Neurodiversity Learning

A Signature Learning Programme

Sustainable Futures

Exploring Food Waste, Responsibility and Real-World Action



Version 1.0

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Table of Contents

Table of Contents 2
Programme Snapshot 3
Programme Flexibility 3
Welcome 5
Programme Overview 6
Learning Framework 7
Curriculum Connections 7
Educational Focus 8
Learning Objectives 8
Subjects Included 9
Programme Structure 10
Materials Needed 11
Facilitator Guide 12
Before You Begin 12
Activating Prior Knowledge 12
Creating a Supportive Learning Environment 13
Lesson Guides 14
Lesson 1 - Building Curiosity 14
Lesson 2 - What is Food Waste? 16
Lesson 9 - Sustainable Solutions 18
Printable Resources 20
Digital Resources 21
Assessment & Reflection 22
Flexible Implementation 25
Mixed-age Learning 25
Executive Functioning Support 25
Language Adaptations 25
Flexible Learning Formats 25
Educational Settings 26
Individual Learning Pathways 26
Continue the Learning 27
About Neurodiversity Learning 28
Copyright & Licence 28
Version History 28

Programme Snapshot

Programme format
12-lesson Signature Learning Programme

Suggested duration
4 weeks

Lesson length
45–60 minutes

Preparation level
Minimal to Moderate

Suitable for
Upper Primary • Middle School • Home Education • Small Learning Groups • Classrooms

Recommended age
Approx. 10–14 years (adaptable)

Subjects
English • Danish • Science • Mathematics

Main Theme
UN Sustainable Development Goal 12 – Responsible Consumption and Production

Digital tools

Padlet • Blooket • Book Creator

Printable resources

✅ **Included**

Editable planning documents

✅ **Included**

Programme Flexibility

Every learner progresses at their own pace.

The suggested duration and lesson sequence are intended as a practical guideline rather than a fixed schedule.

Some learners may complete the programme within two or three weeks by combining lessons or working for longer periods, while others may benefit from additional time, scaffolding, discussion, reflection, revision, or extension activities.

For this reason, the same programme may be delivered over approximately 2–6 weeks, depending on the learners' needs, educational setting, lesson length, and preferred pace.

Our programmes are designed to be flexible, allowing educators, facilitators, and families to adapt the learning journey while maintaining the intended learning outcomes.

Welcome

Welcome to **Sustainable Futures**.

This programme has been designed to provide meaningful, flexible, and engaging learning experiences centred around curiosity, participation, and real-world learning.

Rather than following a rigid sequence of activities, the programme offers opportunities to adapt learning to different ages, interests, strengths, educational settings, and preferred ways of learning whenever appropriate.

Throughout this programme, learners will explore food, sustainability and world cultures through a combination of English, Danish, Science, Mathematics, practical activities, discussion, creativity, reflection, and interdisciplinary learning.

The programme has been developed primarily for families, classrooms and homeschool groups and is designed to be used over approximately 4 weeks / 12 lessons, although the pace can easily be adapted to suit individual learners or groups.

Activities may be completed at home, in classrooms, within homeschool or worldschool communities, or in other educational settings. Many activities are suitable for mixed-age learning and can be differentiated where appropriate.

We encourage facilitators to view this programme as a flexible learning framework rather than a fixed sequence of lessons. Learners are encouraged to ask questions, make connections, explore their own ideas, and engage with the topics in ways that are meaningful to them.

Most importantly, we hope this programme inspires curiosity, confidence, creativity, and a genuine enjoyment of learning.

Where curiosity leads, meaningful learning follows. We hope this programme inspires learners to explore, create, question, and discover the world in ways that are engaging, flexible, and uniquely their own.

Programme Overview

Growing a Sustainable Future

Exploring Food Waste, Sustainability and the UN Global Goals through Meaningful Learning

Sustainable Futures introduces learners to sustainability through curiosity, discussion, and real-world exploration rather than facts alone.

The programme begins by activating learners' prior knowledge and encouraging them to explore their own ideas, experiences, and questions about food, waste, and sustainability. From this shared starting point, learners gradually investigate the UN Sustainable Development Goals—particularly Goal 12: Responsible Consumption and Production—and discover practical actions they can take in their everyday lives.

Through an interdisciplinary approach combining Danish, English, and Science, learners develop subject knowledge alongside communication skills, critical thinking, collaboration, creativity, and confidence. Throughout the programme, learning is connected to authentic experiences, helping learners understand how even small actions can contribute to more sustainable futures.

Learning Framework

This programme is built around Neurodiversity Learning's learner-centred approach, where curiosity, participation, and meaningful real-world contexts form the foundation for learning.

Every programme begins by activating learners' prior knowledge, encouraging them to share ideas, experiences, and questions before introducing new concepts. Throughout the programme, learners investigate authentic problems, collaborate with others, create meaningful products, and continuously reflect on their own learning.

The learning journey combines academic knowledge with practical application while providing multiple ways to participate, communicate, and demonstrate understanding.

The programme supports differentiated learning by combining printable resources, digital activities, discussion, creative production, and flexible learning pathways.

Curriculum Connections

This programme has been designed around widely recognised learning objectives that are shared across many international curricula.

For this sample, the learning experience draws primarily upon:

- Danish Folkeskole Act (§1)
- Danish Curriculum (Danish)
- Danish Curriculum (English)
- Danish Curriculum (Science)
- United Nations Sustainable Development Goals (Goal 12)

The programme can easily be adapted to other national or regional curricula where required.

Educational Focus

Learners develop:

- communication skills
- language awareness
- scientific understanding
- sustainability literacy
- critical thinking
- collaboration
- creativity
- reflection
- active citizenship

Learning Objectives

By the end of the programme learners will be able to:

- explain key concepts related to food waste and sustainability
- communicate ideas in both Danish and English
- investigate real-world environmental challenges
- collaborate to solve authentic problems
- reflect on how everyday choices influence sustainability
- develop and present practical solutions for reducing food waste

Subjects Included

Danish

Learners develop communication skills through discussion, vocabulary development, reading, writing, collaborative activities, and reflective tasks connected to sustainability and food waste.

English

Learners expand their English vocabulary while communicating about sustainability, participating in discussions, presenting ideas, and exploring authentic texts and multimedia resources.

Science

Learners investigate food production, natural resources, ecosystems, environmental impact, and sustainable solutions through practical enquiry and real-world exploration.

Programme Structure

Lesson	Theme	Main Focus
1	Building Curiosity	Activating Prior Knowledge
2	What is Food Waste?	Understanding the Challenge
3	The Journey of Food	Production & Resources
4	Why Do We Waste Food?	Investigation
5	The UN Global Goals	Goal 12
6	Food Around the World	Culture & Sustainability
7	Measuring Waste	Mathematics & Investigation
8	Creative Campaigns	Communication
9	Sustainable Solutions	Permaculture & Innovation
10	Taking Action	Local Community
11	Final Project	Collaborative Product
12	Reflection & Celebration	Presentation & Evaluation

Materials Needed

Printable

- Lesson guides
- Reflection sheets
- Printable activity sheets
- Learner worksheets

Digital

- Padlet
- Blooket
- Book Creator
- Internet access
- Computer or tablet (recommended)

Optional

- Projector or interactive whiteboard
- Printer
- Art and craft materials

Household materials

Depending on selected extension activities, learners may use recyclable materials, food packaging, paper, scissors, pens, and other everyday household items.

Facilitator Guide

Before You Begin

Before facilitating this programme, we encourage you to become familiar with the overall structure, learning goals, and available resources. The programme is designed as a flexible learning framework and may be adapted to suit different learners, educational settings, lesson lengths, and learning preferences.

Rather than following every activity exactly as written, use your professional judgement to adjust pacing, provide additional scaffolding where needed, and build on learners' interests and curiosity.

Activating Prior Knowledge

Every Neurodiversity Learning programme begins by activating learners' prior knowledge before introducing new concepts or subject-specific content.

We believe that meaningful learning is built on existing knowledge, experiences, interests, and questions. By inviting learners to share what they already know, think, wonder, or have experienced, facilitators gain valuable insight into learners' current understanding while creating greater engagement, ownership, and motivation.

Prior knowledge may be activated through discussion prompts, Padlet activities, brainstorming, images, videos, practical exploration, prediction activities, KWL charts, mind maps, or other open-ended tasks.

For many programmes, the first one or two lessons are intentionally designed to explore learners' existing understanding before moving into new content. This provides a stronger foundation for meaningful, connected learning throughout the programme.

Creating a Supportive Learning Environment

Every learner is different, and there is no single "right" way to participate.

Encourage curiosity, questions, experimentation, and discussion rather than focusing on perfect answers.

Allow flexibility in pacing, communication, sensory needs, movement, and methods of demonstrating learning.

Mistakes are a natural part of learning and should be viewed as opportunities for growth rather than failure.

Adapt activities whenever appropriate to meet the needs of individual learners or groups.

Lesson Guides

Lesson 1 - Building Curiosity

Main Learning Goals

- Activate learners' prior knowledge.
- Encourage curiosity and discussion.
- Identify learners' existing understanding of sustainability and food waste.

Preparation

Prepare the Padlet (or alternative discussion activity) and review the introductory questions.

Resources

Padlet, projector or shared screen (optional).

Lesson Flow

Learners explore open-ended questions about sustainability and food waste before receiving formal instruction. Ideas are shared, discussed, and recorded collaboratively to establish a common starting point for the programme.



Extension Ideas

Create a class mind map or ask learners to collect examples of food waste at home before the next lesson.

Differentiation

Learners may contribute verbally, in writing, through drawings, or using digital tools.

Reflection

What surprised you today?

Success Indicators

Learners begin connecting their own experiences to the programme theme and confidently contribute ideas and questions.

Lesson 2 - What is Food Waste?

Main Learning Goals

- Develop a shared understanding of food waste.
- Explore causes and consequences.
- Introduce key sustainability vocabulary.

Preparation

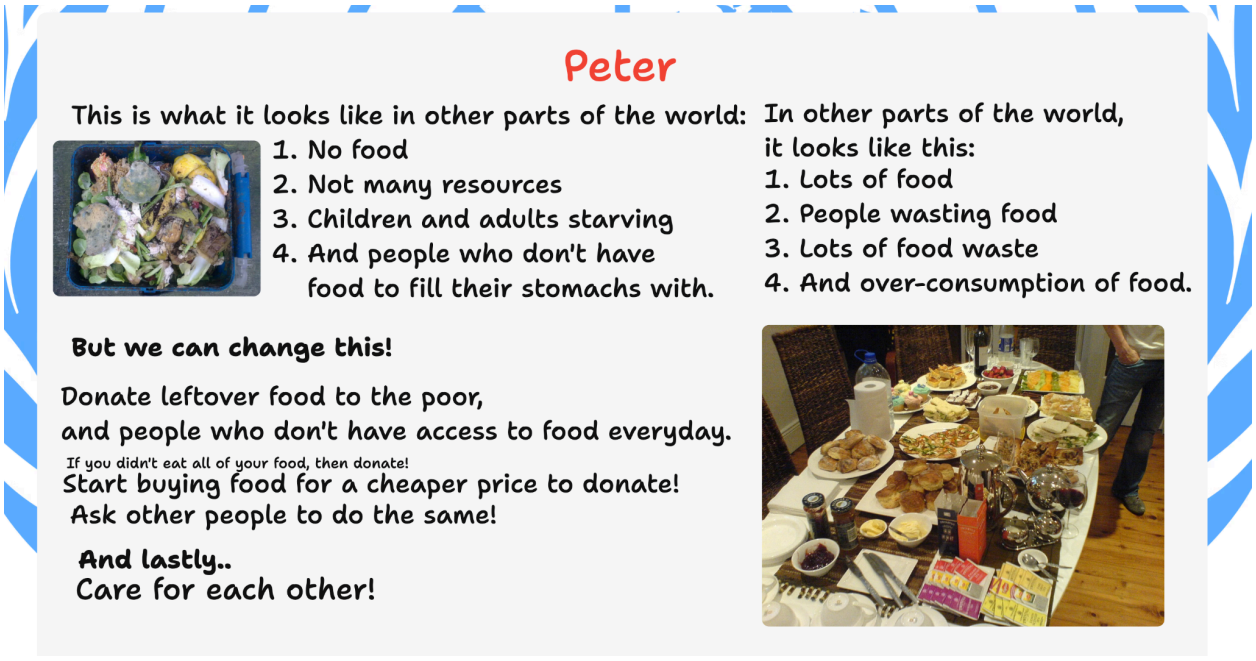
Prepare video, images or discussion material.

Resources

Presentation, short video, padlet and printable worksheet.

Lesson Flow

Learners investigate examples of food waste and discuss where and why food is wasted. Together they begin exploring the wider environmental and social consequences.



Extension Ideas

Conduct a simple food waste survey at home or school.

Differentiation

Use images, discussion, practical examples, vocabulary support, or multilingual resources.

Reflection

What causes the most food waste in your everyday life?

Success Indicators

Learners can explain what food waste is and identify examples from everyday life.

Lesson 9 - Sustainable Solutions

Main Learning Goals

- Explore sustainable food production.
- Investigate permaculture principles.
- Develop solution-focused thinking.

Preparation

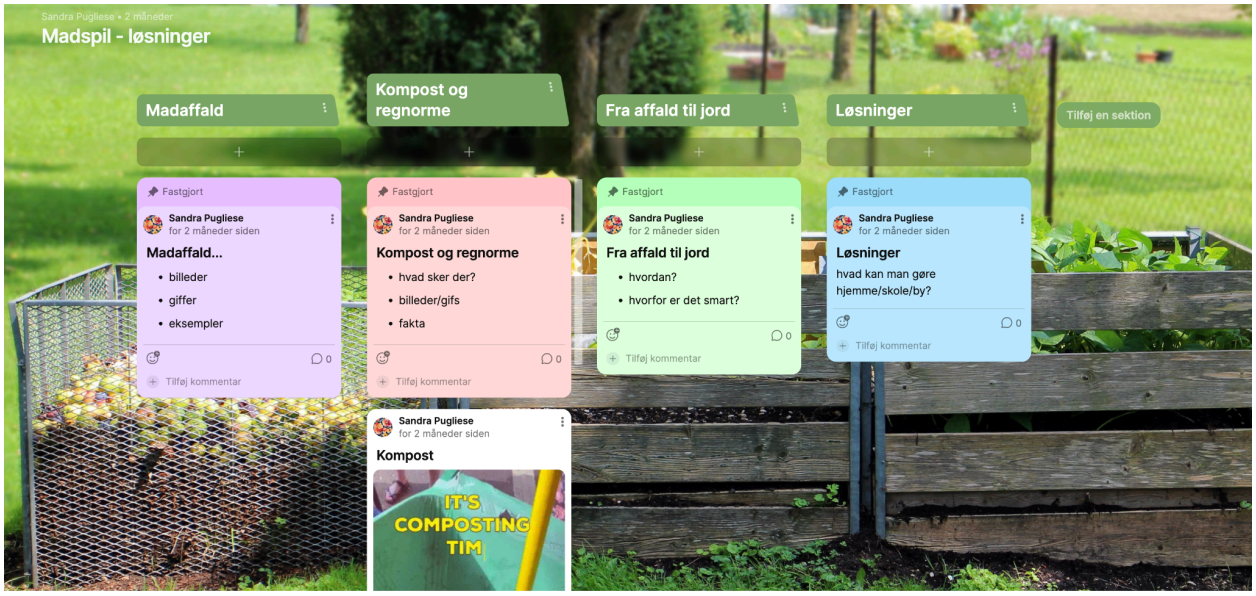
Prepare images or videos about permaculture.

Resources

Book Creator, images, videos, padlet and printable activities.

Lesson Flow

Learners investigate sustainable growing methods and discuss how communities can reduce food waste through better planning, growing, and resource use.



Extension Ideas

Design a sustainable school or home garden.

Differentiation

Learners may present ideas through posters, drawings, digital presentations, or discussion.

Reflection

Which sustainable idea could you use yourself?

Success Indicators

Learners can describe practical ways to reduce waste and support more sustainable communities.

Printable Resources

- **Lesson Guides**
- **Learner Worksheets**
- **Reflection Sheets**
- **Vocabulary Support**
- **Teacher Notes**
- **Extension Activities**
- **Certificates (optional)**

Digital Resources

- **Padlet**
- **Blooket**
- **Book Creator**
- **Suggested videos**
- **Optional interactive quizzes**

Assessment & Reflection

Assessment throughout this programme is intended to support learning rather than measure performance.

Observation, discussion, learner reflection, practical activities, and portfolios may all be used to celebrate progress and identify next steps.

Not every learner will demonstrate learning in the same way, and progress may look different across individuals.

Observation

Observation plays an important role throughout the programme by helping facilitators understand learners' participation, engagement, strengths, and support needs.

When observing learners, focus on describing what can be seen and heard before interpreting why it happens. Separating observation from interpretation provides a stronger foundation for educational decisions and makes it easier to identify meaningful patterns over time.

Observation notes may be used to guide future planning, differentiation, and individual support.

Reflection

Reflection is integrated throughout every programme to encourage learners to connect new knowledge with previous experiences, identify their own progress, and consider how their learning can be applied in meaningful real-world contexts.

Portfolio

The portfolio may include selected learner work, photographs, planning documents, written reflections, or other evidence of learning collected throughout the programme.

Celebrating Progress

Celebrate effort, curiosity, collaboration, creativity, resilience, and personal growth as well as academic achievement.

Self-assessment

Learners are encouraged to reflect on their own learning throughout the programme. Self-assessment supports confidence, ownership, and metacognitive awareness by helping learners recognise what they have learned, what challenged them, and which strategies supported their learning.

Flexible Implementation

Mixed-age Learning

Activities can easily be adapted for learners of different ages, allowing younger and older learners to collaborate, learn from one another, and contribute at their own level.

Executive Functioning Support

The programme includes flexible pacing, clear structure, visual supports, and opportunities for scaffolding to help reduce cognitive load while supporting organisation, planning, and participation.

Language Adaptations

Activities may be completed in one or multiple languages. Vocabulary, instructions, and communication tasks can be adapted to match learners' language profiles, educational goals, and multilingual learning environments.

Flexible Learning Formats

Most programmes intentionally combine printable resources with carefully selected digital tools to create flexible and engaging learning experiences.

As Neurodiversity Learning delivers all programmes and services online, programme materials are provided digitally. However, the learning itself does not need to take place exclusively online.

Facilitators may choose to use the resources digitally, print selected materials, or combine both approaches depending on the learners, educational setting, and preferred way of working.

Activities can often be completed fully digitally, using printed resources, or through a combination of both.

Educational Settings

Our programmes are suitable for home education, classrooms, homeschool groups, microschools, learning communities, tutoring, and other educational environments.

Activities can be facilitated with individual learners, pairs, small groups, or whole classes.

Individual Learning Pathways

Learners are encouraged to engage with the programme in ways that reflect their strengths, interests, pace, and preferred ways of learning. Activities can be simplified, extended, or adapted while maintaining the overall learning goals.

Continue the Learning

Recommended books

Documentary suggestions

UN Sustainable Development Goals

Family activities

Local sustainability projects

About Neurodiversity Learning

Neurodiversity Learning develops flexible, interdisciplinary educational programmes designed around learners rather than fixed year groups. Our programmes combine curiosity, participation, creativity, and meaningful real-world learning to support a wide range of educational settings, including families, schools, homeschool groups, learning communities, and educational organisations.

Rather than expecting learners to fit one programme, we design programmes that can be adapted to different ages, interests, strengths, educational contexts, and curricula whenever appropriate.

We believe that meaningful learning happens when learners are actively engaged, supported, and encouraged to explore the world through authentic experiences.

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Programme content may be updated periodically as part of ongoing quality improvement.

Version History

Version	Date	Changes
1.0	09.07.2026	First release