



ST1 Explore food containers and packaging

Food containers come in all shapes and sizes, materials and disposability. This classroom-based module encourages students and teachers to discuss their different lunches and the packaging.

Teacher's lesson plan

Science and/or Technology

Suitable for teaching at most secondary school years or levels

Explore food containers and packaging

How to use this module

Photocopy required numbers of the module. Distribute to students, invite them to choose their characters and then either individually or in groups act out the roleplay and work through the discussion and activities. Use as a class lesson or within your teaching plan.

Lesson duration

One-two class lessons depending on objectives.

Achievement objectives

- Students assemble, describe and classify a variety of food containers in terms of the materials, design and disposability.
- They identify the specific purposes for which each is designed.
- Students examine and evaluate the clarity and usefulness of information on packages.

Characters

Students perform characters One, Two, Three, Four, Five, Six and Seven who are in a classroom eating their lunches from different containers.

Assessment

By performing this classroom based module students should be aware of different styles of packaging, and the relationship between style and need.

Note

ActUp modules are fictional works. Any similarity or reference to actual events or places or products or persons, living or dead, is entirely coincidental and not intended.

STUDENTS ONE AND TWO ENTER A CLASSROOM CLUTCHING TAKEAWAY FOOD. THEY SIT DOWN TO EAT. STUDENTS THREE TO SEVEN ENTER.

ONE I love having takeaway food sometimes.
 TWO Me too.
 ONE It's great.
 TWO What do you love the best?
 ONE I love how you can be really hungry and go to a store and have the food in your hands in a few minutes.
 TWO I love getting the food in these containers, opening them up and breathing in all the flavours that escape. All food should be that easy to open.
 ONE But once it's opened.
 TWO Countdown's on to eat it all before it gets cold.
 ONE Especially chips.
 TWO Especially chips. These containers are good but once they're opened.
 ONE No standing back because you get left with the cold chip.
 TWO There's only one thing worse than a cold chip.
 ONE What's that?
 TWO A container full of them.
 THREE (ENTERS) Smell's good.
 ONE Tastes good too.
 THREE Can I have a chip?
 TWO No way.
 ONE These chips are precious.
 ONE AND TWO LOOK AT EACH OTHER.
 ONE All right. Go ahead.
 TWO But only one chip.
 THREE One chip it is.
 THREE EATS THE CHIP.

Student worksheet

Discussion and activities

Students perform the play then work through some or all of the following discussion and activities, either individually or in groups.

Discussion

1. Three says "I've got a can of beans." What is the purpose/s of containers? Why?

2. Six says "I wish they'd mention on the side or on the lid if they were twist tops." Should there be a relationship between packaging design, usability and the customer? Why?

3. List five different containers and note benefits and negatives you find using them.
