



THERE'S A PLACE FOR EVERYTHING!

WRIGLEY: Supporting waste education for a cleaner environment in partnership with **KEEP NEW ZEALAND BEAUTIFUL**



DEVELOPING A SENSE OF COMMUNITY PRIDE

TEACHER NOTES

WRIGLEY – 'There's a Place for Everything' Unit Three

In this unit students will explore the following ideas:

- learning about the economic importance of tourism to our country, and in particular, finding out how tourism benefits our local district and community
- putting themselves in the place of a visitor or tourist visiting our community and how they would view 'our place' in terms of the amount of litter they would see
- knowing why it is important and what efforts do/should we make to develop a sense of pride in our local community
- understanding how having a sense of pride can have a positive effect on any community litter problem
- exploring the role of Keep New Zealand Beautiful and what it does to help keep New Zealand beautiful and litter free
- take a more detailed look at chewing gum litter.

Students conduct online research followed by group discussion focusing on the health benefits and reasons why people chew gum and will also learn some interesting historical facts.

The unit concludes with a 'Sticky Issue' assignment where students are challenged to come up with creative ideas for a school-wide campaign that focuses on the correct (and simple) steps that should be taken in the disposing of gum.

Activities Related to Curriculum Areas

- **Social Sciences:** *Place and Environment, Social Inquiry*
- **English:** *Listening, Viewing, Speaking, Writing, Presenting*
- **The Arts:** *Communicating Ideas through Drama, Music and the Visual Arts*
- **Technology** *Conducting online research to develop technological facility and gain information.*

Links to: *EOTC, Mathematics, Science,*



What overseas tourists come to see.

WHY IS TOURISM SO VERY IMPORTANT?

Language Mind-mapping Exercise

- What do students think a tourist is? Develop the idea that tourists can come from overseas or they can be New Zealanders exploring their own country.
- Tell students that overseas tourism is the *single* biggest money earner for our country (**Approx. 2.5 million tourists**) and thousands of people depend on it for their jobs and income (*All forms of agriculture combined earn more overseas funds*).
- Help students mind-map the many jobs and occupations that depend on overseas and New Zealand tourists.

- Flesh out the following major industries involved in tourism for the mind-map:
 - Accommodation & Food
 - Transportation
 - Attractions and Entertainment

WHY DO TOURISTS COME TO NEW ZEALAND?

- Why do the students think so many tourists visit New Zealand? What have we got to offer that is special? **eg**
 - a small population
 - beautiful and varied scenery
 - friendly people
 - our Māori culture
 - great food
 - adventures in the outdoors
- Do students know that we promote and encourage people to come New Zealand as a pure clean, green country? How true do students believe this is? Discuss.
- Introduce the following three scenarios:
 - Tourists are travelling around the country in a camper van. They stop at a picnic spot or rest area beside a clear lake. They find lots of litter such as broken bottles, plastic containers, paper, graffiti etc.
 - Buses full of tourists are travelling down our highways. From their high vantage point they can easily see the large amount of litter that has been thrown out of car windows.
 - When walking around a city centre they become aware of the amount of litter, including gum litter spoiling the look of the city centre.
- What does this do for our pure and clean green image and how does this affect future tourism?

TOURISTS IN OUR TOWN AND DISTRICT

Information Skills and Report Writing

- Invite a representative from your local Visitor Information Centre to talk to the class. Find out what tourists come to see and do in their area, approximately how many come each year, and how they benefit the town and district.
- How would the students like their town to be remembered when the tourists go home and talk to their friends?
- Plan a series of student field trips to local tourist attractions around your town/district. The student task is to view the area through the eyes of a tourist visiting their area and take a careful note of any litter/visual pollution which could spoil the experience for the visitors.
- Have students write reports on the areas visited through their 'tourist eyes'. Use photographs to illustrate points made. On a scale of 1-5, have students rate their tourist areas.
- What actions can they take to highlight any problems discovered or in praise of the tourist experience? **eg**
 - letters to the local paper
 - fridge reminders
 - school website information
 - a community flyer
 - photo display at supermarket
 - talks to other classes and present reports at assembly



Queenstown – a favourite with tourists

INTRODUCING KEEP NEW ZEALAND BEAUTIFUL KNZB website activities

- Tell students that they are not alone in trying to keep our country beautiful and litter free. Have they heard of the organisation called Keep New Zealand Beautiful? Have they taken part in a KNZB project that has been organised in their town or district?
- Visit www.knzb.org.nz > click on about and download the page and print out sufficient for the class. As a shared reading exercise, help students understand the aims of Keep New Zealand Beautiful – keeping the towns, cities, streets and parks, lakes, coastal and marine locations beautiful and free of litter and develop a community pride.
- Divide into research groups and have students explore the website for inspirational ideas:
 - to find out what projects have been taking place in your region visit: www.knzb.org.nz/regions
 - to find out what projects were completed in 2006 visit www.knzb.org > select Your region > click on All Zones > select Projects. Which projects do the students think were the most exciting and how effective were they?
 - at www.knzb.org.nz click on the Anti Litter Bug icon. Have students register to receive the ALB student package.
 - visit www.knzb.org.nz/cleanup/success/ and have students find out what many schools did in the 2006 Clean Up New Zealand Week. In a future unit we will look at how students can take part in the 2007 Clean Up NZ Week.



Tourists really enjoy our friendly provincial towns

Chewing Gum – Know the Facts

AN ONLINE STUDENT RESEARCH PROJECT

Divide the class into groups for online research at:

www.teachingonline.org/gumfacts.pdf After reading the Gum Fact sheet, have students complete the following activities:

- Discuss and list reasons why people like to chew gum. **eg**
 - for fresh breath,
 - to help give up smoking
 - to aid concentration
- Identify the positive health benefits of chewing gum.



* Research shows that chewing sugar-free gum is good for your dental health. It stimulates saliva, which helps wash away bits of left-over food. Saliva also neutralises plaque acid helping to protect the teeth against decay.

- What historical facts about gum did they find that were very interesting and that they did not know before?
- Just for fun, have each group develop a mime that shows a different part of the gum manufacturing process. Combine all group mimes and perform to other classes.

A STICKY ISSUE ASSIGNMENT

- Have students carefully read through the ‘Sticky Issue’ section. Have them identify the factors that make gum a particularly difficult litter problem to tackle. Remind students that removal of gum is very expensive because it has to be steamed or scraped off in built areas.
- Emphasise the point that the solution to gum litter is very simple, and only two things have to be done: wrap it and bin it. Discuss why, if the solution is so simple, it is still such a problem.
- Have students consider the following question:
 - If people get enjoyment from chewing gum, why do many people not dispose of it properly?
- Can they change this question into a positive statement that could be used as a slogan for an anti-gum-litter campaign?
- Challenge groups to brainstorm creative and effective solutions to the problem of gum litter. What simple ways are suggested and how will they get these messages out?
- Have each group plan and implement their own **Wrap it and Bin it** campaign starting with other classes at school. Campaign ideas could include:
 - a series of eye catching posters for each class
 - wrap it and bin it mini dramas enacted to other classes
 - design and award certificates for good gum disposal behaviour
 - run an inter-class competition for the best anti-gum-litter slogans
 - invent a **Wrap it, Bin it superhero** to visit junior classes.

* Szöke J, Bánóczy J, Proskin HM (2001) Effect of after-meal sucrose-free chewing-gum on clinical caries. Journal of Dental Research 80(8): 1725-29

Edgar WM, Bibby BG, Mundroff S, Rowley J (1975) Acid production in plaques after eating snacks: modifying factors in foods. J Amer Dent Assoc 90:418-25