Unit 1: Loads of Rubbish
Level 3 (Grade 3&4)

Did you know?
The amount of waste produced by homes in North East Victoria in one year is the same weight as 9100 elephants!

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<td>15-18</td>
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Unit Overview
Students will gain a greater understanding of waste, how waste is processed and why waste is an environmental issue. Students will undertake a waste audit of their school and will create actions to reduce their waste.

Background
The production of waste in Australia is a major environmental concern. Each year we may recycle more, but we also produce more waste. Reducing waste in Australia can deliver multiple environmental benefits including saving resources from being simply buried, reducing the water and energy used in the production of items and saving landfill space and the associated costs to the community.

Ways to make less waste can be grouped around three simple headings called the 3R’s. These are Reduce, Reuse and Recycle. Reducing waste is the gold medal of the 3R’s, it means to try to make less waste in the first place, like saying no to plastic bags. Re-use is the Silver medal of the 3R’s, meaning to find ways to use items again and again so that they don’t get sent to landfill. Recycling is the bronze medal of the 3R’s meaning that an item is sent away to be reprocessed into a new item, rather than being sent to landfill.
Activity One – Trash of the Titans

Overview:
Students begin to investigate why waste is an environmental problem by watching an episode of The Simpson’s or reading about the episode, which is related to a rubbish problem.

Duration:
Part 1: 1 hour.
Part 2: 2 -3 hours

Equipment:
Either rent a copy of The Simpsons, Series 9 episode #22, ‘Trash of the Titans’ from the video store or use the reader below.

Activity
Part 1: The Simpsons
1. Decide whether you will get the students to read the attached information about the Simpson’s episode or rent the DVD for the students to watch.
2. Explain to students that they are going to be studying a unit on rubbish. To tune into the topic of rubbish we are going to watch or read about the Simpsons episode called ‘Trash of the Titans’.
3. Students watch the episode or read the attached Episode Summery of the episode’s theme (page 3).
4. Explain that as a group we are going to discuss ‘Trash of the Titans’ and how it relates to rubbish.
5. After reading or watching the episode have the students form two circles (inner-outer circle). Students in the inner circle face outwards, directly facing another student in the outer circle forming pairs.
6. Ask the group a series of questions (suggestions below). Each pair is to discuss the question before moving on (there is no correct answer just a discussion). After each question tell the outside circle to rotate in a clockwise direction. Suggested questions could include:
   a. The Simpson’s ended up with a lot of packaging from celebrating Love Day, what other celebrations throughout the year create a large amount of rubbish?
   b. What do you think would happen at your house if your rubbish was not picked up?
   c. Do you feel it was a problem for Homer to allow other garbage trucks to dump rubbish in the old mine shaft? Why or Why not?
   d. What other sorts of problems could happen if we just dumped rubbish anywhere?
   e. What types of rubbish have you produced so far today?
   f. How could you have avoided some of this rubbish?
   g. What can we learn from this Simpson’s episode?
7. Bring the group back together & discuss overall learnings from the episode.

Part 2: Titan’s Art
Students are asked to prepare a song, picture, collage or other artwork to illustrate what would happen if we dumped rubbish anywhere we liked Artworks should be based around reusing old materials.
Activity 1: Trash of the Titans Episode Summery

TRASH OF THE TITANS

The Simpsons

Series 9, Episode 22

*Picture Left: Homer rides one of his new garbage trucks*  

In this episode a local store, ‘Costington’s’ creates a new summer holiday called ‘Love Day’ to boost sales. The Simpson’s family celebrate it, but the presents they buy produce a large amount of packaging and this causes rubbish to build up in their home.

When Homer, the Simpson’s Dad, eventually takes out the rubbish, he gets angry with the garbage men as they drive away without collecting his family’s waste. He yells at the men and the garbage men react by cutting off the Simpson’s garbage pick up, leading to the Simpson’s garbage piling up on their front lawn.

As the mess continues to grow, Marge the Simpson’s mother tells Homer to say sorry for the remark, but he will not. Homer awakens one morning to find that the pile of rubbish at the front of the house has been taken away. He learns that Marge has written a letter of apology to the man who organises the rubbish collection, with Homers name signed on the bottom!

Homer then goes to see the man who organises the garbage collection, Ray Patterson, demanding that his letter be returned. Mr Patterson tries to be nice to Homer, but Homer insists on fighting. Homer decides that he will run for the job of organising the garbage collection, and tries to take Mr Patterson’s job.

Moe, the local pub owner, thinks up a slogan for Homer’s campaign to win Mr Patterson’s job “Can’t someone else do it?”. Homer spreads his message around Springfield, making lots of promises about changes he will make, this works, leading to a huge victory in the election.

Homer takes on his new job, but keeping his promises is costly. After a big spending spree Mayor Quimby gets angry with him for spending the department’s yearly budget in just one month! Homer comes up with an idea to solve the money problem and begins to let garbage companies from all across America illegally dump their rubbish in Springfield’s old mine shaft. The rest of the Simpson’s warn Homer that he is putting the town and the environment in danger, but he refuses to listen. But they are right and the garbage builds up underground and begins to erupt, pouring rubbish all over town.

A town meeting is called and Homer is fired from his position and Ray Patterson is asked to take his job back. Mr Patterson says “no” to the town, telling the town to “clean up their own mess”. Instead of cleaning up their mess, Mayor Quimby decides to move the town ten kilometres down the road from its current, rubbish covered site.

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1 Taken from wikepedia.org. Retrieved on 29/10/07.
2 Adapted from thesimpsons.com. Retrieved 29/10/07.  
http://www.thesimpsons.com/episode_guide/0922.htm
Activity Two – Reducing Rubbish

Overview:
Students will develop a K.W.L to explore their current understanding of waste & recycling and how they would like to extend their learning's. At the end of the unit students will return to their K.W.L and reflect on their learning's.

Duration:
Part 1: 1 hour
Part 2: 1 hour

Equipment:
- One large piece of butcher’s paper
- Student journals or workbooks
- Computers with internet access

Activity

Part 1 K.W.L.
1. Draw a K.W.L table, like the one shown below on a large piece of butcher’s paper.
2. Explain to students that as a class they are now going to make plan to investigate waste.
3. Ask students to write in their workbooks the sentence “Why do we need to make less rubbish and how can we do this?” Under this sentence ask the students to list facts about the topic that they already know. Explain that they will not be tested on these answers it is just to get you to start to think about the topic & how much you already know.
4. Once the students have completed the first step, ask them to select one point that they have recorded to share with the class. Write the points up on the butcher’s paper under ‘What I Know’.
5. Next ask the students to write in their workbooks the sentence “Why do we need to make less rubbish and how can we do this?” Under this sentence students write down some questions that they want to find out about the topic. There is no such thing as “stupid” questions. Students should be encouraged to look for broad ideas, rather than having a narrow focus.
6. Again ask the students to select one point that they have recorded that they want to share with the class. Write the points up on the butcher’s paper under ‘What I want to know’.
7. Explain that the final column will be completed once they have completed their unit on waste. When you return to complete this section, advise students that this section is a chance to think about what they have learnt while studying rubbish.

Example K.W.L

Topic: Why do we need to make less rubbish & how can we do this?

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to know</th>
<th>What I have Learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Facts)</td>
<td>(Questions)</td>
<td>(Related concepts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Previous Learnings)</td>
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<td></td>
<td></td>
<td>(Big Picture)</td>
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</tbody>
</table>
Part 2: Rubbish Research

1. Have the students select one question to research using an appropriate internet search engine.
2. Ask the students to design a recording sheet to record information that helps answer their question and the websites where the information was located.
3. Students prepare their report and present the information to the class to explain what they found.
Activity Three – Our School’s Rubbish

Overview:
Students will conduct a study of the rubbish around the school to provide them with a clear understanding of some of the materials that are wasted or recycled within their community. Students will utilise team work and mathematical skills to carry out the investigation.

Duration:
Part 1: 45mins
Part 2: 1 hour
Part 3: 1 hour

Equipment:
- Access to bins around the school

Activity:
Part 1: Rubbish Audit

1. As part of a classroom discussion, students identify some of the types of rubbish they think they would find in bins around the school. Once you have come up with a list encourage the class to join similar items into one group and agree on up to 10 different categories to identify the waste or recycling.
   Examples of categories could include:
   a. Recyclable paper
   b. Recyclable cardboard
   c. Plastic bottles & containers
   d. Aluminium cans
   e. Primas & milk cartons
   f. Things we can compost (eg: fruit & vegetables, tea bags, leaves)
   g. Other food waste
   h. Non-recyclable plastic (eg: glad wrap, chip packets, muesli bar wrappers)

2. Use copies of the photo on the next page to get students to trial the auditing process.
   a. Provide each student with a copy of Activity Sheet 3 (page 7) and provide a copy of the photo between groups. Ask the students to fill in the agreed categories into the left hand column of the worksheet.
   b. Students are asked to count how many of each type of rubbish they can see in the photo and write the number next to the ‘Type of Rubbish’ in the table.

Part 2: Auditing Bins

3. In the afternoon or once the bins have some rubbish in them (if your bins are not emptied daily), split the class into teams of two. Ask the pairs to decide who will write & who will count.

4. Assign each team a number of bins (both recycling and rubbish) to audit around the school and provide them with a copy of Activity Sheet 3 (page 7) for each bin. Get them to fill in the agreed categories in the ‘type of rubbish’ column before they leave the class. Areas that you will need to consider will include:
   a. Canteen
   b. Staff rooms & Office
c. Yard

d. Sample of classroom bins from each year level

e. Art room & other specialist buildings

5. Explain to students **not to touch the rubbish** as this can be dangerous. They just need to **look** in the top of the bin without touching the rubbish and record how many different items they can see of each rubbish type.

**Part 3: Rubbish Mathematics**

1. Once students return to class demonstrate how to create a bar or column graph from their results. Explain to the students that the ‘x’ axis will contain labels of the different types of rubbish they found and the ‘y’ axis will be the number of each item they found. Students should be encouraged to develop at least one graph each.

2. Ask students to highlight on their graph the items that were in the wrong bin, for example recycling in the rubbish bin or rubbish in the recycling bins.

3. Demonstrate to the students how to use the figures from the rubbish audit and use the figures to create the information into simple fractions and equivalent fractions by dividing by the same number. Or convert the fractions into a percentage.

**Bin Photo**
Activity Sheet 3
This bin is from: _______________________
This bin is a (circle): Rubbish Bin Recycling Bin Food Waste Bin
Date: _______________________

<table>
<thead>
<tr>
<th>1. Type of rubbish</th>
<th>2. Count how many of these you can see in your photo</th>
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</thead>
<tbody>
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TOTAL =

Instructions
**Step 1:** Record the types of rubbish in Column 1 as agreed by the class.
**Step 2:** Count how many of each of these items you can see in your photo and record in Column 2.
Activity Four – Making Less Rubbish

Overview:
Students will use DeBono’s six thinking hats to further explore what they have found out about waste & recycling at the school.

Duration:
1 Hour

Prior Learning:
Students will need to have an understanding of what they can put in their recycling bins. Either visit your local council website or drop by the council office to pick up a brochure to find out more.

Equipment:
- Copies of Activity Sheet 4 (page 9)

Activity:
1. Use DeBono’s Six Thinking Hats to analyse the results of the school rubbish assessment. A brief description of each hat is outlined below.

- **White Hat** – The White Hat is a clean, neutral colour and requires the thinker to just think about the facts of the matter. It is the hat for data, detail, figures, information and asking useful questions to fill the gaps in knowledge. Speaking in a computer voice can help students to remain objective and dispassionate.

- **Yellow Hat** - The yellow hat is the sunny, positive hat. The thinker must focus on the good points of the situation and express why these points are good. The thinker looks for success and is determined to make things work.

- **Red Hat** – Red is an emotional colour, thinkers will allow their emotions, intuition, hunches and feelings to influence their answers.

- **Black Hat** – Black is a dark, moody colour, this hat is about being critical and looking for the flaws or issues with a problem. It looks at weaknesses and threats in a situation.

- **Green Hat** – Green is the colour of new growth. This is the hat for creative ideas, zaniness, new proposals and suggestions.

- **Blue Hat** – The Blue Hat examines how you might have gone about your thinking and where you might move on to from here. Has your thinking changed? Individually or using the student pairs from Activity Three, explain to each student that they are now going to look at their waste audit graphs and analyse what was found using DeBono’s six hats.


2. Provide each pair or individual with double sided copy of Activity Sheet 4a and ask them to work on one hat at a time. You may like to allocate a certain amount of time to work on each hat & then encourage them to move on to the next set of questions.

3. Ask the students to have copies of their audit information or graphs with them to think about.
## Activity Sheet 4

### Making less rubbish using the six thinking hats

<table>
<thead>
<tr>
<th><strong>White Hat</strong> (Facts)</th>
<th><strong>Red Hat</strong> (Feeling &amp; hunches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What items can we put in our recycling bins here at school?</td>
<td>How do you feel about the amount of rubbish we make at our school?</td>
</tr>
<tr>
<td>In the rubbish bins, were there any items that could have been recycled? Please list them &amp; explain how much of these items were in your bins.</td>
<td>What do you feel might help us to reduce rubbish at school?</td>
</tr>
<tr>
<td>Were there any items in the recycling bins that should not have been there? What were these items?</td>
<td></td>
</tr>
<tr>
<td>Was there any other data from your bin audit that is important to mention?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Yellow Hat</strong> (Positive, sunny hat)</th>
<th><strong>Black Hat</strong> (Caution, weak points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why would it be good to make less rubbish at our school?</td>
<td>Why is it bad for our school to make lots of rubbish?</td>
</tr>
<tr>
<td>When looking at the bins, what did you notice the school is doing well?</td>
<td>When looking at the bins, what did you notice the school is not doing well?</td>
</tr>
<tr>
<td>What strengths or opportunities are within this school that will help us to make less rubbish?</td>
<td>What problems do you think we could face if we try to make less rubbish at the school?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Green Hat</strong> (Creative, alternatives)</th>
<th><strong>Blue Hat</strong> (What have I learnt?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you think of something creative we can do to make less rubbish at school?</td>
<td>How has your thinking changed about rubbish in our school?</td>
</tr>
<tr>
<td>Can you think of a crazy idea to make less rubbish at school?</td>
<td>What do you think the next step is for us to start making less rubbish at school?</td>
</tr>
</tbody>
</table>
Activity Five: Making a Plan & Taking Action

Overview:
This activity will enable students to plan and implement their ideas around reducing rubbish at school.

Duration:
Part 1: 30 minutes
Part 2: 4 x 1 hour sessions

Equipment:
- Equipment will vary dependant on the projects selected by the students.

Activity:
Part 1: Making a Plan (Quiet Round Robin)
1. Split the students into groups of 3-6 and ask each student to have a pen or pencil and a piece of scrap A4 paper.
2. Explain to the students that they are going to brainstorm ways for the school to make less rubbish.
3. Ask each student to write an idea down for how the school can make less rubbish. After a couple of minutes give a signal and ask the students to change sheets. Students pass their paper to the right and then write another idea on the new piece of paper. Encourage students not to repeat ideas. As the process progresses you may like to prompt the students with some of the following questions:
   - How can we bring less rubbish in our lunches?
   - How can we encourage others to bring less rubbish in their lunches?
   - How could the staff make less rubbish in the office?
   - How could the staff make less rubbish in the staff room?
   - How can we make less rubbish in our classrooms?
   - What could we do to educate other students and teachers about how they can make less rubbish?
4. Continue swapping sheets until the ideas dry up or as time allows
5. Each group are then asked to discuss their ideas and write their ideas on a large piece of paper. Within each group students need to decide on their best 2 - 4 ideas and report these back to the class.

Part 2: Taking Action
1. Once you have a list of ideas on some of the things that could be done at school to make less rubbish ask each team to select one achievable activity or idea that they would like to be responsible for coordinating.
2. As a team, students:
   a. Make a plan for what would need to be done to implement their selected action
   b. Develop a list of resources that will be needed for the program & identify where these will come from
   c. Develop a timeline for when each of the parts of the plan will be implemented
   d. Encourage students to think about how they are going to communicate their change with the rest of the school or convince the principal or school council to adopt their idea.
e. Allocate & decide on jobs that can be done by each team member to implement their chosen action.

f. Measure success of their plan

Opportunity: There is great potential for your students to partner/ buddy with students from other grades or involve your student council or class monitors on this activity.
Activity Six: Exploring Rubbish & Recycling

Overview:
Students will gain a greater understanding of rubbish and recycling in North East Victoria. They will research and develop an understanding of where different rubbish & recycling items end up once they have been picked up from your school.

Duration:
Part 1: 1.5 hours
Part 2: 4 hours (depending on distance)

Equipment:
- Access to the internet
- Butcher's paper, blank or grid paper, glue

Activity:
Part 1: Where does our rubbish & recycling go?
1. Provide students with the address of your landfill and your Materials Recycling Facility (MRF) where the contents of their household garbage and recycling bins are taken, shown in the opposite table.
2. Using an internet search engine, like http://maps.google.com.au/, students are to calculate how their rubbish and recycling travels from your school to their landfill and the MRF. Teach students how to use the map grid and the compass points.
3. Using a piece of blank or grid paper each and ask students to draw the route that rubbish travels from their school to the landfill. Use a different colour for each route or different pieces of paper.
4. Calculate the distance their rubbish travels to get to the landfill and their recycling to get to the MRF. Work out total distance for the year, knowing that waste is collected weekly and recycling fortnightly.

Part 2: Follow That Recycling.....
1. Ask students to select one product that they can put into their recycling bin.
2. Each student is to create a timeline or pictorial example of the steps their product goes through to be recycled. Starting from your recycling bin being collected to the product returning back to the supermarket shelf as a new product.
3. A visit to your local Materials Recycling Centre (MRF) will help with the first stages of this timeline. All facilities in the region conduct free tours, however times and numbers will need to be negotiated with the site, contact numbers are in the table opposite. A virtual tour is available by calling NevRwaste on ph (03) 5721 5288 if you are unable to visit a MRF.
4. If students are struggling to find information a good place to start is www.visy.com.au/uploads/RecyclingProcesses.pdf

<table>
<thead>
<tr>
<th>Rubbish Council</th>
<th>Landfill Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine</td>
<td>Porepunkah Landfill, Roberts Creek Rd, Porepunkah</td>
</tr>
<tr>
<td></td>
<td>Myrtleford Landfill, Morrisons Lane, Myrtleford</td>
</tr>
<tr>
<td>Benalla</td>
<td>Benalla Landfill, Old Farnley Rd, Benalla</td>
</tr>
<tr>
<td>Indigo</td>
<td>Albury Landfill, Centaur Rd Lavington</td>
</tr>
<tr>
<td>Mansfield</td>
<td>Benalla Landfill, Old Farnley Rd, Benalla</td>
</tr>
<tr>
<td>Towong</td>
<td>Albury Landfill, Centaur Rd Lavington</td>
</tr>
<tr>
<td>Wangaratta</td>
<td>Bowser Landfill, Coleman Rd Bowser</td>
</tr>
<tr>
<td>Wodonga</td>
<td>Albury Landfill, Centaur Rd Lavington</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Recycling Council</th>
<th>Materials Recycling Facility (MRF) Address</th>
</tr>
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<tbody>
<tr>
<td>Alpine &amp; Wangaratta</td>
<td>Wangaratta Recycling Centre, Kerr St, Wangaratta. Phone: 03 5721 3341</td>
</tr>
<tr>
<td>Indigo, Wodonga &amp; Towong</td>
<td>Cleanaway Wodonga, Kane Rd, Wodonga. Phone: 02 6024 4590</td>
</tr>
<tr>
<td>Benalla &amp; Mansfield</td>
<td>Cleanaway Shepparton, 73 Old Dookie Rd, Shepparton. Phone: 03 5831 6270</td>
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</tbody>
</table>
Activity Seven:
Reflecting on what we have learnt

Overview:
Students will reflect on what they have learnt throughout the study of rubbish and recycling and link their learnings back to their own world.

Duration:
1 hour

Equipment:
- Large KWL sheet developed in Activity Two (page 4)
- Student work books or journals

Activity:
4. Return to the class KWL developed in Activity Two (page 2). Discuss with the class some of the items that were recorded in the first two columns. Discuss whether any of our prior knowledge was inaccurate. Can students answer any of the questions from the ‘W’ column (What I Want to know).

5. Ask students to write in the work books “What I have learnt about why we need to make less rubbish and how we can do this?” Students are encouraged to record new ideas and knowledge and think about the bigger picture around waste & recycling in their world.

6. Ask the students to choose one point to share with the class. Bring the class back together and share selected points to complete the class KWL.

Opportunity: There is great potential for your students to:
- Visit or study local opportunity shops and discuss how many clothes are saved from landfill in these facilities
- Visit or study a recycling company and learn about the volumes they divert from landfill
## Unit 1: Loads of Rubbish

### LEVEL 3: VELS LINKS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activity</th>
<th>Links to VELS (DOMAIN: Dimensions)</th>
</tr>
</thead>
</table>
| 1. Trash of the Titans | Part 1 The Simpsons  
- inner-outer circle activity & class discussion |  
**SCIENCE:** Science knowledge and understanding  
- Describe natural, physical and biological conditions and human influences in the environment, which affect the survival of living things  
**CIVICS AND CITIZENSHIP:** Civic knowledge and understanding  
- Students explain why protection and care for the natural and built environment is important  
**ENGLISH:** Reading  
- Students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features  
**Speaking and listening**  
- Students interpret the main ideas and purposes of texts |
| | Part 2 Titan’s Art  
- Artwork on rubbish dumping |  
**THE ARTS:** Creating and Making  
- Students create and present works of art in a range of art forms that communicate experiences, ideas, concepts, observations and feeling |
| 2. Reducing Rubbish | Part 1 KWL  
- KWL on reducing rubbish |  
**CIVICS AND CITIZENSHIP:** Civic knowledge and understanding  
- Students explain why protection and care for the natural and built environment is important  
**ENGLISH:** Writing  
- Students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics |
| | Part 2 Rubbish Research  
- Internet search on rubbish |  
**INFORMATION AND COMMUNICATION TECHNOLOGY:** ICT for communicating  
- Students locate information on an intranet and use a recommended search engine and limited key word search to locate information from websites |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activity</th>
<th>Links to VELS (DOMAIN: Dimensions)</th>
</tr>
</thead>
</table>
| 3. Our School’s Rubbish      | Part 1 Rubbish Audit                           | **SCIENCE:** Science at work  
Describe safety requirements and procedures associated with experiments  
**INTERPERSONAL DEVELOPMENT:** Working in teams  
- Students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task |
|                               | - Learning about how to audit rubbish          |                                                                                                  |
|                               | Part 2 Auditing Bins                            | **INTERPERSONAL DEVELOPMENT:** Building social relationships  
- Students support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences  
- Students work with others to reduce, avoid and resolve conflict  
**INTERPERSONAL DEVELOPMENT:** Working in teams  
- Students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task |
|                               | - Undertaking rubbish audit                     |                                                                                                  |
|                               | Part 3 Rubbish Mathematics                     | **MATHEMATICS:** Number  
- Students develop fraction notation and compare simple common fractions such as $3/4 > 2/3$ using physical models  
**Measurement, chance, data**  
- Students use a column or bar graph to display the results of an experiment |
|                               | - Mathematically displaying the results         |                                                                                                  |
| 4. Making less rubbish       | De Bono’s 6 hats                                | **INTERPERSONAL DEVELOPMENT:** Working in teams  
- Students cooperate with others in teams for agreed purposes, taking roles and following guidelines within the task |
|                               |                                                | **CIVICS AND CITIZENSHIP:** Civic knowledge and understanding  
- Students explain why protection and care for the natural and built environment is important |
|                               |                                                | **Community engagement**  
- Students work with other students to identify a local issue and plan possible actions to achieve a desired outcome |
|                               |                                                | **ENGLISH:** Writing  
- Students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics |
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<th>Activity</th>
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| 5. Making a plan and taking action | Part 1 Making a Plan  
- Quiet round robin | THINKING: Reasoning, processing and enquiry  
- Students apply thinking strategies to organise information and concepts in a variety of context, including problem solving activities  
- Students provide reason for their conclusions |
|          | Taking Action  
- Develop an action plan | INTERPERSONAL DEVELOPMENT: Building social relationships  
- Students support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences  
Working in teams  
- Students cooperate with others in teams for agreed purposes, taking roles and following guidelines within the task |
|          |                          | CIVICS AND CITIZENSHIP: Community engagement  
- Students work with other students to identify a local issue and plan possible actions to achieve a desired outcome |
|          |                          | Civic knowledge and understanding  
- Students explain why protection and care for the natural and built environment is important |
|          |                          | ENGLISH: Speaking and listening  
Students vary their speaking and listening for a small range of contexts, purposes and audiences |
|          |                          | THINKING: Creativity  
- Students apply creative ideas in practical ways and test the possibilities of ideas they generate  
- Students use open-ended questioning and integrate available information to explore ideas |
|          |                          | Reflection, evaluation and metacognition  
- Students identify and provide reasons for their point of view and justify changes in their thinking |
|          |                          | DESIGN, CREATIVITY AND TECHNOLOGY: Investigating and designing  
- Students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements  
- Students use words, labelled sketches and models to communicate the details of their designs ad clarify ideas when asked  
- Students think ahead about the order of their work and list basic steps to make the product or system they have designed |
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<tr>
<td>6. Exploring Rubbish and Recycling</td>
<td>Part 1 Where does our rubbish and recycling go?</td>
<td><strong>HUMANITIES: science</strong>&lt;br&gt;• Draw simple maps and plans of familiar environments observing basic mapping conventions</td>
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<td></td>
<td>• Mapping rubbish</td>
<td><strong>INFORMATION AND COMMUNICATION TECHNOLOGY: ICT for communicating</strong>&lt;br&gt;• Students locate information on an intranet and use a recommended search engine and limited key words to locate information from websites</td>
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<td><strong>MATHEMATICS: Space</strong>&lt;br&gt;• Students recognise and describe the directions of lines as vertical, horizontal or diagonal</td>
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<td>• Students locate and identify places on maps and diagrams</td>
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<td>• Students give travel directions and descriptions using simple compass directions and grid references on a street directory</td>
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<td><strong>Working mathematically</strong>&lt;br&gt;• Students apply number skills to everyday contexts such as shopping with appropriate rounding to the nearest 5 cents</td>
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<td>Part 2 Follow that recycling</td>
<td><strong>HUMANITIES: science</strong>&lt;br&gt;Develop simple timelines to show events in sequence</td>
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<td>• Visit your local MRF</td>
<td><strong>DESIGN, CREATIVITY AND TECHNOLOGY: Investigating and designing</strong>&lt;br&gt;• Students use words, labelled sketches and models to communicate the details of their designs and clarify ideas when asked</td>
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<td><strong>CIVICS AND CITIZENSHIP: Community engagement</strong>&lt;br&gt;• Students participate in activities to protect and care for the natural and built environment</td>
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<td><strong>HEALTH AND PHYSICAL EDUCATION: movement and physical activity</strong>&lt;br&gt;• Students follow safety principles in games and activities</td>
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<tr>
<td>7. Reflect on what we have learnt</td>
<td>• KWL on reducing rubbish</td>
<td><strong>CIVICS AND CITIZENSHIP: Civic knowledge and understanding</strong>&lt;br&gt;• Students explain why protection and care for the natural and built environment is important</td>
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<td><strong>ENGLISH: Writing</strong>&lt;br&gt;• Students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics</td>
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