



## YEAR 3

# What is food waste and why does it happen?

### LESSON OVERVIEW

This lesson has been developed to build upon students understanding of the concept of food waste. They will begin reflecting on actions at school and at home that may create food waste across all food groups. They will brainstorm negative actions that lead to food waste and positive actions that prevent food waste, demonstrating their understanding through the creation of a board game. There is an option to complete this lesson over a few days, with students completing the homework task and using the information for discussion and to make their board game in the next lesson.

### LEARNING INTENTION

Students will:

- Reflect on the actions of themselves and others at home and school where food has been thrown out
- Compare, discuss and investigate positive and negative actions that lead to or prevent food waste
- Create a board game incorporating actions that lead to or prevent food waste

### RESOURCES

- Butcher's paper
- Post-it notes of two different colours
- Interactive whiteboard with internet connection
- Dice and counters
- Student worksheet
- Large 100s grid or class display – blank boxes

### DIFFERENTIATION

**Support:** Teacher scaffolds tasks and questions to suit student ability, students work with others and adults to complete post it notes and board game  
**Structured:** Use small group instruction to help support students discuss food waste and actions  
**Extension:** Students create and record own ideas for board game

### ASSESSMENT

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

### AUSTRALIAN CURRICULUM LINKS

#### Science

Science as a human endeavour - Science knowledge helps people to understand the effect of their actions (**ACSHE051**)

#### Humanities and Social Sciences

Civics and Citizenship - Who makes rules, why rules are important and the consequences of rules not being followed (**ACHASSK071**)



### LESSON INTRODUCTION - 10 MINUTES



1. Ask students to explain to their partner and then share with the class their definition of food waste. Write core statements on the whiteboard. Discuss whether all food groups can produce food waste. Students recall items in their house that may have been thrown out. Record using the food groups' headings.
2. Watch the video at <http://www.abc.net.au/btn/classroom/food-waste/10533514> to reinforce a visual representation of food waste.
3. While watching, students record on their worksheet the various food items that were thrown out.

### MAIN BODY OF TEACHING - 30 MINUTES



4. After viewing, students reflect on which items they recorded and if their own household has ever thrown out the same food. Discuss and brainstorm the reasons why certain foods would have been thrown out and what could have been done to avoid the creation of food waste. Preventative ideas can be found at <https://www.qld.gov.au/environment/management/waste/recovery/reduction/reduce-food-waste/at-home> and [https://www.lovefoodhatewaste.com/article/food-storage-a-z?\\_ga=2.230127708.1950697564.1656290530-1060442263.1625538073](https://www.lovefoodhatewaste.com/article/food-storage-a-z?_ga=2.230127708.1950697564.1656290530-1060442263.1625538073)
5. Students can find a recipe to use up leftovers here <https://www.lovefoodhatewaste.com/recipes> and here: <https://www.ozharvest.org/use-it-up/tips/>
6. Using the interactive whiteboard, record the ideas using a T-Chart. The two headings of the T-Chart could be 'Negative Actions' and 'Positive Actions'.

**Some examples of positive actions include:** Used food in the fridge rather than ordering takeaway, put left over bread in the freezer for toast, put the lid on the cereal container so it doesn't go stale, put fruit in the fridge in summer so it doesn't spoil, only buy a small quantity of berries, eat cheese before the use by date expiry.

**Some examples of negative actions include:** Going shopping without a list and buying food you already have, taking lunch to school but then getting something else from the canteen and throwing out a sandwich, leaving fruit in the fruit bowl too long so it overripens, not putting the lid on the biscuit container and they go stale as a result, eating lollies and chips instead of fruit and vegetables as the fresh food won't last as long, forgetting there was lettuce in the bottom of the fridge and it spoils.

*Optional – End the first lesson here. Students complete the homework investigation task then complete the following components and have discussions about solutions in the next lesson.*

7. Students choose three positive actions and three negative actions from the T-Chart and record them on post-it notes. Positive actions go on one colour (one per post-it note) and negative actions go on a different colour.
8. Explain to students that they are going to create a board game using the information on their post-it notes and the template provided. Discuss that on a board game there are instructions on squares that result in a positive outcome, such as 'move ahead 2 spaces', 'have another turn', as well as those that have a negative outcome such as, such as 'miss a turn' and 'go back to start'. Students create and add two of these board game instructions to another blank post-it note, using the same colours for positive or negative. Examples of positive actions might include; Positive – Congratulations, you made cupcakes with your strawberries that were about to expire. Move ahead 5 spaces. Negative – Oh dear, you forgot to store your lettuce in the fridge and it has wilted. Move back 3 spaces.
9. Students should now have 8 post-it notes in total, detailing 4 positive and 4 negative actions.
10. Students then use the board game template provided to transfer their instructions from the T-Chart post-it notes, as well as their positive and negative game instructions, to the board game tiles.
11. Once finished, students sit together in groups of 2 or 3 and play their games. Encourage discussion throughout on food waste and the actions they are encountering.



PLENARY - 5 MINUTES



12. Ask students to look around the classroom to find a suitable player's piece (counter) each and provide enough dice for them to play their board games with a partner or small group.
- 13.. Reflect on the positive strategies students have discussed and learnt about in the lessons (optional, this can be done after the homework task and students can discuss the behaviours that occur in their households). Create a 'food waste prevention strategy' where the class pledges 3 to 5 positive behaviours that they are going to try and do at home and/or at school to prevent food waste.
14. Start a class challenge using the blank 100s chart. Each time a student reports a positive action that they or a family member took to prevent food waste, instruct them to colour in one square of the 100s grid. Explain that as a class the goal is to perform 100 positive actions and achieve their goals in the 'food waste prevention strategy'. Suggest including a time frame for this to add to the challenge and generate a sense of excitement.

HOME ACTIVITY / EXTENSION TASK IDEAS



**FOR HOME** Students take home the worksheet and discuss with their families the important role they can all play in reducing food waste. They can initiate their own household challenge to complete positive actions, aiming to colour in 30 boxes.

**EXTENSION** Ask students to create their board games on cardboard, drawing spaces for positive and negative actions and adding illustrations and facts. Play as a class or invite another class to join in the game.

**EXTENSION** Students imagine they are doing the weekly shop for their house and record a shopping list. Hand out recipes from supermarkets and magazines and task students with creating a shopping lists based on the ingredients in the recipe.