Workshop Briefs
(Descriptions, Curriculum Ties & UN SDGs)

Theme 1: Worms to the Rescue (vermicomposting)

Teacher take-away

- After the workshop, keep vermicomposting “alive” by making it visible and routine. If possible, set up a small classroom worm bin (or a compost collection routine linked to your school’s organics stream) and give students rotating roles: *food scrap monitors*, *moisture checkers*, and *data trackers*. Build curiosity with short weekly “worm observations” (2 minutes): What changed? What do we notice about moisture, bedding, and decomposition? Connect learning across subjects by weighing lunch scraps for a simple graph, writing a short “How-to” guide for families, and linking to broader waste systems: where does organics go in our community, and how does it reduce methane in landfill? A great next step is a class challenge to reduce food waste for two weeks, share results, and celebrate progress with a small garden or planter that uses finished compost.

Worms Are Our Friends **(Grades 1/2)**

Brief description

- Students meet red wiggler worms, explore what they eat, and learn how worms turn food scraps into compost.

Curriculum ties

- **Science & Technology:** Needs and characteristics of living things; growth and changes in animals.

- **Health & Physical Education:** Safe handling expectations and classroom routines.

UN SDGs

- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 15: Life on Land

Key outcomes

- *Knowledge:* Worms help compost food scraps. *Skills:* Observation and sorting. *Action:* Support food-scrap collection for composting.

***From Waste to Soil* (Grades 3/4)**

Brief description

- Students explore where waste goes, why food waste in landfills is a problem, and how vermicomposting turns waste into a resource.

Curriculum ties

- **Science & Technology:** Habitats/communities and human impacts.
- **Math:** Simple data collection (what's in our waste).

UN SDGs

- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 11: Sustainable Cities and Communities

Key outcomes
Knowledge: Landfill food waste produces methane. *Skills:* Systems thinking and simple data observation. *Action:* Co-design a classroom composting idea.

***Composting for a Cooler Planet* (Grades 5/6)**

Brief description

- A deeper look at methane, landfills, and the carbon-cycle link to composting, using local context and student action planning.

Curriculum ties

- **Science & Technology:** Sustainability and human impacts.
- **Math:** Interpreting simple graphs and scaling impacts.
- **Language:** Communicating an action idea.

UN SDGs

- SDG 13: Climate Action
- SDG 12: Responsible Consumption and Production
- SDG 15: Life on Land

Key outcomes

- *Knowledge:* Methane vs CO_2 and why composting matters. *Skills:* Data interpretation and planning. *Action:* Identify one measurable school action.

Composting & Climate Impact **(Grades 7/8)**

Brief description

- A systems-focused workshop comparing linear and circular approaches, connecting local waste/emissions logic to a proposal-style action plan.

Curriculum ties

- **Science & Technology:** Climate change, ecosystems, human impacts.
- **Geography/Civics:** Systems, community decision-making.
- **Math:** Interpreting multi-variable data.

UN SDGs

- SDG 13: Climate Action
- SDG 12: Responsible Consumption and Production
- SDG 11: Sustainable Cities and Communities

Key outcomes (knowledge, skills, action takeaway)

- *Knowledge:* Circular systems reduce emissions. *Skills:* Proposal drafting and stakeholder thinking. *Action:* Draft a one-page school composting proposal.

Theme 2: From Seed to Harvest

Teacher take-away

- The strongest follow-up is consistent care plus a simple “notice and record” habit. Keep a class seed/planting station (windowsill or grow-light shelf) and use a shared care calendar so students practise responsibility in small, manageable ways. Invite observation like scientists: have students sketch once a week, label what they see, and track one variable (light direction, watering frequency, temperature, or growth height). Extend into food literacy by connecting plants to meals: Where did this ingredient come from? What part of the plant is it? Encourage low-barrier home connections by offering a “windowsill grow” option (herbs, green onions, lettuce) and by celebrating process, not perfection. If you have outdoor access, try a small pollinator or container garden and revisit seasonality through a “What can we grow *here* right now?” discussion.

Tiny Seeds, Big Plants (Grades 1/2)

Brief description

- Students explore what seeds are, what plants need to grow, and practise a simple “Plant Helper” care routine.

Curriculum ties

- **Science & Technology:** Needs and characteristics of living things; growth and changes in plants.
- **Health & Physical Education:** Healthy living connections (food, nature, outdoor activity).

UN SDGs

- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-being
- SDG 15: Life on Land

Key outcomes

- *Knowledge:* Plants need water, light, and soil. *Skills:* Care routines and noticing change. *Action:* Complete a one-week plant-care challenge.

Container Garden Champions **(Grades 3/4)**

Brief description

- Students learn to grow food in containers, including drainage/soil basics, root needs, and simple troubleshooting.

Curriculum ties

- **Science & Technology:** Plant needs and soils.
- **Math:** Measurement and planning.

UN SDGs (3–4)

- SDG 2: Zero Hunger
- SDG 11: Sustainable Cities and Communities
- SDG 13: Climate Action

Key outcomes

- *Knowledge:* Containers change how plants get water/nutrients. *Skills:* Planting and troubleshooting. *Action:* Maintain one container plant for a month.

Growing Your Own **(Grades 5/6)**

Brief description

- Students learn seed-starting basics, timing, transplanting, and connect “food miles” to climate and food security.

Curriculum ties

- **Science & Technology:** Human-environment interactions; sustainability.
- **Math:** Timelines and estimation.
- **Language:** Explaining a process.

UN SDGs

- SDG 2: Zero Hunger
- SDG 13: Climate Action
- SDG 12: Responsible Consumption and Production

Key outcomes

- *Knowledge:* Timing matters for successful growing. *Skills:* Planning a growing timeline. *Action:* Start seeds and track growth weekly.

Urban Agriculture & Food Security **(Grades 7/8)**

Brief description

- Students design a container-growing system under constraints (space, budget, time), using yield and food-security thinking.

Curriculum ties

- **Science & Technology:** Climate resilience and resource management.
- **Geography/Civics:** Urban systems and equity of access.
- **Math:** Budgeting and yield estimation.

UN SDGs

- SDG 2: Zero Hunger
- SDG 11: Sustainable Cities and Communities
- SDG 13: Climate Action

Key outcomes

- *Knowledge:* Food security can be strengthened through local growing. *Skills:* Budgeting and optimization. *Action:* Create a simple container plan and a next step to trial it.

Theme 3: Body, Mind, Planet (nutrition + wellbeing)

Teacher take-away

- Continued learning works best when it stays practical, kind, and routine-based. Consider a short weekly “body–mind–planet check-in” (5 minutes) where students reflect on one supportive habit: hydration, balanced snacks, sleep, movement, or a calmer lunch routine, and connect it to the planet through waste and packaging. Use neutral, non-judgemental language and focus on building skills, not “perfect” choices. A helpful extension is media literacy: bring in a few age-appropriate examples of food marketing and practise asking questions together (Who is this for? What is it claiming? What information is missing?). Finally, keep the action step simple: a class low-waste lunch goal, a reusable challenge, or a “try one swap” week that students can opt into, with reflections focused on how it felt and what was realistic.

Body, Mind, Planet **(Grades 1/2)**

Brief description

- A simple, classroom-friendly look at “everyday fuel”: how food helps our bodies and brains, and how wasting food affects the planet.

Curriculum ties

- **Health & Physical Education:** Healthy eating and daily habits.
- **Science & Technology:** Basic needs of living things.

UN SDGs

- SDG 3: Good Health and Well-being
- SDG 12: Responsible Consumption and Production
- SDG 2: Zero Hunger

Key outcomes

Knowledge: Food supports body and mind. *Skills:* Recognizing “everyday healthy choices”. *Action:* Reduce one piece of food waste each day for a week.

Body, Mind, Planet **(Grades 3/4)**

Brief description

- Students connect food groups and energy to wellbeing, and explore low-waste lunch ideas and simple “swap” choices.

Curriculum ties

- **Health & Physical Education:** Healthy living and decision-making.
- **Science & Technology:** Human-environment connections.

UN SDGs

- SDG 3: Good Health and Well-being
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action

Key outcomes

Knowledge: Health and planet choices can align. *Skills:* Planning a low-waste lunch. *Action:* Try one low-waste lunch change for a week.

Body, Mind, Planet (non-cooking) **(Grades 5/6)**

Brief description

- A non-cooking, in-school workshop connecting everyday food choices to wellbeing and environmental impact, including label/marketing basics.

Curriculum ties

- **Health & Physical Education:** Healthy eating; wellbeing skills.
- **Language/Media Literacy:** Evaluating messages about food.

UN SDGs

- SDG 3: Good Health and Well-being
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action

Key outcomes

- *Knowledge:* Choices can affect well-being and footprint. *Skills:* Evaluating “better choice” swaps. *Action:* Choose one realistic swap to try for a week.

Body, Mind, Planet (in-school) **(Grades 7/8)**

Brief description

- Students explore nutrition, stress/energy, food marketing, and equity in access, alongside the footprint of convenience foods and waste.

Curriculum ties

- **Health & Physical Education:** Healthy living and personal wellbeing.
- **Geography/Civics:** Equity and community wellbeing.
- **Language/Media Literacy:** Analyzing persuasion.

UN SDGs

- SDG 3: Good Health and Well-being
- SDG 10: Reduced Inequalities
- SDG 12: Responsible Consumption and Production

Key outcomes

Knowledge: Food, energy, stress, and footprint are linked. *Skills:* Media literacy and evaluating claims. *Action:* Build a realistic “better lunch” plan with one measurable change.

Theme 4: Caring for Our Earth / Sustainable Living & Climate

Teacher take-away

- To keep this theme going, build a classroom culture where caring for shared spaces is normal and celebrated. Start by making the “waste system” clear: label bins, model what counts as recycling/organics/garbage in your school, and teach contamination with a few common examples (dirty containers, mixed materials). Add short, ongoing habits: a weekly “litter walk” in the schoolyard (with gloves and supervision), a rotating “reusables reminder”, or a quick end-of-day tidy that reinforces stewardship. For older grades, invite systems thinking by choosing one focus area (waste, energy, transport, or food) and tracking one simple metric over time (number of reusables used, bags of waste, lights left on, etc.). Keep it hopeful: celebrate small wins, and emphasize that climate action is something students can practise in everyday choices and in community leadership.

Caring for Our Earth **(Grades 1/2)**

Brief description

- Students learn simple Earth-care habits through sorting, reuse, and a short “Earth helper” challenge.

Curriculum ties

- **Science & Technology:** Basic stewardship and living things.
- **Health & Physical Education:** Routines and safe habits.

UN SDGs

- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 15: Life on Land

Key outcomes

Knowledge: Sorting/reuse reduces landfill. *Skills:* Simple sorting rules. *Action:* Do one “Earth helper” habit for a week.

Caring for Our Earth **(Grades 3/4)**

Brief description

- A practical workshop on waste, recycling contamination, and landfill impacts, including a “Where Does It Go?” sorting game.

Curriculum ties

- **Science & Technology:** Habitats/communities and human impacts.
- **Social Studies:** Community responsibility.

UN SDGs

- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 11: Sustainable Cities and Communities

Key outcomes

- *Knowledge:* Contamination changes what gets recycled. *Skills:* Correct sorting. *Action:* Adopt one waste-reduction habit for a month.

Sustainable Living & Climate **(Grades 5/6)**

Brief description

- Students connect daily habits (waste, energy, transport, food) to climate impact, and practise choosing and tracking realistic actions.

Curriculum ties

- **Science & Technology:** Sustainability and human impacts.
- **Math:** Simple “before/after” tracking.
- **Language:** Communicating an action message.

UN SDGs

- SDG 13: Climate Action
- SDG 12: Responsible Consumption and Production
- SDG 7: Affordable and Clean Energy

Key outcomes

Knowledge: Small actions add up. *Skills:* Goal-setting and tracking. *Action:* Choose one action and track weekly.

Sustainable Living & Climate (Systems & Solutions) **(Grades 7/8)**

Brief description

- Students evaluate solutions and trade-offs, and draft a simple school-focused climate action proposal with measures.

Curriculum ties

- **Science & Technology:** Climate change and impacts.
- **Geography/Civics:** Civic action and policy levers.
- **Language/Media Literacy:** Evaluating claims and persuasion.

UN SDGs

- SDG 13: Climate Action
- SDG 12: Responsible Consumption and Production
- SDG 7: Affordable and Clean Energy

Key outcomes

- *Knowledge:* Solutions differ in impact and feasibility. *Skills:* Comparing options with criteria. *Action:* Draft a one-page school climate action proposal.

Theme 5: Where Does Our Food Come From?

Teacher take-away

- Follow-up is most powerful when students keep asking “food journey” questions in everyday moments. When a snack or lunch item comes up, invite quick curiosity: Where might this have been grown? How did it get here? What packaging did it need, and what happens to that packaging after? Consider a simple classroom routine such as a “Food Origin of the Week” board (one item, one map dot, one fun fact, one seasonal connection). Extend into hands-on learning with a low-barrier growing project (herbs, lettuce, or sprouts), and connect to food waste by measuring and reducing leftovers in one small way (for example, a “share table” if your school uses it, or a class reminder to take what you’ll eat). If possible, strengthen community connection by inviting a local grower, garden volunteer, or food program partner to share how local food systems work, and end with a friendly, realistic challenge students can carry home.

Where Does Our Food Come From? (Grades 1/2)

Brief description

- Students explore the “journey” from soil to plate, and practise one simple action: choosing seasonal/local where possible and reducing waste.

Curriculum ties

- **Science & Technology:** Plant growth needs.
- **Health & Physical Education:** Healthy eating basics.
- **Social Studies:** Community helpers and local places.

UN SDGs

- SDG 2: Zero Hunger
- SDG 12: Responsible Consumption and Production
- SDG 15: Life on Land

Key outcomes

Knowledge: Food comes from living systems and communities. *Skills:* Tracing a simple food journey. *Action:* Try one seasonal/local food and reduce one piece of food waste this week.

Where Does Our Food Come From? **(Grades 3/4)**

Brief description

- Students explore how food is grown, processed, transported, and packaged, and what choices reduce waste.

Curriculum ties

- **Science & Technology:** Human-environment connections.
- **Math:** Simple comparing and class tallies (packaging/waste).

UN SDGs

- SDG 2: Zero Hunger
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action

Key outcomes

Knowledge: Food journeys can create waste/emissions. *Skills:* Spotting low-waste choices. *Action:* Make one lunch packaging change for a week.

Where Does Our Food Come From? **(Grades 5/6)**

Brief description

- Students examine food systems (production, processing, transport, packaging, waste) and connect choices to food miles and climate.

Curriculum ties

- **Science & Technology:** Sustainability and impacts.
- **Geography:** Interconnections (local to global).
- **Math:** Simple food miles comparisons.

UN SDGs

- SDG 2: Zero Hunger
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action

Key outcomes

- *Knowledge:* Impacts happen at different stages of the food system. *Skills:* Asking “where/when/how” questions. *Action:* Trial a “better lunch” checklist for a week.

Where Does Our Food Come From? (Food systems & equity) **(Grades 7/8)**

Brief description

- Students look at food systems through climate and equity lenses, including access, affordability, and solutions at school/community level.

Curriculum ties

- **Geography/Civics:** Equity, systems, and community wellbeing.
- **Science & Technology:** Sustainability and impacts.
- **Language:** Persuasive communication.

UN SDGs

- SDG 2: Zero Hunger
- SDG 10: Reduced Inequalities
- SDG 12: Responsible Consumption and Production

Key outcomes

- *Knowledge:* Food access and climate are linked. *Skills:* Analyzing solutions and stakeholders. *Action:* Draft one realistic school/community food action idea and how to measure it.