

Auckland Council and English Language Partners

Get Your Rubbish Sorted

ESOL Teacher Resource Book



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Introduction

Get Your Rubbish Sorted is a teaching resource which aims to empower English language learners from refugee and migrant backgrounds to become champions of Auckland Council's 2040 Zero Waste target.

The resource book contains a series of lessons relating to the various Zero Waste topics. The aim is to both inform learners about Auckland's waste issues and, at the same time, offer linguistic support to enable learners to discuss matters relating to Zero Waste, as well as participate in a series of Zero Waste workshops and activities outside the classroom.

This resource book was developed in response to teacher feedback by English Language Partners North Shore in collaboration with Auckland Council and updated to reflect recent changes to Auckland Council's rubbish, food scraps and recycling collections.

Course outcomes

By the end of the course, learners will be able to:

1. Use Auckland Council's rubbish, recycling and food scraps collections correctly.
2. Attend a Waste 101 workshop: follow a presentation given by an outside speaker; ask questions for clarification and further information.
3. Participate in a Love Food Hate Waste presentation: follow a presentation and cooking demonstration given by an outside speaker and join in activities.
4. Attend a Composting Collective workshop: listen to, and interact with, an outside speaker.
5. Visit a transfer station: listen to, understand, and interact with a number of different speakers and participate in a series of activities.
6. Understand and use language to discuss Auckland Council's rubbish, recycling and food waste issues as follows:
 - The amount of waste Aucklanders produce;
 - How learners' lifestyle choices contribute to Auckland's waste problems;
 - What happens to waste once it leaves home;
 - Why recycle;
 - What to recycle;
 - How to recycle.
7. Make shopping decisions that reduce the amount of packaging and food waste they produce.
8. Make waste disposal decisions that reduce the amount of waste they send to landfill.
9. Make food storage decisions that ensure food lasts longer and doesn't end up being thrown away.
10. Be aware of composting and bokashi systems as a possible solution to reducing food waste.
11. Support Auckland Council's Zero Waste 2040 target.
12. Reflect on their learnings and share them with family and friends.

Course structure

This Resource Book contains a series of lesson plans and resources for ESOL teachers to both inform their learners about Auckland Council's Zero Waste initiatives and to enable them to discuss those initiatives. Lessons are grouped according to four main Zero Waste topics:

- Waste disposal and recycling
- Disposal of food scraps
- Love Food Hate Waste
- Composting and Bokashi

Each lesson plan is linked to the course objectives and gives an indication of English level and a suggested lesson link as to where it might fit in the overall course. There is an emphasis on making lessons as interactive as possible. Teachers may of course decide to use different resources or activities as a matter of preference to achieve the course objectives.

There is a separate Student Book which contains all of the worksheets in this book without the teacher instructions and answers. There is a note in the Teacher Notes when a resource number does not match the number of the matching worksheet in the Student Book.

Building your Zero Waste course

Learners should complete the Initial Questionnaire (Resource 1) as the first lesson both to stimulate their interest in the topic and to activate their existing knowledge of both the topic and its associated vocabulary. It will also serve as a record of their attitudes and behaviours relating to Zero Waste before the course starts.

Decide which Zero Waste topics you plan to use with your class, and which resources you would like to include in your course. This will depend on the level of your class, and which workshops your class will be participating in.

Depending on the amount of time you have available, you can shorten lessons by omitting some activities, or assigning them for homework. Alternatively, you might want to extend lessons by using additional outside resources and links.

Finish your course by having learners reflect on their learning by completing the reflective survey (Resource 26).

1. Initial Questionnaire

Teacher Notes

Objective:

- Stimulate interest in the topic of Zero Waste
- Activate learners' existing knowledge of Zero Waste topics and associated vocabulary
- Record learners' attitudes and habits relating to Zero Waste before they begin the Zero Waste programme

Lesson link: Learners should complete the questionnaire for their first Zero Waste lesson

Skills: Reading, writing, listening and speaking

Time: 1 hour, approx.

Level: All levels

Materials: One copy of Resource 1 *Initial Questionnaire* for each learner

Method:

1. Learners should complete the questionnaire for their first Zero Waste lesson.
2. To make the task interactive, put learners into pairs, and have them interview their partner.
3. Make sure they know how to ask for clarification of questions and answers, e.g. 'Pardon', 'Could you repeat that please?', 'Did you say?', 'How do you spell that?'
4. Allow plenty of time for learners to talk through each question. Circulate and be on hand to deal with any problems.
5. Collect up the questionnaires at the end of the lesson, and return them to learners for the final Zero Waste lesson.

1. Initial Questionnaire

Questionnaire

SECTION 1: ABOUT YOU AND YOUR HOUSEHOLD

1. **What is your nickname?**
2. **In what country were you born?**
3. **How long have you lived in New Zealand?**
4. **How old are you?** (Please tick ✓one)

20-29	<input type="checkbox"/>
30-39	<input type="checkbox"/>
40-49	<input type="checkbox"/>
50-59	<input type="checkbox"/>
60-69	<input type="checkbox"/>
70+	<input type="checkbox"/>

5. **What is your gender?** (Please tick ✓one)

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
Other	<input type="checkbox"/>

6. **Which of the following best describes your current employment status** (Please tick ✓ all that apply)

Full time paid work	<input type="checkbox"/>
Part time paid work	<input type="checkbox"/>
Working in a family business	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>
Unemployed (looking for work)	<input type="checkbox"/>
Student	<input type="checkbox"/>
Home duties	<input type="checkbox"/>
Retired	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

7. How many people live in your house?

Number of adults	
Number of children	

8. Which of the following best describes the house where you live? (Please tick ✓one)

House on a farm, orchard or lifestyle block	
Standalone house with a large section	
Standalone house with a small section	
Townhouse or unit	
Apartment complex	
Other (please specify)	

9. Who does these activities in your house? (Please tick ✓all that apply)



	You	Someone else	Don't know/ nobody
Buy food			
Cook food			
Clean up after meals			
Store food, e.g. put away groceries, store leftovers			
Clean out / organise the fridge / pantry			
Sort the rubbish / recycling			
Take out the rubbish / recycling / food scraps			
Organise and book the inorganic collection			
Take care of the garden			
Grow vegetables			

SECTION 2: RECYCLING

10. Do you agree or disagree with the following statements?



	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Recycling is easy					
I know what can be recycled					
I always recycle					
I am too busy to recycle					
I am too tired to recycle					
If I don't know if something can be recycled, I put it in the rubbish					

11. Do you ever ... (Please tick ✓ your answer)



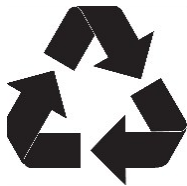
	Never	Sometimes	Usually	Always
use single-use plastic bags				
use plastic bin liners				
buy bottled water				
use plastic drinking straws				
take your own shopping bags to the supermarket and grocery stores				
take your own shopping bags for buying non-grocery items (e.g. clothing, stationery, etc.)				
choose grocery items with little or no packaging				
buy larger quantities of grocery items to reduce packaging waste				
choose garden and laundry products that are environmentally friendly				
take your own reusable cups / containers to buy takeaway food and drinks				
recycle soft plastics, e.g. plastic bags and plastic packaging				
donate unwanted clothing to charity shops or bins				
buy second-hand clothes				
donate unwanted household products and furniture to charity				
buy second-hand household products and furniture				

12. What does this symbol mean? (Please tick ✓ your answer)



This item can be recycled	
The kind of plastic this item is made from	
This item is made from recycled materials	
Other (please specify)	
Don't know	

13. What does this symbol mean? (Please tick ✓ your answer)



This item can be recycled	
The kind of plastic this item is made from	
This item is made from recycled materials	
Other	
Don't know	


SECTION 3: FOOD AND GARDEN WASTE

14. Do you agree or disagree with the following statements? (Please tick ✓ your answer)



	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Food waste is bad for the environment					
Food waste contributes to climate change					
The food scraps collection helps reduce harmful greenhouse gases					
Reducing food waste saves money					
New Zealanders don't waste much food					
Composting food waste is clean and easy					
The food scraps collection is clean and easy					

15. **What about you?** (Please tick ✓ your answer)

				
I try not to waste food in my house				
I waste food when I am busy				
I waste food when I am tired				
I compost my food waste				
I feed food waste to animals				
I ask to take leftover food home from restaurants				
I share extra food with my family and friends				
I share extra food with a community food pantry				
I preserve extra food (e.g. make jams and pickles; freeze fruit)				
I dispose of my unused food scraps in the food scraps bin				

16. **What do you do with food waste in your house?** (Please tick ✓ all that apply to you)

Council-provided food scraps bin	
Council-provided rubbish bin with a bin tag	
Yellow / green plastic rubbish bag	
Kitchen waste disposal unit / insinkerator	
Compost	
Worm farm	
Bokashi	
Feed it to animals	
Bury it in the garden	
Other (please explain)	
Don't know	

17. **What do you do with weeds and garden waste at your house?** (Please tick ✓ all that apply)

Council-provided rubbish bin with a bin tag	
Yellow / green plastic rubbish bag	
Use a green waste collection company	
Take it to a Council provided green waste disposal centre	
Compost or mulch	
Cut up wood to use for fires	
Burn it	
Take it to a transfer station	
Other (please explain)	
Don't know	

18. How much food does your household throw away every week?

Include food that is composted, fed to animals, put in the food scraps collection or put down a kitchen waste disposal

Use this 2-litre icecream container as a measure

(Please tick ✓ your answer)



None at all	
Less than one 2L container	
One 2L container	
Two 2L containers	
Three 2L containers	
Four to five 2L containers	
Six to seven 2L containers	
Eight or more 2L containers	
Don't know	

19. Why does food get wasted in your house? (Please tick ✓ all that apply to you)

We buy too much food	
We cook too much food	
We grow too much food	
Food goes off in the fridge	
Leftovers are not eaten	
Other (please specify)	
Don't know	

2. Auckland Council Rubbish, Recycling and Food Scraps Collections – Website Scavenger Hunt

Teacher Notes

Objective: Learners will be able to use Auckland Council’s rubbish, recycling and food scraps collections correctly

Lesson Link: Follows on from the initial lesson about rubbish and recycling collections
This activity can be done in class or set as homework

Skills: Reading for specific information

Time: 30 minutes, approx.

Level: All levels

Materials:

- One copy of Resource 2 *Website Scavenger Hunt* for each pair of learners.

Method:

1. Put students in pairs if you are doing the activity in the classroom.
2. Give each pair a copy of the question sheet.
3. Refer learners to the rubbish and recycling section of Auckland Council’s website.
<https://www.aucklandcouncil.govt.nz/rubbish-recycling/Pages/default.aspx>
4. Tell learners they have 20 minutes to find the answers to all of the questions on the website.
5. The team who finishes first is the winner.

Learners can test their knowledge of which items can be recycled for homework by playing the game: <https://www.recycleright.co.nz/>.

2. Rubbish and Recycling Scavenger Hunt

Website Scavenger Hunt

Log on to Auckland Council's website and answer these questions:

<https://www.aucklandcouncil.govt.nz/rubbish-recycling/Pages/default.aspx>

1. Find your next rubbish, recycling, and food scraps bin collection dates.
2. What is the latest time your rubbish should be put out?
3. What happens to your rubbish collection if there is a public holiday that week?
4. What can you do if your rubbish is not collected?
5. What can you do if you lose or damage your wheelie bin?
6. Can you put a juice carton in the recycling bin?
7. Is it ok to put a broken drinking glass in the recycling bin?
8. How should you dispose of lids from recycled bottles and containers?
9. Can you put tea bags in your food scraps bin?
10. What should you do with garden waste?
11. What can you do with an empty paint tin?
12. How can you book an inorganic collection?
13. Can you put your inorganic waste on the grass berm outside your home?

3. The Journey of a Lollipop Wrapper to Landfill – Sequence Story / Group Writing Activity

Teacher Notes

Objective: Learners will be able to discuss what happens to their waste after they throw it away

Lesson Link: Follows on from lessons about landfills and Auckland Council’s waste issues

Skills Reading, writing, listening, speaking

Time 30 minutes, approx.

Level All levels

Materials:

- 1 set of cut and jumbled cards of the text *The Journey of a Lollipop Wrapper* for each pair of learners

Method:

1. Divide students into pairs.
2. Give each pair a set of cut and jumbled sentence cards.
3. Pairs put the cards in the right order to complete the sequence of a lollipop wrapper’s journey from home to landfill.
4. Allow learners to check and correct their work with copies of the text.

Variation for higher levels:

1. Divide students into pairs.
2. Tell learners there are 14 steps a lollipop wrapper will take on its journey to landfill.
3. Write the numbers 1 to 14 on the whiteboard and tell learners they are going to describe the typical journey their lollipop wrapper will take from the time they unwrap it using a set of key words.
4. Write the keywords shown in **bold** in the original text (p14) next to each number on the whiteboard.
5. Give an example of how the keywords for number 1 can be joined to make the first sentence of the text.
6. Learners in pairs use the keywords to write sentences to tell the story of the lollipop wrapper’s journey.
7. Pairs compare their texts with each other and with the original and discuss any differences.

3. The Journey of a Lollipop Wrapper to Landfill

Story Sequencing Cards

Adapted from [The Journey: Lollipop to Landfill | LEARNZ](#)

<p>You throw your lollipop wrapper into the kitchen bin at home.</p>	<p>You empty your kitchen bin into your wheelie bin.</p>	<p>You put the wheelie bin out at the kerbside.</p>
<p>Your wheelie bin is emptied into the rubbish truck.</p>	<p>The rubbish truck transports the rubbish to a transfer station.</p>	<p>The truck dumps the rubbish in a big bay of rubbish at the transfer station.</p>
<p>The rubbish is compacted.</p>	<p>Compacted rubbish is transported to a landfill in a big truck.</p>	<p>At the landfill, the rubbish is dumped into a big hole in the ground.</p>
<p>More rubbish is dumped on top of your lollipop wrapper until the hole is full.</p>	<p>The rubbish is compacted again.</p>	<p>When the hole is full of compacted rubbish, it is covered and sealed.</p>
<p>Grass is planted over the hole.</p>	<p>Your lollipop wrapper will take between 5 and 1000 years to break down in the landfill, depending on the kind of material it is made of.</p>	

3. The Journey of a Lollipop Wrapper to Landfill

Text *The journey of a lollipop wrapper to landfill*

(adapted from [The Journey: Lollipop to Landfill | LEARNZ](#))

A typical journey of a lollipop wrapper to landfill might look like this:

1. You unwrap your lollipop and **throw** the wrapper into the **kitchen bin** at home.
2. You **empty** your kitchen bin into your **wheelie bin**.
3. You put the wheelie bin out at the **kerbside** on your rubbish **collection day**.
4. The **rubbish truck** picks up your wheelie bin and **empties** your rubbish into the truck.
5. The rubbish truck **transports** your rubbish to a **transfer station**.
6. The truck **empties** the rubbish in a big 'bay' of rubbish at the **transfer station**.
7. The **rubbish** is **compacted**.
8. Compacted rubbish is **transported** in a big covered truck to a **landfill** site.
9. At the landfill, the rubbish is **dumped** into a big **hole** in the ground. The hole is lined with **plastic** to prevent poisons from the rubbish leaching into the soil.
10. **More** rubbish is dumped on top of your lollipop wrapper until the hole is **full**.
11. The rubbish is **compacted again**.
12. When the hole is **full** of compacted rubbish, it is covered and **sealed**.
13. **Grass** is **planted** over the hole.
14. Your lollipop wrapper will **take** between 5 and 1000 years to **break down** in the landfill, depending on the kind of material it is made of.

4. How long things take to break down in landfill – Matching Task

Teacher Notes

Objective: Learners will be aware of how their lifestyles contribute to Auckland’s waste issues

Lesson Link: Follows on from lessons about landfills, Auckland’s waste issues and the 2040 Zero Waste target

Skills Speaking

Time 30 minutes, approx.

Level All levels

Materials:

- 1 copy of the worksheet *How long things take to break down in landfill* for each pair of learners
- Any items of rubbish you can see in the classroom that students have thrown away, e.g. food wrappers, paper towels, banana skins, takeaway coffee cups, etc.

Method:

1. Learners guess how long some rubbish items might take to decompose if they are sent to landfill.
2. Hand out a copy of the worksheet to each pair of learners.
3. Learners discuss with their partner and try to match the item with the length of time it takes to break down.
4. Learners can check their answers against the answer sheet.
5. Talk about any surprises.

4. How long things take to break down in landfill

Guess and Match Worksheet

How long do you think these items take to break down in landfill?

Adapted from Auckland Council. (2021). *Date ranges: how long things take to break down in landfill*. Waste Solutions | Infrastructure and Environmental Services.

- **Work with your partner. Talk about how long you think the items in Column A take to break down in landfill.**
- **Draw a line to match the items with the correct times in Column B**

A. ITEM	B. TIME TO BREAK DOWN
1. Aluminium cans	a. 2 months (in water)
2. Apple core	b. Up to 2 years
3. Cardboard box	c. 200 – 500 years
4. Cigarette butts	d. Between 20 – 1,000 years
5. Disposable nappy	e. 2 months (in water)
6. Fishing line	f. Forever
7. Glass bottles	g. Up to 10 years
8. Leather	h. 5 years
9. Nylon fabric	i. 500 years (in water)
10. Orange or banana peel	j. 20 – 30 years
11. Plastic bags	k. 600 years (in water)
12. Plastic bottles	l. 450 years
13. Plastic-coated paper	m. Forever
14. Plastic film containers	n. Forever
15. Plastic six-pack holders	o. Up to 50 years
16. Styrofoam	p. 50 years
17. Tin cans	q. 30 – 40 years
18. Wool socks	r. 1 – 5 years

4. How long things take to break down in landfill

Answers

Adapted from Auckland Council. (2021). *Date ranges: how long things take to break down in landfill*. Waste Solutions | Infrastructure and Environmental Services.

ARTICLE	TIME TO BREAK DOWN
1. Aluminium cans	c. 200 – 500 years
2. Apple core	a. 2 months (in water)
3. Cardboard box	e. 2 months (in water)
4. Cigarette butts	g. Up to 10 years
5. Disposable nappy	i. 500 years (in water)
6. Fishing line	k. 600 years (in water)
7. Glass bottles	m. Forever
8. Leather	o. Up to 50 years
9. Nylon fabric	q. 30 – 40 years
10. Orange or banana peel	b. Up to 2 years
11. Plastic bags	d. Between 20 – 1,000 years
12. Plastic bottles	n. Forever
13. Plastic-coated paper	h. 5 years
14. Plastic film containers	j. 20 – 30 years
15. Plastic six-pack holders	l. 450 years
16. Styrofoam	f. Forever
17. Tin cans	p. 50 years
18. Wool socks	r. 1 – 5 years

5. Excessive Packaging – Talking Points

Teacher Notes

Conversation Topic

Objective:

- Learners will be able to discuss the excessive use of packaging in Auckland supermarkets
- Learners will be able to make shopping decisions that reduce the amount of packaging and food waste they produce

Lesson Link: Use as additional talking points for discussing Auckland’s waste problems and the Council’s 2040 Zero Waste target.

Skills: Conversation

Time: 30 minutes, approx.

Level: Pre-intermediate and above

Materials:

- Cut out some pictures of food products from supermarket flyers
- If you don’t want to print pictures, or you are teaching online, you could project, or ask learners to look at this week’s New World weekly mailer, especially the produce sections https://www.newworld.co.nz/mailer?c=26th-february-3rd-march-2024-1&page=10-11&_ga=GA1.3.306686577.1708914978&_gid=GA1.3.381096337.1708914978&rollupGA_gid=GA1.3.1061365917.1708914978

Method:

1. Elicit the name of some of the food items on the flyers, and discuss which items include plastic in their packaging.
2. Clarify meaning and pronunciation of any new vocabulary items.
3. Learners in groups of 3 discuss their opinions on the packaging of the above items:
 - Is it necessary?
 - How does it affect the price of the item?
 - How can you dispose of the packaging?
 - Why does the supermarket do it?
 - What alternative packaging could the supermarket use?
 - How can we encourage supermarkets to use less packaging?
 - What changes could you make to the amount of packaging you throw away each week?
4. Feedback with whole class. Groups select one person to report their answers to the class.
5. Teacher compiles a list of suggestions for change on whiteboard (final question).
6. Learners choose one suggestion from the list to make a change to their lifestyle.

6. Reduce packaging waste by buying food in bulk – Running Dictation

Teacher Notes

Objective: Learners will be aware of how their shopping choices contribute to Auckland’s waste issues

Lesson Link: Follows Resource 5, *Excessive Packaging*

Skills Reading, writing, listening, speaking

Time 30 minutes, approx.

Level All levels

Materials: 2-3 copies of the Running dictation text, *The Benefits of Bulk Buying Food* displayed on the walls around the classroom

Method:

1. Divide students into pairs – one partner is the ‘runner’ and the other partner is the ‘writer’.
2. Writers sit at their desks with pen and paper.
3. Runners study a copy of the displayed text and memorise as much as they can. They then return to their partner and whisper as much as they can remember to their partner/writer. The writer writes it down, asking for clarification and spelling if necessary. This continues until they have recorded the entire text.
4. Students should reproduce the text exactly as it is displayed, including punctuation and spelling. The first group to finish with a correct text is the winner.
5. Allow learners to check and correct their work with the original text.

Variations:

1. For **lower levels** display the five headings on the whiteboard before you begin the activity to give learners a point of reference for each section of the dictation.
2. For **higher levels** jumble the headings and the matching paragraphs, and have learners match the headings to each paragraph once they have completed recording the text.

6. Reduce packaging waste by buying food in bulk – Running Dictation

Running dictation text: The Benefits of Bulk Buying Food

adapted from <https://thesourcebulkfoods.co.uk/blogs/zero-waste/benefits-of-buying-bulk-foods>

1. Less packaging = less waste

You can reduce packaging waste by buying food in bulk. Take your own containers to the shop and fill them each time you buy bulk food.

2. Reduce transport miles

Large containers of bulk food take up less space on a truck than a lot of individual packages, so trucks don't need to take as many trips.

3. Save money

Bulk food is cheaper than packaged food because you don't have to pay for packaging. All you have to pay for is the product.

4. Food is fresher

You can buy exactly the amount of food that you need. This means you won't have half-used packets of leftover food going stale in your pantry.

5. Sustainability

The production of packaging harms the environment and contributes to climate change. Plastic waste is choking our oceans and killing our planet. Say no to plastic and packaging and yes to saving Planet Earth.

7. Standardised Kerbside Recycling – Disappearing Text

Teacher Notes

Objective:

- Learners will be able to discuss which items should be recycled
- Learners will be able to recycle correctly

Lesson Link: Use after *Can it go in the recycling?*

Skills: Speaking, writing

Time: 30 minutes, approx.

Level: All levels

Materials: Short text *Standardised Kerbside Recycling* extracted from <https://www.nzherald.co.nz/nz/standardised-kerbside-recycling-to-come-into-effect-from-tomorrow-what-you-can-no-longer-chuck-into-your-recycling/VKUKRT3S3JCLLBYBxBGZXMDRTU/#:~:text=From%20February%2C%20all%20district%20and,5%20in%20their%20recycling%20collections>

Method:

1. Write the extract from the NZ Herald article on the whiteboard (before the class starts if possible). Make sure no one takes a photo of it at this stage.
2. Read the text aloud with the students.
3. Erase every fifth word from the text and draw a line to indicate each missing word.
4. Ask one learner to read the text again, supplying the missing words from memory.
5. Erase every fifth word from the remaining text.
6. Ask another learner to read the entire text, supplying all of the missing words from memory.
7. Continue this way until most of the text has gone, or learners can no longer remember the missing words.
8. Learners in pairs write the entire text from memory.

Learners can test their knowledge of which items can be recycled for homework by playing the game: <https://www.recycleright.co.nz/>.

7. Standardised Kerbside Recycling – Disappearing Text

Disappearing Text

Extracted from: <https://www.nzherald.co.nz/nz/standardised-kerbside-recycling-to-come-into-effect-from-tomorrow-what-you-can-no-longer-chuck-into-your-recycling/VKUKRT3S3JCLLYBXXBGZXMDRTU/#:~:text=From%20February%2C%20all%20district%20and,5%20in%20their%20recycling%20collections> accessed on 1 March 2024.

“Auckland Council now accepts only glass bottles and jars, cans, paper and cardboard (including pizza boxes), and plastics numbered 1, 2 and 5 in their recycling collections.

Plastics 1, 2 and 5 include milk, soft drink and juice bottles, large yoghurt containers, 2L hard ice cream containers, cream cheese, sour cream and cottage cheese containers, some dip containers, and some squeeze bottles. It also includes meat trays and some takeaway containers.

By only putting the right recyclable items into our bins, we are helping increase the quality of materials collected for recycling, which in turn reduces disposal costs.

Reducing the use of single-use items is the best way to reduce waste, and following that, it is recycling right. This change is an important step along the path to Auckland’s goal of zero waste by 2040.”

8. What happens to your recycling – Video

Teacher Notes

Objective: Learners will be able to discuss what happens to their recycling after it leaves their home

Lesson Link: Use after *Recycle Right*.

Skills: Listen for specific information

Time: 30 minutes, approx.

Level: Pre-intermediate and above

Materials:

- Video <https://www.youtube.com/watch?v=RXlpUbp5oaw&t=7s>
- 1 copy of the question sheet *Resource 8* for each learner
Matches ***Student Book Worksheet #6***

Method:

1. Ask learners if they know what happens to their recycling once it leaves their home.
2. Play the video through once and see if it matches their predictions.
3. Hand out the question sheet and clarify the questions.
4. Play the video again while learners write the answers to each question.
5. Learners check their answers with their partner, before feedback with the whole class.
6. Play the video as many times as learners need to answer the questions.

8. What happens to your recycling – Video

Questions

Watch the video and answer the questions:

<https://www.youtube.com/watch?v=RXlpUbp5oaw&t=7s>

1. How can we stop household packaging waste going to landfill?
2. How does the recycling collection truck make space for more recycling to be dropped in from the top?
3. Where is the recycling taken after it is collected from your kerbside?
4. What happens to *commingled* recycling so that it can be re-used?
5. What is MRF (pronounced Merf)?
6. Approximately how many truck deliveries arrive at Visy every day?
7. How does the recycling get inside the facility?
8. What is 'pre-sort'?
9. What are the different material types of recyclables?
10. How is recyclable glass treated?
11. What are 'ballistic separators'?
12. How are steel items extracted?
13. Should you flatten drink cans before putting them into your recycling bin? Why/not?
14. Do all plastics go through the sorting machine together?
15. Does glass get sorted into bales for recycling?

8. What happens to your recycling – Video

Suggested Answers

<https://www.youtube.com/watch?v=RXlpUbp5oaw&t=7s>

1. How can we stop household packaging waste going to landfill?
Recycle using your kerbside wheelie bin.
2. How does the recycling collection truck make space for more recycling to be dropped in from the top?
Items collected at the kerbside are compacted by a turning arm-like mechanism inside the truck to make more space.
3. Where is the recycling taken after it is collected from your kerbside?
Visy Recycling in Onehunga for sorting.
4. What happens to *commingled* recycling so that it can be re-used?
It is separated into individual material streams.
5. What is MRF (pronounced Merf)?
A materials recovery facility.
6. Approximately how many truck deliveries arrive at Visy every day?
200+
7. How does the recycling get inside the sorting building?
Loader driver scoops it up and tips it onto a conveyor which takes it inside the building.
8. What is 'pre-sort'?
A team of sorters manually pull non-recyclable items off the conveyor.
9. What are the different material types of recyclables?
Glass, paper and cardboard, aluminium, steel, and plastics.
10. How is recyclable glass treated?
It is intentionally broken up, falls through the shafts, and then goes for further sorting in the glass recycling plant.
11. What are 'ballistic separators'?
Steep screens that sort paper from heavier items. Paper is flicked to the top while heavier items fall off at the bottom.
12. How are steel items extracted?
They are picked up by a huge magnet and pushed onto another conveyor.
13. Should you flatten drink cans before putting them into your recycling bin? Why/not?
No. They need to be three-dimensional so that the Eddy Current sorting can work well.
14. Do all plastics go through the sorting machine together?
An optical sorting machine reads the plastic type and separates them as they pass through.
15. Does glass get sorted into bales for recycling?
No. It can't be baled. It is kept in holding bunkers until it's ready to be taken away for local reprocessing.

9. Turning food waste into power – Reading

Teacher Notes

Turning Food Scraps into Clean Energy for Auckland’s Future

Extract from: <https://ourauckland.aucklandcouncil.govt.nz/news/2023/05/turning-food-scraps-into-clean-energy-for-auckland-s-future/>

Objective:

- Learners will be able to reduce the amount of food waste they send to landfill
- Learners will be aware of how their food scraps can be turned into clean energy

Lesson Link: Follows on from lessons relating to rubbish, recycling, and food scraps collections.

Skills: Reading, speaking

Time: 30 minutes approx.

Level: Intermediate and above

Materials: 1 copy of Resource 9, *Turning food waste into power* for each learner
Matches ***Student Book Worksheet #7***

Method:

1. Learners in groups discuss:
 - a. How do you dispose of your food waste?
 - b. How do you dispose of bones and fat trimmings?
 - c. How much food do you waste every week?
2. One person from each group reports back to class.
3. Learners read the text and answer the questions, then check their answers together. They need to read the complete article in order to answer the questions.
4. Answers to reading:
 - 1) No, it will complement it. It will take things that can't be disposed of in home composts, such as meat, bones, mouldy bread, shellfish and dairy scraps.
 - 2) No, the food scraps will be transported in trucks that have previously delivered construction materials to Auckland from Taupō that would have previously returned empty.
 - 3) It sits around for approx. 70 days and is broken down by bacteria to produce biogas and liquid fertiliser.
 - 4) The gas is used to heat nearby T&G's tomato greenhouses.
 - 5) The liquid fertiliser produced is applied to nearby farms and crops as a replacement for imported fertiliser.
5. Feedback whole class.

9. Turning food waste into power

Reading

Read the extract from a news release about Auckland Council’s kerbside food scraps collection and answer these questions:

1. Will the food scraps collection replace home composting?
2. Will there be an increase in the number of trucks travelling to and from Auckland to collect and remove Auckland’s food scraps?
3. What happens to the ‘soup’ made from blended food scraps while it sits in a digester?
4. What happens to the energy produced by anaerobic digestion at the Ecogas Reporoa plant?
5. What happens to the liquid fertiliser produced by anaerobic digestion at the Ecogas Reporoa plant?

Turning food scraps into clean energy for Auckland’s future

Extract from: <https://ourauckland.aucklandcouncil.govt.nz/news/2023/05/turning-food-scrap-into-clean-energy-for-auckland-s-future/>

Your apple cores and stale bread are a valuable resource, and taking climate action can now be as easy as putting these *rukenga kai* (food scraps) into a separate bin. Auckland Council’s new food scraps collection service is turning waste into renewable energy and liquid fertiliser.

The new kerbside collection service complements home composting. It can take things that you might not want in your home compost bin, like meat, bones, mouldy bread, shellfish and dairy scraps.

The food scraps bins go out weekly, on your council collection day. The small bins are emptied into waste collection vehicles and the food scraps are transported to a facility in Papakura before being combined in trucks bound for the *Ecogas* food waste-to-bioenergy facility at Reporoa.



These trucks have previously carried gravel to Auckland from Taupō and, rather than returning to Taupō empty, they make the trip back south carrying food scraps.

Once delivered to the Reporoa *Ecogas* plant, the food scraps are blended up into a thick, chunky ‘soup.’ This soup is then fed into large tanks, called digesters, where the food waste sits for around 70 days, allowing bacteria to break down the soup into valuable biogas and liquid fertiliser.

The *Ecogas* plant is ideally located for making the most of the biogas and liquid fertiliser it produces. The gas heats nearby T&G’s tomato greenhouses. This means your food scraps, which would otherwise end up being wasted and producing greenhouse gases in landfill, are being used to grow more food.

Meanwhile, the liquid fertiliser is applied to nearby farms and crops as an alternative to imported fertiliser. The national gas grid also passes close by the plant. Next year, *Ecogas* plans to inject biogas directly into the national grid.

HOW FOOD SCRAPS PROCESSING WORKS



The idea to use anaerobic digestion at scale has been in the works for around seven years, so the rollout of the food scraps collection service is a landmark for Auckland’s action on climate. Dr Alzbeta Bouskova Houghton, the general manager of *Ecogas*, couldn’t be more excited to see Aucklanders get onboard with food scraps collection.

“Our whole premise has been based on the idea of closing the food and energy loops for a sustainable future, and we are inching towards that goal one truck load at a time.”

10. Kerbside Food Scraps Collection – Quiz

Teacher Notes

Objective:

- Learners will be able to reduce the amount of waste they send to landfill
- Learners will be able to use Auckland Council’s kerbside food scraps collection

Lesson Link: Follows on from rubbish, recycling and food scraps collections.

Skills: Reading, listening, speaking

Time: 30 mins approx.

Level: All levels

Materials:

- 1 copy of the Auckland Council flyer <https://www.aucklandcouncil.govt.nz/rubbish-recycling/Documents/food-scraps-collection-service.pdf> for each pair of learners
- 1 copy of the **quiz sheet** for each pair of learners **pre-intermediate +**
- 1 copy of the **True/False quiz** for each pair of **lower level** learners
Matches ***Student Book Worksheet #8***

Method:

1. Give each pair of learners a copy of the Auckland Council food scraps flyer (or get them to look at it online if you do not wish to print it out) and a copy of the appropriate question /quiz worksheet for their level.
2. Learners take turns asking and answering the questions/quiz with their partner from the information on the flyer.
3. Class feedback.

Variation for higher levels

1. Dictate the concept questions before you show the learners the flyer.
2. Learners listen and write the questions to ask and answer with their partner.
3. Hand around, or project, a copy of the question sheet for learners to check they have written the questions correctly.
4. Give each pair of learners a copy of the Auckland Council Waste Solutions flyer (or get them to look at it online if you do not wish to print it out).
5. Pairs take turns asking and answering the questions from the information on the flyer.

10. Kerbside Food Scraps Collection – Quiz

Quiz – Pre-intermediate +

1. Look at the Auckland Council Waste Solutions flyer:

<https://www.aucklandcouncil.govt.nz/rubbish-recycling/Documents/food-scrap-collection-service.pdf>

2. Take turns with your partner asking and answering the questions below.



How to use Auckland Council's kerbside food scraps collection:

1. What can I put in my kitchen caddy?
2. Can garden waste go in my food scraps bin?
3. When will my food scraps bin be collected?
4. Who pays for the food scraps service?
5. What can I do to stop my bin getting smelly?
6. Can I use compostable bags and bin liners that I buy at the supermarket in my food scraps bin?
7. Do I still need to reduce leftovers and compost my waste if I have a food scraps bin?

10. Kerbside Food Scraps Collection – Quiz

Answers for Pre-intermediate +

1. Look at the Auckland Council flyer:

<https://www.aucklandcouncil.govt.nz/rubbish-recycling/Documents/food-scrap-collection-service.pdf>



2. Take turns with your partner asking and answering the questions below.

1. What can I put in my kitchen caddy?

All food scraps including mouldy bread, dairy products, meat and fish bones and meat trimmings; tea leaves and coffee grounds; indoor cut flowers.

2. Can garden waste go in my food scraps bin?

No.

3. When will my food scraps bin be collected?

Weekly, on your usual rubbish day.

4. Who pays for the food scraps service?

It is paid through a targeted rate to all households in your neighbourhood.

5. What can I do to stop my bin getting smelly?

Line the caddy with an Auckland Council bin liner or newspaper to absorb liquid. Store your scraps in the fridge or freezer until rubbish day. Wrap food scraps in an Auckland Council bin liner or newspaper. Put your bin out every week even if it's not full.

6. Can I use compostable bags and bin liners that I buy at the supermarket in my food scraps bin?

You should use the official Auckland Council bin liners. These are available at your local supermarkets, council service centres and libraries. Other compostable bags and packaging can't go into the food scraps bin because they take longer to break down than food scraps.

7. Do I still need to reduce leftovers and compost my waste if I have a food scraps bin?

Yes. The food scraps service is complementary to reducing leftovers and composting. It is still important to reduce food waste. The food scraps collection is especially useful for disposing of food scraps that are not suitable for composting, e.g. large meat bones and trimmings.

10. Kerbside Food Scraps Collection – Quiz

Elementary Quiz

1. Look at the Auckland Council flyer:

<https://www.aucklandcouncil.govt.nz/rubbish-recycling/Documents/food-scraps-collection-service.pdf>

2. Take turns with your partner asking and answering the questions below.



- | | | |
|---|------------------------------------|-------------------------|
| 1. You can put fish bones into your kitchen caddy. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 2. Flowers and weeds from your garden can go in your food scraps bin. | <input type="radio"/> T | <input type="radio"/> F |
| 3. Your food scraps bin is collected weekly on the same day as your rubbish collection. | <input type="radio"/> T | <input type="radio"/> F |
| 4. You have to pay every time you put out your food scraps bin. | <input type="radio"/> T | <input type="radio"/> F |
| 5. You can use plastic bags to line your kitchen caddy. | <input type="radio"/> T | <input type="radio"/> F |
| 6. It's a good idea to store your food scraps in the freezer until your rubbish collection day. | <input type="radio"/> T | <input type="radio"/> F |
| 7. Using the food scraps bin saves you money. | <input type="radio"/> T | <input type="radio"/> F |
| 8. The food scraps collection replaces composting. | <input type="radio"/> T | <input type="radio"/> F |

10. Kerbside Food Scraps Collection – Quiz

Elementary Quiz Answers

1. You can put fish bones into your kitchen caddy. (T) F
2. Flowers and weeds from your garden can go in your food scraps bin.
You can put indoor cut flowers into your bin, but not garden waste. T (F)
3. Your food scraps bin is collected weekly on the same day as your rubbish collection. (T) F
4. You have to pay every time you put out your food scraps bin.
All households are charged a targeted rate to pay for the service whether or not you use it. T (F)
5. You can use plastic bin liners to line your kitchen caddy.
You should only use the official Auckland Council compostable bin liners or newspaper. Bin liners are available at your local supermarkets, council service centres and libraries. T (F)
6. It's a good idea to store your food scraps in the freezer until your rubbish collection day. (T) F
7. Using the food scraps bin saves you money. (T) F
8. The food scraps collection replaces composting.
The food scraps service is complementary to reducing leftovers and composting. It is especially useful for disposing of food scraps that are not suitable for composting, e.g. large meat bones and trimmings. T (F)

11. Soft Plastics Recycling – Listening and Reconstruction

Teacher Notes

Objective: Learners will be able to recycle soft plastics correctly

Lesson Link: Follows on from lessons about excessive packaging

Skills: Listening, speaking, writing

Time: 30 minutes, approx

Level: Intermediate and above

Materials: Listening text *Soft Plastic Recycling in New Zealand*
<https://eslnews.org.nz/?p=9493>

Method:

1. Students listen to the audio text, *Soft Plastic Recycling in New Zealand* from <https://eslnews.org.nz/?p=9493>. Don't show them the text at this stage.
2. Second listening: Learners jot down key words as they listen.
3. In pairs, learners reconstruct the entire text from their key words. They do not need to reproduce the audio text in the speaker's exact words. They just need to reconstruct the meaning.
4. When they have finished reconstructing their texts, let them compare what they have written with another pair of students.
5. Play the text a final time so that they can check their reconstruction against the audio.
6. Feedback around the classroom, asking each pair to contribute one paragraph. Do the other learners agree with their interpretation?
7. Hand out, or show, the written version of the text for learners to compare with their own.
8. Follow up this activity with Resource 12, *Is this Soft Plastic?*

Homework exercise

Refer learners to the website: <https://www.recycling.kiwi.nz/store-locator>

- Learners find their nearest soft plastic recycling centre and report back to class.

11. Soft Plastics Recycling – Listening and Reconstruction

Listening Text

Soft Plastic Recycling in New Zealand

Cassidy, M. (2018). *Soft plastic recycling in New Zealand*. ESL News New Zealand. Accessed 5 March 2024 <<https://eslnews.org.nz/?p=9493>>

“If you are living in New Zealand, you may have noticed that only a few things can go into your recycling bin on rubbish collection days. Plastic bottles, paper, glass and cans can all be put in the recycling, but not soft plastic wrapping, such as plastic bags, because they are difficult to recycle.

The Packaging Forum is a group led by New Zealand businesses to promote recycling. They are responsible for an initiative called The Soft Plastic Recycling Scheme which has been supporting small companies to put soft plastics to use.

One of these businesses, called Future Post, has started making fence posts from milk bottles and soft plastics with the support of New Zealand dairy exporter Fonterra. Another company, Second Life Plastics in Levin, is using soft plastic to manufacture ducting for cables.

However, collection of soft plastics is not done through the weekly rubbish collection. If you want to help with this recycling, you will need to bring your soft plastic waste to a recycling collection point at your supermarket or The Warehouse.”

12. Soft Plastics Recycling – Is this Soft Plastic?

Teacher Notes

Objective: Learners will be able to recycle soft plastic correctly

Lesson Link: Follows on from Resource 11 *Soft Plastics Recycling*.

Skills: Listening, speaking

Time: 30 minutes, approx.

Level: All levels

Materials:

- 1 set of cut and jumbled cards *Is This Soft Plastic?* for each group of 3 students
 - 1 copy of *Yes please, No thank you!* board for each group of 3 students
- Matches **Student Book Worksheet #10**

Method:

1. Divide students into groups of 3.
2. Give each group a set of cut and jumbled cards, *Is This Soft Plastic?* and a *Yes please, No thank you!* board.
3. Learners work in groups and decide whether or not the various items can go in a soft plastic recycling bin.
4. When all groups have finished, they can check their work with a copy of the right answers.
5. Follow up this activity with Resource 13 *Recycling Soft Plastics Dos and Don'ts*.

Variations:

Bring different plastic items from home, do the scrunch test and put the items into two categories: Yes please! and No thanks!

Extra Activities:










Refer learners to the website: <https://www.recycling.kiwi.nz/store-locator>

- Learners find their nearest soft plastic recycling centre and report back to class.

12. Soft Plastics Recycling – Is this Soft Plastic?

Soft Plastics Categorising Cards

Activity adapted from: [Soft Plastics Recycling | Turning Soft Plastics Into New Products](#)

		
bread bags	plastic carrier bags	compostable bags
		
bubble wrap	frozen vegetable bags	bread bag tags
		
cooked rotisserie chicken bag	shrink wrap packaging	glad wrap



reusable shopping bags



plastic-lined foil packaging



chip bags



'Redcycle' bags



pasta bag



muesli bar wrappers



plastic biscuit tray



disposable gloves



toilet paper packaging

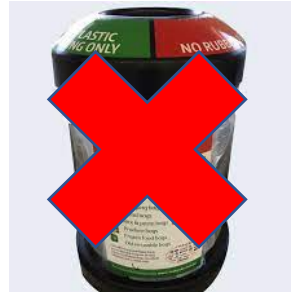
12. Is this Soft Plastic?

Yes please! No thank you! Sorting Board

Yes please!



No thank you!



12. Is this Soft Plastic?

Yes please! No thank you! Sorting Board

Answers

Yes please!



1. Plastic carrier bags
2. Frozen vegetable bags
3. Bubble wrap
4. Glad wrap (must be clean)
5. Muesli bar wrappers
6. Rice and pasta bags
7. Chip packets
8. Toilet paper packaging
9. Bread bags

No thank you!



1. Compostable bags
2. Disposable gloves
3. Re-usable shopping bags
4. 'Redcycle' bags
5. Cooked rotisserie chicken bag (the grease will contaminate other items in the bin).
6. Plastic biscuit tray
7. Bread bag tags
8. Shrink wrap packaging
9. Plastic lined foil packaging

13. How to Reduce Food Waste – Rethink what’s edible

Teacher Notes

Objective: Learners will be able to reduce the amount of food they waste

Lesson Link: Introduce learners to the concepts of Love Food Hate Waste; prepare for a Love Food Hate Waste workshop.

Skills: Speaking

Time: 30 minutes approx.

Level: All levels

Materials:

- Supermarket flyers of fresh fruit and vegetables / real fresh fruit and vegetables / pictures of fresh fruit and vegetables
- 1 copy of the Resource 13 sorting worksheet *Parts of food I eat*
Matches **Student Book Worksheet #11**

Method:

1. Divide learners into groups of 3-4.
2. Give each group a set of supermarket food flyers / pictures of different food items / real food items and the worksheet *Parts of food I eat*.
3. Groups discuss the food items and their edible parts and list them in the appropriate column on the worksheet. Some foods will go into more than one column.
4. Groups compare their lists with each other to find any surprising items in their classmates' lists.

13. How to Reduce Food Waste – Rethink what’s edible

Sorting Worksheet: Parts of Food I Eat

1. Which parts of food do you eat? Write them in the table below.

Roots	Stems	Leaves
Flowers	Fruit	Seeds

2. Compare your list with your classmates. Do you agree with them?

14. From tree to lunchbox – the journey of an apple

Teacher Notes

- Objective:** Learners will be able to discuss the negative effects of food waste on the environment
- Lesson Link:** Follows on from Resource 13 *Re-think what's edible*; prepare for a Love Food Hate Waste workshop.
- Skills:** Speaking
- Time:** 40 mins approx.
- Level:** All levels
- Materials:** an apple
1 set of picture cards for each pair of learners, separated into pictures and titles
1 enlarged set of picture cards for eliciting vocabulary
1 set of information cards for each pair or learners
Matches ***Student Book Worksheet #12***

Method:

1. Show learners an apple. Discuss:
 - Where did the apple come from originally? (*a tree*).
 - What steps did it take to get from the tree to my bag?
 - Why is it bad if I throw it in the rubbish?
2. Display (or project) enlarged pictures of the picture cards. Elicit, feed in, and clarify necessary vocabulary, e.g.
 - Fertiliser, pesticides, chemicals, harvest, grading, forklift, fumes, greenhouse gases, climate change, methane, display, bruised
3. Hand out the picture cards and the picture titles.
4. Learners in pairs match the titles to the pictures.
5. Pairs put the cards in order of the apple's journey from the tree to lunch box and landfill.
6. Pairs brainstorm the people and resources that are involved at each step of the apple's journey.
7. Hand out the information cards – learners match them with their picture, and check their answers with the information on the cards.

Extra / homework activity:

Learners write in their own words about the apple's journey and the resources involved.

14. From tree to lunchbox – the journey of an apple

Picture and Title Cards

Love Food Hate Waste New Zealand. (2017). *Teach students how to waste less food.* <<https://lovefoodhatewaste.co.nz/food-waste-lesson-plans/>>

		
The grower	The picker	The grader
		
The packer	The forklift	The truckdriver
		
The supermarket	Prepare my lunchbox	My lunch
		
Disposal		

14. From tree to lunchbox – the journey of an apple

Information Cards adapted from Love Food Hate Waste New Zealand. (2017). *Teach students how to waste less food.*

<https://lovefoodhatewaste.co.nz/food-waste-lesson-plans/>

<p>Growing the trees</p> <ul style="list-style-type: none"> You need land. Sometimes native bush and forest is cut down to make space to grow food. You need water to grow the trees. In some parts of New Zealand water can be scarce in summer time. You need fertiliser. Some fertilisers use valuable resources which are mined out of the ground. You need pesticides. These are chemicals which are used to protect the apples from bugs and insects. 	<p>Harvesting the apples</p> <ul style="list-style-type: none"> You need people to pick the apples. You need ladders to reach the apples. You need containers and bins to put the apples in. You might need a tractor to move the bins. Some apples get wasted at this stage because they are too small or a funny shape, or they have been partially eaten by birds or bugs. 	<p>Grading the apples</p> <ul style="list-style-type: none"> You need people or a machine to grade the apples. Some machines remove that apples that are the wrong shape or size. You need electricity to power the machine. Often apples are wasted at this stage because they are the wrong shape and size and the growers are unable to sell them.
<p>Packing the apples</p> <ul style="list-style-type: none"> You need a machine or people to pack the apples. You need electricity to power the machines. You need boxes and packaging. 	<p>Loading up the apples</p> <ul style="list-style-type: none"> A forklift driver picks up the boxes of apples and loads them onto the truck . You need fuel to drive the forklift. 	<p>Transporting the apples to the supermarket</p> <ul style="list-style-type: none"> You need a truck and a truck driver. You need diesel for the truck. The truck produces fumes which cause greenhouse gases.
<p>The supermarket</p> <ul style="list-style-type: none"> You need people to unload the boxes off the truck and put the apples on display. You need people to operate the checkout. The apples need to be in an air conditioned environment so you need electricity to keep the store cool. Often apples are wasted when they arrive at the supermarket if they have been bumped or bruised. They are also wasted because shoppers only buy the perfect apples and don't buy the ugly ones. 	<p>Prepare my lunchbox</p> <ul style="list-style-type: none"> You need fuel to drive to and from the supermarket. You need money to buy the food. You need a fridge to keep some of the food in, which uses electricity. 	<p>My lunch</p> <ul style="list-style-type: none"> Sometimes we don't eat our apples because they go soft or brown. Or sometimes we only have a few bites and throw away the rest. Our uneaten apples go into the rubbish bin and then to landfill.
<p>Disposal</p> <ul style="list-style-type: none"> The rubbish truck needs a driver to collect the rubbish and take it to landfill. The truck uses fuel. A digger is used to push the rubbish into the right place. Once the apples are in the landfill they start to break down. This releases methane which is a greenhouse gas. It is very bad for the environment. 		

15. Love Food Hate Waste – Save money on your food bill

Teacher Notes

Reading – 9 ways to save money on your food bill

Love Food Hate Waste New Zealand. (2021a). < <https://lovefoodhatewaste.co.nz/9-ways-save-money-food-bill/>>

Objective:

- Learners will be able to reduce the amount of food they waste
- Learners will be aware of how their shopping choices contribute to Auckland’s waste issues.

Lesson Link: Introduce learners to the concepts of Love Food Hate Waste; prepare for a Love Food Hate Waste workshop

Skills: Reading, speaking

Time: 30 minutes approx.

Level: Intermediate and above

Materials: 1 copy of Resource 16 - *9 Ways to save money on your food bill* for each learner
Matches ***Student Book Worksheet #13***

Method:

1. Learners in groups discuss:
 - How much do you think you spend on food each year?
 - How much food do you throw away each week?
 - What kind of food do you usually throw away?
 - How much money do you think the food you throw away costs each week?
2. One person from each group reports back to class
3. Learners read the text and match the headings to the nine tips; check their answers together.
4. Answers to reading:
 - 1 e
 - 2 b
 - 3 g
 - 4 i
 - 5 d
 - 6 f
 - 7 a
 - 8 h
 - 9 c
6. Feedback whole class. Does anybody follow any of the tips already? Will you do anything different after reading the text?

Extra Activity:

Follow up this activity with Resource 16 *Me Too*

15. Save money on your food bill

Reading

9 ways to save money on your food bill

Love Food Hate Waste New Zealand. (2021a). < <https://lovefoodhatewaste.co.nz/9-ways-save-money-food-bill/>>

Match the headings (a-i) to the text below (1-9)

- a. Cook once, eat twice
- b. No matter how small your leftovers are, don't throw them away
- c. Sort out your storage
- d. Eat all of your food
- e. Snap up 'quick-sale' items
- f. But don't eat too much
- g. Raid your fridge regularly
- h. Make the most of your mince
- i. Use your freezer



New Zealand families spend, on average, more than \$10,000 on food each year.

By being smart about how you shop, store, and cook, you can save money. Simply by making sure you eat the food you buy (instead of letting it go to waste) you could save \$500 each year.

Here's Love Food Hate Waste's 9 tips to help you save money on food:

1. _____

Supermarkets often heavily discount food if it is close to its expiry or best before date. This can be a great way to nab some bargains, as most food is fine for a few days past its best before date. Use your senses to check the food is okay. If it has a use by date, then you should cook it immediately or pop it in the freezer. Food can be safely frozen up to the date of its use by date.

2. _____

You may think it's not worth it to keep the last few spoonfuls of something, but it all adds up. Use your leftovers in your next meal, or freeze them until you have enough to make something larger, like a soup or stir-fry. Leftover rice can be used for fried rice, or rice pudding, while vegetables can be used in soups or stews.

3. _____

Plan to have a meal each week where you use up bits and pieces that are in the fridge, pantry, and freezer. The meal may turn out to be a random mixture of things, and you may need to bulk it up with a piece of toast or two, but it will save you the cost of another meal! It will also ensure that you eat your food before it goes off so you don't end up throwing it in the bin.

4. _____

This may sound straightforward, but did you know almost everything can be frozen? If you find yourself making an extra trip to the shop just to buy milk, keep an extra bottle in the freezer. Is there a great two-for-one special at the supermarket? Freeze the second item until you need it. And, if you find your fruit and vegetables tend to go bad before you eat them, partially cook them and store them in the freezer.

5. _____

We don't mean eat all of your food at once, but rather eat all of the food you buy. Are there parts of vegetables that you aren't eating but you could be? Broccoli and cauliflower stalks are edible and are a great way to bulk out a stir-fry or a soup. If you are peeling potatoes to make mashed potatoes, roast the peelings in the oven to make a tasty snack to keep the kids going until dinner is on the table.

6. _____

If you make a recipe intending to have leftovers for the next day, put aside what you need for lunch before you serve the meal. This will ensure that you or your family won't mistakenly eat what you have planned to last two meals all in one go.

7. _____

If you buy a whole chicken or a roast, plan to have two meals from it. For the second meal, shred the remaining meat and use it in a frittata, croquettes, or savoury bread pudding. Keep the carcass or the bones and simmer them with vegetable scraps to make your own stock.

8. _____

Make your mince go further by bulking it out with other ingredients. If you're making a Bolognese, or burritos, you can add in grated carrots or zucchini, chopped celery or mushrooms, or a tin of beans or lentils. This is a great way to use up vegetables that may have gone limp. If you're making meatballs or rissoles, adding breadcrumbs means you'll get more and will help them keep their shape.

9. _____

It's important that you put your food in the right place so that it doesn't spoil. Bread should be kept in the fridge or freezer so it doesn't grow mould. The majority of your apples and other fruit should be kept in your fridge, with just a small selection in the fruit bowl – but keep them away from bananas. Potatoes and onions shouldn't be stored next to each other as they will both go off faster.

While each of these changes are small, if you incorporate them into your life, the savings will soon add up.

16. Love Food Hate Waste – Me Too

Teacher Notes

Me Too – Find 3 things in common

Objective: Learners will be able to reduce the amount of food they waste

Lesson Link: Prepare for a Love Food Hate Waste workshop; follow on from Resource 15 - *9 ways to save money on your food bill*

Skills: Speaking, asking/answering questions

Time: 30 minutes approx.

Level: Pre-intermediate and above

Materials: 1 copy of the worksheet, *Me Too* for each learner
Matches ***Student Book Worksheet #14***

Method:

1. Check learners are familiar with the language for agreeing/disagreeing, e.g. me too, me neither, so do I, I don't, I do, etc.
2. Put learners into groups of 4. Learners ask and answers questions with their group and try to find three things they all have in common. Shared negative answers can also be considered to be something in common.
3. Each group report back what their group members have in common to the whole class. Does the whole class have anything in common?

16. Love Food Hate Waste - Me Too

Me Too!

Find three things in common with your group

Find someone who ...	My answers	Find group members with the same answer (write their names)
has eaten food after its expiry date		
plans their meals for the week before they go shopping		
has thrown away food stored at the back of the fridge because they forgot about it		
has never tried roasted potato skins		
makes their own stock for soups and stews		
has got a great recipe for using up broccoli and cauliflower stalks		
grows their own vegetables		
spent more than \$400 on food last week		
cooks extra food to share with their friends and family		
knows how to make a frittata		

17. How to Reduce Food Waste

Teacher Notes

Reading – Margie’s Story

Objective: Learners will be able to reduce the amount of food waste they send to landfill

Lesson Link: Prepare for a Love Food Hate Waste workshop

Skills: Reading, writing, listening, speaking

Time: 30 mins approx.

Level: Lower levels

Materials: 1 copy of the question sheet and text Resource 17 *Inspirational Stories – Margie’s Story* for each learner

Matches ***Student Book Worksheet #15***

Method:

1. Learners in groups discuss:
 - Who enjoys gardening?
 - What do you grow?
 - What do you do with leftover food that you’ve grown?
2. Hand a copy of *Margie’s Story* to each learner.
3. Learners read the story and answer the questions.
4. Learners check their answers in groups.
5. Answers to reading questions:
 1. Orewa Beach
 2. She adds condiments
 3. She adds them to muffins and freezes them
 4. She roasts potato skins to make chips
 5. it’s cheaper and fresher than buying food at the supermarket
 6. a. We can plant the seeds from the food we eat
b. We can eat parts of food that we usually throw away
c. How to make something out of nothing
d. How to make bland food or leftovers taste wonderful.
6. Class feedback.

Extra activity:

Follow up this activity with Resource 18, *Find someone who ...*

17. How to Reduce Food Waste – Inspirational story

Answer the questions:

Story adapted from: EcoMatters. (2020). *Competitive cook-off sparks garden growth*.
<<https://www.ecomatters.org.nz/blog/competitive-cook-off-sparks-garden-growth/>>

Read the story about Margie’s gardening experience and answer the following questions:

1. Where does Margie live?

.....

2. How does Margie make bland food taste wonderful?

.....

3. What does Margie do with her leftover vegetables?

.....

4. How does Margie use potato skins?

.....

5. Why does Margie think it is good to have your own vegetable garden?

.....

6. Can you make a list of the things Margie learned from the LFHW cooking competition?

a.

b.

c.

d.

17. How to Reduce Food Waste – Inspirational Story

Margie's Story

Story adapted from: EcoMatters. (2020). *Competitive cook-off sparks garden growth*
<https://www.ecomatters.org.nz/blog/competitive-cook-off-sparks-garden-growth/>

Our friends at [Love Food Hate Waste](#) are champions of the Zero Waste project. Their programme helps people understand the value of food and how not to waste it. Here's an inspiring story from someone who attended a Love Food Hate Waste competition.



Margie in her garden adding broken egg shells to nourish the soil



Delicious fried potato and kumara skins

Margie Loftus is a retired Orewa Beach resident.

Margie entered a Love Food Hate Waste cooking competition and learned it is easy to grow food. She learned that we can plant the seeds from food we eat to grow more food. She also learned that we can eat parts of food that we usually throw away.

Now Margie makes chips out of potato skins and has learned to be creative with leftovers. She uses up everything. "If I have some leftover veges I'll add them to muffins and freeze those."

Margie has learned how to make something out of nothing. Now she makes bland food or leftovers taste wonderful by adding condiments.

Margie has grown interested in gardening. She's got spring onions growing in egg cartons and is building up a vege garden.

She only plants things that she can eat. "It's exciting to think I've grown this and now I'm using it." Margie thinks that growing her own food is cheaper and fresher than buying food at the supermarket.

18. How to Reduce Food Waste – Find Someone Who

Teacher Notes

Objective:

- Learners will be able to discuss how to reduce the amount of food waste sent to landfill
- Learners will be able to reduce the amount of food waste they send to landfill

Lesson Link: Follows on from Resource 17 *Inspirational Story*.

Skills: Speaking

Time: 30 mins approx.

Level: Lower levels

Materials: 1 copy of the *Find someone who* worksheet for each learner
Matches ***Student Book Worksheet #16***

Method:

1. Learners write yes/no questions for each item on the worksheet.
2. Practise asking/answering questions in open pairs around the class. Model the kind of response you expect.
3. Learners go around the class asking yes/no questions to each other. When someone answers yes, write their name in the column. Then ask a follow-up question to get more information and write that down in the final column.
4. Each learner reports an interesting piece of information to the class.

18. How to Reduce Food Waste

Find Someone Who ...

Find someone who ...	Name	More information
is good at gardening Q: <i>Are you good at gardening?</i>		
has their own vegetable garden Q:		
is creative in the kitchen Q:		
uses up all their leftovers Q:		
grows vegetables in egg cartons Q:		
has grown vegetables from seeds Q:		
has participated in a cooking competition Q:		
can make new recipes from food leftovers Q:		
<p>Talk about your classmates: e.g. George loves gardening. His vege garden is growing pretty well. Toshi makes new recipes from leftovers. Yesterday, he made muffins for lunch with all the leftovers and veges he had in the back of his fridge ...</p>		

19. Love Food Hate Waste – create a Zero Waste recipe

Teacher Notes

Objective: Learners will be able to reduce the amount of food they waste

Lesson Link: Use after learners have attended a Love Food hate Waste workshop

Skills: Speaking, writing

Time: 1 hour approx.

Level: All levels

Materials:

- 1 copy of the Love Food Hate Waste recipe, *Garlic bread chips* for each pair of learners
- 1 copy of Question Worksheet 19 - *Create your own recipe* for each pair of learners
- 1 copy of the worksheet 19 - *Create your own Zero Waste recipe* for each pair of learners

Matches ***Student Book Worksheet #17***

Method:

1. Learners in pairs study the *Garlic Bread Chips* recipe and answer the questions.
2. Answers:
 1. Bread
 2. 15 minutes
 3. Preheat, place, combine, add, mix, pour, mix, spread, bake, make, combine, mix
 4. Imperative verbs are used to give instructions
 5. Yes, you can slice up the whole slices or the bread ends (crusts) to the same size
 6. Yes, sour cream is optional. You can also use your favourite dip or hummus
 7. 5-7 minutes.
3. Learners create their own recipes using the ingredients listed. They can add whatever ingredients they like to the ones given.
4. Share the recipes with the class and vote for the best. You could even cook them if you have the facilities.

Additional idea:

There is a set of worksheets where learners can match pictures with cooking and kitchen vocabulary at Esflow: <https://esflow.com/kitchens-and-cooking-vocabulary-and-expressions.html>

19. Love Food Hate Waste – Create a Zero Waste Recipe

A recipe for using leftovers

recipe from: Love Food Hate Waste New Zealand. (2021b). *Garlic Bread Chips*.

<<https://lovefoodhatewaste.co.nz/recipes/garlic-bread-chips/>>

Look at this recipe from the Love Food Hate Waste website for using leftover breadcrusts and answer the questions.



Garlic Bread Chips

★★★★☆ 15 votes

Turn your kid's crusts into a snack they will love. Save them in a bag in the freezer until you have enough to make these garlic bread chips.

Serves

4

Preparation Time

15 Minutes

Ingredients

- crusts from 10 slices of bread (about 40 pieces)
- 2 garlic cloves, finely grated
- ¼ cup of oil
- pinch of salt
- ½ cup of sour cream (optional)
- 1 tablespoon of sweet chili sauce (optional)

Method

1. Preheat the oven to 200C.
2. Place the crusts in a wide bowl.
3. Combine the oil with the garlic in a small bowl, then add the salt and mix together.
4. Pour the oil mix over the crusts and gently mix through until all of the crusts are evenly coated.
5. Spread on a baking tray in a single layer.
6. Bake for 5-7 minutes, until toasted and golden.
7. Make the dip. Combine the sour cream and the sweet chili sauce in a bowl and mix thoroughly.

Lightbulb Cooking Tips

- If you don't have enough crusts, you can use whole slices or the bread ends. Just slice into a similar size as the crusts.
- You can season the bread chips with your favourite flavours – spices and dried herbs will work well.
- Serve with your favourite dip or hummus. These are also perfect for serving with soup or soft boiled eggs.

Author



Love Food Hate Waste

Check out the Love Food Hate Waste website for more delicious ways to use up your leftovers
<https://lovefoodhatewaste.co.nz/our-recipes/>

19. Love Food Hate Waste – create a Zero Waste recipe

A recipe for using leftovers - Question Sheet

Look at the recipe for garlic bread chips and answer the questions:

1. What is the main ingredient in this recipe?
2. How long will it take to prepare the bread chips?
3. List the verbs in the method section of the recipe. Check their meaning in your dictionary.
 - 1)
 - 2)
 - 3)
 - 4)
 - 5)
 - 6)
 - 7)
 - 8)
 - 9)
 - 10)
 - 11)
 - 12)
4. Why are the verbs all in the **imperative** form?
5. Can you make this recipe if you only have 20 bread crusts?
6. Can you make this recipe if you don't have any sour cream?
7. How long will it take to bake the bread chips?

19. Love Food Hate Waste – Create a Zero Waste Recipe

Create your own Zero Waste recipe

1. You and your partner have a cup of leftover noodles, some leftover cooked chicken, tofu and some leftover cooked vegetables. Create your own Zero Waste recipe using these ingredients to make a delicious lunch. Add any other ingredients you need.

Created by: _____

Ingredients

Name of recipe

Preparation Time

Number of servings

Method

 **Cooking Tips**

20. Why we should compost - Reading

Teacher Notes

- Objective:** Learners will be able to make waste disposal decisions that reduce the amount of waste they send to landfill
- Lesson Link:** Introduce learners to the concept of composting; prepare for a Compost Collective workshop
- Skills:** Reading, speaking
- Time:** 30 mins approx.
- Level:** Intermediate and above
- Materials:** 1 copy of the text Resource 20 *Why should we compost?*
Matches **Student Book Worksheet #18**

Method:

- Learners discuss how they dispose of their food waste:
 - What do you do with your banana skins? Apple cores? etc.
 - How about a paper towel?
 - Elicit composting as an alternative to landfill and a complement to the Food Scraps Collection.
- Learners read the text from the Compost Collective *Resource 20 - Why we should compost* and answer the questions.
- Learners check their answers in pairs
Answers:
 - 50%
 - It doesn't compost because there is no air in landfill.
 - Leachate is contaminated liquid that is caused by the rotting waste. It needs to be dealt with onsite so that it doesn't pollute our waterways.
 - Landfills release methane, a significant greenhouse gas.
 - It turns kitchen and garden waste into a valuable resource.
- Feedback to class.

20. Why we should compost – Reading

Reading

Read the article *Why we should compost?* and answer the questions:

1. What percentage of Auckland’s household rubbish sent to landfill could have been composted?
2. Why doesn’t the food that goes to landfill just rot away?
3. What is ‘leachate’?
4. What is the relationship between landfills and climate change?
5. How does composting help the environment?

WHY WE SHOULD COMPOST?

Compost Collective. (2021). *Why we should compost?* <<https://compostcollective.org.nz>>

Approximately half of what Auckland households send to landfill is compostable material. 10% is from the garden and a whopping 40% is from the kitchen. This food waste alone weighs in at about 90,000 tonnes each year.

And what a waste it is!

When your food scraps are mixed with other rubbish in the landfill we lose all that valuable nutrient forever.

But it gets worse!

Once buried it doesn’t compost down. Compost needs air and there is no air in landfill. Instead it rots down anaerobically causing problems that then have to be managed.




Liquid from the rotting waste slowly filters through the landfill, washing out all the nasties. To stop that contaminated leachate from polluting our waterways, it has to be collected and treated onsite.

The other big problem is that when organic waste rots down anaerobically it gives off methane gas (CH₄). Methane is a significant greenhouse gas, being 25 times more potent at trapping heat in the atmosphere than carbon dioxide (CO₂). Modern landfills do capture some of that methane but not all of it.

There is something easy you can do to help fix all those problems. Instead of sending your kitchen and garden waste off to the landfill, simply compost it onsite.

Whether it’s a worm farm, Bokashi system or a simple compost bin you can easily turn all your household kitchen and garden waste into a valuable resource, that can feed your garden or even your pot plants.

Time in landfill

	Landfill	Compost
	3-5+ Years!	Less than 1 Month
	15+ Years!	Less than 1 Month
	500-1000 Years!	10-20 Years* <small>*Breaks down into microplastics that contaminate soil and waterways</small>

21. Why we should compost – Disappearing Text

Teacher Notes

- Objective:** Learners will be able to make waste disposal decisions that reduce the amount of waste they send to landfill
- Lesson Link:** Introduce learners to the concept of composting; prepare for a Compost Collective workshop
- Skills:** Listening, speaking, writing
- Time:** 30 mins approx.
- Level:** Elementary – Pre-intermediate
- Materials:** Short text *What happens to your food scraps in the landfill* adapted from Compost Collective. (2021). *Why we should compost?* <<https://compostcollective.org.nz>>

Method:

1. Write the text on the whiteboard (before the class starts if possible). Make sure no one takes a photo of it at this stage.
2. Read the text aloud with the students.
3. Erase every fifth word from the text and draw a line to indicate each missing word.
4. Ask one learner to read the text again, supplying the missing words from memory.
5. Erase every fifth word from the remaining text.
6. Ask another learner to read the entire text, supplying all of the missing words from memory.
7. Continue this way until most of the text has gone, or learners can no longer remember the missing words.
8. Learners in pairs write the entire text from memory.

21. Why we should compost – Disappearing Text

What happens to food scraps in landfill?

Adapted from Compost Collective. (2021). *Why we should compost?*

<<https://compostcollective.org.nz>>

About half of the waste that goes to landfill in Auckland is compostable material. 10% is garden waste and 40% is kitchen waste.

Rubbish can't compost down in landfill. Compost needs air and oxygen. There is no air in landfill.

Rubbish in landfills rots and gives off methane. Methane is a greenhouse gas that is harmful to the environment.

Rubbish also produces liquid that pollutes the waterways. The liquid has to be treated onsite to stop water contamination.

You can reduce these problems easily. Instead of sending your kitchen and garden waste to landfill you can compost it at home.

22. How to Use a Compost Bin – Quiz

Teacher Notes

Objective:

- Learners will be able to reduce the amount of waste they send to landfill
- Learners will be able to discuss composting methods

Lesson Link: Prepare learners for a Compost Collective workshop

Skills: Reading, listening, speaking

Time: 30 mins approx.

Level: All levels

Materials:

- 1 copy of the Compost Collective flyer for each pair of learners
<[https://compostcollective.org.nz/wp-content/uploads/2020/03/CC-Compost-factsheet WEB.pdf](https://compostcollective.org.nz/wp-content/uploads/2020/03/CC-Compost-factsheet_WEB.pdf)>
- 1 copy of the question sheet for each pair of learners for **pre-intermediate and above**
- 1 copy of the True/False quiz for each pair of **elementary** level learners
Matches **Student Book Worksheet #19**

Method:

1. Give each pair of learners a copy of the Compost Collective flyer (or get them to look at it online if you do not wish to print it out) and a copy of the appropriate question /quiz worksheet.
2. Learners take turns asking and answering the questions/quiz with their partner from the information on the flyer.
3. Class feedback.

Variation for higher levels

1. Dictate the concept questions before you show the learners the flyer
2. Learners listen and write the questions to ask and answer with their partner.
3. Hand around, or project, a copy of the question sheet for learners to check they have written the questions correctly.
4. Give each pair of learners a copy of the Compost Collective flyer (or get them to look at it online if you do not wish to print it out).
5. Pairs take turns asking and answering the questions from the information on the flyer.

23. How to Use a Compost Bin – Quiz

Question Sheet Pre-intermediate +

3. Look at the Compost Collective flyer
4. Compost Collective. (2020).
[https://compostcollective.org.nz/wp-content/uploads/2020/03/CC-Compost-factsheet WEB.pdf](https://compostcollective.org.nz/wp-content/uploads/2020/03/CC-Compost-factsheet_WEB.pdf)
5. Take turns with your partner asking and answering the questions below.



How to use a compost bin

1. Can I keep my compost bin in the garage? Why/why not?
2. How can I make air flow through the bottom of the compost bin?
3. Are bananas green or brown waste?
4. Can I put newspaper in the compost?
5. Can I put old cooking oil in the compost?
6. Can I put meat in the compost?
7. What colour layer should be at the bottom of the compost?
8. Which layer should be thicker: green or brown?
9. What colour should the top layer be? Why?
10. How much water does the compost need?
11. When is the compost ready to harvest?
12. How often should I empty the bin?

22. How to Use a Compost bin – Quiz

Answers Pre-intermediate +

1. Can I keep my compost bin in the garage? Why/not
No. It needs to be positioned in a sunny place, on the earth, so soil life can enter.
2. How can I make the air flow through the bottom of the compost bin?
Lay twigs at the base so air can flow freely inside.
3. Are bananas green or brown waste?
Green.
4. Can I put newspaper in the compost?
Yes, it is considered brown waste.
5. Can I put old cooking oil in the compost?
No.
6. Can I put meat in the compost?
No, unless it has been treated with bokashi first.
7. What colour layer should be at the bottom of your compost?
Brown.
8. Which layer should be thicker, green or brown?
They should be the same thickness. However, there will be a double layer of brown each time a new 'sandwich' of compost is added.
9. What colour should the top layer be? Why?
Brown. It is like a sandwich lid, and helps to reduce odour and flies.
10. Does the compost need to stay dry?
No. It should be moist like a sponge, but not too wet.
11. When is the compost ready to harvest?
When it becomes sweet, dark, and crumbly and you can't identify the original materials. Around 6-8 months.
12. How often should I empty the bin?
Don't empty the bin. Remove the bottom third from the compost when it is ready to harvest.

22. How to Use a Compost Bin – Quiz

Elementary Quiz

1. Look at the Compost Collective flyer

Compost Collective. (2020).

https://compostcollective.org.nz/wp-content/uploads/2020/03/CC-Compost-factsheet_WEB.pdf

2. Take turns with your partner asking and answering the questions below.



- | | | |
|---|------------------------------------|-------------------------|
| 1. Put your compost bin in a sunny spot. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 2. You can add cat and dog faeces to your compost bin. | <input type="radio"/> T | <input type="radio"/> F |
| 3. Adding cooked food attracts rodents. | <input type="radio"/> T | <input type="radio"/> F |
| 4. You should leave your compost bin open. | <input type="radio"/> T | <input type="radio"/> F |
| 5. Your compost bin needs air flow. | <input type="radio"/> T | <input type="radio"/> F |
| 6. Place your compost bin directly on the ground. | <input type="radio"/> T | <input type="radio"/> F |
| 7. The base layer in your compost should be green. | <input type="radio"/> T | <input type="radio"/> F |
| 8. You should combine green and brown layers like a sandwich. | <input type="radio"/> T | <input type="radio"/> F |
| 9. There are the same number of green layers and brown layers. | <input type="radio"/> T | <input type="radio"/> F |
| 10. Your compost should be wet. | <input type="radio"/> T | <input type="radio"/> F |
| 11. You should wear a face mask and gloves when you work on your compost. | <input type="radio"/> T | <input type="radio"/> F |

22. How to Use a Compost Bin – Quiz

Elementary Quiz Answers

1. Put your compost bin in a sunny spot. T F
2. You can add cat and dog faeces to your compost bin.
Use only manure from grass-eating animals T F
3. Adding cooked food attracts rodents. T F
4. You should leave your compost bin open.
Cover your bin to trap moisture. T F
5. Your compost bin needs air flow. T F
6. Place your compost bin directly on the ground. T F
7. The base layer in your compost should be green
It should be brown. T F
8. You should combine green and brown layers like a sandwich. T F
9. There are the same number of green and brown layers.
There will be more brown layers. Every time you add a new 'sandwich' of compost you start and end with a brown layer. T F
10. Your compost should be wet.
It should be moist but not too wet as this will prevent air circulation. T F
11. You should wear a face mask and gloves when you work on your compost. T F

23. Compost Me! Don't Compost Me!

Teacher Notes

Objective: Learners will be able to reduce the waste they send to landfill

Lesson Link: Follows on from a Compost Collective workshop

Skills: Speaking

Time: 30 mins approx.

Level: All levels

Materials: 1 copy of the worksheet *Compost me! Don't compost me!* for each pair of learners
Matches ***Student Book Worksheet #20***

Method:

1. Learners in pairs discuss their experiences with home composting:
 - Do you compost at home?
 - What do you use the harvested compost for?
 - What do you put in the compost?
2. Give each pair of learners a copy of the worksheet Resource 23 *Compost me! Don't compost me!* and clarify any unknown vocabulary.
3. Learners work together to sort the items into the correct column.
4. Have a class feedback session and discuss controversial answers.

24. Compost me! Don't compost me!

Answers

Compost Me!	Don't Compost Me!
fireplace ashes	cooking oil
nutshells	cheese
leaves	meat
fruit/vege peel	cooked pasta
toilet paper rolls	cigarette butts (contain plastic)
cardboard	nappies
grass cuttings	sauce
paper towels	teabags (Empty out the tea because most teabags contain PP or PLA – biodegradable plastics which don't break down in typical home composts).
tissues	salad with dressing
coffee grounds	noxious weeds
egg shells	compostable coffee cups (contain PLA – a biodegradable plastic which does not break down in typical home composts. Can be composted in a commercial hot compost).
raw vegetables	compostable plastic bags (contain PLA – a biodegradable plastic which does not break down in typical home composts. Can be composted in a commercial hot compost).

24. Where can it go?

Teacher Notes

Objective: Learners will be able to reduce the waste they send to landfill

Lesson Link: Use after learners have attended all Zero Waste workshops

Skills: Speaking

Time: 30 mins approx.

Level: All levels

Materials: 1 copy of Resource 24 *Where can it go?* for each pair of learners
Matches ***Student Book Worksheet #21***




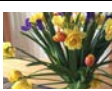





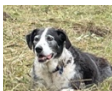





Method:

1. Review the different ways we can dispose of food waste:
 - Reduce – plan what you need and use up leftover foods (see Love Food Hate Waste).
 - Rescue food and turn it into nutritious meals for people in need (e.g. Kiwi Harvest).
 - Reuse food scraps by composting / bokashi at home
 - Recover – keep food scraps out of landfill – use the kerbside food scraps collection.
2. Give each pair of learners a copy of the Resource 24 *Where can it go?*
3. Pairs work together to decide how to dispose of each item. Some items can go in more than one column, some don't belong in any. These are the only items that should end up in landfill.
4. Discuss answers with the whole class.

24. Where can it go?

How can you dispose of these items?

Tick (✓) the methods that apply. You can choose more than one method for some items.

		Rescue/reuse	Home Compost	Bokashi	Food scraps bin
	Vegetable scraps including peels and skins	✓ e.g. you can rescue potato skins and turn them into crispy chips	✓	✓	✓
	Garden waste		✓		
	Fruit scraps including peel, cores, stalks and skins				
	Indoor cut flowers				
	Egg shells				
	Disposable nappies				
	Compostable plastic bags				
	Coffee grounds				
	Bones				
	Pet waste				
	Paper towels and tissues				
	Fish scraps and bones				
	Stale/mouldy bread				
	Compostable plates and coffee cups				
	Cheese and dairy products				

24. Where can it go?

Answers

		Rescue/reuse	Home Compost	Bokashi	Food scraps bin
	Vegetable scraps including peels and skins	✓ e.g. you can rescue potato skins and turn them into crispy chips	✓	✓	✓
	Garden waste		✓		
	Fruit scraps including peel, cores, stalks and skins	✓ e.g. grate orange peel and use it in cakes and stir fries	✓	✓	✓
	Indoor cut flowers		✓	✓	✓
	Egg shells		✓	✓	✓
	Disposable nappies				
	Compostable plastic bags	✓ e.g. re-use to store food in the freezer	Only if labelled <i>home compostable</i>		
	Coffee grounds	✓ e.g. sprinkle in the garden around your plants to aid plant growth	✓	✓	✓
	Bones				✓
	Pet waste		NOT safe to use in compost that will be used for consumable vegetation		
	Paper towels and tissues		✓	✓	
	Fish scraps and bones				✓
	Stale/mouldy bread				
	Compostable plates and coffee cups	Take your own <i>keep cup</i> and containers when you buy take away food	Can be disposed of in commercial hot compost, but not home compost		
	Cheese and dairy products				✓

25. The Waste Hierarchy – What can I do?

Teacher Notes

Objective:

- Learners will be able to reduce the amount of waste they send to landfill
- Learners will be able to discuss Auckland's waste issues

Lesson Link: Use at the end of the Zero Waste programme

Skills: Reading, speaking

Time: 30 mins approx.

Level: All levels

Materials: 1 copy of Resource 25 *What can I do?* for each pair of learners.
Matches ***Student Book Worksheet #22***

Method:

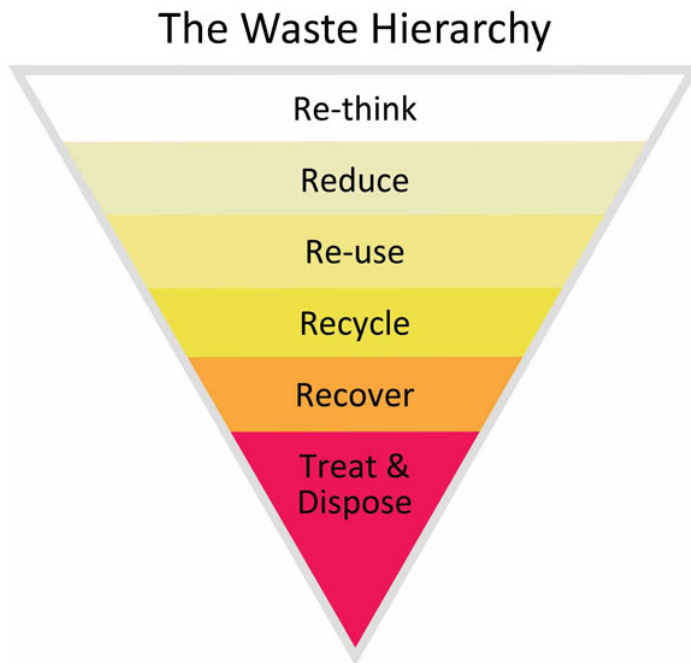
1. Explain the Waste Hierarchy - this is a way of deciding how to eliminate waste. We should start at the top and try to eliminate waste at each stage. The higher up you can eliminate waste the better, i.e. reducing is better than recycling.
2. Learners in pairs match the sentences (a-f) with the headings (1-6) and make a list of some examples at each step.

Answers:

1. e
 2. c.
 3. a.
 4. f.
 5. d.
 6. b.
3. Feedback – list learners' examples for eliminating waste on the whiteboard.
 4. Learners say one thing from the whiteboard that they will do to reduce Auckland's waste.

25. The Waste Hierarchy – What can I do?

The Waste Hierarchy



The higher up the pyramid you can eliminate waste the better

Match the sentences (a-f) below to where they fit in the Waste Hierarchy pyramid (1-6):

1. Rethink
 2. Reduce
 3. Re-use
 4. Recycle
 5. Recover
 6. Treat and dispose
- a) Give your items a new purpose, e.g. use bags and bottles for refilling at a bulk bin store, create a quilt from old clothes.
 - b) Your item will remain in a hole in the ground for anywhere between 2 months and 1,000 years.
 - c) Extend the lifespan of your item. Buy quality. Avoid single-use/disposable items. Get things repaired.
 - d) Strip for parts. Dismantle something and use what you can, strip an appliance for the copper in its power cord.
 - e) Stop, before you buy. How can you avoid this piece of waste being created in the first place?
 - f) Separate and clean items if possible and put in the correct bins, both at home and when you're out. However, the quality of the items decreases each time, getting closer to the bottom of the hierarchy.

26. Reflective Survey

Teacher Notes

Objective: Students can reflect on their learnings from the Zero Waste programme

Lesson Link: Learners should complete this survey at the end of the Zero Waste programme

Skills: Reading, writing, listening, speaking

Time: 40 mins, approx.

Level: All levels

Materials: One copy of the *Reflective Survey* for each learner
Matches ***Student Book Worksheet #23***

Method:

1. The *Reflective Survey* should be completed at the end of the Zero Waste programme.
2. Hand out learners' initial questionnaires to remind them of their attitudes towards Zero Waste at the start of the programme and help them reflect on what they have learned.
3. Give examples of answers to the questions by having learners take turns asking you each question.
4. To make the task interactive, put learners into pairs, and have them interview their partner.
5. Make sure they know how to ask for clarification of questions and answers, e.g. 'Pardon?', 'Could you repeat that please?' 'Did you say?' 'How do you spell that?'
6. Allow time for learners to talk through each question.

26. Reflective Survey

Your reflections on the Zero Waste programme in your English classes

Your nickname: _____

Your class: _____

Thank you for taking part in the Zero Waste Programme and completing this final reflective survey.

- *Please try to answer the questions with as much detail as possible.*
- *There are no right or wrong answers*
- *You do not have to answer any question if you don't want to.*
- *All answers and comments are confidential.*

1. How well did you understand Auckland Council's waste and recycling services **before** the Zero Waste programme started? (Please circle one number)

1	2	3	4	5
Very little knowledge				Well informed

2. Which of the following activities did you take part in? (Please tick ✓ one)

- Classroom module
- Questionnaire
- Waste 101 workshop
- Love Food Hate Waste workshop
- Love Food Hate Waste cooking demonstration
- Composting / bokashi workshop
- Visit to a transfer station

3. After completing the above activities, how would you **now** rate your understanding of Auckland Council's waste and recycling services

1	2	3	4	5
Very little knowledge				Well informed

4. Which part of the Zero Waste programme did you enjoy the most? Why?
(Please write your answer)

5. Will you make any changes in the way you deal with your recycling and waste after participating in the Zero Waste programme? (Please circle one number)

1	2	3	4	5
None				A lot

6. What will you do differently as a result of taking part in the Zero Waste programme? Why? (Please write your answer)

7. Can you name any specific items that you now plan to refuse, reduce, re-use, or rehome? (Please write your answer)

8. Which Zero Waste activity had the greatest impact for change for you? Why? (Please write your answer)

9. Have you shared anything that you learned through the Zero Waste programme with your family, friends, or community groups? What did you share? Why? (Please write your answer)

10. How did you feel about the level of English used by the various speakers? (Please write your answer)

11. What effect did your participation in the Zero Waste programme have on your English skills and your confidence to communicate in English outside the classroom?
(Please write your answer)
12. In what ways did taking part in the Zero Waste programme affect the way you feel about Auckland?
(Please write your answer)
13. Do you believe that Auckland Council can achieve its 2040 Zero Waste goal? Why?
(Please write your answer)
14. Would you recommend the Zero Waste programme to others? Why?
(Please write your answer)
15. Do you have any further comments?
(Please write your answer)

Thank you for your feedback

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