

All That Packaging!

You need ★ a computer spreadsheet/graphing program ★ classmates

Some Room 4 students are concerned about the waste created by packaging.

I read on the web that 10–14 percent of the solid waste in landfills is packaging.

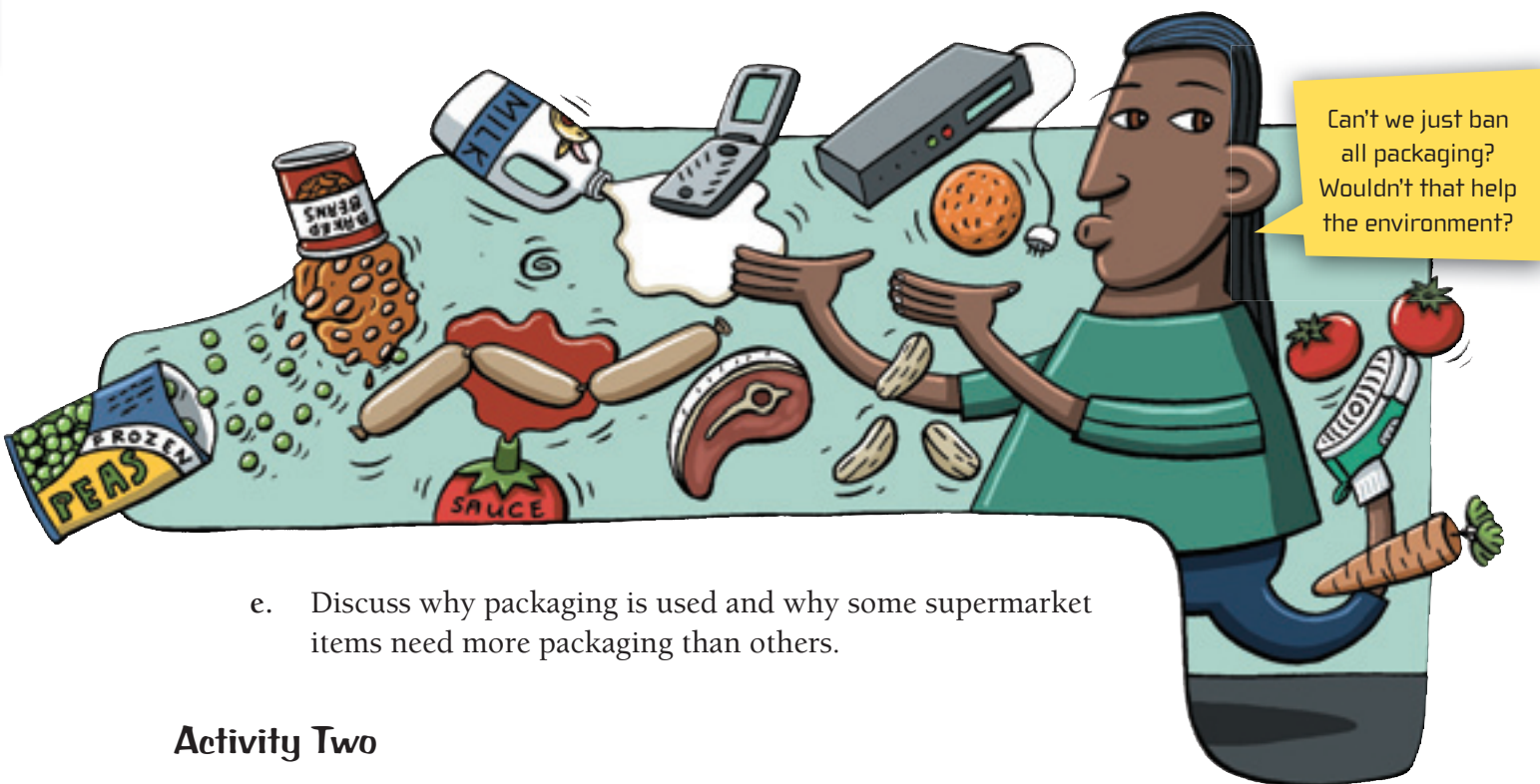


Activity One

Karen and Tamati were discussing waste in supermarket packaging. They decide to investigate different ways of packaging raisins. Here are their findings:

Raisins	Type of packaging	Amount of packaging in relation to amount of product	Recyclable?
300 gram (g) bag	sealed plastic bag	medium	no
18 small boxes in bag (252 g)	Outside: sealed plastic bag Inside: small cardboard boxes	large	Outer wrapping: no Small boxes: yes
375 g box	cardboard box	medium	yes
600 g from bulk bin	plastic bag	small	no

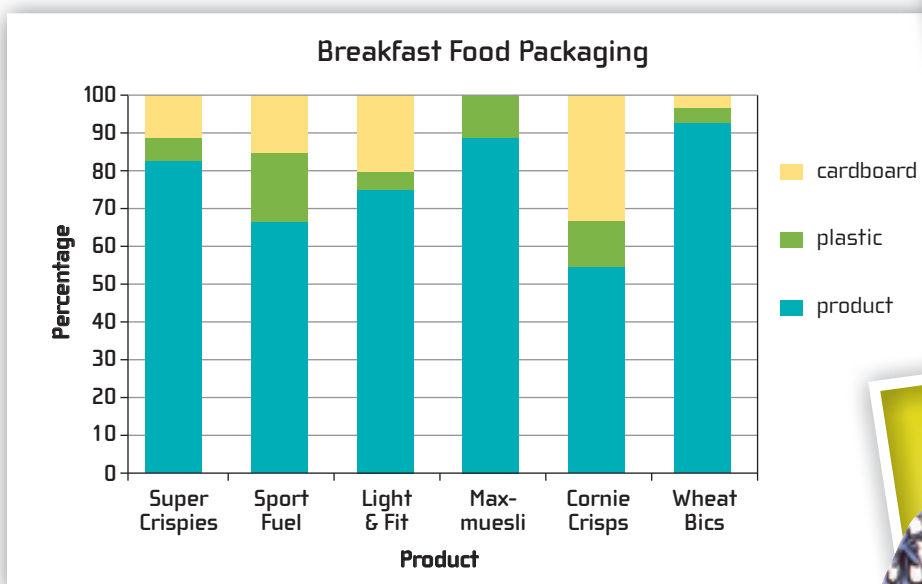
1. a. If you wanted to reduce waste, how would you buy raisins? Explain your reasoning to a classmate.
b. What else might affect your decision?
2. a. Investigate the wrapping used for another supermarket product, for example, tomatoes, soft drinks, or breakfast foods. Enter your findings in a table.
b. Show other classmates your findings and compare your conclusions.
c. What could you advise supermarkets about reducing packaging waste?
d. Discuss with your family how you could reduce packaging waste in your supermarket purchases.



e. Discuss why packaging is used and why some supermarket items need more packaging than others.

Activity Two

Michael and Huia investigate breakfast food packaging. They weigh the product in each package and compare it with the amount of packaging mass. Here is one of their graphs:



Some boxes don't seem to have much product in them!



1. What does the graph tell you about:
 - a. the packaging used for Sport Fuel and Light & Fit?
 - b. how the packaging for Max-muesli differs from that used for the other products?
 - c. which package has the highest percentage of product in it?
 - d. which package appears to have the most empty space in it?
2. What doesn't the graph tell you?

Focus Collecting data and interpreting graphs

