



## YEAR 8

# Be a waste warrior! Take the pledge to reduce food waste!

### LESSON OVERVIEW



This lesson has been developed to build student understanding of various strategies that help reduce food waste. They will survey other classes, teachers and students in the school about their food waste creation and prevention. An action plan that promotes several strategies for reducing food waste in households in the school community and the school itself will be created. Please note, the subsequent surveying and creation of resources will extend beyond this initial lesson.

### LEARNING INTENTION



Students will:

- Discuss food waste prevention strategies for households
- Survey the rest of the school regarding the creation and prevention of resources
- Create an action plan with possible physical and digital resources that promote steps to preventing food waste as a school community

### RESOURCES



- Interactive whiteboard with internet connection
- Laptops, computers and/or tablets
- Whiteboard/butcher's paper for recording
- Cardboard, paper, cameras, video cameras etc. for the creation of resources

### ASSESSMENT



- Monitoring understanding throughout class discussion and questioning
- Collecting work samples
- Teacher feedback

### DIFFERENTIATION



**Support:** Teacher scaffolds tasks and questions to suit student ability, students work with others and adults to complete tasks

**Structured:** Use small group instruction to help support students complete their research and create worksheet

**Extension:** Students complete task independently, choosing more complex methods for making resources

### AUSTRALIAN CURRICULUM LINKS



#### Science

Science as a human endeavour - Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations **(ACSHE135)**

#### Geography

Human causes and effects of landscape degradation **(ACHGK051)**



## LESSON INTRODUCTION - 5 MINUTES



1. Discuss the concept of wasting food and its effects on the environment. Record students' ideas on a whiteboard/butcher's paper. Ask the students to judge whether they or their household produces food waste, and whether food waste occurs at school in the playground, staffrooms, or canteen.
2. Read the information about how much food households waste and environmental effects on the following links: <https://sustainabledevelopment.un.org/?menu=1300>  
<http://www.fao.org/save-food/resources/keyfindings/en/>  
<https://www.lovefoodhatewaste.nsw.gov.au/at-home/why-save-food-at-home>  
[https://www.youtube.com/watch?v=PW1dSuafYUE&list=PLX\\_YculauqgLL1L-blXM8jaig-yMzKh\\_dB&index=12](https://www.youtube.com/watch?v=PW1dSuafYUE&list=PLX_YculauqgLL1L-blXM8jaig-yMzKh_dB&index=12)

## MAIN BODY OF TEACHING - 30 MINUTES



3. In groups, students discuss barriers, opportunities and reasons why people waste food, what stops people taking on food saving actions (e.g. too busy to plan the meal, etc.). They then use the following resource to find some solutions to minimise food waste by individuals and households - <https://www.lovefoodhatewaste.nsw.gov.au/sites/default/files/2018-06/Report%20-%20Tracking%20study%202017%20-%20Published%20Web%20version%20-%20April%202018.pdf>
4. Students design a survey for places, other students and teachers within the school to collect data on food waste. Questions need to illicit whether households and individuals create food waste and/or if they take any positive steps to prevent food waste. It may be beneficial to work towards creating one survey which represents the whole class so that the respondents only need to answer one survey. Alternatively, sub-group or categorise the respondents and supply surveys accordingly. The survey could also ask students and staff questions about throwing out food at school.
5. Students then proceed to conduct a survey and audit of the school itself as a producer of food waste. Visit classroom, playground and staffroom bins for a set period of time (such as a week), collecting and tallying how much food waste is produced. Please note, tongs and gloves may be used for sanitary reasons, and/or photographs can be taken of bin contents.
6. Once students have conducted their surveys of the physical site (bins etc.) and collected the respondent data, human responses, the class analyses data, discuss the importance of analysing data for trends and insights then complete the analysis. Develop some statements about what is happening in the school community regarding food waste.
7. Students once again research strategies to prevent food waste, using online websites, and make decisions about which strategies will be the most effective to encourage in their school community.
8. Students work together to write an action plan to address food waste for their school and in the community. The action plan needs to outline how the students are going to promote and encourage mindful practices to reduce and prevent food waste and how this will be communicated. The plan could include the creation of resources to promote the prevention of food waste in the school community. Resources could provide some facts and statistics regarding the production of food waste by school community members (as implied from the survey data) and in areas, further providing practical solutions for preventing food waste. Resource ideas might include posters, brochures and leaflets, videos, student news articles, school newsletter, a creation of a website, emails, posts on school social media accounts etc. The action plan would have a timeline for the introduction of ideas and initiatives as well as an end date. They should also indicate that after a set period of time students will once again be surveying and comparing food waste in the school and people's actions. The data from this follow up survey can be compared to the beginning survey of the school and its members.



## PLENARY - 10 MINUTES



9. Students construct action plans and create possible resources. They discuss the channels of communication for these resources and make plans for distribution either in the school, sent home, or online.
10. In follow up weeks, students reflect on the impact of the resources on the school community.

## HOME ACTIVITY / EXTENSION TASK IDEAS



### FOR HOME

Students complete an audit and survey of their own household as a producer or preventer of food waste. Their own household can be used as a focus study during the action plan and implementation. Students can reflect on the actions and improvements of their own household and share this with the class throughout the project.

### EXTENSION

Conduct an investigation into a specific part of the school, such as the food technology rooms, school cafes or canteen to determine what food waste is being created by the school. Consider writing a specific action plan for these areas.

Or

Design a supporting tool for consumers to overcome a specific barrier and avoid food waste. Examples of this might include; a digital tool to make meal planning easier for families that struggle with fresh weekly ideas, or combining recipe websites to make a specific search engine for busy families.