



Presents

The Missing Food Mystery

Student Data Log

Simple actions you take can reduce food waste.



This Workshop was funded in part by a WRRED grant from the Department of Ecology

Activity 1a: My Favorite Foods

- 1.
- 2.
- 3.
- 4.

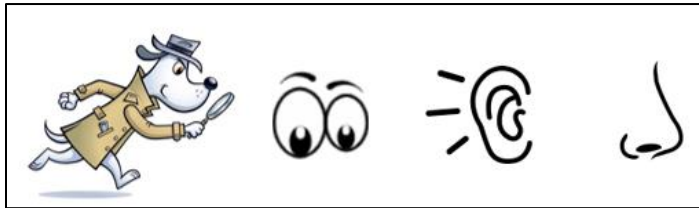
Activity 1b: Where do you think missing food goes?



I think missing food goes _____

_____.

Activity 1c: Warming up our Investigator senses



What did you see? _____

What did you hear? _____

What did you smell? _____

Activity 1d: Copy the list of 7 things scientists do to investigate an issue.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Activity 1e: Why is missing food a problem? Why does it matter?

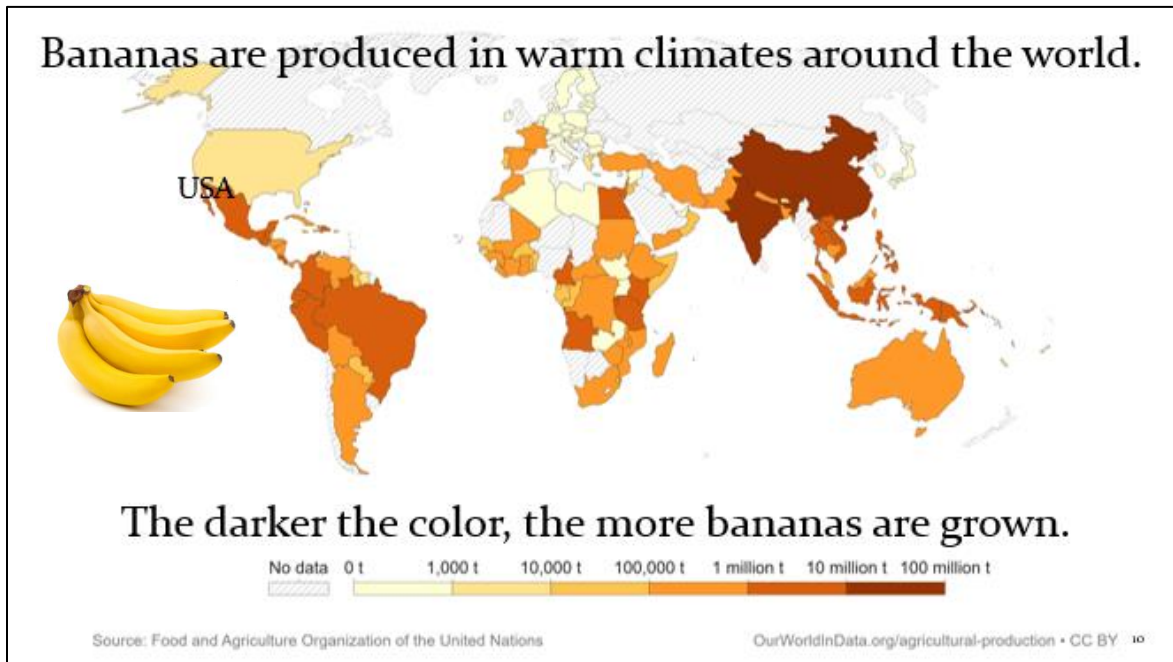
I think missing food is a problem because

Missing food matters because



Activity 2a: Where in the world are most bananas grown?

Circle the area on the world map where the most bananas are grown.



Activity 2b: The Life Cycle of Bananas

1. Cut apart the pictures of the resources used to grow, transport, and sell bananas.
2. Put the pictures in the order that they happen.
3. Tape or glue them on the next page (page 4) in your MYSTERY DATA LOG
4. Add icons of resources that are needed for each step in the life cycle.

Activity 2b: The Life Cycle of Bananas Paste or tape the life cycle images on this page.

Activity 2c: Why do you think food is wasted?

I think food is wasted because

Activity 3a: Why is food wasted?

Put a circle around food not stored properly. Put a star on food stored properly.



Activity 3b: Where is away?

Write one or two ideas about where food goes when it is thrown “away.”

Activity 5a: Group Activity – Ideas for solutions.

Your group will have a couple of minutes to talk about how you could help to prevent food waste. Take a bit of time to think about actions you could take and when you’re finished, we’ll hear ideas from each group.

Put your ideas here.



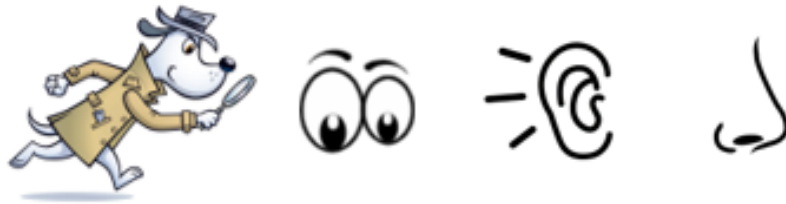
Activity 5b: Investigate wasted food at home.

Use this waste audit data sheet.



Can You Solve the Missing Food Mystery? Food Waste - Home Audit

Use your Investigator Eyes, Ears, and Nose



| Date | What food did I throw away at home? | Why |
|--------|---|--|
| Sample | <input checked="" type="checkbox"/> Meat <input type="checkbox"/> Vegetable <input checked="" type="checkbox"/> Fruit <input checked="" type="checkbox"/> Breads /Grains <input checked="" type="checkbox"/> Beverage (milk, fruit juice, soda) <input type="checkbox"/> Other _____ | I saw mold. My banana was black. The milk smelled sour. I heard my mom say it was expired. I was full. I didn't like the taste. |
| Day 1 | <input type="checkbox"/> Meat <input type="checkbox"/> Vegetable <input type="checkbox"/> Fruit <input type="checkbox"/> Breads /Grains <input type="checkbox"/> Beverage (milk, fruit juice, soda) <input type="checkbox"/> Other _____ | |
| Day 2 | <input type="checkbox"/> Meat <input type="checkbox"/> Vegetable <input type="checkbox"/> Fruit <input type="checkbox"/> Breads /Grains <input type="checkbox"/> Beverage (milk, fruit juice, soda) <input type="checkbox"/> Other _____ | |

“Best By” “Sell By” and “Best If Used By” dates are not expiration dates. The food may still be good to eat. Ask an adult. Use your eyes, ears, and nose.

Name: _____ My solution for reducing food waste at home. I will

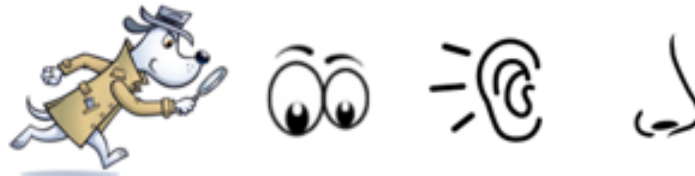
Activity 5c: Investigate wasted food at school.

Use this waste audit data sheet.



Can You Solve the Missing Food Mystery?
Food Waste - School Lunch Audit

Use your Investigator Eyes, Ears, and Nose



| Date | What food did I throw away at school? | Why |
|--------|---|---|
| Sample | <input checked="" type="checkbox"/> Meat <input type="checkbox"/> Vegetable <input checked="" type="checkbox"/> Fruit <input checked="" type="checkbox"/> Breads /Grains <input checked="" type="checkbox"/> Beverage (milk, fruit juice, soda) <input type="checkbox"/> Other _____ | It looked like it would taste bad. It smelled yucky. I was told to take it, but I didn't want it. I was full. I didn't like the taste. My friends told me to hurry up. |
| Day 1 | <input type="checkbox"/> Meat <input type="checkbox"/> Vegetable <input type="checkbox"/> Fruit <input type="checkbox"/> Breads /Grains <input type="checkbox"/> Beverage (milk, fruit juice, soda) <input type="checkbox"/> Other _____ | |
| Day 2 | <input type="checkbox"/> Meat <input type="checkbox"/> Vegetable <input type="checkbox"/> Fruit <input type="checkbox"/> Breads /Grains <input type="checkbox"/> Beverage (milk, fruit juice, soda) <input type="checkbox"/> Other _____ | |

Name: _____ My solution for reducing food waste at school. I will

Vocabulary

compost (v.) recycling natural waste like food scraps or leaves to make fertilizer that helps plants grow.

donate: (v.) to make a gift of, to contribute to a public or charitable cause

energy: (n.) Power from resources, like water, sunlight, gas, electricity. This power can be used for many things, such as providing light and heat or to help machines work.

environment: (n.) The natural world. The living things on Earth and the non-living things they need to live, like water, soil, and sunlight. Environment can be all of the living and non-living things in a particular area like Spokane, or in a field, forest, or river.

expire: (v.) to come to an end

expiration date: (n.) the date after which a product (such as food or medicine) should not be sold or used because of an expected decline in quality or effectiveness.

hierarchy: (n.) a graded or ranked series

ingredients: (n.) items used to make food.

investigate: (v.) to observe or study by close examination and systematic inquiry

landfill: (n.) a dump, a place where garbage is taken and buried after people throw it away.

methane: (n.) a colorless, odorless, flammable gas that is a product of biological decomposition of organic matter. Methane is harmful to the environment.

mystery: (n.) something not understood

observe: to watch carefully with attention to details or behavior

preferred: (v.) liked better or best

recover: (v.) to get back

reduce: (v.) to make smaller in size, amount, or number

resources: (n.) Materials, like water or sunlight, which people use in different ways. For example, people who work at clothing factories use electricity and fabric, like cotton, to make clothes.

waste: (n./v.) Trash. Waste can also mean throwing away food or other resources that are still usable.

Waste to Energy Facility: (n.) A place in Spokane where trash is collected and burned.

Got Waste? Want to Recycle?

Put it in the
right place!

VISIT

Spokane / Kootenai
Waste & Recycle
Directory

www.SpokaneWasteDirectory.org

www.KootenaiWasteDirectory.org