

# Enviro Inspiro! 2008

## FIRST PLACE

SCHOOL: WARRAWONG INTENSIVE ENGLISH CENTRE

PROJECT TITLE: ADAPTING TO CHANGE

### A/ What was the identified issue? (100 words)

The issue is adapting to change and that's what we called our video. Joel, Espoir, JB and I are refugees so we are very aware that our environment has changing significantly. Our studies of the life cycle of the frog and how it adapts to a new frog pond made us think how we are still trying to adapt to our new country and new home. As well, when we first arrived in Australia, we were part of a tree planting day ...so for the video we did a "before" and "after" comparing our need to change with a frog's need to change, and we considered how the plants have adapted to change too. Lastly our contribution to our school environment was to plant some trees because we will leave the Intensive English Centre one day and wanted to leave a lasting message.

### B/ Outline the research involved in identifying the issue (150 words)

- We did lots of explanation and comparison work in class on different environmental issues so we had to choose what we wanted to showcase
- We had to understand the different steps in the life cycle of the frog and research in the library
- We had to check out how the plants were going in the high school since we planted them
- We had to interview our Head Teacher on exactly what those plants were
- We had to follow up with more research in the library on the native Aboriginal plants
- We had to interview our class mates on some environmental issue from their homeland.

### C/ What were the aims of the Enviro Inspiro! Project? (100 words)

- To feel good about ourselves. We understand that coming from a broken environment can have a huge impact on our lives
- To feel like we belong and that we too can make an important contribution to our local environment
- To explore and question things are important to us
- To become more aware of how we can help our environment so that it can take care of us too
- To enhance the school grounds and make it habitable for frogs and for the students to enjoy
- To help the environment by planting specific plants like the Banksia Ericifolia that look good (orange, red flowers), provide shelter (grow to 6m) attract birds and doesn't need much water to survive

### D/ Give a brief description of how the *Enviro Inspiro!!* Project was implemented and the role students played (250 words)

- We created a "student-led" action plan
- We sought permission from our Head Teacher to plant and donations of local plant species
- We sought permission from the school's gardener to borrow specific tools for planting
- We worked with our teacher to write a script to explain our project for the video

- We organised all the “frog” related images and footage, organised the script for the students and filmed the students saying their bit on the lifecycle of the frog.
- We took photos and footage of the plants we planted when we first arrived in Australia and picked the best for the view’s “before” and “after” section
- We filmed our classmates saying their bit on an environmental issue. This took so long!
- We had to choose an area in need and one that would support the frogs for planting the banksias
- We decided we could do our own music for the video Joel and JB would sing an African ballad whilst Espoir and JB would tap an earthy beat on the frog pond’s viewing platform
- We had to upload all the footage on the computer and learned how to edit but had to ask the school’s computer expert to finish editing our video.

**E? List of the project outcomes and tell how the school community has benefited (150 words)**

- We were happy with our efforts and have an improved understanding on how the local environment affects us all even the frogs. Our lives have changed too.
- We have a new understanding and that is, it doesn’t matter what’s your background, culture or home country, the local environment plays a big part of our well-being.
- We have a greater understanding of Australian, Aboriginal native plants and the benefits they provide
- We understand if everyone is more aware of environmental issues and does a little to help the environment then we will all have a better future.
- We believe the school community has a nicer area with the extra plants
- We believe we have reduced global warming
- We believe the school will benefit with an established frog breeding program too
- I personally feel connected to this new area even more so than my mates because in my research I found the Banksia Ericifolia has a specie nicknames “Little Eric” and my African name is “Alike” which is pronounced “Eric” so I feel I have planted part of me. I am looking forward to visiting the IEC in years to come to see how much the plants I planted have enhanced the school environment and adapted to change.

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## SECOND PLACE

SCHOOL: Taree High School

PROJECT TITLE : Saving the Environment ONE step at a time!!

### A/ What was the identified issue? (100 words)

Improving the school environment was one project that we really wanted to focus on.

### B/ Outline the research involved in identifying the issue (150 words)

The school needed to improve it's practices in waste management and use of energy and water.

Taree High School aimed to encourage students to adopt five major environmental rules to save the school environment "one step at a time". The five rules are:

1. Recycle paper
2. Turn off any unused lights
3. Look after our trees
4. Put all your rubbish in the bin
5. Save water and turn off the taps

### C/ What were the aims of the *Enviro Inspiro!* Project? (100 words)

The overall aims were to lower the school's energy, waste and water bills and to use to the money to make environmental improvements such as cultivating gardens around the school. In the future we plan to expand on these improvements.

The specific aims of our *Enviro Inspiro!* project were to:

- save at least one tree per semester
- to create an effective paper recycling system
- to improve the school environment by reducing rubbish and planting more trees and gardens
- to improve awareness about being water wise
- to turn off lights to conserve energy.

### D/Give a brief description of how the *Enviro Inspiro!* project was implemented and the role students played (250 words)

All students have been actively involved and loved helping out in all different aspects of the *Enviro Inspiro!* Project, whether it was as a star in the movie, as an interviewer, an interviewee, a researcher or an editor. It has been a great experience and opportunity.

The project team used old boxes and released our inner Michelangelo's as we painted the world's greatest recycling boxes!! They were eye catching unlike the old boxes that were never used. We created enough for every class room of the school and stuck labels and posters around to encourage recycling.

Members of the SRC have created many posters which are distributed throughout classrooms and the corridors as a reminder of the 5 Environmental Rules and how to act on

them. The posters have been every effective as they are colourful and eye catching. We also printed the posters on scrap paper that had a blank side, which reduced our paper usage.

Our plans for the end of next year are to change all lights in the school to environmentally friendly ones and also to install light sensors onto them.

The SRC also runs a clean up duty every Thursday. This encourages students to put their own rubbish in the bin and also pick up any rubbish they see the playground. When students see their peers cleaning, they are motivated to keep as well! So far clean up duty has been very effective.

**E/ List the project outcomes and tell how the school community has benefited (150 words)**

We aimed to save about 12,500 sheets of paper over the two terms. After counting one of the full waste paper boxes, we emptied 768 sheets of paper. We used this to average each box that we emptied. By the end of the semester we aim to recycled at least 12,000 sheets of paper, which is equal to one large tree, but we have managed to save more.

Students were much more inclined to use the colourful boxes and the new signs also helped as a good reminder. We have also recycled 55 computers, which will save the school money in waste disposal, and these can be reused as fuel resources.

The school has saved \$450 of water in just two terms since publicising the need to turn off taps tightly and save water. Students have become much more waterwise. Our aim for the future is to install water tanks water tanks.

In total we have:

1. recycled paper equivalent to one and a half large trees
2. saved \$450 of water
3. lowered electricity costs by approximately \$468
4. improved our school appearance with gardens. We plan to use the money we have saved to contribute to this cost.
5. reduced our trade waste bill by \$203.67 when compared to the same bill of 2007.
6. reduced green house gas emissions
7. informed students about global warming and how to help prevent it
8. reduced Carbon gases and produced more oxygen through the increased number of plants
9. heightened students awareness of environmental issues.

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## THIRD PLACE

SCHOOL: Lambton High School

PROJECT TITLE: Green Day 2008

### **A/ What was the identified issue? (100 words)**

On the 20<sup>th</sup> June 2008, Lambton High School celebrated a 'Green Day' which raised awareness of environmental issues, in particular, waste management and recycling at the school. Other environmental issues included: global climate change, ozone degradation, salinity, land clearing, over fishing, pollution and many more.

### **B/ Outline the research involved in identifying the issue (150 words)**

Green Day was organised by a committee of students, and several members of staff, called *The Green Team*.

The students researched waste management within the school and investigated alternative waste management strategies. *The Green Team* worked with Newcastle City Council to conduct a waste audit of the school's rubbish to gain figures on how much waste went to landfill annually. The team also visited local recycling and landfill locations.

*The Green Team* then researched how to best show their findings to the school community in order to encourage action. *The Green Team* decided to hold a concert to encourage green areas and to promoting awareness of environmental issues.

### **C/ What were the aims of the Enviro Inspiro! Project? (100 words)**

Lambton High School's Green Day *Enviro Inspiro!* project aimed to increase awareness of environmental issues and to increase a sense of environmental citizenship among all members of the school community, including staff, students and community members, while at the same time raising money to improve the school environment.

### **D/ Give a brief description of how the *Enviro Inspiro!* project was implemented and the role students played (250 words)**

The Green Day project was implemented by a student committee called *The Green Team*. The team prepared activities and competitions that fostered an environmental message.

Competitions were held within the Visual Arts and Science Faculties where students were encouraged to make objects out of waste material found that would otherwise have gone to landfill. They produced fantastic life-sized robots, animals and useful objects like a set of fishing hooks and sinkers made from aluminium cans. These projects were integrated into the curriculum in Visual Arts, Drama, Music and Marine Science.

*The Green Team* organised a concert with music, drama, and information to promote environmental sustainability, and to raise money for improvements in the school's environment.

The team also organised a recycling station in the library to collect items that would have otherwise have gone to landfill like mobile telephones, printer cartridges, and spectacles.

The Green Team organised sponsors to provide prizes for the competitions. Many local businesses became involved in the school project and took information from the project to increase environmental sustainability of their own businesses.

**E/List the project outcomes and tell how the school community has benefited (150 words)**

Green Day produced many outcomes that have benefited the school community. These include:

- fostering a life long sense of environmental citizenship among students. This will benefit the community for many years to come as students become community leaders
- increasing awareness of environmental issues. Benefits that will come from this will include being aware of issues and receiving accurate information of issues rather than the media's perception.
- raising funds for improving the school's environment which will still remain in 50 years time benefiting current students, their children and may be even their grandchildren.
- allowing students to coordinate an event allowing them to gain leadership skills that can be used elsewhere.
- Encouraging students to listen to others opinions.