

2019

WORKSHOP MATERIALS

Farmers Markets for Kids Curriculum Lessons

**NUTRITION EDUCATION AND CULINARY
DEMONSTRATIONS AT FARMERS MARKETS**

Farmers Markets for Kids

The Farmers Markets for Kids curriculum was developed by the New York City (NYC) Department of Health and Mental Hygiene with funding from the Doris Duke Charitable Foundation. This curriculum was designed to increase fruit and vegetable consumption among low-income children and their caregivers in order to prevent diet-related chronic disease. The lessons aim to motivate and empower children and their families by engaging them in a variety of hands-on activities. The lessons offer caregivers tips for involving children in meal planning and preparation. The curriculum includes a total of six lessons, each comprised of two activities, for a total of 12 unique activities. Each lesson also contains a family activity handout for parents and caregivers to take home. Each interactive nutrition education lesson is followed by an ingredients exploration and recipe tasting.

The Health Department implemented this curriculum at two to four NYC farmers markets serving low-income communities each farmers market season (July to October) from 2013 to 2017. An evaluation of the Farmers Markets for Kids program in 2014 showed that fruit and vegetable consumption increased among participating children. In addition, these children more often assisted with food preparation at home and were more willing to try new fruits and vegetables.

Educators should choose one of the two activities to perform during each workshop; lessons do not have to be delivered in order. They are intended to be used with the Just Say Yes to Fruits and Vegetables recipes. To access the recipes, visit nyc.gov/health and search for “farmers markets.” Use the curriculum to meet your own program needs and to integrate with the seasonal produce calendar.

Farmers Markets for Kids

Lesson Content List

- Lesson 1 - Vary Your Veggies
- Lesson 2 - Flavorful Fruit
- Lesson 3 - Smart Snacking
- Lesson 4 - Growing Goodness
- Lesson 5 - Terrific Tastes
- Lesson 6 - Follow Your Food

Farmers Markets for Kids

Lesson 1: Vary Your Veggies

Goal

To increase knowledge and awareness of the importance of eating more vegetables, especially colorful and locally grown vegetables, every day.

Objectives

At the completion of the workshop, children will be able to:

- Name three colorful vegetables.
- Say why they should eat a variety of vegetables every day.
- Name one new vegetable they would like to try.

Duration of Lesson: 25 minutes

Welcome: 2 minutes

Activity 1 or 2: 10 minutes

Recipe: 10 minutes

Closing: 3 minutes

Take Home Items

- Family Activity: *Vary Your Veggies* handout
- Recipe
- Health Bucks

Activity 1: Eat a Rainbow

Materials

- Flip chart, markers, food model cards (pictures/drawings), adhesive dots or tape
- Colorful variety of vegetables for display
- Ingredients and supplies to prepare and serve recipe

Preparation

- Display a variety of vegetables of different colors on the table (use fruits if necessary).
- Organize a variety of colorful vegetable food model cards and attach adhesive dots or tape on the back of each model.
- Set up the flip chart. Draw a rainbow and fill in the colors (i.e., red, orange, yellow, green, blue, purple). Place adhesive dots on the rainbow that align the selected food models with their corresponding color of the rainbow.

Activity 2: Touch, Taste, Smell and See

Materials

- Flip chart, markers
- Cutting board, knife, sample cups, forks
- Child magnifying glasses
- Three vegetables from the farmers market that have different colors, tastes, smells and textures for tasting activity
- Ingredients and supplies to prepare and serve recipe

Preparation

- Wash produce and cut into bite-size sample pieces; distribute one piece of each type of vegetable in each sample cups, along with a magnifying glass.
- Display the three whole vegetables on the demonstration table.

Flip Chart Examples

Activity 1: Eat a Rainbow



Activity 2: Touch, Taste, Smell and See



Welcome (2 minutes)

- Greet children and their parents and caregivers as they enter workshop area.
- Introduction:

Say, *"Hi everyone. Thank you so much for visiting us today at the farmers market! My name is _____ and these are my friends: _____ (Bilingual Educator), who will be interpreting the workshop into _____ and _____ (Culinary Educator), who is our chef today. My friends and I love fruits and vegetables and are so excited to show you how fun and delicious they are. In today's class at the farmers market we get to have fun with food! At the end we'll taste the recipe that our chef made for us and then I'll give you a really special prize! There are just a couple of quick rules before we start our class.*

While we play:

1. *We listen to the teachers— that's the three of us.*
2. *If we have something to share with the class, we raise a quiet hand like this.
(Demonstrate raising a hand without speaking.)*
3. *We eat nicely together with respect for each other and for our food.*
4. *And we have fun!*

Parents and caregivers, this class is for the kids but you'll learn, too! We need you to stay and watch your child until the end. They cannot be in the class if you are not here."

Activity 1: Eat a Rainbow (10 minutes)

- Tell the children they will be building a rainbow today. Explain that vegetables come in all different colors. Ask the children why eating a lot of colors is good for us. Say, *"Our body does so many different things; we blink, breathe and our heart beats every second. Each color helps our body do different things and each color is delicious!"*
- Pass out seven to nine food model cards of vegetables.
- Ask the children, *"Who has a vegetable that is the color ____?"* Have the selected child stand and say what vegetable they have. If they don't know, ask if any other child knows.
- Have the child place their card on the corresponding cover of the rainbow.
- Repeat with the remaining cards.
- Encourage the children to try vegetables of every color at the market or at home.
- Congratulate the children on building the rainbow. Review that eating a rainbow of vegetables every day is healthy.

Advanced Tip!

Ask for volunteers to name other vegetables from the farmers market that correspond to each color. Write the responses on sticky notes and place them to the corresponding color on the rainbow.

Activity 2: Touch, Taste, Smell and See (10 minutes)*

- Tell the children they are going to become “food detectives” and play a game using the vegetables on the table.
- Ask the children why it’s good to eat vegetables of all different colors, shapes and sizes. Highlight that vegetables are delicious and help us grow healthy bodies.
- Review with the children how they can use their eyes, ears, noses, fingers and mouths to learn more about foods. Demonstrate how to be a “food detective” with one of the vegetables by modeling how to inspect the vegetable using the magnifying glass and all of your senses.
- Pass out the sample cups with the three vegetables, a magnifying glass and a fork. Tell the children to wait until everyone has their cup before beginning to explore.
- Guide the children through the exploration, demonstrating how to look at, smell, taste and listen to each vegetable. Explain that when they get home, they can wash their hands and then feel their vegetables.

Ask the children the following questions:

- *Which vegetable has the sweetest smell?*
 - *Which vegetable has the brightest color?*
 - *Which vegetable makes the loudest sound when you eat it?*
 - *Which vegetable is your favorite? Why is it your favorite?*
- Congratulate the children on their great detective work.

Advanced Tip!

Ask the children what vegetables they have not seen at the farmers market. Why?

Explain that:

- * Some vegetables are grown far away from the farmers market.
- * Some vegetables are not growing during this season. Ask them what season it is.
- * Some vegetables are not ready to be picked yet. They are not ripe or fully grown.
- * Tell them to imagine it is winter. Ask them to describe the ground in the winter and ask if they think any vegetables can be grown at that time. Explain that vegetables need certain weather to grow properly; some vegetables can only be grown in places that are warm or during certain times of the year.

*Activity adapted from NYSDOH CACFP’s EWPCCS Curriculum

Recipe Demonstration (10 minutes)

Ingredients Exploration

- Announce the allergy disclaimer.
- Announce the name of the recipe and distribute to caregivers.
- Point to the ingredients arranged along the front of the table. Say, *“These are all the ingredients in the recipe today. Can anyone tell me what they see?”* Have children guess the ingredients.
- Pass around the whole fruit/vegetable for the children to explore. Show a few varieties of the fruit/vegetable if available at the market (e.g., three different types of potatoes).
- Ask:
 - Activity 1: *How many different colors do you see? What color(s) do we need to complete the rainbow?*
 - Activity 2: *How many different vegetables do you see? Does anyone see a new vegetable they’ve never seen before?*
- Pass around one additional ingredient for the children to smell and feel such as an herb.
- Engage caregivers while children are exploring the ingredients.
 - Caregiver Question:
 - *How do you introduce new vegetables to your children at home?*
 - Caregiver Tips:
 - *Sometimes new foods take time and kids don’t always like new foods right away.*
 - *Offer new vegetables many times, served a variety of ways.*
 - *Give your kids just a taste at first and be patient with them.*

Advanced Tip!

Activity 2: Ask how the vegetables will change after they are cooked. Ask, *“Do you think they will feel different in your mouth?”* Explain that vegetables may change shape and taste when we cook them.

Tasting

- Tell children to pretend to put on their chef hats.
- Share a physical activity message. Say, *“Before we taste our recipe, let’s practice cooking with our bodies. It’s important to move our bodies every day. When we move our bodies, we stay happy and healthy.”*
- As a group, act out a kitchen step and corresponding physical activity (e.g., stir/whisk with your arms; slice/mix with your hands; mash with your feet).
- Say, *“All that hard work makes me hungry. Who’s ready to taste our recipe?”*
- Show the class the completed recipe in the bowl (or pot).
- *“_____ (Bilingual Educator) and _____ (Lead Educator) are going to taste the recipe first to make sure it’s delicious because I wouldn’t give you anything that isn’t delicious!”.*
As the Bilingual Educator and Lead Educator model the tasting, say:
 - *They are using all of their senses to taste: smelling, looking at the colors, listening to the sound it makes when they chew. Then they are thinking of fun food words to describe what they taste! We would love to hear your fun food words, too.*
 - The Bilingual Educator and Lead Educator should react positively to the recipe and should use descriptive and positive words to describe how the food tastes (e.g., crunchy, sweet, creamy, tasty, delicious, smooth, etc.).
- Offer recipe samples to participants. Ask the children to give a thumbs up if they like it.
- Ask, *“Does anyone have any fun food words to describe what you tasted?”*
 - Write the children’s fun food words on sticky notes and stick them on the flip chart.

Discussion

- While participants are tasting the sample, proceed with one or two talking points.
 - *What other vegetables have a similar color, taste and feel to the ones we used?*
 - *We can use many different colors when we cook! What color vegetable would you add to make the recipe taste and look more delicious?*
- Ask participants to raise their hand if they plan to make the recipe at home.

Advanced Tip!

Ask, *“What is one vegetable that you’ve never tried because you weren’t sure if you would like it?”*

Closing (3 minutes)

Kid Home Challenge:

- Activity 1: *What color vegetable will you try at home this week?*
- Activity 2: *What new vegetable will you try this week?*

Caregiver Challenge and Tip:

- *How will you encourage your child to eat a variety of vegetables this week?*
- *Let your kids be produce pickers. Help them pick vegetables at the store.*

Closing Announcement:

- Distribute and discuss the *Family Activity: Vary Your Veggies* handout to caregivers.
- *It’s been so fun playing with you at the farmers market! There is so much to learn and so many delicious fruits and vegetables to taste! Because you’ve all been such great students today, we want to give you a special prize.*
- *If you’re between the ages of 3 and 11, we want to give you a \$2 Health Bucks coupon to buy your own fruits and vegetables here at the farmers market (Show examples of what the children can buy (e.g., five pieces of corn for \$2). Ask your parent or caregiver to help you buy your favorite fruits and vegetables, or try some new ones.*
- *Also, parents and caregivers, remember for every \$5 you spend with your EBT or SNAP/Food Stamp benefits at the farmers market, you get an additional \$2 Health Bucks coupon.*

Distribute Surveys and Health Bucks

- *Parents and caregivers, we’d like you to fill out a brief survey about the class. Briefly explain how to fill out the survey.*
- *Once you are finished with the survey, hand it back to me and I will give you and your children a \$2 Health Bucks coupon.*
- *Thank you everyone for visiting us today. Come see what’s cooking next week here at the farmers market!*

Farmers Markets for Kids

Lesson 2: Flavorful Fruit

Goal

To increase knowledge and awareness of the importance of eating more fruits, especially colorful ones, every day.

Objectives

At the completion of the workshop, children will be able to:

- Name three colorful fruits.
- Say why they should eat fruits every day.
- Name one new fruit they would like to try.

Duration of Lesson: 25 minutes

Welcome: 2 minutes
Activity 1 or 2: 10 minutes
Recipe: 10 minutes
Closing: 3 minutes

Take Home Items

- Family Activity: Flavorful Fruit* handout
- Recipe
- Health Bucks

Activity 1: Fruit Mystery Bag

Materials

- Flip chart, markers, fruit food model cards (pictures/drawings), adhesive dots or tape, brown paper bags, sticky notes
- Three fruits of different sizes and textures from the farmers market
- Ingredients and supplies to prepare and serve recipe

Preparation

- Place each whole fruit in an individual brown paper bag and label with a question mark (?) and number (1 through 3).
- Set up a flip chart with drawings (or use food model cards) of the three fruits. Cover each with sticky note and label #1, #2 and #3.

Activity 2: Fruit Tasting

Materials

- Flip chart, markers
- Cutting board, knife, sample cups, forks
- Three varieties of one type of fruit for tasting activity. Try to get varieties that taste different (e.g., sour crisp apple, sweet crunchy apple, sweet mealy apple).
- Ingredients and supplies to prepare and serve recipe

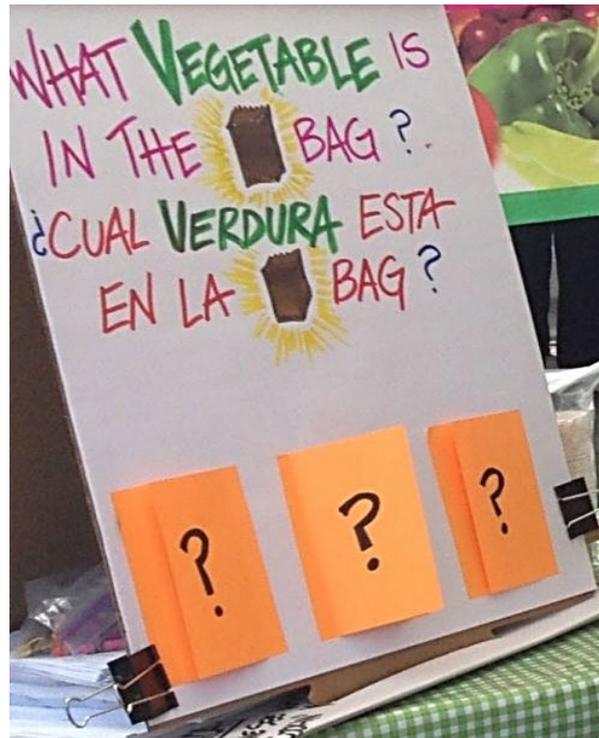
Preparation

- Wash fruit and cut into bite-size sample pieces; distribute one piece of each type of fruit in each sample cup.
- Set up cutting board with knife and three whole fruits (one of each variety that is being sampled).

Advanced Tip!
Cut fruit in half or into smaller pieces.

Flip Chart Examples

Activity 1: Fruit Mystery Bag



Activity 2: Fruit Tasting



Welcome (2 minutes)

- Greet children and their parents and caregivers as they enter workshop area.
- Introduction:

Say, *"Hi everyone. Thank you so much for visiting us today at the farmers market! My name is _____ and these are my friends: _____ (Bilingual Educator), who will be interpreting the workshop into _____ and _____ (Culinary Educator), who is our chef today. My friends and I love fruits and vegetables and are so excited to show you how fun and delicious they are. In today's class at the farmers market we get to have fun with food! At the end we'll taste the recipe that our chef made for us and then I'll give you a really special prize! There are just a couple of quick rules before we start our class.*

While we play:

1. *We listen to the teachers— that's the three of us.*
2. *If we have something to share with the class, we raise a quiet hand like this.
(Demonstrate raising a hand without speaking.)*
3. *We eat nicely together with respect for each other and for our food.*
4. *And we have fun!*

Parents and caregivers, this class is for the kids but you'll learn, too! We need you to stay and watch your child until the end. They cannot be in the class if you are not here."

Activity 1: Fruit Mystery Bag (10 minutes) *

- Tell the children they will become "fruit detectives" and discover new fruit from the farmers market.
- Explain that fruit comes in many shapes, colors and sizes. Ask them why eating colorful fruit is good for our bodies. Explain that eating fruit gives us energy for work and play and it is delicious!
- Demonstrate the activity. Show how to feel the fruit without looking in the bag or taking the fruit out. Ask them to think about what fruit may be in the bag, but not to say anything. Explain that *"It will be a secret until the end and we will all guess together."*
- Hold mystery bag #1, letting each child reach and touch the fruit inside. Ask them to close their eyes when they reach in. Remind children not to pull the fruit out of the bag.
- Ask children for their guesses. Take the fruit out and show them if they guessed correctly. Uncover picture #1 on flip chart. Ask questions about the fruit, such as, *"Have you seen this before? What does it taste like?"* Share one fact about the fruit (i.e., where it grows, why it is good for our bodies).
- Repeat with the remaining mystery bags and uncover the remaining pictures. For larger groups, break the group into three sections and let each section guess one bag. Or, make multiple bags with the same fruit to pass at the same time.
- Congratulate the children on their great detective work.

Advanced Tip!

Ask, "What is your favorite fruit that is in season right now? What is your favorite Fall fruit? Spring fruit?"

* Activity adapted from NYSDOH CACFP's EWPCCS Curriculum

Activity 2: Fruit Tasting (10 minutes)*

- Tell the children they will be tasting fruit today.
- Ask, “*Why is it important to eat fruit every day?*”
- Explain that eating fruit gives you energy to work and play and it is delicious!
- Show the three varieties of selected whole fruit. Talk about their different colors, shapes and sizes. Share one fun fact about why this fruit is good for us. Ask if they think each variety will taste the same or different.
- Cut the first fruit in half and show the inside. Ask what they see. Tell them to describe colors and patterns. Discuss seeds.
- Cut the second fruit in half and show the inside. Ask what they notice is different from the first fruit.
- Cut the final fruit in half and show the inside. Ask what they notice is different from the first two fruits.
- Pass out one sample cup and fork to each child.
- Tell the children to wait to taste the samples together.
- Model how to observe and then taste the first fruit using all senses. Ask the children to pick out the first fruit and taste it.
- Proceed with the next two fruits.
- Ask how the fruits taste different from one another
 - *Which fruit is softest, juiciest, crispiest, hardest?*
 - *Which fruit is sweetest? Most sour?*
 - *Which fruit has the brightest color?*
- Ask which fruit they liked the most and why.
- Tell them to raise their hands if they will eat these fruits at home.
- Congratulate the children on their seed exploration.

Advanced Tip!

Ask, “*What is the only fruit that has seeds on the outside?*” (*Strawberries*).

*Activity adapted from NYSDOH CACFP’s EWPCCS Curriculum

Recipe Demonstration (10 minutes)

Ingredients Exploration

- Announce the allergy disclaimer.
- Announce the name of the recipe and distribute to caregivers.
- Point to the ingredients arranged along the front of the table. Say, *“These are all the ingredients in the recipe today. Can anyone tell me what they see?”* Have children guess the ingredients.
- Pass around the whole fruit/vegetable for the children to explore. Show a few varieties of the fruit/vegetable if available at the market (e.g., three different types of potatoes).
- Ask:
 - Activity 1: *Which fruit is the largest? Smallest? Does anyone see a new fruit they’ve never seen before?*
 - Activity 2: *Have you ever eaten cooked fruit before? It’s delicious. We can eat fruit cooked and raw/uncooked!?*
- Pass around one additional ingredient for the children to smell and feel such as an herb.
- Engage caregivers while children are exploring the ingredients.
Caregiver Question:
 - *What are some ways you provide a variety of fruits to your children?*Caregiver Tip:
 - *Fruit is a good snack and a great addition to breakfast. You can also eat it for dessert!*
 - *Take children shopping. Ask your kids to pick a new fruit or vegetable that they want to try for dinner.*

Advanced Tip!

Ask, *“How do you think these fruits will taste when they’re mixed together?”*

Tasting

- Tell children to pretend to put on their chef hats.
- Share a physical activity message. Say, *“Before we taste our recipe, let’s practice cooking with our bodies. It’s important to move our bodies every day. When we move our bodies, we stay happy and healthy.”*
- As a group, act out a kitchen step and corresponding physical activity (e.g., stir/whisk with your arms; slice/mix with your hands; mash with your feet).
- Say, *“All that hard work makes me hungry. Who’s ready to taste our recipe?”*
- Show the class the completed recipe in the bowl (or pot).
- *“_____ (Bilingual Educator) and _____ (Lead Educator) are going to taste the recipe first to make sure it’s delicious because I wouldn’t give you anything that isn’t delicious!”*.
As the Bilingual Educator and Lead Educator model the tasting, say:
 - *They are using all of their senses to taste: smelling, looking at the colors, listening to the sound it makes when they chew. Then they are thinking of fun food words to describe what they taste! We would love to hear your fun food words, too.*
 - The Bilingual Educator and Lead Educator should react positively to the recipe and should use descriptive and positive words to describe how the food tastes (e.g., crunchy, sweet, creamy, tasty, delicious, smooth, etc.).
- Offer recipe samples to participants. Ask the children to give a thumbs up if they like it.
- Ask, *“Does anyone have any fun food words to describe what you tasted?”*
 - Write the children’s fun food words on sticky notes and stick them on the flip chart.

Discussion

- While participants are tasting the sample, proceed with one or two talking points.
 - *What other fruits from the farmers market would you like to try at home?*
 - *What other color or variety of fruit could you add to the recipe?*
- Ask participants to raise their hand if they plan to make the recipe at home.

Closing (3 minutes)

Kid Home Challenge:

- Activity 1: *What is one new fruit you will try from the farmers market this week?*
- Activity 2: *Is your favorite fruit here at the farmers market? Would you like to try a new variety this week?*

Caregiver Challenge and Tip:

- *How will you add a variety of fruit to your child's meals this week?*
- *They learn from watching you. Eat fruits and your kids will, too.*

Closing Announcement:

- Distribute and discuss the Family Activity: Flavorful Fruit handout to caregivers.
- *It's been so fun playing with you at the farmers market! There is so much to learn and so many delicious fruits and vegetables to taste! Because you've all been such great students today, we want to give you a special prize.*
- *If you're between the ages of 3 and 11, we want to give you a \$2 Health Bucks coupon to buy your own fruits and vegetables here at the farmers market (Show examples of what the children can buy (e.g., five pieces of corn for \$2). Ask your parent or caregiver to help you buy your favorite fruits and vegetables, or try some new ones.*
- *Also, parents and caregivers, remember for every \$5 you spend with your EBT or SNAP/Food Stamp benefits at the farmers market, you get an additional \$2 Health Bucks coupon.*

Distribute Surveys and Health Bucks

- *Parents and caregivers,, we'd like you to fill out a brief survey about the class. Briefly explain how to fill out the survey.*
- *Once you are finished with the survey, hand it back to me and I will give you and your children a \$2 Health Bucks coupon.*
- *Thank you everyone for visiting us today. Come see what's cooking next week here at the farmers market!*

Farmers Markets for Kids

Lesson 3: Smart Snacking

Goal

To increase knowledge and awareness of the importance of eating nutritious snacks.

Objectives

At the completion of the workshop, children will be able to:

- State one reason why it is important to eat healthy snacks.
- Name one new healthy snack that they will try.

Duration of Lesson: 25 minutes

- Welcome: 2 minutes
- Activity 1 or 2: 10 minutes
- Recipe: 10 minutes
- Closing: 3 minutes

Take Home Items

- Family Activity: Smart Snacking* handout
- Recipe
- Health Bucks

Activity 1: Build a Healthy Snack

Materials

- Flip chart, markers
- Food model cards (pictures/drawings), adhesive dots or tape
- Ingredients and supplies to prepare and serve recipe

Preparation

- Set up flip chart. Draw an empty plate in the middle of the paper. Place adhesive dots on the plate if not using tape.
- Organize a variety of food model cards from different food groups around the empty plate or display on top of the table/discovery zone (e.g., peanut butter, corn tortilla, hummus, plain yogurt, crackers). Be sure that cards have tape or adhesive dots on the back.

Activity 2: Blastoff

Materials

- Flip chart, markers
- Paper bags, sticky notes
- Four different fruits or vegetables that make great snacks on their own
- Ingredients and supplies to prepare and serve recipe

Preparation

- Draw a rocket ship on one side of the flip chart paper. Draw an empty power meter on the other side of the paper. Set markers beside flip chart.
- Arrange four different farmers market fruits and vegetables in paper bags on the table and close tops to prevent children from seeing inside. Choose fruits or vegetables that make great snacks on their own.

Flip Chart Examples

Activity 1: Build a Healthy Snack



Activity 2: Blastoff



Welcome (2 minutes)

- Greet children and their parents and caregivers as they enter workshop area.
- Introduction:

Say, *"Hi everyone. Thank you so much for visiting us today at the farmers market! My name is _____ and these are my friends: _____ (Bilingual Educator), who will be interpreting the workshop into _____ and _____ (Culinary Educator), who is our chef today. My friends and I love fruits and vegetables and are so excited to show you how fun and delicious they are. In today's class at the farmers market we get to have fun with food! At the end we'll taste the recipe that our chef made for us and then I'll give you a really special prize! There are just a couple of quick rules before we start our class.*

While we play:

1. *We listen to the teachers— that's the three of us.*
2. *If we have something to share with the class, we raise a quiet hand like this. (Demonstrate raising a hand without speaking.)*
3. *We eat nicely together with respect for each other and for our food.*
4. *And we have fun!*

Parents and caregivers, this class is for the kids but you'll learn, too! We need you to stay and watch your child until the end. They cannot be in the class if you are not here."

Activity 1: Build a Healthy Snack (10 minutes)

- Tell the children they will build a healthy snack today from farmers market ingredients.
- Ask, *"What is a snack?"* Review that a snack is a small portion of food that is not a meal.
 - Ask, *"Why is it important to eat healthy snacks?"* Explain that healthy snacks help our bodies grow strong, give us energy to play all day long and taste delicious!
- Ask, *"What is a healthy snack that you would like to try at home?"* Explain that there are so many ways to make a healthy snack and we can be creative by mixing and matching foods from different food groups.
- Explain that they will now use the fruit and vegetable pictures to create a delicious snack. As a rule, tell the children they must use one item they can find at the farmers market to create their snack.
- Demonstrate the activity. Use food model cards on the flip chart to build one or two healthy snack ideas. Group two to three cards together on the empty plate. Describe and name each item as you build the snack (e.g., fruit, yogurt and granola).
- Move the composed snack idea (food model cards) off the plate and replace on the side of flip chart. Come up with a descriptive name for the snack created and write it on the flip chart (e.g., Berry-tastic Yogurt Bananza).
- Create two or three additional healthy snack ideas as a group. Ask for volunteers to name the snacks.
- Review all the healthy snacks that were built and thank the children for their great ideas.
- Congratulate the children on their creative snack ideas.

Advanced Tip!

Say, *"Name all the food groups that are in the snack we made."*

Activity 2: Blastoff (10 minutes)

- Tell the children they have an important mission today. Explain that the rocket ship's power tank is empty and it needs energy to blastoff. The only power this rocket ship can use is energy from healthy snacks. Explain that they will play a guessing game about the fruit or vegetable snacks that are inside the brown bags. Every time they guess a snack correctly, they will add power to the tank (show the drawing of the power meter.) If they get enough snacks correct, the rocket ship will blastoff and complete its trip to the moon. Explain that before they play, they will first talk about healthy snacks.
- Ask, "*What is a snack?*" Review that a snack is a small portion of food that is not a meal.
 - Ask, "*What do you like to eat for a snack? Why is it important to eat healthy snacks?*"
 - Explain that healthy snacks help our bodies grow strong and taste delicious! Emphasize that snacks give us energy and power to play all day long.
- Explain that there are many different types of healthy snacks that taste great.
- Ask, "*Now that you are a healthy snack expert, are you ready to play the snack game and help the rocket ship blastoff?*"
- Hold up the first bag. Tell the children that inside is a fruit or vegetable snack from the farmers market. Explain that they will get three clues about that fruit or vegetable. Once the clues are shared, they may guess what's inside.
- Share three clues about the first fruit or vegetable (e.g., "*It is round, comes in many colors and starts with an 'a.'*")
- When the children guess the fruit or vegetable, congratulate the whole class and fill in a quarter of the power meter with a sticky note.
- Repeat with the remaining bags, filling in a quarter of the power meter with each correct guess.
- Once all four fruits and vegetables have been guessed, have the class say all together, "*3, 2, 1 blastoff!*"
- Congratulate kids on their great snacking skills.
- Ask the children what other fruits or vegetables they would try to power them through the day.

Advanced Tip!

Share only advanced clues (e.g., "*This is the cousin of cauliflower, the flower of the plant and is the same color as kale.*") (Broccoli.)

Recipe Demonstration (10 minutes)

Ingredients Exploration

- Announce the allergy disclaimer.
- Announce the name of the recipe and distribute to caregivers..
- Point to the ingredients arranged along the front of the table. Say, *“These are all the ingredients in the recipe today. Can anyone tell me what they see?”* Have children guess the ingredients.
- Pass around the whole fruit/vegetable for the children to explore. Show a few varieties of the fruit/vegetable if available at the market (e.g., three different types of potatoes).
- Ask:
 - Activity 1: *Even one or two ingredients can make a healthy snack such as peanut butter and celery, plain yogurt and berries or hummus and carrots. What ingredients in this recipe could be made into a snack?*
 - Activity 2: *Why do fruits and vegetables make great snacks?*
 - *Easy to carry and ready to eat*
 - *Help us grow a healthy body*
 - *Makes our bodies feel good*
 - *Taste yummy!*
- Pass around one additional ingredient for the children to smell and feel such as an herb.
- Engage caregivers while children are exploring the ingredients.
 - Caregiver Question:
 - *What are some healthy snacks you provide at home?*
 - Caregiver Tips:
 - *Want your kids to go for healthy snacks? Make sure fruits and veggies are in reach.*
 - *A little bit of leftovers from a meal makes a good snack, too.*

Tasting

- Tell children to pretend to put on their chef hats.
- Share a physical activity message. Say, *“Before we taste our recipe, let’s practice cooking with our bodies. It’s important to move our bodies every day. When we move our bodies, we stay happy and healthy.”*
- As a group, act out a kitchen step and corresponding physical activity (e.g., stir/whisk with your arms; slice/mix with your hands; mash with your feet).
- Say, *“All that hard work makes me hungry. Who’s ready to taste our recipe?”*
- Show the class the completed recipe in the bowl (or pot).
- *“_____ (Bilingual Educator) and _____ (Lead Educator) are going to taste the recipe first to make sure it’s delicious because I wouldn’t give you anything that isn’t delicious!”.*
As the Bilingual Educator and Lead Educator model the tasting, say:
 - *They are using all of their senses to taste: smelling, looking at the colors, listening to the sound it makes when they chew. Then they are thinking of fun food words to describe what they taste! We would love to hear your fun food words, too.*
 - The Bilingual Educator and Lead Educator should react positively to the recipe and should use descriptive and positive words to describe how the food tastes (e.g., crunchy, sweet, creamy, tasty, delicious, smooth, etc.).
- Offer recipe samples to participants. Ask the children to give a thumbs up if they like it.
- Ask, *“Does anyone have any fun food words to describe what you tasted?”*
 - Write the children’s fun food words on sticky notes and stick them on the flip chart.

Discussion

- While participants are tasting the sample, proceed with one or two talking points.
 - *Snacks are very easy to make at home! How could you help make a healthy snack at home?*
- Ask participants to raise their hand if they plan to make the recipe at home.

Advanced Tip!

Ask, "What could you do to make your favorite snack into a healthier snack?"

Closing (3 minutes)

Kid Home Challenge:

- Activity 1: *What is one new healthy snack that you will try?*
- Activity 2: *How will you add a fruit or veggie from the farmers market to one of your snacks this week?*

Caregiver Challenge and Tip:

- *Schedule snacks so they are at least 1 - 1/2 - hours away from meals.*
- *Think beyond a single meal. Keep in mind what your child eats over time. Meals and healthy snacks give children several chances every day to eat a variety of foods. If your child eats only a little or nothing at one meal, don't worry. They will make up for it with other meals and snacks to get what they need for good health over time.*

Closing Announcement:

- Distribute and discuss the *Family Activity: Smart Snacking* handout to caregivers.
- *It's been so fun playing with you at the farmers market! There is so much to learn and so many delicious fruits and vegetables to taste! Because you've all been such great students today, we want to give you a special prize.*
- *If you're between the ages of 3 and 11, we want to give you a \$2 Health Bucks coupon to buy your own fruits and vegetables here at the farmers market (Show examples of what the children can buy (e.g., five pieces of corn for \$2). Ask your parent or caregiver to help you buy your favorite fruits and vegetables, or try some new ones.*
- *Also, parents and caregivers, remember for every \$5 you spend with your EBT or SNAP/Food Stamp benefits at the farmers market, you get an additional \$2 Health Bucks coupon.*

Distribute Surveys and Health Bucks

- *Parents and caregivers, we'd like you to fill out a brief survey about the class. Briefly explain how to fill out the survey.*
- *Once you are finished with the survey, hand it back to me and I will give you and your children a \$2 Health Bucks coupon.*
- *Thank you everyone for visiting us today. Come see what's cooking next week here at the farmers market!*

Farmers Markets for Kids

Lesson 4: Growing Goodness

Goal

To increase knowledge and awareness of how and where fruits and vegetables grow.

Objectives

At the completion of the workshop, children will be able to:

- Explain that farmers grow fruits and vegetables.
- Identify that there are different parts of a plant.
- Know that fruits and vegetables start from seeds.

Duration of Lesson: 25 minutes

Welcome: 2 minutes
Activity 1 or 2: 10 minutes
Recipe: 10 minutes
Closing: 3 minutes

Take Home Items

- Family Activity: Growing Goodness* handout
- Recipe
- Health Bucks

Activity 1: Start with a Seed

Materials

- Flip chart, markers
- Cutting board, knife, sample cups, forks, child magnifying glasses
- Two vegetables (i.e., cucumber) and one fruit with seeds for tasting activity
- Ingredients and supplies to prepare and serve recipe

Preparation

- Wash produce and cut into bite-size sample pieces; distribute one piece of each type of produce in the sample cups, along with a magnifying glass.
- Arrange whole versions of the items on the cutting board.

Activity 2: Parts of the Plant

Materials

- Flip chart, markers, sticky notes
- Vegetables/fruits representing each part of plant
- Ingredients and supplies to prepare and serve recipe

Preparation

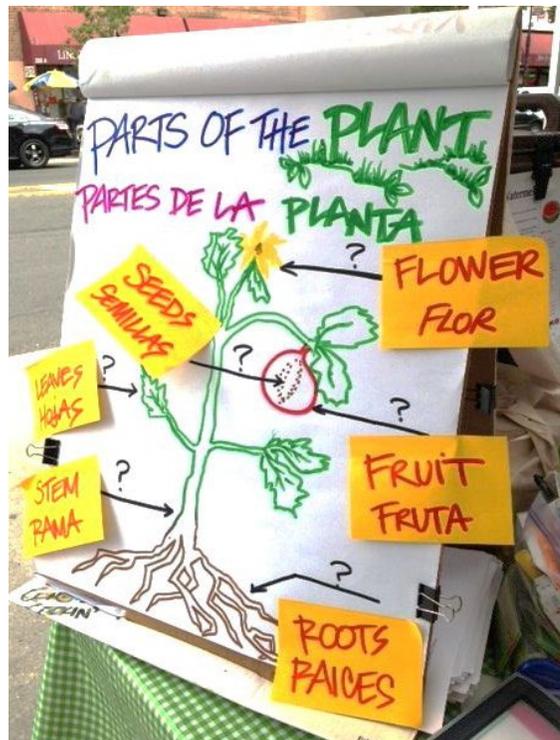
- Set up a display of example parts of the plant items on table.
- Set up flip chart paper and draw a diagram of a plant. Label the plant parts and cover labels with sticky notes.

Flip Chart Examples

Activity 1: Start with a Seed



Activity 2: Parts of the Plant



Welcome (2 minutes)

- Greet children and their parents and caregivers as they enter workshop area.
- Introduction:

Say, *"Hi everyone. Thank you so much for visiting us today at the farmers market! My name is _____ and these are my friends: _____ (Bilingual Educator), who will be interpreting the workshop into _____ and _____ (Culinary Educator), who is our chef today. My friends and I love fruits and vegetables and are so excited to show you how fun and delicious they are. In today's class at the farmers market we get to have fun with food! At the end we'll taste the recipe that our chef made for us and then I'll give you a really special prize! There are just a couple of quick rules before we start our class.*

While we play:

1. *We listen to the teachers— that's the three of us.*
2. *If we have something to share with the class, we raise a quiet hand like this.
(Demonstrate raising a hand without speaking.)*
3. *We eat nicely together with respect for each other and for our food.*
4. *And we have fun!*

Parents and caregivers, this class is for the kids but you'll learn, too! We need you to stay and watch your child until the end. They cannot be in the class if you are not here."

Activity 1: Start with a Seed (10 minutes) *

- Tell the children they will examine how all plants grow.
- Say, *"All plants have something in common. They all start to grow the same way, with something very tiny that we put in the dirt. What is it called?"* (Seed.)
- Ask, *"What else do seeds need to grow into plants?"* (Water and sunlight.)
- Explain that we will be tasting produce from the farmers market that have seeds inside.
- Ask the children to name the fruits and vegetables on the cutting board.
- Ask, *"Where do farmers grow these fruits and vegetables?"* (On the farm on plants or trees.)
- Cut the whole versions of the items open and show the children the seeds. Talk about the differences of the seeds.
- Pass one of the open fruits or vegetables around for the children to touch and explore.
- Explain that farmers save seeds and use them the next year to grow a new plant. Explain that we can eat all parts of the plant.
- Pass out the sample cups with the three fruits/vegetables, forks and magnifying glass. Tell the children to wait until everyone has their cup and magnifying glass before beginning to explore.
- Show the children how to explore the samples by using all their senses and by looking at the different seeds if there are any.
- Taste the samples with the children. Explain that eating lots of colorful fruits and vegetables every day will help us grow a healthy body.
- Congratulate the children on their seed explorations.

Advanced Tip!

Ask volunteers to name seeds that we eat.

* Activity adapted from NYSDOH CACFP's EWPHCCS Curriculum

Activity 2: Parts of the Plant (10 minutes)

- Tell the children they will play a guessing game to match vegetables and fruits to parts of the plant.
- Ask, “*Did you know that we eat all parts of the plant?*”
- Explain that fruits and vegetables are parts of plants that we can eat. Ask, “*How do all fruits and vegetables start?*” (Seeds.)
- Show children the diagram of the plant. Point to the roots and have the children guess the name. Move up the diagram from the roots, guessing each part. As they guess each part, reveal the labels next to the part. Explain that the stem sucks water up like a straw.
- Once all parts have been labeled, have the children match the displayed vegetables/fruits to the various parts. Ask, for example, “*Which item in this basket from the farmers market is the stem?*” Repeat with all parts.
- Before asking children to match the flower, tell them to raise their hand if they’ve eaten a flower before. Highlight that broccoli and cauliflower are the “flowers” of the plant.
- Explain that eating lots of colorful fruits and vegetables every day helps us grow healthy bodies.
- Congratulate the children on completing the puzzle.

Advanced Tip!

Ask the children to explain what each part does for the plant.

- * **ROOTS:** Soak up water and minerals from the soil and anchor the plant into the ground for strength.
- * **STEM:** Transports the nutrients and minerals through the plant up to the leaves and carries food through the rest of the plant.
- * **LEAVES:** Collect water and catch sunlight to make food for the plant (a process called photosynthesis).
- * **FLOWERS:** Contain parts that work together to fertilize the plant and produce seeds. Flower petals attract insects such as butterflies and bees to the plant to pollinate.
- * **FRUITS:** Contain the seeds.
- * **SEEDS:** Contain new plants.

Recipe Demonstration (10 minutes)

Ingredients Exploration

- Announce the allergy disclaimer.
- Announce the name of the recipe and distribute to caregivers.
- Point to the ingredients arranged along the front of the table. Say, “*These are all the ingredients in the recipe today. Can anyone tell me what they see?*” Have children guess the ingredients.
- Pass around the whole fruit/vegetable for the children to explore. Show a few varieties of the fruit/vegetable if available at the market (e.g., three different types of potatoes).
- Ask:
 - Activity 1 and 2: *What parts of the plant did we use in this recipe?*
- Pass around one additional ingredient for the children to smell and feel such as an herb.
- Engage caregivers while children are exploring the ingredients.
 - Caregiver Question:
 - *What are some ways that you involve your children in the kitchen?*
 - Caregiver Tip:
 - *Make meals and memories together. It’s a lesson they’ll use for life.*

Advanced Tip!

Ask, “*How do carrots grow seeds?*” Carrots grow flowers, which produce seeds. The same is true for other vegetables like beets and onions.

Tasting

- Tell children to pretend to put on their chef hats.
- Share a physical activity message. Say, “*Before we taste our recipe, let’s practice cooking with our bodies. It’s important to move our bodies every day. When we move our bodies, we stay happy and healthy.*”
- As a group, act out a kitchen step and corresponding physical activity (e.g., stir/whisk with your arms; slice/mix with your hands; mash with your feet).
- Say, “*All that hard work makes me hungry. Who’s ready to taste our recipe?*”
- Show the class the completed recipe in the bowl (or pot).
- “_____ (Bilingual Educator) and _____ (Lead Educator) are going to taste the recipe first to make sure it’s delicious because I wouldn’t give you anything that isn’t delicious!”
As the Bilingual Educator and Lead Educator model the tasting, say:
 - *They are using all of their senses to taste: smelling, looking at the colors, listening to the sound it makes when they chew. Then they are thinking of fun food words to describe what they taste! We would love to hear your fun food words, too.*
 - The Bilingual Educator and Lead Educator should react positively to the recipe and should use descriptive and positive words to describe how the food tastes (e.g., crunchy, sweet, creamy, tasty, delicious, smooth, etc.).
- Offer recipe samples to participants. Ask the children to give a thumbs up if they like it.
- Ask, “*Does anyone have any fun food words to describe what you tasted?*”
 - Write the children’s fun food words on sticky notes and stick them on the flip chart.

Discussion

- While participants are tasting the sample, proceed with one or two talking points.
 - *What fruit or vegetable could we add to this recipe? Do you know which part of the plant that fruit or vegetable is?*
 - *What is your favorite part of the plant to eat?* (Prompt: Leaves, Stem, Fruit, Seeds, Roots, Flower)
- Ask participants to raise their hand if they plan to make the recipe at home.

Closing (3 minutes)

Kid Home Challenge:

- Activity 1: *What is one plant with seeds that you will eat this week?*
- Activity 2: *What parts of the plant will you eat this week? Who will eat every part?*

Caregiver Challenge and Tip:

- *How do you encourage your children to eat vegetables at meal time?*
- *Each meal with your children is a chance to help them grow and learn to make some decisions on their own. Encourage them to make their own food choices from the healthy foods you offer. Start early and you'll help them build healthy eating habits for life.*

Closing Announcement:

- Distribute and discuss the *Family Activity: Growing Goodness* handout to caregivers.
- *It's been so fun playing with you at the farmers market! There is so much to learn and so many delicious fruits and vegetables to taste! Because you've all been such great students today, we want to give you a special prize.*
- *If you're between the ages of 3 and 11, we want to give you a \$2 Health Bucks coupon to buy your own fruits and vegetables here at the farmers market (Show examples of what the children can buy (e.g., five pieces of corn for \$2). Ask your parent or caregiver to help you buy your favorite fruits and vegetables, or try some new ones.*
- *Also, parents and caregivers, remember for every \$5 you spend with your EBT or SNAP/Food Stamp benefits at the farmers market, you get an additional \$2 Health Bucks coupon.*

Distribute Surveys and Health Bucks

- *Parents and caregivers, we'd like you to fill out a brief survey about the class. Briefly explain how to fill out the survey.*
- *Once you are finished with the survey, hand it back to me and I will give you and your children a \$2 Health Bucks coupon.*
- *Thank you everyone for visiting us today. Come see what's cooking next week here at the farmers market!*

Farmers Markets for Kids

Lesson 5: Terrific Tastes

Goal

To increase knowledge and awareness of how we taste, and develop children's ability to describe how food tastes.

Objectives

At the completion of the workshop, children will be able to:

- Name five tastes: sour, bitter, salty, savory, and sweet.
- Describe one fruit/vegetable they like.
- Name one new fruit or vegetable they are willing to try

Duration of Lesson: 25 minutes

Welcome: 2 minutes

Activity 1 or 2: 10 minutes

Recipe: 10 minutes

Closing: 3 minutes

Take Home Items

- Family Activity: Terrific Tastes handout
- Recipe
- Health Bucks

Activity 1: Super Smellers

Materials

- Flip chart, markers, sticky notes, brown paper bags, two very fragrant fruits/vegetables (i.e., onion, apple), one herb
- Ingredients and supplies to prepare and serve recipe

Preparation

- Cut fruit/vegetable in half and smash herb to release aroma.
- Place each fruit/vegetable in an individual brown paper bag and label with a question mark (?) and a number (1 and 2).
- Set up one page of the flip chart with pictures of the fun smell facts in the lesson and cover the answers with sticky notes.
- Set up a second flip chart page with drawings of the three items. Cover each with a sticky note and label #1, #2, #3.

Activity 2: Taste Adventure

Materials

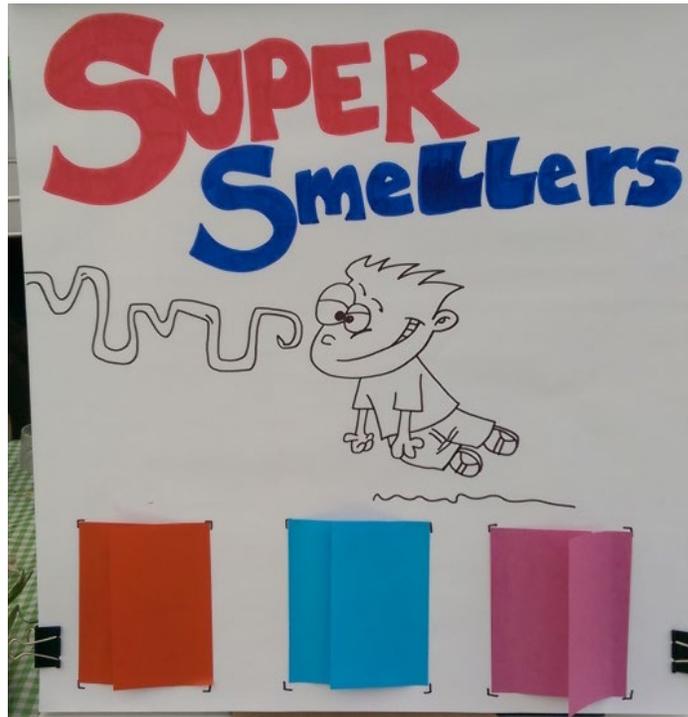
- Flip chart, markers, cutting board, knife, sample cups, sticky notes
- One fruit/vegetable representing each of the five tastes.
 - For sour, use lemons or limes
 - For bitter, use collard greens or kale
 - For salty, use celery or cucumber with salt sprinkled on it
 - For savory, use a ripe tomato or sautéed mushrooms
 - For sweet, use any ripe fruit
- Ingredients and supplies to prepare and serve recipe

Preparation

- Wash produce and cut into bite-size sample pieces; distribute one piece of each type of fruit/vegetable into sample cups.
- Draw tongue diagram and pictures of the five items to be tasted. Write the taste words on the tongue and cover with sticky notes.

Flip Chart Examples

Activity 1: Super Smellers



Activity 2: Taste Adventure



Welcome (2 minutes)

- Greet children and their parents and caregivers as they enter workshop area.
- Introduction:

Say, "Hi everyone. Thank you so much for visiting us today at the farmers market! My name is _____ and these are my friends: _____ (Bilingual Educator), who will be interpreting the workshop into _____ and _____ (Culinary Educator), who is our chef today. My friends and I love fruits and vegetables and are so excited to show you how fun and delicious they are. In today's class at the farmers market we get to have fun with food! At the end we'll taste the recipe that our chef made for us and then I'll give you a really special prize! There are just a couple of quick rules before we start our class.

While we play:

1. We listen to the teachers— that's the three of us.
2. If we have something to share with the class, we raise a quiet hand like this.
(Demonstrate raising a hand without speaking.)
3. We eat nicely together with respect for each other and for our food.
4. And we have fun!

Parents and caregivers, this class is for the kids but you'll learn, too! We need you to stay and watch your child until the end. They cannot be in the class if you are not here."

Activity 1: Super Smellers (10 minutes)

- Tell the children they will become "super smellers" and discover fruits/vegetables from the farmers market using only their noses.
- Tell the children two or three fun facts about the sense of smell by having them guess the answers on the flip chart.
 - *When you sneeze, particles can travel up to 100 miles per hour.*¹
 - *A sneeze can travel up to 5 feet.*¹
 - *Humans may be able to smell over 1 trillion different scents.*²
 - *Your scent cells die off and then new ones grow. You get many "new" noses in your lifetime.*³
- Demonstrate the activity. Show how to smell the fruit/vegetable without looking in the mystery bag or taking the fruit/vegetable out. Ask them to think about what may be in the bag, but not to say anything. Say, "It will be a secret until the end and we will all guess together."
- Walk mystery bag #1 around, letting each child smell the fruit/vegetable inside. Ask them to close their eyes as they smell.
- Ask children for their guesses. Take the fruit/vegetable out and show them if they guessed correctly. Uncover picture #1 on the flip chart. Ask questions about the fruit/vegetable such as, "Have you seen this before? What does it taste like?" Share one fact about the fruit/vegetable (i.e., where it grows, why it is good for our bodies).
- Repeat with the remaining mystery bags and uncover the remaining pictures. For larger groups, break the group into three sections and give each section one bag. Or make multiple bags with the same fruit/vegetable to pass around at the same time.
- Congratulate the children on their super smelling detective work.

¹ <http://www.loc.gov/rr/scitech/mysteries/sneeze.html>

² <http://science.sciencemag.org/content/343/6177/1370>

³ <https://www.scientificamerican.com/article/experts-olfactory-neuron-turnover/>

Activity 2: Taste Adventure (10 minutes)

- Tell the children they are going to explore tastes today.
- Explain that all the foods we like were once new to us. We may not be sure if we like new foods at first, but if we keep trying them, we may like the taste after some time.
- Ask, “*What do we use to taste?*” (Tongue, nose.)
- Show the drawing of the magnified tongue. Explain that tiny sensors on our tongue called taste buds help us taste. Point to the taste buds on the magnified tongue. Have children stick out their tongue, turn to a friend and try to count how many taste buds are on their tongue.
- Ask, “*How many taste buds are on each of our tongues?*” (About 2,000 to 4,000) ⁴
- Share one to two fun facts:
 - *The tongue is a set of muscles that can move in all directions.* ⁵
 - *The tongue is the body part most sensitive to touch.* ⁵
- Tell the children we can taste five flavors with our tongues. ⁴ Ask the children to name the five tastes. Reveal the five taste words on the tongue (sour, bitter, sweet, salty, and savory). ⁴
- Tell the children we will now try each of the five tastes together.
- Show whole fruits/vegetables of each item we will taste. Demonstrate how to taste the fruits/vegetables.
- Pass out the sample cups with the fruits/vegetables. Tell the children to wait to taste the samples together.
- First taste SOUR together. Instruct the children to find the sour sample and taste it. Tell the children to pay attention to how their tongue and mouth feels. Ask, “*What flavor do you taste?*” Show the children the word SOUR on the flip chart and highlight other foods that are also sour. Ask the group, “*What does your face look like when you eat something sour?*” Have everyone make a “sour” face.
- Continue the same procedure with the other four samples, highlighting the four other tastes: bitter, salty, savory and sweet (end with sweet).
- Ask the children which one of the five tastes was their favorite and why.
- Congratulate the children on their detective work. Tell the children they will use these same detective skills when they taste what’s cooking at the farmers market today.
- Have the children participate in thanking their tongue for helping them taste. Instruct the children to stick their tongue out and say, “*Thank you tongue.*”

Advanced Tip!

Which taste do you experience most often during the day? What are some examples of foods that have that taste?

⁴ <https://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072592/>

⁵ <https://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072591/>

Recipe Demonstration (10 minutes)

Ingredients Exploration

- Announce the allergy disclaimer.
- Announce the name of the recipe and distribute to caregivers.
- Point to the ingredients arranged along the front of the table. Say, *“These are all the ingredients in the recipe today. Can anyone tell me what they see?”* Have children guess the ingredients.
- Pass around the whole fruit/vegetable for the children to explore. Show a few varieties of the fruit/vegetable if available at the market (e.g., three different types of potatoes).
- Ask:
 - Activity 1: *What do you think this recipe will smell like? Would it smell different cooked/raw?*
 - Activity 2: *Which of the four flavors do you think you will taste in this recipe?*
- Pass around one additional ingredient for the children to smell and feel such as an herb.
- Engage caregivers while children are exploring the ingredients.
 - Caregiver Question:
 - *How do you introduce new foods to your children?*
 - Caregiver Tip:
 - *Make meals and memories together. It’s a lesson they’ll use for life.*
 - *Sometimes new foods take time. Children don’t always take to new foods right away. Offer new fruits and vegetables many times, served a variety of ways. Give your children just a taste at first and be patient with them.*

Tasting

- Tell children to pretend to put on their chef hats.
- Share a physical activity message. Say, *“Before we taste our recipe, let’s practice cooking with our bodies. It’s important to move our bodies every day. When we move our bodies, we stay happy and healthy.”*
- As a group, act out a kitchen step and corresponding physical activity (e.g., stir/whisk with your arms; slice/mix with your hands; mash with your feet).
- Say, *“All that hard work makes me hungry. Who’s ready to taste our recipe?”*
- Show the class the completed recipe in the bowl (or pot).
- *“_____ (Bilingual Educator) and _____ (Lead Educator) are going to taste the recipe first to make sure it’s delicious because I wouldn’t give you anything that isn’t delicious!”.*
As the Bilingual Educator and Lead Educator model the tasting, say:
 - *They are using all of their senses to taste: smelling, looking at the colors, listening to the sound it makes when they chew. Then they are thinking of fun food words to describe what they taste! We would love to hear your fun food words, too.*
 - The Bilingual Educator and Lead Educator should react positively to the recipe and should use descriptive and positive words to describe how the food tastes (e.g., crunchy, sweet, creamy, tasty, delicious, smooth, etc.).
- Offer recipe samples to participants. Ask the children to give a thumbs up if they like it.
- Ask, *“Does anyone have any fun food words to describe what you tasted?”*
 - Write the children’s fun food words on sticky notes and stick them on the flip chart.

Discussion

- While participants are tasting the sample, proceed with one or two talking points.
 - *Use a taste word to describe the flavors in this recipe. Can you taste all four flavors?*
 - *What is a fruit or vegetable that smells great at the farmers market that you’d like to try?*
- Ask participants to raise their hand if they plan to make the recipe at home.

Closing (3 minutes)

Kid Home Challenge:

- Activity 1: *What fruit/vegetable will you taste that has a new smell? Use your nose to explore new fruits and veggies!*
- Activity 2: *Who will eat all four tastes this week? Which taste will you eat the most?*

Caregiver Challenge and Tip:

- *How will you encourage your children to try new flavors?*
- *Kids learn to like new foods by:*
 - *Seeing foods over and over*
 - *Trying new foods along with familiar ones*
 - *Seeing friends, older kids and grownups eating these foods*
 - *Tasting foods prepared in different ways*
 - *Choosing foods to try themselves, starting with small amounts*

Closing Announcement:

- Distribute and discuss the *Family Activity: Terrific Tastes* handout to caregivers.
- *It's been so fun playing with you at the farmers market! There is so much to learn and so many delicious fruits and vegetables to taste! Because you've all been such great students today, we want to give you a special prize.*
- *If you're between the ages of 3 and 11, we want to give you a \$2 Health Bucks coupon to buy your own fruits and vegetables here at the farmers market (Show examples of what the children can buy (e.g., five pieces of corn for \$2). Ask your parent or caregiver to help you buy your favorite fruits and vegetables, or try some new ones.*
- *Also, parents and caregivers, remember for every \$5 you spend with your EBT or SNAP/Food Stamp benefits at the farmers market, you get an additional \$2 Health Bucks coupon.*

Distribute Surveys and Health Bucks

- *Parents and caregivers, we'd like you to fill out a brief survey about the class. Briefly explain how to fill out the survey.*
- *Once you are finished with the survey, hand it back to me and I will give you and your children a \$2 Health Bucks coupon.*
- *Thank you everyone for visiting us today. Come see what's cooking next week here at the farmers market!*

Farmers Markets for Kids

Lesson 6: Follow Your Food

Goal

To increase knowledge and awareness of where our food is grown and how it gets to the farmers market.

Objectives

At the completion of the workshop, children will be able to:

- Understand why farmers and farms are important.
- Describe how a farmer gets their fruits and vegetables from the farm to the farmers market.

Duration of Lesson: 25 minutes

Welcome: 2 minutes
Activity 1 or 2: 10 minutes
Recipe: 10 minutes
Closing: 3 minutes

Take Home Items

- Family Activity: Follow Your Food* handout
- Recipe
- Health Bucks

Activity 1: Meet Your Farmer

Materials

- Flip chart, markers
- Three vegetables/fruits from the farmers market
- Ingredients and supplies to prepare and serve recipe

Preparation

- Set up flip chart. Draw picture of a farmer on the paper with space for labeling the farmer's name.
- Arrange fruits/vegetables on the table.
- Check in with a farmer at the farmers market to see if they are available and coordinate timing of visit.

Activity 2: Farm to Farmers Market

Materials

- Flip chart, markers, "farm to farmers market" five-step puzzle cards (pictures/drawings of each step produce takes from farm to market, as described in the lesson), adhesive dots or tape
- Variety of market produce
- Ingredients and supplies to prepare and serve recipe

Preparation

- Set up the flip chart with a blank 'farm to farmers market' map.
- Attach adhesive dots to the 5-step puzzle cards and flip chart. Shuffle the cards and arrange them on table.
- Arrange the fruits/vegetables on table.

Flip Chart Examples

Activity 1: Meet Your Farmer



Activity 2: Farm to Farmers Market



Welcome (2 minutes)

- Greet children and their parents and caregivers as they enter workshop area.
- Introduction:

Say, *"Hi everyone. Thank you so much for visiting us today at the farmers market! My name is _____ and these are my friends: _____ (Bilingual Educator), who will be interpreting the workshop into _____ and _____ (Culinary Educator), who is our chef today. My friends and I love fruits and vegetables and are so excited to show you how fun and delicious they are. In today's class at the farmers market we get to have fun with food! At the end we'll taste the recipe that our chef made for us and then I'll give you a really special prize! There are just a couple of quick rules before we start our class.*

While we play:

1. *We listen to the teachers— that's the three of us.*
2. *If we have something to share with the class, we raise a quiet hand like this.
(Demonstrate raising a hand without speaking.)*
3. *We eat nicely together with respect for each other and for our food.*
4. *And we have fun!*

Parents and caregivers, this class is for the kids but you'll learn, too! We need you to stay and watch your child until the end. They cannot be in the class if you are not here."

Activity 1: Meet your Farmer (10 minutes)

- Tell the children that they will explore the farmers market today. Explain that there are many things to see, touch, smell and taste. Farmers markets are fun! Say, *"Farmers markets have lots of fruits/vegetables. Why is it good to eat fruits/vegetables every day? Tell the children they are healthy and delicious."*
- Tell the children we wouldn't have farmers markets without farmers and that we will say, *"hello"* to one of the farmers at the market today. Write this farmer's name on the flip chart next to the farmer drawing.
 - If a farmer is available for a five to ten minute class visit, proceed with a visit from a farmer. Introduce farmer _____ and the name of their farm.
 - If a farmer is not available, continue with the activity by describing a farmer from the market. Identify where that farmer's stand is so the children can say hello later.
- Explain that farmer _____ spends many months growing their plants and taking care of them until they are ready to be picked. Ask, *"What do farmers do to take care of their crops?"* (Water, weed, prune, harvest.)
- Then farmer _____ brings their best fruits and vegetables to the farmers market for us to buy and eat. Emphasize the hard work, time and energy that it takes to grow fruits and vegetables.
 - If a farmer visits, have farmer show and explain what they brought to the market today.
 - If a farmer doesn't visit, show the children what the farmer brought to the market today. Say, *"Today, farmer _____ brought us these fruits and vegetables to enjoy."*
- Show the first fruit or vegetable and ask if anyone can name it. Tell the children that the farmer is growing this on their farm right now. Ask them how the fruit or vegetable is grown (i.e., in the ground, on a tree). Repeat with the remaining fruits/vegetables.
- If a farmer visits, invite children to ask the farmer a few questions.
- Tell the children we will all thank farmer _____ on the count of three. Lead the children in thanking the farmer. Tell the children to thank the farmers when they use their Health Bucks.
- Congratulate the children on "meeting the farmer".

Advanced Tip!

Ask the children to explain why farmers do different tasks to take care of their crops (water, weed, prune, harvest).

Activity 2: Farm to Farmers Market (10 minutes)

- Tell the children that they will discover where the food at the market comes from today.
- Ask, *“Where does your food come from?”* Next, use one vegetable or fruit from the market as an example and ask, *“Where does this come from?”*
- Tell the children they will complete a puzzle to discover the five steps our food takes to get from the farm to the farmers market.
- Show the children the blank “farm to farmers market” puzzle on the flip chart. Show the children the five-step puzzle cards. Ask, *“What is the first step that farmers have to take to grow a plant? How do all plants start?”*
 - Describe the first step: SEEDS. Ask for a volunteer to find the right puzzle piece and place it on the map. Thank the child. Explain how farmers plant seeds in the ground. Pretend to plant a seed and ask children to do the action with you.
- Repeat for the remaining steps. Ask the leading question, have a child place the puzzle piece and do the action.
 - Second step: WATER/SUN. Ask, *“What do the seeds need to grow into plants?”* Explain that plants can take many weeks to grow. Action: Rain or watering and sun rays.
 - Third step: HARVESTING. Ask, *“How do the farmers take the fruits and vegetables from the field?”* Explain how farmers pick the fruits and vegetables from the ground, off a vine or from a tree. Action: Picking crops.
 - Fourth step: TRANSPORTATION. Ask, *“How do the farmers bring the fruits and vegetables from the farm to the market?”* Explain how farmers get their fruits and vegetables from their farm to the farmers market. Action: Driving.
 - Fifth step: THE FARMERS MARKET. Ask, *“What do farmers do at the market?”* Explain how farmers sell their produce at the farmers market. Action: Selling fruits and vegetables.
- Have children stand up and do all of the action steps together. Have them call out the next steps as you go.
- Congratulate the children on completing the “farm to farmers market” puzzle. Tell them farming is not an easy job, but it’s very important.

Advanced Tip!

Ask the children what fruits or vegetables they have not seen at the farmers market and why? Explain that:

- * Some fruits and vegetables are grown far away from the farmers market. Some travel thousands of miles by boat, train and truck from countries around the world. Ask, *“Have you ever looked at fruit or vegetable sticker labels in the supermarket, corner store or bodega?”*
- * Some fruits and vegetables are not growing during this season. Ask, *“What season is it now?”*

Recipe Demonstration (10 minutes)

Ingredients Exploration

- Announce the allergy disclaimer.
- Announce the name of the recipe and distribute to caregivers.
- Point to the ingredients arranged along the front of the table. Say, *“These are all the ingredients in the recipe today. Can anyone tell me what they see?”* Have children guess the ingredients.
- Pass around the whole fruit/vegetable for the children to explore. Show a few varieties of the fruit/vegetable if available at the market (e.g., three different types of potatoes).
- Ask:
 - Activity 1: *If you were a farmer, what fruits and vegetables would you grow from this recipe?*
 - Activity 2: *What ingredient from the farmers market would you add to this recipe?*
- Pass around one additional ingredient for the children to smell and feel such as an herb.
- Engage caregivers while children are exploring the ingredients.
 - Caregiver Question:
 - *What ways do you involve your children in shopping at the farmers market?*
 - Caregiver Tip:
 - *Let your kids be produce pickers! Try fruits and vegetables from lots of farmers at the farmers market- they may taste different at different stands. Experiment in your own kitchen with different types and varieties of fruits and vegetables.*

Tasting

- Tell children to pretend to put on their chef hats.
- Share a physical activity message. Say, *“Before we taste our recipe, let’s practice cooking with our bodies. It’s important to move our bodies every day. When we move our bodies, we stay happy and healthy.”*
- As a group, act out a kitchen step and corresponding physical activity (e.g., stir/whisk with your arms; slice/mix with your hands; mash with your feet).
- Say, *“All that hard work makes me hungry. Who’s ready to taste our recipe?”*
- Show the class the completed recipe in the bowl (or pot).
- *“_____ (Bilingual Educator) and _____ (Lead Educator) are going to taste the recipe first to make sure it’s delicious because I wouldn’t give you anything that isn’t delicious!”*.
As the Bilingual Educator and Lead Educator model the tasting, say:
 - *They are using all of their senses to taste: smelling, looking at the colors, listening to the sound it makes when they chew. Then they are thinking of fun food words to describe what they taste! We would love to hear your fun food words, too.*
 - The Bilingual Educator and Lead Educator should react positively to the recipe and should use descriptive and positive words to describe how the food tastes (e.g., crunchy, sweet, creamy, tasty, delicious, smooth, etc.).
- Offer recipe samples to participants. Ask the children to give a thumbs up if they like it.
- Ask, *“Does anyone have any fun food words to describe what you tasted?”*
 - Write the children’s fun food words on sticky notes and stick them on the flip chart.

Discussion

- While participants are tasting the sample, proceed with one or two talking points.
 - *Why are farms and farmers important to us?*
 - *If you were a farmer, what job would you do? (Plant, harvest, transport, sell.)*
- Ask participants to raise their hand if they plan to make the recipe at home.

Closing (3 minutes)

Kid Home Challenge:

- Activity 1: Which new farm stand will you visit this week? Make sure to thank the farmer!
- Activity 2: Which new fruit or vegetable from the farmers market will you try this week?

Caregiver Challenge and Tip:

- How will you encourage your children to taste new fruits and vegetables from the market this week?
- They learn from watching you. Eat fruits and vegetables and your kid(s) will, too.

Closing Announcement:

- Distribute and discuss the *Family Activity: Follow Your Food* handout to caregivers.
- *It's been so fun playing with you at the farmers market! There is so much to learn and so many delicious fruits and vegetables to taste! Because you've all been such great students today, we want to give you a special prize.*
- *If you're between the ages of 3 and 11, we want to give you a \$2 Health Bucks coupon to buy your own fruits and vegetables here at the farmers market (Show examples of what the children can buy (e.g., five pieces of corn for \$2). Ask your parent or caregiver to help you buy your favorite fruits and vegetables, or try some new ones.*
- *Also, parents and caregivers, remember for every \$5 you spend with your EBT or SNAP/Food Stamp benefits at the farmers market, you get an additional \$2 Health Bucks coupon.*

Distribute Surveys and Health Bucks

- *Parents and caregivers, we'd like you to fill out a brief survey about the class. Briefly explain how to fill out the survey.*
- *Once you are finished with the survey, hand it back to me and I will give you and your children a \$2 Health Bucks coupon.*
- *Thank you everyone for visiting us today. Come see what's cooking next week here at the farmers market!*