



WASTE CAMPAIGN

GARBAGE FREE LUNCH

Garbage free lunch means preparing a school lunch that doesn't create a lot of waste, either in packaging, or leftover food. Some campaign ideas are listed below. Here are a few reasons for having a garbage free lunch:

- Buying bulk food items reduces packaging and saves money.
- Cut down on the "stuff" we have to throw away or recycle.
- Preparing our own lunches can make them fresher and healthier for us.

PRE-CAMPAIGN AUDIT

1. How many students stay for lunch?
2. How many bags of lunch waste are produced each day?

Ask a number of students the following questions.

3. Who usually makes your lunch, you or someone in your family?
4. What is your favourite lunchtime food item?
5. What do you do with food you can't/don't want to eat?
6. What do you do with your leftover packages when you are finished lunch?

POST CAMPAIGN AUDIT

1. Was the campaign a success? Did it achieve your goals?
2. What did students like about the garbage free lunch campaign?
3. What did students dislike about the garbage free lunch campaign?
4. What would you do differently next time?



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Ideas for Campaigns

1. Save up lunch garbage for one week and show everyone the amount at an assembly.
2. Do a garbage audit to see what is in the lunch waste, and to help you make some decisions about how to reduce the waste.
 - Could whole apples/sandwiches be put out to share?
 - Could leftover foods be composted?
 - Are recycle bins clearly marked?
 - Is there a bucket or sink nearby to rinse plastics?
3. Use this waste audit to help you calculate the amount of waste and the greenhouse gas reductions from your reduction plan.
[Garbage Sort](#)
4. Make class presentations on what a garbage free lunch looks like. Bring along examples or a poster that shows students the differences between reusable, recyclable and waste containers.
5. Create newsletter items to explain to parents what kinds of packaging to avoid, and what kind of containers are easy to reuse.
6. Weigh or count the bags of lunch waste before, during and after your campaign, so you can announce and celebrate success.



CURRICULUM CONNECTIONS

Kindergarten Social Studies: Outcomes: RWK.1 Examine ways of managing tasks and resources in families and schools. **RWK.2** Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.

Grade 1 Social Studies: Outcome: DR1.3 Demonstrate awareness of human's reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants. **English Language Arts: Outcome: CC1.1** Compose and create a range of visual, multimedia, oral and written texts that explore and present thoughts on: Identity, Community, Social responsibility (e.g. Plants and Trees).

Grade 2 Social Studies: Outcomes: DR2.2 Analyze the influence of the natural environment on the local community. **PA2.2** Analyze rights and responsibilities of citizens in the school and local community. **RW2.2** Analyze various worldviews regarding the natural environment. **RW3.3** Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. **Health Education: Outcomes: USC2.1** Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. **USC2.2** Determine how healthy snacking practices influence personal health.

Grade 4 Health Education: Outcome: AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges.

Grade 5 Social Studies: Outcome: RW5.1 **Health Education: Outcomes USC5.1** Analyze personal eating practices. **AP5.1** Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices.

Grade 7 Science: Outcomes: MS7.2 Investigate methods of separating the components of mechanical mixtures and solutions, and analyze the impact of industrial and agricultural applications of those methods. **IE7.4** Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.

Grade 8 Health Education: Outcome: USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

Grade 9 Health Education: Outcomes: USC9.5 Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g. fundraising feasts, canteen sales, extra-curricular events) in the community (e.g. home, school, arena, youth center). **AP9.12** Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to healthy food policies.