THE SUSTAINABLE DEVELOPMENT GOAL:
- Goal #12: Responsible consumption and production

GOAL WITHIN MY CLASSROOM:

<table>
<thead>
<tr>
<th>IDEA</th>
<th>People Required</th>
<th>COMPASS TOOLS I CAN USE</th>
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| Food Waste Reduction Project & Composting System At UWC Thailand | - Grade 4’s, 6’s 10’s & K  
- Sustainability Committee  
- Food Committee  
- Chefs  
- All UWCT staff, students, parents, admin | - The Compass  
- The Iceberg  
- The VISIS Pyramid  
- N-O>CC Justifications |
| Hope: To create a self sustaining system within a year | |

TIME FRAME:

<table>
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<tr>
<th>DATE</th>
<th>ACTION TAKEN</th>
<th>COMPASS TOOLS USED</th>
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| January 2017 | - What does the word sustainability mean to us in Grade 4?  
- Overnight field trip with a case study on Replanting Mangroves in surrounding local area to reinforce understanding of sustainability and how small actions can create big change within our world | n/a |
| February 2017 | - Grade 4 to begin collaborating with Kindergarten teacher and his class on ‘the food problem”  
- Clearly defining what the problem is: too much waste  
- Finding out who else in the school is focussing/passionate about this topic - speaking with CAS coordinator, food committee, sustainability committee  
- Sharing our findings from The Compass Inquiry with them/Asking them what they think or have found  
- Clearly set intentions for each group - Plan of Action for: Kindergarten, Grade 4, Grade 6 & Grade 10 who are all passionate about various aspects of this school wide project  
- Set aside 1 period a week to focus on this Action/Service Project | - The Compass |
| March 2017 | - Get parent volunteers to sign up to assist small groups of Grade 4’s  
- Set weekly intentions for small groups to focus on within their 1 hour Friday sessions - students help to plan this and ‘look ahead’ to what is coming next  
- Grade 4 decides to focus on creating a better food separation system and composting system at the school | - The Iceberg  
- The VISIS Pyramid |
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<th>Actions</th>
<th>Additional Notes</th>
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| March 2017       | - Initiate first innovation  
  - Separate bins in our cafeteria  
  - Set up classroom visits done by small groups of students to explain the WHY behind our project in 'kid language'  
  - Design new system in the cafeteria and present it to leadership  
  - Design posters to explain the new procedure in the cafeteria  
  - Contact local dog shelters to see if they want our excess foods  
  - Approach leadership about starting a composting system in the school  
  - Create a system for Grade 4 to help monitor bins during lunch times to guide people in how to use the new system | - uses N-O>CC concepts (but in kid language) to get community buy in |
| April/May 2017   | - Speak with PYP coordinator about planning a unit and summative assessment task around building a composting structure & system within the school  
  - Review how our new food separation system is or isn’t working  
  - Collect evidence of this - pictorial, interviews, video  
  - Consider communication of system to Administration team and Thai Cleaning & Maintenance staff - translate information into Thai and present. Educate them so they understand what SDG we are focussing on and why it is important.  
  - Share ‘Our Story’ to the parent community in an assembly and in the community Ebrief, school website and social media accounts  
  - Get feedback from school about what is, and isn’t working - what mental models are working with or against our system  
    - Check in with other groups in the school on how their aspects of the project are going  
    - Ask ourselves if new innovations need to be put in place to support our project | - The VISIS Pyramid  
  - Behavior Over Time Graphs |
| May 2017         | - Build composting structure with students  
  - Redirect Thai Cleaners to be putting food in the composting bucket into our new composting system - what are their thoughts on this new system?  
  - Approach kitchen staff and hang the compost materials sign we’ve created and place bucket in their kitchen space  
    - Come to some kind of agreement where they place those food scraps into our composting system too - what are their thoughts on this new system?  
    - Coordinate with gardening club to begin using our compost materials  
  - Create a system with Kindergarten’s to have students checking and rotating compost every two days.  
  - Approach boarding house students to see if they will support us in doing it over the weekends. | - The VISIS Pyramid  
  - Ladder of inference |
| June/July/August 2017 | - Get feedback from school about what is, and isn’t working - what mental models are working with or against our system  
  - Check in with other groups in the school on how their aspects of the project are going  
  - Ask ourselves if new innovations need to be put in place to support our project  
  - Set intentions and plans for next academic year’s Grade 4 students - a sort of To Do list | - The VISIS Pyramid  
  - Behavior Over Time Graphs |
- Speak with gardeners/kitchen staff/boarding house students about maintaining system over the summer holidays

**September 2017**
- Tune in new students to the project - have old grade 4’s come and mentor the new grade 4’s
- Set up a 1 month calendar where new grade 4’s become cafeteria monitors to help remind students at school what we do in the cafeteria
- Present in assembly
- Use a variety of ways to demonstrate what was done last year and the progress our school made. Get people excited and on board again.
- N-O>CC Justifications
- Behavior Over Time Graphs (show examples from last year’s progress)

**October 2017**
- Begin inquiry into WHY there is so much waste
- The Compass
- Behavior Over Time Graphs

**November 2017**
- Begin project #2 - reducing how much waste we have at our school, by addressing:
  - what is served
  - how much is served
  - better recycling of unused food to make meals the next day
- Use tools to do whole cycle again...