

# PACKAGING

## CEREAL PACKAGING LESSON

1. Read to the students the sentences below about a student going to the store:

*After I came back from Foothill Horizons, I went shopping with my family. In the cereal aisle my little brother grabbed the variety pack cereal. I told him "No way, that has too much packaging. What a waste!"*

Ask the students what this student is talking about. What is packaging? How is it wasteful?

**OR**

Read *Just a Dream* (found in the Foothill library).

Follow up questions:

*What did the boy dream about?*

*Where did he go in his dreams?*

*What happened to the places he dreamed about?*

*Why did the boy pick up his litter and sort through the trash and recycling?*

*Why did the future look the way it did?*

*Would you want to live in a future like that?*

*What can you do to prevent a future filled with trash heaps, smog, no trees, no pond or hotels on Mt. Everest?*

2. Tell students that they will see what choices they can make to help conserve places like Foothill Horizons. Define the words "conserve" and "conservation" if needed. The first example of conservation in this lesson is about the cereal you buy at the store.

3. Ask students to **estimate** how much more wasteful is a variety pack of cereal (the kind with ten small boxes of cereal) than a big bag of cereal. Guide them to guessing specific numbers, e.g., "a variety pack is 10 times more wasteful".
4. Roll out the **cereal demo**. Show the large cereal bag too.
5. **Explain** that it takes 3 variety packs to get about 30 grams of cereal, the same amount as one large bag of cereal.
6. Have a student **measure** how much more wasteful the variety pack is using the large cereal bag. Write the number on the board.
7. Ask students to generate other **examples of wasteful packaging** found at the store. (Lunchables, little yoghurts, snack packs...)
8. **Discuss** why it might be important to not be wasteful and how that might relate to Foothill Horizons. (The forest is a resource for packaging materials and a potential site for a landfill)
9. Have students write an **environmental pledge** in their journal. During 5-day or 4-day weeks have students complete pages 16-17. During 3-day weeks, on a blank page have students write "I pledge to..." , sign it, have a friend sign it and you, too.