



Teacher Resource

Waste Special

As a class, discuss the stories featured in the BTN special and record the main points of the discussion. Students will then respond to the following focus questions.

Fatbergs

1. What is a fatberg?
2. What problems do fatbergs cause?
3. What weird things have they found in the sewage at the SA wastewater treatment plant?
4. Flushable wipes should not be flushed down the toilet. True or false?
5. What are the four P's that can be flushed down the toilet?

Fast Fashion Tax

1. How has the way clothes are made changed over the years?
2. What is fast fashion?
3. What is ultra-fast fashion?
4. How much clothing ends up in landfill each year?
 - a. 9 million tonnes
 - b. 29 million tonnes
 - c. 92 million tonnes
5. What can we do to reduce fashion waste?

Microplastic Conference

1. Discuss the issues raised in the BTN story with another student. Record the main points of your discussion.
2. How much of Australia's plastic waste is recycled each year?
 - a. 13%
 - b. 23%
 - c. 33%
3. What are microplastics? Give an example.
4. Where might you find microplastics?
5. How do microplastics end up in our food?

KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

CURRICULUM

English – Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

English – Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

English – Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

English – Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.



Teacher Resource

Fatbergs

Class Discussion

Discuss the information raised in the BTN Fatbergs story. Record the main points of the discussion on a mind map. Here are some questions to guide the discussion:

- What is a fatberg?
- How do fatbergs form?
- What impact do fatbergs have on people and the environment?
- How can fatbergs be prevented?
- Think of three questions you have about the BTN story.



What did the
BTN story make
you wonder?

What did you
learn watching
the BTN story?

Activity: Education Campaign

Students will design a public education campaign to raise awareness about fatbergs. Students will need to think about their campaign's aim, target audience, and the value of raising awareness at their school. Students can use the following guidelines when researching, planning, and creating their fatberg campaign. Here's an [example of an animation](#) made to raise awareness of fatbergs.

KEY LEARNING

Students will explore where water comes from, how it is accessed and where it goes after we use it. Students will design a public awareness campaign targeting fatbergs.

CURRICULUM

HASS – Year 4

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

HASS – Year 5 & 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Science – Year 5 & 6

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

Step 1: Research & Learn

Use the internet to do some research to learn more about what fatbergs are and how they can be prevented.

- What are fatbergs?
- How do they form?
- Why are they a problem? How do they impact people and the environment?
- How can they be prevented?
- Why is it important to raise awareness about fatbergs?
- How do you encourage people to change their behaviours?

Step 2: Define

Before creating your campaign, you will need to do some pre-planning.

- What is the specific issue or problem that your campaign will deal with?
- Who is your target audience?
- What is the purpose of your campaign?
 - To persuade your audience
 - To help your audience understand an issue.
 - To encourage your audience to act.
 - To encourage your audience to adopt a behaviour/habit?
- What is the message of your campaign?

Step 3: Plan

Before creating your campaign materials think about the following:

- What type of media platform will you use in your campaign? For example, information poster, short film or animation, Community service announcement.
- Will you include a slogan for your campaign?
- What visuals will you use to communicate your message? For example, colours, images, logos.

Step 4: Design & Create

Write a strategy for your campaign, including:

- Purpose
- Key message
- Audience
- Media Platform
- Launching your campaign

Create your campaign materials using your preferred media platform. Write your slogan and create any logos or images to be included.

Step 5: Communicate

Students will present their campaigns and then evaluate the success of their campaign.

- Rehearse your campaign presentation
- Launch your campaign with an audience
- Evaluate – How effective was your campaign?
- Reflect – What did you like about this activity?

Activity: Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Summary

Summarise the Fatbergs story in three sentences. Share your summary with another student. How did your summaries differ?

Word Cloud

Brainstorm a list of key words that relate to the BTN Fatbergs story and create a word cloud using a free online word cloud creator such as [Word It Out](#). Clarify the meanings of the words and create a glossary.

Did you know?

Using the information in the BTN story and your own research, create a *Did You Know* fact sheet about fatbergs. Publish using [Canva](#).

Design a Game

Create a 'what belongs in the drain' game. Make picture cards of things that can and can't go down the drain. Share your game with younger students to teach them about fatbergs.

Useful Websites

- [What is a fatberg?](#) – Newsround
- [Fatbergs](#) – BTN
- [Preventing Fatbergs](#) – BTN



Teacher Resource

Fast Fashion Tax

Activity: Class Discussion

Engage students in a class discussion to explore their prior knowledge about fast fashion. Introduce key concepts and explain the environmental impact of fast fashion. Use the following questions to help guide discussions about the topic:

- Have you ever heard the term "fast fashion" before? If so, what do you understand it to mean?
- Can you name any fast fashion brands?
- How often do you buy new clothes? Where do you usually shop?
- Do you think about where your clothes are made or how they are produced?
- Do you think fast fashion should be taxed?
- Would you buy fast fashion if there was a tax?
- How do you think fast fashion impacts the environment?
- What are the pros and cons of fast fashion?



Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Fast Fashion Tax story. Below are some words to get students started.

FAST FASHION	SUSTAINABLE FASHION	UPCYCLING
ULTRA-FAST FASHION	LANDFILL	ENVIRONMENTAL IMPACT

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

KEY LEARNING

Students will explore the issue of fashion waste and its impact on the environment.

CURRICULUM

Geography – Year 4

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

Science – Year 5-6

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

Science – Year 7

Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations.

Design and Technologies – Years 5 & 6

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use.

Design and Technologies – Years 7 & 8

Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Fast Fashion Tax story and highlight all the words that relate to the topic.
- What other words relate to this issue? Students will choose additional keywords and concepts to add to their class glossary. For example: mass production, trends, exploitation of underpaid workers, fashion footprint, greenwashing, and overconsumption.
- What is slow fashion? Find a definition and then explain in your own words. What is the difference between slow fashion, fast fashion and ultra fashion? Use a Venn diagram to record your results.
- How did this story make you feel? Make a list of words that describe how you felt after watching the BTN story.

Activity: Clothing Audit

In this activity students will reflect on their own clothing consumption and develop critical thinking skills regarding environmental and social responsibility in their everyday choices.

Students will conduct a personal audit to analyse their clothing consumption habits, focusing on where their clothes are made and what materials are used. Students will reflect on the implications of their clothing choices and consider alternatives for more sustainable fashion practices.

Class Discussion

Before starting the activity, facilitate a class discussion, using the following questions:

- What are your shopping habits? Do you buy clothing online or instore?
- Where do you buy your clothes?
- How many of your clothing items could be considered fast fashion?
- Can you remember how many pieces of new clothing you have bought so far this year?
- What are your clothes made from? Are they made from natural or synthetic materials?

Clothing Audit

Students will list down all the new clothing they have purchased in the past year. They should include where each item was made (if they know) and what materials were used (see example table below).

Item of Clothing	Date Purchased	Country of Origin	Materials Used	Cost

Analyse Results

Students will analyse their results and respond to the following:

- Where are most of your clothes made? Are there any patterns?
- What materials are most commonly used in your clothes?
- What do your results tell you about your clothing consumption habits?
- What surprised you about the results? Compare your results to someone else in the class.
- What have you learnt from this activity?

Further Research

- What are the environmental and social impacts of fast fashion?
- How can individuals make more sustainable clothing choices?
- What are some alternatives to fast fashion?
- What are some sustainable clothing options or initiatives in your community?

Further Activities

Guest Speaker

Invite a guest speaker (e.g., someone from a local clothing recycling initiative or a sustainable fashion brand) to discuss sustainable clothing practices.

Excursion

Organise an excursion, if possible, to a clothing manufacturing facility or a recycling centre to see firsthand where clothes are made and what happens to them after use.

Poster

Research and write a short essay or create a poster advocating for sustainable fashion practices, based on what you have learned.

Clothes Swap

Organise a clothing swap event among students to promote reusing clothes and reducing waste.

Activity: TEDEd video

Consider the classic white t-shirt. Annually, we sell and buy 2 billion t-shirts globally, making it one of the most common garments in the world. But how and where is the average t-shirt made, and what's its environmental impact?

As a class, watch this [TEDEd video](#) to learn more about the life cycle of a t-shirt. Students will then respond to one or more of the following questions.

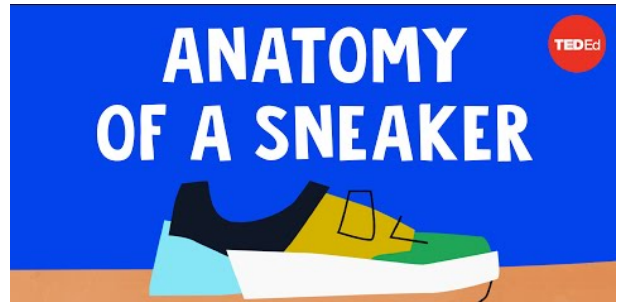
1. How many t-shirts are made and sold each year globally?
2. Where is cotton grown? Locate and highlight on a world map.
3. How many litres of water is needed to produce enough cotton for one t-shirt?
4. What negative impact does growing cotton have on the environment?
5. How is organic cotton different to non-organic cotton?
6. List all the countries that may be involved in creating a t-shirt.



[The life cycle of a t-shirt](#) (TEDEd)

Today, roughly 23 billion shoes are produced each year. So, how can we balance our love of sneakers with the need for sustainability? Angel Chang explores how shoe manufacturing impacts our planet.

As a class, watch this [TEDEd video](#) to learn more about the life cycle of sneakers.



[The life cycle of a sneaker](#) (TEDEd)

Useful Websites

- [Fashion Waste Scheme](#) – BTN
- [Fast Fashion](#) – BTN
- [Sustainable Fashion](#) – BTN Newsbreak
- [France has snubbed ultra-fast fashion and people are calling for Australia to follow suit](#) – ABC News