

**SMALL CHANGE
BIG DIFFERENCE** presents...

This project was highlighted as
one of the top 10 sustainable
education innovations globally.

YES TO TASTE



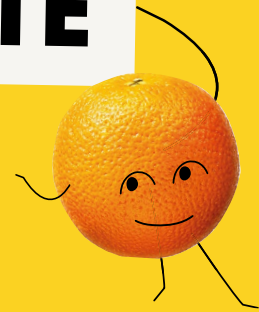
NO TO WASTE

Selected
for the
hundrED
Sustainability
Spotlight

EDUCATION RESOURCES ON THE TOPIC OF:

1. FOOD WASTE PREVENTION
2. FOOD WASTE RECYCLING
3. HEALTHY AND SUSTAINABLE EATING

Lesson plans and resources for teachers and workshop leaders.



**SMALL CHANGE
BIG DIFFERENCE**

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YES TO TASTE

NO TO WASTE



LIFE15/GIE/UK/000867

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Downloadable [link](#) for full pack

Feedback: Please let us know about your exciting activities. twitter: Small Change Big Difference
@smallchangefood www.smallchangebigdifference.london

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TEACHERS' NOTES

This pack contains three key messages:

1. Food waste prevention
2. Recycling food waste
3. Healthy and sustainable eating

1. FOOD WASTE PREVENTION

Why is it important?

Preventing food waste is good for the planet because it saves valuable resources. Methane is released when food rots so preventing waste can prevent this harmful gas being released in the air. Water, land and transport emissions used during the production of the food are also wasted if food is thrown away.

Food waste prevention key facts:

- If the total global annual emissions from food waste – some 3.3 billion tonnes – were released by a single country, that nation would be the world's third largest polluter behind China and the United States.
- If everyone in the UK froze their bread to make toast before it goes off, we could save 20,000,000 slices from the bin every day.
- The number 1 wasted food in the UK is potatoes – 700,000 tonnes are thrown away each year by households.
- It takes 100 buckets of water to produce a loaf of bread.
- Frozen fruit or veg can be as good for you as fresh fruit/veg. They're rich in nutrients and last much longer.



What is methane gas? Methane escapes into the air when food rots in landfill. Methane also escapes into the air when coal, oil and natural gas are extracted from the Earth, and it is released from cows and other farm animals. Humans put more and more methane into the air every year. This is not good news for climate change: methane is a greenhouse gas, so we need to put less of it into the air to slow down global warming.

2. FOOD WASTE RECYCLING

Why is it important? When we recycle food waste, rather than release harmful gases into the air (such as methane), those gases can be trapped and turned into renewable energy (Anaerobic Digestion / AD), or the food can be broken down and turned into compost / plant fertiliser (In Vessel Composting / IVC).

Food waste recycling key facts:

- The CO₂ saved from one year of composting is equivalent to that created by a kettle in the same amount of time.
- If everyone in the UK recycled just one banana skin today, we could produce enough electricity to charge 132,930,308 mobile phones.

3. HEALTHY AND SUSTAINABLE EATING

Why is it important?

Choosing healthy and sustainable food is good for people and good for the planet.

Healthy and sustainable eating key facts:

- Fruit and vegetables use less energy and water to grow than other food types.
- Choosing fruit and vegetables has a bigger impact on sustainability than food miles.
- Beans and pulses count towards your 5 a day.
- If everyone in London went meat free for 1 day every week, we could reduce harmful greenhouse gases by more than 450,000 tonnes a year. That's the equivalent of taking 1,700 cars off the road.

HOW TO USE THIS PACK

The pack has been designed as a 5-week project that fits into a half term. However, each lesson could be delivered as a stand-alone session. The accompanying teaching presentation PowerPoint ([downloadable here](#)) contains all lesson presentations but a lesson can be selected if taught as a stand-alone session.

The pack contains five lesson plans (Lesson 4, the campaign event, offering three options depending on school preference). Each lesson has accompanying resources and each lesson plan is colour coded along with the resources for easy navigation. The resources are divided into two sections: 'Provided as part of this pack' refers to the resources we have provided, which you can print/copy, and 'Resources you will need' refers to things teachers will need to source themselves, such as pens and paper, etc. Resources required have been planned for a class of 30 pupils. Please feel free to share this pack with other teachers and schools; it's freely available and downloadable, because our aim is to share learning far and wide.

TOP TIPS FOR TEACHERS

FOOD AUDIT: We recommend measuring plate waste in the canteen over the duration of the project, to see if the learning in the classroom impacts behaviour in the canteen. We have provided a template for this. Sometimes it's hard to see a link because pupils don't have control over menu options or portion sizes, but it can offer great discussion points in the classroom and gives insight into the food waste practices in school.

QUIZ: This is recommended to assess pupil learning and gain a before and after picture, showing the impact of the project and pupil progress. Answers are provided on a separate sheet.

EDIBLE/NON-EDIBLE: Throughout the programme (and specifically for lesson 1), it will be good to have an understanding of the difference between edible and non-edible food waste, so that you can explain this to pupils.

- Edible: Food that could have been eaten (e.g plate waste, half-eaten fruit, etc).
- Non-edible: Food that can't be eaten (e.g banana skins, egg shells, meat bones, etc).



HOW TO DO THE FOOD WASTE AUDIT

RESOURCES

In this pack

- Food waste audit sheet for pupils

Items you'll need:

- Create 3 simple signs with the word 'Edible' and 3 signs with the word 'Non-edible'
- 6 food waste buckets
- Compostable bin liners
- Weighing scales



- 1 Choose six pupils to manage the food waste audit at lunch times – they can be called the 'Food Waste Warriors'. We recommend choosing responsible pupils who are available once a week during a lunch time for at least 5 weeks in a row. They will take turns on a rota to collect food waste from years 4, 5 and 6 (or other years/groups) once weekly.
- 2 Allocate an adult to oversee (e.g. a Teaching Assistant or Midday Supervisor). Allocated adult explains to food waste warriors to collect plate waste from pupils over lunch time, separating the food waste into two bins (marked edible and non-edible) for each year group: non-edible food waste (e.g. orange peel, banana skins, apple cores, bones); edible food waste (e.g. anything that could have been eaten). (5 minutes)
- 3 Food waste warriors set up food waste bins in canteen ready for lunch time audit. (5 minutes)
- 4 Food waste warriors direct pupils to put their plate waste in the correct edible or non-edible food waste bins. (30 minutes on a rota)
- 5 Weigh the food waste using scales and record it in grams or kilograms on the audit sheet. Food can either be weighed in the tied bin liners or in the buckets then minus the weight of a bucket without food. (You can also keep the food waste to look at with the class after lunch.) (5 minutes)
- 6 You can work out the 'number of meals wasted' by assuming the average school dinner weighs 270g. Multiply the recorded weight (in kilograms) by 1000 to get the weight in grams, then divide by 270 to get the number of meals wasted, i.e.

$$\frac{\text{Recorded weight (in kg)} \times 1000}{270}$$
 (5 minutes)
- 7 To build in further numeracy, you could calculate the percentage of food waste. Find out the number of meals served to these year groups from the lunch register. Divide the number of plates wasted by the total of meals served: e.g. year 4 had 2 plates wasted out of 14 plates = $2 \div 14 = 0.14 \times 100 = 14\%$. Pupils could represent these figures using a graph. (10 minutes)

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YES TO TASTE

NO TO WASTE



FOOD WASTE AUDIT SHEET



LIFE15/GIE/UK/000867

	YEAR 4 WASTE (KG)	YEAR 4 NUMBER OF MEALS WASTED	YEAR 5 WASTE (KG)	YEAR 5 NUMBER OF MEALS WASTED	YEAR 6 WASTE (KG)	YEAR 6 NUMBER OF MEALS WASTED
WEEK 1						
WEEK 2						
WEEK 3						
WEEK 4						
WEEK 5						

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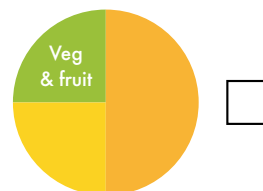
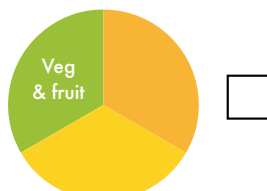
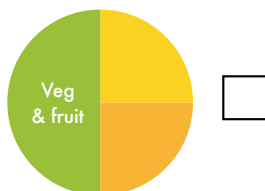


PUPIL QUIZ



LIFE15/GIE/UK/000867

1. Below are three different plates of food. Each has a different amount of vegetables and fruit. Tick one box next to the plate with the amount you think is recommended to eat daily.



2. How many portions of fruit and vegetables should you have a day? (tick one box only)

☐

One

☐

Three

☐

Five

☐

Ten

☐

Don't know

3. What type of food could you eat less of, in order to help the environment? (tick one box only)

☐

Fruit, Veg, Beans and Lentils

☐

Meat

☐

Bread and Rice

4. Which three of the following things can be done to reduce food waste in schools and at home? (tick three boxes only)

☐

a. FIFO (first in, first out)

☐

d. Compost

☐

b. Correct portions for you

☐

e. Throw leftovers in the rubbish bin

☐

c. Send to landfill

☐

f. Only use fruit and vegetables in good condition

5. Be responsible with your waste – draw an arrow from each item to the correct bin or caddy.

**FOOD
PACKAGING**

**BANANA
SKINS**

**PLATE
LEFTOVERS**

**CHICKEN
BONES**

**MOULDY
FOOD**



Rubbish Bin



Recycling Bin



Food Waste Caddy



Don't know

6. What gas is released in the air when food goes to landfill?

☐

Don't know

I know and my answer is: _____

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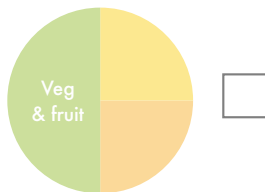
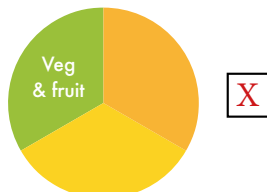
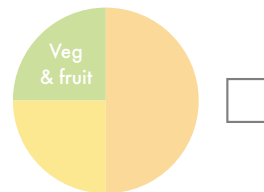


PUPIL QUIZ ANSWERS



LIFE15/GIE/UK/000867

1. Below are three different plates of food. Each has a different amount of vegetables and fruit. Tick one box under the plate with the amount you think is recommended to eat daily.


☐

☒

☐

2. How many portions of fruit and vegetables should you have a day? (tick one box only)

☐

One

☐

Three

☒

Five

☒

Ten

☐

Don't know

Five or ten are correct (NHS recommend 5 but state 10 are better)

3. What type of food could you eat less of, in order to help the environment? (tick one box only)

☐

Fruit, Veg, Beans and Lentils

☒

Meat

☐

Bread and Rice

4. Which three of the following things can be done to reduce food waste in schools and at home? (tick three boxes only)

☒

a. FIFO (first in, first out)

☒

d. Compost

☒

b. Correct portions for you

☐

e. Throw leftovers in the rubbish bin

☐

c. Send to landfill

☐

f. Only use fruit and vegetables in good condition

5. Be responsible with your waste – draw an arrow from each item to the correct bin or caddy.

**FOOD
PACKAGING**

**BANANA
SKINS**

**PLATE
LEFTOVERS**

**CHICKEN
BONES**

**MOULDY
FOOD**



Rubbish Bin



Recycling Bin



Food Waste Caddy



Don't know

6. What gas is released in the air when food goes to landfill?

☐

Don't know

I know and my answer is: Methane (and/or carbon dioxide)

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LESSON 1: FOOD WASTE PREVENTION & RECYCLING

'GROW, EAT, COMPOST, REPEAT'



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MAIN MESSAGES

Prevent food waste / recycle food

- How much food are we wasting?
- How can we prevent food waste?
- How can we recycle food?
- Why does it matter?
- Each child makes a pledge to reduce food waste

KEY WORDS

Waste, prevention, reduction, reduce, recycle, methane, edible, non-edible, climate change, environment, compost, energy, labour, pledge.

RESOURCES

Provided as part of this pack:

1. Food investigation sheet
2. Snakes and Ladders board game
3. Home-school work book

You will need:

- Clipboards x 15
- Plastic sheeting/bin bag x1
- Plastic gloves
- Weighing scales
- Cleaning materials
- Pencils/pens
- Glass Jar
- Food waste
- 15 dice
- 30 counters

PREZI PRESENTATION LINK

https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste

WORKSHOP LENGTH: 1.5 hours



CURRICULUM LINKS

- Science: working scientifically; estimating, measuring and recording data; predicting, reporting and presenting findings, including causal relationships and explanations of results; changing properties & materials; Sc2. Living things in their environment: ways in which the environment needs protection; explore examples of human impact (both positive and negative) on environments.
- Literacy: speaking and listening; group discussion and interaction.
- Numeracy: measuring; statistics; tables (Carroll diagrams; bar charts); converting measures; decimals and percentages.
- Geography: knowledge & understanding of environmental change and sustainable development;

recognise how people can improve the environment or damage it, and how decisions about the environment affect the future quality of people's lives.


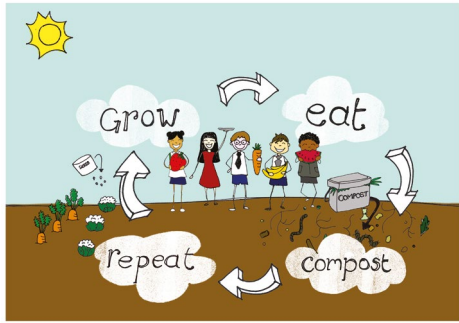
- PSHE: learn about the wider world and the interdependence of communities within it; develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues.
- Design & Technology: know how a variety of ingredients are grown, reared or harvested, and processed.
- ICT: creating and editing bar charts in Excel.
- Learning outside the classroom.



Before Lunch

When delivering this workshop, make sure you check out the food waste audit and the pupil quiz. It would be good to do both these things before delivering the first workshop so you can see the change in pupil learning and you can see tangible differences in food waste (by doing the weekly audit).

Time	Main learning points	Activity	Resources
30 minutes	<p>Learn what food waste is and the difference between 'edible' and 'non-edible'.</p> <p>Investigate the type of food being wasted and the quantity thrown away.</p>	<p>Introduce the three key messages the pupils will be learning about throughout this project (use the teachers' notes at the start of the pack for tips and facts):</p> <ol style="list-style-type: none"> 1. Reducing food waste and why it is important 2. Recycling food waste 3. Healthy and sustainable eating <p><u>OUTDOOR ACTIVITY: INVESTIGATING FOOD WASTE FROM LUNCH FOOD BINS</u></p> <ol style="list-style-type: none"> 1. Collect a bin with food from the canteen (if you're doing the food waste audit, use bins you've used in the audit). Take the bin outside into the playground. 2. Organise pupils into pairs (with 1 clipboard, 1 food investigation sheet and 1 pencil per pair): pairs will record findings on the food investigation sheet; one pupil is the 'recorder' who records the findings, and one is the 'investigator' who reports back. <p>Questions to ascertain pupil knowledge:</p> <ul style="list-style-type: none"> • What is food waste? • Why do you think it's important to reduce food waste? • What happens to food waste if it goes in the general bin? • What happens to food waste when it is recycled? <ol style="list-style-type: none"> 3. Food weight estimation: pupils form a circle to observe and estimate the weight of food waste from lunch time. Pass around each bin containing food waste and estimate the weight. Pupils fill in the estimate on the investigation sheet. Pupils then weigh the food waste and note the actual weight on the investigation sheet. 4. Tip out the food waste onto a tarpaulin or plastic sheet (if you don't have one, you can use bin bags taped to the ground); children observe and discuss the three main types of food wasted (e.g. bread, veg, fruit, etc.) and record findings on worksheet. <p>Questions to ask pupils:</p> <ul style="list-style-type: none"> • What does edible and non-edible mean? • Which food waste items could we prevent wasting? (edible) • Are there any food waste items that would be hard to avoid wasting? (non-edible) <p>(Refer to teacher's guidance for an explanation of edible and non-edible.)</p> <p>(N.B. Ensure the food waste is then put back in the kitchen's food waste bin.)</p>	<p><u>You will need:</u></p> <ul style="list-style-type: none"> - Clipboards x 15 - Plastic sheeting/bin bag x1 - Plastic gloves - Weighing scales - Cleaning materials - Pencils/pens <p><u>In this pack:</u></p> <ul style="list-style-type: none"> - Food Waste Audit sheet x 1 - Food Investigation sheet x 15 (downloadable/in this pack)

Time	Main learning points	Activity	Resources
15 minutes	<p>To understand:</p> <ul style="list-style-type: none"> The importance of recycling food waste How food waste is recycled How compost is made and how it is used 	<p>Know what is wasted in the food production chain from farm to fork (e.g. fuel, energy, packaging, water, etc.)</p> <p>CLASSROOM ACTIVITY: THE PROBLEM WITH FOOD WASTE AND HOW IT CAN BE RECYCLED</p> <ol style="list-style-type: none"> Start Prezi: https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste Show video to introduce the big problem with waste. It plays directly from the presentation or follow this link: https://www.youtube.com/watch?v=18FLfQDInI8 Ask two key questions: What is the gas produced by landfill sites called? Why is this gas bad for the environment? Show video to introduce how food waste can be recycled. It plays directly from the presentation or follow this link: https://www.youtube.com/watch?v=Td30khKYc5Y (Pause the video at 0:24 seconds to discuss). Ask two key questions: What happens to food if we recycle it? Where is compost used? Tell the pupils that food waste can be made into compost to help new plants grow. Point out that, as well as making compost, food waste can also be used to make energy. Show the picture of compost in a bottle on the Prezi, or make a prop of your own by filling a jar half with compost/earth and the top half with food waste (e.g. banana skins, peelings, bread, egg shells, tea bags, coffee grains, etc.). Discuss what's in the jar, what happens to food when it's recycled, and what can go into food caddies at home. Show Prezi graphic 'Grow, Eat, Compost, Repeat' on slide 10. Discuss the graphic with the pupils. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>You will need:</p> <p>– Prezi link: https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste</p>

Time	Main learning points	Activity	Resources
20 minutes	To understand how we can prevent food waste.	<p><u>CLASSROOM ACTIVITY: FOOD WASTE RECYCLING</u></p> <p>Pupils play the snakes and ladders food waste game in pairs. Explain how the game is played and that pupils should read each square carefully to learn important food waste prevention tips.</p> <p>After the game, ask pupils to share what tips they've learnt from the game to reduce food waste. Discuss possible answers and write them on a flip chart.</p> <ol style="list-style-type: none"> Write this question on the board: How can we avoid throwing away food that could be used? Discuss possible answers and write them on a flip chart, e.g. <ul style="list-style-type: none"> Make a shopping list Only buy what you need Buy and eat wonky/misshapen vegetables Oldest food to fridge front, newest to back Choose the correct portion size Cut out brown bits of fruit and eat the rest Put leftovers in the fridge Eat leftovers for another meal Freeze food not to be used immediately 	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> 15 snakes & ladders boards (print before lesson) <p><u>You will need:</u></p> <ul style="list-style-type: none"> 15 dice 30 counters
15 minutes	<p>To take action to prevent food waste.</p> <p>Each child makes a pledge to reduce avoidable food waste.</p>	<p><u>HOME-SCHOOL WORKBOOK</u></p> <p>Explain that:</p> <ul style="list-style-type: none"> pupils will make their first pledge towards preventing food waste which is to be completed at home and/or school pupils conduct the homework interview with a parent/carer pupils ask a parent/carer to join them in making a pledge a parent/carer should sign each page books must be brought back to school for the next lesson <p>Look at the four pledges on pledge1 (prevent food waste). Discuss each one, then encourage pupils to tick one or more and sign and date the progress and pledge sheets. Offer rewards stickers if possible.</p> <p>Teachers may appoint two pupils as 'Pledge Monitors' to count pupil pledges achieved. Pledge Monitors may also remind pupils to bring Home-School workbooks back each week.</p>	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> Home-School workbooks (1 per pupil – to download)
10 minutes	To consolidate and assess main learning points.	<p>Review main learning points.</p> <p>Questions:</p> <ul style="list-style-type: none"> How does food waste affect the environment? Why is it important to prevent food waste? What is wasted in the food production chain if we waste food? Why is it important to recycle food waste? 	



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FOOD WASTE INVESTIGATION SHEET



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School:

Date:

Investigator name:

Recorder name:

How much does today's edible food waste weigh?

Pupils estimate the weight of food waste from lunch time. Pass around a bin containing food waste and estimate the weight. Pupils fill in the estimate below. Pupils then weigh the food waste and record the actual weight below.

	YEAR 4	YEAR 5	YEAR 6
Our estimate (kg)			
Actual weight (kg)			
Number of meals wasted* $= \frac{\text{Actual weight} \times 1000}{270}$ <p>* Assuming 1 meal = 270g</p>			

What are the main types of food wasted?

1)

2)

3)

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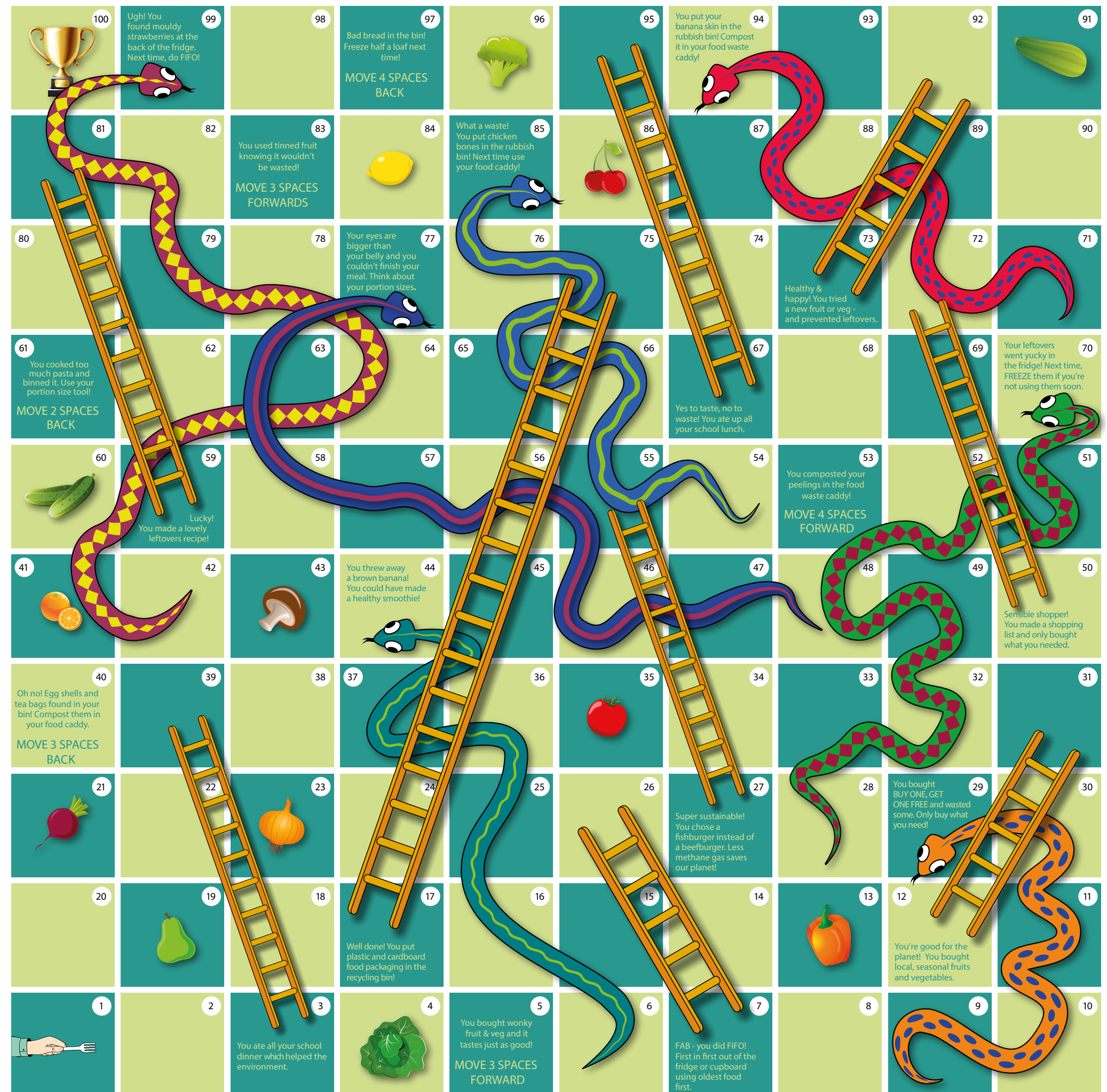


SNAKES & LADDERS

How can we avoid throwing away food that could be used?

You will need: counters and dice.

We suggest using one board game between two pupils.



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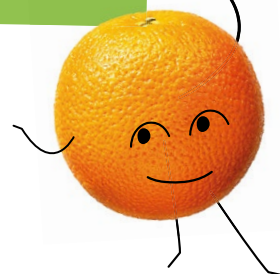
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YES TO TASTE



NO TO WASTE

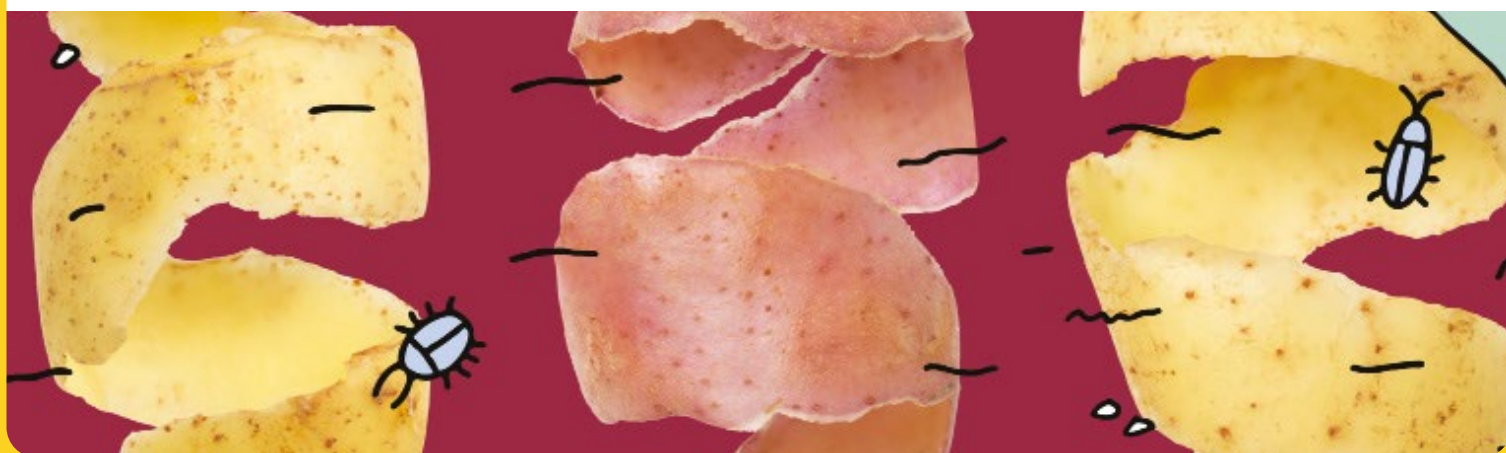


HOME-SCHOOL BOOK

Name _____

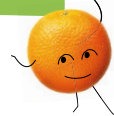
Age _____

Class _____



PROGRESS

YES TO TASTE
NO TO WASTE



Your progress with the food waste project:

ACTIVITY	TICK WHEN COMPLETED	STICKER REWARD FROM US
PLEDGE 1 PREVENT FOOD WASTE		
HOMEWORK INTERVIEW		
PLEDGE 2 HEALTHY EATING		
DEAR DIARY...		



PLEDGE 1: PREVENT FOOD WASTE

YES TO TASTE



NO TO WASTE



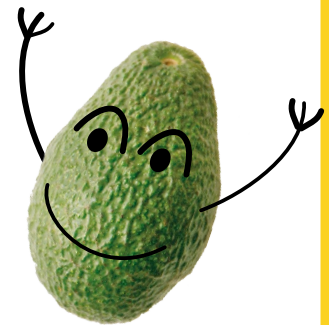
What can YOU do to fight food waste?

Make a pledge below by putting a tick in the box.

Choose one action from the list below.

Make sure it's something you can actually do.

We will check if you've achieved your pledge next week.



Choose correct portion sizes to prevent food waste.



First in, first out. Order your cupboard or fridge with oldest food first.



Compost your food where you can (at home). Ask a parent or carer if you have a food waste collection.



Organise food recycling / composting in school.

Date I made pledge: _____

Date I completed my pledge: _____

Signed by parent/carers when complete: _____

HOMework: INTERVIEW



**Interview an adult at home about food waste.
Ask them the following questions:**

"We've been learning about food waste in school.
Can I ask you a few questions please?"

1. 7.1 million tonnes of food is wasted every year from UK homes.
Can you guess how many double-decker buses that fills?

a) 800 b) 800,000 c) 100,000

2. Did you know that food waste can cost you up to £800 a year.
What would you do with that money if it wasn't wasted through food?

3. How do you currently get rid of food waste?

4. Will you join me in my efforts to reduce food waste by making a
pledge?

Yes ☐ No ☐

(Question 1 : Answer: b)

PARENT/CARER PLEDGE

YES TO TASTE

NO TO WASTE



I am the parent/carer of _____
I pledge to reduce food waste at home by:

1. Getting a food waste caddy

Yes ☐ No ☐ Already have one ☐

2. FIFO – First in, first out.

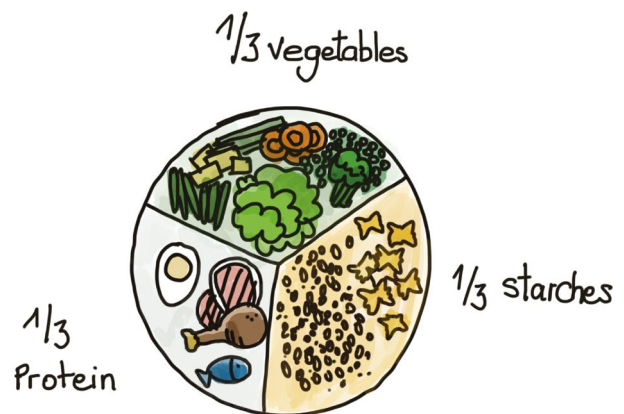
Order my cupboard or fridge with oldest food first.

Yes ☐ No ☐

3. Using the correct portion sizes

Yes ☐ No ☐

4. Other:



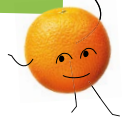
Date I made pledge: _____

Date I completed my pledge: _____

Signed by parent/carer when complete: _____

PLEDGE 2: HEALTHY EATING

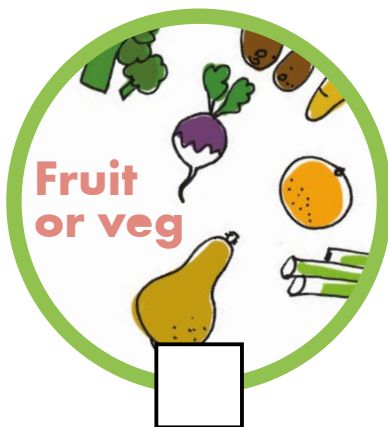
YES TO TASTE
NO TO WASTE



What can YOU do to eat more healthy and sustainable food?

Make a pledge below by putting a tick in the box.

Choose one action from the list below. Make sure it's something you can actually do. We will check if you've achieved your pledge next week.



Try a new piece
of fruit or veg
(including ugly fruit & veg)



Choose food that's
good for the planet
(check labels for where food comes from)

Date I made pledge: _____

Date I completed my pledge: _____

Signed by parent/carers when complete: _____

DEAR DIARY...

YES TO TASTE
NO TO WASTE



I have been busy with the food waste project over the last few weeks, here's an update:

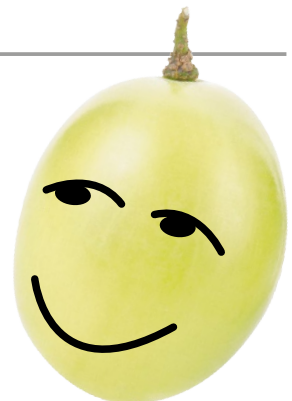
My favourite thing has been... _____

Completing my pledge was... _____

At home I have been... _____

Bye for now!

Yours,



YES TO TASTE



NO TO WASTE



**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE



NO TO WASTE



LIFE15/GIE/UK/000867

**SMALL CHANGE
BIG DIFFERENCE**
presents...

**YES TO TASTE
NO TO WASTE**



LESSON 2: HEALTHY & SUSTAINABLE FOOD



LIFE15/GIE/UK/000867

MAIN MESSAGES

What food is good for us and good for the planet?

- How to eat healthily and sustainably
- Eating more fruit and vegetables is good for us and good for the environment
- Eating less meat is good for the environment
- Each child makes a healthy eating pledge

KEY WORDS

Sustainable, healthy, environment, methane, land use, frozen, tinned, landfill

RESOURCES

Provided as part of this pack:

1. Food Waste Audit Sheet
2. Good for you, good for the planet trolley game

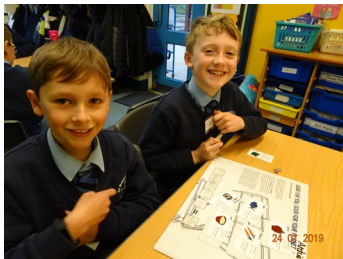
You will need:

- Scissors x 15 (to cut game cards)
- Fruit and vegetables for smoothies (at least 6 types)
- Tinned fruit in own juice (no added sugar)
- Smoothie maker or hand blender
- Extension lead (if required)
- Water
- Jugs
- 6 spoon
- Cups x 30 (compostable if possible)
- Compostable bin bag
- Cloth & tissues

PREZI PRESENTATION LINK

https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste

WORKSHOP LENGTH: 1.5 hours

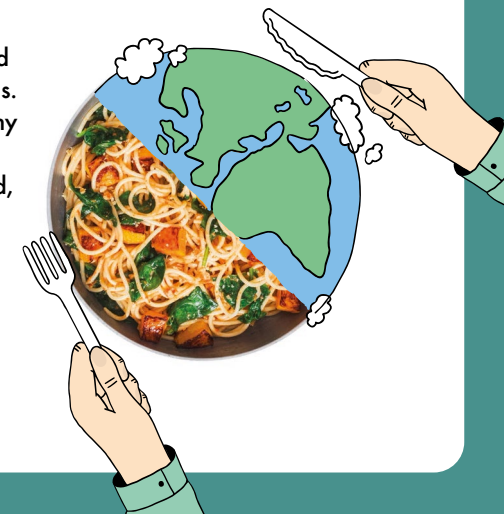


CURRICULUM LINKS

- Science: working scientifically; measuring and recording data; reporting and presenting findings, including causal relationships and explanations of results; nutrition and healthy eating (the importance of an adequate and varied diet for health); Sc2, living things in their environment: ways in which the environment needs protection.
- Literacy: speaking and listening; group discussion and interaction.
- Numeracy: measuring; statistics; tables (Carroll diagrams; bar charts); converting measures; fractions, decimals and percentages.
- Geography: knowledge and understanding of environmental change and sustainable development;

recognise how people can improve the environment or damage it, and how decisions about the environment affect the future quality of people's lives.

- PSHE: learn about the wider world and the interdependence of communities within it; develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues.
- Design & Technology: cooking; nutrition and healthy eating; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



Time	Main learning points	Activity	Resources
10 minutes	Know whether food waste is increasing or decreasing across different year groups.	If taking part in food measuring, start the session by sharing and comparing findings from the lunch time plate waste weighing for weeks 1 and 2. Record findings on the food waste audit sheet. To extend numeracy skills, calculate the percentage of food waste per year group and record this on a bar chart.	In this pack: – Food Waste Audit Sheet
20 minutes	<p>Recognise the Eatwell plate, and that fruit and vegetables should form 1/3 of our food to give us enough fibre and vitamins to keep our bodies healthy.</p> <p>Emphasise that fruit and veg are fat free and fat is a food group we only need a small amount of.</p> <p>Emphasise the vitamins and nutrients needed for a healthy balanced diet in each of the food groups displayed.</p> <p>Know that the production of fruit and vegetables are less resource intensive on the environment.</p> <p>Know that eating fruit and vegetables is good for the environment and also good for us.</p>	<p><u>CLASSROOM ACTIVITY: EATWELL PLATE</u></p> <ol style="list-style-type: none"> Show the eatwell plate on Prezi slide <u>Ask pupils questions:</u> <ul style="list-style-type: none"> How many pieces of fruit or veg per day should we all be eating? (Answer: five or more) What fraction of the plate does this represent? (Answer: A third: 1/3) Show video to introduce the environmental impact of food that can occur at different points along the food chain. It plays directly from the Prezi or follow this link: https://www.youtube.com/watch?v=ioCzxxqgLf0 (Pause the video at 1:45 seconds to discuss). <u>Ask two key questions:</u> <ul style="list-style-type: none"> What are we wasting if we throw away food? How is energy used in food production? <p>OR</p> <ul style="list-style-type: none"> How is water used in food production? Show slide 18 'Why does it matter?' Ask the pupils to come and write on the board what's wasted. Answers: land, water, animal feed, etc. 	

Time	Main learning points	Activity	Resources
25 minutes (15 minutes playing game & 10 minutes calculating & discussing results)	<ul style="list-style-type: none"> You can choose food that's good for you and good for the planet Fruit and veg is good for you because of vitamins and minerals Fruit and veg is good for the planet because it uses less water and land use Meat isn't great for the environment because of methane and land use (however, we can still eat meat, but we can try making our meat go further using beans, or sticking to the Eatwell plate thirds). 	<p><u>GOOD FOR YOU, GOOD FOR THE PLANET GAME</u></p> <ol style="list-style-type: none"> Print 15 copies of the game for pupils to use in the classroom (board and cards). Explain instructions on how to play the game. At their tables, in groups of 2-3, pupils play the game. Reveal points for each food on Prezi slide. Pupils calculate results at end & discuss. 	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> 15 copies of game (need to print before the lesson) Game result points on Prezi slide 19
25 minutes	<p>Smoothie making</p> <ul style="list-style-type: none"> Experiential learning, applying knowledge by doing. Challenge – can you make a healthy and sustainable smoothie using only fruit and veg? Highlight – using frozen fruit is healthy and uses leftovers. Highlight – tinned is as healthy as fresh and lasts longer. Example – half-eaten apple can be chopped and frozen. Highlight – where the food has come from, sourced by looking at food labels. 	<p>Lay out smoothie ingredients.</p> <p>Make smoothie with class in groups, encouraging each group to choose their own ingredients, using surplus fruit, e.g.</p> <ul style="list-style-type: none"> fruit left over from school healthy snacks frozen fruit/veg wonky fruit/veg tinned fruit in own juice (sugar juices are not healthy) <p>Ensure pupils understand where fruit/veg has come from and that it would have gone to landfill, but can make healthy delicious smoothies instead.</p> <p>NB: Any non-edible food waste to be recycled in a food waste caddy. Check allergies for fruit or veg.</p>	<p><u>You will need:</u></p> <ul style="list-style-type: none"> Fruit & vegetables (at least 6 types) Water Tinned fruit in own juice Smoothie maker Extension lead (if needed) Jug, 6 spoons Cups x 30 for tasting Compost bags/ food waste caddy for non-edible food waste Cloth & tissues
10 minutes	<ul style="list-style-type: none"> Opportunity to apply knowledge, and take action on new knowledge. To ensure action is rewarded. 	<p>In their home-school book, each child makes a pledge to eat healthily and sustainably, using the knowledge gained from the 'Good for You, Good for the Planet' game.</p> <p>Plenary</p> <p>Review main learning points if needed.</p> <p>Follow up next lesson:</p> <p>Ensure pledges are checked and pupils are rewarded (with stickers or your usual reward).</p>	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> Prezi https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste Home-school books Stickers or reward options

FOR NEXT LESSON

Consider which campaign option is appropriate for your school.

1. **FRUIT SMOOTHIES** (healthy eating)
Smoothie making at the school gates – supplying smoothies and (optional) fruit kebabs; smoothie recipes using surplus fruit and veg.
2. **FOOD CADDY** (recycling food waste using food waste caddies)
Food Waste Funfair – Encourage use of and offer free food waste caddies and play exciting interactive games to learn about food waste recycling, e.g. to caddy or not to caddy.
3. **RECIPE BOOK** (reducing food waste through a leftovers recipe book)
Love Your Leftovers – parents pledge to use one left over item, send in their recipes and create a recipe book. Parents and pupils make leftovers dishes to taste at food fair.

NB – check allergies for fruit or veg.

SMALL CHANGE
BIG DIFFERENCE
presents...

YES TO TASTE
NO TO WASTE



GOOD FOR YOU

GOOD FOR THE PLANET

Instructions for the game

Lay the food items cards out in front of you and read how each one is good and healthy for you, while also learning about their environmental impact on the planet.

On your trolley mat you have 5 spaces to choose only 5 food items that you think would be both good for you and good for the planet. Try and choose the items that you believe are healthier for you but also might have less environmental impact before they arrive on your plate.

Each item has points 1 – 10 (1 being least good for you and the planet, 10 being highest and best for you and the planet). Your goal is to get the highest points possible. Points will only be revealed after you have chosen the 5 foods for your trolley. When given the points for each food item, write them in the boxes under your trolley and calculate your total. You can then see how GREEN is your trolley!



$$\square + \square + \square + \square + \square = \square$$



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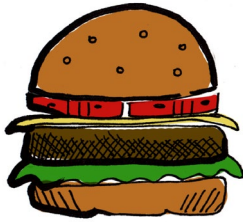


Good For You, Good For The Planet Food Items



LIFE15/GIE/UK/000867

Beef



Good for you?

Protein, minerals & vitamins; **saturated fat.**

Good for your planet?

Methane & high CO₂ emissions from growing cattle feed, processing, transport & storage. 70% of Amazon deforestation is to clear land to graze beef cattle.

Frozen chips



Good for you?

Rich in carbohydrates & fibre; vitamins & minerals; **saturated fats & added salt.**

Good for your planet?

Uses 500 litres of water to grow one kilo of potatoes; factory production, transport & cold storage = CO₂ emissions.

Broccoli



Good for you?

1 of your 5 a day; fibre, vitamins & minerals.

Good for your planet?

Fruit and veg use less water and energy than most other foods.

Tomatoes (tinned)



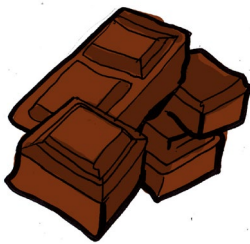
Good for you?

1 of your 5 a day; vitamins & minerals; fibre; riper when tinned.

Good for your planet?

Small amount of CO₂ emissions in production, tin can production & transport.

Chocolate



Good for you?

Contains anti-oxidants; **high in sugar & saturated fat. (Dark chocolate is better for you)**

Good for your planet?

High CO₂ emissions in land clearance, farming, processing & transport.

Apple



Good for you?

1 of your 5 a day; vitamins, minerals, fibre & natural sugars.

Good for your planet?

Fruit and veg use less water and energy than most other foods.

Rice



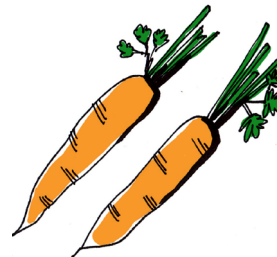
Good for you?

Carbohydrates; vitamins & minerals & fibre. (Brown rice is better for you.)

Good for your planet?

Medium CO₂ emissions in transport & storage.

Carrots



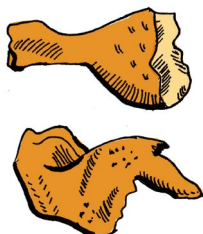
Good for you?

1 of your 5 a day; vitamins, minerals & fibre.

Good for your planet?

Fruit and veg use less water and energy than most other foods.

Chicken



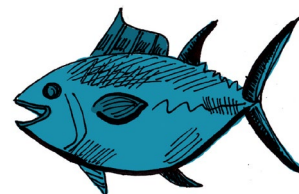
Good for you?

Protein; vitamins & minerals; **saturated fat.**

Good for your planet?

Medium CO₂ emissions in growth, processing, transport & storage.

Tinned tuna



Good for you?

Protein, Omega 3 oils, vitamins & minerals. (better in water than oil)

Good for your planet?









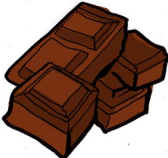

Medium CO₂ emissions in production, tin can production & transport.



Good For You, Good For The Planet

Food Item Points

Answer sheet for teachers. Reveal these points once the pupils have chosen their cards.
Pupils then fill in their points and add them up.

Apple 	10	Carrots 	9
Broccoli 	8	Rice 	7
Tomatoes (tinned) 	6	Frozen chips 	5
Tuna (tinned) 	4	Chicken 	3
Chocolate 	2	Beef 	1

**SMALL CHANGE
BIG DIFFERENCE**
presents...

**YES TO TASTE
NO TO WASTE**



LESSON 3: PLANNING & PROMOTING THE CAMPAIGN



LIFE15/GIE/UK/000867

MAIN MESSAGES

- Taking responsibility for food waste.
- What is a campaign and what is involved in planning a campaign?
- Creating and designing a campaign for food waste action.

KEY WORDS

Campaign, promote, advertise, audience, caddy, recipe, leftovers, surplus, template, role, persuasion, banner, placard, flyer.

RESOURCES

Provided as part of this pack:

1. Campaign planning template
2. Vocabulary mats (food waste theme)
3. Example persuasive letter to parents/carers

You will need:

- Paper A4 and A3
- Coloured pencils and pens

PREZI PRESENTATION LINK

https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste

WORKSHOP LENGTH: 1.5 hours

CURRICULUM LINKS

- **Science:** working scientifically: making predictions for next steps, reporting and presenting findings, including causal relationships and explanations of results.
- **Literacy:** noting and developing initial ideas; using a range of pronouns; persuasive techniques (repetition, rhetorical questions, presenting facts, using superlatives, exaggeration and flattery); range of sentences (clause structure and complex sentences), understanding why they are constructed the way they are; précisising longer passages; using a wide range of devices to build cohesion within and across paragraphs; planning and writing a letter; proofreading for spelling and punctuation errors; speaking & listening; group discussion and interaction.
- **Numeracy:** statistics (gathering data, Carroll diagrams, frequency tables, pictograms and bar charts); converting units of measure; decimals and percentages.
- **Geography:** understanding the actions of processes (such as human changes to the environment and environmental threats/damage/changes) and change over time.
- **PSHE:** learn about the wider world and the interdependence of communities within it; develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues.
- **Art:** engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design, using a range of materials and techniques.



Time	Main learning points	Activity	Resources
10 minutes	To review and recap previous learning.	<p>If you're doing the weekly food waste audit, use this section to work with the 'food waste warriors' to share food waste weight results and update data on the food waste audit sheet, and bar chart if you're doing one (see food waste audit guidance).</p> <p>If you did lesson 2, you could also use the start of this lesson to review pledges. Discuss pledges achieved.</p>	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> - Food Waste Audit Sheet - Food Waste Audit Guidance
10 minutes	<p>To understand what a campaign is.</p> <p>To learn how to plan a campaign: what, why, when, where, who, how?</p>	<ol style="list-style-type: none"> 1. Display campaign plan template on the board for pupils to see. 2. Define what a campaign is and what message we are looking to promote. A campaign is a planned set of activities by people wanting to influence others to make a positive change. 3. Which campaign has the school chosen? Options: <ol style="list-style-type: none"> a. FRUIT SMOOTHIES (healthy eating) b. FOOD CADDY (recycling food waste using food waste caddies) c. RECIPE BOOK (reducing food waste through a leftovers recipe book) 4. Write the rationale in the WHY box in campaign plan. Ensure all pupils know the rationale for the choice of school campaign. 5. Pupils remind themselves of the 3 key messages they are promoting: <ul style="list-style-type: none"> - Prevention of food waste (preventative behaviours) - Promotion of healthy and sustainable eating - Recycling of unavoidable food waste (e.g. composting) 6. Teacher writes in the WHY box in campaign plan. 	<ul style="list-style-type: none"> - Prezi https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste - Campaign planning template

Time	Main learning points	Activity	Resources
20 minutes	<p>Campaign Planning: WHEN/WHERE/WHO/HOW</p> <ul style="list-style-type: none"> • To listen to different points of view • To value the contributions of others • To take an active part in voting to reach a decision • To respect the outcome of a democratic vote 	<p>Discuss WHEN AND WHERE the campaign will take place, and add to the campaign planning template.</p> <p>WHO AND HOW?</p> <p>To ensure pupils feel ownership of the event, offer the class an opportunity to reflect on focus questions, take feedback and then vote to get an outcome.</p> <p><u>Points for the class to vote on:</u></p> <ul style="list-style-type: none"> • Name of campaign event? • Who should we invite to the campaign? • What job roles need doing? • How many pupils do we need for each job? • Who does what job? • Do we invite parents/carers to volunteer at the event? • Can the Parent-Teacher Association help in any way? • Shall we invite the local council education officer (to give out information and free food caddies)? • What should the schedule for the day be? (Encourage pupils to create the schedule themselves.) • What activities should there be? 	<p><u>In this pack:</u></p> <p>– Campaign planning template</p>
5 minutes	<p>Review campaign targets before moving on to designing the campaign.</p>	<p>Ensure all pupils know the Why? What? How? Who? Where? and When? of the school campaign.</p>	<p><u>In this pack:</u></p> <p>– Campaign planning template</p>

Time	Main learning points	Activity	Resources
40 minutes	<p>Advertising the campaign</p> <ul style="list-style-type: none"> • Gather key facts • Letter using persuasive writing techniques • Design posters • Design flyers 	<p>1. Distribute the vocabulary and persuasive writing mats and emphasise the use of persuasive language and techniques.</p> <p><u>Focus questions to ask pupils:</u></p> <ul style="list-style-type: none"> • Who is the audience? • What information needs to be on the poster/flyer? <p>2. Organise pupils into groups to complete some of the following tasks:</p> <ol style="list-style-type: none"> a. Design posters/banners/placards b. Task two pupils to write a persuasive letter of invitation to parents/carers c. Plan a presentation for an assembly d. Write a page for the school website e. Write a piece for social media f. Design information flyers to use for the campaign g. Write a song/rap h. Design a video (e.g. stop-motion animation, video report) <p>Note that some of the above may not be relevant depending on the campaign.</p>	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> - Vocabulary and Persuasive Writing Mats x 6 (1 per table) <p><u>You will need:</u></p> <ul style="list-style-type: none"> - A3/A4 paper for design work - A4 for writing letters - Coloured pens
5 minutes	<p>Summarise the main learning points, with an overview of lesson 3 and a campaign reminder</p>	<p><u>Key questions to discuss with pupils:</u></p> <ul style="list-style-type: none"> • What is a campaign? • What are our main campaign messages? • How is the advertising you have created being distributed? • Who is responsible for getting it out to the audience? • How will we contact parents/carers? • Where shall we display the posters? 	<ul style="list-style-type: none"> - Completed Campaign Planning Template

TEACHER TIPS FOR PREPARING FOR THE CAMPAIGN

- Caddy campaign: contact your local council in advance to obtain free food waste caddies and see if a council representative can attend
- Recipe book: give out the recipe template to pupils with their homework this week
- Recipe book: inform the Parent-Teacher Association so they can make dishes and give recipes or help
- Smoothies: order compostable taster cups
- Smoothies: contact your local council to see if they can offer a smoothie bike (a smoothie blender powered by a standing bike that the students can pedal)
- Contact your local shops/supermarkets in advance to see if they can support your campaign day by providing surplus fruit

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE

NO TO WASTE



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CAMPAIGN PLANNING

WHAT?

WHY?

WHEN & WHERE?

WHO?

HOW?

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE

NO TO WASTE



LIFE15/GIE/UK/000867

Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them.

- Clear introduction (reason for writing and state opinion in introduction)
- Paragraphs with reasons and evidence to support
- Clear conclusion

PERSUASIVE WRITING

TECHNIQUES

Facts & Statistics:

When truthful information is given to back up a point, e.g. 95% of pupils feel...

Rhetorical questions:
use questions that don't need an answer to get the audience to think, e.g. '**Would you...?**
Could you...?'

Exaggeration & emotive language: e.g. using **three** adjectives or phrases

Repetition:
'Do you remember, do you...?'
'If..., if..., then...'

Slogan:

Create a snappy phrase:

- keep it short
- make it memorable by using rhyming or alliteration

Complex sentences linked with connectives like:

- so
- consequently
- as a result of
- accordingly
- moreover
- as a consequence of
- then
- so as
- an outcome of
- because
- therefore

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE



NO TO WASTE



LIFE15/GIE/UK/000867

VOCABULARY

food waste
prevent
prevention
fight
sustainable
environment
landfill
methane
climate change
global warming

compost
pledge
recycle
re-use
reduce
caddy
fridge shelfie
FIFO (first in, first out)
campaign
event

fruit
vegetables
bruised
soft
frozen
freeze
wonky
taste
half-eaten

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE



NO TO WASTE



LIFE15/GIE/UK/000867

EXAMPLE PERSUASIVE LETTER TO PARENT/CARER

Dear Parents/Carers,

You are invited to our food waste campaign event where our aim is to prevent food waste and encourage food recycling.

WHEN:

WHERE:

Did you know that in the UK, each household with children throws away an average of £14 of unused food every week! That's a shocking £728 a year! Would you throw money in the bin?

Do you care about your environment? Binned food ends up in landfill where it produces methane gas which contributes to global warming and climate change.

We have made pledges to fight food waste and recycle any food waste. This is YOUR opportunity to join us in our fight and make your own personal pledge to prevent food waste and save our environment.

We look forward to welcoming you at our exciting event.

With regards,

Year [5]

**SMALL CHANGE
BIG DIFFERENCE**
presents...

**YES TO TASTE
NO TO WASTE**



LESSON 4a: CAMPAIGN EVENTS

FRUIT SMOOTHIES



LIFE15/GIE/UK/000867

ACTIVITY SUMMARY

- The purpose of a campaign day or school event is to give pupils the opportunity to apply their learning. They can take real-life action on the things they've learnt. The campaign is also a chance to share the learning with the wider school community.
- Choosing a campaign that is relevant to your school context will ensure engagement and legacy. We have given 3 example school campaigns, but feel free to adapt or choose your own.
- In this example campaign day, pupils will create fruit smoothies from leftover and surplus fruit and share them with parents at the school gates.

RESOURCES

Provided as part of this pack:

1. Posters
2. Pledge template
3. Mini quiz
4. Food allergy notice
5. Top tips

You will need:

- Surplus fruit
- Smoothie blender
- Serving cups (for smoothies)
- Water
- Jugs
- Spoons
- Food waste caddy
- Compostable bin bags
- A table
- Cloths

WORKSHOP LENGTH: Half a day (afternoon recommended)



MAIN LEARNING POINTS

- Planning ahead
- Following instructions
- Working as a team
- Communication

CURRICULUM LINKS

- Design and Technology - Cooking and nutrition: understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Learning Outside the Classroom (LOTG): experiential learning through direct experience; understand how experiences affect our behaviour, lifestyle and work; identify ways of engaging parents, carers and the wider community.



Time	Activity	Resources
2.5 hours	<p>PUPIL-LED FOOD WASTE EVENT: CREATE FRUIT SMOOTHIES from surplus fruit and share them with parents at the school gates.</p> <ol style="list-style-type: none"> 1. Set up a stall at the school gates – carry a table outside and place near the school gates where parents pick up their children (use a gazebo if you have one to protect from weather), and take cloths for spillages. 2. Use posters made in previous sessions to decorate the stall, or print out the posters provided (including food allergy notice). 3. Make fruit smoothies either at the gates or in advance and keep chilled. Use fruit that was surplus (and would have otherwise gone to waste): for example, fruit left over from break time, some supermarkets sell wonky fruit and veg boxes, or talk to your local greengrocer and explain your project (pupils can also do this). Your local shop may donate their surplus fruit for your event (give them lots of notice). You could have 3 different types of surplus fruit, e.g. 'wonky', 'frozen', or 'squashed'. This will raise awareness of some of the different ways to prevent food waste. Tip: freeze fruit in advance as smoothies taste much better cold. Use 3 types of fruit per smoothie to avoid fruit overload (e.g. banana, strawberry and apple), top up with water. 4. Put the fruit into different bowls to display to parents, label the bowls 'wonky', 'frozen' and 'squashed'. Ladle fruit into a smoothie maker to create smoothies at the stall or in advance. 5. Serve smoothies to parents in small taster cups (tip: you can get compostable cups from here: https://www.enviropack.org.uk/compostable-products). 6. Ensure all parents/pupils who taste a smoothie take a flyer home (created by pupils in workshop 3), and ensure they make their own pledge (see the pledge template provided). 	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> – Posters – Food allergy notice – Pledges (print around 100 or however many parents you feel will attend) – Mini quiz <p><u>You will need:</u></p> <ul style="list-style-type: none"> – Blender (for smoothies) – Serving cups (for smoothies) – Surplus fruit (source locally)

Time	Activity	Resources
Half a day (afternoon recommended)	<p>Ensure the event is pupil-led.</p> <p>We recommend engaging the pupils throughout. Ways to do this are outlined in workshop 3, and include:</p> <ul style="list-style-type: none"> • Pupils make flyers to go home to parents on the day • Pupils write letters home to parents to invite them to the campaign day • Pupils make posters/banners/placards to campaign for food waste prevention (and use them with chants to attract attention on the day) • Pupils decide where the stall should be located, who to invite, and what fruit should be used (they can also help source the fruit by approaching local shops) • Ensure all pupils have a role at the campaign day; different roles can include: <ul style="list-style-type: none"> ◦ Fruit monitors ◦ Queue monitors ◦ Smoothie servers ◦ Smoothie makers ◦ Pledge or mini quiz collectors ◦ Flyer distributors ◦ Campaigners (placards holders) <p>If you have a large class, you can consider two stalls so that all pupils have a role on the day.</p>	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> – Posters – Food allergy notice – Pledges – Mini quiz <p><u>You will need:</u></p> <ul style="list-style-type: none"> – Blender (for smoothies) – Serving cups (for smoothies) – Surplus fruit (source locally) – Water – Jugs – Spoons
30 minutes	<p>Clear up</p> <p>After the event, ensure you have enough helpers to pack up and clean up.</p> <p>To measure success, you could count the number of parent pledges made on the day, count the number of smoothies given out, or count the number of people who attended the event. Be sure to share this with the class and/or wider school.</p> <p>Tip: your local authority may be able to attend and give out food waste caddies to parents who are eligible for food waste collections from their homes.</p>	

**SMALL CHANGE
BIG DIFFERENCE**
presents...

**YES TO TASTE
NO TO WASTE**



LESSON 4b: CAMPAIGN EVENTS

FOOD CADDY



LIFE15/GIE/UK/000867

ACTIVITY SUMMARY:

- The purpose of a campaign day or school event is to give pupils the opportunity to apply their learning. They can take real-life action on the things they've learnt. The campaign is also a chance to share the learning with the wider school community.
- Choosing a campaign that is relevant to your school context will ensure engagement and legacy. We have given 3 example school campaigns, but you can adapt these or create your own.
- In this example campaign day, pupils will play games, quiz pupils and parents about which items go in a food waste caddy, and distribute food caddies* to parents at the school gates. (These should be supplied by the local council.)
- *Remember to request these in advance from your local council.

RESOURCES

Provided as part of this pack:

1. Posters
2. Pledge templates
3. Bin signs (food recycling, general recycling and general waste)
4. Picture cards x 10 (for caddy game)
5. Caddy quiz

You will need:

- Food waste caddies (large and small) supplied by your local council*
- Food waste liners (if supplied by your local council)
- Art materials to 'bling' a caddy
- See-through bottle/jar showing items for food waste caddy
- Small bins/buckets x 3
- Table

WORKSHOP LENGTH: Half a day (afternoon recommended)




MAIN LEARNING POINTS

- To plan ahead
- To follow instructions
- To work as a team
- Communication

CURRICULUM LINKS

- Learning Outside the Classroom (LOTG): experiential learning through direct experience; understand how experiences affect our behaviour, lifestyle and work; to identify ways of engaging parents, carers and the wider community.



Time	Activity	Resources
2.5 hours	<p><u>PUPIL-LED FOOD WASTE EVENT</u></p> <p>Quiz about food waste, 'bling your caddy' and distributing free caddies to parents/carers at the school gates.</p> <p>REMEMBER TO REQUEST CADDIES FROM YOUR LOCAL AUTHORITY IN ADVANCE!</p> <p>Step-by-step:</p> <p>1. Food waste caddies Caddies are usually available free of charge from your local council, and some also offer free caddy liners and information flyers about what goes in caddies. Your council may have a Waste Education Officer who can provide caddies, attend your event and give out information (give them lots of notice). Some councils will come and deliver a school assembly on food waste. Be aware that food waste is not collected by some councils or from all properties, so please check your council's food waste policy beforehand.</p> <p>2. Food caddy game: 'TO CADDY OR NOT TO CADDY' Print a set of the picture cards (1 set of 10 cards). Choose a location for the game with enough space for a queue of pupils. Set up the three bins/buckets labelled 'Food waste caddy', 'Recycling' and 'General waste'. Give a set of picture cards to pupils manning the stall. Parents/carers or other pupils should place or throw the picture cards into the correct bin. Pupils then record the points scored. The caddy game can be played with event attendees (parents/carers and pupils) or in the classroom with other pupils.</p> <p>In the resource section, you will also find a quiz version of the caddy game; simply print out caddy quiz sheets. Pupils can ask event attendees which bin they think each item should go in. Attendees' answers are recorded on the sheet so pupils can let them know if they're correct or not.</p> <p>3. Food waste jar Display compost and food waste in a bottle/jar that is half-filled with compost/earth with the top half filled with food waste (e.g. banana skins, peelings, bread, egg shells, tea bags, coffee grounds, etc). This jar shows the different stages of food decomposing and is a good visual prop on a stall.</p> <p>4. Bling your caddy Set up art materials on a table for pupils to 'bling' their caddies. Invite event attendees (parents/carers or other pupils) to decorate a food waste caddy using the art materials. This activity can be run as a competition or you could encourage communal caddy decoration.</p> <p>5. On the day</p> <ul style="list-style-type: none"> • Set up a stall at the school gates – carry a table outside and place it near the school gates where parents/carers pick up their children. Use a gazebo if you have one to protect students and event attendees from the weather. • Use posters made in previous lessons to decorate the stall, or print out the posters provided. • Ensure all parents/carers take an information flyer home on how to prevent and reduce food waste – even if their food waste is not collected (information flyers may be available from the council). 	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> – Posters – Pledges (print around 100 or however many parents you feel will attend) – Bin signs – Picture cards (for caddy game) – Caddy quiz <p><u>You will need:</u></p> <ul style="list-style-type: none"> – Art materials (optional) – Food waste caddies (from council) – Food waste liners (if supplied by local council) – Small bins/buckets x 3 (for caddy game) – See-through bottle/jar showing items for food waste caddy (optional) – Table 

Time	Activity	Resources
	<p>Ensure the event is pupil-led.</p> <p>We recommend engaging the pupils throughout. Ways to do this are outlined in lesson 3, and include:</p> <ul style="list-style-type: none"> • Pupils making flyers for parents/carers to take home on the day • Pupils writing letters to parents/carers to invite them to the campaign day • Pupils making posters/banners/placards to campaign for food waste prevention (pupils could also use these with chants to attract attention on the day) • Pupils deciding where the stall should be located, who to invite, and how to allocate the prize caddy • Pupils decorating the stall • Ensure all pupils have a role at the campaign day. Different roles can include: <ul style="list-style-type: none"> – Caddy game monitors – Caddy decorating monitors – Queue monitors – Caddy quiz monitors – Pledge collectors – Campaigners (placard holders) <p>If you have a large class, consider having two stalls so that all pupils have a role on the day.</p>	
30 minutes	<p>Clear up</p> <p>Make sure you have enough helpers to pack up and clean up after the event.</p> <p>To measure success, you could count the number of pledges made on the day, count the number of caddies given out, or count the number of people who attended the event. Make sure you share this with the class and/or wider school.</p>	

**SMALL CHANGE
BIG DIFFERENCE**
presents...

**YES TO TASTE
NO TO WASTE**



LESSON 4c: CAMPAIGN EVENTS

RECIPE BOOK



LIFE15/GIE/UK/000867

ACTIVITY SUMMARY

- The purpose of a campaign day or school event is to give pupils the opportunity to apply their learning. They can take real-life action on the things they've learnt. The campaign is also a chance to share the learning with the wider school community.
- Choosing a campaign that is relevant to your school context will ensure pupil engagement and legacy. We have given three example school campaigns, but you can adapt these or create your own.
- In this example campaign day, pupils will create a 'leftovers' recipe book that can be distributed to the wider school community.

RESOURCES

Provided as part of this pack:

1. Recipe template
2. Posters
3. Pledge template
4. Food allergy notice
5. Mini quiz
6. Top tips

You will need:

- Food dishes (made from leftovers) – donations from parents
- Plates
- Napkins
- A table
- Cloths
- Food waste caddy
- Compostable caddy bags

WORKSHOP LENGTH: Half a day (afternoon recommended)



MAIN LEARNING POINTS

- To plan ahead
- To follow instructions
- To work as a team
- Communication

CURRICULUM LINKS

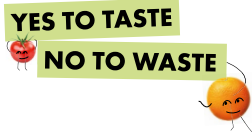
- Design & Technology - Cooking and nutrition: understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Learning Outside the Classroom (LOT): experiential learning through direct experience; understand how experiences affect our behaviour, lifestyle and work; identify ways of engaging parents, carers and the wider community.



Time	Activity	Resources
2.5 hours	<p>PUPIL-LED FOOD WASTE EVENT: RECIPE BOOK</p> <p>Create a leftovers recipe book to share with the wider school community and offer samples of surplus food dishes at the school gates.</p> <p>REMEMBER TO GIVE PARENTS/CARERS PLENTY OF NOTICE!</p> <ol style="list-style-type: none"> 1. The key to this event is the preparation. Give out the recipe template to parents/carers, and encourage them to submit their recipe ideas. Remember recipes should use leftovers, e.g. leftover bread to make breadcrumbs, leftover veg to create a soup. Reach out to the wider school community and encourage recipes from kitchen staff, teachers, the head, parents/carers, pupils, etc. 2. Ask parents/carers to create their dishes and bring them in for the campaign day. Try to ensure at least five different dishes for the stall. 3. Set up a stall at the school gates – carry a table outside and place it near the school gates where parents/carers pick up their children. Use a gazebo if you have one to protect pupils and event attendees from the weather, and take cloths. 4. Use posters made in previous lessons to decorate the stall, or print out the posters provided (including the food allergy notice). 5. Place dishes using leftovers donated by parents/carers on the stall, and serve these to other parents/carers and pupils to raise awareness. Tip: remember to take pictures of the dishes that were made before they're dished out! 6. Ensure all parents/carers and pupils who taste some food take a flyer home (created by pupils in lesson 3), and ensure they make their own pledge (using the template provided). 7. Give out recipe templates to parents/carers at the school gates, and ask them to write their favourite recipes (ensuring they use one leftover food item in their recipe). Add these to your pile of recipes for the book. 8. After the event, compile all recipes, along with some pictures of dishes from your campaign day and create a booklet. Use the 'top tips' to put in the book, and pupils' pictures where possible. 9. Print and distribute the recipe book to parents/carers and the local community. 	<p><u>In this pack:</u></p> <ul style="list-style-type: none"> – Recipe template – Posters – Pledge template (print around 100 or however many parents you feel will attend) – Food allergy notice – Mini quiz – Top tips <p><u>You will need:</u></p> <ul style="list-style-type: none"> – Food (leftover) dishes – donations from parents – Plates – Napkins – A table – Cloths – Food waste caddy – Compostable caddy bags

Time	Activity	Resources
	<p>Ensure the event is pupil-led</p> <p>We recommend engaging the pupils throughout. Ways to do this are outlined in lesson 3, and include:</p> <ul style="list-style-type: none"> • Pupils making flyers to go home to parents/carers on the day • Pupils writing letters to parents/carers to invite them to the campaign day • Pupils taking a recipe template home for their parents/carers to complete and return for the recipe book • Pupils deciding on a name for their leftovers recipe book • Pupils making posters/banners/placards to campaign for food waste prevention (pupils could also use these with chants to attract attention on the day) • Pupils deciding where the stall should be located, who to invite, and what leftovers dish they will make for the day • Ensure all pupils have a role to play on the campaign day. Different roles can include: <ul style="list-style-type: none"> – Recipe monitors – Queue monitors – Quiz monitors – Food servers – Pledge collectors – Campaigners (placard holders) <p>If you have a large class, consider having two stalls so that all pupils have a role on the day.</p>	
30 minutes	<p>Clear up</p> <p>Make sure you have enough helpers to pack up and clean up after the event.</p> <p>To measure success, you could count the number of pledges made on the day, count the number of recipes received, or count the number of people who attended the event. Make sure you share this with the class and/or wider school.</p>	

SMALL CHANGE
BIG DIFFERENCE
presents...



MINI QUIZ

True or False?

- | | |
|--|--------------|
| Bruised bananas can be used in a smoothie | TRUE / FALSE |
| Frozen fruits are not good for you | TRUE / FALSE |
| Eating less meat is good for the environment | TRUE / FALSE |
| Mouldy food can go in the compost bin | TRUE / FALSE |

What gas is released in the air when food goes to landfill?

☐

Methane

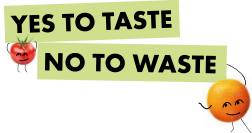
☐

Carbon Dioxide

☐

Oxygen

SMALL CHANGE
BIG DIFFERENCE
presents...



MINI QUIZ

ANSWERS

True or False?

- | | |
|--|---------------------|
| Bruised bananas can be used in a smoothie | TRUE / FALSE |
| Frozen fruits are not good for you | TRUE / FALSE |
| Eating less meat is good for the environment | TRUE / FALSE |
| Mouldy food can go in the compost bin | TRUE / FALSE |

What gas is released in the air when food goes to landfill?

☒

Methane

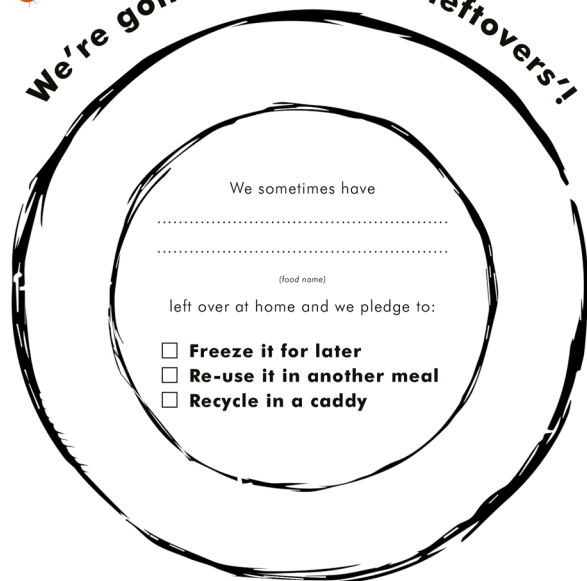
☐

Carbon Dioxide

☐

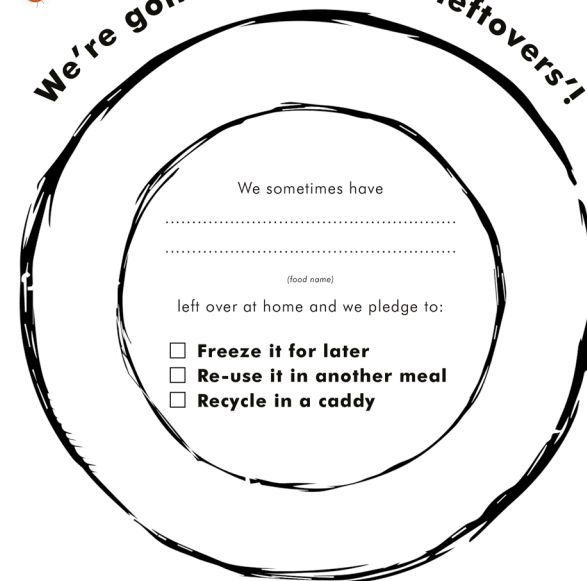
Oxygen

We're going to 'love our leftovers'!



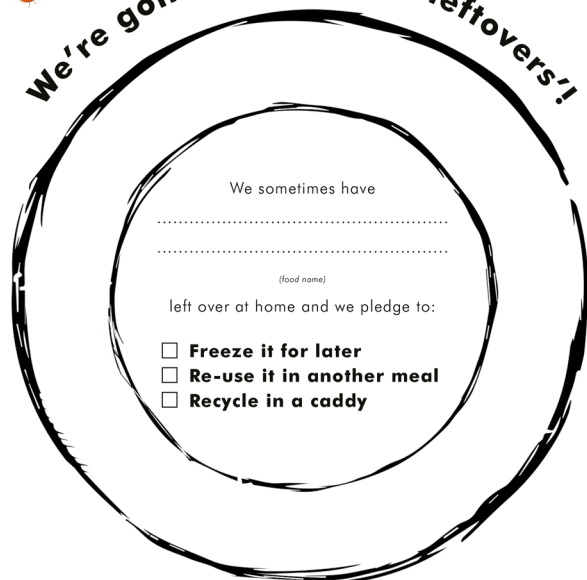
Name:

We're going to 'love our leftovers'!



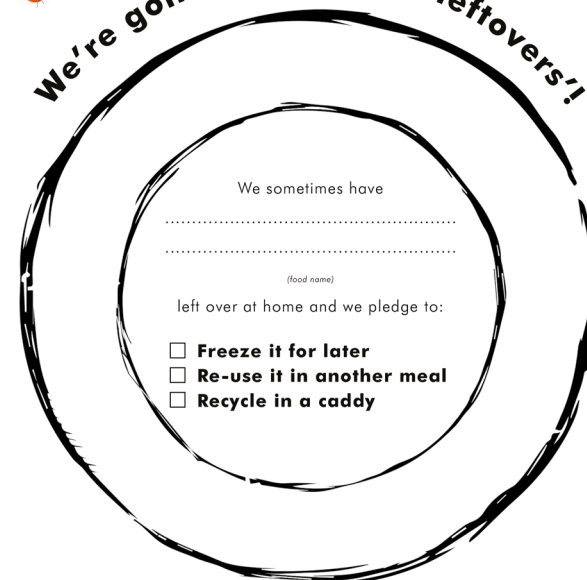
Name:

We're going to 'love our leftovers'!



Name:

We're going to 'love our leftovers'!



Name:

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE



NO TO WASTE



SMOOTHIE TOP TIPS

- You can make a breakfast smoothie by adding oats
- Smoothies are a good way to try fruit and veg you don't think you will like
- Smoothies count towards your 5 a day!
- Smoothies are a great way to use up frozen, wonky and leftover fruit and veg
- Chop up fruit that is about to go off and freeze it. It lasts longer!
- Fruit and vegetables use less water and energy to grow than other food types

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**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE



NO TO WASTE



SMOOTHIE TOP TIPS

- You can make a breakfast smoothie by adding oats
- Smoothies are a good way to try fruit and veg you don't think you will like
- Smoothies count towards your 5 a day!
- Smoothies are a great way to use up frozen, wonky and leftover fruit and veg
- Chop up fruit that is about to go off and freeze it. It lasts longer!
- Fruit and vegetables use less water and energy to grow than other food types



LIFE15/GIE/UK/000867

SMALL CHANGE
BIG DIFFERENCE
presents...



FROZEN



LIFE15/GIE/UK/000867

SMALL CHANGE
BIG DIFFERENCE
presents...



SQUASHED



LIFE15/GIE/UK/000867

SMALL CHANGE
BIG DIFFERENCE
presents...



WONKY



LIFE15/GIE/UK/000867

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE

NO TO WASTE











THE CADDY QUIZ











LIFE15/GIE/UK/000867

To caddy or not to caddy?

Look at each item in the left-hand column and tick the box under the correct bin in which it should be placed. This activity can be done in pairs.

	FOOD CADDY 	GENERAL RECYCLING 	GENERAL WASTE 
Teabags 			
Plastic milk bottle 			
Plate scrapings 			
Bread 			
Vegetable peelings 			

To caddy or not to caddy?

	FOOD CADDY 	GENERAL RECYCLING 	GENERAL WASTE 
Eggshells 			
Oil or lard 			
Banana or orange skin 			
Bones 			
Tin cans 			

Food caddy: tea bags, plate scrapings, mouldy bread, vegetable peelings, eggshells, banana or orange peel, chicken bones

General waste: oil or lard

General recycling: plastic milk bottle, tin cans

THE CADDY GAME

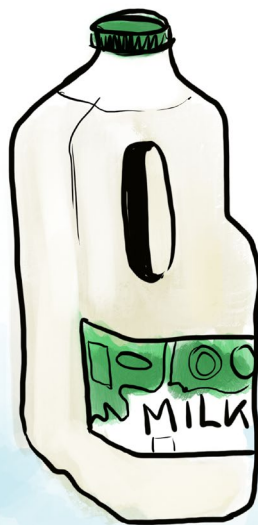
Print and cut these pictures to use in the caddy game for the food caddy campaign.

To caddy or not to caddy?



TEABAGS

To caddy or not to caddy?

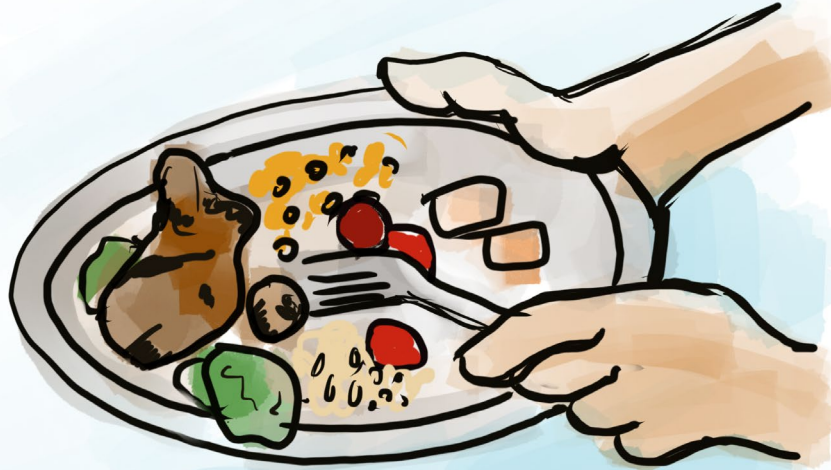


PLASTIC MILK BOTTLE

THE CADDY GAME

Print and cut these pictures to use in the caddy game for the food caddy campaign.

To caddy or not to caddy?



FOOD SCRAPINGS

To caddy or not to caddy?



MOULDY BREAD

THE CADDY GAME

Print and cut these pictures to use in the caddy game for the food caddy campaign.

To caddy or not to caddy?



VEGETABLE PEELINGS

To caddy or not to caddy?



EGGSHELLS

THE CADDY GAME

Print and cut these pictures to use in the caddy game for the food caddy campaign.

To caddy or not to caddy?



OIL OR LARD

To caddy or not to caddy?



ORANGE OR BANANA SKIN

THE CADDY GAME

Print and cut these pictures to use in the caddy game for the food caddy campaign.

To caddy or not to caddy?



CHICKEN BONES

To caddy or not to caddy?



TIN CANS

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE

NO TO WASTE



RECIPE TEMPLATE



LIFE15/GIE/UK/000867

RECIPE NAME



INGREDIENTS

SERVINGS



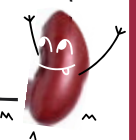
**THIS RECIPE REDUCES
FOOD WASTE BY...**



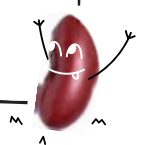
METHOD



MADE BY



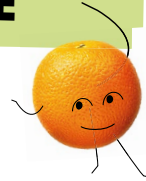
**DRAWING/PHOTO
OF YOUR RECIPE**



YES TO TASTE



NO TO WASTE



**Please inform
us of any food
allergies**

SMALL CHANGE
BIG DIFFERENCE
presents...



FOOD

WASTE

CADDY



LIFE15/GIE/UK/000867

SMALL CHANGE
BIG DIFFERENCE
presents...



RECYCLING



LIFE15/GIE/UK/000867

SMALL CHANGE
BIG DIFFERENCE
presents...



GENERAL WASTE



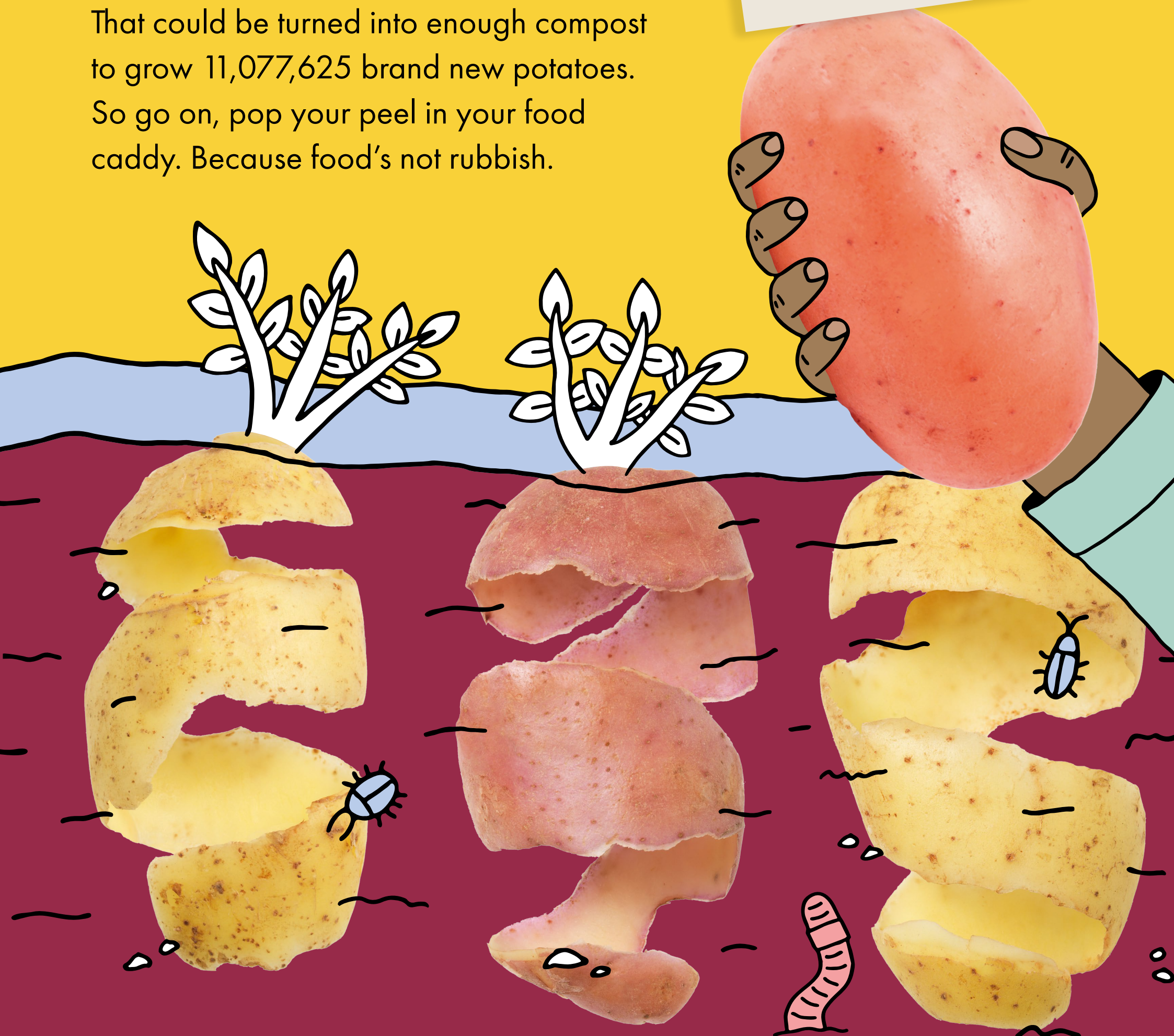
LIFE15/GIE/UK/000867

If everyone in the UK

RECYCLED JUST ONE POTATO

PEEL

That could be turned into enough compost
to grow 11,077,625 brand new potatoes.
So go on, pop your peel in your food
caddy. Because food's not rubbish.



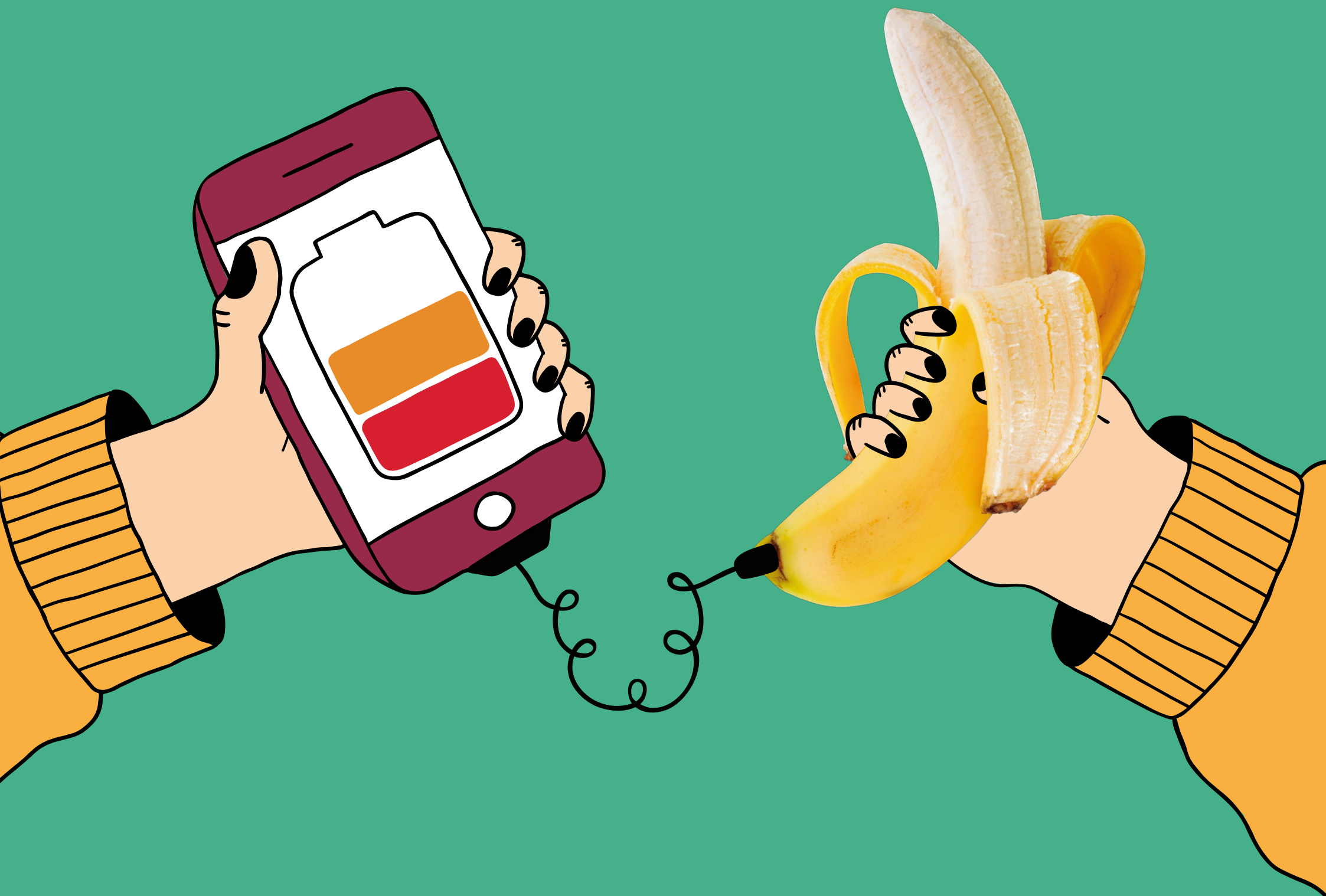
If everyone in the UK

RECYCLED ONE

BANANA SKIN

TODAY

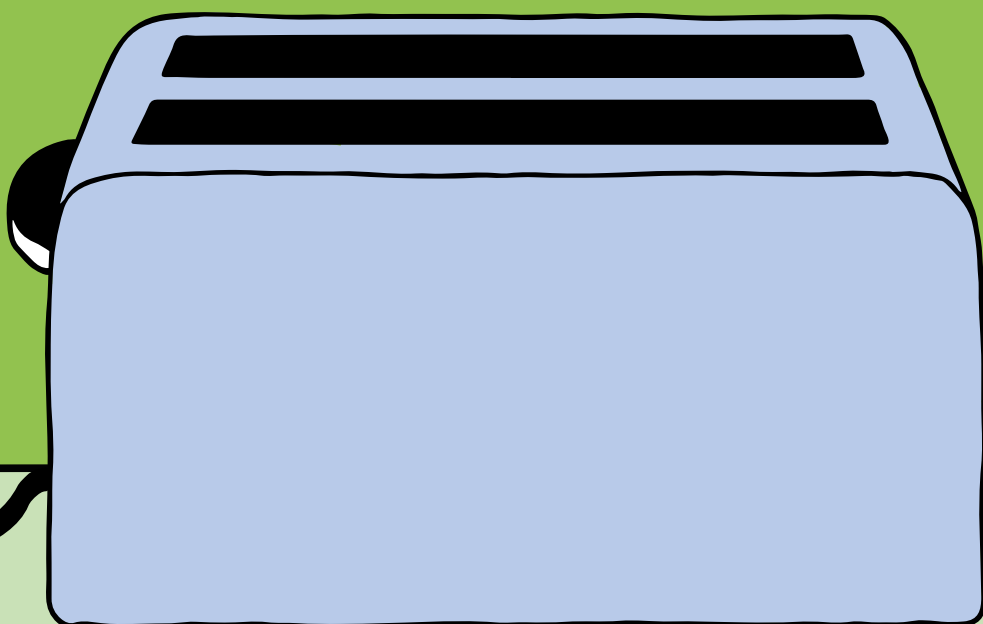
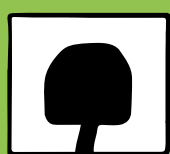
We could turn that into enough energy
to charge 132,930,308 mobile phones.
Go on, pop it in your food caddy.
Because food's not rubbish.



If everyone in the UK

FROZE THEIR BREAD TO MAKE TOAST

We could save 20,000,000 slices from the bin every day. So go on, just pop it straight from the freezer into the toaster. Because food's not rubbish.



If everyone in the UK

WENT MEAT FREE

ONE DAY A

WEEK

We could reduce harmful greenhouse gases by more than 3,456,219 tonnes a year. Go on, eat more sustainably. Because food's not rubbish.





LESSON 5: SHARE LEARNING



LIFE15/GIE/UK/000867

MAIN MESSAGES

Evaluate and share learning

- Has our food waste reduced at school and at home?
- How have we prevented food waste?
- Review campaign results and pledges
- Create a food waste action plan

KEY WORDS

Review, pledge, audit, increase, decrease, edible, behavioural change, action plan, highlights.

RESOURCES

Provided as part of this pack:

1. Action plan template
2. Caddy game (resources from lesson 4)
3. Bin labels (resources from lesson 4)
4. Pupil quiz (resource from pages 8-9 pre-lessons)
5. Pupil certificate

You will need:

- Home-school work books (diary page)
- Food Waste Audit Sheet
- Flip-chart paper
- Two buckets / hoops

PREZI PRESENTATION LINK

https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste

WORKSHOP LENGTH: 1.5 hours



CURRICULUM LINKS

- Science: gathering and recording data to help answer questions, make predictions for next steps, reporting and presenting findings, including causal relationships and explanations of results; rocks: recognise that soils are made from organic matter.
- Literacy: writing for different purposes (diary entry); writing in the first person; speaking and listening; group discussion and interaction.
- Numeracy: estimating units of mass/weight and comparing to actual results; statistics (gathering data, Carroll diagrams, frequency

tables, pictograms and bar charts); converting units of measure; decimals and percentages.

- Geography: understanding the actions of processes (such as human changes to the environment and environmental threats/damage/changes) and change over time.
- ICT: use a variety of software, e.g. Excel to create and edit bar charts.
- PSHE: learn about the wider world and the interdependence of communities within it; develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues.



WORKSHOP LENGTH: 1.5 hours

Time	Main learning points	Activity	Resources
10 minutes	To take an active part in reducing avoidable food waste.	Final review of pledges Do a 'hands up' for pledge 1 and then for pledge 2 and count the numbers, giving out stickers/rewards. Do a 'hands up' for parent/carers pledges met/achieved.	– Home-school work books
10 minutes	Know whether Y4-6 edible food waste is increasing/decreasing or staying the same. Understand the changing edible food waste results over the course of the project.	Food waste audit If you're doing the food waste audit, share the results and discuss with pupils. <u>Key questions to ask pupils:</u> <ul style="list-style-type: none"> • How have the results changed over time? • When was the highest number of meals wasted? • Why do you think this was? • When was the lowest number of meals wasted? • Why do you think this was? • How do you think we could reduce edible food waste at school to zero meals? Note down answers/comments.	– Food Waste Audit Sheet – Food Waste Audit Guidance
5 minutes	To reinforce learning and food waste messages.	Watch video 'Food Wastage Footprint' https://youtu.be/loCVrkcaH6Q (3:15 mins) (You may want to pause the video half way at 1:21 seconds to discuss).	– YouTube to access videos
5 minutes	Plan future behavioural change to food waste at home and at school.	Draw out conclusions to create a 3-point action plan with simple things the school can continue beyond the project. <ul style="list-style-type: none"> • Discuss actions that pupils can realistically achieve and decide as a class which actions are the most important • Discuss how often to review the action plan • Discuss where to display the action plan 	<u>In this pack:</u> – Action Plan Template

Time	Main learning points	Activity	Resources
20 minutes	Understand what can and cannot go in a food waste caddy; food recycling.	TO CADDY OR NOT TO CADDY GAME <ol style="list-style-type: none"> Split the class into two teams <ol style="list-style-type: none"> Team 1 represent the food waste bin sitting huddled in a circle on the floor. Team 2 line up, each pupil is given a picture. As team 2 pupils walk one by one in front of team 1 showing their picture, team 1 direct them to the correct bin, shouting "Come join us!" if the item should go in the food waste caddy, shouting "recycling bin" if it should be recycled and "general bin" if it cannot be recycled. The teacher counts the correct number of food items in each bin. Pupils then swap team roles and repeat. 	<ul style="list-style-type: none"> - Caddy game resources; pictures; 2 bins/buckets or hoops - Bin labels (from lesson 4 caddy campaign)
15 minutes	Assessment of knowledge, attitudes & habits in the areas of: <ul style="list-style-type: none"> • Healthy eating • Food waste facts • Food waste recycling • Sustainability 	Review prior learning Final quiz	– Final quiz x 30
5 minutes	Review action plan.	Discuss any new observations from quiz to add to action plan.	Add to action plan
20 minutes	Discuss and share highlights of participation and learning.	Share photos of workshop & campaign event. Children discuss the highlights and favourite activities/moments; write diary entry in home-school books.	<ul style="list-style-type: none"> – Photos – Home-School books (diary page)
5 minutes	Celebration of learning.	<ol style="list-style-type: none"> Congratulate the class for their hard work done on learning. Give out certificates – plus a reminder that changing our food habits is for life and that it is important to keep our pledges. Give out surplus food (fruit) and play music to add a celebratory feel. 	<u>In this pack:</u> <ul style="list-style-type: none"> – Individual certificates and/or class certificate

**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE



NO TO WASTE



LIFE15/GIE/UK/000867

FOOD WASTE ACTION PLAN

AT SCHOOL

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AT HOME

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School name:

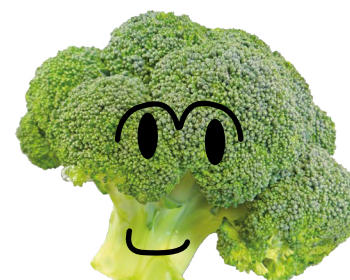


**SMALL CHANGE
BIG DIFFERENCE**
presents...

**YES TO TASTE
NO TO WASTE**



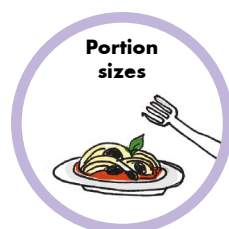
LIFE15/GIE/UK/000867



THIS IS TO CERTIFY THAT

completed the
YES TO TASTE, NO TO WASTE
workshops and is now a fully fledged
FOOD WASTE WARRIOR

Don't forget to keep up with your pledges!



**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE

NO TO WASTE



LIFE15/GIE/UK/000867

CASE STUDIES

WHOLE SCHOOL ENGAGEMENT

LINKING WITH
YOUR CATERING COMPANY /
KITCHEN STAFF:



This pack is for education practitioners, but there are similar packs for kitchen staff. Guardians of Grub was developed by WRAP and is aimed at empowering professionals from across the Hospitality and Food Service sector (HaFS) to reduce the amount of food thrown away in their establishments. It is about making simple, low-cost changes to the way food is bought, prepared and served that have waste reduction in mind.

A suite of free materials has been produced for the Guardians of Grub campaign. These include information posters and how-to guides, and a free calculator to track the amount of food being wasted and see the changes being made. We want to feed people, not bins. But we need to work together to make real change happen, and by using the tracking tools in the kitchen and with plate waste, schools can work together to see the change happen on the ground; and measure the improvements in costs and weight.

You can sign your school catering up to www.guardiansofgrub.com and tell us what you are finding out at guardiansofgrub@wrap.org.uk.



**SMALL CHANGE
BIG DIFFERENCE**
presents...

YES TO TASTE

NO TO WASTE



LIFE15/GIE/UK/000867

CASE STUDIES

CATERLINK, SCHOOL CATERING COMPANY

LINKING WITH
YOUR CATERING COMPANY /
KITCHEN STAFF:



1 Why did you get involved in this project?

At Caterlink we are passionate about cooking fresh, local food and serving nutritious meals to children every day, and we hate to see any of it go to waste. We believe that reducing the amount of food being thrown away, and choosing more sustainable dishes are key to creating positive changes, both for our bodies and for the environment. We loved the 'Small Change, Big Difference' approach of creating a whole school approach and were delighted to be a part of the project.

2 What did you do on the project?

We developed 'leftover food' cookery sessions for both parents and children as part of the project, to show what can be done with food that would otherwise be thrown away. We supported the schools campaign days by providing food stalls and giving out healthy recipes that parents and children could recreate at home. We offered themed menus for the campaign, and ran training for all kitchen staff on how to reduce food waste within their kitchens.

3 If you could give schools some top tips on how to work with catering companies and kitchen staff, what would they be?

It's really important to have a Champion within the school that takes ownership of the project and is able to engage and involve the kitchen, e.g. linking in the catering to the activities and messaging taking place in the school.

- Offer training on reducing food waste for kitchen staff, and get them to pledge ways to reduce their food waste in the school kitchen, in the same way that the pupils and staff are.
- Motivate the kitchen staff by asking the children to present to them key messages they have learnt, and pledges they have made.



CASE STUDIES

AN INTERVIEW WITH DORCHESTER SCHOOL

ENGAGING PARENTS/CARERS



1 Why engage parents/carers?

As a school, we always want to engage parents/carers in activities with the pupils as it helps with their learning, facilitates healthy development for children, and creates good home-school relationships. It can be a challenge to engage parents for a variety of reasons such as work commitments, language barriers, and childcare for other siblings.

On this topic in particular, a whole school and family approach is beneficial because pupils only have so much decision making power; if messages are reinforced at home, then the learning and behaviour can be supported.

2 What activities did you do with parents?

We worked with Groundwork London to run a 6-week cooking project with parents. We invited parents to a series of 'Come Dine with Me' sessions, where the parents got the chance to cook healthy meals, and pupils rated the meals out of 5.

We also invited all parents to the campaign day and gave them snacks made by the pupils from surplus food. We encouraged parents to make pledges and invited them to volunteer at the food waste events.

3 If you could give schools some top tips on how to engage parents with the food waste project, what would they be?

- You can send letters home, put articles in the newsletter, and use a text the parent service if you have one.
- You could also send letters home from pupils themselves, using a persuasive writing literacy lesson.
- Make it fun, and offer a variety of ways parents can engage, from simple things like making pledges at home, to larger things such as cooking courses and volunteering.
- Offer opportunities for parents/carers to do activities with their children. At the end of the project, parents reported that they were more motivated when they had an opportunity to do things with their children, rather than separately.