

SUPER RECYCLERS



Staten Island
Borough Winner
Elementary Division

PS 9 Naples Street
Elementary

2015 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.



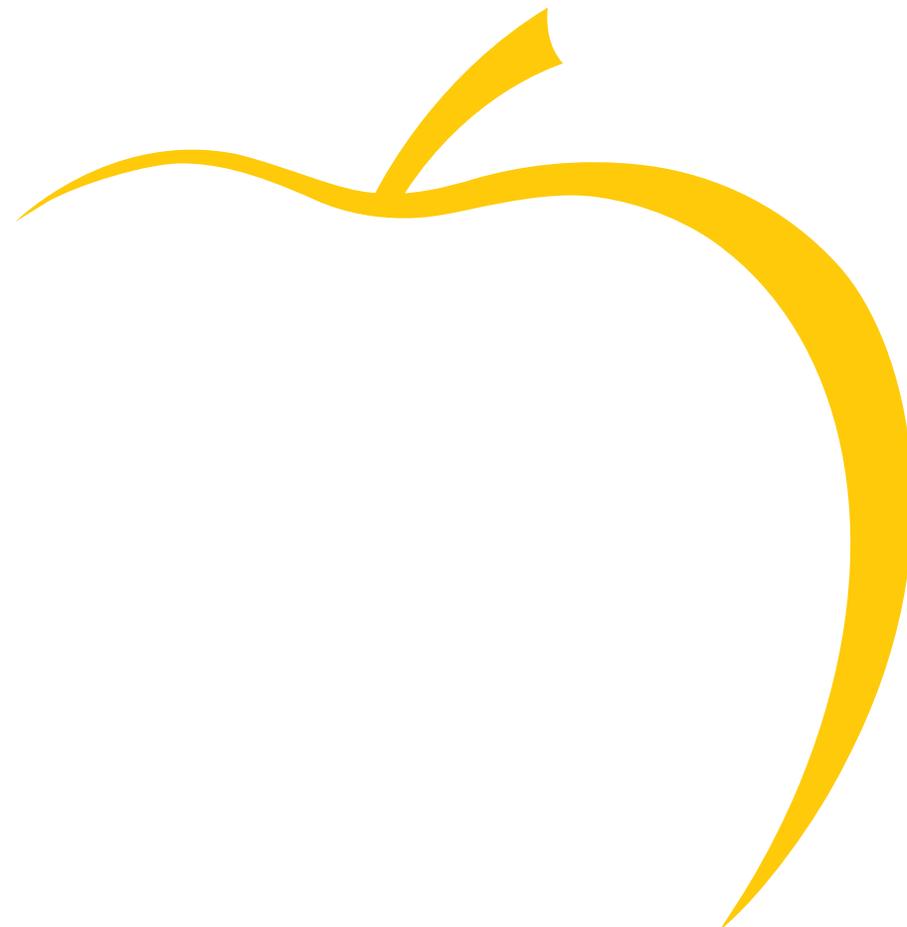
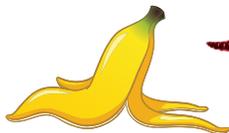
City of New York
Department of Sanitation
Bureau of Recycling and Sustainability
nyc.gov/recycle

NYC
Recycles

NYC Compost Project

GOLDEN SHOVEL

MASTER SCHOOL COMPOSTER



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NYC
Recycles

City of New York
Department of Sanitation
Bureau of Recycling and Sustainability
nyc.gov/recycle

Created and funded since 1993 by the NYC Department of Sanitation, NYC Compost Project provides compost outreach and education to NYC residents, community groups, and landscapers in all five boroughs.

NYC
Composts

2015 Golden Apple Awards Contest Entry Judging Info

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



ID Info: 15013
School: PS 9 Naples Street Elementary
Grade Division: LM
Borough: SI
Affiliation: DOE

Cash Prize: \$5,000
Super Recyclers Award: Borough Winner

(for borough Master School Composter)
Golden Shovel Award: GS-SI

Super Recyclers project entry

PS 9s Shining STARS Become Super Recyclers!

PS 9's "Shining STARS" use Safety, Teamwork, Action, and Respect to create a positive learning community. They used this theme to teach students about the importance of recycling, engage them in recycling routines, and empower them to apply their STAR behaviors when caring for the earth. Students participated in academic activities in the classroom, musical theater, art, and dance, and in daily recycling routines in the classroom and cafeteria. They all took turns being "Super Recyclers" and used their STAR behaviors to win the "Golden Garbage Can" in their classroom recycling contest.

Weblink final

http://www1.nyc.gov/assets/dsny/downloads/pdf/golden-apple-awards/GA15_SR_LM_R_R009_Naples-Street-Elementary_entry.pdf

School Population: total # 152

| | |
|--------------------|-----------------------------|
| Core Group: | Total Participating: |
| 16 | 152 |

Prior Year Entries:

first entry

Current Entries

15:SR-boro,GS-SI

Collaborations

- NYC Organics Collection
- NYC Compost Project
- GrowNYC RCP
- GrowNYC Grow To Learn
- MFTA
- NWF Eco-Schools
- NYRP MillionTreesNY
- NYRP Rose
- Citizens Comm for NYC

School Contact Information:

Phone: (718) 876-4610

Address: 1055 Targee Street
Staten Island

Block&Lot: 5031710001

DOE Location: R009

DOE Bldg: R048

10304

Contest Coordinator:

Principal:

Sustainability Coord:

Custodian:

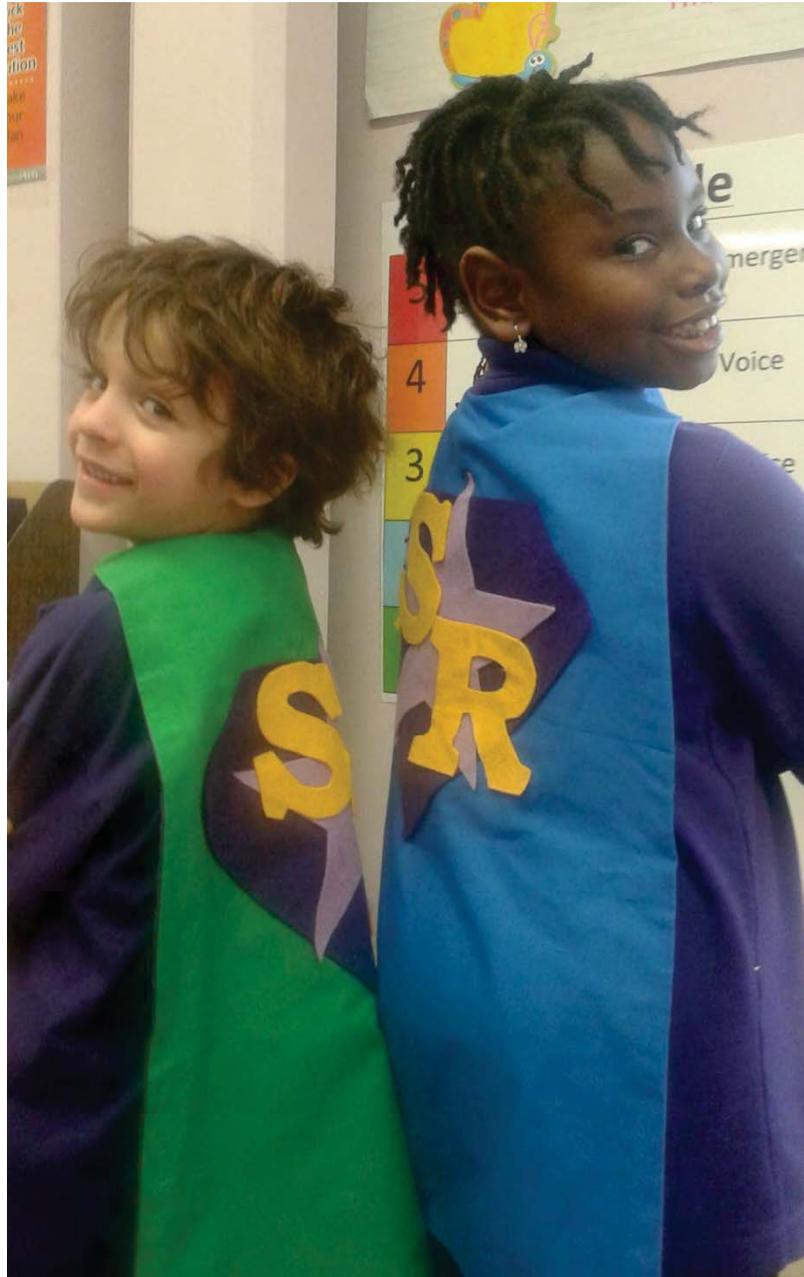
Lisa Bonello

Deanna Marco

Jason Ericson, Teacher

Joe Howley (DS)

2015 Golden Apple Awards
TRASHMASTERS! SUPER RECYCLERS



PS 9's Shining STARS Become SUPER RECYCLERS!

RECYCLING AT OUR SCHOOL

Recycling Paper and Cardboard

Classroom: Green bins for paper and cardboard are visibly located and labeled in all classrooms. The bins are located side-by-side with other bins for plastic and garbage. We created a Recycling Song that is hung on the wall above the bin.

- First you take it and you separate it, Paper, Glass and Plastic! Then you put it in the recycling bin- Recycling is FANTASTIC!

Two student “Super Recyclers” from each class were chosen to help with the sorting of paper recyclables in the classroom. These students help make sure the proper materials are placed in each pail at designated times during the day (after snack time, end of the day, etc.). Green recycling bins for paper are collected from the classroom by custodial staff on a daily basis.



Kitchen: There is no bin for paper recyclables located in the kitchen. Cardboard boxes from deliveries to the kitchen are broken down immediately, bagged, and placed to the side near the kitchen door until custodial staff puts it with the other paper recyclables by exit 1 (the kitchen is located right near exit 1).



Picture of a bag of paper recyclables (cardboard) from the kitchen

Common Areas: Green bins for paper recyclables are located in the common areas (1st floor hallway). In the common areas, there is a large recycling poster on the wall above the bin indicating what items belong in the paper recycling bin.



First Floor Common Area (Hallway by Main Entrance)

Offices and Teacher Lounges: Green bins for paper recyclables are visibly located and labeled in each office and lounge.



Office



Teacher Lounge

Recycling Metal, Glass, Plastic & Cartons

Classroom: Blue bins for plastic, metal, glass and cartons are visibly located in the classrooms next to the paper and garbage bins. Like all other bins in the classroom, are labeled and accompanied by the recycling song. Super Recyclers in the classroom help make sure the proper materials are placed in the blue pail during the day, and accompany a staff member in emptying the blue bins from the classrooms into the common area bins at the end of the day.



Bin Placement in Pre-K Room



Bin Placement in K and 1

Student Cafeteria: In the cafeteria, students participate in the sorting of materials, including plastic and cartons, at the end of their lunch period (see *Recycling Organics/School Composting Program* below for more details).



Kitchen: Bins for metal, glass, plastic and cartons from the kitchen are located in the cafeteria outside the entrance to the kitchen. Recyclables from the kitchen are put in cafeteria recycling bin and are collected by custodial staff and placed with other recyclables.



Bins for kitchen/cafeteria use

Offices and Teacher Lounges: Blue bins for plastic, metal, glass are located in the offices and lounges next to the green and black bins. Each day, a student “Super Recycler” accompanies a staff member in collecting the blue bins and emptying the contents of the blue bins to the common area bins.



Office



Teacher Lounge

Common Areas: Blue bins for plastic, metal, cartons and glass recyclables are located in the common areas (1st and 2nd floor hallways), are clearly labeled, and are accompanied by a recycling poster that indicates what items belong in the bin. All recyclables from the classrooms, offices and teacher lounges are emptied into these bins at the end of the day by a staff member who is accompanied by a “Super Recycler.” Bins in common areas are collected and bagged by custodial staff on a daily basis.



First Floor Common Area



Second Floor Common Area



Super Recycler helping

Recycling Organics/School Composting Program

Indoor Composting at PS 9

Cafeteria: PS 9 also participates in the Organics Collection Program. Our students are well trained in separating food waste and placing it in the proper bins. Our student “Super Recyclers” help with cafeteria recycling routines at breakfast and lunch. At these times, they get to wear super hero capes (blue, green, brown) that correspond to what they are helping sort. These super recyclers assist staff in teaching their peers about how to sort cafeteria waste. Our students follow the following cafeteria composting routines on a daily basis:

- Students are called to an area of the cafeteria where they sort their recyclables, organics and trash (students are called to the line by class and by gender)
- School staff supervise the process, and the “Super Recyclers” assist
- Students take their tray, and move through an “assembly line” where they-
 - **Strain** their liquids
 - **Recycle** their milk or juice cartons and plastic utensils in the blue bin
 - **Deposit** organic/compostable materials (food and napkins) in the brown bin
 - **Throw away** the rest of the materials into the garbage (trays, plastic bags, etc.)
- At lunch, there are two stations- one for Kindergarten and one for 1st Grade. At breakfast, there is only one station.
- All “stations” are clearly labeled with signs indicating what belongs in that particular container
- Custodial staff promptly tends to organic material during cafeteria clean-up following meals



Bin set-up -breakfast



Kindergarten bin set-up -lunch



1st grade bin set up - lunch



Pictures of the students moving through the “recycling” assembly line



Pre-K Super Recyclers at lunch

Kitchen: Brown bins for organic materials are located at the kitchen entrance. All organic material is collected by custodial staff daily.



Brown bin for organics in kitchen



Bins for kitchen/cafeteria use

Classrooms, common areas, offices and teacher lounges: Since there are no brown bins for organics located in these areas, organic material from these areas is brought to the cafeteria on an individual basis, or is thrown away in regular trash bins.

Recycling Collection and Setout

Materials are gathered from all areas of the school at the end of the day and are bagged accordingly (paper recyclables, plastic recyclables, garbage) by custodial staff. Organic material is left in the brown bins. The bags and brown bins are stored near exit 1 near exit 1 (which is the exit closest to the collection area in front of the school), until they are brought curbside for pick up.

- Mixed paper and cardboard is collected and bagged daily in clear plastic bags and is kept near exit 1 until it is brought curb-side before 4:00pm on Monday, Wednesday and Friday.
- Metal, glass, plastic and cartons are collected and bagged daily in clear plastic bags and are also kept near exit 1 until it is brought curb-side before 4:00pm on Tuesday and Thursday.
- Organic material is collected during the day during breakfast and lunch in the latched brown bins and stored near exit 1 until they are brought curb-side before 4:00pm daily (Monday-Friday) for pick up.
- Garbage/Trash is collected daily from the black bins (gray for cafeteria) and is bagged in clear plastic bags and set near exit 1 until it is brought curb-side after 5:00pm on Monday and Thursday (for a Tuesday/Friday pick-up).



Organics, paper recyclables and trash curbside (Monday)



Plastic recyclables near exit 1 before they are set curbside (Thursday)

SCHOOL RECYCLING PROGRAM IMPLEMENTATION

Before and After

Before- At PS 9, the students experienced recycling routines in the cafeteria, however, there was no incentive to recycle properly in the other common areas and classrooms. Black bins for garbage and green bins for paper were located in every classroom, common area, and office and emptied by custodial staff on a daily basis. Blue bins for plastic were only located in the common areas (in the cafeteria, 1st and 2nd floor hallways- but not in the classroom, offices or teacher lounges) and were not used as often. This led to plastic recycling ending up in the green or black bins in the classroom instead of the blue bin in the common areas, thus affecting the amount of paper recycling that could be kept separated. Further, blue, black and green bins were not labeled with recycling labels. This led to confusion when determining what to put in each bin.

In a survey given to school staff members and a program analysis, we determined that unlabeled bins and inconsistent access to bins played a role in confusion and therefore students and staff not properly sorting materials. Our most successful recycling habits took place in the cafeteria where students were heavily supervised by adult staff. We determined that although we had established successful routines in the cafeteria, we had not established any classroom recycling routines. **Our program aimed to improve the sorting of recyclable materials in the classroom and educate and empower students to be able to recycle properly without as much supervision.**

After-Since we have begun our recycling program, there has been a significant increase in the motivation of students and staff to properly sort and recycle materials. The custodial staff has noted a huge improvement in proper recycling routines school-wide, especially in the classroom. We attribute these positive results to the following:

- The PTA purchased blue recycling bins for plastic recyclables for each classroom. Before, there were only blue bins in the common areas (cafeteria, 1st floor and 2nd floor hallways). This has nearly eliminated improper sorting in the classroom due to no access to a blue pail.
- We created a classroom job of “Super Recycler.” Super Recyclers assist in the classroom and cafeteria, and also help empty blue pails into the common area bins at the end of the day. Students feel a sense of empowerment, and we have found that the students in our ASD/Horizons classes are extremely motivated by this role.
- Students have been highly motivated by the classroom competition to win the “Golden Garbage Can” (see below for details on this contest). We have noticed that the students make a significant effort to help one another recycle properly in the classroom and cafeteria. This has led to more accountability among students to properly sort and recycle. If someone makes a mistake, they use teamwork to help one another. We have seen a significant increase in our students’ abilities to properly sort and recycle without prompting or assistance from a staff member (see post-survey results).
- Through classroom instruction and read-alouds, students have learned the importance of recycling and have a better understanding of why we should recycle. Student work indicates that students have internalized the importance of recycling.
- The super recycler capes have been a huge hit! Students are very excited to wear them and take on the role of “Super Recycler!”

Project Planning

We identified three objectives that drove the project. These objectives included:

- Creating and implementing a school-wide recycling program with consistent classroom recycling routines
- Applying STAR behaviors and the arts while implementing a recycling program
- Engaging the school-wide community (including parents) in recycling efforts

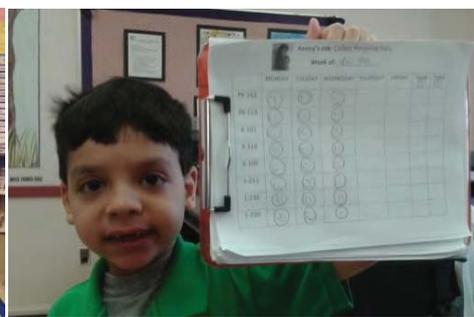
Creating and implementing a school-wide recycling program with consistent classroom recycling routines: Our program was organized around our biggest need for improvement, which was the recycling in the classroom. Two staff members volunteered to collaborate with administration and custodial staff on the most effective way to improve recycling in the classroom and school-wide, and came up with specific classroom recycling routines that all students

could be expected to follow. Then, they trained a group of students (representing our “core” group of “Super Recyclers”) on proper recycling habits in the classroom. To launch the program, our 1st Grade “Super Recyclers” visited the other classrooms to talk about recycling and how to recycle properly in the classroom. They presented two Super Recycler capes to each class and chose two students to be the Super Recyclers for that class. These staff members still organize the efforts of the Super Recyclers. Super Recyclers also assist in the cafeteria sorting routines. Since students frequently switch classroom jobs, all students will have a chance to play the role of “Super Recycler.”



1st grade Super Recyclers visiting classrooms to launch the program

Applying STAR behaviors and the arts while implementing a recycling program: In order to empower our students to apply their STAR behaviors (Safety, Teamwork, Actions and Respect) when recycling, we introduced *PS 9's Super Recyclers Competition* to encourage students to work together as a class to properly recycle. We placed a ‘happy face’ and ‘frown face’ icon on the door of each classroom, and an arrow that can be moved to point at one icon or the other. When our custodians empty the pails in the evening, they inspect the pails to see how the class did in their recycling efforts. If the class properly recycled their materials, the arrow points toward the “happy face” on the recycling poster. This way, students in the class can see if they are recycling properly and can work together on how to improve. Every morning, one of the students in our ASD Horizons program plays the role of “Super Recycler Manager” and visits each classroom, marking down on a chart whether or not the class received a “happy face” or “frown face.” The class with the most number of “happy faces” each month wins the coveted “Golden Garbage Can.”



Super Recyclers Classroom Contest

Super Recyclers Manager

Besides having “Super Recyclers” in the classroom focusing on proper classroom recycling routines and the Super Recyclers classroom competition, we wanted to incorporate the recycling theme in our lesson plans and the arts as well. We felt it was important that students understand why they are recycling, and the impact that they can have on the earth. These instructional objectives influenced our lesson plans, classroom activities and school events. We determined that by the end of the program, our students will be able to:

- Explain what they know about recycling by writing “how to,” “all about” and “writing to persuade” writing pieces
- Creatively express their knowledge of recycling through the arts (dance, theater performances)

- Demonstrate their knowledge about recycling materials by properly sorting recyclable materials at lunch and in the classroom
- Participate with families and the community in recycling education events (Pumpkin Smash event, “Spring Ahead Into Composting” workshop, guest speaker at PTA meeting, worm bin presentation)

Engaging the school-wide community (including parents) in recycling efforts: Lastly, in an effort to engage the entire school community in our recycling efforts, we asked the PTA and Wellness Committee to provide support in the implementation of the program. The PTA purchased blue pails for each classroom so that plastics could be properly sorted. The PTA also invited a speaker from New York City Recycles to present at the March 12, 2015 PTA meeting. The Wellness Committee invited a Master Composter to give a composting worm-bin presentation to the students in the science classes, and hosted the “Spring Ahead Into Composting” workshop as a follow-up to our Pumpkin Smash event in the fall (see Golden Shovel award entry below for more information). The PTA also agreed to fund a dance arts residency program with Arts Connection. In this dance residency, the teaching artist, Martita Goshen, combines her twin passions for dance and the endangered species of our planet. Students move like dolphins, polar bears, tigers and frogs as they leap, skip, glide, crawl and pounce through classes designed to strengthen their bodies and their imaginations. As they practice joyful, exploratory approach to movement, they are empowered to better care for their own and the planet’s health.

Student Involvement

Given the age of our students (Pre-K, K and 1), students were not involved in the planning of the program. However, the implementation of the program was centered heavily around student involvement. 100% of our students and staff were involved in the implementation of this program.

Activities conducted by students and staff included:

- *Art/after school-* recycling posters
- *Musical Theater-* The LORAX- ASD/Horizons class performance
- *Science-* Worm bin presentation and composting activities
- *Dance-* Dance residency program with Arts Connection
- *Classroom-* “All About” or “How To” books on recycling, “writing to persuade” pieces; *PS 9’s Super Recyclers classroom competition*
- *Cafeteria-* daily recycling routines, led by student recycling team; lunchroom read-alouds
- *ASD/Horizons Program-* Super Recyclers Manager, Super Recycler Collectors
- *Family connections-* Guest Speaker from NYC Recycles at the March 12 PTA Meeting, Pumpkin Smash, Spring Ahead Into Composting workshop

Promotion

Our program was promoted through our weekly newsletter (sent to all parents and staff), on school and PTA websites, PTA Facebook page, at PTA meetings, and through student performances and student work. Our PTA had a guest speaker from NYC Recycles attend the PTA meeting on March 12 to educate parents on proper recycling techniques and answer recycling-related questions. Our ASD/Horizons students were able to perform *The Lorax* in front of parents, staff and fellow students at our March 26 Musical Theater performance. Memos to the staff were also distributed and *PS 9’s Super Recyclers* and the quest for the “Golden Garbage Can” became a surprisingly good motivator in promoting our program among the students.

Our Pumpkin Smash, which was a community-wide composting event, was advertised throughout the school and community with the help of the NYCCP. Flyers were sent home with PS 9 students and were distributed to parents to hang throughout the community. The event was advertised on the PTA and school websites, and through the weekly newsletter. Flyers were distributed at PS 48, the zoned school in the neighborhood. The NYCCP also sent out a mailing to all residents in the 10304 zip code, and gave a press release about the event. The “Spring Ahead into Composting”

workshop, presented by NYCCP and hosted by PS 9 was promoted through our Facebook page, our weekly newsletter and at PTA meetings.

Collaboration

We collaborated with the *New York City Compost Project hosted by Snug Harbor Cultural Center & Botanical Gardens* on our compost bin build, the Pumpkin Smash event in November and the Composting workshop in March. They continue to give us support with our on-site composting efforts and compost education. We also collaborated with *NYC Recycles*, who sent in an employee to speak to our PTA about proper recycling routines. Family support through our PTA and Wellness Committee has allowed us to not only have the supplies we need, but the super hero capes for the classroom and cafeteria were custom designed and hand-made by a PS 9 parent.

Educational Components

We incorporated the writing, speaking and listening, reading and science standards listed below in our Super Recyclers program.

Common Core Learning Standard-Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Common Core Learning Standard- Reading Informational Texts

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Science Standard 4- The Living Environment

Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environments. Humans are dependent upon and have an impact on their environment. Students should recognize how human decisions cause environmental changes to occur. Students should be given opportunities to identify and investigate the factors that positively or negatively affect the physical environment and its resources. Identify ways in which humans have changed their environment and the effects of those changes.

Major Understandings:

- 7.1a Humans depend on their natural and constructed environments.
- 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.

Example Lesson plan-Below is an example of a “Super Recycler” lesson plan focused on writing standard CCSS.ELA-LITERACY.W.1.1 . See student work below for examples.

PS 9 Mini Lesson Template

| | |
|---|---|
| Teacher’s Name:1-216 | Grade Level: 1 |
| Unit Name: Writing Reviews | Day within Unit: 5 |
| Teaching Point: Today I want to teach you that when writers have an opinion, they need to give a couple of reasons, not just one, and say details about each reason. We do this to make our writing more convincing. | Goal(s) for the lesson: Write a persuasive piece on recycling. |
| Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach | |

Connection (1-2 minutes)

motivates students for the lesson; reviews previous work and its relation to the essential question and/or instructional strategy within the unit

Boys and girls, yesterday we read a book about recycling and learned so many reasons why it’s important to keep our earth healthy! Today we will think about these reasons to write our own persuasive piece.

Teach (4-6 minutes)

explicit modeling of a strategy in simple, consistent language by the teacher

Teaching Point: Today I want to teach you that when writers have an opinion, they need to give a couple of reasons, not just one, and say details about each reason. We do this to make our writing more convincing.

Teacher Model: Watch me as I add to my persuasive piece. The information I learned yesterday will help me to not just say my opinion, but also give reasons why. On this page, I wrote that it is important to recycle used paper, but I didn’t say why. I am going to add to this page. I will add... “by recycling used paper, we can save so many trees! “

Active Involvement (3-4 minutes)

students have an opportunity to attempt or “try out” the strategy that was modeled by the teacher

Student Activity: Next page in teacher model... On this page I said we should recycle bottles. Turn & tell your partner how I could make this page more convincing.

Link (1-2 minutes)

Remember boys and girls, writers need to give a couple of reasons, not just one, and say details about each reason. We do this to make our writing more convincing. Today, our goal is to get others to feel the same way we feel about recycling!

Independent Time

this is the heart of the workshop model – students work independently to practice strategies within their own level to reach their personal goals

Student Expectation: Students will work to add reasons to recycle in their own persuasive piece.

Share

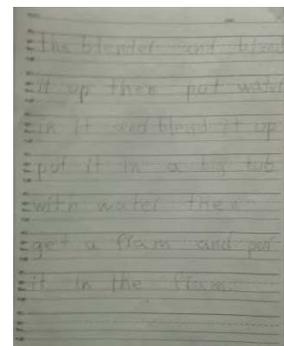
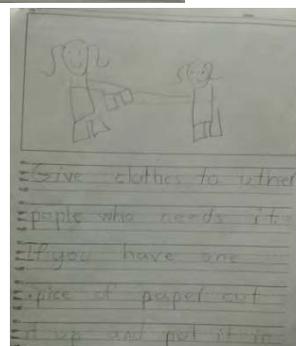
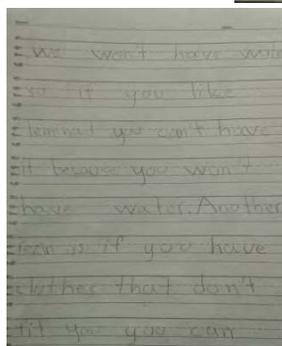
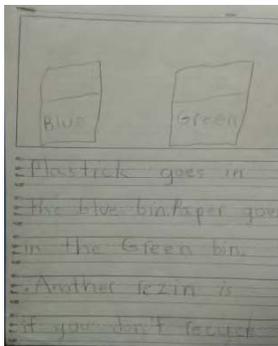
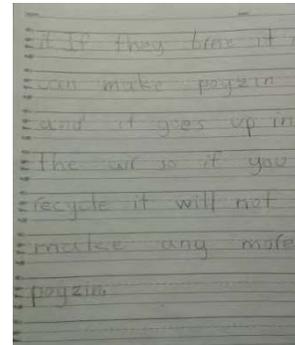
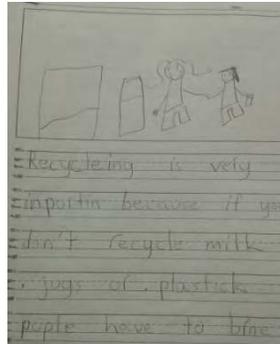
Exemplar student work is acknowledged

Students will have 5 minutes to share their work with their partner.

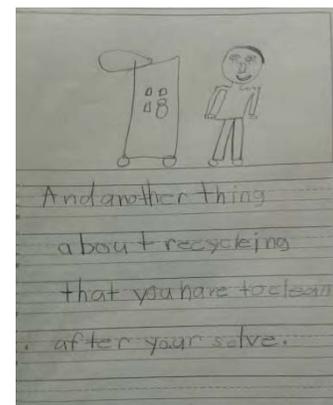
Examples of Student Work from this lesson:



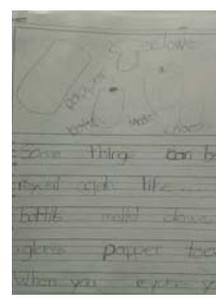
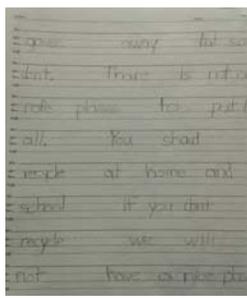
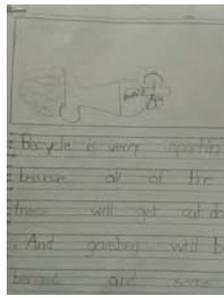
Samantha



Olivia



Peri



PROJECT ANALYSIS

What worked?

- The *PS 9 Super Recyclers Classroom Competition* to win the Golden Garbage Can was extremely motivating for students. They responded very positively and used their STAR behaviors (Safety, Teamwork, Actions and Respect) extremely well. The Super Recyclers were very proud of their role.
- Having the role of "Super Recycler" as a classroom job added a lot of enthusiasm to the program.
- Having the blue bins in the classroom practically eliminated the improper recycling of plastic.
- Super hero capes in the classroom and cafeteria proved to be highly motivating for students, especially in our ASD/Horizons classes.
- Having access to a school garden/composting program allows our students to see the end result of what they are doing when composting, and the benefits of doing it. The students love the hands-on experiences that the garden provides.

What didn't work?

- Proper recycling routines are inconsistent during after-care, PTA meetings and other after-school events, when the Super Recyclers aren't monitoring the recycling efforts. We plan on making students in after care or other student groups "Super Recyclers" for that group.
- Since there are no brown bins for organics in the classroom, leftover snacks from snack time or food from family events in the classroom are thrown into the trash bins. We would like to establish routines for situations like this.

Applicability to other schools:

Our only piece of advice to schools who want to replicate the program is to make sure that the teachers and staff are on-board and motivated to implement the program. Our program would not have been successful if our staff was not willing to put the recycling routines into action in the classroom. We noticed that because of the staff's enthusiasm, our students were motivated, and we used that to our advantage to encourage positive behaviors. Also, make the recycling jobs simple and doable, and, lastly, make sure you have super-hero capes.

Measuring Success:

We measured our success mainly through the results of our Super Recyclers competition, where nearly all of the classrooms have had perfect recycling records so far. Also, post-survey results completed by staff members indicates just how much our students improved on being able to sort and recycle with little or no assistance from staff. The survey results also showed us that our program improvements have helped staff members properly recycle more frequently. Student work and classroom discussions on recycling have revealed that our students are starting to realize how being a "Super Recycler" is an important part of caring for the earth. We believe that this program has had an impact on our students and how motivated and willing they will be to recycle in the future.

One of our biggest successes are in the classroom when we see how motivated our students are to do well in school- just so they can be a "Super Recycler" at the end of the day. In our ASD/Horizons classes we have used the role of Super

Recycler to motivate and reward our students who use their STAR behaviors during the day. Overall, our students are more excited about being the “Super Recycler” of the classroom than any other classroom job. We are confident that our students had fun throughout this project and that it will continue to be successful.

We also hope to have had an impact on the community through our composting efforts and the events we have held in our school garden this year. Our Pumpkin Smash brought out many families from the community who were able to have fun while getting some compost education. The PTA has also noticed an increased interest in composting among our parents. We hope to continue to host community composting events that will only bring more enthusiasm to our program as time goes on and as we grow as a school.

Future Plans:

If we are awarded a prize for our PS 9 Super Recyclers program, we would use the funds in a variety of ways. First, some funds would go to the school garden program to enhance our composting program. We would also use the funds to invite the New York City Compost Project to our school to do some composting workshops, as well as take a field trip to Snug Harbor to see the compost site there. We would also like to reward our students for their hard work by giving them an assembly featuring *The Grand Falloons*. We would also spend funds on upgrades to our recycling bins in the common areas. Since we are growing in size as a school, we would also need to purchase more bins for the classrooms, and make more super hero capes for the older grades. The remaining funds would go toward waste prevention initiatives, specifically in the cafeteria and some school beautification projects.

WE COMPOST! Golden Shovel Award Entry

Indoor and Outdoor Composting at PS 9

Our school composting program doesn't end at lunch time. As part of our school garden program, our school also composts yard waste and some food waste on-site. In our first year (2013-2014), we reached out to the New York City Compost Project hosted by Snug Harbor Cultural Center & Botanical Gardens (referred to as NYCCP) to begin a composting program to go along with our school garden program. In the spring of 2014 we received a Community Composting grant that allowed us to build a three-bin compost system, where we compost yard waste. We also received a junior tumbler through the Muhammad Ali Peace Garden grant that is used to compost small amounts of food waste.

Both our composting systems are used in the science curriculum, as students learn about the garden, decomposition and ecosystems. Our ASD classes enjoy the hands-on experiences the garden provides, and have played an important role in composting food waste by maintaining our tumbler. In Science class, students participated in a composting worm-bin presentation by a parent (who completed the Master Composter training program), where they not only learned about composting but got a chance to care for the worm bin for a period of time.

This year, we have also focused on extending our composting efforts to educate the community as well. On October 7, 2014, approximately 10 parents, community members and NYCCP staff participated in our compost bin build, in which we built our three-bin compost system. On November 1, 2014, we collaborated again with the NYCCP and hosted a **Pumpkin Smash** and leaf collection event at our school. The theme of the Pumpkin Smash was “Growing up Green,” and featured games and craft activities made from recycled materials, showcased other ‘up cycled’ items, included an interactive art mural, and provided compost education (as well as plenty of pumpkin smashing). In total, we collected over 80 sixty-gallon bags of yard waste and 435 pounds of pumpkins to add to our three-bin compost system. At this event, the NYCCP provided composting education and materials, and had over 75 interactions with community members. On March 28, 2015, we partnered with the NYCCP again as they presented a workshop entitled, "**Spring Ahead into Composting.**" At the workshop, families learned the basics of composting and how to incorporate composting into the garden, and were able to see how the 435 pounds of pumpkin from the fall had decomposed.

We plan to provide composting education as part of our school garden program for many years to come. Our Wellness Committee is comprised of teachers, staff and parents (including a Master Composter), and is committed to maintaining our school garden and composting efforts well into the future. With the support of the NYCCP, we aim to become a community composting site that will host composting events and workshops on a regular basis. We would recommend

the establishment of a Wellness Committee or other parent/staff organization to other schools who are interested in replicating our efforts. Collaboration with NYCCP has also been critical to the implementation of our composting efforts.

School Composting Programs- Pictures



Compost Bin Build- October 7, 2014



Pumpkin Smash- November 1, 2014



Worm Bin Presentation, March 27, 2015



Spring Ahead Into Composting- March 28, 2015

Science Standards Met- Standard 4- The Living Environment

We used the worm bin to teach our students about living and non-living things, habitats and ecosystems.

Key Idea 1: Living things are both similar to and different from each other and from nonliving things. There are basic characteristics, needs, and functions common to all living things. Nonliving things are present in nature or are made by living things. Understanding the variety and complexity of life and its processes can help students develop respect for their own and for all life. It should also lead them to better realize the value of all life on this fragile planet.

Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.

Major Understandings: 1.1a Animals need air, water, and food in order to live and thrive. 1.1b Plants require air, water, nutrients, and light in order to live and thrive. 1.1c Nonliving things do not live and thrive. 1.1d Nonliving things can be human-created or naturally occurring.

Performance Indicator 1.2: Describe the life processes common to all living things.

Major Understandings: 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.

Key Idea 6: Plants and animals depend on each other and their physical environment.

Performance Indicator 6.1: Describe how plants and animals, including humans, depend upon each other and the nonliving environment.

Major Understandings: 6.1a Green plants are producers because they provide the basic food supply for themselves and animals. 6.1b All animals depend on plants. Some animals (predators) eat other animals (prey). 6.1c Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain. 6.1d Decomposers are living things that play a vital role in recycling nutrients.

Example Lesson Plan- Science- below is an example Science lesson based on Major Understandings 1.1b- plants require air, water, nutrients and light in order to live and thrive

PS 9 Mini Lesson

| | |
|--|---|
| Teacher's Name: Jason Ericson | Grade Level: K |
| Unit Name: Plants | Day within Unit: 1 |
| Teaching Point: <i>Today we are going to be like scientists and use our prediction power to see what happens when plants are planted in soil with compost.</i> | Goal(s) for the lesson: <ul style="list-style-type: none"> • SWBAT hypothesize what plants need to live. • SWBAT identify four things that plants need to live. • SWBAT describe where plants get the things they need to live. • SWBAT explain how compost helps plants grow. |
| Standards: LE 3.1b, c, d, e, g | |
| Materials: The Book "Casey's Compost" Prezi Presentation: "what do plants need?" Transparency 1 Graphic Organizer Picture of plant using for prediction Vocab table visual Work sheet AB 79 "Hypothesize" Foundations paper | |

Connection (1-2 minutes)

motivates students for the lesson; reviews previous work and its relation to the essential question and/or instructional strategy within the unit

Engage students in the topic by relating it to prior knowledge of vibrations and sounds.

- I remember when we were learning about what plants need to live and we used prediction power to see what would happen if plants do not get what they need to live.
- Well, today we get to use Prediction power again to see what would happen if plants are planted in soil along with compost.
- I love when we use prediction power because it really helps us answer questions.

Teach (4-6 minutes)

explicit modeling of a strategy in simple, consistent language by the teacher

Plants

Teacher Model: *Today we are going to be like scientists and use our prediction power to see what happens when plants are planted in soil with compost.*

Prediction Power

1. Find something we want to study (what happens when plants don't get what they need?)
2. Get the supply's needed to find answers to questions.
 - 2 of the same plant
 - 2 labels that compost and soil, soil only
3. Take a guess.
4. Test your guess
5. Find the answers to our questions.

Prezi Presentation: What do Plants Need?

Active Involvement (3-4 minutes)

Students have an opportunity to attempt or "try out" the strategy that was modeled by the teacher

So as a class we are going to use our prediction power together. Mr. E has two of the same plants and these labels that compost and soil, soil only. Let's take a minute and look at our plants and see what is the same about them and different.

- Now we are going to put a label on each of the plants. (one soil and compost, one soil only)
- Now that we labeled our plants let's put water in the plant that says "water"

Students will turn and talk with the student next to them to discuss what they think would happen if Mr. E only gave one of two plants compost in the soil.

Accommodations:

ESL: (Alondra/Brendon/Alex K) Teacher will provide visuals of vocabulary to reinforce the language of the subject plants

Number 2's: Teacher will have vocab with visuals at the tables to reinforce to students what they should accomplish during task.

Link (1-2 minutes)

mini lesson is connected to the ongoing work for the day and in the future

Today we are going to be like scientists and use our prediction power to see what happens when plants are planted in soil with compost.

Independent Time

This is the heart of the workshop model – students work independently to practice strategies within their own level to reach their personal goals

Student Expectation:

- Students will work with their classroom writing/reading partner to complete worksheet AB 79.
- Students will then write about what plants need to grow on foundations paper.

Mid-workshop interruption:

- ✓ Teacher will point out some of the hypotheses students are coming up with and their reasoning.
- ✓ Teacher will show off student writing that discuss what plants need to grow.

ESL Teacher Responsibilities:

- Work with students receiving service
- Use visuals to reinforce vocabulary
- If time permits Mrs. M can elicit responses from different pairs.

| | | |
|--|--|---|
| Para Responsibilities: <ul style="list-style-type: none"> • Manage bathroom breaks • Manage behaviors • Elicit responses on question sheet | | |
| Student Name(s): 114 Goal: To ensure students who asked “what plants need to grow?” during the first plants lesson utilizing the KWL chart can write what they know now about what plants need to grow and write it on a post it and place it on the KWL chart. Teaching Point: Today like scientists we learned what plants need to grow. So let’s look back at our question on KWL chart about “what plants need to grow?” and see if we can write a post it about what we LEARNED. Activity: <ul style="list-style-type: none"> • Activity sheet AB 80 • Questioning • Write on what we LEARNED Post it. Check for Understanding: <ol style="list-style-type: none"> 1. Through questioning 2. Teacher observation 3. AB 80/post it | Student Name(s): 109 Goal: To ensure students who asked “what plants need to grow?” during the first plants lesson utilizing the KWL chart can write what they know now about what plants need to grow and write it on a post it and place it on the KWL chart. Teaching Point: Today like scientists we learned what plants need to grow. So let’s look back at our question on KWL chart about “what plants need to grow?” and see if we can write a post it about what we LEARNED. Activity: <ul style="list-style-type: none"> • Activity sheet AB 80 • Questioning • Write on what we LEARNED Post it. Check for Understanding: <ol style="list-style-type: none"> 4. Through questioning 5. Teacher observation 6. AB 80/post it | Student Name(s): ESL Students Goal: Teaching Point: Activity: Check for Understanding: |
| Share Exemplar student work is acknowledged (These students will be predetermined) | | |
| How does predicting help scientists? How do plants stay alive? Teacher will talk about students who were in small group instruction and what they wrote on their post its. <i>Today we are going to be like scientists and use our prediction power to see what happens when plants are planted in soil with compost.</i> | | |



SUPPORTING DOCUMENTATION

Pre and Post Survey Results

| Survey Question | Pre-Program (20 responses) | Post- Program (17 responses) | Difference |
|--|---|---|---|
| Do you currently recycle at PS9: Yes/No | Yes-20 (100%) No-0 | Yes- 17 (100%) No-0 | No change |
| How would you rate your recycling efforts? I don't care about recycling/I recycle when it is convenient/I make an effort to properly recycle even if it takes more time | I don't care about recycling- 1 (5%) I recycle when it is convenient- 3 (15%) I make an effort to recycle even if it takes more time- 16 (80%) | I don't care about recycling I recycle when it is convenient I make an effort to recycle even if it takes more time- 17 (100%) | All survey completers make an effort to recycle, even if it takes more time. |
| I am familiar with proper recycling techniques? Yes/no | Yes- 17 (85%) No- 3 (15%) | Yes- 16 (94.1%) No- 1 (5.9%) | ~10% increase in familiarity with recycling techniques. |
| Are recycling bins placed in a convenient location? Yes/No | Yes- 17 (85%) No- 3 (15%) | Yes- 17 (100%) No- 0 | 15 % increase in access to recycling bins |
| Do signs/stickers/labels on the recycling bins make it clear enough as to what can be recycled? Yes/No | Yes- 18 (90%) No- 2 (10%) | Yes- 17 (100%) No- 0 | 10% increase in clear labeling |
| For classroom teachers: How would you describe the recycling efforts of the students in your classroom? My students only recycle if they are instructed to/My students make an effort to recycle and need assistance/ My students make an effort to recycle and can successfully sort and recycle materials without assistance | (15 teacher responses) My students only recycle if they are instructed to- 4 (27%) My students make an effort to recycle and need assistance- 10 (67%) My students make an effort to recycle and can successfully sort and recycle materials without assistance- 1 (6%) | (16 teacher responses) My students only recycle if they are instructed to- 0 My students make an effort to recycle and need assistance- 8 (50%) My students make an effort to recycle and can successfully sort and recycle materials without assistance- 8 (50%) | Significant increase in the amount of students who are able to recycle in the classroom without being prompted (are self-motivated); significant increase in the incidents of students successfully sorting materials in the classroom without assistance from adults (44% increase). |
| For staff members that help with recycling in the cafeteria: How would you describe the students' ability to properly sort recyclables in the cafeteria: Most students need assistance in sorting recycled materials/most students can somewhat sort recyclables on their own/ most students are independent in sorting recyclables on their own. | (14 staff responses) Most students need assistance in sorting recycled materials- 2 (14%) Most students can somewhat sort recyclables on their own- 10 (72%) Most students are independent in sorting recyclables on their own- 2 (14%) | (10 staff responses) Most students need assistance in sorting recycled materials- 0 Most students can somewhat sort recyclables on their own- 1 (10%) Most students are independent in sorting recyclables on their own- 9 (90%) | Significant increases in the incidence of students who can sort recyclables on their own in the cafeteria- the majority of students no longer need adult assistance (76% increase) an can independently sort. |

Supporting Documentation: MEMO- sent to staff before program launch

MEMO

To- PS 9 Teachers and Staff

Re- Golden Apple Awards

In an effort to boost our recycling efforts, we have entered the *Golden Apple Awards: Trashmasters! Super Recyclers* contest, sponsored by NYC Recycles. This contest awards cash prizes to NYC Department of Education schools for implementing exemplary school recycling programs in compliance with NYC regulations. PS 9 has a great chance to win a cash prize for our school!

In the contest, we are taking an interdisciplinary approach when engaging our students (and ourselves) in recycling routines. We plan to use the STAR behaviors and super powers to teach our students how to be "Super Recyclers" at school and at home.

To get started, we are asking that each classroom choose two students to be "Super Recyclers." These students will assist staff in making sure materials are properly sorted in the classroom and in the cafeteria. And yes, they will have capes to wear.

We are asking each classroom utilize their Super Recyclers to follow these guidelines-

- Put recycling posters (courtesy of Mr. E and the aftercare students) above all bins in your classroom. This will help you and your students with the sorting of materials.
- At designated times during the day (after snack, end of day), ask your Super Recyclers to make sure all materials (paper, plastic) are sorted properly. They will then accompany a designated staff member in moving plastic recyclables (blue bin) from the classroom and empty it in the blue bin in the common areas.
- Super Recyclers will also assist staff in the cafeteria, and may be asked to assist with recycling efforts in the cluster classrooms (science), and offices.
- First Grade Super Recyclers may visit the Pre-K and K classrooms to teach them about proper recycling in the classroom and cafeteria.

We will also be having a *PS 9 Super Recyclers Classroom Competition* in which each class will be competing for the coveted "golden garbage pail." Custodial staff will give your class a "happy face" for each day you sort and recycle properly. One of our students will chart each class' results each day. The class with the highest number of "happy faces" per month wins the golden garbage can.

Below is a list of other ideas you can use to engage the children in your classroom:

- Watch *Trashmasters! Waste Side Story* Video <https://www.youtube.com/watch?v=UGDZZJbi0Ek>
- Create recycling posters
- *Art*- make musical instruments out of recycled materials
- *Music*- "It really isn't garbage" song
- *Musical Theater*- The LORAX
- *Science*- Decomposition (worm bin) presentation and lesson (contact Wellness Committee)
- *Writing*- "All About" "How To" or "Writing to Persuade" with a recycling theme
- *Classroom/Cafeteria* read-alouds (see list of books below, located in Lisa Bonello's office)
- *Field Trips*- Snug Harbor New York City Compost Project

Books- (located in Lisa Bonello's office)

- [Junky Joe's Dump](#) Bright, Bonnie
- [The Lorax](#) Seuss, Dr.
- [The Earth and I](#) Asch, Frank
- [Michael Recycle](#) Bethel, Ellie
- [Casey's Compost](#) Bright, Bonnie
- [Why Should I Recycle?](#) Green, Jen
- [The Adventures of a Plastic Bottle: A Story About Recycling](#) Inches, Alison

- [The Three R's: Reuse, Reduce, Recycle](#) Roca, Nuria
- [The Adventures of an Aluminum Can: A Story About Recycling](#) Inches, Alison
- [I Can Save the Earth!: One Little Monster Learns to Reduce, Reuse, and Recycle](#) Inches, Alison
- [Don't Throw That Away!: A Lift-the-Flap Book about Recycling and Reusing](#) Bergen, Lara
- [Where Does the Garbage Go?](#) Showers, Paul
- [Composting: Nature's Recyclers](#) Koontz, Robin

We thank you in advance for your support as we implement this program! If you have any questions or ideas, please speak to Lisa Bonello, Jason Ericson, Adriana Scerbo or Steve Caifa.

Thank you,

Deanna Marco
Founding Principal