

Guide for Implementing Food Waste Recycling Programs in Schools

SACRAMENTO COUNTY SOLID WASTE AUTHORITY

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Introduction

What is food waste?

Food waste refers to food intended for consumption that is discarded along the food supply chain and not eaten. Food waste can occur in many ways:

- Fresh produce that doesn't fit consumer standards of shape, size, and color.
- Foods that are close to or beyond the "best-before" date
- Large quantities of wholesome edible food are often unused or leftover
- Too large of proportion sizes during meals
- Food scraps, such as banana peels, chicken bones, or eggshells.

Food Waste Recycling Pilot Program

In 2014, California passed Assembly Bill 1826 that set a statewide goal of recycling or composting 75 percent of all waste material by 2020, requiring businesses and schools to recycle their organic waste (including yard waste, food waste, and food-soiled paper). The law has been implemented in phases based on the total volume of waste generated per week. As of January 1, 2019, schools that generate four or more cubic yards per week of any solid waste are required to divert their organic waste.

The Solid Waste Authority (SWA), which has regulatory authority over waste in Sacramento County, is working with waste haulers and other stakeholders to help schools comply with AB 1826. In 2018, the SWA partnered with Breathe California Sacramento Region to fund and launch the Food Waste Recycling Pilot Program. This program increases the scale and awareness of food waste recycling across school districts in Sacramento County by equipping schools with the tools and knowledge needed to successfully implement a food waste recycling program.

This guide was developed based on the Food Waste Recycling Pilot Program implementation in ten schools in Elk Grove Unified School District, San Juan Unified School District, and Twin Rivers Unified School District during the 2018-19 school year. We hope that it will serve as a starting point for schools and school districts to implement their own food waste recycling programs or strengthen existing programs.

Why recycle food waste?

Reducing food waste in landfills is a significant part of schools' sustainability journey. In the United States, while nearly 40 percent¹ of edible food goes unconsumed every year, 1 in 4 children² in California goes to bed hungry each night. A 2016 report by the National Defense Resource Council found that Americans discard more than 20 pounds¹ of food per person every month, wasting money as well as the energy, water, land, and labor used to produce the food.

¹ Gunders, Dana. "Wasted: How America Is Losing Up to 40 Percent of Its Food from Farm to Fork to Landfill." Aug. 2012. National Resource Defense Council. <<http://www.nrdc.org/sites/default/files/wasted-food-IP.pdf>>.

² "Hunger Fact Sheet." *Hunger Fact Sheet* | California Association of Food Banks. <www.cafoodbanks.org/hunger-factsheet>.

Environmentally, wasted food emits greenhouse gases at each stage of the food system, from farm to fork to landfill. Food waste is the single largest component of material in landfills, where it decomposes and becomes a major source of methane—a greenhouse gas 23 times³ as potent as carbon dioxide⁴ and a significant contributor to climate change. Moreover, living near a landfill can be harmful due to air pollution, which has been linked to respiratory diseases and cancer. Gases produced by landfills dissipate locally and migrate into surrounding neighborhoods and businesses.

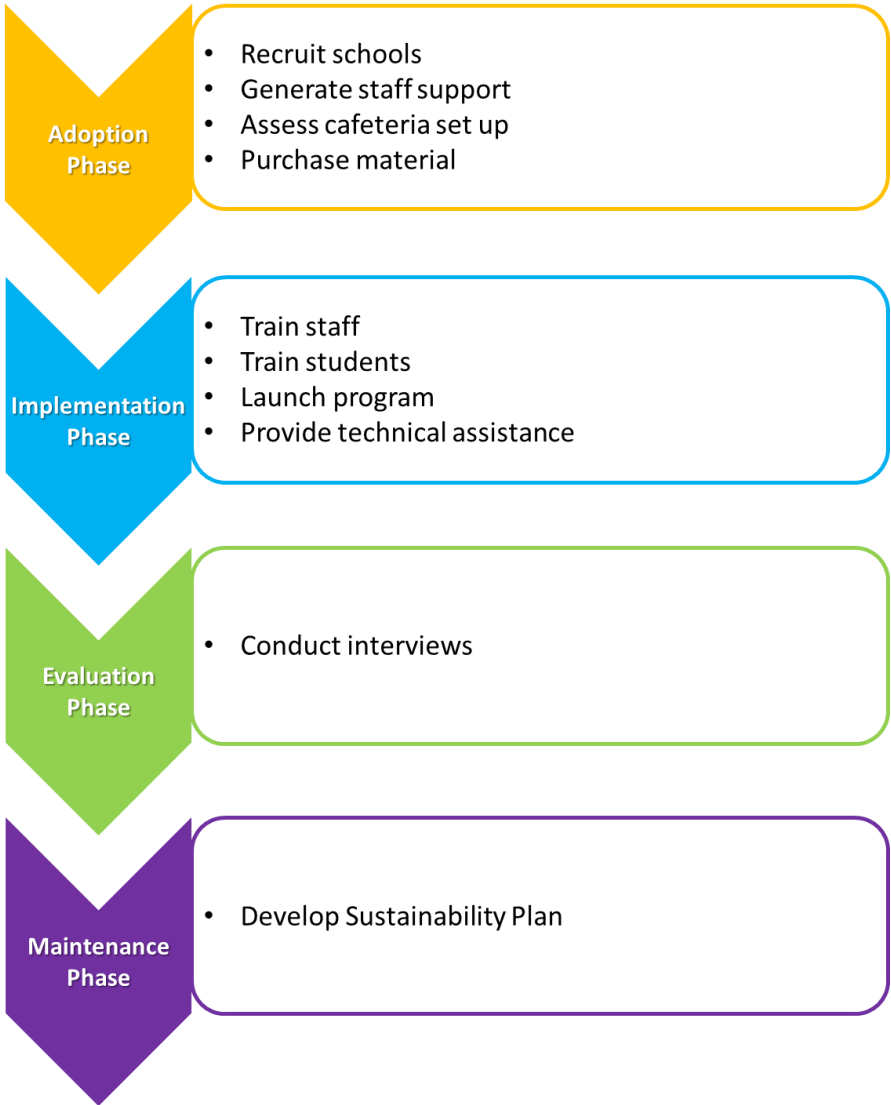
The largest producers of food waste are consumers, including those in schools. Recycling and composting the waste can significantly decrease methane emissions while reducing our reliance on landfills. Food waste diverted from landfills can be repurposed as valuable compost, or even as a source of bioenergy. More importantly, edible food can be rescued before being thrown away, and donated for human consumption as a strategy to overcome food insecurity.

³ Schiller, Mike. "Waste Land: Does the Large Amount of Food Discarded in the U.S. Take a Toll on the Environment?" Scientific American. <<https://www.scientificamerican.com/article/earth-talk-waste-land/>>.

Program Launch and Operations

Program Phases

The pilot program has three distinct phases: an **Adoption Phase**, an **Implementation Phase**, an **Evaluation Phase**, and a **Maintenance Phase**. The Adoption Phase consists of researching existing food waste recycling programs, recruiting schools to implement food waste recycling programs, generating staff support, assessing current cafeteria setups, and purchasing program equipment and materials. The Implementation Phase consists of training program staff and students, launching the food waste recycling program, and providing technical assistance and support throughout the remaining school year. The Evaluation Phase consists of conducting interviews with stakeholders and the Maintenance Phase consist of developing a Sustainability Plan to maintain the program beyond the pilot-year.



PLANNING PHASE

1. Recruit Schools to Implement Food Waste Recycling Programs

Prior to recruiting schools, the Food Waste Recycling Coordinator needs to obtain approval from the school district. Often, a school will need approval from a school district leader prior to implementing a food waste recycling program. School district leadership who oversee custodial or facilities functions play an integral role in the implementation of food waste recycling programs. Depending on the school district, these leaders will be in the Maintenance and Operations, Nutrition Services, or General Services Departments.

School district leaders can use the following criteria to identify schools with the capacity and resources to implement a food waste recycling program:

- ✓ School administrators' ability to take on a new program (e.g., they have staff and volunteer capacity to monitor the program)
- ✓ Schools' ability to place an outside food waste bin in a safe and secure area that is within a reasonable distance from the Cafeteria
- ✓ Staff and administrators' willingness to engage in providing feedback to support school district's implementation and further expansion of food waste recycling into all other elementary schools after the completion of the pilot year implementation.

TIP for Recruiting Schools:

- Involve school district leaders throughout the entire implementation of the food waste recycling program. This will eventually become a district-wide program (if it is not already) and establishing support immediately in the planning phase will allow school districts to incorporate measures into their procedures to oversee and maintain the program.

2. Generate Staff Support

Once schools are identified, it is necessary for the Food Waste Recycling Coordinator to meet with all levels of school administration and staff to build support for the program. This spans from the principal, down to the head custodians, noon-duty staff, and kitchen staff, all of whom the Food Waste Recycling Coordinator will work closely with during the planning and implementation phases.

To begin generating staff support, the Food Waste Recycling Coordinator should meet with the principal one-on-one to introduce the program, obtain their approval, and complete a Memorandum of Understanding (MOU) if needed. During this meeting, determine how to train students to recycle food



Figure 1: Sierra Elementary School Kitchen Staff posing for a photo with Twin Rivers Unified School District's Nutrition Services, Neal the Seal mascot after an assembly.

waste and schedule a date to launch the program. Typically, launches require four weeks to plan and implement a food waste recycling program.

The second step is for the Food Waste Recycling Coordinator to meet with the custodial, non-duty, and kitchen staff and provide an overview of the program, goals, and timeline of how the program will be implemented. If possible, work with the principal to coordinate one-on-one meetings with staff members.

TIP for Generating Staff Support:

- Give staff the opportunity to observe an already implemented program at another school or invite someone involved in a food waste recycling program to present to staff. This approach can help alleviate initial concerns they may have and generate trust and openness towards the program.

3. Assess Current Cafeteria Setup

A site assessment of the current cafeteria setup needs to be completed to identify budget needs for purchasing program equipment. A school's waste station typically includes two waste bins, one for trash and one for food, as well as a cart for stacking trays. Depending on space, cafeterias may have one or more waste stations set up. Recommended additional supplies include, gloves, yellow vests, and aprons for monitoring the bins. Each school cafeteria is unique, requiring customization and input from all cafeteria staff members. The program is flexible in that it can be easily modified to incorporate specifics for each school even after the program is implemented. An assessment should include these three areas of the school site:

- ✓ Cafeteria
- ✓ Kitchen
- ✓ Outdoor Collection Area

During the site assessment, the Food Waste Recycling Coordinator should solicit staff input on the current process and collectively brainstorm the best placement for and quantity of food waste bins. The cafeteria staff knows their cafeteria the best, and including their input generates shared responsibility and ownership of the program. With information from the assessment and staff guidance, the Food Waste Recycling Coordinator can incorporate a new system with minimal disruption to existing procedures.

A cafeteria assessment and equipment checklist can be found in Appendices A and B, respectively.



Figure 2: An example of a waste station at Starr King K-8 School in San Juan Unified School District. In order left to right, landfill waste bin, food waste bin, tray stacking cart, and share table.

TIPS for Assessing Cafeteria Setup (and Purchasing Equipment):

- Use color-coded bins and customized signage to create associations and make sorting easier for students
- Stack disposable trays before throwing them in the landfill waste bin to reduce volume in the waste bin
- Set up a “share table” in the cafeteria for students to place unopened and uneaten food for other students to take. Share tables can reduce food waste while alleviating food insecurity in schools. More information on share tables can be found here:

<http://district.schoolnutritionandfitness.com/seymourcs/files/SharingTableNews.pdf>

IMPLEMENTATION PHASE

1. Train Staff

Before introducing the program to the entire school, it is vital to train custodial, noon-duty, and kitchen staff who will play an important role in making the program run smoothly. This training can be informal and should ensure everyone understands how the sorting process works and how they will work together to maintain the order and cleanliness of the program.

Important suggestions for the training are to:

- Emphasize that the food waste recycling program is not generating any new waste, simply sorting existing food waste into a different bin.
- Invite school district leaders to be present at the training to emphasize that these procedures are new operating policies.
- Emphasize the impact that the schools will have on the environment and their community.



Figure 3: Twin Rivers Unified School District administrators and school staff at Sierra Enterprise Elementary assisting students through the sorting process.

TIPS for Training Staff:

- To integrate this program a part of school's social norms, provide a training during an all-staff meeting to train staff that work outside of the cafeteria, such as teachers and counselors.
- Communications between school staff and administration are equally important. Staff in and outside of the cafeteria that consistently repeat the same food waste recycling messages help students understand how to properly recycle and reinforce a school-wide commitment.
 - A sample letter to let faculty and staff know about the food waste recycling program launch can be found in Appendix C.

2. Train Students

Educating students about the food waste recycling program is a critical piece to the successful implementation of the program. There are several strategies to educate students including school-wide assemblies, classroom presentations, or student-made videos. At a minimum, students should be explicitly taught how to separate waste so only acceptable materials end up in the food waste bins. Training should take place the morning of the program launch so that this information is fresh in the students' minds.

Two possible strategies for training students are:

1. School-wide Educational Assembly

Students and teachers can attend an educational assembly about how and why to recycle food waste. The presentation should train students on the new procedures and teach them the reasons for recycling food waste, such as harms of landfilling organics and food insecurity, in a stimulating way that motivates students to make a difference.



Figure 4 Republic Services giving a presentation on the food waste recycling program during a school-wide assembly at Sierra Enterprise Elementary in Elk Grove Unified School District.

2. Classroom Presentations

Depending on the school size and who will be responsible for the education process, the Food Waste Recycling Coordinator can either provide a turnkey presentation at an all-teacher meeting and have the teachers bring the information back to their classroom to present to their students or the Food Waste Recycling Coordinator can present to each classroom. If a turnkey presentation is given to teachers, give a mandatory deadline as to when the presentation must be given to students and make sure teachers receive a copy of the presentation, materials, and a brief lesson plan so teachers can provide the correct information on the new procedures and reasons for recycling food waste.



Figure 5 Republic Services, giving a classroom presentation to preschoolers at Woodridge Elementary School in Twin Rivers Unified School District.



Figure 6 Student monitor at Woodridge Elementary School in Twin Rivers Unified School District helping students sort their food waste.

After students are trained, it is strongly recommended to recruit students as monitors to support their peers through the sorting process and reduce contamination in the food waste bin. The cafeterias should be monitored for at least two to three months after the program is implemented.

TIPS for Training Students:

- Emphasize that student monitors are important for reducing contamination in the food waste bin and maintaining cleanliness in the cafeteria.
 - Refer to “Recommendations for Sustainability Plans” on page 13 for information on establishing a “Green Team”
- Partner with the School District’s Nutrition Services to incorporate information on healthy eating into the training materials to make the program more impactful and relevant to students.

3. Launch Food Waste Recycling Program

On the day of student training, program materials and supplies need to be developed and prepared for the program to be launched at lunch. Moving forward, the new collection system must be consistently in place during each meal served in the cafeteria.

The initial two to three weeks of the program provides an opportunity to work out any bugs in the system. The Food Waste Recycling Coordinator should be on site to answer questions, provide support, and re-teach students and staff during the first few weeks. The Coordinator can provide suggestions and implementation support, such as assessing the location and number of waste bins to improve the efficiency of the program.

After the two to three weeks of onsite technical assistance and support, it is important for the Food Waste Recycling Coordinator to transition ongoing support from onsite monitoring to conducting monthly check-ins with cafeteria staff in order to continue the transition of ownership of the new program.



Figure 7 Principal at Allison Elementary School in Twin Rivers Unified School District teaching a student how to recycle food waste.

TIPS for Launching the Program:

- Ask school administrators to be present in the cafeteria during the first week of implementation as much as possible. This can help reinforce food waste recycling to students.
- Waste station set-up works best when students can dispose of their trash items first and then dump everything off their trays into the food waste bin.
- Ask students to open all plastic-packaged food items and to separate their food from their trash when they are done eating prior to going to the waste station in order to make the waste-sorting process easier and faster when they are dismissed.
- During the first few months of recycling, positively reinforce correct student behavior by providing incentives to student monitors and/or create competitions between classes to encourage positive cafeteria behavior.

Important Tip for Launching the Program:

- Allow students to learn by disposing of waste on their own and re-teaching them when necessary. Students learn faster through practice. This also helps to develop personal responsibility for the waste they create.

ASSESSMENT PHASE

1. Conduct Stakeholder Interviews

At the end of the pilot program year, the Food Waste Recycling Coordinator should conduct interviews with stakeholders involved in the planning and implementation phases to better understand and evaluate program challenges, constraints, and best practices. Stakeholders include student monitors, administrators, and cafeteria staff. Gathering stakeholder feedback is extremely important for developing a Sustainability Plan that continues the food waste recycling program post-pilot year.

Arrive at in-person interviews prepared with a list of five to ten questions to ask and method to record the interviews. Questions should address the following topic areas:

- ✓ Program role
- ✓ Program review
- ✓ Program recommendations
- ✓ Impacts on students and staff in the school

A full list of stakeholder interview questions can be found in Appendix D.

TIPS for Conducting Interviews:

- Schedule interviews with ample time between interviewing stakeholders to finish any notes and prepare for the next interview.
- Receive permission from the interviewee prior to recording the interview.
- Send example questions when asking to set up an interview so the interviewee knows what to expect beforehand.
- Schedule approximately 30 minutes for each interview.

MAINTENANCE PHASE

1. Develop a Sustainability Plan

The Sustainability Plan is the most critical component for ensuring the food waste recycling program continues and is utilized in future school years. This plan should incorporate feedback from stakeholder interviews and offer a system that provides consistent monitoring of the program and marketing to remind students and staff how the program works and why it is important. In the case that the Food Waste Recycling Coordinator does not return the following year, the school should identify on-site personnel to fulfill the responsibilities of the Coordinator.

The Sustainability Plan should cover the following areas:

- ✓ The need for identifying roles and responsibilities associated with the program and strategies
- ✓ Strategies for the re-education of students, teachers, and staff, each year
- ✓ Written documentation and reflection that include lessons learned and helpful resources (like this guide!) for new team members to take ownership of the food waste recycling program responsibilities



Figure 8 Student discarding a banana peel into the food waste bin in Twin Rivers Unified School District.

Recommended strategies and resources to include in Sustainability plan:

- **Consistently educate staff**

Offer frequent training by setting time aside during district-wide and all-staff meetings. Increased training can close educational gaps and address questions or problems that may arise during the school year.

For substitute custodians who may not be familiar with the program, a guide template is provided in Appendix E.

- **Increase communication at the district-level**

Keep the program active at the district-level by continuing to share progress and successes with the School Board, Cabinet, and other District stakeholders through diverse communication channels, such as district emails and Principal blasts to keep the information and the program on peoples' minds.

- **Turn the program into a board-sponsored initiative**

Engage the School District Board through a board-sponsored initiative that can promote food waste recycling through school competitions that can recognize individual schools' achievements by the Superintendent and Deputy Superintendent. In addition, the board can create a Board Proclamation or policy supporting "green and recycling" efforts and commitment to further show support for food waste recycling and other green initiatives from all levels of management.

- **Consistently train students**

Provide reoccurring training to remind students and teach incoming students about the program. Training can be accomplished through a combination of assemblies, lessons in the classroom, and showing videos throughout the school year, especially after long breaks (winter, spring, and summer).

Breathe California Sacramento Region and the Solid Waste Authority created a 3-minute educational video to teach students how to recycle food waste that can be showed in the classroom or in the cafeteria during lunch. The video link is:

<https://www.youtube.com/watch?v=bvFmLmUMDo>

- **Establish a school Green Team**

Peer-to-peer education with student led-projects, such as videos and in-class presentations, can create leadership opportunities, personal responsibility, and campus pride. To establish a Green Team, identify and work with a teacher or staff member to recruit students who can monitor the program at lunch (or breakfast and dinner as applicable) and develop creative projects to increase participation in the program. A Green Team is an excellent strategy to ingrain the food waste recycling program into school culture and provide consistent monitoring of the program.



Figure 9 Student monitors at Mary Tsukamoto Elementary in Elk Grove Unified School District.

- **Repeat food waste recycling messages**

Schools offer a unique opportunity for continually educating students both inside and outside the classroom. Teachers who see the same class every day for a school year can capitalize on reinforcing the food waste recycling program through repeated messaging in the classroom. Taken a step further, consistent messages that is repeated and reinforced outside of the cafeteria can both help students recycle properly and deeply integrate the program into the school culture, not just the cafeteria culture.

Bring food waste recycling lessons into the classroom. See Appendix F for food waste plans and activities.



- **Continue providing incentives**

Incentives reward positive behavior and motivate active student participation. Students are motivated to volunteer to assist their peers when they are rewarded. If possible, tap into existing student incentive programs at the school, such as certificates to the school store or extra recess for classes that maintain cleanliness in the cafeteria and recycle their food waste.

- **Add staff capacity during breakfast**

Schools may not have adequate staff capacity to effectively monitor the program during every mealtime. Cafeteria staff still play a vital role in maintaining order and assisting students through the sorting process. Oftentimes, breakfasts may have limited staff capacity. Student and parent volunteers can be engaged during breakfast and any after-school food services for additional program support.

Appendix A

Cafeteria Assessment

School Site:

Grades:

Principal:

Cafeteria (assess cafeteria for number of food waste bins needed, number of carts for stacking trays, waste station placements, and support staff):

- Head Custodian:
- Head Noon-Duty:
- Number/length of lunch periods:
- The time between lunch periods:
- Number of current trash bins
- Observe for:
 - Entry and exit points
 - Entry and dismissal procedures
 - Current Layout and space limitations
 - Space for educational materials and posters

Notes:

Kitchen (assess for size and type of food waste bin more adaptable for kitchen routine — focus on areas where most food scrapes occur):

- Head Kitchen Member:
- Notes:

Outdoor Collection Area (assess the location for outside food waste collection bin near existing collection area)

- Notes:

Appendix B

Equipment Checklist

Item	Quantity	Notes
Green bin		
Dolly		
Tandem dolly		
Gloves		
Vests (small/medium)		
Utility cart (for tray stacking)		
Food waste bin signage		
Landfill waste bin signage		
Table for "Share table"		
Clear trash bag liners		

Appendix C

Sample Letter to Faculty and Staff (can be adapted for parents)

Letter modified from letter developed by San Diego Unified School District

FACULTY & STAFF: FOOD WASTE RECYCLING LAUNCH

Dear Faculty and Staff:

Beginning on _____ (date), our school will begin a food waste recycling program in the cafeteria during breakfast, lunch, and dinner. We will launch this initiative through school announcements, educational assembly on the morning of the program launch, signage, and special recycling containers for food waste, etc.

Your help is needed to:

- Show a brief video to students about the new program:
<https://www.youtube.com/watch?v=bvFmnLmUMDo>
- Remind students about the program prior to leaving your classroom about the new program
- Encourage students to take responsibility for their lunch waste before rushing out to recess
- Let them know that they make a big difference for the environment by keeping as much of their lunch waste out of the landfill as possible

What will students recycle during lunch? Students will recycle their food waste into **GREEN** bins designated for food waste. Food waste is edible food that goes unconsumed, this includes liquids (milk and juice) and food scraps (peels, shells, seeds, and bones). Landfill waste, such as plastic packages, forks and spoons, straws, and napkins will continue to go into the **GREY** landfill waste bins.

With a little effort up front, I know this will become an easy part of every school day. I'm confident that this program will have a positive impact on students' behaviors and our school's culture.

If you have students interested in leadership roles as part of a Green Team, please submit their names to _____. This team will assist other students through the recycling process and monitor the tray stacking station.

I will keep you posted on progress and thank you in advance for your support. I welcome your feedback and suggestions to improve the program as we move forward.

Regards,

Name
Principal

Appendix D

Stakeholder Interview Questions

Role on the program:

- What is your role in the food waste recycling program?

Assessment of the program

- What were your initial reactions to the program? *Compared to now?*
- What does the program look like now compared to when the program was first implemented?
- What has your experience been with the implementation of the program?
 - What has worked well in this program?
 - What challenges have you faced during this program?
 - *Ask to elaborate on specific instances where something worked particularly well and when something didn't work particularly well.*
- Has your workload changed since starting the program? If so, how?
- How involved has the staff been with the program? What level of involvement do you think we need from staff to improve the success of the program?

Suggestions to improve the efficiency of the program

- What does a successful food waste recycling program look like to you? / If there is one thing that you could change about the program, what would it be?
- What resources might help the students and staff improve?
- Do you foresee any challenges to continuing the program after this year? If so, what are they?
 - What might help?

Observed impacts on students and staff

- How do you see this program impacting students and staff?
- What, if any, changes do you see in the students' attitude toward waste since the program was launched?
- Has this program expanded your awareness of waste that is generated in the cafeteria and how schools can handle waste? If so, how?
- Is there anything else you would like to share, positives or negatives, or thoughts and experiences?

Appendix E

**SCHOOL DISTRICT
LOGO HERE**

Substitute-Custodian Guide: Food Waste Recycling

_____ (school district) school cafeterias are recovering and diverting food waste away from landfills to protect our community and the environment. During meals, students separate and discard their food waste and landfill trash into color-coded bins. This guide is intended to teach substitute-custodians on the waste sorting process in the cafeteria.

What is food waste?

- Uneaten food and liquids
- Food scraps, such as peels, bones, seeds, and eggshells.
- **Does not include non-food items such as** plastic, wrappers, silverware, napkins, straws, and milk/juice containers

Cafeteria set-up (breakfast, lunch, & dinner)

1. Set up green cans with 2 clear liners (double lining helps catch food scraps from falling into the can).
2. Place each green can next to a grey can. Cans are color-coded based on which items can go into them.
 - a. Green can = food waste only
 - b. Grey can = landfill waste only
3. Ensure signage on cans are facing students.
4. If applicable, place green and grey cans near cart for students to stack trays (stacking trays help save space inside the can). When the trays build up, throw them into the grey can.
5. Empty green can when it is between 1/3-1/2 full (so it does not get too heavy) and exchange with another green can that is double lined.



6. When taking food waste bags to the outside bins for disposal, the clear food waste bags go inside the bin labeled “Food Waste” and the black trash bags go into the regular trash bin.



Share Table

This cart is set aside for students to share food they are not going to eat.

- Allowed:
 - Food or beverages that are not opened (e.g. packaged items such as a bag of carrots or milk carton)
 - Food that has not been bitten into (e.g. whole fruits)
- Food and beverages that are homemade or are brought from home are not allowed.

This food can be taken by students that are still hungry and should be thrown away at lunch breaks or the end of the lunch period.



If you have any questions, please contact _____ (school district manager).

Thank you for your support of our waste diversion process.

Appendix F

Food Waste Lesson Plans and Activities

Resource page modified from Iowa School Food Waste Minimization Toolkit

CHANGEFOOD.ORG – This lesson plan supplements the TEDxManhattan Video *Address the Excess – A Recipe for Cutting Food Waste* and is designed to be integrated into a variety of learning settings, both educational and recreational.

Lesson Plans and video: <https://www.changefood.org/video/peter-lehner-address-the-excess-a-recipe-for-cutting-food-waste/>

FOODSPACE – Wasted Food – In the United States, as much as 40 percent of harvested food is never eaten. Students will learn why food waste is a problem and explore strategies to reduce it. Extension projects will further empower students to reduce food waste in their homes, schools, and communities

http://www.foodspanlearning.org/_pdf/lesson%E2%80%90plan/unit3/lesson13%E2%80%90wasted%E2%80%90food%E2%80%90lessonplan.pdf

MSNBC – Food Waste an Educators’ Guide – This document is a guide to teaching students about food waste, with conversation starters, lessons, and activities suitable for grades K-12.

<http://www.msnbc.com/msnbc/teaching-kids-waste-less-food>

NEVADA RESEARCH DATA CENTER – Food Waste and Sustainable Investigation – This lesson introduces students to food waste and sustainability by engaging them in a local site-based investigation.

<http://sensor.nevada.edu/Static/Documents/Education/Washoe%20Activities/Middle%20School/8-Armbruster-5E%20Lesson-Food%20Waste.pdf>

READ, WRITE, THINK – Finding Solutions to Food Waste: Persuasion in Digital World – Students explore the problem of food waste using electronic and traditional modalities

<http://www.readwritethink.org/classroom-resources/lesson-plans/finding-solutions-food-waste-30950.html>

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<http://www.youthdownloads.com/>