



# Watch Your Waste

## Year 4 HASS (Geography)

Department of Education

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.

**The Big Idea:** Waste minimisation **Students' Blanket Role:** Students are invited to be Waste Warriors

**Call to Action:** Students to minimise waste at home and school.

### Program Snapshot

This program focuses on natural cycling/recycling and human waste management concepts. Students are encouraged to take responsibility for conserving, reusing and recycling a wide range of products and resources. The lack of waste in traditional Indigenous culture, as well as in nature is also a theme throughout the day.



### Curriculum– Year 4 HASS (Geography)

For schools using C2C, this program compliments **Unit 2– Using places more sustainably**. It implements elements of the Australian Curriculum for HASS (Geography) as well as the Cross Curriculum Priority: *Sustainability*.

Achievement Standard	Students identify the interconnections between components of the environment and <b>between people and the environment</b> . They recognise the importance of the environment and identify different possible <b>responses to a geographical challenge</b> .
Content Description	<ul style="list-style-type: none"> <li>the importance of environments, including natural vegetation, to animals and people (<a href="#">ACHASSK088</a>)</li> <li>the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (<a href="#">ACHASSK089</a>)</li> <li>the use and management of natural resources and waste, and the different views on how to do this sustainably (<a href="#">ACHASSK090</a>)</li> <li>students reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action (<a href="#">ACHASSI081</a>)</li> </ul>
Elaborations	<ul style="list-style-type: none"> <li>reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level (for example, pouring paints down the sink; using products sourced from cleared rainforests) and proposing awareness-raising strategies to reduce impacts on the environment</li> <li>proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school; choosing products not made from endangered species such as elephants) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden; making socially responsible decisions)</li> </ul>

### Cross Curriculum Priorities

**Sustainability**– addresses the ongoing capacity of Earth to maintain life. Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living, which means meeting the needs of the present without compromising the ability of future generations to meet their needs.



**Systems OI.2** All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival. **Systems OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems. **World Views OI.4** World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability. **Futures OI.7** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments. **Futures OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

## Pre-visit:

- Discuss the idea of a 'litter-less lunch'
- Website Resources– Cool Australia, ABC War on Waste, Healthy Kids, Sustainable Schools Website, Waste-free Lunches

### **Litterless Lunch—Please discuss with your students before your visit!**

Students are encouraged to bring a 'litterless lunch' for their Amaroo visit. The aim is to generate no waste that would need to go to land fill.

#### Suggested rules:

All waste at the end of the day can be composted. This means...

- No plastic or foil wrappers and no disposable containers
- Reusable containers are allowed (eg crackers and cheese brought in a plastic type container that can taken home and reused).

Paper wrapping is allowed (paper can be composted).



## Visit Day– Program

- Paper making
- Making a recycled, biodegradable pot with a seedling to take home
- Use of an iPad app to learn about the 'recycling gang' (minibeasts who recycle in nature)
- Lift logs to find creatures and searching for evidence of the 'recycling gang' during a bush walk (eg ants, termites, cockroaches, worms)
- Sorting common household waste material based on the concept of the 'four Rs'
- Investigating options for hard-to-deal-with items of waste, including batteries, soft plastics, cartridges, toothbrushes etc.
- Investigate the Eco Classroom's waste management process with 4 bins system, plus compost
- Examine Amaroo EEC's working worm farm and various styles of compost bins



### Call to Action:

- Students act to minimise waste at home and school

## Post-visit consolidation ideas

- Mix 'n' Match Recap Activity– reflection questions (PDF master sheet available on our website)
- Conduct (and present results from) a waste audit at school (see Yr 4 HASS Inquiry and Skills) to share with Amaroo teachers
- List some steps that could be taken to reduce waste at your school. Students could design a poster featuring one or more of these strategies, or start/get involved with a group who lead your school towards waste efficiency.

## Amaroo EEC pedagogy

Amaroo is guided by the Place-Responsive Pedagogy, in particular Learning Beyond the Classroom.

This particular program uses the strategies of **Learning By Doing** and **Being in the Natural Environment**.

Also at the fore-front of our pedagogy is connectedness, real-world context, authentic cultural experiences, sense of place, and recognition of difference, which can lead to other powerful, long-term, lifestyle outcomes, often not assessable in traditional curriculums.

For more information please refer to Amaroo's [Pedagogical Framework](https://amarooec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)