



# Waikato EnviroSchools

newsletter no.19

## What's inside...

- Key dates to remember
- Earth Hour
- Fairtrade School Action Guide
- Matariki
- Kakepuku Mountain Conservation Project

## Environmental Art Photography Challenge

The Waikato Sculpture Trust recently challenged students to create or observe a temporary sculpture of natural materials particular to its setting. Entrants from a wide range of ages had fun creating an ephemeral environmental art work, submitting a photograph of it, and documenting the work. The concept was to test observational skills, spontaneity, and patience to work individually or by teaming up with others.

Successful entries demonstrated originality of thought in creating an environmental sculpture and technical excellence of the photographic image. The finalists' photographs for this year's challenge are on display at ARTSPOST during May and are shown on our website [www.sculpturepark.co.nz](http://www.sculpturepark.co.nz). The Trust intends to run another Environmental Art Photography Challenge starting later this year.

## Waiorongomai gold mines resource

The Waiorongomai gold mines resource is now available online. The resource offers an introduction to the history of the site, cross curricular lesson plans for classroom and site based activities and health and safety guidelines for class visits.

Visit [www.doc.govt.nz/upload/documents/getting-involved/students-and-teachers/field-trips-by-region/bop/waiorongomai-education-resource.pdf](http://www.doc.govt.nz/upload/documents/getting-involved/students-and-teachers/field-trips-by-region/bop/waiorongomai-education-resource.pdf) for further information.

### **Welcome to the nineteenth edition of the Waikato EnviroSchools newsletter.**

This newsletter includes information on Earth Hour, Fair Trade school action guide, planting fruit trees, Matariki, Kakepuku Mountain Conservation Project and other community initiatives, upcoming events and key dates to remember.

The EnviroSchools national team have been busy updating a number of resources for schools. These will be available this term to EnviroSchools who have reconfirmed their commitment this year by signing the Memorandum of Understanding. These resources include an updated handbook and additions and modifications to the EnviroSchools kit. The EnviroSchools awards have now been incorporated into the EnviroSchools kit. These resources will be distributed to schools by their facilitator. It is important to remember that these resources remain the property of the school. Extra copies can be purchased by the school. If you wish to purchase extra copies please contact Dean King for further information.

This term we are running a series of teacher and student workshops to support schools in their EnviroSchools journey. These include a 'getting started' workshop for new schools and lead teachers, and an update workshop for schools interested in finding out more about enriching their practice. At this workshop we will also introduce the new EnviroSchools awards structure. See the events calendar for dates.

If you or your school would like to contribute to this newsletter, please contact either myself or your facilitator.

If you would like to talk to me about the EnviroSchools programme, or any of Environment Waikato's resources for schools, email [dean.king@ew.govt.nz](mailto:dean.king@ew.govt.nz) or call Environment Waikato's freephone 0800 800 401.

### **Dean King**

Regional EnviroSchools Coordinator



# Earth Hour

8.30pm, Saturday  
28 March 2009

Earth Hour 2009 in the Waikato was a huge success! You may have read in the Waikato Times that Hamilton saved 10.3 per cent (26.45 Megawatt hour) of it's energy during Earth Hour - which is the leading saving from the whole country. Something the organisers were very pleased about. It was amazing how Earth Hour engaged a number of different sectors in the city and outlying districts from children, homes, organisations and businesses.

## What does that mean?

26 MWh is the same as turning off 260,000 light bulbs (100 watt) for one hour, which is also enough energy to power between 10,000 to 15,000 homes for an hour also.

Massive! But of course the greatest success of Earth Hour will be the sustained change that the Hamilton and outlying districts' communities and businesses continue to make to reduce their environmental impact.

We had a great response from a number of schools for the Earth Hour photo competition. All of the photos were outstanding and of a very high quality. The artists' interpretive messages were also extremely powerful. The photo entries were displayed at the Earth Hour Balloons Over Waikato event at the University of Waikato where they drew a large interested number of viewers and voters from the public. The competition first place winners each received a digital camera sponsored by The Hamilton Youth Council.

The EnviroSchools competition winners were:

## Intermediate Primary

1st: Annabel Smith, Melville Intermediate School.  
2nd: Rogan Mc Pherson, Kurunui Primary School.

## Secondary

1st: Eliot Jacobs, Hamilton Boys High School.  
2nd: Diana Chen, Sacred Heart Girls College.

## Highly commended:

Bryn Butler, Kurunui Primary School.  
Jessica Johnson, Te Aroha Primary School.  
Taylah Pitman, Te Aroha Primary School.  
Stevie Allen, Stanley Avenue School.  
Lisa Harvey, Marian School.  
Nathan Short, Goodwood Primary School .  
Brad Laurence, Goodwood Primary School.



'Nature and Me' Annabel Smith



'Water of Life' Rogan McPherson



'Mt Pirongia' Eliot Jacobs



'Fire eye' Diana Chen.

# Matariki

**Pine Campbell**

## "Matariki ahunga nui"

E ai ki ngā tīpuna i te aranga ake o Matariki he tohu tēnei mō te rerenga o te hinu, arā te mutunga o te hauhake i ngā kai huhua e tipu ana i ngā māra o Rongomātane. Ko te kohinga o ngā kai a Haumietiketike e tipu ana i roto i te ngahere. Ko te hopukanga o ngā ika momona a Tangaroa. No reira koia tēnei te "ahunga nui"

Matariki signals the end of the harvest of the bounty from Rongo's gardens. This is a time also that other foods from the forest and the sea are mature and ready for harvesting.



## Matariki tuku koha

Kua oti kē ngā pātaka kai, ngā pātaka purapura te hangaa mō te tau e tū mai nei. He wā anō e whakanuia te kähui whetū o Matariki ki ngā kai rangatira a te iwi. He wā hei tuku koha tētahi ki tētahi, otirā he koanga ngakau i te hinu e rere atu nei.

The store houses are full with kumara and seed for the next season. This is a time to share and celebrate the completion of the growing cycle as Matariki begins their journey.



## Matariki whakaaro hou

Ka ara ake a Matariki i te pīpiritanga o te tangata ki a Papatūānuku. Kua tau te hukapapa, te hukarere ki te whenua kua moe ngā māra a Rongo. Ka tū kē mai ngā māra o te wānanga kia hauhakengia ngā kōrero, ngā mātauranga e kaingākau nei e te tangata.

The winter frosts descend and Papatuanuku gathers her children together for warmth. Learning and reflection becomes the food for the people as Rongo's gardens sleep and recharge.



## Matariki he mauri tū

He wā anō hei whakatipu ake i te mauri o te ao. He pēnei i ngā mahi whakatō rākau hei whakatipu i te mauriora ki roto i a Papatūānuku, otirā rere kau ana tēnei mauriora ki a tātou i roto i te mahinga ngātahitanga.

Tree planting is a way of nurturing the life force of Papatuanuku as she slumbers. In recent times Arbor Day could be seen as a way of galvanising the community for the common good.



He kohinga whakaaro ēnei nōku nō ngā pūkōrero o te wā.

## For further information about Matariki here are some websites that you may find useful:

[www.carterobs.ac.nz/index.php?option=content&task=view&id=15&Itemid=85](http://www.carterobs.ac.nz/index.php?option=content&task=view&id=15&Itemid=85).

[www.hana.co.nz/summer\\_notes.pdf](http://www.hana.co.nz/summer_notes.pdf).

[www.teapot.orcon.net.nz/maori\\_star\\_names.html](http://www.teapot.orcon.net.nz/maori_star_names.html).

[www.astronomynz.org.nz/maori/maori.htm](http://www.astronomynz.org.nz/maori/maori.htm).

[www.hastingsdc.govt.nz/libraries/FeatureMatariki.htm](http://www.hastingsdc.govt.nz/libraries/FeatureMatariki.htm).

[www.taitokerau.co.nz/matariki.htm](http://www.taitokerau.co.nz/matariki.htm).

[www.tetaurawhiri.govt.nz/english/matariki\\_e/index.shtml](http://www.tetaurawhiri.govt.nz/english/matariki_e/index.shtml).

[www.aucklandcity.govt.nz/whatson/events/matariki/default.asp](http://www.aucklandcity.govt.nz/whatson/events/matariki/default.asp).

[www.tepapa.govt.nz/TePapa/English/Search/?Search=Matariki](http://www.tepapa.govt.nz/TePapa/English/Search/?Search=Matariki).

## Kakepuku Mountain Conservation Project launches new education resource

A new education resource has been developed by Kakepuku Mountain Conservation Project and funded by The Department of Conservation through the Community Conservation Fund.

The Kakepuku Mountain Education Kit is an extensive resource including information on the history of Maunga Kakepuku its Plants and Birds, student activities, planning for teachers and links to related websites and books.

It is designed to encourage the use of Kakepuku Mountain as a learning resource. The target age group is upper primary through to lower secondary students. The resource provides teachers with information specifically related to Kakepuku but which could also be used to support learning about other tracts of indigenous forest and about conservation in general.

The resource is available directly from Kakepuku Mountain Conservation Project. For further information email Owen Corlett: [oandacorlett@actrix.gen.nz](mailto:oandacorlett@actrix.gen.nz).

Schools present to

# Matamata-Piako District Council

## Linda Hodge

Matamata-Piako district has been an advocate of the Enviroschools programme since its development as a pilot project in Hamilton in 1993. In 1998, Paula Rolfe the Community Development Manager at the Matamata-Piako District Council was responsible for providing liaison with Matamata-Piako District Council and local teachers who were involved in trialling parts of the Enviroschools kit which although constantly evolving is still in use today. Paula is still closely involved with the implementation of the Enviroschools programme within the Matamata-Piako district and it is to her that facilitators Marianne Robertson and Linda Hodge submit reports on school activities and progress bi-annually. It was following one of these meetings that Paula suggested that it would be of value for a number of local schools to showcase what being an 'Enviroschool' means to them.

On 25 March children from three local schools, Firth, Tatuani and Te Aroha Primary schools participated in a presentation to Mayor Hugh Vercoe, councillors and staff at the Matamata-Piako District Council offices in Te Aroha. Hinuera School was unable to be present but shared their story in a powerpoint presentation. Presenters had been asked to provide brief summaries of what they were doing as part of their Enviroschool journey with an emphasis on how they were dealing with organic and inorganic waste.

Tatuani School has been an Enviroschool for four years. Their powerpoint presentation summarised their journey investigating and finding practical solutions for resolving issues caused by waste in their school that were generated by the decommissioning of the school's incinerator and a change in school cleaners. The school was suddenly faced with the issue of having to do something with the large amount of rubbish they generated on a weekly basis. The students reviewed and evaluated their waste management practices previously within the school with those now in place which emphasize the 3 R's- reduce, reuse and recycle. A panel of 'experts' scored the progress the Tatuani school community had made in knowledge, competency, sustainability, and values over their time as an Enviroschool. Tatuani has taken action to develop and review effective systems for reducing the quantity of waste produced and materials recycled, including paper, plastic and glass. A school wormery deals with organic waste. The school is still trying to investigate ways to minimize packaging waste. This presentation showed the positive effect environmental learning and action can have on a whole school community.

Firth Primary School has been an Enviroschool for just over a year. In that time children, staff and parents have embraced a policy of zero waste with regard to food packaging combined with an emphasis on healthy eating. They have a worm bin and have also reduced their paper waste considerably using the 3 R's. Their powerpoint presentation celebrated their pride in their school and their achievements.



Te Aroha Primary has also been an Enviroschool for just over a year although they have well established links with community based environmental activities in and around Te Aroha. These range from tree planting along the banks of the stream to which the school has riparian rights, Arbor Days, Keep New Zealand Beautiful clean-ups and World Environment Day celebrations. Te Aroha Primary's visual display was static and documented their passion for their local environment and how they are taking action to care for and respect the use of natural resources and living things.

Hinuera Primary were unable to send representatives to Te Aroha. The powerpoint produced by students tracked their recycling of plastic milk bottles. Their journey features in this newsletter. This enterprising initiative demonstrates a willingness on the part of the school and its wider community to take individual and group action to help maintain a healthy environment. Hinuera School has been an Enviroschool for just over six months.

In all, 16 children ranging in age from nine to twelve participated in the presentation to council. They were accompanied by lead teachers and principals from their schools – their presence further emphasised the value placed by all concerned on being an Enviroschool.

At the conclusion of the presentation Mayor Hugh Vercoe presented all of the children with personalised certificates and thanked them for their work.

As a district we are extremely fortunate to have a mayor, councillors and council staff who willingly attend school activities and support schools and their wider communities with their presence and often additional funding. Matamata-Piako has ten Enviroschools.

# Milk bottle recycling at Hinuera School

Rita and Caleb (year 4 students)



The problem! There is no recycling in the country areas at Hinuera.



A solution! Our neighbours Rural Direct asked if we could collect milk bottles so they could make farm culvert pipes from them.



School families send their milk bottles to school.



We store the bottles in our shed.



Before long we have a huge pile of milk bottles.



Our friends at Rural Direct collect the bottles and send them to Auckland on their empty truck. They are made into farm culvert pipes.

## Fairtrade School Action Guide

### What is Fairtrade?

Millions of farmers depend on selling their crops to survive, but it's a risky business. When prices drop, it can spell disaster. If farmers earn less than it costs to run their farm, they face real hardship, struggling to buy food or keep their children in school. They may even lose their land. Fairtrade makes sure that farmers and producer organisations get a fair and stable price for their products and helps them support their families and invest in a better future.

The Fairtrade label is an independent consumer label which appears on products as a guarantee that disadvantaged producers in the developing world are getting a better deal and that international standards have been met. Find out more at [www.fairtrade.org.nz](http://www.fairtrade.org.nz)

### Why is Fairtrade important?

There are many reasons why using this pack and getting involved is important. Firstly, because learning about trade and Fairtrade helps young people understand how their actions can affect people in the wider world. Secondly, because young people are enthusiastic about global issues and this gives them the chance to make a difference and, lastly, because Fairtrade needs your commitment to continue grow and support more producers than the seven million farmers, workers and their families it is already helping.

The Fairtrade School Action Guide, written by Julia Campbell, is aimed at providing students and teachers a unique learning opportunity: one that could help change lives.

There are three levels to this guide

- (i) Do it! A range of quick activities to do during FTF 09.
- (ii) Educate it! A comprehensive multi-discipline educational resource and, for the super keen.
- (iii) Commit to it! A guide on how to become a Fair Trade school.

We'd also like to hear your opinion on the pack itself. Please email your details, photos and thoughts to [info@fairtrade.org.nz](mailto:info@fairtrade.org.nz).

Produced by:

The Fair Trade Association ANZ

PO Box 331587

Takapuna, Auckland, NZ.

09 920 4950.

This electronic resource is available through your Enviroschools facilitator.

# Fruit for the picking

- selection and succession of trees for a school community orchard.

**Robyn Irving**

Each time I walk past my fig tree at the moment I hear the gleeful giggle of the tauhou (silvereve) birds as they nibble into the soft sweet fruit. I'm not too concerned about this behaviour of these native birds as the figs are plentiful there are enough to share with these endearing cuties. We also have a choice of fruit (and of course so do they – the tautou). I love autumn for a lot of reasons not the least because of the clear warm days but this is a time of harvest. In our garden at the moment we have pumpkins drying off and ready for storage, grapes still on the vine (thanks to the long dry spell, but no thanks to the wasps which try to suck the juice from them), late ripening apples, guavas, passion fruit, walnuts and truck loads of feijoas. When the feijoas finally ripen near Easter each year everyone has been hanging out for their sweet/sour flesh, they are consumed in great quantities for breakfast, lunch and pudding then eventually by May the novelty has worn off and the fruit dwindle to the last few. Fortunately (or because of planning) there are mandarins ripening at this time to ensure that fresh fruit is available.

The concept of fresh fruit year round from the garden is something that many gardeners strive to achieve. There is no reason why this shouldn't be possible in a school. You might want to consider aspects such as ease of maintenance (disease resistance, pruning, mulching, and feeding) as well as fruiting times when you choose your fruit types and varieties. One of the 'mistakes' that we have made in our family garden is planting a plum tree that ripens when we are away over early January. By the time we return in the second week of January the birds and chooks have demolished a good percentage of the crop. For a school, having fruit that ripened over the summer holidays would be a waste unless community members were welcome to come and harvest them. There are plenty of choices of cultivars that ripen through term one that would enable students to enjoy the fruits of their labour. One way of helping to decide what to plant is to talk to locals/community members about what grows well in your area and when it is likely to have ripe fruit. Talk to your local garden centre staff or fruit tree supplier. Visit the local farmers market and observe what is on offer at different times of the year.

[www.hamiltonfarmersmarket.co.nz/](http://www.hamiltonfarmersmarket.co.nz/)

[www.farmersmarket.org.nz/contact.htm](http://www.farmersmarket.org.nz/contact.htm)

[www.findamarket.co.nz/regions/waikato.aspx](http://www.findamarket.co.nz/regions/waikato.aspx)

## Things to think about when planning your school orchard.

- What fruit do we like?
- Is it easy to grow in the Waikato (frost hardy, sets fruit well in our climate, copes with wet spring/summer)?
- What conditions does it like (sheltered, supported on a frame, rich soil)?
- What time of year does it ripen in the Waikato?
- What do we need to do to look after it?
- How big does it grow?
- Does the tree need a friend so that the flowers can be pollinated?
- Who are the experts in the community that can help?



A very detailed list and information around the qualities and fruiting times of different fruit tree varieties is available online for New Zealand Tree Cropper members.

## Guide\* to FRESH FRUIT/NUTS YEAR-ROUND for the WAIKATO

Collated by Maxine Fraser Waikato Tree Croppers Association

- JANUARY – apple, peach, plum (omega, purple king, luisa), apricot, avocado (reed), harwood late orange, nectarine, blueberry.
- FEBRUARY – apple, plum (fortune, damson), nashi, blackberry, grape, avocado (reed), nectarine, blueberry.
- MARCH – apple, pear, hazelnut, fig, black passionfruit, casimiroa, feijoa, blueberry.
- APRIL – apple, feijoa, chestnut, walnut, yellow passionfruit.
- MAY – apple, feijoa, red guava, persimmon, kiwifruit, tamarillo.
- JUNE – apple (granny smith), persimmon, kiwifruit, tamarillo, pomegranate.
- JULY – kiwifruit, tamarillo, grapefruit, yellow guava.
- AUGUST – tamarillo, avocado (hass), navel orange.
- SEPTEMBER – tamarillo, avocado, macadamia, mandarin (encore).
- OCTOBER – cherry (Tangshi), cherimoya, tangelo, macadamia, avocado (zutano).
- NOVEMBER – cherimoya, babaco, loquat, strawberry, currant, tangelo, avocado (pinkerton).
- DECEMBER – loquat, strawberry, raspberry, plum, tangelo, avocado (pinkerton), blueberry.

“By choosing varieties carefully, as well as creating microclimates, you can have fresh fruit every month of the year in the Waikato” – Bernice Appleton

\*Notes.

1. Missing from the list are mandarins, Meyer lemon, vanilla passionfruit, pepino and woodland strawberry, all of which can fruit year-round.
2. The above is by no means a definitive list. Individual growers may have grown other fruits or had different results.
3. Districts and microclimates within the Waikato will vary, especially depending on whether they get frost or not. For example compare Thames or Raglan with Tokoroa or Taumarunui.
4. Some crops, such as avocados, cover more months than listed above.

# Sir Peter Blake National Youth Environment Forum April 19-23, 2009

Every year students from throughout New Zealand are selected to attend the Sir Peter Blake National Youth Environment Forum. The forum is a partnership between the Sir Peter Blake Trust and the Ministry for the Environment. This year the forum was held in the April school holidays. The four Waikato students selected to attend the forum this year share their experiences below.

## **Dean King, Environment Waikato.**

Last week I was given the opportunity of a lifetime, I attended the Sir Peter Blake Trust National Youth Environment Forum. The highlights of time at the forum included the field trips to Te Papa where we were given an informative two hour tour, Karori Wildlife Sanctuary where I observed how community spirit and involvement can make ambitious dreams become a reality, seeing endangered birds such as the Stitchbird, Saddleback and Kaka as well as hearing Little Spotted Kiwi was an amazing experience. We also undertook some water quality testing in the Kaiwharawhara stream and visited Trellick park where we learnt about native fish and how urban areas affect these species which are an integral part of a healthy freshwater ecosystem.

Through my time at the forum I gained valuable presentation skills which I applied when our project group gave a presentation on the state of freshwater in New Zealand in Parliament in front of an audience that included Nikki Kay the MP for central Auckland. Through learning about the state of freshwater in New Zealand I became gravely concerned that we need to act now if we want to maintain our country's high water quality standard and ensure that our 'clean and green' reputation for which we are renowned for is a true reflection of both our actions and state of the environment. I also increased my knowledge in the areas of climate change and sustainable businesses.

Another highlight was meeting a large number of people my age that had very similar interests to me and it was inspiring to hear about the environmental actions that they were taking in their communities. At this forum I made a huge number of friends from all around the country that I hope to keep in close contact with. Through my experience at the forum I believe that New Zealand's environment will be in great hands going into the future.

My time spent at the Sir Peter Blake Trust National Youth Environment Forum was truly fantastic. An experience I will never forget, I would definitely recommend it to anyone.

## **Asher Cook, Hamilton Boys High School.**

Applying for this forum may well have been one of the best decisions I ever made. Not only did I make new friendships with people all over New Zealand, I also got an insight into possible future jobs, learnt interesting facts about our freshwater ways and went on some really inspiring field trips.

Karori Sanctuary would have to be a big highlight of the trip! The night walk in particular was really cool because we got to see New Zealand wildlife roaming freely within the confinement of an 8 km sanctuary where there were no pests. Seeing a kiwi walking freely was a real bonus!

Meeting some people that were instrumental in helping to restore the native fish and invertebrates at the Kaiwharawhara stream really opened my eyes up to how precious our native species are. To find out that we have 35 native species of fish with over half of them almost extinct and in small numbers like our kiwi was a real shock! Learning about electric fishing as opposed to fishing with hooks was really insightful as well.

Forming friendships which will last for a long time was an added bonus for me. Having these connections and learning about what others are doing to create awareness and help the environment was awesome. I have kept in touch with a few people I met that I became really close with and so it's really cool to have connections all over New Zealand.

Food was another bonus! We were fed at least every one to two hours or at least it felt like we were. I have never eaten so much yummy food in a week that I think I put on a kg :-)) It was however worth it and there was some good conversations at any meal.

Overall, this trip was well worth applying for! I'm really happy and thankful that I got accepted and I'm sure anyone who has a passion for the environment would love and benefit from this great experience. If you were to ask anybody that attended YEF 2009, they would overwhelm you with positive feedback!!

## **Hinemaia Mataira, Ngaruawahia High School.**

I was fortunate enough to be selected to represent the Waikato region at this year's Youth Forum. It was a good opportunity for me to meet other students of my age interested in the environment. As I am from a small country high school, it was also an opportunity to work and socialize with a different group of people that I had never met. I enjoyed the first evening, meeting new people and making new friends. I enjoyed working with my project group and researching our topic 'Caring for our Freshwater', we became a close knit team calling ourselves 'The Dream Team'.

One of the highlights for me was the presentation of our project in parliament. We had worked hard as a team to put together an interesting and informative presentation. The presentation went smoothly and it was a great feeling to see our hard work pay off. I enjoyed visiting the Karori Sanctuary and even though I did not see a kiwi it was still a great opportunity to see Native New Zealand flora and fauna in a protected environment.

**CONTINUED ON BACK PAGE...**

# III Conferência Nacional Infanto-Juvenil pelo Meio Ambiente

03 a 08 de abril de 2009 | Luziânia - GO | Brasília - DF

On 2nd April I flew out to a conference in Brazil. This was a national conference for children about the health of their environment. Twenty-four hours later I arrived in Brasilia the capital city that would be hosting myself and 70 other international observers from 43 countries, our mission was to observe this meeting.

There were 600 children delegates, who had been selected from the 28 states in Brazil. The ages of these children ranged from 11 to 14 years of age. Their mission at this conference was to renew the Charter of Responsibilities that guides the Environmental Education in this country. This charter was developed by the children of previous conferences and accepted by the Government in 2006. The children showed strength of character during this conference. They have come through a process of selection in their states to attend, quite a mean feat considering there are 180 million inhabitants in this country.

Everyday children would come up to me to ask my name, where I was from? I could answer those questions but anything deeper was met with a smile saying "I don't understand your language" I had spent five hours learning Portuguese on the airplane using the language games. I had learned the numbers and some greetings and still felt the spirit of the hui even through the language barriers. There were translators provided during the work sessions to assist us in our work.

During lunchtimes and in the evening a resident samba band would play some rhythms that would get the children and adults dancing and jinking in groups. It was cool to see the experts dancing the lambada style to these rhythms. This happened before the next session of work for the tamariki and warmed them up for the task at hand.

Organic food was provided and every participant was given a plastic mug to look after, there wasn't any disposable cups or plates, so you aren't lose your mug! Recycling and food scraps were sorted daily.

The reason we were invited to this conference was to help design an international conference inviting children and youth representatives from all the countries of the world to discuss the environment issues impacting on our planet. This conference would be held in Brazil 2010.

On the last day we walked with 600 children to the Ministries of the Government to present the revised Charter of Responsibilities to the Ministers of Education, Environment and to Senator Marina Silva who has been a champion for environment issues in this country. The children showed their admiration and aroha for her in their waiata and chants as she entered the auditorium.

Even though my visit was short and I didn't visit Rio or the Amazon there would be another time to engage deeper into this beautiful country. – **Pine Campbell**



## Key dates to remember

Term two - 27 April - 3 July, 2009

**Wednesday, 13 May**

Getting started workshop

**Friday, 5 June**

Environment Day, Arbor Day

**Wednesday, 10 June**

Awards workshop – making shifts and celebrating success

**Enviroschools by email**

If you're interested in receiving the Enviroschools newsletter by email, please contact Dean King – email [dean.king@ew.govt.nz](mailto:dean.king@ew.govt.nz) or call Environment Waikato's freephone 0800 800 401.

## Continued from previous page...

Thank you to the chaperones, organisers, supporters and sponsors for providing me with this wonderful opportunity. I had a great time and learnt lots of new skills.

**Jessica McLennan, Forest View High School.**

This, The Sixth National Youth Environmental Forum, was an amazing opportunity for me. It was the first event of its type that I had been to and it almost could not have been any better. Contrary to the other delegates from the Waikato I was not in the Freshwater group but had opted to look at the environment working with business. I have twin passions for business and the environment and was rather pleased when I saw them come together so well. A stunning example of caring for the environment mixing into good business practice was at the Kingsgate Hotel, where we were staying. It has halved its electricity bill simply by using electricity efficient light bulbs. The vital lesson learnt was that if all the businesses in New Zealand could do simple things like this the welfare of the individual businesses and the New Zealand economy as a whole would be much greater off.

While certainly the forum had a fair amount of work to it in gearing up for the presentations, there was also the chance to get to know the other delegates and also the chaperones that were there. Such a great group of people and I was proud to be part of it. Groups such as The Sir Peter Blake Trust do a lot of fantastic work in New Zealand for New Zealanders and they deserve all the recognition and thanks we can give. I am going to take this opportunity to thank them and all other community organizations in our country. Often these days in politics focus is on the bad the government has done or is doing and we fail to see the really good work they do. The Ministry for the Environment does an awesome job with the forum and other like initiatives and they too should be applauded for their effort. Thank you everyone for such a fun, great, full of learning time.

**Sean Johnson, St Paul's Collegiate School.**