



Teacher Resource

# Clean Up Australia Day

## Focus Questions

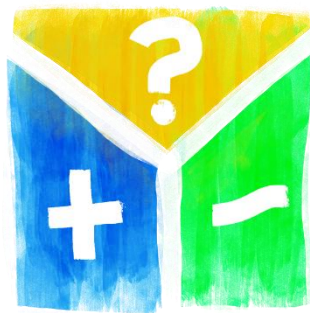
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Briefly summarise the BTN story.
2. Why has the pandemic made the waste problem worse?
3. Explain the citizen science project Clean Up Australia are running.
4. About how long does it take for a disposable mask to break down?
5. What changes will you make to help reduce waste?

## Activity: Note taking

Students will practise their note-taking skills while watching the BTN Clean Up Australia Day story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



## Activity: Class Discussion

Discuss the BTN story as a class. In small groups, ask students to brainstorm responses to the following questions:

- What impact does rubbish have on the environment? (*Landfill, increased greenhouse emissions, waterways become polluted, animals become tangled in or mistakenly eat rubbish found in the ocean*).
- Make a list of the types of waste created at your school, for example, paper, plastic, food scraps, e-waste, masks.
- Does your school have a recycling program?
- What questions do you have about the story?

### EPISODE 5

1<sup>st</sup> March 2022

#### KEY LEARNING

Students will examine how much waste they produce at school, the impact waste has on the environment and take action to reduce waste.

#### CURRICULUM

##### Geography – Year 4

The use and management of natural resources and waste, and the different views on how to do this sustainably.

##### HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

##### Science – Year 4

Science knowledge helps people to understand the effect of their actions.

##### Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.



## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Clean Up Australia Day story. Here are some words to get them started.

|         |                 |            |
|---------|-----------------|------------|
| WASTE   | LANDFILL        | SINGLE USE |
| RECYCLE | CITIZEN SCIENCE | DISPOSE    |

## Activity: Waste Hierarchy

The waste hierarchy is a guide to help minimise waste. Discuss with students the different elements of the waste hierarchy and what they mean. Brainstorm a list of actions or practices that can be done for each element to reduce the amount of rubbish going to landfill.

**Rethink** – think about what you are buying and consuming

**Refuse** – say no to unnecessary things (packaging etc.)

**Reduce** – the amount of material that will go to landfill

**Reuse** – many items can be reused or upcycled

**Recycle** – choose items that can be recycled

**Compost** – organic waste can be put into green waste bins or home compost bins

**Landfill** – send as little waste as possible to landfill



Source: [Wipe Out Waste](#)

More information about the waste hierarchy can be found at the [Wipe Out Waste website](#)

## Activity: Reduce Waste – Take Action

Discuss with students what their school already does to reduce waste. For example, their school might have recycling programs, rubbish audits or clean up days. Does their school have an Environmental Management Plan? In small groups, ask students to brainstorm how their school could improve what it already does to reduce waste.

- Make a list of new ways that your school could reduce the amount of waste it creates and new ways that you can deal with the waste it creates.
- Share and compare your ideas with the class.
- Choose 1 of your ideas to present to your SRC or the school leadership team.

Here are some suggestions:

- Hold a [zero-waste day](#)
- Hold your own [school's clean-up day](#)
- Start a school [compost](#) or [worm farm](#)
- [Audit rubbish](#) created in one day
- [Nude food days](#)

Students will reflect on the activity and respond to the following:

- How can you reduce the amount of waste produced at your school?
- What did this challenge help you understand?

### Further Investigations

- How can consumers be persuaded to make better buying and recycling decisions? Come up with a list of incentives that you think would make a difference.
- Investigate other initiatives that help reduce the amount of rubbish going to landfill. For example, banning plastic bags in supermarkets. What states/territories in Australia have already banned plastic bags in supermarkets? How does this initiative help the environment?

## Activity: COVID Waste

Watch the BTN [COVID Waste story](#) and respond to the following questions:

- What are some items that we can use to help protect ourselves from COVID?
- How many disposable masks are put into landfill around the world each month?
- How long does it take for plastic to break down?
- What parts of a rapid antigen test (RAT) can be recycled?
- What are some other ways we can reduce our waste?



Learn more about [how to dispose of a mask properly](#)

Help unmask Australia's litter problem! Join Clean Up Australia's [citizen science project](#)



## Useful Websites

- [Clean Up Australia](#) – BTN
- [Clean Up Australia tackling the scourge of face mask pollution through citizen science](#) – ABC News
- [COVID Waste](#) – BTN
- [Global face mask pollution jumped nearly 9,000 per cent due to COVID mandates, study finds](#) – ABC News
- [Schools Clean Up Day](#) – BTN
- [How to dispose of a mask properly](#) – ABC News
- [Wipe out Waste](#) – KESAB