Do your toys have a good or bad effect on the people who make them and their environment? And What can you do?
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Please request additional resources to accompany this unit, or send your feedback or enquiries to:

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Environmental Justice – Unit plan

Curriculum Levels: This unit can be used with classes from Level 1 to Level 5.

Duration: Nine Lessons (although it can be stretched out to last longer if necessary).

Learning Area Strands: Elements of all four Social Sciences Strands are present, however the unit equates most strongly to ‘Place and Environment’ and ‘The Economic World’.

Achievement Objectives:
The most relevant AOs will be determined by the Curriculum Level of the class being taught.
- Level 1:
  Understand that people have different roles and responsibilities as part of their participation in groups.
- Level 2:
  Understand that people have social, cultural and economic roles rights and responsibilities.
  Understand how places influence people and people influence places.
- Level 3:
  Understand how people view and use places differently.
  Understand how people make decisions about access to and use of resources.
- Level 4:
  Understand that events have causes and effects.
  Understand how formal and informal groups make decisions that impact on communities.
- Level 5:
  Understand how economic decisions impact on people, communities, and nations.
  Understand how people’s management of resources impacts on environmental and social sustainability.

Key Competencies:
- Participating and Contributing: In this unit students will learn more about the global community that they are a part of. They will be introduced to ways in which they can contribute towards making the world a fairer place. The unit will help students to understand the importance of contributing to social and environmental sustainability.

- Relating to Others: In this unit students will learn about what life can be like for children in economically poorer countries. This understanding will help them develop the ability to see things from a different point of view. The unit will help students to become aware of how their actions can affect others around the world.

Curriculum Vision:
As per the 2010 New Zealand Curriculum Vision, this unit will help students to become:

- Connected: Able to relate well to others, effective users of communication tools, connected to the land and environment, members of communities, and international citizens.
- **Actively Involved:** Participants in a range of life contexts, and contributors to the social, cultural, economic and environmental well-being of New Zealand.

**Specific Learning Outcomes:**
By the end of this unit, students will have an understanding of the following:
- that toys we buy in New Zealand are made in countries all over the world
- that depending on how the toys are made, they can have a positive or negative (polluting) impact on people and the environment
- that the poor have less opportunity to make decisions about the environment they live in than we do
- that the poor are more vulnerable than the rich when the environment changes
- that our behaviour in New Zealand has an impact on our global community
- that how we choose to act can have a positive impact on the global community.

**Online Resources:**
A list of helpful websites can be found at the very end of this document.

**For the Teacher...**
To accompany this unit download from: www.tradeaid.org.nz:
- Child labourer stories from one of Trade Aid’s partners in India. The stories are a series of interviews in which children (like Amreen who is mentioned in this unit) talk about their lives
- Chaga and the chocolate factory – a story book about a child’s experience with slavery in a cocoa plantation

The **FREE** hardcopy resources available to accompany this unit are available by filling in the form at: www.tradeaid.org.nz. These include:
- Class set of Trade Aid Environmental Justice brochures
- DVD - *Environmental Justice* - 8 mins containing video footage of craftspeople carving soapstone, making drums, sewing mobiles, drying coffee etc.
- DVD - *Alternative Trade in a Conventional World* - 18 mins - provides an introduction to Trade Aid, Global trade issues, and Trade Aid trading relationships (suitable for students approximately year 7 and up, and adults).

Access these resources for free by phoning customer services at Trade Aid on: 03 385 3535, or by emailing: tradeaid@tradeaid.org.nz, or fill in a request form at: www.tradeaid.org.nz.

Access to a Trade Aid shop and education services in your local area (provided your school is located near one of the 30 shops throughout the country. See website for locations):
- Fill in a ‘request a speaker’ form online or contact the Manager of your local shop. Trade Aid shops can often provide time for class visits to the shop or a speaker for your class to complement your environmental justice or fair trade lessons.
Lesson 1: ‘The Lorax’

Key idea:

- An introduction to the idea of environmental justice.

‘The Lorax’ is a children’s book with an environmental theme. It is written by Dr. Seuss and depicts the human impact of industry on the finite resources of our world. Although environmental degradation is the final result, it leaves the reader with a message of hope and action "Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not."

Activity: Reading of ‘The Lorax’ and Class Discussion
Read ‘The Lorax’ in class out loud as a group. In groups ask the students to discuss the themes they hear following the reading. Because this unit refers back several times to the book, it could be a good idea to colour photocopy the book and place the pages around the room. You could include the following ideas for discussion:

- what types of pollution were covered in ‘The Lorax’ (deforestation, river pollution, air pollution)
- what were the effects these had on people and animals?
- who benefited from the Thneed production? Who did not benefit?
- would you plant the seed and bring the Lorax back?
- do they think one seed is enough to bring back the sunshine and the animals?
- how can one seed be the catalyst for change in our world?
  - Use examples of famous people you may have studied or that the students know to talk about the change they created as just one person.
  - Use this idea constantly throughout the topic when it seems like a small action might not be enough to create change.

NB: Synopsis and information about buying ‘The Lorax’ online - Attachment 1
Lesson 2: Where are your toys made?

Key idea:

- The toys we buy in New Zealand are made in countries all over the world.

Ask the students to bring in a toy from home. They need to know where the toy is from.

Activity 1: Toys from around the world
Place a large map on the board and ask the students to draw a picture of their toy or take a digital photo and print it out, placing their picture on the board near to their country’s location. This may require a short geography lesson.

Talk about the distance from NZ – near or far? How long by plane? How would this toy have travelled to NZ? The map will serve as a visual tool to demonstrate the diversity or similarity of where all the toys come from and from what distance.

Option: give each pair or small group a map for visual stimulus and have them count how many different countries are represented by toys in the class, find them on the map and circle them.

Activity 2: Small Group Discussion
In their groups ask the students to talk about the following questions, choosing one toy from each group that is made overseas.

(You may like to use the information in Attachment 3 to briefly explain where materials like plastic or metal come from).

- In ‘The Lorax’ story which item could your toy represent?
- What about the material the toy is made out of – how is this represented in the story?
- How could you find out if your toy is like the Thneed? Can you visit that country? Do you know anything about this country?
- Would it be possible for the person who gets the money from selling this toy to become greedy like the Once-ler – selling the toys even if there were not many truffula trees left?
Lessons 3 and 4: Looking at a toy closely - the NZ Buzzy Bee™

Key idea:

- Depending on how the toys are made, they can have a positive or negative (polluting) impact on people and the environment.

Choose a toy such as a New Zealand Buzzy Bee™ to start this exercise. Attachment 2 has information about The Buzzy Bee™ and where to purchase online if you would like to have a sample to show the students.

Activity 1: Flow chart – How do you think a Buzzy Bee™ is made?
Students draw flow charts that represent the process of making a Buzzy Bee™, making up the detail that they do not know. First ask them to think about all the things that need to happen from the raw material stage through to getting the toy to their house and to enter the stages into their diagram.

Once finished, ask them the following questions about the processes that they may have forgotten to include and have them revise or add to their diagram:

- where does the material come from to make the Buzzy Bee™?
- were all the trees cut down (like in 'The Lorax') or would the trees be replanted once they were cut down?
- how does the material get from the forest to where it is made?
- what kind of place do they make the Buzzy Bee™ in?
- how do they make the Buzzy Bee™?
- what do they wrap the Buzzy Bee™ in?
- how does it get to the shop?
- what shop is it for sale in?
- how does it get to your house?

Activity 2: Making the process more environmentally friendly
After finishing their diagrams, in pairs ask them to talk about what they think would be the optimal process in order for the Buzzy Bee™ to be an environmental toy and to add this detail to their flow charts.

e.g.:
- trees come from a sustainable resource
- trees are grown in NZ because this means less transport for the whole process
- Buzzy Bees are made by hand in New Zealand etc.

Discuss what their process now looks like and what each pair thought would make the most environmental impact.

Activity 3: Questions for the CEO
The following task could be assigned as homework, in preparation for the next lesson:
Choose five questions that they would like to find out about how the Buzzy Bee™ is really made in anticipation of the hypothetical situation of the CEO of the Buzzy Bee Company coming to visit. These questions can then be role-played in the next lesson with pairs of students - the 'CEO' will have to make up what they think might be the real answers while the ‘customer’ uses their prepared homework questions.

Following the role-play gather a class list of questions and email them to the Buzzy Bee Company.

**Activity 4: From a Mathematical Perspective**

Make this lesson a math lesson. Instead of using a flow chart look at the process in mathematical terms. Make up your own questions based on student ability – some of the following may be useful examples:

- how many metres high and wide is an average tree?
- how much material (wood) would you need to make a Buzzy Bee™? The students could use paper and rulers to try and work this one out. Would the amount of wood needed be bigger or the same size as the toy?
- using this measurement how many Buzzy Bees™ could you make out of one tree?
- how many trees would you have to cut down if every child in New Zealand wanted a Buzzy Bee™ (there are 867,576 children in New Zealand)
- how many trees would you have to replant if you knew the demand for Buzzy Bees™ would increase by 10% by the time the new trees were ready to cut down?

**Activity 5: Social Inquiry – Environmental Protection Laws**

Look at the laws in NZ to protect trees and water sources (either in depth by allocating each piece of legislation/website to a student or briefly, just noting those that exist - see Attachment 5 for more information), and compare these to laws in China (own search required) where many products are made. Based on your findings, discuss or write about your thoughts:

- is a product such as a Buzzy Bee™ likely to be a more environmentally friendly product if it is made in NZ rather than China or vice versa?
- what might be some of the reasons behind the different laws in the different countries?

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1 Almost one-quarter of New Zealanders (867,576 people) were under the age of 15 at the time of the 2006 Census, according to Statistics New Zealand www.stats.govt.nz
Lesson 5: Someone like you

Key idea:

- That the poor have less opportunity to make decisions about the environment they live in than we do.

Activity 1: A Letter from a child like you, and interpretation questions

Ask the students to imagine that they have just received a letter with a new toy they got for their birthday. The letter is from a child who is the same age as them and they want to tell you about their lifestyle and ask about where their toy has ended up. He/she wrote:

“Everyone was really excited when they first built the factory but then the smoke from the chimneys started to make my Grandmother cough and I don’t really like the smell in the air either. My Mama told me off yesterday because I collected water from the river near our house but she said it is polluted now and made me walk much further away to get more water. The water in that river does taste better so I guess it is worth walking the extra distance. I hope you enjoy playing with the toy. It was made by my older sister – she’s 14. I would like to make toys too but she says it’s not as fun as it sounds and that she would rather be at school. She says that the work is boring but she has already finished Primary School and I don’t know anyone who goes to High School. Do you go to school too? I like school most of the time and if I didn’t go I wouldn’t speak English and wouldn’t be able to write to you. I hope that you write me a letter in return so I can hear all about your life. Is it similar to mine I wonder?”

Think about the letter and answer these questions:

- Why does the family not have water inside the house like we do in New Zealand?
- Why does the family not move away to somewhere with clean air and clean water?
- What could be some reasons why the children don’t go to high school (money, distance, no jobs after finishing other than farming or factory work...)
- We get to choose if we want to be an environmental angel here in New Zealand. We can walk or catch the bus, we can recycle, we can choose to buy fewer toys! But in what ways is it harder to look after the environment if you are poor? Think about or talk about some of the following ideas:
  - If the people close the factory down there will be lots of people with no jobs
  - If you are cold/hungry with no electricity to use a heater/cook, would you leave the tree standing outside because it is environmental?
  - If no one picks up your rubbish everyday or clears the rubbish bins is it natural to just throw it in the street?
- In what ways is it easier to look after the environment if you are poor? Think about or talk about some of the following ideas:
  - If you don’t have much money to buy toys, clothes or furniture, would you throw away your old things when they get old or broken?
  - If you can’t afford a car then you wont create as much pollution
  - If you grow all the food you eat you wont create as much rubbish from the packaging.

Activity 2: Write a Letter in response

Now write a letter in return to this child – you can make up their name – what would you say to this child who is interested in hearing from you?
Lesson 6: What is the impact on people when resources are affected?

Key idea:

• That the poor are more vulnerable than the rich when the environment changes.

In Preparation: Bangladesh and New Zealand
For the previous evening’s homework, split the students into two groups. One will research life in Bangladesh; one will look at life in New Zealand. All students are given a retrieval chart (see over page). They need to find some information about each topic. Useful words to search the Internet with are: Bangladesh (by itself) as well as teamed with daily life and economy. (This activity could also be done in class, during a period in which the students have computer access).

Activity 1: Comparing what you have learnt with a partner
In class, pair up the students so they can compare their answers and fill in the other side of their retrieval chart.

In pairs, they each draw a Venn diagram by discussing the similarities and differences of each lifestyle, inserting them into the correct places.

Activity 2: Natural Resource Destruction – Cause and Effect
In pairs, students discuss how the destruction of natural resources creates a larger or smaller impact depending on your lifestyle. Use the first topic of water as an example and then have them talk about the other three areas on the retrieval chart.

• What would someone in New Zealand do if you took away or ruined their water source? (The answer could be a drive down to the supermarket to buy bottled water instead or installing a rainwater tank).
• How big an impact would this have on a New Zealander’s life?
• What would someone in Bangladesh do if you took away or ruined their water source? (This might mean they have to find a different spring/river)
• How big an impact would this have on a Bangladeshi’s life?
• Talk about the other areas as well, what resources could you remove that would impact food, employment or leisure? Compare the differences in how both countries would cope and, more importantly, what the consequences would be.

Using the cause and effect understanding from previous lessons, discuss some of the reasons a natural resource in Bangladesh or NZ might change or disappear, e.g.:

• water sources becoming polluted could be a result of factory pollution
• soil to grow vegetables could disappear as a result of too much rain, devastating floods or tsunamis
• clean air could be ruined as a result of too many house fires in winter.
Activity 3: Social Inquiry – The effect of Climate Change

If you have studied Climate Change in class this would be a good place to raise the injustice of climate change and how it is impacting the Southern countries worse than the Northern countries... yet they have the lowest carbon footprints.

Working individually, with a partner, or in a small group, students could choose a different Northern country and a different Southern country to study. Using what they have learnt about Bangladesh and New Zealand as a base, students could research how climate change is affecting their two chosen countries, noting similarities and differences in how the two countries are affected. They could later present their work to the rest of the class.
<table>
<thead>
<tr>
<th>Area of interest</th>
<th>Bangladesh</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong>&lt;br&gt;What and from where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Water</strong>&lt;br&gt;What for and where from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employment (jobs)</strong>&lt;br&gt;What and who?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education:</strong>&lt;br&gt;What and who?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 7: We can make a difference by choosing what we buy and what we do

Key ideas:

- Our behaviour in New Zealand has an impact on our global community.
- How we choose to act can have a positive impact on the global community.

Activity 1: Environmentally Friendly Toys (DVD required)
What type of toys can we buy that might create a reduced environmental impact on the people who make them? Some ideas are listed under the following headings:

- **Handmade products:**
  - Watch the Trade Aid producer DVD of people making items with their hands
  - What do you notice about the pictures that make this production a low impact process for the environment?

- **Recycled products:**
  - Look at the pictures of products in Attachment 6
  - Talk about how each of the products might be made
  - Do you think they would be easy to make?
  - Read the short story in the Trade Aid Environmental Justice brochure about the Preda Centre, and the process that the fruit packets go through before they turn into a product that you can buy.

- **Products that have rules about how much pollution they create:**
  - If a product is made in a factory there is a large chance that the process will create lots of waste. There are processes for minimising this waste but not all factories do follow these processes
  - Sometimes factories will only consider minimising waste if they think it will influence a consumer whether they will buy the product or not
  - You can find out about the rules factories have by emailing the contact us area on companies’ websites.

- **Sustainably sourced products:**
  - Many products now advertise themselves as coming from a sustainable resource.
    - If a product is from trees that are replanted each time they are cut down then this is called a sustainable resource because it should never disappear. Likewise, if a product is from an abundant resource that regenerates quickly (like jute as in Bangladesh), this is also considered a sustainable resource.
  - In the Trade Aid producer DVD there was footage of women weaving baskets, these are made from grasses that grow in their local communities and regenerate quickly.

Activity 2: Actions that can make a difference
What can you do to find out where to buy some of these toys or other things you have in your house and start changing the way you and your family decide where to buy things from?
Lesson 8: Slaves for a day

Key idea:

- An understanding of what life is like for child labourers.

This activity is a real life activity that is designed to give students a real chance to understand the situation of child labour. It can be carried out as a full day activity for the biggest impact or use a few hours, if time does not allow.

In Preparation: Life as a Child Labourer

Before starting the activity (in a separate lesson if possible) read one of these two stories listed below and talk about the students’ feelings or observations that arise from it:

- A true story from Trade Aid’s partner Tara Projects about Amreen who makes jewellery all day to help provide income for her family – download in PDF format at: www.tradeaid.org.nz - Amreen’s story is one of several stories contained in a bound book and available in hard copy from Trade Aid, included when ordering your accompanying resources pack online.

- Chaga and the Chocolate Factory – an illustrated story written by Stop the Traffik about a child tricked into working on a cocoa plantation – download in PDF format at: www.tradeaid.org.nz.

Activity 1: Child Labour Simulation

Role play a child labour situation. The factory owner is played by the teacher. The students are the child labourers. The factory owner brings in bags of very small beads and nylon string. The workers’ job is to make necklaces all day which are counted at the end of the day and payment given. Work out your own payment system including how much payment would equal one deducted point – workers in factories can regularly go into negative when fines are levied. The factory owner explains the rules for the day, writing them down on a poster and placing them on the wall as a reminder.

The rules are as follows: (these can be added to or modified to fit)

- No talking except during your break
- Work is completed while sitting on the floor
- Lunch is the only break for the day, it is 15 minutes when food is served for free and consists of rice with salt (bring in your rice cookers)
- Only two toilet breaks per day are permitted (one morning one afternoon)
- If any of the rules are broken, workers will be fined one point
- If any of the necklaces, beads, string are broken, workers are fined one point
- Points are added up at the end of the day and subtracted from wages
- Pay is calculated at the end of the day when necklaces are counted
- The factory owner may deduct points whenever he/she deems necessary.

Activity 2: Class Discussion/Writing Exercise

After the role play ask the students to express what they learnt in a class discussion or a writing exercise. Let them know that the situation is a reality for many children around the world. There are more than 80 million children worldwide under the age of 14 who work in conditions hazardous to their health. They work in a variety of industries where the products usually end up in the hands of someone in a richer country. Children work in fireworks’
manufacturing, brick making, carpet weaving, jewellery making, drug trafficking and on cocoa and other agricultural plantations. There are also children working as soldiers and domestic servants.

What do the students think could be done to help with the child labour issue? Let them know that it is very complicated and that everything has a cause and effect. Think through some of the consequences of child labour and banning child labour.
Lesson 9: Turning recycled materials into works of art

Key idea:

- Experiencing that the way a product is made is directly related to how friendly or unfriendly it is towards the planet and people.

Activity 1: Designing an environmentally friendly widget

Plan the design for a widget – it can be a toy, a piece of art or a useful item – anything that they believe can be made in an environmentally sustainable way!

The students need to consider the materials they use, the energy taken to make it, the way it’s wrapped, how long it will be used, and how it will be used etc. Spend some time talking about these aspects of a product and brainstorm some of the things that will make their ‘widget’ as sustainable as possible.

Use Trade Aid products as examples that highlight these production techniques. It is likely that the most abundant resource available to them will be recycled materials. Products made with recycled materials are becoming more popular and there are many of these low impact craft products in Trade Aid shops (see Attachment 6 for some examples of these). In addition to recycled material products however, there are many products in Trade Aid shops that are handcrafted, made from natural and abundant materials and produced organically whose sustainability is directly related to the way they are made or grown. Trade Aid’s new website has a retail shop where customers can buy online so this will be a useful resource for selecting and highlighting products.

Once the students have completed their widgets, they could be presented as a classroom art exhibition, or to parents, or the school assembly. The idea is for the students to consider the sustainability of the product they make, and to be able to write or talk about it, and should you choose to have a competition, be judged on it.

Activity 2: Differences between Fair Trade and Child Labour

Answer these questions as homework once they have finished making the widget.

What were the differences you experienced between making your widget and the factory-like work you experienced in the previous activity? (If you choose not to do the slave for a day activity you could read one of the stories from the activity (Amreen or Chaga – downloadable online) and use this to contrast the differences in the two types of work). For example they might realise that:

- they were able to choose what they wanted to make
- they were able to choose a nice comfortable place to work
- they were able to work on it for as long or short as they liked, take breaks etc.

Discuss some of their observations together as a class. Some of the observations will be similar to the differences experienced between producers who produce products for Trade Aid
and those employees who work in sweatshop type situations. Consider the following ideas for discussion:

**Co-operatives** - Trade Aid producers who belong to co-operatives own the business, so as a group they make decisions about what is best for them. Most artisans don’t work full-time as they have other things to do like farming or looking after their families so they choose how much time to spend making the products. This means that they work close to home or at home so they can take care of everything they need to do – this also means they don’t need to buy a car which would be expensive. Most importantly perhaps they have the opportunity to voice their problems or to discuss what they think should be done in the business and with the profits they earn as a community.

**Not-for-profit** – Many Trade Aid producers belong to not-for-profit organisations or associations, or belong to businesses which are supported by not-for-profits. The difference between this model and for profit models is often explained simply as ‘for profit’ or ‘for people’. Many of Trade Aid’s partners put all their surplus profit into training and increasing the capacity of producers so they can make better products and earn more money. This capacity building of producers also increases their skill level and their self-esteem, leading to increased independence.

**Factory work** – Not all factories work people like slaves. However, there are many reported cases of those that do. It is hard to know what factories these are and what products they make because they are in countries far away. In some factories, workers report having to work six or seven days a week just to make enough money to take some home after their living costs are deducted. They have to travel to reach factories that are often in distant locations. Many workers say that they are not allowed to talk while they are working or even stop to take toilet breaks. The work can be dangerous and the workplace dirty but it may be their only chance to earn some money to help their families, so they work in these bad conditions. Some of the benefits of this to a ‘for profit’ employer can be that skill levels remain low and wages remain low. Workers often have to stay employed for many years just to pay back debts incurred in penalties (by sleeping in or not meeting targets) or recruitment fees. Less money can be spent on health and safety of tools and the environment saving money for profit.
Attachment 1 – ‘The Lorax’ by Dr. Seuss

Synopsis

One night, a boy comes to the dark, desolate corner of town called “the Street of the Lifted Lorax,” to learn who the Lorax was and how he got “lifted and taken away.” Through a "whisper-ma-phone," the Once-ler tells the boy what happened (after the boy first throws 15 cents, a nail, and a great-great-great-grandfather snail shell into a bucket provided for the purpose). When the Once-ler first arrived at this place, it was a beautiful, sunny forest where the Swomee-Swans sang, the Humming-Fish hummed, and the Brown Bar-ba-loots played in the shade while eating the fruit of the Truffula Trees, colourful woolly trees spread throughout the area. Enchanted by these gorgeous trees, the Once-ler built a small shop, where he chopped down a tree and out of its furry foliage knitted a "Thneed", an odd-looking but versatile garment that he insisted "everyone needs." Out of the stump popped a strange little man called the Lorax, who claimed "I speak for the trees, for the trees have no tongues." The Lorax first scoffed at the Once-ler’s creation, until someone came along and bought it. Spurred by greed, the Once-ler invited all his relatives to town where they started a huge Thneed-making business, chopping down Truffula Trees left and right, much to the Lorax’s distress. The skies gradually got darker and more polluted, forcing the Lorax to send the Bar-ba-loots, the swans, and the fish off in search of a better place to live. The Once-ler, while upset to see the animals go, dismissed the Lorax’s pleadings until the last Truffula Tree got chopped down, leaving the Once-ler alone with the Lorax and a failed business in a desolate place under a dark smoggy sky. With a "sad backward glance," the Lorax picked himself up by the "seat of his pants" and floated away through a hole in the smog. At the end of the story, the Once-ler reveals that he has one last Truffula seed left, and instructs the boy to start a new forest so that "the Lorax and all of his friends may come back."

Synopsis from Wikipedia.

Buy ‘The Lorax’ online at https://www.goodbooksnz.co.nz.
The Buzzy Bee™ is New Zealand’s most famous children’s toy. This brightly coloured, wooden pull-along toy has been handed down from generation to generation and is now regarded as a major New Zealand icon. There would be few, if any, New Zealanders that don’t immediately recognize this charming little toy as a feature of their youth.

The inspired creation of Auckland brothers, Hec and John Ramsey, Buzzy Bee™ has endeared itself to thousands of New Zealanders. An intriguing concoction of buzzing sound, quivering antennae, spinning wings and bold colours, this delightful pull-along toy has been purchased in the hundreds of thousands since its first release in the mid 1940’s.

From turning out wooden home wares and wooden door knobs, Hec Ramsey first ventured into toys with the release of the famous Mary Lou™ doll in 1941. It was an immediate hit and soon after, other character wooden toys were added including the New Zealand icon, Buzzy Bee™, Richard Rabbit™, Oscar Ostrich™, Dorable Duck™, Kris Cricket™, Peter Pup™, Katie Caterpiller™, Driver Don™, Elle-Gator™ and Trikey Tom™ to name a few.

The postwar baby boom and import restrictions saw yearly sales of Buzzy Bee™ increase rapidly. Following a fire at the New Lynn factory in the late 1970’s, the Buzzy Bee™ operation was sold into a number of different hands before the trade mark and device was sold to Lion Rock Ventures Limited, its current owner.

Such is New Zealand’s love affair with Buzzy Bee™ that it has appeared as the subject of such things as paintings, sculptures, television advertisements, postal stamps (twice), magazine covers, school murals and parades. Buzzy Bee™ is now often presented by New Zealand dignitaries to VIP’s visiting New Zealand. Notable recipients include the future King of England, Prince William, Princess Aiko from Japan and the Spanish Royal family.

Source: http://www.buzzybee.co.nz/celeb_history.htm
• Buzzy Bees™ are now made in China
• To buy a Buzzy Bee™ online visit: http://buzzybee.co.nz/shop/.
Attachment 3 – About Plastic and Metal

Plastic

It may surprise students to learn that gutta-percha, shellac, and the horns of animals—all naturally occurring substances—were used as plastic material before the first synthetic plastics were produced. Gutta-percha is derived from the sap of certain trees, and shellac is made from the secretions of a tiny scale insect. Before horn can be used, however, it must be "plasticized," or softened, by being boiled in water or soaked in an alkaline solution.

The first synthetic plastic was made from the plant material cellulose. In 1869, John Wesley Hyatt, an American printer and inventor, found that cellulose nitrate could be used as an inexpensive substitute for ivory. The mixture could be plasticized with the addition of camphor. Celluloid, as this new material was called, became the only plastic of commercial importance for 30 years. It was used for eyeglass frames, combs, billiard balls, shirt collars, buttons, dentures, and photographic film.

In 1951, two young research chemists for Phillips Petroleum Company in Bartlesville, Oklahoma, made discoveries that revolutionized the plastics' world. Today, the plastics they discovered—polypropylene and polyethylene—are used to produce the vast majority of the thousands of plastics' products all over the world.

Extract from: http://tinyurl.com/ydutyru

Metal

Most metals are found in the ground as ore. Metal ores are dug out of the ground by mining. Big machines are used to scoop up rocks. The rocks containing the ore are ground up small, and then placed in a furnace at a very high temperature. Inside the furnace the ore turns to pure metal, and is poured out into bars called ingots. Once the metal is pure, you can use it to make things. The metal must be heated enough to make it bendy.

http://tinyurl.com/yf69sog
Attachment 4 – Recycled Trade Aid Products

A shopping or library bag made from used juice packets

A bedspread made from recycled saris

A car made from recycled wire

A helicopter made from old wire, aluminium

A bowl to put small things in, made from lolly wrappers

A greeting card made from recycled card, wire and aluminium
Attachment 5 - Environment Laws that exist in NZ

Some of the legislation relating to environment in NZ:

- Biosecurity Act 1993
- Conservation Act 1987
- Electivity Amendment Act 2001
- Energy Efficiency and Conservation Act 2000
- Fisheries Act 1996
- Hazardous Substances and New Organisms Act 1996
- Historic Places Act 1993
- Local Government Act 2002
- Land Transport Management Act 2003
- Resource Management Act 1991
- Soil Conservation and Rivers Control Act 1941

[www.legislation.govt.nz](http://www.legislation.govt.nz) is website to read legislation.
Helpful Websites

- [www.mfe.govt.nz](http://www.mfe.govt.nz/) Ministry for the Environment for state of NZ environment report
- [www.biodiversity.govt.nz](http://www.biodiversity.govt.nz) provides overview of impacts of human activities on NZ's environment

- Business Care [www.businesscare.org.nz](http://www.businesscare.org.nz)
- Natural Step [www.naturalstep.org.nz](http://www.naturalstep.org.nz)
- NZ Centre for Business Ethics and Sustainable Development [www.nzcbesd.org.nz](http://www.nzcbesd.org.nz)
- NZ Zero Waste Trust [www.zerowaste.co.nz](http://www.zerowaste.co.nz)