of matter:* Students will group materials in different ways based on observations of physical properties **Nature of science L3** *Participating and contributing* Explore various aspects of an issue and make decisions about possible actions. **Mathematics: Geometry and measurement L2 & L3** *Measurement L2:* Use appropriate units and devises to measure weight. *Measurement L3:* Use appropriate scales and metric units to measure weight.	• Whiteboard markers • Buckets • Hanging scales • Tarpaulin • Camera • Clipboard • Measurement sheet. • Gloves • A sheltered space to conduct the audit in • Recipe cards (WCC to supply)

Prior to session

1. Ask the classroom teacher to pick a school space, with the class, that they want to measure waste in. They might want to choose from:
   - School staffroom
   - Classroom/lunch box
   - School hall (if there is an after school club running from there)
   - Canteen.
2. Ask the teacher to arrange with the school caretaker collecting one day's worth of rubbish, the day before the educator visit.
3. Ask the teacher to establish prior knowledge about waste with the class, and to do some class predictions about the sorts of items they will find in their school rubbish.
4. Finally, arrange for the teacher to have the collected waste ready in an assigned area on the day of the educator visit.

Introduction (10 minutes)

Educator/s will introduce themselves to the class, and let them know that they are here to explore rubbish with them, and how it affects the world around us. Let them know that you will be coming back throughout the rest of the year to help them become Kaitiaki or guardians of Wellington City by finding ways to reduce waste.

Discussion:

- What does the class already know about rubbish? What happens to our unwanted 'stuff' when we have finished with it?
- Ask them where this sort of rubbish ends up at their school? Where do they see it?

You are going to be working together today to find out how much rubbish is created in the classroom/staffroom/school in one typical day. A day's worth of rubbish has been collected and you are going to find out how much there is, and what it is made up of.

- They have worked on making class predictions, so what do the students think they will find?
- Record ideas on the board and take photos, or take photos of their already recorded work.

Activity 1: Preparing for the audit (10 minutes)

- Explain the equipment you need to carry out the audit.
- Select students to be responsible for sorting one area of waste.
- Have labelled buckets for each kind of waste.
- Set up in a sheltered, well-ventilated area.

Activity 2: Conduct waste audit (25 minutes)

- Spread waste out on a tarpaulin so that the students can see what is there. Do this one collected container at a time, by grouping – food waste, paper recycling, other recyclable materials, single use plastics (plastic wrap, chippy packets, etc.).
- Collect different kinds of waste into buckets. Types of waste:
  - Food waste, recyclables (plastic, cans, paper, cardboard glass bottles & jars), single use items, reusable items.
- Have students discuss the weight of food versus plastic.
- Dispose of waste in school bins. If clean enough, place in recycling bins (if available).
- Pack up and clean up
- Introduce other items that may not be present in waste audit to discuss (e.g. Ewaste)

Conclusion (5 minutes)

Revisit class predictions. Ask questions like:

- What actually happened?
- What did they find out about waste in the area they measured?
- Did they find what they thought they would?
- Were there any surprises?
- Was the waste disposed of in the right way?

What could they do next, now that they know what is being thrown out on a typical day?

Take home message

Provide class teacher with recipe cards for students. Students should write ideas about possible actions to reduce waste on the back of a recipe card. Take it home and share it with their families.

Toa Tiaki Taiao - Wellington Waste Heroes

Waste audit collection table

Weighing materials requires additional time – please discuss this option with educator prior to lesson.

Enter bucket weight here: _____

~~Note:~~ Minus weight of bucket from each total before recording it e.g. 2kg (food waste) – 0.8g (bucket weight) = 1.2kg

Type of waste	Weight (kg)	Percentage of total rubbish
Food waste		
Edible food items		
Paper		
Newspaper		
Cardboard		
Tin or aluminium		
Plastic containers (1-7)		
Single use plastic (packaging, plastic wrap, bubble wrap, bags etc.).		
Glass bottles & jars		
Tetrapaks (milk in schools containers, juice drink containers, etc.)		
Reusable items		
Other		

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YEARS 7&8

Waste audit

Session purpose

To give students an opportunity to think about how much rubbish is in their school environment, and what makes up their school waste. Additional waste items will be brought in to enable discussion about a wide range of material types.

Time allocated: 50 minutes

Session outcomes	Learning areas	Materials
1. Students will make predictions about waste in their school. 2. Students will sort one typical day's school waste. 3. Students will consider what one day of school waste is made up of.	**Science: Nature of Science L3 & L4** *Investigating in science:* Ask questions and carry out appropriate investigations to develop simple explanations. **Nature of science L3 & L4** *Participating and contributing:* Explore various aspects of an issue and make decisions about possible actions. **Material World L3 & L4** *Properties and changes of matter:* Students will group materials in different ways based on observations of physical properties of a range of materials.	• Whiteboard markers • Buckets • Scales • Tarpaulin • Camera • Clipboard • Measurement sheet. • Gloves • A sheltered space to conduct the audit in

Prior to session

1. Ask the classroom teacher to work with their class to pick a school space that they want to sort waste in. They might want to choose from:
   - School staffroom
   - Classroom/lunch box
   - School hall (if there is an after school club running from there)
   - Canteen.
2. Ask the teacher to arrange with the school caretaker collecting one day's worth of rubbish, the day before the educator visit.
3. Ask the teacher to establish prior knowledge about waste with the class, and to do some class predictions about the sorts of items they will find in their school rubbish.
4. Finally, arrange for the teacher to have the collected waste ready in an assigned area on the day of the educator visit.

Introduction (10 minutes)

Educator/s will introduce themselves to the class, and let them know that they are here to explore rubbish with them, and how it affects the world around us. Let them know that you will be coming back throughout the rest of the year to help them become Kaitiaki or guardians of Wellington City by finding ways to reduce waste.

Discussion:

- What does the class already know about waste? What happens to our unwanted 'stuff' when we have finished with it?
- Ask them where waste ends up at their school? Where do they see it?

Tell the class that they are going to be working together today to find out how much rubbish is created in the classroom/staffroom/school in one typical day. A day's worth of rubbish has been collected and are going to help carry out a waste investigation to find out how much there is, and what it is made up of.

- They have worked on making class predictions, so what do the students think they will find?
- Record ideas on the board and take photos, or take photos of their already recorded work.

Activity 1: Preparing for the audit (10 minutes)

- Explain the equipment you need to carry out the audit.
- Select students to be responsible for sorting one area of waste.

Activity 2: Conduct waste audit (25 minutes)

- Spread waste out on a tarpaulin. Look at one waste collection receptacle at a time. Allow students to help decide how to group the items, but ensure groupings include food waste, single use plastics and recyclables.
- Collect different kinds of waste into buckets. Types of waste:
  - Food waste, recyclables (plastic, cans, paper, cardboard, glass bottles & jars), single use plastic items, reusable items.
- Discuss the weight of food versus plastic.
- Dispose of waste in school bins. If clean enough, place in recycling bins (if available).
- Pack up and clean up
- Introduce other items that may not be present in waste audit to discuss (e.g. Ewaste)

Conclusion (5 minutes)

Revisit class predictions. Ask questions like:

- What actually happened?
- What did they find out about waste in the area they measured?
- Did they find what they thought they would?
- Were there any surprises?

What next? What could they do next, now that they know what is being thrown out on a typical day?

The class should work together with their teacher on a class action plan for reducing waste or changing how they dispose of waste.

Waste audit collection table

Weighing materials requires additional time – please discuss this option with educator prior to lesson.

Enter bucket weight here: _____

Note: Minus weight of bucket from each total before recording it e.g. 2kg (food waste) - 0.8g (bucket weight) = 1.2kg

Type of waste	Weight (kg)	Percentage of total rubbish
Food waste		
Edible food items		
Paper		
Newspaper		
Cardboard		
Tin or aluminium		
Plastic containers (1-7)		
Single use plastic (packaging, plastic wrap, bubble wrap, bags etc.).		
Glass bottles & jars		
Tetrapaks (milk in schools containers, juice drink containers, etc.)		
Reusable items		
Other		

YEARS 1&2

Term 2
Zam! Waste performance

Session purpose

To give students an opportunity to think about where their rubbish comes from, how it can be responsibly disposed of, and what happens if it escapes into the environment.

Time allocated: 60 minutes

Session outcomes	Learning areas	Materials
1. Students will think about where their waste might end up when they throw it away. 2. Students will explore one part of our environment affected by rubbish, and what they can do to help.	**Social sciences: Social studies L1** Understand that people have different roles and responsibilities as part of their participation in groups. **Science: Planet Earth & Beyond L1 &2** *Interacting systems* Students will describe how natural features are changed and resources affected by natural events and human actions. **Learning Languages:** *L1 &2 Cultural knowledge:* students will make connections with a known culture.	• Sound system • Laptop • Puppets • Clean rubbish items • Bins to sort waste into

Introduction (5 minutes)

Educator/s will introduce themselves to the class, and let them know that they are here to explore rubbish & recycling with them, and how it affects the world around us.

Discussion: pass around to the children some clean rubbish items (materials). Include recyclable items, real or imitation food items and items of single use plastics.

- Ask the students what you should do with them, if you don't want them anymore?
- Ask them if they know what materials can be recycled and composted?
- Ask them if people always put their rubbish in the bin, and if not, where might they put it?
- Tell the students you are going to explore one part of our environment where rubbish ends up, and that they are going to find out what they can do to help.

Activity 1 (40 minutes)

Interactive musical story

This little show is about someone called Zam! Zam! discovers that the sea, Tangaroa, has been filled with so much waste that he can't swim in it anymore. Fish are eating the rubbish too, thinking it is food. He finds out that people aren't putting rubbish where it belongs, and some of it is finding its way into the ocean. Catching a passing rainbow, Aniwaniwa, he goes on an adventure to find out what we can do with our recyclable or compostable rubbish, where recyclable products come from, which recycling bin they go into, and what they are then turned into through recycling.

Activity 2 (10 minutes)

Briefly review what happened in the show, and remind students of the materials they saw at the start.

- Lift up the materials and ask students where they go.

Thank the students for their hard work helping Zam! sort the rubbish. It's important we do that so that it ends up in the right place, and not in the ocean where it could harm living creatures.

Another way to help is to try not to make rubbish in the first place. We don't have to use plastic wrap around our food, for example. If we stopped wrapping everything, there would be a lot less rubbish. (Show examples of alternative products such as bee wax wrap, reusable sandwich bags etc.).

If we all tried to put our rubbish in the right place, or stopped using plasti to wrap our food, this would make a huge difference. We would be great kaitiaki, or guardians, of Wellington if we did that.

Teach the children the simple waiata about caring for the land.

Waiata:

Tuia e ronga – Bind it above
Tuia e raro – Bind it below
Tuia he heringa – Bind it in the middle
Te tangata – Where the people go

Conclusion (5 minutes)

Remind students of what they did during the session. Where do our materials come from? How are they made? Where do you put them when you are done? What can be recycled? What happened to Zam! and Tangaroa? What did Zam! discover?

What did students do to help with the problem?

Classroom follow up

Leave the teacher with the words for the Waiata, so that they can keep singing it with their class

YEARS 3–4

Southern Landfill visit

YEARS 5–8

Oji Full Circle recycling plant visit

Session purpose

Students will discover what happens to waste and recycling once it is collected, and the impacts it can have on people and places.

Time allocated: 2 hours (including travel time)

Session outcomes	Learning areas	Materials
1. Students will investigate at least one way waste is disposed of. 2. Students will begin to understand the lasting impact waste has on our environment. 3. Students will investigate how at least one organisation is helping to reduce or recycle waste.	**Science: Nature of science L2-4** *Investigating in science:* Ask questions, find evidence, explore models, and carry out appropriate investigations to develop simple explanations. *Participating and contributing:* Explore and act on issues and questions that link their science learning to their daily living; explore various aspects of an issue and make decisions about possible actions.	• Pen • Observation sheets • Morning tea/lunch • Water bottle • Closed toe shoes • Hat/Sunglasses/ • Warm clothes

Trip 1: OJI Full Circle

During the field trip students will learn about where Wellington's recycling goes, and how a materials recovery facility (MRF) works. From live footage streamed via a series of cameras and looking through viewing windows, students will observe trucks unloading recycling, the manual sorting process, watch machines separating waste streams, and see the materials being bailed up ready for transporting.

Students will participate in a waste and recycling sorting activity, and have the opportunity to understand where materials first come from, and what they can eventually be recycled into.

Trip 2: Southern Landfill

This **one-hour on site** tour includes visiting the:

- recycle centre and Tip Shop
- electricity generation site
- transfer station
- tip face
- compost plant
- dewatering plant
- closed landfill sites.

Students will discover what a landfill looks (and smells) like, find out how a landfill works, and also explore recycling, composting and reusing through the landfill's other various facilities.

Please note:

Students will travel around the site on the bus. They get off the bus at the Recycle Centre for 20 minutes, and the Transfer Station for 15 minutes.

Student to adult ratios are strictly required. Primary and Secondary students – one adult to six students (not including tour guide).

Students must wear closed toe shoes, and have weather appropriate clothing on.

YEARS 1–8

Term 3 Full school performance: Ngake and Whataitai

Session purpose

Students will take part in an exciting, engaging and inspiring performance about the impact waste has on our environment, and what they can do to help. Adapted from traditional Māori mythology, two Taniwha – Ngake and Whataitai – are faced with waste in Wellington Harbour, preventing them from making it into the ocean, Tangaroa. Students will listen to traditional Māori music, sing along to modern songs adapted to a waste theme, and start thinking about the impact of waste to get ready for their own waste action journey.

Time allocated: 60 minutes

Session outcomes	Learning areas	Materials
1. Students will begin to consider the impact waste can have on our environment, and at least one thing they can do to help. 2. Students will explore an environmental issue through performance and Māori mythology. 3. Students will have opportunities to listen for information within a performance.	**Science:** **Planet Earth & Beyond L1 & 2** *Interacting Systems:* Students will describe how natural features are changed and resources affected by natural events and human actions. **Nature of science L3 & 4** *Participating and contributing:* Explore various aspects of an issue and make decisions about possible actions. **Learning Languages: L1 & 2** Cultural knowledge: students will make connections with a known culture. **Social sciences: Social studies** **L1:** Understand that people have different roles and responsibilities as part of their participation in groups. **L2:** Understand how places influence people and people influence places. **L3:** Understand how people make decisions about access to and use of resources. **L4:** Understand how exploration and innovation create opportunities and challenges for people, places and environments.	

Introduction (5 minutes)

Educators introduce the purpose of the show, in brief.

Educators will ask the students to listen carefully, and try to figure out what the main idea/theme of the show is as they listen and take part. Song and action will be shared with students during the performance to encourage participation.

The show (30 minutes)

Two Taniwha, Ngake and Whataitai, are friends who are separated for a long period of time, and who reunite in the year 2019. They come together to recount their stories & and wonder at the changes they see in the Wellington Harbour.

Included in the show are the three behavioural change messages, ensuring that the show gives opportunities for students to think about other parts of our environment impacted by waste. The concept of Kaitiakitanga is introduced as the show progresses, calling on waste heroes to help.

In Class Conclusion (15 minutes)

What was the show about? What was the main idea? How do you feel about what happened to the Taniwha? Is rubbish a problem just in our harbour? Can the class please write their thoughts down about the show to give to the Taniwha.

YEARS 0–8

Students Take Action!

Session purpose

Students will have an opportunity to focus their waste enquiry on an area of interest by participating in an in-depth waste activity session of their choosing.

Time allocated: Two hours per class

Session outcomes	Potential learning areas	Materials
1. Students will plan at least one waste action. 2. Students will participate in at least one waste action	**Science:** **Nature of science L1-4** *Participating and contributing:* Explore and act on issues and questions that link their science learning to their daily living; explore various aspects of an issue and make decisions about possible actions. **Social sciences: Social Studies L1 – L4** Understand that people have different roles and responsibilities. Understand how cultural practices reflect and express people's customs, traditions and values. values. Understand how people make decisions about access to and use of resources. Understand how people participate individually and collectively in response to community challenges. **The Arts: Dance L1 – L4** *Communicating and interpreting:* Share dance movement through informal presentation, share their thoughts and feelings in response to dance; identify the use of the elements of dance; prepare and share dance movement; prepare and present with an awareness of context. **Music L1 – L3** *Communicating and interpreting:* Respond to live and recorded music; respond to and reflect on live and recorded music;	• Pen • Observation sheets • Water bottle

Overview

WCC specialist educators facilitate classes for students to take action. They provide two educator support hours per class for these individual class activities.

Options for specialist educator classes (subject to change – current at Feb 2019)

Music Video Education, *Paascalino Schaller*
Over two powerful classes, students will create rap lyrics and record a music video around recycling, reducing food waste or single use plastic. They will record the rap on professional sound equipment and Paascalino will take these sounds and blend them together into a great sounding track. Students will then learn dance moves and make props for their performance, culminating in a final video shoot in front of a green screen. The final music video can be used to share students' waste minimisation message with the world.

The Science of Plastic, *Sarah Kentworthy*
Students will put on white lab coats and work with a scientist to make plastic from separated milk. Once they have made their plastic, they will put it into moulds, shape it into a beautiful piece of jewellery and then paint or decorate it in their own style.

Love Food Hate Waste – Master Chef Cook-off, *James Micael*
Students will get hands on making delicious recipes using some of NZ most wasted food items. Students will research food waste, and then work together in teams to create their own inspiring recipes using the top ten foods thrown away such as bananas, apples, potatoes or chicken. Students may choose to take this project one step further and promote a school 'Master Chef Cook-off', culminating in students coming together to demonstrate their best use of the 'most wasted' foods.

Toi Taniwha – Fashion made from Junk, *Emily Clemett*
What does it mean to "upcycle? Students will upcycle materials destined for the landfill to create innovative fashion pieces. They will then create a fashion show and strut their stuff to funky music in front of their peers.

Worm Farming, *Natalie Horman*
Even when we don't waste our food, we have food scraps left over to dispose of. Worms are champion food scrap recyclers! Students will set up their own worm farm for their class. They will learn about how to take care of the worms and what to feed them. They will set up a roster for feeding them. Students will also design a fun and innovative game 'Worms and Ladders', which they will use as a tool to educate other classes on how to take care of a worm farm.

YEARS 0–8

Term 4 Whole School Project

Session purpose

The school will be supported to deliver on a 'whole school action', such as school composting/worm farming/recycling bin set up. Nine hours of educator support are provided for this 'whole school' activity.

Schools can apply to WCC for funding to support their chosen activity.

Time allocated: One school day

Potential Session outcomes	Learning areas	Materials
1. Students will investigate how people in their community are taking action for waste. 2. Students will experience different waste actions.	**Science: Nature of science L1-4** *Participating and contributing:* Explore and act on issues and questions that link their science learning to their daily living; explore various aspects of an issue and make decisions about possible actions. **Social sciences: Social Studies L1 – L4** Understand that people have different roles and responsibilities. Understand how cultural practices reflect and express people's customs, traditions and values. Understand how people make decisions about access to and use of resources. Understand how people participate individually and collectively in response to community challenges. **The Arts: Dance L1 – L4** *Communicating and interpreting:* Share dance movement through informal presentation, share their thoughts and feelings in response to dance; identify the use of the elements of dance; prepare and share dance movement; prepare and present with an awareness of context. **Music L1 – L3** *Communicating and interpreting:* Respond to live and recorded music; respond to and reflect on live and recorded music;	• As required

Recommended Options

Setting up school recycling
Our educators can support your school to set up recycling bins and signage in classrooms to capture and divert recyclable materials from the landfill. We can facilitate a green team to work together to monitor the bins and separate out recyclable from non-recyclable materials. A competition can be run between participating classes to see which class can divert the most materials from the landfill. Education around what can and can't be recycled, and options for reducing single use plastics from lunchboxes will be given.

Setting up a compost bin/worm farm system
Our educators can support your school to set up a food scraps collection system for your classes. (This would include buckets for collecting food scraps and signage on what can and cannot be composted. We would set up a predator proof compost bin and a process for the green team to collect and successfully compost the food scraps.)

Something else
You may have something else in mind. Talk to our lead educator about your ideas.

Final Review

To conclude the programme, several staff from Wellington City Council will arrange to visit the school to see what the students have been working on, and reflect on the learnings with both teachers & students. This review time can be shared through an assembly, with individual class visits, through a "green group" catch up, or any other way the school would like to choose to showcase their involvement in the programme.

Absolutely Positively
Wellington City Council
Me Heke Ki Pōneke

Organic Wealth
Taking Care of Papatūānuku