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| **SEASON** | **6** | **EPISODE** | **10** |
| **TITLE** | **Possum the recycler** | | |
| **EPISODE THEMES** | * Environmental awareness reduce, reuse, recycle | | |
| **EPISODE BLURB** | Possum loves to throw things, but he must throw them in the right place. He learns more about Reduce, Reuse and Recycle. Where did all those things come from, Possum? | | |
| **STORY SUMMARY** | Sally and Possum have been weeding in the garden. Sally explains why weeds aren’t good for the garden and how weeds, grass clippings, leaf matter and food scraps can be composted to help the garden grow. After a break from their hard work gardening, Possum throws an empty tin can into the rubbish bin. Sally explains that it can be recycled and should be put into the recycling bin. Sally and Possum discuss ways to reduce, reuse and recycle waste. They watch children recycling paper scraps to make paper. Possum eagerly sorts items from his tree for recycling; cardboard, plastic, glass, tin. Sally and Possum watch some children explaining reasons and ways to reuse and recycle. | | |
| **ACTIVITY** | * Sorting recyclable materials | | |
| **VIGNETTES** | Children recycling paper scraps to make paper | | |
| **FINGERSPELLING** | R-E-C-Y-C-L-E, R-E-U-S-E | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children are connected with and contribute to their world**   * Children become socially responsible and show respect for the environment   **Children are confident and involved learners**   * Children resource their own learning through connecting with people, place, technologies and natural and processed materials | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Connectedness**   * Showing respect for environments   **Active Learning**   * Building positive dispositions towards learning * Showing confidence and involvement in learning | | |
| **AUSTRALIAN CURRICULUM** | | |
| **Science**  **Science understanding**   * Chemical Sciences   **Science as a human endeavour**   * Use and influence of science   **Cross-curriculum priorities -** Sustainability | | |