

- discuss different kinds of packaging (paper, plastic, Styrofoam, etc.) and its various functions
- determine what 3R options are locally available for various packaging

All Wrapped Up! (2-3)

IRP outcomes

It is expected that students will:

[SS] Describe how technology affects individuals and schools as consumers (2)

[SS] Describe and demonstrate their responsibility to local and global environments (2-3)

[SS] Apply critical thinking skills- including predicting, imagining, comparing- to selected issues (3)

[SS] Select a solution to a problem (2)

[PP] Describe a problem-solving model (2-3)

[SC] Infer the probable outcome of a behaviour based on observations (2)

[SC] Measure objects (3)

[LA] Use speaking and listening to interact for the purpose of exchanging ideas making connections and completing tasks (2-3)

Intro: Of the 7,000 items in the grocery store, about 3,000 are wrapped in packaging that ends up in the garbage. Packaging makes up about twenty percent of our household waste. Not only is excessive packaging a problem for the landfill, it often affects the pocketbook. Individually wrapped portions of cheese and single serving juice containers are generally two to four times more expensive than the bulk options.

Materials:

- various packaging materials
- one product packaged three different ways

Activity: Bring in an assortment of clean, empty food packaging or other product packaging. Have students sort them in a variety of ways. Look at colour, texture, size, weight and durability.

Next, show the students the various types of packaging used for the same item. For example: cookies, drinks, sugar and popcorn can be packaged a variety of ways. Varieties include bulk, concentrate, box, glass, aluminum, tin, plastic and mixed materials. Ask the students which one they would buy? Why? Does the food need packaging? Why? How much packaging does it need? Do any of the examples demonstrate excessive packaging? Why do some companies package their item in more than one type of packaging or in packaging that is significantly bigger than the item it contains? Which type of packaging produces the most garbage? Which type of packaging minimizes waste? Which type of packaging enables consumers to reuse it? What is the price difference of the various types of packaging? Do you pay more for convenience? Why?

Conclusion/Discussion: So how do you know which one to buy? What do you need to think about before purchasing something at the store? Make a criteria list. For example: health, containment, safety, 3R hierarchy, amount of garbage produced and cost. Encourage the students to apply this criteria to products they consider purchasing on their next shopping trip.

Extension Activities: ■ Take a tour of a grocery store and compare items that are packaged in various ways. ■ Book a workshop and tour at Hartland landfill and/or download supplementary lessons at www.crd.bc.ca/teacher. ■ Determine what packaging can be recycled and where, visit www.myrecyclopedia.ca and www.crd.bc.ca/recycle or contact the CRD Hotline at 250.360.3030 or hotline@crd.bc.ca.