



*Can you see the
Guiding Principles
in our actions
around school in
2016?*

Room J

A long list of all the things we did in Terms 2 and 3:

- New animal scraps bucket set up in class
- Reviewed the rubbish in our lunchboxes
- Communicated with parents about packets in lunches
- Ruffled two re-usable sandwich wrappers in the school
- Promoted Re-usable sandwich wrappers in the newsletter
- Children set up a yoghurt recycling station for the whole school - 2 leaders appointed
- 2 leaders appointed to do the milk recycling in class
- GOOS paper set up
- Paper recycling boxes set up
- Wrote, illustrated and published a book about recycling
- Shared this book with every class at school
- Put a copy in the library so it is available for loan
- Most children did jobs around their house to earn money to buy a copy of our book (\$21)
- Held a recycling assembly for the whole school
- Danella wrote a production for the junior syndicate about Zero Waste with input from the children and other teachers
- Performed the show "Just One Earth"

Next Steps:

- Mural to be painted for junior lunch area (This has been designed by the children. The board is undercoated and the design is partly sketched out!)

The Cover of Room J's Book

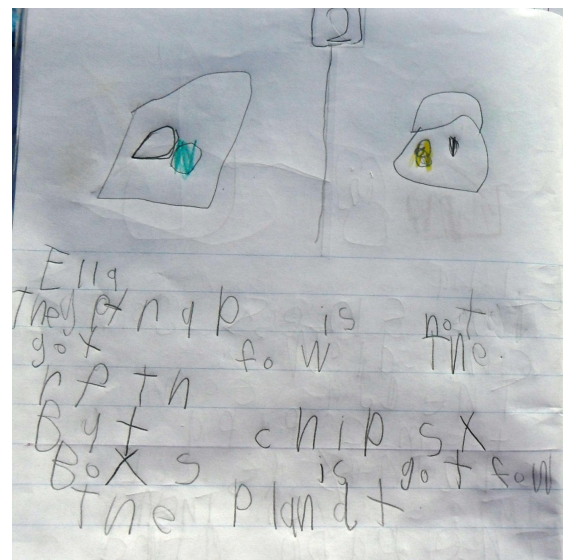


Experiments about Rubbish:

we made predictions and buried different types of waste for 10 days. We found that food scraps and paper broke down but glad wrap, yoghurt pottles and tin foil did not!



We investigated which food scraps Kate's animals eat. We revised our class scrap bin and routines in-line with our learning. We did lots of writing about zero waste.



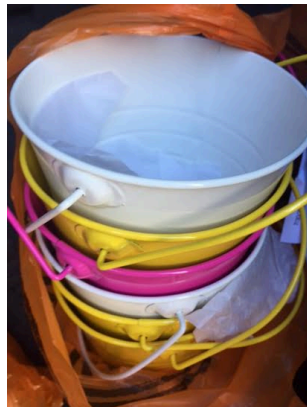
Room 7

Our topic direction was decided by the children, after taking a special walk out into the playground where they identified things they thought needed to be improved...

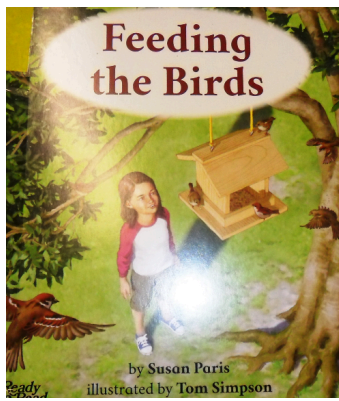
- One of the things the children were concerned about was the state of the sandpit toys! They saw that so many of the toys in the sandpit needed to be replaced.
- Room 7 students then went to all the classrooms in the junior area to ask if there were any toys in particular that others would like to see in the sandpit.



Room 7 Students wrote a letter to the SOKS parents committee requesting help to replace the sandpit toys. SOKS parents were only too happy to help and quickly purchased new sandpit toys.



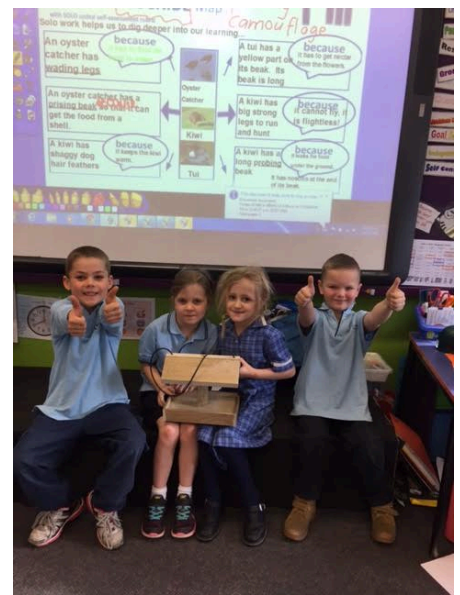
Including some great second-hand toys like muffin trays, too!



During our walk we also noticed that there were not many birds in the playground. The children thought it could be because there was not enough food for the birds, which started our next action... About the same time, Mrs Haig noticed this wonderful new book had arrived at the school...

So it began, with the help of Kate, the children made pinecone bird feeders, rolled in dripping and bird seed, also pinecones rolled in dripping and peanut butter.

Ms McLellan bought a prototype of a wooden bird feeder from Nichols, then one of our Dads said he would be happy to prepare the wood for the children to build some bird feeders and... four days later, with the help of Mr Dave, building was underway!



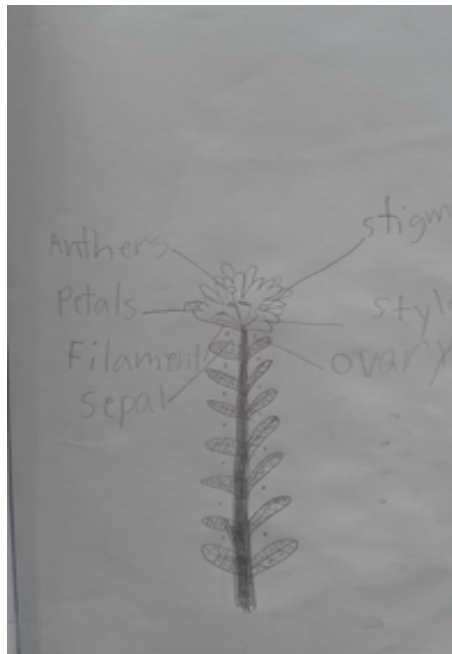
Ka pai
Room 7!

Room 3

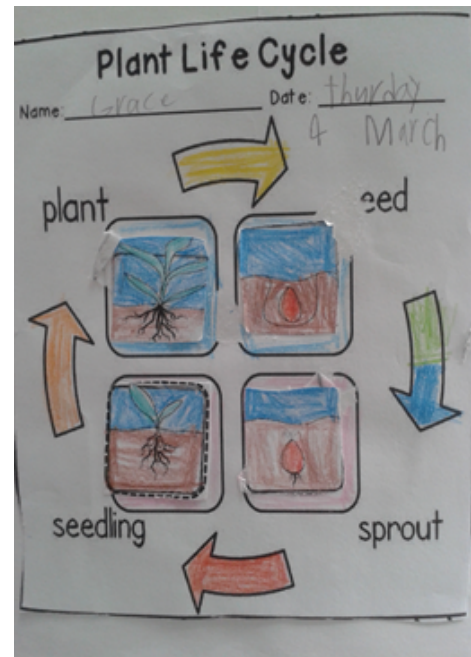
Through the Vision Map process students identified that the edible garden was a problem “there was nothing in it to eat” “only weeds” “we don’t like eating weeds” Room 3 explained!

First, we had to find out how plants grow and what they need to survive. We found out we knew some things but needed to find out more.

So we started out Inquiry...



We learned about the parts of plants, plant life cycles and we sorted fruits and vegetables.

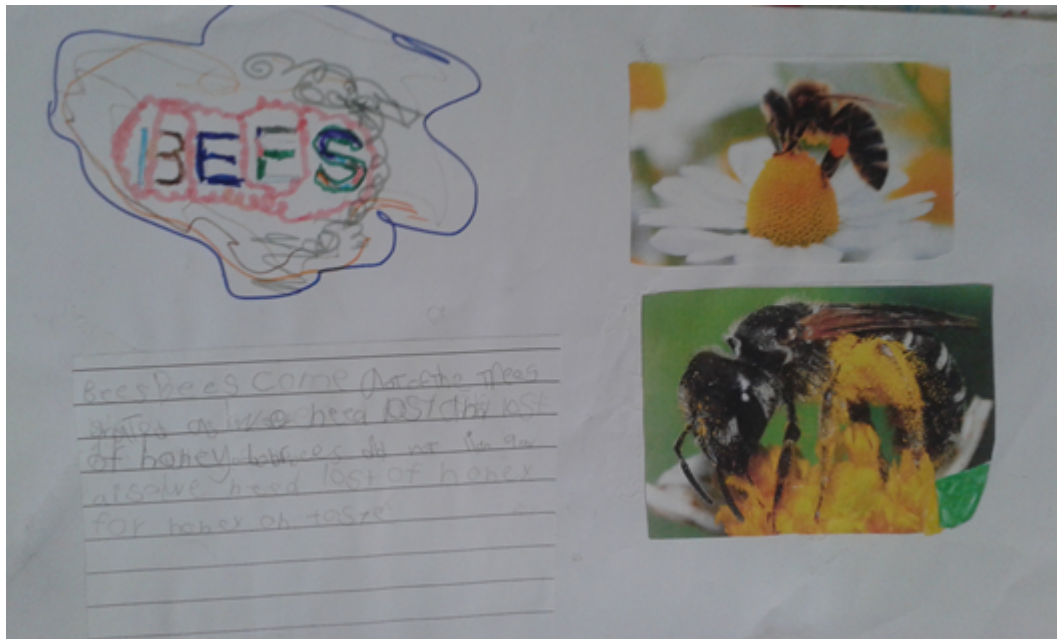


Room 3 students came up with statements about the difference between fruits and vegetables:

‘If it’s a root & you can eat it then it’s a vege’

‘If it has a flower with a seed then it’s a fruit’

Room 3 students researched and made posters about the importance of bees in the garden - without bees there wouldn't be many plants! Bees play a major role in pollination which makes new plants grow.



Next Steps:

Room 3 want to plant their own vege seedlings into the new school garden with help from Grandma Jill, our garden expert.

"WE DON'T LIKE EATING WEEDS!!"

Room 6

Room 6's Term 2 Inquiry asked: Water - Why worry about it?

Other questions asked were:

- Is there more fresh water or salt water in the world?
- Do we have the same fresh water in the world which the dinosaurs had?
- Can water be made?

Students in Room 6 knew that people and plants need water to survive. One student spoke about acid rain as 'dirty water'.

Things we investigated:

- Learning and understanding the water cycle
- Experiments to find out about plants, water vapour and evaporation.
- Water Pollution – the impact on the environment from fertilisers, extra irrigation, dairy farming, smog from factories and acid rain.
- What plants need – we went on a trip to the Polytech and had a chat with plant expert, Jo Wakelin. Students learnt about plants that don't need lots of water and that prefer hot, dry climates like ours in Central Otago.

What we found out:

Room 6 students found out that water is a limited resource and if we don't make an effort to look after it, we will run out!

- 97% of earth's water is salt water, and only 3% is freshwater. However 2% is locked up in frozen ice and only 1% is available to use!
- There is a huge number of people who die each year from diseases that are spread by using dirty water.






Taking action:

- Room 6 students helped plan and plant the very special Dry Garden by the Junction Suite. Students want to spread the message that there are sensible choices we can make about the plants we have in our gardens that don't need lots of water to survive!
- Room 6 students designed and made mosaic tiles using concrete, for the tiled area around the garden. Dave, our amazing caretaker, helped children break up the tiles, mix the concrete and use an electric drill to pull the tiles from the frames. They will be put in place very soon.
- Students have also discussed what information to include on a sign for the Dry Garden. Our goal is to have the sign made and put up by the garden. Wine barrels have been planted with sedums and succulents to complete the project!

We think we should do our bit to reduce water use.

We have created a dry garden. The plants we have used are called 'drought Tolerant' plants. Drought tolerant plants such as cacti and succulents, conserve precious water by transpiring less water than other plants.

Room 8

After going for a walk around our school, students identified that the edible garden was a problem area that needed sorting!

Students saw that:

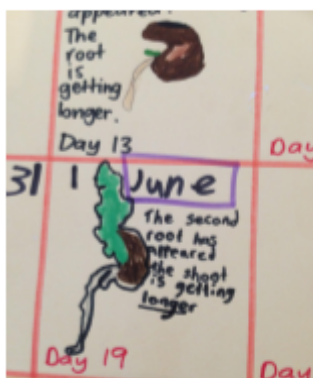
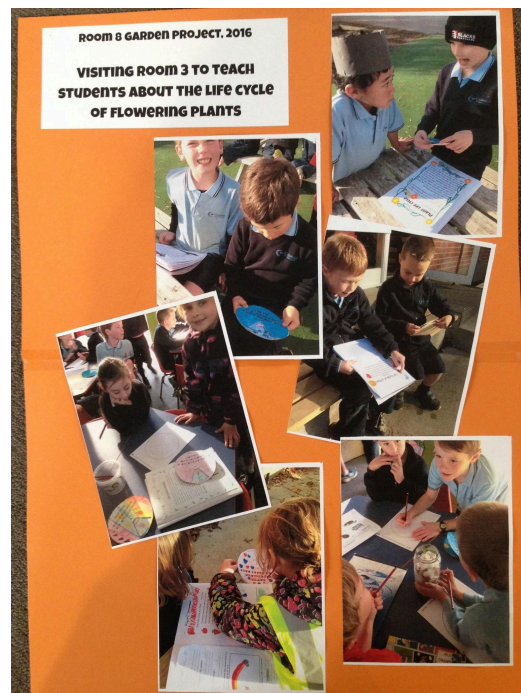
- there were not enough beds for each class,
- there was no water nearby so plants always died and
- it was getting damaged by kids playing on, through and around it (especially the fruit trees)

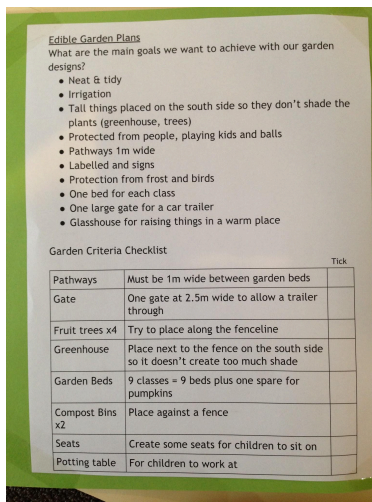
We began by gathering new and creative ideas for gardens so that we could design one that met our needs as well as finding out more about plants and how they grow.



Our Hands-On Investigations included:

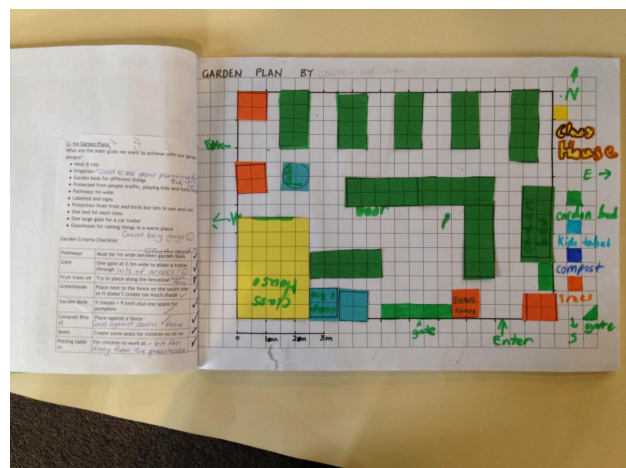
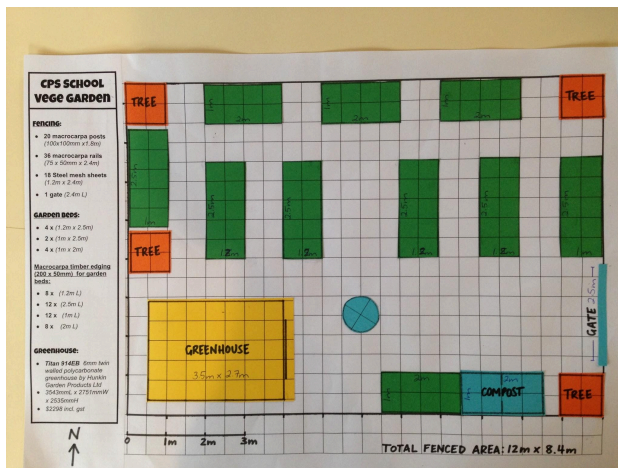
- sorting fruit from vegetables, identifying parts of plants,
- learning about the life-cycle of flowering plants
- planting bean seeds and documenting their growth,
- dissecting and examining flowers under a microscope
- learning about pollination and how important bees are
- interviewing Jo Wakelin, a plant expert at the polytech to find out what plants need to grow
- learning about how plants, bees, worms and compost all work together and help each! Mrs Fitz even helped us set up a worm farm in the classroom
- Seasons
- Crop rotation to prevent diseases in plants
- Nutrients that different plant families need to be healthy
- Sharing our knowledge about plants with Room 3 students by helping them make a plant life-cycle wheel.





Action:

- Room 8 students developed their own criteria to design a successful school garden.
- Ms Claire applied for funding and got some money from Rotary, the Lions club and Enviroschools to pay for a fence and the timber for the garden beds and the irrigation.
- Students presented their learning to other junior classes to celebrate all they had discovered and achieved.
- Many parents have offered to help on a working bee later in the term.
- We still need to do more fund-raising for the green house.



Room 9

As a class we brainstormed 'what is sustainability?' and how we can make our environment sustainable for future.

We looked at what was impacting on our immediate environment after taking a class walk.

- Students identified there was a lot of rubbish in the playground and decided that we needed to reduce the amount of rubbish.

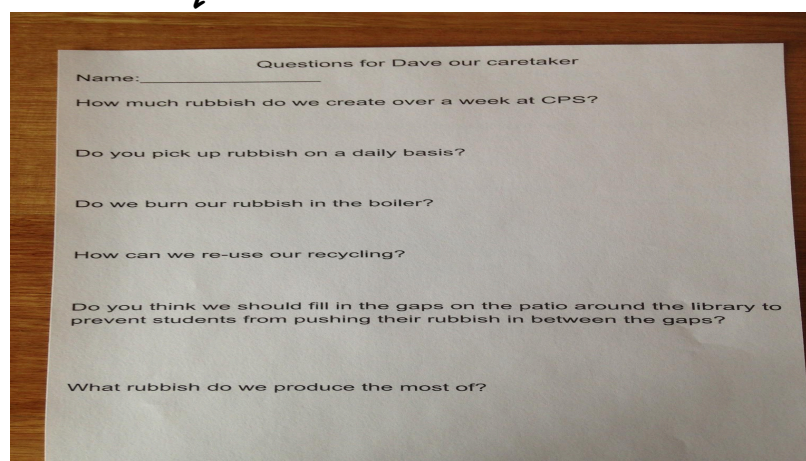
We collected pieces of rubbish over three days and categorised where we thought the rubbish had come from. The students quickly identified that most of the rubbish was food packaging and set about discussing with their parents how they could reduce the amount of packaging in their lunchboxes.

Next, we completed a class lunchbox waste audit for a week to establish the amount of plastic and paper being brought to school in our lunchboxes. Nude food ideas and student suggestions were shared with our parents.

We looked at the 3 R's on the Recycling website for kids.

We investigated how rubbish is recycled. Next we interviewed Dave, our caretaker, to ask him what our school does to recycle and to find out how much paper our school recycles.

Here are our interview questions:



Questions for Dave our caretaker

Name: _____

How much rubbish do we create over a week at CPS?

Do you pick up rubbish on a daily basis?

Do we burn our rubbish in the boiler?

How can we re-use our recycling?

Do you think we should fill in the gaps on the patio around the library to prevent students from pushing their rubbish in between the gaps?

What rubbish do we produce the most of?

We grouped and categorised pictures of rubbish based on our knowledge of recycling and reusing.



Students then created posters showing the slogans they had designed to support ZERO waste.



The students from Room 9 decided that they really wanted to inform visitors and new students to our school about how we are trying to minimise our waste at school and have designed brochures which will be available from the office.

School Hangi

In our classrooms we all learnt about how hangi are made and how the food is prepared. It was Matariki when we had our Hangi. Matariki is a time when people come together to share stories and to celebrate. Lots of whanau came to help prepare the food, light the fire, put the Hangi down in the ground and uncover it when it was cooked. We said a karakia before eating our kai - it was delicious! There was plenty for everyone to eat!



School Production: The Lorax

The whole of Term 3's energies and focus went into producing a play that reflected a strong environmental message that really made an impression on the children. Kārearea (the middle school) performed an adaptation of *The Lorax* for parents and the community. 120 students were involved in delivering the important message: "Don't be greedy! Resources must be used sustainably or they will run out! Lots of living things rely on each other to survive. Each one of us has to care!"





Term 1: Vision Map



Each class was involved in sharing their ideas and thoughts on what they liked about our school environment and what they thought needed changing. Anna facilitated the process and recorded what students said with the help of senior enviro-group members. Parents and whanau were also invited to contribute their thoughts by writing on sticky labels and placing them on the whole school map in the library for the week.

These ideas were 'bundled' by Anna and Ms Claire afterwards and summarised onto the Map. Our Vision Map has been incorporated into our Enviroschools display in the foyer of the Junior building. When planning Term 2 inquiries teachers were able to draw on the areas of concern as identified by the children to give them ideas for 'enviro' actions that could be taken around the school.



We can keep going back to the Vision Map to see what our next steps are and to think about if our goals have been achieved or have changed. What a cool tool!