

LESSON PLAN - DAY 3

Level: 16+ (Advanced High School, College, Adult/Community)

Unit: The Planet and Our Plates

Lesson: Food Packaging & Waste

Duration: 45 minutes

Materials: "The Planet and Our Plates" video presentation, Guided Notes PDF, Main Topics PDF

Unit Learning Objectives: Students will be able to:

1. Identify food products that use higher levels of resources (land, water, food, and plastic), and understand how those high levels of usage impact society and the planet (food security, health hazards, climate change)
2. Recognize solutions to agriculturally-related environmental problems, including agricultural methods, legislative/NGO projects, and opportunities for individual choices
3. Make food choices that relate to making positive changes for the environment, including how to identify and find more environmentally-friendly products
4. Understand the connection between food production and public health issues by identifying the impacts of industrial agriculture on communities and workers
5. Understand the impact of food waste, global effects of overfishing and fish farming, and industrial agriculture's contribution to climate change

Essential Questions:

How does food production impact the environment, animals, and society?

What can we do as individuals to make more sustainable food choices?

Key Vocabulary:

western diet, industrial farming, CAFOs, feed conversion ratios, deforestation, land degradation, desertification, land restoration projects, synthetic fertilisers, overfishing, bycatch, marine protected areas, aquaculture, eutrophication, carbon sequestration

Procedure:

1. **Anticipatory Set:** Ask students to select and answer one of the discussion questions below. Review students' answers aloud to facilitate a class discussion.
 - a. How does agriculture drive habitat and biodiversity loss?
 - b. How does plastic food packaging impact the environment, wild animals, and people? What alternatives exist?
 - c. What food choices can you make as an individual that would require fewer resources to produce and less impact on the environment?

This is just a sample! Watch "The Planet and Our Plates" and access our complete education package at learnecprogram.org



V05.23.1

LESSON PLAN - DAY 3

2. **Guided Practice:** Have students choose one of the activities below, which may be completed independently, in pairs, or small groups. Ask students to share their completed work with the class for feedback and discussion.
- a. Write a letter: Many countries, businesses, organisations, and individuals are beginning to take steps to reduce plastic packaging on produce, such as introducing legislation, creating community campaigns, and making alternative options more accessible. Do any of these measures exist in your community to reduce plastic packaging? What initial or additional steps could be taken? Write a compelling letter that could be used in your community, arguing for a specific action on plastic packaging for food products.
 - b. Investigate sustainability at school or work: assess your campus or office's food options by completing the following activities and questions:
 - i. What types of foods are served on campus? Pick a few favourites amongst the group.
 - ii. Rank these foods in terms of sustainability.
 - iii. Is food often wasted?
 - iv. How accessible are sustainable choices?
 - v. Brainstorm ways your school or work's food system can become more sustainable.
 - vi. As a group, create a potential solution to increase sustainable options and reduce waste.
 - vii. Create a visual, model, or other representation of your solution that is tailored to share with your school, office, or community leaders.
 - viii. Share your work with the class for feedback.
 - c. Recycling requirements and guidelines for food packaging can vary by location. In this activity, you will explore your community's recycling guidelines and create a resource to share this information.
 - i. Begin by answering the following questions:
 1. Does your city offer curbside recycling pick-up? If so, how often is recycling picked up? And if not, can residents drop off items at a recycling center?
 2. Does your school or work office provide recycling bins?
 3. What types of bins are offered in your area?
 4. What items can be recycled in your recycling bins? What cannot be recycled?
 5. Do items need to be sorted beforehand? Do they need to be cleaned?
 6. Does your city offer a compost pickup? If so, is there an added cost?

This is just a sample! Watch "The Planet and Our Plates" and access our complete education package at learnecprogram.org



LESSON PLAN - DAY 3

7. Are there any local farmers' markets? If so, how often are they offered?
 8. What possible ways could you upcycle old food packaging?
 - ii. Create a resource to share this information. You may create a pamphlet, guide, infographic, or presentation to share this information with your community.
 - d. Agriculture heavily drives deforestation and consequently causes habitat loss. This habitat loss is most prevalent in sub-Saharan Africa, Brazil, eastern Argentina, and south and southeast Asia. Choose an animal that lives in one of these regions and research how deforestation jeopardizes the survival of the species. Then, brainstorm and describe an initiative that could help combat the decline of your chosen species' habitat.
2. **Independent Practice/Closing:** Ask students to write down their answers to the following questions.
 - a. Based on what you have learned while completing today's activity, do you think individuals' food choices and actions can impact the environment? Explain your reasoning, citing specific examples and any potential challenges and solutions.

Homework: Use Homework: Day 3

This is just a sample! Watch "The Planet and Our Plates" and access our complete education package at learnecprogram.org



V05.23.1