**LOVE FOOD, NOT WASTE**

**Grade 5 virtual Waste Workshop**

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| **Overview:** Did you know that an estimated one third of all food produced globally is wasted? Through examining the difference between food scraps and food waste, and participating in a point of view activity, students will explore different perspectives on food waste and the various ways citizens can take action to address related social and environmental issues.  |
| **Grade Focus:** 5  | **Duration:** 60 minutes |
| **Curriculum Connections:** *Grade 5 Science and Technology – Understanding Earth and Space Systems*1.0 analyze the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources1.1 analyze the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts*Grade 5 Science and Technology – Understanding Matter and Energy*1.0 evaluate the social and environmental impacts of processes used to make everyday products1.2 assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account and make a case for maintaining the current level of use of the product or for reducing it*Social Studies—People and Environments: The Role of Government and Responsible Citizenship*B1.3 create a plan of action to address an environ­mental issue of local, provincial/territorial, and/or national significance, specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizensB3.8 explain why different groups may have different perspectives on specific social and environmental issues (e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves) |
| **Topics of Focus:*** Applying the 3Rs to reduce waste generation at home and school
	+ Through workshop activities, students will learn about how to properly dispose of food scraps, the implications of wasted food, and the impacts of disposing food scraps in the garbage or blue bin/cart.
* Landfill
	+ In the introductory workshop discussion, students will learn about where garbage goes, the environmental impacts of waste, and what can be done to divert waste from landfills (i.e. use of recycling and green carts).
* Product life cycles
* Through activity #1, students will dramatize a food life cycle to understand the impacts of food waste.
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| **Key Messages:** * Landfills and the environment
* 3Rs of waste reduction
* Proper use of garbage, recycling and green bins
* Impacts of food waste and packaging on the environment and how to reduce it
* Differentiating between avoidable and unavoidable food waste
* Linear vs. closed-loop product life cycles
* Region of Peel composting programs
* Benefits of composting
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| **Platform(s) Used:**A Prezi presentation will be casted virtually for participants using Google Classroom.  |
| **Interactive Component(s):** * Follow along worksheet (optional)
* Virtual image discovery (strawberry seeds lead to information)
* Creating point-form solutions for food waste issues
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| **Preparation and Set-up:** Virtual workshops may take place in a classroom with access to a computer with internet as well as a Smartboard or projector. The virtual workshop may also take place from the homes of participants once a link to the Google classroom session is provided. Teachers will be provided with a follow along worksheet to distribute to all students prior to the start of the workshop. |
| **Outline:***Introduction (5 mins)* * Introduction of Educator, Region of Peel, and Ecosource.
* Virtual workshop guidelines
* Review follow along worksheet with students

*Guided Questions (5 mins)** Presentation about waste, 3Rs and landfills (focused on Peel Region)

*Activity #1 – “Story of a Strawberry” Activity (15 mins)* * Students will learn about the problems associated with food waste (i.e. strawberries) by following the journey of a family through a virtual grocery store and the subsequent consequences of wasted food.
* Students will find the strawberry in the grocery store. Once found the facilitator will click on the strawberries and an online video about a strawberry’s lifecycle will play.
* Students will learn the lifecycle of a strawberry and how different choices have an impact in the areas of travel, energy, waste, pollution, money, and food security. An image of a strawberry with many seeds will be on the screen, and students will ask the facilitator to click on the seeds one at a time to “zoom in” on a strawberry’s various impacts.

*Activity #2 – “Waste Consultants?” Activity (15 mins)* * Students will take on the role of a “waste consultant” and listen to a variety of virtual “stakeholders” discuss food waste in their industry.
* On their worksheet, students will write a point-form report of suggestions to advise stakeholders on how they could solve problems relating to food waste. After the class brainstorm, we will revisit each stakeholder to recap possible food waste solutions.

*Debrief (5 mins)* * Recap of learning and question period
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| **Takeaways:** At the end of the presentation, each student will receive an activity sheet which encourages them to think about the energy and resources required in global food production and what they can do to reduce food waste.  |

*The components of this lesson may be modified during delivery at the discretion of our educators. To book with us, please visit:* [https://ecosource.ca/waste-reduction-workshops/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fecosource.ca%2Fwaste-reduction-workshops%2F&data=02%7C01%7Claura.lane%40peelregion.ca%7C896441cd7daf4703b71708d838ad3ff1%7C356f99f39d8647a182033b41b1cb0c68%7C0%7C0%7C637321664057394866&sdata=uTbVeIL7qRWNxqIS0L%2BBzEff%2FH34v5OIddnBBXIekSs%3D&reserved=0).