



# Waste Free Lunch Challenge





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## Intro

The Waste Free Lunch Challenge is designed to be a resource for classroom educators to raise awareness around the issue of waste reduction. The objective of the challenge is to reduce the amount of waste generated by schools and to engage students, teachers, and parents on the 3R's principles of Reduce, Reuse, and Recycle.

The Waste Free Lunch Challenge can be implemented as part of Waste Reduction Week Canada or as a separate program throughout the school year. For more details on Waste Reduction Week, please visit [www.wrwcana.com](http://www.wrwcana.com).



## Why Go Waste Free?



A typical student produces approximately 30 kg of waste per school year.<sup>1</sup> With over 350,000 elementary students in BC<sup>2</sup>, that translates into over 10,000 tonnes of garbage entering the landfill annually.

Once a class or a school decides to make waste reduction a priority, the easiest place to start is by targeting lunch and snack waste. By including students, teachers, and parents, the challenge creates awareness amongst the different groups, reduces school costs for waste disposal, and promotes a healthier environment for all.

<sup>1</sup> Recycling Council of Ontario, p.5

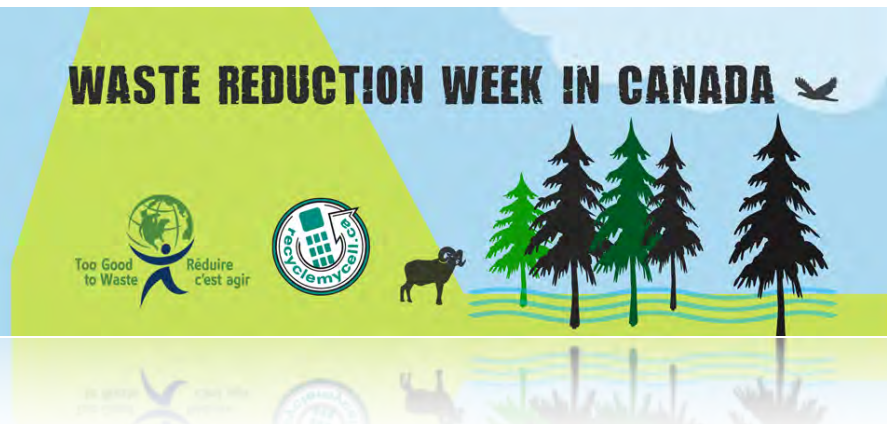
<sup>2</sup> Ministry of Education, Student Statistics 2013/2014

## What IS a Waste Free Lunch?

Waste free lunches are packed with zero waste in mind, favouring reusable food and drink containers, washable cutlery, and cloth napkins over prepackaged foods, plastic bags, juice boxes and pouches, paper napkins and throwaway utensils.

A Disposable Lunch	A Waste Free Lunch
Plastic or paper bags	Durable lunch box or bags
Drink boxes, pop cans, bottled water	Reusable water bottle or thermos
Plastic disposable spoons, forks and knives	Washable silverware
Paper towels or tissues	Cloth napkin for reuse
Clingwrap, wax paper or styrofoam	Tupperware, tiffins and bento boxes

## Why Should Your School/Class Participate?



Taking on the Waste Free Lunch Challenge makes a statement. By taking on the challenge during Waste Reduction Week in Canada, educators become part of a national campaign to raise awareness at both the school and community level on issues of waste and packaging while meeting the following objectives:

- **ACHIEVE** learning outcomes in Science, Language/Visual Arts, Math, and Social Studies;
- **PRACTICE** active reduction, reuse, and recycling;
- **REDUCE** litter within the school environment;
- **SHOW** the benefits of reducing waste management costs;
- **PROMOTE** awareness of the environmental and social impact of food packaging.

**Connections to the BC Environmental Learning & Experience Curriculum Maps**



Subject	Grade	Selected Prescribed Learning Outcomes	Forms of Knowledge (Complexity, Aesthetics, Responsibility, Ethics)
Science	K	Describe ways to rethink, refuse, reduce, reuse, and recycle.	C, A, R, E
	4	Determine how personal choices and actions have environmental consequences.	C, A, R, E
	5	Analyze how BC's living and non-living resources are used.	C, A, R, E
		Identify methods of extracting or harvesting and processing BC's resources.	C
		Describe potential environmental impacts of using BC's living and non-living resources.	C, A, R, E
Social Studies	K-1	Demonstrate responsible behaviour in caring for their immediate environment.	R, E
	2 -3	Describe their responsibility to the local environment.	C, A, R, E
	5	Explain why sustainability is important.	C, A, R, E
Health and Career Education	K-7	Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices.	C
	6	Describe transferable skills that are developed through school and recreational activities. (e.g., teamwork, organization, creativity)	C, A
		Assess the influence that peers have on individuals' attitudes and behaviour.	R, E
	7	Identify skills that are transferable to a range of school and recreational situations. (e.g., time management, teamwork, problem solving, communication, adaptability)	C, A

## Connections to the BC Environmental Learning & Experience Curriculum Maps



<b>Visual Arts</b>	K-7	Make 2-D and 3-D images: using a variety of design strategies; exploring a variety of media; to communicate experiences and moods; to tell a story; and that engages more than one of the senses.	A
	2-3	Create images based on objects, places, events, or issues in their classroom, school, and community.	C, A
	4	Suggest reasons for following safe and environmentally sensitive procedures in the use of materials, tools, equipment and processes.	R, E
	6	Compile a collection of ideas for images drafted using feelings, observation, memory, and imagination.	A
<b>Language Arts</b>	K-7	All Language Arts PLOs (Oral Language, Reading and Viewing, Writing and Representing), being process-oriented, implicitly address environmental education in each curriculum organizer.	C, A, R, E
<b>Mathematics</b>	K-7	Math PLOs (numbers, patterns and relations, shape and space, and statistics and probability) can be integrated into the cross-curricular units of study exploring sustainability and environmental topics.	C, A, R, E