

# GSC Learning Lab

## Family Support Pack 2.



Contact us at:  
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# Welcome

**Hello and welcome to Glasgow Science Centre (GSC) Learning Lab: Our World Our Impact! In this section, we'll introduce you to the programme and the people behind it.**

## What is GSC Learning Lab?

GSC Learning Lab is an exciting new STEM learning programme developed by GSC and delivered by teachers. During the programme, pupils will explore a range of STEM topics using videos, class and home activities. Through this project we aim to support schools and parents/carers with STEM learning which incorporates the Curriculum for Excellence. We aim to promote and encourage family learning and facilitate consistency and connections between school learning and home learning.

## GSC Learning Lab: Parents and carers supporting role

Parents and carers have always played an important role in their children's education. In recent times, this has become more apparent than ever, with many families suddenly faced with an even bigger role in helping support their children's education from home, often with little guidance or support for themselves. This pack has been designed with parents and carers in mind. Its aim is to provide extra information and support for you, so you and your family can learn together during and after the GSC Learning Lab programme. We're hoping that it allows you to be more informed and confident in supporting your child's learning, and be even more connected to your family through experiencing what, how and why they are learning.



Contact us at:  
**CLDteam@gsc.org.uk**

# Who we are



## What is Glasgow Science Centre (GSC)?

Glasgow Science Centre is an educational charity that wants to inspire everyone to explore and understand the world around them and to discover and enjoy science. Our vision is a Scotland where all people feel empowered through learning and engagement with science to make positive differences in their lives, their communities and to society as a whole. The GSC building can be found on the banks of the River Clyde in the south of Glasgow.

## Who are the CLD team?

CLD stands for Community Learning and Development. We are a friendly team at GSC, who are dedicated to engaging and empowering communities with Science, Technology, Engineering, and Maths (STEM) learning.

We aim to do this through working in partnership with communities and sharing our collective knowledge and experiences with each other to build confidence, understand and relate STEM to our everyday lives, and promote change and empowerment.

## As well as this pack, we also offer other methods of support for you during the GSC Learning Lab programme. These include:

Live sessions on Zoom with the GSC CLD team to explore this pack and discuss any questions, challenges or worries you might have about supporting the GSC Learning Lab programme at home. If you would like to take part in one of these sessions, please contact the CLD team by email.

An online parent/carers support Facebook group, which you can find here: (GSC Learning Lab) [www.facebook.com/groups/305273317373773/](https://www.facebook.com/groups/305273317373773/) This group is a safe space where you can share and discuss your experiences of the programme with other parents, ask questions or find support with the different activities involved in the programme from the CLD team.

Contacting the CLD team directly via Facebook Messenger on the Facebook group, or by email.



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The 'Our World Our Impact' learning programme is based around 4 modules:

**Climate and Weather**

**Energy**

**Biodiversity**

**Food**

During the learning programme, pupils will investigate our changing world and how it is affected by human choices and actions; it explores our connection to the changes happening on our planet.

Within each module, pupils will participate in learning activities at school and at home. At school, they will take part in 2 classroom based activities. At home, they will take part in 1 activity to support and extend their learning in school. This booklet contains information on what the home activities will be, as well as supporting information and resources for each activity.

- This is the second pack you will receive as part of the programme. This pack contains information about the 'Biodiversity' and the 'Food' modules. You will have already received the first pack, which contains information about the 'Climate and Weather' and the 'Energy' modules, earlier in the programme. A digital version of this pack can also be found on our website:

[www.glasgowsciencecentre.org/learninglabparents](http://www.glasgowsciencecentre.org/learninglabparents)



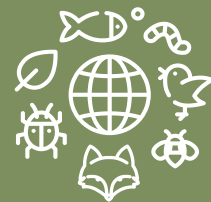
# The Curriculum for Excellence (CfE)

The Curriculum for Excellence (CfE) is Scotland's school curriculum framework for young people aged 3-18. It is designed around learners to provide them with the knowledge, skills and attributes they need for learning, life and work. It aims to enable all learners to become:

- Successful learners**
- Confident individuals**
- Responsible citizens**
- Effective contributors**

All of the learning activities and experiences your child will participate in during the GSC Learning Lab programme have been developed to incorporate the CfE, and therefore, supports and enhances your child's learning.





### What is Biodiversity?

Biodiversity is the variety and variability of life on Earth and is typically a measure of variation at the genetic, species, and ecosystem level.

Our planet is usually most diverse at the equator, in the tropical areas. This is because of the warmer climate, which allows lots of different types of plants to grow and animals to subsequently use them. The tropical rainforests are the most biodiverse areas on the planet, with about 80% of all known species living in these areas. The least diverse parts of the planet are generally at the North and South poles, where the land is harsh and very cold, with high winds that mean very few plants grow.

### The planet is changing

It is vital that we monitor changes in biodiversity. This allows scientists to identify trends and recognise any major problems such as extinctions of plant and animal species.

Over the last 100 years, scientists have noticed a continuous loss of biodiversity. The biodiversity on our planet has decreased by 52% since 1970, with a variety of causes. For example, an increase in our use of fossil fuels and waste from industrial processes has led to increased pollution and an increase in greenhouse gases in the atmosphere. This directly impacts on ecosystems and contributes to climate change.

The biggest losses of biodiversity are in the poorest countries of the world, but much of this has been caused by Western demand for natural resources such as wood and precious metals for electronics. As a result, we are currently living through a major extinction event, with the UN suggesting up to 1 million species are currently facing extinction. However, there is hope: scientists, world leaders and even young people are showing that we can make a change.

Ways in which different specific ecosystems are threatened are listed below.

- **The Amazon rainforest** is threatened by deforestation, farming, mining and damming. This will impact keystone species such as: the agouti, a large rodent which eats Brazil nuts; and hummingbirds, which pollinate lots of flowers.
- The major threat to **the Arctic** is the increase in temperature. This reduces sea ice for animals to live on. There are also threats from overfishing, invasive species and pollution. These threats have an impact on lemmings, which are food for arctic foxes and snowy owls.
- **The Serengeti** is threatened by poaching of animals, drought due to climate change and extreme flooding. This has a big impact on keystone species like elephants, which remove trees and keep grasses growing; and wildebeest, which eat grasses and help keep them short. They are also important prey for species like lions, cheetahs and leopards.
- **The Galápagos Islands** are threatened by overfishing, rising sea levels and the introduction of invasive species. This impacts keystone species such as the Galápagos giant tortoise, which eats vegetation and spreads seeds across the island; and the Galápagos shark, which is important for keeping healthy populations of other fish species.

### Why should we care?

Humans need a diverse natural world for our survival. Changes to biodiversity have a knock-on effect for wildlife, the food we grow, the weather we experience and the places we live. Biodiversity can help soils stay fertile, allow pollinators to flourish and enable us to grow food. It helps maintain freshwater for our homes and we rely on the natural world for some medicines.





## Biodiversity

Watch the video which complements this home activity here:

<https://www.glasgowsciencecentre.org/learning-lab-homework>

## Birdwatching Home activity outline

This gives an overall outline of the activity your child will have been asked to complete at home.

<p>This activity is helping to build numeracy skills and develop an understanding of the biodiversity all around us.</p>	<p><b>Resources</b></p> <p>Home activity video '<b>Make Your Own Bird Feeder</b>'</p> <p>Home Worksheet 1a '<b>Birdwatching</b>'</p> <p>Materials to make bird feeder detailed in Worksheet 1a</p> <p>Home worksheet 1b '<b>Which bird is it?</b>'</p>
<p><b>Activity</b></p>	<p>Follow the instructions in worksheet 1a '<b>Birdwatching</b>'. You may also find it useful to watch the home activity video '<b>Make Your Own Bird Feeder</b>'.</p> <p>Observe the species that use the garden or green space for an hour. A bird feeder can be made to attract bird species.</p> <p>Use the flow chart and pictures on worksheet 1b, '<b>Which bird is it?</b>' to identify the different species you see.</p>



A copy of the worksheet your child will use for the home activity.

## Birdwatching

We are going to find out how to identify some birds. You can do this by simply observing in your garden or local green space. You could also make a bird feeder to help attract birds using the steps below. If you are observing without a bird feeder skip to step 7.

### To make a bird feeder you will need:

*Some people have allergic reactions to some of these ingredients*

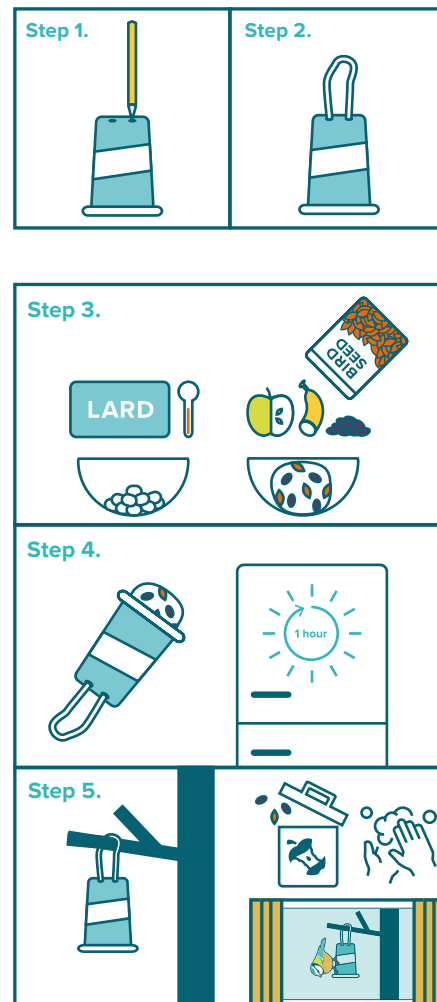
- An adult to help you
- Lard (alternatives include beef or vegetable suet, peanut butter, or almond butter mixed with flour)
- Bird seed
- Some chopped apples, nuts, cheese or raisins
- A clean yoghurt pot
- Some string
- A bowl
- A pencil
- Access to a fridge



### Making your bird feeder

*Like all experiments, ensure you have permission from an adult and their supervision before starting. This experiment can be messy. So, it is best NOT to do it on the living room carpet!*

1. To start, carefully make two small holes in the bottom of a clean and empty yoghurt pot with your pencil.
2. Thread the string through the holes and tie a knot on the inside. Leave enough string so that you can tie the pot to a tree or your bird table.
3. Allow the lard to warm up to room temperature, but don't melt it. Then cut it up into small pieces and put it in the mixing bowl. Add the other ingredients to the bowl and mix them together with your fingertips. Keep adding the bird seed, raisins, chopped apples or bananas and squidding it until the fat holds it all together.
4. Fill your yoghurt pot with mixture and put them in the fridge to set for an hour or so.
5. Hang your bird feeder from a tree in your own garden or green space, and make sure to tidy up any mess after your feeder is empty.
6. Wash your hands thoroughly
7. Spend an hour watching in a garden or green space and count the number of birds that you see, keep a tally in the table on the next page. Use worksheet 1b, **"Which bird is it?"** to find out the name of each species you see. If there are any birds you do not know, mark them as 'unknown'.





Name of bird	Tally	Total
Unknown		

1. Using the information you have collected, answer the questions below.

a. Which species was most common?

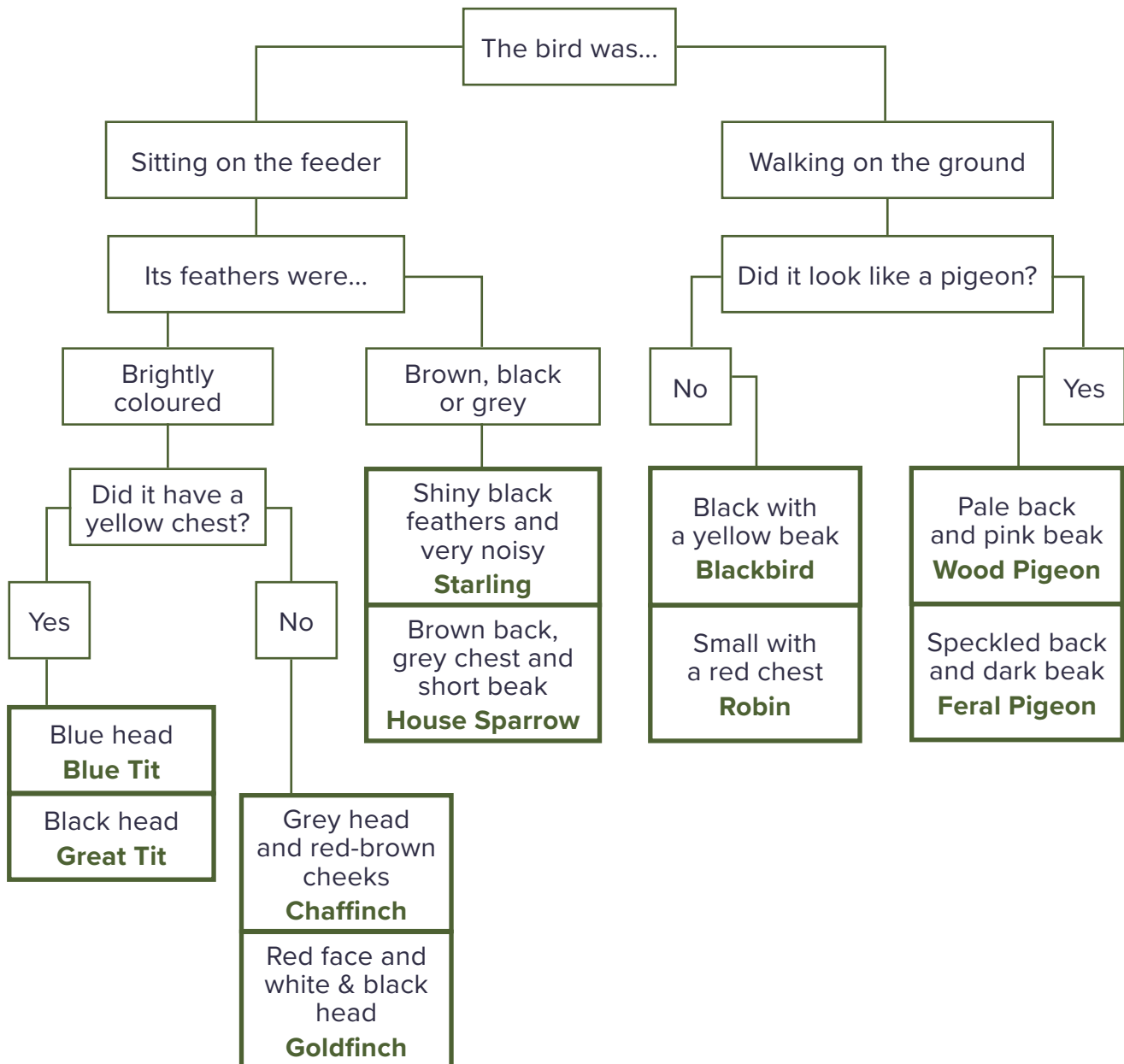
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b. Sometimes other animals will use a bird feeder. Did you notice any other species? Describe what you saw.



## Which bird is it?

This is the 'dichotomous key', or flow chart, which your child will use to determine which bird(s) they saw during the activity. A 'dichotomous key' is a series of questions or choices (always grouped in twos) which will lead a person to the correct answer. These types of keys help us identify different items in the natural world e.g. birds, trees, rocks etc.



## Biodiversity

### Common garden birds

Use this sheet during the bird identification section of the home activity to help you name the birds you might see.



house sparrow



starling



blackbird



robin



feral pigeon



wood pigeon



blue tit



great tit



goldfinch



chaffinch



dunnock



magpie

## Support notes



Below, you will find a selection of website links, resources and ideas to support the 'Biodiversity' module and the 'Birdwatching' home activity.

### 'Biodiversity' module:

- **Watch the 'Biodiversity' introduction video** which will get you thinking about biodiversity and ecosystems, what these are and why they are important:  
<https://www.glasgowsciencecentre.org/learning-lab-homework>
- **BBC Bitesize** – Lots of useful information on biodiversity and the effect of human interaction on ecosystems: <https://www.bbc.co.uk/bitesize/guides/zt8f4qt/revision/1>
- **Book: "Tree of Life: The Incredible Biodiversity of Life on Earth"** by Rochelle Strauss – This book shows how living things are classified and interconnected, and how a problem with just one part of the tree of life can have devastating consequences for the whole tree.
- **Places to visit:**
  - **Seven Lochs Wetland Park** – Scotland's largest urban heritage and nature park, located in East Glasgow/ North Lanarkshire. Explore the parks and record and count the different birds, bugs and other wildlife you see: <https://www.sevenlochs.org/>
  - **Balloch Castle Country Park** – Located in Balloch at the southern tip of Loch Lomond. Explore the ground and record and count the different birds, bugs and other wildlife you see: <https://www.visitscotland.com/info/see-do/balloch-castle-country-park-p252431>
- **Scottish SPCA Adventure Trails Resource Pack** – Lots of fun activities and facts about animals that live in Scotland that you can do together as a family: <https://www.scottishspca.org/sites/default/files/2020-03/Scottish%20SPCA%20Adventure%20Tails%20Orange%20Activity%20Booklet.pdf>
- **GSC At Home: Food Chain Tai Chi** – This video explores food chains, how energy moves from one living thing to another, and why they're important for our planet:  
<https://www.youtube.com/watch?v=Ed7u9Fbt0kc>

### 'Birdwatching' activity:

- **RSPB Big Garden Birdwatch** – This is a citizen science project (where members of the public collect information and data about the natural world) which the RSPB (Royal Society for the Protection of Birds) holds in January each year. You'll also find information about how to attract birds and the types of birds you might see:  
<https://www.rspb.org.uk/get-involved/activities/birdwatch/>
- **BTO Garden Birdwatch** – Another citizen science project held by the BTO (British Trust for Ornithology). Join for free and help with research into garden wildlife: [https://www.bto.org/our-science/projects/gbw?gclid=CjwKCAjw1ej5BRBhEiwAfHyh1BqBIMFshRsn\\_yWCA0j3cTsMCVYo15VOMPV8SdEaik3tV547Un\\_ZABoCc10QAvD\\_BwE](https://www.bto.org/our-science/projects/gbw?gclid=CjwKCAjw1ej5BRBhEiwAfHyh1BqBIMFshRsn_yWCA0j3cTsMCVYo15VOMPV8SdEaik3tV547Un_ZABoCc10QAvD_BwE)







## Background information

### The carbon footprint of food

The carbon footprint of food is a measure of how much greenhouse gas emissions are produced by growing/ farming, processing, transporting, storing, cooking and disposing of food. All food has a carbon footprint, however foods vary in the size of their carbon footprint. Beef has one of the largest carbon footprints because cows produce large quantities of the greenhouse gas methane.

Growing and farming food involves the use of pesticides, fertilisers, land maintenance, feeding animals and transportation. All of these produce greenhouse gases, increasing the carbon footprint of the food. To lower our carbon footprint, we can purchase foods which are in season. Foods that are not in season can require transportation from further away or a heated greenhouse to support their growth.

### What are the greenhouse gases?

Carbon dioxide, Methane, Ozone, Nitrous Oxide

### What are food miles?

'Food miles' refers to the distance food is transported from where it is produced to the consumer. This is one of the factors used to measure the carbon footprint of food. Often, the further the food is transported, the higher the carbon footprint. This is due to the fact that transportation vehicles produce greenhouse gases when using fuels such as petrol and diesel. We can reduce the food miles and therefore the carbon footprint of our food by sourcing food that has been grown locally or even growing our own food.

### What changes can we make?

We can make dietary changes to reduce our carbon footprint, such as eating fewer dairy and meat products, and buying foods grown locally that are in season. There are many resources online to help you calculate the carbon footprint of your food and see which foods produce the most greenhouse gases e.g. <https://www.takeabitecc.org/>.

Making changes to or adapting our diets can reduce our carbon footprint. If children are interested in making a change to their diet, this is something they need to discuss with their parents or carers, as a change in diet requires monitoring of health and wellbeing.

We can also cut down on the amount of food we waste in order to stop food going to landfill. To do this we can try to avoid buying too much food, reuse leftover food and freeze food if it will not be consumed before its expiration date.

### Why is it important to limit our food waste?

When we put food into our bin, the food goes to landfill. While it is in landfill, the food begins to decompose. When our food decomposes, it can produce methane which is a greenhouse gas.

Some landfills now trap the methane that is produced and burn it as a fuel, which means that it does not go into our atmosphere. However, some can still escape into the atmosphere and not every landfill site has this technology. Therefore, the best way to reduce the impact of food waste on the environment is to limit the amount of food we throw away.



## Food

Watch the video which complements this home activity here:

<https://www.glasgowsciencecentre.org/learning-lab-homework>

## Spot the Food Waste Home activity outline

This gives an overall outline of the activity your child will have been asked to complete at home.

This activity helps to build literacy skills, and an understanding that food waste produces greenhouse gases, contributing to climate change.		<b>Resources</b> Home activity video Home activity worksheet
<b>Activity</b>	<p>In class, pupils have been learning that human activities can produce greenhouse gases, which contribute to climate change. A carbon footprint is a measure of the amount of greenhouse gases produced by human activities. Pupils have been learning that different foods have different carbon footprints.</p> <p>In the video that accompanies this activity, pupils will learn that food which ends up in landfill produces a greenhouse gas called methane. They will be asked to think about the impact wasting food has on the environment.</p> <p>Read the two short stories on the worksheet and answer the questions that follow.</p>	
<p>You may be interested to know: Studies show that every holiday season, the UK wastes around 2 million turkeys!</p>		



A copy of the worksheet your child will use for the home activity.

## Home Activity

# Spot the Food Waste

Read the short stories and answer the questions that follow.

### A Lovely Smoothie

It was a hot summer day and Ayesha was in the mood to relax with a cool refreshing drink. She was in luck! She had all of her favourite fruits: strawberries, raspberries and bananas.

“The perfect ingredients for a lovely smoothie!”, she thought.

She took out her smoothie blender from the cupboard and brought out a jug of milk from the fridge. Starting with the banana, she removed the peel. She noticed a little brown mark on the banana.

“I don’t want to eat that bit”, she thought as she broke off the bottom half of the banana which had the brown mark on it, before putting it into the bin. She put the rest of the banana into the blender.

Next, Ayesha removed a handful of strawberries from the packet and began picking off the leafy stems on top of each strawberry. After they were all free of stems, she popped them into the blender with the banana.

The raspberries were next. They don’t have leafy stems, so she just took a handful and placed them into the blender.

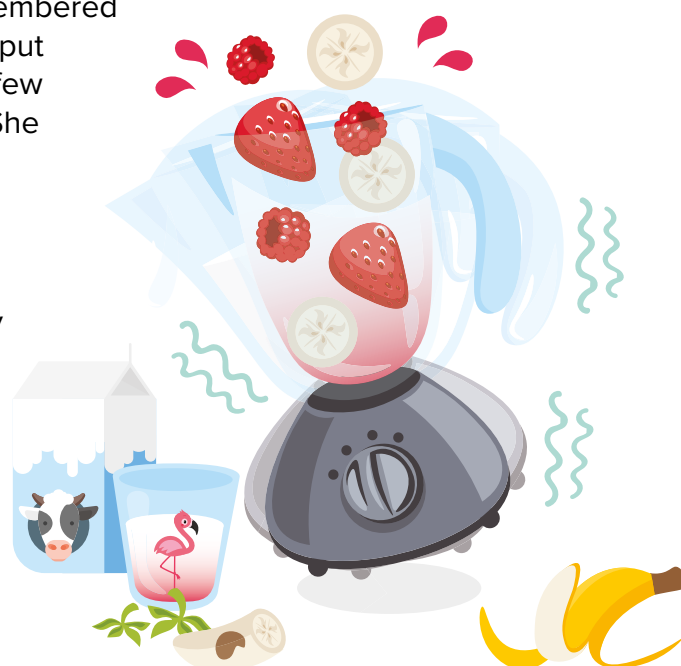
All she needed now was milk. The carton made a “glug glug glug” sound as she poured the milk over the top of the fruit. She was ready to start blending. She flicked the switch on the blender and...

“OH NO!”, Ayesha yelled. She forgot to put the lid on the blender!

There was a big splash on the kitchen wall and countertop as the milk, strawberries, raspberries and bananas escaped out the top of the blender. Luckily, she managed to stop the blender in time and save some of the fruity mixture. She had almost half left. Ayesha grabbed lots of kitchen towels to soak up the mess she had made.

Once the kitchen was all clean and tidy, she remembered she still had some smoothie mixture left. Ayesha put the lid onto the blender and turned it on. After a few seconds her smoothie was ready to be poured. She poured her smoothie into a glass which had her favourite animal on it.

“This smoothie is almost the same colour as you Mr Flamingo”, she thought, as she sat down to have her drink. Little did she know, a full raspberry had landed on her head and become tangled up in her hair during the commotion. So much for a relaxing drink on this hot day!





Answer the questions in sentences.

1. What ingredients did Ayesha use in her smoothie?

2. Which foods went to waste and why did they go to waste?

3. What could Ayesha have done differently to limit the food waste?



## Tom's Lunch Time

It was 1 o'clock and Tom was ready to make his lunch. He grabbed the ingredients he needed: a large red tomato, a block of cheese, and 2 slices of bread from a new loaf.

He placed the chopping board on the counter and began cutting the whole tomato into eight thin slices. While he was grating the cheese, Tom took small breaks because his arm was getting sore. Grating cheese is tough work! During the rest, Tom would have a little nibble of the grated cheese. Before he knew it, he had grated the whole block.

With all the ingredients prepared, he turned the grill on. Once it was hot, he placed the two slices of bread onto a tray, and popped it all under the grill to toast.

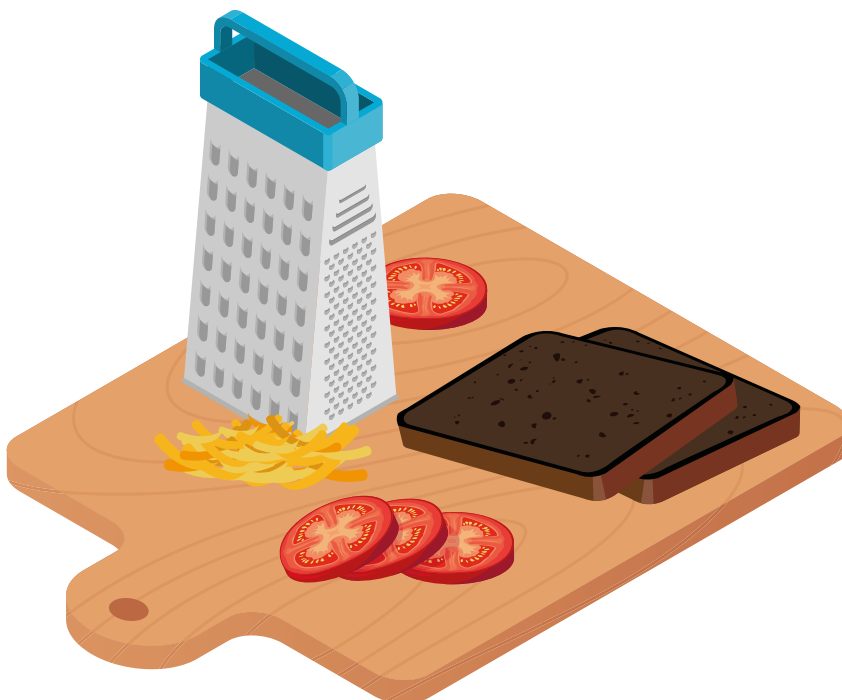
"RING RING". Tom's friend Ingrid was calling his phone for a chat. It was lovely to catch up with a friend but after a few minutes of being on the phone Tom began to forget all about his lunch...

He suddenly realised he could smell burning toast! Tom quickly said goodbye to Ingrid and ran to the kitchen to find the bread was well and truly burnt. "Oh dear", thought Tom as he binned the burnt slices and retrieved 2 fresh slices of bread to place under the grill. This time, he made sure to carefully watch his toasting bread!

Once the bread was a golden toasted brown, Tom carefully removed the tray from the grill. He sprinkled half the grated cheese over the toasted bread and placed two pieces of tomato on top of each slice. Finally, Tom popped the tray back under the grill and waited until the cheese had melted and oozed over the sides of the bread. The smell of melted cheese was delicious!

Tom was glad to fetch his lunch from the grill, put it onto a plate, and sit down to enjoy the meal.

But after one slice Tom was starting to feel rather full. "I knew I shouldn't have had a snack just before eating my lunch!", he said to himself. A few bites in to his second slice and Tom was defeated! He stopped eating and emptied the remains of his plate into the food bin, along with the extra ingredients that were left on the chopping board.





Answer the questions in sentences.

1. How much of the block of cheese did Tom grate?

2. Tom chopped the tomato into 8 slices, how many slices did he use on his toast?

3. Tom put a few things into the bin. What items of food went in the bin?

4. What could Tom have done differently to reduce the amount of food that was wasted?



# Spot the Food Waste Answers



## A Lovely Smoothie

### 1. What ingredients did Ayesha use in her smoothie?

Ayesha used strawberries, raspberries, banana and milk in her smoothie.

### 2. Which foods went to waste and why did they go to waste?

Half of the banana went to waste as Ayesha didn't want to eat the half which had a brown mark on it. Ayesha put the green tops of the strawberries into the bin. Half of the smoothie mixture also went to waste as Ayesha turned on the blender, forgetting to put the lid on. This caused half of the mixture to splash on to the countertop.

### 3. What could Ayesha have done differently to limit the food waste?

To limit the food waste Ayesha could have used the whole banana instead of putting half of it in the bin. Even if she doesn't like to eat the brown parts, it was all being blended together anyway.

Ayesha could have used the strawberry stems as part of her smoothie. They are edible and actually full of vitamins.

She also should have made sure that the blender lid was on before turning on the blender so that none of the smoothie was wasted.

## Tom's Lunch Time

### 1. How much of the block of cheese did Tom grate?

Tom grated the whole block of cheese.

### 2. Tom chopped the tomato into 8 slices, how many slices did he use on his toast?

Tom used only two slices of tomato for each slice of bread, so he used 4 slices in total.

### 3. Tom put a few things into the bin. What items of food went in the bin?

Tom put 2 slices of burnt toast into the bin. Once Tom had finished eating, he put the remains of lunch that he could not finish into the bin. He also put the extra cheese and 4 slices of tomato into the bin because they weren't needed to make his lunch.

### 4. What could Tom have done differently to reduce the amount of food that was wasted?

To stop food going into the bin, Tom could have grated only the amount of cheese that he needed and cut only the number of slices of tomato needed. That would mean that the rest of the cheese and tomato could have been put back into the fridge for another meal.

Tom didn't pay attention when toasting the bread, meaning he burned 2 slices. He could have made sure to keep an eye on the food he was preparing.

Tom had a snack before his lunch and also nibbled on cheese as he was preparing his food. This meant he was too full to eat his two slices of grilled cheese and tomato on toast. To solve this, Tom could have avoided having a snack right before making lunch, or made less lunch so that none of it went to waste.



## Support notes

Below, you will find a selection of website links, resources and ideas to support the 'Food' module and the 'Spot the Food Waste' home activity.

### 'Food' module:

- **BBC: Climate Change Food Calculator** - This calculates the carbon footprint of the food or drink item that you pick. It lets you see the climate impact of what you eat and drink, depending on how often you have it, and lists other items you could try:  
<https://www.bbc.co.uk/news/science-environment-46459714>
- **Place to visit: East Yonderton Farm** – Located in Renfrewshire beside Glasgow Airport. You can pick your own fruit and vegetables. The types available depends on the time of year and the seasons: <http://www.eastyondertonfarm.co.uk/>
- **Zero Waste Scotland: Love Food Hate Waste** – Fun facts and activities for your family to do together, including keeping a food diary or creating a pizza out of food that needs used up:  
<https://lovefoodhatewaste.com/makefoodmatter>
- **Greener Scotland** – Check out what's tasty and in season in Scotland month by month using this handy guide:  
<https://www.greenerscotland.org/eating-greener/in-season-food-calendar>
- **DIY Family Activity: Grow your own seeds** – Use a cleaned yoghurt pot (or any other small, clean container), place some wet paper towel on the bottom of the container, and sprinkle some cress seeds on top of the wet paper towel. Leave the container on a warm windowsill, make sure to check the paper towel is wet each day and add more water if needed, and watch the cress grow! Use your freshly grown cress in a salad or a sandwich.
- **DIY Family Activity: Cultural and Celebration Foods** – Note down any foods which you associate with a particular cultural or celebration event e.g. Haggis on St. Andrews Day. Think about:
  - Where in the world do these events take place – are the foods eaten at these events grown in that country? When are they in season in that country?
  - Where these foods or ingredients are made or grown and how far they might have to travel.
  - Why these foods might be eaten during this event – is it because they're seasonal to that country at that time of year? Is it because of cultural significance?

### 'Spot the Food Waste' activity:

- **Watch the 'Food' introduction video** which explores how the food we eat is contributing to climate change, and gives more context for the 'Spot the Food Waste' home activity:  
<https://www.glasgowsciencecentre.org/learning-lab-homework>
- **SavingFood: Food Waste** – This video explores the problems with food waste and how we can make changes to reduce food waste: <https://www.youtube.com/watch?v=0eqxgvZNn0I>



# The Spark



PUZZLES, QUIZZES, OUTDOOR LEARNING

Each issue of **The Spark Magazine** is packed with exciting experiments, fascinating facts, and puzzles and curious quizzes to challenge your family. Our accompanying audio series, **A Spark of Science** has brilliant bite size sounds to spark your curiosity.



Catch up on past issues at [glasgowsciencecentre.org/the-spark](https://glasgowsciencecentre.org/the-spark)



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[gsc.org.uk/learn/gsc-home](https://gsc.org.uk/learn/gsc-home)



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Registered Scottish charity SC030809



## Are you interested in finding out more and participating in further learning?

The CLD team at GSC offer adult-focused discussion-based science workshops, relating science to real life experiences and our everyday lives. Our **'Let's Talk About...'** workshops cover a range of topics and aim to:

Engage new and diverse participants with everyday science learning.

Raise awareness of science impacts in our everyday lives.

Develop an introductory knowledge of science topics, language and applications in everyday life.

Increase participants confidence and become more empowered and active citizens.

If you would like to find out more, please contact the CLD team directly by email or through the GSC Learning Lab Facebook group.

Contact us at:  
**CLDteam@gsc.org.uk**



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**We hope you have found this pack useful, please get in touch with us if you have any questions.**



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