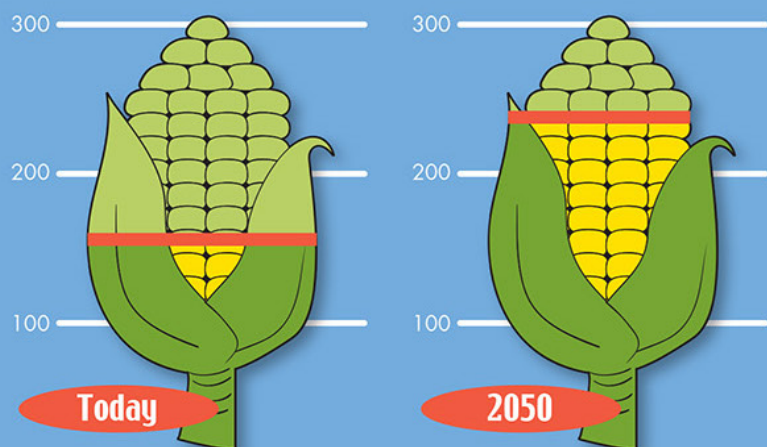


## Counting Our Crops



- Remind students that right now, one U.S. farmer produces enough food to feed 155 people. Then ask students, *How many people are in our school? How many farmers are needed to feed the students in our school?* If desired, expand that definition to your city, town, or state.
- Discuss the farmer's job day to day. What does it take to be a farmer? Do students think more people in the U.S. are likely to go into farming? If we don't have more farmers, how can we produce more food?
- Have students think about some of the limitations on where crops grow. Can students think of areas where crops prosper? What about areas where crops don't grow well? Help students to see that land that's suitable for farming is a limited resource.

## Cutting Waste

- Discuss the term “developing country” and explain to students that developing countries are all around the world. Definitions vary, but typically these countries are less industrialized and have a lower standard of living than what is possible elsewhere, including less access to fresh produce and other foods. Parts of Central America, South America, Africa, and Asia are made up of developing countries. These countries rely on developed countries to export certain foods to feed their people. The United States, Europe, Australia, New Zealand, and Japan are considered developed countries.
- Ask one student what he or she had for lunch today. Draw a simple representation of the food on the board. Then cross out half of the items, explaining that, in developing countries, up to half of the food produced is never eaten for different reasons. Ask students, *If half of your food never made it into your lunch box, how would this affect you?*
- Discuss examples of how food might be wasted in the supply chain:
  - Improper handling (could include contamination, improper storage, food/crops eaten by pests, over- or under-watered)
  - Improper processing (could include contamination, improper storage, incorrect ingredients)
  - Improper packaging (could include spillage or spoiling)
  - Improper distribution (could include damage that makes the food unfit to be eaten or spoiling)
- Ask students to think of times that they have wasted food—and ask students to glance at the amount of food that's thrown away in cafeteria trash cans. How might that waste affect others?
- Discuss with students how they think waste affects the overall price of food. Students are likely to conclude that when more food has to be produced to replace the food that is wasted, the overall price goes up. They may also conclude that some people may not have as much food when they can't afford the higher prices.

