



SAY YES TO WASTE LESS

WASTE DETECTIVES

A LOWER PRIMARY ACTIVITY GUIDE

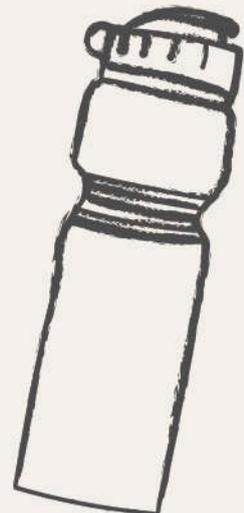




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About The Activity Guide

About The Activity

This is a 40–50 minute story-led classroom activity that turns students into ‘waste investigators’ — using real-life school scenes to help them identify and reduce the use of disposables and food wastage. It’s fun, engaging, and easy to run.

Providing The Why

Annually, households and trade premises in Singapore dispose of around **265,000 tonnes of disposables**—enough to fill **500 Olympic-size swimming pools**



This massive waste puts immense pressure on our already-strained waste management system.

Annually, Singapore disposes of **646,000 tonnes of food waste** —the equivalent of every person tossing out **2 bowls of food per person per day!**



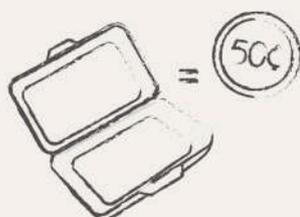
While our waste is incinerated rather than directly landfilled, the challenge remains severe. **Semakau Landfill, our only landfill, is expected to reach capacity by 2035.**



At the current rate of disposal, we'll need a new landfill **every 30 to 35 years** —an unsustainable reality given our limited land and resources.

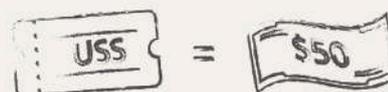
There's a Price to Waste

1 takeaway container costs \$0.50



Assuming 3 meals a day for 365 days a year, it will cost you \$547.50

A ticket to USS costs about \$50. That is approximately 11 trips to USS!



To learn more about the Price of Waste, scan here:



Objective Of Activity

This activity guide aims to help students:

1

Recognise wasteful behaviours concerning disposables and food wastage

2

Reflect on their daily habits in school and at home

3

Take simple, actionable steps to reduce waste

Activity Flow

This activity can be led by a teacher or Green Club members to guide their fellow students, fostering leadership skills and stronger bonds among the students. If led by a student, the teacher will serve as a facilitator during the lesson.

Total Activity Duration: 40–50 minutes

| Section | Duration | What to do | Materials to be Used |
|--|-----------|---|---|
|  Story Setup | 5–10 mins | Use the introduction prompts to set the scene | Page 5: Teaching Materials |
|  Scene 1 | 10 mins | Explain, tick, discuss! Section A: What Do You See? - Run through the worksheet - Select a few students to share what they have spotted with the class, and what could have been done better to reduce waste | Page 7: Student Worksheet Page 9: Scene Panel 1 |
|  Scene 2 | 10 mins | Repeat | Page 7: Student Worksheet Page 10: Scene Panel 2 |
|  Scene 3 | 10 mins | Repeat | Page 7: Student Worksheet Page 11: Scene Panel 3 |
|  Class Wrap-Up | 5–10 mins | Share habits and discuss what's next! Section B: What Have I Been Doing? What Can I Start Doing? - Select a few students to share habits they have been doing, and what they want to start doing to better reduce waste | Page 8: Student Worksheet |

Teaching Materials

5 mins - 10mins An Introductory Prompt to Start the Activity

“Let’s investigate some scenarios together. Look closely at what people are doing in each scene. Are they wasting food or using disposables? What can they do better?”

10mins How to Run This Activity (Step-by-Step)

- Present the three illustrated Scene Panels to the class one at a time, either on screen or as printouts (**Page 9-11**).



- Present the Simple Tips to Reduce Waste (**Page 6**) to facilitate reflections and sharing. This page can be printed for the classroom, and/or printed individually for students to bring home and share with their family.
- Give each student a Waste Scene Report worksheet (**Page 7**).
- For each scene: Observe the image Scene Panel as a class. Teachers can use the Answer Sheets (**Page 12-14**) to facilitate discussions.
- Wrap up with simple actions they can do in their daily lives to reduce waste (**Page 8**).



- ★ Observe the image Scene Panel as a class.



- ★ Students should indicate the number of items they notice under “Section A: How Many Can You See?”



- ★ Reflect and share with the class on what they have spotted, and what could have been done better to reduce waste. in Section B and C.

Simple Tips to Reduce Waste

This page can be printed for the classroom, and/or printed individually for students to bring home and share with their family.

It is recommended to print on recycled paper where possible.



At School

- 1 Only pack or buy what you can finish during lunch or recess.
- 2 Use a reusable water bottle, lunch box and cutlery.
- 3 Where applicable, dispose of leftovers in the food waste bin.



When Having Meals

- 1 When sharing dishes, start by ordering a few items. You can always order more if you are still hungry, which helps prevent over-ordering and wasting food.
- 2 Say no to side dishes you don't usually finish.
- 3 Bring your reusable container to store leftovers.



When Shopping

- 1 Encourage your family to make a grocery list and buy only what is needed.
- 2 Give imperfect food a chance as they taste the same and help reduce waste.
- 3 Bring your own reusable bags or use the bag you're carrying for small purchases.
- 4 Opt for items with less or no packaging.



At Home

- 1 Store food properly to extend its shelf life.
- 2 Keep near-expiry food items within easy view so you don't forget to eat them.
- 3 Place reusables by the door where you will see them so you will remember to bring them out.



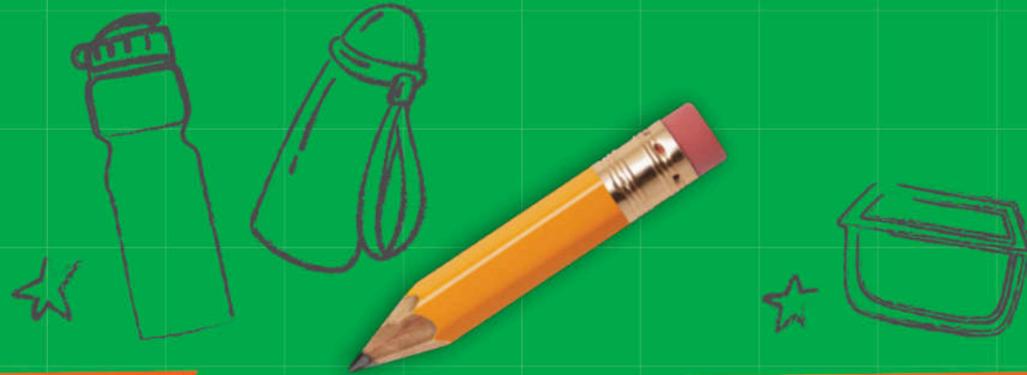
Everywhere

- 1 Say no to single-use items (straws, plastic bags).
- 2 Recycle right. Place only clean paper, plastic, metal and glass items in the recycling bins.



Waste Scene Report

Section A: Count how many you can see



Classroom

Say YES to Waste Less:

1. Reducing Food Waste:
_____ spotted
2. Using of Reusables:
_____ spotted
3. Recycling of Correct Items:
_____ spotted

Say NO to Waste:

1. Food Waste:
_____ spotted
2. Disposables Waste:
_____ spotted
3. Recycling of wrong items:
_____ spotted

Other Observations:



Canteen

Say YES to Waste Less:

1. Reducing Food Waste:
_____ spotted
2. Using of Reusables:
_____ spotted
3. Recycling of Correct Items:
_____ spotted

Say NO to Waste:

1. Food Waste:
_____ spotted
2. Disposables Waste:
_____ spotted
3. Recycling of wrong items:
_____ spotted

Other Observations:



Supermarket

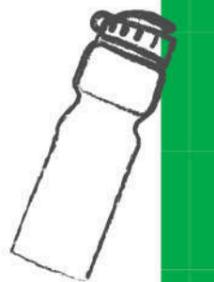
Say YES to Waste Less:

1. Reducing Food Waste:
_____ spotted
2. Using of Reusables:
_____ spotted
3. Recycling of Correct Items:
_____ spotted

Say NO to Waste:

1. Food Waste:
_____ spotted
2. Disposables Waste:
_____ spotted
3. Recycling of wrong items:
_____ spotted

Other Observations:



Waste Investigation Site

Scene 1: The Classroom



Waste Investigation Site

Scene 2: The Canteen



Waste Investigation Site

Scene 3: The Supermarket



Scene 1: The Classroom

Answer Sheet

| S/N | Action | Is this Action ✓ or ✗ | Explanation |
|-----|--|--------------------------|---|
| 1 | The student is recycling paper. | ✓ | Recycling clean paper items like worksheets and books helps to save resources from the landfill and get turned into new products. Remember to use both sides of the paper before recycling. |
| 2 | The student brought her own reusable lunch box and water bottle. | ✓ | Using reusable lunch boxes and water bottles will help to reduce disposable waste. |
| 3 | The student has a disposable bottle. | ✗ | Avoid disposable bottles by using your own reusable water bottle. |

Say YES to Waste Less:

Recycling of Correct Items: **1** spotted

Reducing Food Waste: **0** spotted

Using of Reusables: **1** spotted

Say NO to Waste:

Recycling of wrong items: **0** spotted

Food Waste: **0** spotted

Disposables Waste: **1** spotted



Scene 2: The Canteen

Answer Sheet

| S/N | Action | Is this Action ✓ or ✗ | Explanation |
|-----|--|--------------------------|--|
| 1 | The student ordered more than he can finish and is throwing away unfinished food. | ✗ | Only order what you can finish. You can always order more later if you are still hungry, which helps prevent over-ordering and wasting food. |
| 2 | The student has piled a lot of food on her plate which she probably cannot finish. | ✗ | |
| 3 | The student is filling up her own reusable bottle. | ✓ | Opting for refills and using of reusable bottle will help to reduce disposables waste |
| 4 | The student is asking for less rice. | ✓ | Asking for less rice/noodles helps reduce food wastage, especially if one knows they cannot finish the meal. |
| 5 | The student brought her own reusable lunch box. | ✓ | |
| 6 | The student is using a disposable paper box. | ✗ | Using reusable (e.g. lunch box/plates/cutlery) will help to reduce disposable waste. |
| 7 | The student is using reusable plates and cutlery for her lunch. | ✓ | |

Say YES to Waste Less:

Recycling of Correct Items: 0 spotted

Reducing Food Wastage: 1 spotted

Using of Reusables: 3 spotted

Say NO to Waste:

Recycling of wrong items: 0 spotted

Food Wastage: 2 spotted

Disposables Waste: 1 spotted



Scene 3: The Supermarket

Answer Sheet

| S/N | Action | Is this Action ✓ or ✗ | Explanation |
|-----|--|--------------------------|--|
| 1 | The lady is shopping based on her grocery list. | ✓ | Planning and sticking to a grocery list helps prevent overbuying, and ensures you only purchase what you need. |
| 2 | The lady is using a reusable shopping bag for her fruits and vegetables. | ✓ | Using reusable bags or the bag you are already carrying for purchases will help to reduce disposable waste. |
| 3 | The girl is taking a lot of snacks which she is unlikely to finish. | ✗ | Only buy what you can finish to avoid food waste. |
| 4 | The man at checkout used disposable bags for his groceries. | ✗ | Bring your own reusable bags or use the bag you're carrying for small purchases. |
| 5 | The man is purchasing imperfect produce. | ✓ | Give imperfect food a chance as they taste the same and can help reduce food waste. |

Say YES to Waste Less:

Recycling of Correct Items: 0 spotted

Reducing Food Waste: 2 spotted

Using of Reusables: 1 spotted

Say NO to Waste:

Recycling of wrong items: 0 spotted

Food Waste: 1 spotted

Disposables Waste: 1 spotted

