**Alternative Snacks**

**Key Stage Two**

**NC references**

**English: Spoken Language**

* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

**Maths**

* interpret and present data using bar charts, pictograms and tables

**Design and Technology**

* investigate and analyse a range of existing products
* use research and develop design criteria to inform the design of…appealing products that are fit for purpose, aimed at particular individuals or groups

**Learning objectives**

Suggest, create and advertise snacks that help to reduce the amount of plastic waste generated in school

**Teaching ideas**

**Explore**

Survey the break time snacks that children bring into school. These could be categorised in different ways, for example: by type of snack (fruit, toast, biscuit etc.) or by what type of packaging is used (no packaging, reusable packaging, disposable packaging).

Children could also complete a survey about the types of snacks that children prefer.

**Design and Plan**

Consider a range of snacks that children could bring to school (or that could be provided at school) that could help to reduce plastic waste. This might include reusable pots of fruit or vegetable sticks or homemade snacks such as cereal bars/ flapjacks in reusable packaging.

Make or provide a range of snacks\* and sell them to the rest of the school during one week or invite parents to school to try them too! Provide a simple voting system so that the most popular snacks are easily identified.

\**Recipes will need to take account of allergies and/or intolerances present in school.*

Present a list of snacks for parents or publicise snacks already available in school, such as toast, that can help to reduce plastic waste.

**Resources**

Range of snacks/ pots/ snack recipes

**Next steps**

* Repeat the initial survey: is the amount of disposable packaging reducing?
* Collect litter and consider whether the amount of disposable packaging reduces over a period of time.