



# Lesson Plan: Reduce

## Activity

Waste free lunch.

## Introduction

Packing a waste free lunch to bring to school or work is a great opportunity to eat healthy and save money. With at least 194 school days per year for each school aged child in Ontario, we can also avoid a lot of waste. In this lesson, students will explore ways to reduce or eliminate waste from their lunch bags for a cleaner, healthier environment.

## Curriculum Connections

The Kindergarten Program, 2016 (revised)

## Overall Expectations

- 6. Demonstrate an awareness of their own health and well-being
- 13. Use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
- 29. Demonstrate an understanding of the natural world and the need to care for and respect the environment

## Learning Objectives

1. Define waste free lunch
2. Investigate ways to reduce waste
3. Explore how reduce contributes to a healthy environment

## Activity Instructions

1. Begin with a discussion about healthy choices that students can make when packing their lunches.
  - a) Why is it important to eat healthy food items?
  - b) What are some healthy lunch and snack items that we can include in our lunches?
  - c) Why should we drink water every day?
2. Ask students to think about all their favourite snacks. Do these snacks create any garbage? What would happen if all our food and snacks created garbage? Can we think of any ways that we can reduce the amount of garbage we create from our lunches?

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3. Introduce the class to waste free lunches.

**Waste free lunches** are packed with zero waste in mind. This means that there should be no items that belong in the garbage or the blue box when we are finished eating. Non-eatable food scraps (like banana peels or apple cores) can be placed in your school or home compost bin. We should also only pack as much food as we can eat to make sure no food is wasted.

4. Discuss how we can pack our food and drink items to make sure that our lunch is waste free.

Choosing to use reusable food and drink containers, washable cutlery, and cloth napkins instead of prepackaged foods, plastic bags, juice boxes and pouches, paper napkins and throwaway utensils are all great ways to remove waste from our lunches. We can also bring a small reusable container to place our compostable items (like banana peels and apple cores) so we can bring them home to be composted in our own green bin or backyard composter if composting is not available in the classroom.

5. Each student will complete the provide waste free lunch worksheet. Students must circle each waste free lunch option in the picture. Remember, waste free lunches mean there should be no items that belong in the garbage or the blue box when we are finished eating.

### Extension Activity

Teachers and students (with a notice sent home to the student's guardians) are challenged to pack a waste free lunch and explore what items are brought in as a class.

### Summary

Packing a waste free lunch is great way for students to eat healthy and reduce waste. Students are encouraged to help avoid waste in our community and leave the waste out of lunch!

### Expanded Curriculum Connections

The Kindergarten Program, 2016

#### 6. demonstrate an awareness of their own health and well-being

- 6.1 demonstrate an understanding of the effects of healthy, active living on the mind and body (e.g., choose a balance of active and quiet activities throughout the day; remember to have a snack; drink water when thirsty)
- 6.2 investigate the benefits of nutritious foods (e.g., nutritious snacks, healthy meals, foods from various cultures) and explore ways of ensuring healthy eating (e.g., choosing nutritious food for meals and snacks, avoiding foods to which they are allergic)

#### 13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)

- 13.1 state problems and pose questions in different contexts and for different reasons (e.g., before, during, and after inquiries)
- 13.2 make predictions and observations before and during investigations
- 13.3 select and use materials to carry out their own explorations

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- 13.4 communicate results and findings from individual and group investigations (e.g., explain and/or show how they made their structure; state simple conclusions from an experiment; record ideas using pictures, numbers, and labels)

29. demonstrate an understanding of the natural world and the need to care for and respect the environment

- 29.2 describe what would happen if something in the local environment changed (e.g., if trees in the park were cut down, if the pond dried up, if native flowers were planted in the school garden)
- 29.3 identify ways in which they can care for and show respect for the environment
- 29.4 participate in environmentally friendly experiences in the classroom and the schoolyard (e.g., plant and tend to plants; use local products for snack time; properly sort recycling)