

Food Waste Challenge Workshop guide

Little Inventors workshops allow students to express the far reaches of their imaginations as they think up and draw original, ingenious, funny, fantastical or perfectly practical invention ideas.

There are no limits!

Developed with Ocado, the **Little Inventors Food Waste challenge** offers a great way to learn about how and when we might waste food, inspiring students to think of some amazing ways to help people avoid and reduce food waste.

Students will be able to draw and submit their own inventions to appear on a dedicated Little Inventors online gallery, where they will be reviewed by the Little Inventors team and Ocado! Their idea might even be chosen as team favourite, turned into an animation or even made into a real object by one of our **Magnificent Makers!**

Familiarise yourself with the resources available before the workshop

Start by downloading the challenge pack.

Dominic's food diary presentation

Use this presentation on a whiteboard or computer to help you deliver the workshop.

Printed materials

Per student

- 1x Little Inventors drawing sheet (have plenty of spare ones too!)
- 1x Character profiler and 1 x Character idea cards
- 1x My food diary worksheet or 1x Mind mapping worksheet

Running the workshop

This guide suggests how you might want to use the Little Inventors resources to run a structured workshop over a single or double lesson. You can customisable or extend the activities so all students can make the most of the workshop.

The workshop is composed of 6 activities

1. Get started!
2. Dominic's food diary
3. Who will you help?
4. A day in the life / Mind map
5. What's your invention?
6. Round up!

The total time required to complete the following activities is from one hour but can be split across 3 lessons to cover the whole content available. You may want to deliver this as part of an existing scheme of work on food, or as a standalone topic. It's up to you!

Activity 1: Get started! 5–10 mins

Open the Food Waste *Dominic's food diary presentation* and watch the introductory video on **slide 1**, which introduces Little Inventors.

Have a brief class discussion on inventions using the ideas in the presenter's notes under the slide to help you, for example:

- What is an invention?
- Can you name some well known inventions to do with food, for example to prepare, cook or serve it?
- What about some of the ordinary objects around us? Why were they invented?
- Inventions are used to solve problems – can you think of any problems to do with food, or any things to do with food that could be made more interesting or fun?
- What new food-related invention would you most like to see?
- What about any food that's left over or unwanted – can you think of any problems to do with waste food that could be solved by making them more interesting or fun to think about?

Explain that in this workshop, students are going to learn about some of the many occasions in which we can enjoy food, but may end up letting some go to waste. They will then get a chance to come up with their own brilliant invention to make it easy and fun to avoid food waste.

Slide 2 sets the scene for the *Ocado Little Inventors Food Waste Challenge*.

Activity 2: Dominic's food diary 15–20 mins

Open the Food Waste Dominic's food diary presentation and go through the slides with your class, using the presenter's notes under each slide to help you:

- Slides 3 – 8 introduce some examples of how food can be wasted by exploring Dominic's day.
- Use slide 9 to help students consider their own experiences of wasting food.
- Slides 10 – 12 outline the scale and cost of wasting food and explain how waste food contributes to global warming.

Activity 3: Who will you help? 5–15 mins

Use **slide 13** and the character idea cards and character profiler to help students identify and describe the person who they would like to help with their invention.

- Give students a *Character profiler worksheet* (or students can just discuss their ideas).
- Ask them to choose one Character card and put it on the worksheet.
- Ask them to write down information about this character, by thinking about who they are, where they live, what they like or dislike.
- Give students time to share their ideas with a friend or with the class. Have students forgotten anyone important, who they could help to waste less food?

Activity 4: A day in the life / Mind map 20–40 mins

These activities each help students to think in a bit more depth about where, when and how different people might waste food, in order to develop a better idea for an invention.

Customisation: Use the food diary or mind-map approach (or a mixture of both) to suit your students' abilities and preferences. Some students could draw instances of when food is wasted instead of writing down their ideas, or capture their ideas by staging and taking photos of themselves acting out these instances or posing for a 'living photo'.

A day in the life

- Give students a *My food day worksheet* (they may like to do this in pairs, and discuss each part of the day together).
- Use slide 14. Explain that students will write 'in character' as the person they are going to help with their invention.
- Students write down what this person might eat at each time of day, and identify any ways in which they may waste food each time.
- They identify that person's *favourite food or meal* of the day, and when they might be most likely to waste food (this is a good focus for their invention ideas).

Differentiation: Use the character idea cards to help students with the 'Who' on their mind map. Students can choose the person they have chosen to help, and then think of when, where and how they might waste food.

Extension activity: Invite students to share their ideas to create a class mind map on your whiteboard.

Mind mapping

- Give students a Little Inventors Mind mapping worksheet.
- Use slide 15. Ask them to write down words that come to their minds to help add more examples of who, when, where and how food might get wasted.
- You might want to get students to work in pairs or small groups to share their idea.
- Ask them to explore words they have written down – what idea does it give them for an invention?

Differentiation: Some students could act out or share their ideas verbally instead of writing them down.

Extension activity: Students could record a real or role-played a video diary of their own 'food day', or by playing the character of the type of person they would like their invention to help.

Activity 6: Round up! 20–40 mins

Gather all the student invention drawings in a gallery around the classroom/workspace. Use slides 17 and 18. Ask students to discuss their favourite ideas – what do they like and why?

Encourage positive feedback throughout.

- What do they think of their invention?
- What are its strengths and weaknesses?
- Could they adapt their invention so it can be used by different people or in different places?
- Can they imagine people using their inventions? What would they say about them?
- What other ideas or challenges can they think of?
- Why are inventions useful?
- How will they approach problems in the future?

Give students extra *Little Inventors drawing sheets* to add more invention ideas at home.

