



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard

Education for Sustainability Level 2

This exemplar supports assessment against:

Achievement Standard 90810

**Undertake a personal action, with reflection, that contributes to a
sustainable future**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to undertake a personal action, with critical reflection, that contributes to a sustainable future.</p> <p>This involves:</p> <ul style="list-style-type: none"> evaluating their own response to the personal action using supporting evidence and examples, including one or more of: <ul style="list-style-type: none"> stating supported opinions or judgements considering implications projecting future impacts evaluating options suggesting alternatives and next actions for personal and social responsibility. drawing conclusions about the strengths, weaknesses, opportunities and threats associated with the action in relation to the aspect(s) of sustainability. <p>The student has planned and implemented a composting project in their school to address aspects of environmental sustainability (1). The plan has been modified accordingly (2), with waste audits carried out at two stages to gather data to inform the action (3), and to evaluate the effectiveness of the action (4).</p> <p>The student critically reflects on the school composting project contributing to economic (5) and environmental sustainability, considering implications of fire hazards and vandalism (6), and suggesting alternative and innovative next courses of action (7).</p> <p>They evaluate threats to the success of the project, budget (8), compliance and workload for teachers and students (9), and implications of collection of the compost contributing to greenhouse emissions (10), while offering a possible solution for this (11).</p> <p>For a more secure Excellence, drawing insightful conclusions, the student could survey the students in the school in terms of changes in their attitudes and behaviours before and after the waste audits.</p>

Composting project at our school

The plan is to address the environmental issue of atmospheric effects and hydrological effects caused by unmanaged landfills by reducing the amount of waste deposited to landfill by composting within our school.By composting we hope to reduce the amount of rubbish going to landfill. Landfill has major effects on the environment. The average person dumps almost 2.04 kgs of waste in landfills every day. Two main effects of landfill are atmospheric and hydrological. Atmospheric effects are the methane gases produced by the rotting organic matter in unmanaged landfills. Not only does methane get produced by various forms of rotting organic matter but household chemicals are introduced to the mix as well. These produce toxic gases that pollute the air. Hydrological effects are the chemicals that are thrown away by households to create a toxic soup. Animals that come across this toxic death suffer a painful death. By completing our action to compost in our school, this will reduce the amount of rubbish that is taken to landfill and therefore, reduce atmospheric and hydrological effects and therefore, work towards a sustainable future.

1

....The initial action that we planned to carry out was to set up 36 Bokashi composting bins around the school. These were to be placed inside each classroom used as a lunchroom or that accepted food to be eaten in it. We also planned to have 6 large, green wheelie bins placed outside around common eating areas.

1

.....Our plan changed from having two bins inside each other to serve as a bokashi bin, to having one, 20 litre labelled, bucket and lid in every classroom that served as a lunchroom or allowed food to be eaten in it. The idea to have outdoor composting wheelie bins for warmer days showed the potential to be a safety hazard so the idea was discarded.....

2

Waste Audits

Before this plan was able to get underway, we had to work out how much waste the school produced daily. A waste audit was carried out so that we could look at how much waste the school produced daily. This waste audit would be carried out for a second time after the buckets were placed so that we could see if our composting project was successful in reducing the amount of rubbish taken to landfill and how this affected the school. The first waste audit carried out on the 16th of March 2016, before the composting buckets were placed, showed that our school produced 20.45 kgs of waste and 9.0 kgs (44%) of this was food scraps, all of which (100%) was being sent to landfill. The second waste audit carried out on the 25th of May 2016, after the composting buckets had been placed, showed that the school produced 7.45 kgs of waste. Of this, 35% was food scraps that had been composted by the school and 22.8% was food scraps that were mixed with the rubbish going to landfill. The total amount of food scraps from the first waste audit was significantly more than the second waste audit with a difference of 4.5kgs. Of the 4.5kgs of food scraps collected in the second waste audit, over half of this was composted at 2.8kgs when the rest was sent to landfill at 1.65kgs. This proved that our composting project was successful as it resulted in over half of food waste produced being composted.

3

4

Threats, weaknesses and further recommendations for action

To prevent the chance of fire hazards and chances of vandalism for future projects I would place the bins in a safe open area, a safe distance from any buildings in case they caught on fire. In the holidays, to prevent vandalism possibilities, the outside wheelie bins would be locked away in a shed. This would protect the wheelie bins and allow the composting project to continue the following term. In order to make sure that the composting project continues to work within the school, a possible "composting team" would be organised to pass on bigger and better ideas and encourage students to continue to compost. This would have major benefits to our project and give further opportunities to the composting project.

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.....As well as weaknesses, there were also multiple threats towards the composting project. One of these threats was the school's budget that our project had to fit in. However, after changing our plan multiple times and getting sponsorship from Mitre 10 and Northern Southland Transport, we were able to reduce the cost of our project and this allowed us to fit within the schools budget. Also some students refused to accept our composting project and would not empty the compost bins daily. This was a threat towards the composting project because it made it difficult to gain accurate results in the second waste audit as some of the compost buckets still had contents in them back in the classrooms.

8

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.....The composting project also adds a small increase to both students and teachers workload as they have to empty the bucket every day. This has posed a threat towards our project as if students and teachers refuse to take on a small increase in workload then the compost project will not work. If the buckets are not emptied then there is nothing to collect and then the separation does not happen, which was our original aim to reduce rubbish taken to landfill. Composting is a very good idea for the environment. However, there are threats to this idea. After the food scraps have been separated from the rubbish they have to be collected. Because the truck has to collect the compost, it then produces greenhouse emissions. Greenhouse emissions are gases that trap and hold heat in the atmosphere. This causes the greenhouse effect and ultimately leads to global warming.

9

10

A better, more environmentally friendly option would be to dispose of the compost onsite at our school.

11

.....

In order to better the project to compost within our school, my partner and I had to think of recommendation for further action. These ideas included possible places to store excess compost if we were to use it for the gardens, make sure the new caretaker is aware of the composting project, create a compost team to keep the project going in 2018 onwards, in school worm farms, encouraging students and the community to compost in their own homes and using the compost to benefit food they could grow themselves and teaching people how to compost. This would also include recycling paper and glass etc. The further recommendation ideas would help bigger and better the composting project within our school.

7

Evaluation

Our action contributed to economic and environmental aspects of sustainability. Our project affected the economic sustainability as our plan was originally going to cost us \$935 and then it was reduced to \$265.24. This was an extravagant cost for the school. In order to reduce this cost we asked for sponsorship and managed to reduce this cost down to \$40 a month for curbside collection. This affected the economic sustainability as we managed to save the school a lot of money. This allowed the principle and other staff to have a positive look on our project as it was cheap but extremely effective. Our project also affected the economic sustainability as collection of the rubbish skips per year is around \$3000. The composting project will potentially reduce the cost of skip collection.

5

This is because of green waste separation from landfill will reduce the amount in the skip and it will not have to be emptied as often. Our project also affected the environmental aspect of sustainability as we plan to reduce the amount of food waste/green waste being added to what will be disposed of in landfill, by 50%. This is a school wide project that will benefit the environment as the compost can then be used for plants so they can thrive off of the new nutrients.

6

This is how the composting project within our school has affected the economic and environmental aspects of sustainability.

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	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to undertake a personal action, with in-depth reflection, that contributes to a sustainable future.</p> <p>This involves drawing conclusions about whether the personal action changed own attitudes or behaviours in relation to the sustainability issue.</p> <p>This student has completed a PowerPoint (this is the same evidence provided for the Low Merit student, see below). They have also linked the effectiveness of the action in detail to an environmental aspect of sustainability (1), and have explained how their own and families attitudes, behaviour and understanding towards composting have changed (2).</p> <p>To reach Excellence, the student could consider threats to their action and offer innovative solutions to addressing these issues.</p>

Student 2: High Merit

NZQA Intended for teacher use only

How the composting project contributed to environmental sustainability

"The main reasons we need to reduce the amount of waste going to landfill are to conserve our natural resources and to limit the environmental effects of landfills.

As well as taking up space in a landfill, organic waste is damaging to the environment when it breaks down inside a landfill, producing toxic leachate and methane gas. Leachate can damage waterways and aquatic life if it reaches local streams. Methane gas can cause dangerous fires within landfills and is also a greenhouse gas that contributes to climate change. By reducing and composting organic waste instead of burning or incinerating it we can also reduce air pollution, reduce odours and help to stop the release of greenhouse gases." Source:

www.createyourowncden.co.nz

1

How this action has changed my behaviours and attitudes

The effects on the environment from dumping compost into landfill are much more damaging than I realised. I am now aware of the large amount of food waste our school produces in a day that we were sending to the landfill. Dangerous chemicals and contamination in the landfills is produced when the food waste is not being composted.

I have talked about this with my parents and they have since bought a compost bin for our garden. Even though it is an extra chore, each time I empty the scraps from dinner into it, I remember the consequences of when we were putting it all into the large rubbish bag for landfill and feel good about it composting them. We will also have free compost in the garden when it breaks down. The 'create your own eden' resource (www.createyourowncden.co.nz) also gives information on what to do if the compost bin gets smelly or too acidic.

2

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to undertake a personal action, with in-depth reflection, that contributes to a sustainable future.</p> <p>This involves drawing conclusions about whether the personal action changed own attitudes or behaviours in relation to the sustainability issue.</p> <p>This student has planned and implemented an action for composting organic material at their school (1), and carried out two waste audits so they have data to inform and to evaluate the effectiveness of their action (3). They have linked their personal action to an aspect of environmental sustainability (2).</p> <p>They have reflected on the effectiveness of their action in terms of gaining support from the junior students, organisations and sponsors (4), and evaluated threats to the project such as workload and health and safety issues (5).</p> <p>They have made recommendations for further action (6) and linked the effectiveness of the action to an economic aspect of sustainability (7). They have explained how their attitudes, behaviour and understanding towards composting have changed (8), and related their explanation to the environmental aspect of sustainability (9).</p> <p>For a more secure Merit, they need to consider in more detail the implications of how their action contributed to the aspects of sustainability addressed in their plan and how their attitudes and behaviours have changed.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to undertake a personal action, with reflection, that contributes to a sustainable future.</p> <p>This involves:</p> <ul style="list-style-type: none"> • developing a plan for a personal action in response to a current local sustainability issue, including: <ul style="list-style-type: none"> • an outline of the importance of the issue with reference to at least one aspect of sustainability • a time-frame and steps of action • how data is to be gathered • what measurement methods will be used. • undertaking the personal action in accordance with the plan and modifying the plan as necessary to reflect required changes • drawing conclusions about: <ul style="list-style-type: none"> • the validity of the data collection and measurement methods • the effectiveness of the plan, including an explanation of any modifications made • how the action contributed to a sustainable future based on the aspect(s) of sustainability addressed in the plan. <p>This student has undertaken an action of relocating Beech tree seedlings and planting them in an open area to offer habitat for species of the native Mistletoe plant.</p> <p>An outline of the issue is explained in terms of environmental and social sustainability (1). Data to inform the action (2), a timeframe of action (3) and details of carrying out the action (4) are stated.</p> <p>The student has reflected on their action and its effectiveness potentially in the long term, and has used data from previous similar actions to support this (5). They have reflected on how the benefits of Beech tree relocation can support environmental sustainability, that is, improving the habitat within the Mistletoe plant occurs (6). They have briefly explained how their attitudes have changed (7).</p> <p>To reach Merit, the student could further consider how the personal action changed their own attitudes in relation to the decline of the species of Mistletoe. For example, they may want to tell others about the uniqueness and threatened state of the Mistletoe in order to build local community support and awareness of conservation of this plant.</p>

Sustainability- Protecting the mistletoe

1. An outline of the importance of an issue that impacts on the sustainability of the native mistletoe, with reference to at least one of the aspects of sustainability.

The native forest at Craigieburn is very important to the Canterbury region, it is a special place for people that enjoy tramping and camping in the area. This native forest in the Craigieburn ranges is very important for the reason that it holds a gem, the native mistletoe. The mistletoe has 9 different variations the red, scarlet, yellow are found in beech tree forests. The beech trees in the Craigieburn area are rapidly decreasing because of increasing demand for farmland and the spread of pine trees, the pine trees are faster growing and push out the beech trees. With the rapidly decreasing tree's it's not just affecting the mistletoe but the animal life that is found there. Bellbirds, Tui and Fantail are the amazing native birds. These are another attraction for people coming to the Craigieburn region. If the native trees and foliage keep declining at the rate that it is now, there will be very little bird life. Bird life is very important to the pollination of mistletoe (<http://www.biol.canterbury.ac.nz/mistletoes/pollination.shtm>), the only bird that pollinates the mistletoe is the bell bird, if there were to be no habitat for this bird to live in it wouldn't be able to pollinate the Mistletoe that are prominent in that area. If we want to be able to enjoy this amazing area right in our backyard, we will have to start taking serious action. The sustainability that this is focusing on is social. Social sustainability is about preserving an area so that future generations can enjoy them.

2. What measurement methods will be used and how data will be collected.

When me and my group go up to our area we will be looking at how many plants have survived from last year's planting. Statistics like survival probability and the growing rates will be measured. Other things like monitoring the trees myself will be done when we travel to that area later in the year and hopefully next year. For the planting of trees we will measure an area of 2.5X2.5m in the beech tree forest and see what ratio of big fully grown trees to small ones, this will allow us to gauge how many small trees we will need to plant to ensure there is enough trees survive. When measuring how many trees there were in the quadrats we noticed that there were only 2-3 fully grown beech trees, but small trees were 82, this showed us that there is a low chance of getting trees to grow to full size because of competition, the smaller trees that grow under the canopy cannot get a good supply of sunlight and also water.

3. A timeframe and steps of action.

Detail provided of how data will be gathered, what measurement methods will be used and expected timeframe.

The time frame that I have worked off is a 12 week plan, this plan has consisted of getting in contact with _____ to find if this project was possible,, next was getting in contact with DOC to get the permission to take trees from the undergrowth and move them to a open area, after emails we had found that this project had been replicated last year and got in contact with last years group, after talking to some of the members in the group we had a good idea on what we should do. After taking to _____ and getting his advice where the most suitable location would be for the re-planting we sorted where we are going to plant. After sorting a date for our action plan we set for the 30th June, but due to weather we had to reschedule to the 25 August so the snow would be melted. After talking to Mr

we had sorted a date and transport to get to Craigieburn. Next was to arrange gear that we would be using to re-plant, we had decided on bring our own gear so we wouldn't have to borrow off the school. The gear consisted of feed bins, pic, shovels and spades. On the 25th of August we put our plan into action by replanting 20 trees. From the data that we gathered up from last years group we had found that 17/19 trees had survived. By going off last years numbers I can confidently say that majority of our trees will survive in the new relocated area

4. Carried out a personal action, following the plan and modifying it if necessary.

We had a team of 7 people and managed to get 20 trees planted, all the trees that we planted were taken from an overgrown area where the trees were most likely to die. The process that we went through to replant the trees was dig a 30cm wide hole and 15 cm deep to ensure the whole root system was dug up, after that we would dig a replica hole on the hill but slightly deeper, we gathered duff from the floor of the forest where the trees had come from and put a few handfuls in the bottom of the hole so the tree had some nutrients to boost its growth, then putting in the tree in the hole and placing more duff on top, to make sure that the tree got maximum water we compacted the soil down around the tree to create a well to collect more water.

5. Evaluated own response to the personal action using supporting evidence and examples, including one or more of:

The benefits of replanting beech trees isn't noticeable immediately, this plan is a long term plan where the changes will only be visible many years from now. We should notice improvement in the later years when the beech forest starts to expand more and thus offering more room for the native mistletoe to grow, by taking the smaller trees from the forest floor that are most likely going to die due to natural competition, by us taking the smaller trees away we are giving them a new lease on life. Some of the implications to our action could be that the trees that we have relocated could of been back for the larger trees when they die or fall over. But there isn't always bad implications, positive effects are from relocating we are expanding the native forest, in doing this we are making it harder for wild pine trees to seed in the area because of the expanding forest. What could we do next? in our action plan the next step for us could be having a nursery where we grow beech trees from seed, this way we are not having to go into the native forest and dig small trees up, not having to disturb the forest would be beneficial. Other factors from growing from seed would mean we would have a lot on hand to plant, making it faster to expand the chosen areas. This whole experience has changed my views on how I look at my local environment and how important it is not only me but people around me and also the future generation, this has made me aware of sustainability and how a few small things like pulling out some wild pines can affect the spread of our native forests. If we all dedicated a few weeks a year like my class to preserving the environment we would be able to enjoy it for so much longer.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to undertake a personal action, with reflection, that contributes to a sustainable future.</p> <p>This involves:</p> <ul style="list-style-type: none"> • developing a plan for a personal action in response to a current local sustainability issue, including: <ul style="list-style-type: none"> • an outline of the importance of the issue with reference to at least one aspect of sustainability • a time-frame and steps of action • how data is to be gathered • what measurement methods will be used. • undertaking the personal action in accordance with the plan and modifying the plan as necessary to reflect required changes • drawing conclusions about: <ul style="list-style-type: none"> • the validity of the data collection and measurement methods • the effectiveness of the plan, including an explanation of any modifications made • how the action contributed to a sustainable future based on the aspect(s) of sustainability addressed in the plan. <p>This student has used research to determine what the negative effects and damage possums have on the native forest (1) and briefly explains how their action (trapping) will contribute to environmental sustainability (2). The timeframe (3) and planned steps of action is decided with the support of a D.O.C. staff member (4). The action is undertaken (5).</p> <p>Some data is collected using wax tags, counting possum bite marks, and they have analysed the effectiveness of their trapping action (6). They have considered future action using this method (7). The evaluation explains simplistically how their action contributed to environmental sustainability (8).</p> <p>For a more secure Achieved, the student could add further detail and specific information of the economic and environmental impacts and benefits of possum trapping.</p>

After looking at environmental issues I have decided that an issue to contribute to is Possum numbers. This is a big problem in Fiordland and also farmland.

Research

[In its native land the possum is up against dingoes, bush fires and less palatable vegetation. In New Zealand there are no predators and lots of very palatable vegetation. As a result, possums have a huge impact on New Zealand ecosystems. The Australian brush tailed possum was introduced into New Zealand in 1837 to establish a fur trade. Adult possums are typically between 65 and 95 cm in length, and can weigh anywhere between 1.4 and 6.4 kg. Forests are the major habitat, especially hardwood mixed forests, where possum densities are particularly high. Forest/pasture margins are also known to support very dense populations. While possums feed mainly on leaves, they are also known to take buds and flowers, fruits, ferns, bark, fungi, invertebrates, native birds and eggs, land snails and carrion. The damage to native forests can be seen all too clearly in many areas. Possums ignore old leaves and select the best new growth. In some areas they have eaten whole canopies of rata, totara, titoki, kowhai and kohekohe. Possums compete with native birds for habitat and for food such as insects and berries. They also disturb nesting birds, eat their eggs and chicks and may impact on native land snails. Dairy and deer farmers have the added worry of possums spreading bovine tuberculosis.] <http://www.doc.govt.nz/nature/pests-and-threats/animal-pests/animal-pests-a-z/possums/>

This information from the DOC website gave me good information on possums and helped me to decide whether or not to trap for a sustainable action that contributes to the environment. ①

The DOC website states that possums are a problem because they eat native bush and also help to spread TB to farm animals. This is a huge problem in NZ because it effects our two biggest sectors our farming sector with the TB and the tourism sector with the possums eating our native bush. So I will find a way to eradicate possums from our bush by either using trapping methods or another method either way I decided to consult a professional. ②

I decided to consult a member of DOC to find the most effective way to trap and also monitor the possums, on the 15th of March I talked to Mr M from DOC to get the information we need. Mr M told us that the best way for us to monitor possums is to use wax tags and he said he can supply them, these are the best for us because they are cheap and simple to set up. Mr M was able to give us a few hundred wax tags which will be more than enough to set up a decent monitoring system I will put out twenty for two days then trap and then put out another twenty for the next two days. ④

This picture to the right is the wax tags that Mr M supplied to us and they are the ones that I used for my possum monitoring.



Reflection.

From the table we are able to see that I wasn't able to completely get rid of the possums but I was able to make a considerable "dint" on the amount of possums in the area as we can see from the table. The max amount of wax tags bitten was 80% which is 16 tags bitten then the maximum tags bitten at the end was 20% which is 4 tags bitten. From this data I am able to say that my action was a success at decreasing possum numbers in the area. ⑥

I think that if I wanted to make a proper meaningful action towards sustainability possum trapping is a great idea, I found that spending even a few days trapping can make a significant contribution towards stemming possum numbers. A few things I would change for next time is I would run a bigger trap line of around 25 traps, and I would get other people involved in the trapping process this would ensure that there would be trappers after me and the process would carry on. ⑦ I found that the Wax tags were also very helpful in locating where possums were and what trails they take.

Conclusion

In conclusion I believe that I made a small scale contribution to the cause of sustainability, but I believe that it is also very effective and I believe that if more people would decide to trap the possum numbers would steadily decline. To conclude in order to help our natural environment I believe that possum trapping is a must to reduce numbers of this pest so as to lessen the damage on native flora and fauna and to New Zealand's natural environment. ⑧

This is a 3D view of the tree lane and plantation where I will trap, I have chosen this spot because it is



a place where it is known to have possums in the trees. It is also on farmland so if I kill any possums it will help towards stopping the spread of TB to farm animals. ⑤

Timeline: 25th of March 2016 I will place wax tags in place for two days. 27th of March 2016 I will put traps in place for two days. 29th of March 2016 I will put wax tags in place for two days. ③

These are the pictures of the wax tags set up, I had them sitting at about 30cm off the ground where a possums head height would most likely be, I also had one nail through the hole at the top and I didn't need to use baits because the wax tags are good enough as bait by themselves, I spread the tags out about 10 metres between each one and had them in a tree lane that was a mixture of pine trees and gum trees. ⑤

In the next two days I reset the tags and recorded how many of the tags were bitten by the possums. ⑥



	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to undertake a personal action, with reflection, that contributes to a sustainable future.</p> <p>This involves:</p> <ul style="list-style-type: none"> • developing a plan for a personal action in response to a current local sustainability issue, including: <ul style="list-style-type: none"> • an outline of the importance of the issue with reference to at least one aspect of sustainability • a time-frame and steps of action • how data is to be gathered • what measurement methods will be used. • undertaking the personal action in accordance with the plan and modifying the plan as necessary to reflect required changes • drawing conclusions about: <ul style="list-style-type: none"> • the validity of the data collection and measurement methods • the effectiveness of the plan, including an explanation of any modifications made • how the action contributed to a sustainable future based on the aspect(s) of sustainability addressed in the plan. <p>This student has undertaken an action of possum trapping in an area of native forest (1). They have simplistically linked this action to an environmental aspect of sustainability (2).</p> <p>To reach Achieved, the student needs to collect data on damage possums have made in terms of loss of biodiversity. This can then inform the student to plan an action that will contribute to a sustainable future.</p> <p>They need to provide further detail in their reflection in terms of how their action contributed to a sustainable future. They could provide data of the possums caught during the planned action and explain how possum trapping can be effective for environmental sustainability.</p> <p>For example, the action of trapping possums in the area could enhance the habitat for the Mistletoe and biodiversity of that area will be supported. They could also link the potential to sell the possum fur to economic sustainability.</p>

Student 6: High Not Achieved

NZQA Intended for teacher use only

My action was Possum trapping. This is when you put a trap next to a tree and put some bait on it. I added a lure made of flour and aniseed which makes a big smell and attracts the possums. There are lots of different kinds of baits you can use to catch possums. The possums are drawn to the trap because of the smell, then they eat the bait off the tree and when they put their claws on the trap to get the bait off it, the trap releases and clamps down on their foot. Then I knock the possum on the head which kills them instantly, then I pluck the possum fur (which I can sell), then I reset the trap. ①



My issue was the impact possums have on the environment and native trees as possums like to eat and live in these trees. Possums eat all the new shoots on the tree and this damages them and stops them from reproducing. This really damages the trees in the winter because they have no protection against the frost, rain and the cold which can kill the native trees. This is why I choose my action to trap possums and help the native trees recover and reproduce, and to try do my bit in helping the environment by reducing possum numbers. ②

To complete this action I borrowed 30 traps and bait from a friend. ①

