

## JUST EAT IT: A FOOD WASTE STORY



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# JUST EAT IT: A FOOD WASTE STORY

Directed by Grant Baldwin

2014 | CANADA | 75 min

## TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of JUST EAT IT: A FOOD WASTE STORY by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

### The Film

In *The Clean Bin Project*, Jen Rustemeyer and Grant Baldwin attempted to produce zero waste in an examination of our throw-away society. As a followup, they turn their eye to food waste from farm to fridge. They vow to stop buying groceries and for six months to survive exclusively on discarded food. The myths behind corporate food production and marketing make for easy pickings as the directors dismantle best-before dates and show how our idea of "perfect produce" encourages us to discard perfectly edible and nutritious food—collateral damage in an age of food security headlines. Living as freegans (on mostly organic food!), their stockpile of found food demonstrates how the supply and demand chain is out of sync. It becomes immediately apparent this is a widespread problem with simple solutions. Unlike many environmental films that portray apocalyptic outcomes or make viewers feel helpless, Rustemeyer and Baldwin's personal investment makes major sustainability issues comprehensible, solvable and delicious. Alexander Rogalski

Source: <http://www.hotdocs.ca>

### The Filmmakers

Director/Editor Grant Baldwin's background is in composing music for film and television. He directed the feature documentary *The Clean Bin Project* (2010), which won nine festival awards and toured internationally. *Just Eat It* is his second feature film.

A spatial analyst by trade, Producer Jen Rustemeyer is also a writer, producer and zero-waster. She is the woman behind the Clean Bin Project blog, and she produced the 2010 film of the same name which documented a year living with zero waste. She has spoken around the world on the topic of recycling and waste reduction, including a tour across Canada by bicycle with *The Clean Bin Project* film. Jen spends her fair share of time both in front of and behind the camera, and can be found researching, recycling and making things from scratch. *Just Eat It* is her second feature film.

Source: <http://foodwastemovie.com/>

Educational package written and compiled by Dimitra Tsanos ([dimitra.tsanos@tdsb.on.ca](mailto:dimitra.tsanos@tdsb.on.ca))

## VIEWING THE FILM WITH STUDENTS

The following three subsections are intended to provide you with a range of pre-viewing, viewing and post-viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes, and a page of weblinks for further investigation.

### Pre-Viewing Activities

Show students the trailer and/or poster for the film found on the film's website (<http://foodwastemovie.com/>). Have students work in small groups to try and identify themes or ideas conveyed by the trailer. As a larger group, discuss with students how effective/affective the trailer is as a media piece.

Print several of the questions or quotations from the Extension Activities section of this guide on individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas.

Set a purpose for viewing by having a discussion about one or more of the questions or quotations from the Extension Activities section of this guide. Have them share the statement and what they think or believe about it with the class.

Have students calculate their ecological footprint online using Earth Day Network (<http://www.earthday.org/footprint-calculator>). Have students print screen their results into a document and type a short response to reduce their footprint. Make sure to have them analyze the food section separately and discuss some of the problems and solutions for that category. Take it up as a class.

Have a class discussion about the concept of a foodprint which is the land required to produce food individuals consume. To help with the discussion, the FAO has a news article listing ways to reduce individual foodprints (<http://www.fao.org/news/story/en/item/196377/icode/>) and Think.Eat.Save includes a list as well (<http://www.thinkeatsave.org/index.php/tips-to-keep-your-food-bill-and-food-print-down>).

Have students define foodprint. They can use a word organizer, by dividing a box in four. In each of the four boxes, have them write in one corner the following: Definition, Non-examples, Examples and Use in a sentence. Ask the class their opinion about food waste and how they could reduce their foodprint. Take it up as a class.

Have a class discussion about dumpster diving. An article from the *Globe and Mail* titled "How to Save Money on Food? Stop Wasting it" discusses the new movement (<http://www.theglobeandmail.com/globe-investor/personal-finance/household-finances/how-to-save-money-on-food-quit-wasting-it/article584635/>). CBC includes a photo essay about a group of young people in a suburb of St. John's, Newfoundland who take up the activity. (<http://www.cbc.ca/nl/features/dumpsterdiving/>).

Have a class discussion about food waste. Begin by showing students a clip from CBC's *The National* titled "Good Food Wasted" from October, 2012. The clip includes information about Second Harvest and interviews of Grant and Jen from the film (<http://www.cbc.ca/player/News/TV+Shows/The+National/ID/2285894452/>). A report from November, 2010 discusses Canada's food waste, and includes useful graphs and statistics which can start a discussion (<http://vcm-international.com/wp-content/uploads/2013/04/Food-Waste-in-Canada-112410.pdf>).

Have students complete a lifecycle assessment of a food product in groups of four on large chart paper. Have them create a flowchart showing the inputs and outputs from seed to table. The book *Stuff: The Secret Lives of Everyday Things*, by Alan Thein Durning and John C. Ryan, discusses the topic and contains useful examples and statistics.

### Viewing Activities

Have students complete the PBS viewing guide on documentaries (<http://pov-tc.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

Have students jot down five ideas for discussion, or questions that the film raised in their minds.

The film is organized into five thematic chapters: Perfection, Mindset, Consequence, Recovery and Change. Have students define each one and jot down ideas or questions brought up in the film.

Have students use a Venn diagram to compare the lifestyle and mindset of Jen and Grant to their own.

## Post-Viewing Activities

Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.

Assign some of the questions and quotations from the Extension Activities section of this guide for homework to be taken up the next day in class. Check for completion.

Have students complete an exit note (a single small sheet of paper with one phrase or idea written on it) that demonstrates one thing they have learned, felt or decided as a result of watching the film.

Discuss with students their initial reactions to the various scenes and situations addressed in the film.

Have students research international organizations whose main objective is to reduce food waste. Food Cycle is an example from the United Kingdom that can be used to start the conversation and spark some discussion ([foodcycle.org.uk](http://foodcycle.org.uk)).

Have students investigate their food waste by mapping and charting their ingredients used at home. *The Guardian* has a lesson plan with activity sheets for students to complete from pages nine-13. (<http://static.guim.co.uk/ni/1393847425577/Food-waste-schools-FINAL.pdf?guni=Series%20Index:news-grid%20main-1%20Live%20better%20carousel%201:Carousel%20from%20editable%20trailblock:Position4:anchor%20image>). Have students share their results in groups of three. Then take it up as a class.

Have students create a food waste reduction school campaign. Begin by showing students an example of an infographic from *The Guardian's* Live Better Challenge which includes a Food Waste Challenge to readers (<http://www.theguardian.com/lifeandstyle/graphic/2014/mar/02/watch-your-waste-150-infographic>). Students will need to make

a campaign which includes posters, announcements and other forms of communication to the school. The assignment and rubric, titled Stop Wasting Food! School Movement Campaign, can be found on the following pages.



## WEBSITES AND ONLINE RESOURCES

### About the Film

<http://foodwastemovie.com/>

Facebook: <https://www.facebook.com/Justeatitmovie>

Twitter: <https://twitter.com/CleanBinProject>

### Additional Resources

*Feeding the 5K:* The campaign aims to empower and inspire the global community to enact positive solutions to the global issue of food waste.

<http://www.feeding5k.org/>

*Food and Agriculture Organization of the United Nations:* An article titled "Food Waste Harms Climate, Water, Land and Biodiversity" discusses the topic in a UN report.

<http://www.fao.org/news/story/en/item/196220/icode/>

*Natural Resources Defense Council:* The American environmental group is involved with addressing food and agriculture issues and cutting back on food waste. A fact sheet thoroughly examines US statistics and solutions to the problem.

<http://www.nrdc.org/food/default.asp>

*Second Harvest:* Toronto-based organization feeds the hungry by picking up and preparing excess fresh food and delivering it to social service agencies.

<http://secondharvest.ca/>

*TED Talks:* A talk from May, 2012 titled "The Global Food Waste Scandal" by Tristram Stuart, who was interviewed in the film. The 14-minute clip discusses the issues around wasted food.

[http://www.ted.com/talks/tristram\\_stuart\\_the\\_global\\_food\\_waste\\_scandal?language=en](http://www.ted.com/talks/tristram_stuart_the_global_food_waste_scandal?language=en)

*The Story of Stuff:* A series of short online movies examining our consumption habits, how our lifestyle impacts the environment and the sustainable solutions for change.

<http://storyofstuff.org/>

*Think.Eat.Save:* The campaign of the Save Food Initiative is aimed at tackling the problem of food waste and food loss worldwide.

<http://www.thinkeatsave.org/>

*United Nations Environmental Program:* A subsection on education, lifestyle and youth encourages young citizens to be sustainable consumers who are more responsible and educated on leading sustainable lives.

<http://www.unep.org/resourceefficiency/Society/ConsumptionandLifestyles/tabid/55548/Default.aspx>

*Wasted Food:* A blog about food waste written by author Jonathan Bloom, who wrote *American Wasteland* and was interviewed in the film.

[www.wastedfood.com](http://www.wastedfood.com)

*YouTube:* A clip titled "The Supermarket Experience" by comedian Jerry Seinfeld. The clip was partially shown in the film and discusses expiry dates in a comical fashion.

<http://www.YouTube.com/watch?v=QOmSQfYBIIE>

### Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

*Center for Media Literacy:* A US website which provides several resources for making, understanding and criticizing media.

<http://www.medialit.org>

*Hot Docs' Looking at Documentaries:* A teaching guide that sets out questions designed to help teachers include the study of documentary film in their curriculum. Free PDF download.

[http://www.hotdocs.ca/youth/docs\\_for\\_schools\\_monthly/resource\\_materials](http://www.hotdocs.ca/youth/docs_for_schools_monthly/resource_materials)

*Media Awareness:* A Canadian nonprofit media education and internet literacy resource library.

<http://www.media-awareness.ca>

*The National Film Board of Canada:* On this site is an area with teaching resources and short documentary films that can be used as teaching aids.

<http://www.nfb.ca>

*Using Docs in The Classroom:* A teacher librarian's personal website where there are excellent resources for teaching with documentary films.

[http://www.frankwbaker.com/using\\_docs\\_in\\_the\\_classroom.htm](http://www.frankwbaker.com/using_docs_in_the_classroom.htm)

## EXTENSION ACTIVITIES

### Additional Questions for Pre-Viewing or Post-Viewing Activities

Why do Grant and Jen complete this challenge for six months?  
Why not 10 years? What is the point of the challenge?

What are some reasons we have so much food waste in  
Canada? Take a look at your own food waste at home and  
explain some of the reasons for the problem.

Explain how food waste is found all along the production line  
from seed to table.

How can we reduce the amount of food waste in our own  
homes? List three solutions from the film.

Are aesthetics important to you when you buy and eat  
produce? Do you ever eat fruit or vegetables with blemishes  
or bruises on them? Would it bother you if a banana had a  
different curvature or if a zucchini had a slight bulge in the  
middle of its body?

Should supermarkets have a separate dumpster for wasted  
food for people to better access?

Littering and not recycling is considered taboo. Why is food  
wasting acceptable? Why have our values changed when  
you compare them to our parents or grandparents? How do  
cultural norms change?

Why is it important to know where your food comes from?

Why do we have expiry dates on our food? Have you ever  
eaten something past its due date?

Why isn't more food donated or used in a more constructive  
way? What needs to change?

## QUOTATIONS FROM THE FILM TO EXPLORE

1. *"Some of it is, 'I don't want that, do I really want leftovers from last night? Nothing wrong with the food, it's probably going to taste okay, but I had it last night and so I have to have it again tonight? We've got enough money to buy a whole brand new meal,' so that's part of it, a wealthy society"* Grant's brother
2. *"If this was what I had, and there was an hour left in the market, that one bunch of chard would sit there and no one would buy it. But if I had 30 bunches of chard, all bursting out, I'd probably sell, like, 25 of them. So what does that say? People totally impulse shop, and they think if there is one left, then there is something wrong with it."* Delaney Zayac, Farmer, Ice Cap Organics
3. *"People are always looking for value and aesthetic appeal and I think a lot of it has to do with people just assuming that what looks better, tastes better."* Delaney Zayac, Farmer, Ice Cap Organics
4. *"If you've ever been in a situation where you've had people over and completely run out of food at the end of the meal, there's this odd sense that you have failed as a host."* Jonathan Bloom, author of *American Wasteland*
5. *"The point of the project isn't about maintaining a certain happiness or comfort level, it's about proving that there's food being thrown away. This is not a lifestyle I'd want to continue."* Grant Baldwin
6. *"To me, it's sort of funny that wasting food is not taboo."* Jonathan Bloom
7. *"We failed to eat it, what we have failed is an entire system which in itself is wasteful and all of the embodied energy and the resources in that piece of food, all that has been wasted."* Tristram Stuart, author, *Waste*; Founder, Feeding the 5K
8. *"At the moment, we are trashing our land to grow food that no one eats."* Tristram Stuart
9. *"You know, on the one hand, I'm happy, because we found food and on the other hand, I feel guilty for even feeling excited, because it's such a shame that so much food is going to waste and it's really depressing actually."* Jen Rustemeyer
10. *"A large part of dumping is simple economics. It's cheaper to throw it away than to do something more constructive."* Ken March, Quest, warehouse supervisor
11. *"What we need is to believe that wasting food is not acceptable. It comes down to citizen morals. It comes down to cultural attitudes, essentially."* Tristram Stuart

## **CULMINATING ACTIVITY: STOP WASTING FOOD! SCHOOL MOVEMENT CAMPAIGN**

Food waste is a problem at home, in restaurants and in school. A school has many areas where food can be wasted. Leftover lunches, cafeteria food scraps, food and nutrition classes and catered events are all part of the problem of food waste. You will be part of a team attempting to educate and reduce food waste at your school.

You will need to create a realistic campaign that encourages food waste reduction in a positive way. Your target audience is staff and students. The following checklist is what you and your team will need to include for your campaign:

Included with your campaign should be the following advertisements:

- Poster
- Brochure
- School announcement

You will need to consider various forms of promotion for your campaign including:

- Home form contests
- Lunch-time events

Your campaign plan should include a three to four page write-up explaining your choices and detailing your campaign with a timeline. Also include other ways you could cut down on food waste at home and at school. What would be the hardest thing to change? What would be the easiest? How could you encourage the community and businesses to change their attitudes to food waste?



# ASSIGNMENT RUBRIC: STOP WASTING FOOD! SCHOOL MOVEMENT CAMPAIGN

Name: \_\_\_\_\_ Group: \_\_\_\_\_

## Knowledge/Understanding

Concepts	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5
Clear understanding of target audience and marketing plan is well thought out for the campaign	Limited success in planning	Some success in use of concepts and planning	Moderate success in use of concepts & planning	Employs concepts & planning with a high degree of success

/5

## Thinking/Inquiry

Research	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5
Collection of information on food waste with a suitable campaign	Information indicates limited research skills and does not include sufficient research	Information indicates moderately effective research skills	Information indicates effective research skills with most criteria examined and considered	Information indicates excellent research skills with all criteria thoroughly examined and considered

/5

## Application

Report	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5
Reports in writing with clarity and correct grammar (3-4 pgs, typed)	Communicates in writing with limited effectiveness	Communicates in writing with some effectiveness	Communicates in writing with considerable effectiveness	Communicates in writing with a high degree of effectiveness

/5

## Communication

Promotion	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5
Neat, creative advertisement layout with photographs, facts/stats and high impact details	Layout is not well thought out, could be neater	Layout is somewhat professional, needs more details and creativity	Layout is somewhat professional	Layout is professional, very impressive and creative

/5

Comments:

Total: \_\_\_\_\_/20

## EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 and 8 Languages	<ul style="list-style-type: none"> <li>• generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>• draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li> </ul>
Grade 7 Geography	<ul style="list-style-type: none"> <li>• Inquiry: use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective.</li> <li>• Application: analyze aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources.</li> <li>• Inquiry: use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective.</li> <li>• Understanding Geographic Context: demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources.</li> </ul>
Grade 9-12 English	<ul style="list-style-type: none"> <li>• Developing and Organizing Content: generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>• Understanding Media Forms, Conventions and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li> <li>• Understanding Media Texts: demonstrate an understanding of a variety of media texts.</li> </ul>
Grade 9 Geography	<ul style="list-style-type: none"> <li>• The Sustainability of Resources: analyze impacts of resource policy and resource management.</li> <li>• The Sustainability of Human Systems: analyze issues relating to the sustainability of human systems in Canada and consumer choices on resource sustainability in Canada.</li> <li>• Managing Resources: assess the influence of personal choices and community actions on the use of natural resources in Canada.</li> <li>• Canadian Industries: describe the economic, environmental, social and political significance of selected aspects of Canada's resources and industries.</li> <li>• The Use of Natural Resources: describe the distribution and use of selected natural resources in Canada.</li> <li>• Sustainable Communities: identify factors that affect the sustainability of communities and describe strategies for improving their sustainability.</li> <li>• Impacts of Land Use: analyze impacts of land use in Canada on communities and the natural environment.</li> </ul>
Grade 9 Science	<ul style="list-style-type: none"> <li>• assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts.</li> </ul>
Grade 10 Civics	<ul style="list-style-type: none"> <li>• Civic Contributions: analyze a variety of civic contributions and ways in which people can contribute to the common good.</li> <li>• Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs and values are recognized and represented in communities in Canada.</li> <li>• Personal Action on Civic Issues: analyze a civic issue of personal interest and develop a plan of action to address it.</li> </ul>

Grade 11 Introduction to Anthropology, Sociology and Psychology	<ul style="list-style-type: none"> <li>demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists and sociologists.</li> </ul>
Grade 11 Geography	<ul style="list-style-type: none"> <li>evaluate the impact of human life on the environment.</li> <li>explain the importance of stewardship and sustainability as guiding principles for human use of the physical environment.</li> </ul>
Grade 11 Science	<ul style="list-style-type: none"> <li>evaluate the impact of agricultural and forestry practices on human health, the economy and the environment.</li> <li>analyze economic, political and environmental considerations affecting waste management strategies.</li> <li>demonstrate an understanding of the nature and types of waste and strategies for its management.</li> <li>analyze selected current environmental problems in terms of the role human activities have played in creating or perpetuating them, and propose possible solutions to one such problem.</li> <li>demonstrate an understanding of some of the ways in which human activities affect the environment and how the impact of those activities is measured and monitored.</li> </ul>
Grade 12 Family Studies	<ul style="list-style-type: none"> <li>Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply.</li> <li>Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment.</li> </ul>
Grade 12 Geography	<ul style="list-style-type: none"> <li>explain how the earth's natural and human systems are interconnected in multiple, complex ways.</li> <li>analyze geographic issues that arise from the impact of human activities on the environment in different regions of the world.</li> <li>explain significant short-term and long-term effects of human activity on the natural environment.</li> <li>analyze and evaluate interrelationships among the environment, the economy and society.</li> <li>analyze environmental and resource management issues and explain their global implications.</li> <li>explain how population growth affects the sustainability of global ecosystems.</li> <li>explain how humans modify the environment to meet urban needs.</li> <li>assess the effects of human activities on urban and regional ecosystems and propose solutions to urban environmental problems.</li> </ul>

The Overall Expectations listed above are from *The Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations, can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>