**Thinking Outside the Lunchbox**

**Grade 6 virtual Waste Workshop**

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| **Overview:** The convenience of pre-packaged foods makes them a popular choice for snack and lunchtime, but did you know that much of the garbage created in schools comes from food packaging? Through drama and a lunch-waste sorting game, students will explore the issues of over-packaged foods and their impact on the environment and global community. By thinking outside the “lunchbox”, participants will consider new ways to pack a healthier lunch.  |
| **Grade Focus:** 6  | **Duration:** 60 minutes  |
| **Curriculum Connections:** *Social Studies: People and Environments – Canada’s Interactions with The Global Community*B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressedB3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regionsB3.9 describe some ways in which Canada’s interactions with other regions of the world have affected the environment  |
| **Topics of Focus:** * Applying the 3Rs to reduce waste generation at home and school
	+ Through workshop activities, students will learn about the impacts of food packaging waste, proper waste sorting practices, and how to pack a wasteless lunch.
* 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 the activities, students discuss and think about the impacts of product lifecycles
* Managing and processing divertible materials (Recycling and Green Bin)
	+ Brief explanation of the recycling and composting process (i.e. materials from recyclable items are used to create new items).
* Composting
* Workshop discussions and activities will explore the process of composting and how participants can increase waste diversion through composting.
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| **Key Messages:** * Landfills and the environment
* 3Rs of waste reduction
* Proper use of garbage, recycling and green bins
* Region of Peel waste sorting practices
* Reduction of food waste in our lives and in the community
* Life cycle of food products and the natural resources and energy involved
* Region of Peel recycling & composting programs
* Benefits of recycling and 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)
* Lunch box waste sorting
* Solving food packaging mysteries
* Virtual sorting game
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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 (10 mins)* * Presentation about waste, 3Rs and landfills (focused on Peel Region)

*Activity #1 – “Lunch & Learn” Activity (15 mins)* * Students are presented with various lunch items that they can add to their lunch box. Individually, they will note on their worksheets the items they want and then sort through these items to predict which bin they would end up in after use.
* The class will learn tips and tricks related to waste sorting by watching the facilitator on-screen.

*Activity #2 – “Guess Who?”: Think Global, Act Local Activity (15 mins)* * Students will be asked to assist a waste detective in solving the mystery of 3 waste items using product lifecycle clues scattered across a virtual map of the world.
* As a class, students will decide which location they would like to visit. At each location clues will be displayed that will help them uncover the mystery waste items.
* Through this activity, students will explore the environmental impacts associated with the product’s lifecycle and their local and international implications by referencing where it was sourced, produced, distributed, used, and disposed.

*Activity #3 – “Rot or Not” (10 mins)** Students will be challenged to guess if certain items can decompose or not and compare items and their decomposition rates. Images of the items will fall from the top of the screen and students will have until the item reaches the bottom to guess if the item can decompose or not. Facilitators will then do a verbal poll as to how long they think that item will take to decompose.

*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 challenges students to track the waste items of their typical lunch, followed by waste tracking of a healthy, waste-free lunch they packed, or helped pack. Students can compare the amount of waste produced with a typical lunch versus a waste-free lunch, and calculate the amount of waste reduced.  |

*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).