



Waste Campaign: Garbage-Free Lunch

Background and concepts

Packing a garbage-free lunch means preparing a school lunch that doesn't create a lot of waste with excess packaging or leftover food. Here are a few reasons for preparing a garbage-free lunch:

- Buying bulk food items reduces packaging and saves money.
- To cut down on the “stuff” thrown away or recycled.
- Preparing our own lunches can make them fresher and healthier.
- Reduce the amount of edible food thrown away.

Pre-and post-campaign audit questions to consider

Pre-campaign audit:

- How many students stay for lunch?
- How many bags of lunch waste are produced each day?

Conduct a class survey:

Ask several students the following questions:

1. Who usually makes your lunch? Is it you? Or, someone else in your family or household?
2. What is your favourite lunchtime food item?
3. What do you do with food you can't or don't eat?
4. What do you do with your leftover food packages after lunch?

Post-campaign audit:

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



Ideas for campaigns

- Do a [waste audit](#) and sort garbage to see what is in the lunch waste at your school. This can help you make some decisions about how to reduce waste. **For example:**
 - Could uneaten, whole snacks be put out to share?
 - Could leftover organic waste from lunch be composted?
 - Is there a bucket or sink nearby to rinse plastic containers to be recycled?
 - Are recycling bins marked clearly and accessible to students?
- Use the [waste audit](#) to help you calculate the amount of waste and the greenhouse gas reductions from your reduction plan.
- Save lunch garbage for one week and show everyone the amount produced by your school at an assembly.
- Create class presentations that show examples of what a garbage-free lunch might look like and have students pledge or commit to bringing a garbage-free lunch to school for one week.
- Bring examples or develop a poster that educates students on the difference between reusable, recyclable and waste containers.
- Create newsletter items to explain to parents or guardians what types of packaging to avoid and what types of containers are easy to reuse.
- Weigh or count the bags of lunch waste before, during and after your campaign, so you can announce and celebrate success.

List some other campaign ideas you may have:



Curriculum connections

Kindergarten Social Studies: 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: 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: 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: DR2.2 Analyze the influence of the natural environment on the local community. **PA2.3** 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: 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: 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, negotiating disagreements, safety and protection, personal identity, and stressors.

Grade 5 Social Studies: RW5.1 Explain the importance of sustainable management of the environment to Canada's future. **Health Education: 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, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Grade 7 Science: 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: 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: 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 comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.