



Lesson Plan: Reduce, Grades 1 Science and Technology, and Social Studies

Activity

Food waste reduction.

Introduction

Sometimes we throw away food that could have been eaten. If we collected all the food thrown away in Canada, it would add up to a lot of waste. This food waste doesn't just disappear, it needs to be taken care of properly to protect the environment and our health. In this lesson students will learn that the best way to manage food waste is by not creating it in the first place. Students will explore some common habits that contribute to food waste and identify ways they can reduce their own personal food waste.

Curriculum Connections

Science and Technology, 2022 (revised) and Social Studies, 2018 (revised)

Grade 1

Science and Technology, 2022 (revised)

- Strand B: Life Systems
- Strand D: Structures and Mechanisms

Social Studies, 2018 (revised)

- Strand A: Heritage and Identity: Our Changing Roles and Responsibilities
- Strand B: People and Environments: The Local Community

Learning Objectives

1. Explain waste reduction
2. Identify food waste
3. Identify waste services and service-related occupations in their community
4. Identify some of the services provided by the Region of Durham
5. Create a plan that outlines three specific ways in which they can reduce their food waste

Resources Provided (available in the resource folder)

- Video: Reduce
- Worksheet: Food waste reduction

Activity Instructions

1. Introduce the class to the Region of Durham.

The Regional Municipality of Durham - Waste Management Services

If this document is required in an accessible format, please contact schoolprograms@durham.ca

The **Region of Durham** includes Ajax, Brock, Clarington, Oshawa, Pickering, Scugog, Uxbridge, and Whitby. If you live in any of these communities, you live in the Region of Durham! The people who work for Durham Region are responsible for many of the services in our community like providing clean drinking water, police and ambulance services, roads, public transit, and waste management.

2. Explain what waste management means to the class.

Waste Management means taking care of our waste which includes the garbage, recyclable, and compostable materials that we create at home. Our waste doesn't just disappear once it leaves our homes. There are a lot of people working to make sure that our waste is managed responsibly to keep our community and the environment clean and safe.

3. Ask the students if they have ever seen their garbage, blue box, or green bin being picked up for collection from their homes and explain that this is waste management in action!
4. Introduce **Reduce**.

Reduce means creating less waste. We can reduce our waste by doing our best to throw away as little as possible. The best way to manage our waste is by not creating it in the first place.

5. Watch the Reduce video, available in the Resource folder.
6. Today's focus is on food waste. **Food waste** includes food that is thrown away that could have been eaten.
7. As a class, brainstorm some reasons we might have thrown away food. Some examples include:
 - Being too full to finish our snacks or meals
 - Not eating the food that we have before it goes bad
 - Not wanting to eat fruits that are bruised and don't look as nice
 - Dropping food on the ground
 - Peeling eatable skins off fruits and vegetables
 - Cutting the crust of bread
 - Not liking what was packed in our lunches or made for our meals at home
8. Explain why it is important to avoid food waste.

- Wasting food is wasting all the resources, like the water, work, and money, that it took to grow and make the food and to get the food to you
- Food waste doesn't just disappear when we throw it away. It needs to be taken care of properly to protect the environment and our health
- When we waste good food, it is no longer available for someone else to eat
- Avoiding food waste shows respect for the plants and animals that we use to fuel our bodies

9. What are some things we can do to avoid food waste?

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- Only take as much food as you can eat
- Help pick what you want for snacks and meals to make sure it is something you like
- Eat as much of the food as possible, including the skins (like apple and cucumber skins) and crusts (like bread and pizza crust)
- Remember food doesn't have to look perfect to taste great! A carrot doesn't need to be straight, and a potato doesn't need to be a perfect circle.
- Cut out bruises on fruit and eat the rest
- Use up old fruits and vegetables. Too ripe bananas are great for making delicious muffins, smoothies, or even ice-cream!

10. Using the provided worksheet, draw a picture showing an action you can do to reduce food waste to minimize waste in the classroom or at home.

Summary

By doing our best to reduce the amount of waste that we create, we can work towards making a positive impact on our planet and its future – reducing waste before it is even created.

Expanded Curriculum Connections

Grade 1, Science and Technology, 2022 (revised)

B. Heritage and Identity: Our Changing Roles and Responsibilities

B2. Exploring and Understanding Concepts

- B1.2 identify actions that can be taken to contribute to a healthy environment

D. Structures and Mechanisms

D1. Relating Science and Technology to Our Changing World

- D1.1 identify the kinds of waste materials produced by humans, and plan and carry out a course of action for minimizing waste in the classroom or at home, explaining why each action is important

Grade 1, Social Studies

A. Heritage and Identity: Our Changing Roles and Responsibilities

A3. Understanding Context: Roles, Relationships, and Respect

- A3.4 identify some elements of respectful behaviour that they can practice in their everyday life
- A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect

B. People and Environments: The Local Community

B1. Application: Interrelationships within the Community

- B1.2 identify some services and service-related occupations in their community
- B1.3 create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community

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2022-09-06

B2. Inquiry: Interrelationships and Their Impact

- B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship

B3. Understanding Context: The Elements of the Local Community

- B3.7 identify some of the services in the community for which the government is responsible