



ahimsa The Conscious Cafeteria Program User Guide

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ahimsa The Conscious Cafeteria Program



Specifications

- Grade Level: K-2
- Curriculum Duration: 5 days
- Focus: Environmental Literacy

Product Usage Instructions

Day 1 – Awareness

1. Read The Smurfs Think Blue (Part 1) until the break for activity.
2. Engage in an interactive presentation on what humans, plants, and animals need to live.

BIG PICTURE: Students will draw conclusions about the needs of living things and Earth's natural resources after the read-aloud story and visual slideshow.

Educational Standards

- NGSS. K-ESS3-1: Represent the relationship between the needs of different plants and animals and where they live.
- NGSS: K-LS1-1: Describe patterns of what plants and animals need to survive.
- United Nations Sustainable Development Goals

Guided Discussion Topics

- Discuss essential needs for survival like sunlight, water, and shelter for plants and animals.
- Explore how human behavior impacts resources and the environment.

Day 2 – Problem-Solving:

1. Watch a video on the problems with single-use plastic water bottles.
2. Engage in an interactive presentation on sustainable solutions.

BIG PICTURE: Understand how human actions impact essential resources and explore sustainability solutions.

Standards

- NGSS: K-ESS3-3: Communicate solutions to reduce human impact on the environment.
- Common Core Standards: Systems and System Models
- United Nations Sustainable Development Goals: SDG 12, SDG 15

Guided Discussion Topics

- Identify single-use items in daily life and discuss their environmental impact.
- Promote sustainable consumption and production patterns.

FAQ

Q: What is the age group targeted by this curriculum?

A: The curriculum is designed for students in grades K-2.

The Conscious Cafeteria Program

5-Day Educational Curriculum: Teacher Guide

Introducing Environmental Literacy | GRADES K-2

DAYS 1 + 2

Awareness of how our behaviors affect the planet and living things.



1. Read *The Smurfs Think Blue* (Part 1) until break for activity. [Click here](#) to read Part 1.
2. Activity: [Click here](#) for an interactive presentation on what humans, plants and animals need to live.

BIG PICTURE:

What do living things need to survive? Students will be able to draw conclusions about the needs of living things and Earth's natural resources after completing this read-aloud story and visual slideshow.

EDUCATIONAL STANDARDS:

Next Generation Science Standards:

NGSS. K-ESS3-1 — Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

NGSS: K-LS1-1 — Use observations to describe patterns of what plants and animals need to survive.

United Nations Sustainable Development Goals

SDG 4 — Quality Education – aims to ensure inclusive and equitable quality education and to promote lifelong opportunities for all.

GUIDED DISCUSSION:

“What are things you need to stay healthy and happy? Let’s think about what living things, like plants and animals, might need too.”

“Plants need sunlight for food, just like we need to eat. What about water? How do animals get their water?”

“Plants get water through

their roots, and animals drink water from rivers or lakes. Can you think of how we get air to breathe?”

“Why do you think it’s important for animals to have shelter? How does shelter protect them from the weather and keep them safe?”

“What did we learn today about the things that living things need to survive? How do these essentials help plants and animals stay alive and healthy?”

Day 2

1. Watch this video that talks about the problems with using something just one time, specifically, a single-use plastic water bottle.
2. Activity: Click here for an interactive presentation.

BIG PICTURE

Human behavior directly impacts the quality and availability of essential resources necessary for all living things, such as air, water, land, food, and shelter. By comparing the use of single-use versus reusable items, students can understand how their daily actions affect these resources and explore solutions to promote sustainability.

STANDARDS

- Next Generation Science Standards:
- NGSS: K-ESS3-3 — Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Common Core Standards
- CCC: Systems and System Models — Students recognize that human activities affect the environment and can change natural habitats.
- United Nations Sustainable Development Goals:
- SDG 12 – Ensure sustainable consumption and production patterns
- SDG 15 – Protect, restore, and promote sustainable use of terrestrial ecosystems.

GUIDED DISCUSSION

- “What are some things we use every day that we throw away after just one use? How do you think this affects the environment?”
- “Why do you think using reusable items is better for the environment than single-use items? How can we make choices that help protect the environment?”
- “What happens to a plastic water bottle after we throw it away? How does this affect the air, water, and land around us?”

Problem-solving to decrease our negative impact on the planet and living things.



Day 3

1. Read The Smurfs Think Blue (Part 2) until break for activity. Click here to get started.
2. Activity: Talk to your students about ways they can reduce and reuse at home, specifically in their kitchen (after all, that's their home cafeteria!).

Have each student draw a way that Gargamel can reuse something from his home kitchen to help him start changing his ways. (See the guided discussion to help generate ideas).

BIG PICTURE

Innovation plays a crucial role in finding solutions to clean up pollution and protect essential resources such as air, water, and land. By fostering creativity and problem-solving skills, students can develop new ideas and technologies to address environmental challenges and promote sustainability.

STANDARDS

Next Generation Science Standards

K-ESS3-3 — Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

K-2-ETS1-1 — Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Common Core Standards

- CCC: Systems and System Models — Students recognize that human activities affect the environment and can change natural habitats.
- United Nations Sustainable Development Goals:
- SDG 12 — Ensure sustainable consumption and production patterns
- SDG 15 — Protect, restore, and promote sustainable use of terrestrial ecosystems.

GUIDED DISCUSSION

Your school has introduced reusable stainless steel cafeteria trays to reduce the amount of single-use pollution. Here are some ways you can creatively reuse things from your kitchen.

- Glass Jars: Use empty glass jars to store bulk foods, leftovers, homemade sauces, or as drinking glasses.
- Cloth Towels and Rags: Instead of paper towels, use cloth towels and rags for wiping spills, drying hands, or cleaning surfaces.
- Egg Cartons: Use cardboard egg cartons to start seedlings for your garden or as organizers for small items like jewelry or craft items.
- Old T-Shirts: Cut up old T-shirts to make reusable cloth produce bags or cleaning rags.
- Cereal Boxes: Use empty cereal boxes to organize pantry shelves or for crafting projects, like building forts or creating masks.
- Empty Canisters: Turn empty oatmeal canisters or tin cans into homemade musical instruments by filling them with beans or rice.

Advocacy to help others create a positive impact on the planet and living things.



Day 4

1. Read *The Smurfs Think Blue* (Part 3) until break for activity. [Click here to get started.](#)
2. Video: [Click here](#) for a 2-minute video from Plastic Pollution Coalition, that shows kids as change-makers, from all over the world.
3. Divide into groups, and create posters to hang around your school. Give the groups either the title “I learned to REDUCE with the Smurfs” or “I learned to REUSE with the Smurfs.” Ask them to create a poster with the caption and draw pictures of planet-friendly actions and the Smurfs characters.

BIG PICTURE

In this curriculum, children will discover their potential as advocates for the environment, both at home and in schools. Through interactive activities and discussions, children will learn about environmental issues and explore ways they can take action to make a positive impact on the world around them.

EDUCATIONAL STANDARDS

Next Generation Science Standards

NGSS: K-ESS3-3 — Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Common Core Standards

CCC: Systems and Models — Children will recognize the interconnectedness of human actions and their effects on the environment, fostering a sense of responsibility for conservation and sustainability.

United Nations Sustainable Development Goals

SDG 13 — Take urgent action to combat climate change and its impacts, including promoting environmental advocacy among children.

New Jersey State Standards

6.1.4.A.6 — Explain ways individuals and groups can help solve environmental problems, such as conserving energy and water, reducing pollution, and recycling.

GUIDED DISCUSSION

Discuss what poster campaign students would like to create and how to design and execute it through the school. Their goal is to educate and empower other students.

Change starts with you.

Change starts with you.

Day 5

Click [here](#) to watch a quick, 1-minute video summarizing the Smurfs partnership with the United Nations to promote its 17 sustainability goals. These goals were created to help protect people and the planet!

Reflective Discussion: Have your students reflect on how it felt to help the Smurf village, their school and even their own family.

BIG PICTURE

To explore how the actions of characters in stories influence their environment and discuss the importance of sharing lessons learned about taking care of our planet.

STANDARDS

Common Core Standards

How do the actions of characters in a story influence their environment?

CCSS: RL.K-2.3, focusing on how characters in a story respond to major events and challenges.

Why is it important to talk about and share what we learn from stories, especially about taking care of our planet?

CCSS: SL.K-2.1, participating

in collaborative conversations about kindergarten-grade 2 topics and texts.

GUIDED DISCUSSION:

“What did we learn from the characters’ actions in the story?”

“Why is it important to take care of our environment?”

“How can we apply the lessons from the story to our own lives?”

Ready to spread the word?





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Documents / Resources



[ahimsa The Conscious Cafeteria Program](#) [pdf] User Guide
The Conscious Cafeteria Program, Conscious Cafeteria Program, Cafeteria Program, Program

References

- [User Manual](#)

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