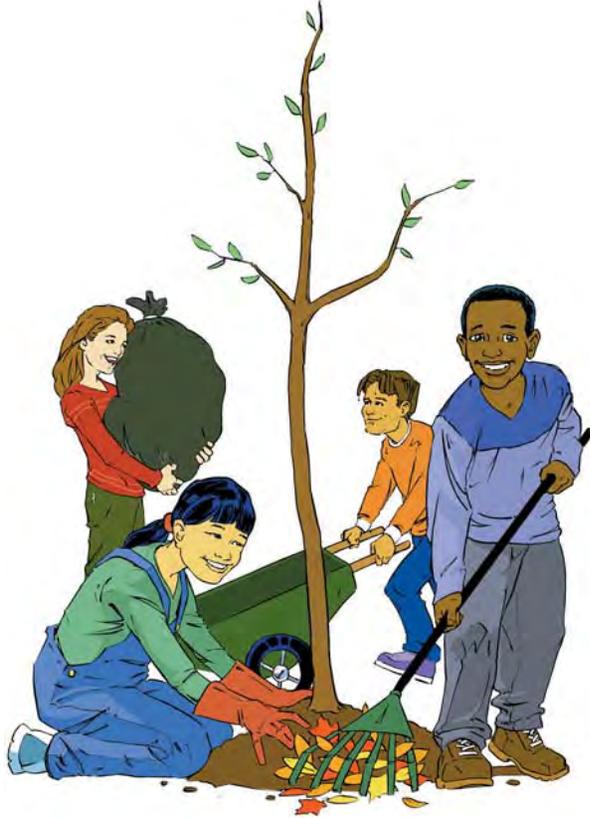


TrashMasters!
Team **Up** to Clean **Up**



Elementary Division
Bronx Borough
Winner

**PS 54 Fordham
Bedford Academy**

2014 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



City of New York
Department of Sanitation
Bureau of Waste Prevention, Reuse and Recycling
nyc.gov/recycle



2014 Golden Apple Awards Contest Entry Judging Info

(This sheet prepared for judges' use by DSNY BWPRR)



ID Info: 14024
School: PS 54 Fordham Bedford Academy
Grade Division: LM
Borough: X

Golden Shovel Award contestant
(for borough Master School Composter)

2014 Project Entries received for:

School Population: total # 475

Core Group: **Total Participating:**

TrashMasters! Super Recyclers

Received:

TrashMasters! Reduce & Reuse Challenge

Received:

TrashMasters! Team Up to Clean Up

24

97

Collaborative Composting

Received: 5/1/2014

Through hands-on projects and literacy, PS 54's library media center fosters environmental education. Students built a raised-bed garden and learned to compost their cafeteria food waste on-site. Students read about the 3Rs, watched videos on composting, assisted with the school garden and composting, and ate fresh produce from their garden at their Garden to Café event. Special education learners were particularly responsive and made it a habit to compost food waste – everyone loved to turn the compost crank. Students learned service, stewardship, and citizenship through the school's environmental efforts and cross curricular connections in literacy, science, and health and wellness.

Prior Year Entries:

first entry

Current Prizes

14:TU-C,Rose

School Contact Information:

Phone: 718-584-4203
Address: 2703 Webster Ave
Bronx 10458

Contest Coordinator: Tracey Wong

Block&Lot: 2032780014
DOE Location: X054
DOE Bldg: X054

Principal: Dr Marybelle Ferreira

Sustainability Coord: Peter Eisma

REQUIRED for Super Recyclers only:

Custodian: Kris Lachhman

Info Confirmed: 6/10/2014

Printed: 6/18/2014

Collaborative Composting



P.S. 54 Fordham Bedford Academy
2703 Webster Ave.
Bronx, N.Y.10458
718-584-8822 Fax: (718) 584-4326

Principal: Dr. Marybelle Ferreira
(718)584-4306
mferrei@schools.nyc.gov

Contest Coordinator: Tracey Wong, SLMS
(718) 584- 8822, traceycarayol@hotmail.com

- P.S. 54 is a NYC public school that was established in 2002 in the Fordham Bedford area of the Bronx. The school's mission is to develop the skills and strategies necessary to enroll, persist and succeed at college and careers.
- The P.S. 54 learning community serves a very transient student body. The school's total population is approximately 475 children, of which 93% receive free breakfast / lunch, 28% are English language learners and 24% are special education learners.
- The school library media center is committed to fostering and promoting environmental education and awareness through hands on projects and transliteracy. Scholars learn service, stewardship and citizenship through the school's environmental efforts and cross curricular connection in literacy, science and health and wellness.

CONTEST ENTRY INFO:

- Borough: Bronx, N.Y.
- Grade Division: Elementary
- Contest Entry Title: Collaborative Composting
- Contest Entry Summary (in one short paragraph)

STUDENT INVOLVEMENT

- Student Participation: Core Group #35
- Student Participation: Total # 475 children
- School Population: Total #475 children

IMPLEMENTATION

- The school garden decided to compost when the librarian observed how much the children enjoyed working in the garden and wanted to expand upon their environmental education experiences. Composting seemed like a natural fit since the soil can be used for the garden and children can readily see the connection.
- Scholars were read read alouds about the 3Rs. Children listened to books and watched videos on composting and were able to articulate why composting is important. They then got to throw in compost, water and turn it in the compost bin. As scholars saw how the food waste “feed” the compost bin, they began to bring in apple cores and other vegetable pieces from lunch.





- The area before the garden was established was very bare with the exception of three raised boxes.





- Children from various classes came together to create the garden from discarded pallets, landscape cloth and soil. The pallets were inverted and were stapled with landscape cloth to form make shift raised beds since we were unable to dig because of the concrete.





- Community members volunteered and came to help plant and assist the children.



- In the fall, a Garden to Café event was held school wide. A special chef came in to use produce and made tasty dishes for children to sample. We discussed the change in weather and how it would affect the plants. Children were then introduced to composting in order to use the waste from the garden.



- Fifth graders used their literacy skills to assemble the compost bin. Team work started to make the dream of composting work and come alive.



- Children pulled up dead plants to put into the compost bin.



In the winter the children faithfully brought cafeteria waste to compost.



The 5th graders brought discarded worms from their science class to put into the compost. One of the children had researched composting and discovered worms eat at the food garbage.



Special education classes were particularly responsive and made it a habit to bring food waste.



Children literally competed to bring food waste to compost just so they could see the decal, steam and water and turn it.

- **Project planning:** The school library's objectives were 1) to have children be able to define what composting is and how to do it, 2) understand that each person produces 7 pounds of garbage a day and as good community members we need to protect the earth, and 3) to create soil for the school garden. The planning and organization that drove this project naturally fell into place by

determining what could be connected to different facets of the curriculum. By tying in science, literacy, citizenship, community, health and nutrition, children were able to better understand why they need to compost.

- **Efforts:** Efforts to plan and implement the project occurred mainly in the library, science classes and in some select classrooms where teachers taught CookShop for students. The school librarian connected composting to social studies units on the community. Children discussed how to care for their communities and how to be responsible citizens. The science teacher taught plant lifecycle and discussed how dead plants can be used for a good purpose. In addition, a special composting educational piece was conducted by a group of student Compost Master Ambassadors, who made posters to educate their peers. The Compost Master Ambassadors went into classrooms to teach the importance of composting and the rules of what can and cannot go into the bin. These student leaders then stressed the garbage dilemma in NYC and how each person needs to help lessen their load of garbage each day. The Ambassadors gave out reusable bags made from recycled material to each participant and told children to bring scraps from lunch.
- **Efforts:** Efforts to promote this project were blogged about on the library website: mswongswonders.wordpress.com. or specific post <http://mswongswonders.wordpress.com/2014/01/08/composting-composting-composting/> and on Twitter <http://vimeo.com/87920985> . School newsletters detailed the school's composting efforts and steps. Also, parents involved in CookShop for Families workshops had several discussions on how their children talked about and educated them on their composting projects and how it can be done inside the home. A school wide effort to promote composting was when the Garden to Café event in the fall composted half eaten samples back into the compost bin to be used later for the garden. Additionally during Earth week, the morning announcements communicated messages about what the garden club was doing. And lastly, word spread by word of mouth. Children told other children, who told more children and everyone wants to now compost.
- **Collaboration:** The school library media center collaborated with various community organization. Citizens NYC provided funding to establish the garden. GENYOUth Now provided funding to assist in continued planting and nutrition wellness education. CookShop affiliated with the Food Bank of NYC provided materials and curriculum for hands on cooking workshops. Botanical Garden's Composting Division provided classes and outreach to the school. YSA (Youth Service America) provided funding for student led environmental education outreach and materials.

Educational components: Learning standards students met: CCSS.ELA-LITERACY.RL.
Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.SL.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.

Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.L.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

CCSS.ELA-LITERACY.RF.K.1

Demonstrate understanding of the organization and basic features of print.

- lesson plans:
http://www.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.lp_recycle/recycling-and-composting/ and attached lesson plan.

exemplary samples of student work:

<http://www.haikudeck.com/p/4wlpbmqy6v>

<http://www.haikudeck.com/p/KNEGGoFwTN>

PROJECT ANALYSIS

- **What worked well?** The most successful aspects of this project were the hands on activities, the technology projects detailing scholars' learning and students being so thoroughly engaged. Children enjoyed wearing gloves and being cafeteria rangers to get food waste.
- **What didn't work?** Some of the least successful aspects of this project was trying to have continuity of classes being able to follow up with the composting on a regular basis each week. Since the library schedule changes so frequently, a class may not be seen again for two or three weeks. All compost participants wanted to follow up and do it every few days. However, many children and classes were introduced to the concepts and brought scraps. It would be nice to have an older class be able to help younger children do it daily. This would provide greater continuity in teaching and children grasping concepts. Next year I plan to scaffold it differently.
- **Applicability to other schools:** I would advise other schools with similar populations who want to replicate this project to connect lessons to the curriculum, to use the garbage in the cafeteria so children better understand how they can make an impact on the world and make a difference. Citizenship lessons are very important too, since students are able to then connect their role in the world.
- **Measuring success:** The success of the project has been measured through students' knowledge and transfer of what they have learned into their home lives. A pre and post-survey has and will be collected at the end of the school year to test and better understand children's knowledge of composting and to understand if they are composting at home. The project's success will also be measured by the amount food composted. One of the project's goal is to create soil for the school garden. Doing such has an authentic purpose that the children can understand as it is tangible learning.
- These prize funds will be used to further enhance the school's recycling program, waste prevention initiatives, as well as education and outreach. Funds will be used to purchase additional composting bins, indoor growing towers for the garden and recording equipment. Scholars will invite parents and community members to participate. In composting, many parents came over before dismissal to inquire what students were doing and to help turn the compost. Other parents asked if they could join the class when they composted since they felt it was an important issue.

The parent had no knowledge of composting and asked tons of questions. He readily turned below.



Going forward, scholars will begin to record peers composting and then create advocacy pieces like videos and slide shows for community outreach. These will be used and presented by scholars so that community members will better understand the importance of composting and the relative simplicity of it. Indoor growing towers will provide vegetables and help composting year round.

- The school has both **indoor and outdoor** composting. Children bring their food waste to the library which has a temporary compost bin. Classes and individual children come together to take out waste and water and turn it two to three times a week. There is presently one compost bin outside. The school is seeking to expand the bins and compost greater waste from the cafeteria. It is the school's sincere hope to reduce the amount of garbage in the cafeteria by 60%.
- **Collaborations with outside organizations:** Bronx Green Up was very helpful in teaching, guiding and directing. Citizens NYC was supportive in that they recently provided a grant to buy more bins, promotional material for outreach and compost equipment.
- **Going Forward:** Composting efforts will be maintained on an ongoing basis. It was observed that children were extremely fascinated and engaged in composting lessons and truly enjoyed the hands on activities. Special education students retained concepts and key vocabulary. Upper academy students will pop into the library and bring food scraps or ask to compost when it wasn't their class's time to compost. Scholars would come to the library noticeably upset that someone else's class was composting.
- **Replication:** The school's composting efforts can easily be replicated by other schools with similar populations. All that is needed is a compost bin, crank and a watering can to start. Waste like dead leaves and branches were easy to find on school grounds. Newspaper strips were wet and thrown in. During a normal school day, children throw away a great deal of barely touched or eaten fruits and veggies and bread scraps. Staff brought food waste from home. Newspapers and discarded paper towels were also put in as tree by products. Composting became a community activity. Once wet with the water and mixed, decay occurred.