



INTRODUCTION

Market Sprouts Kids Club: Growing the Next Generation of Market Shoppers

Market Sprouts Kids Club (MSKC) is free educational programming and activities for children ages 5-12 delivered at farmers markets in Washington County, Oregon. The inspiration for MSKC came from our colleague Jackie Hammond-Williams, who started the nationally recognized Power of Produce (POP) Club at the Oregon City Farmers Market in 2011. MSKC began in 2012 at five farmers markets across Washington County, including the Beaverton Farmers Market, Forest Grove Farmers Market, Hillsboro Farmers Market, North Plains Farmers Market, and Tigard Farmers Market. Since the beginning, MSKC has been generously funded by New Seasons Market.

Through the development of kid-friendly curriculum and the dedication of resources and space to MSKC, farmers market staff and volunteers strive to:

- Create a fun, festive, welcoming environment for children's participation at the market
- Increase opportunities for and depth of interactions between children and farmer-vendors
- Enable kids to learn about and participate in their local food system
- Empower kids to make healthy food choices

MSKC takes a slightly different form in each of the Washington County markets, based on the size of the market, the availability of staff and volunteers, the market schedule, the community demographics, etc. However, in each market MSKC has a dedicated space, engages children in the local food scene, and is promoted in the community in a variety of ways (e.g. in the utilities bulletin, through school districts, with families who use SNAP and SNAP match benefits at the market, etc.). MSKC is also a great opportunity to build partnerships with community organizations to lead or sponsor an activity for kids at the market.

Market Sprouts Kids Club Toolkit

The Market Sprouts Kids Club Toolkit is a resource for lesson plans and physical materials for kids' activities developed for MSKC. The lesson plans are accessible by anyone with an internet connection. Additionally, some of the physical materials that accompany the lessons are available for check-out to staff at Washington County farmers markets [See Check-Out Policies and Procedures for more information]. Jodi Monroy of the Beaverton Farmers Market and Caitlin Matthews of the Forest Grove Farmers Market developed the toolkit in collaboration in 2014. Their hope is that these lesson plans will be used and adapted to serve kids at farmers markets and in classrooms throughout the county, region, and country.

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MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Jodi of the Beaverton Farmers Market

Title: Apples-Fresh Pressed is Best

Description: This hands-on lesson shows kids (and adults) how apple cider is made and gives an idea of the differences between apple cider and apple juice.

Audience: Kids of all ages. Adults like to participate, too.

Objectives:

At the end of this lesson, participants will:

1. Recognize the process of making apple cider
2. Participate in making (and tasting) fresh pressed cider
3. Know the difference between apple cider and apple juice

Number of volunteers needed: 1-2

Materials:

- Apple Cider Press (borrow/rent from vendor, if possible, or consider outside rentals)
- Manual is best
- Cider apples (seconds) – Approximately 40 lbs. per hour instruction time
- Knife and cutting board for cutting up larger apples
- Hand washing station
- Small cups for sampling cider (2 per participant)
- Vessels for collecting and pouring cider
- Apple juice (if sampling side-by-side)
- Printed explanation of the difference between apple cider and apple juice (see additional documents)

Vocabulary/Concepts:

- Apples (*Manzanas*)
- Apple juice (*Jugo de manzana*)
- Apple cider (*Sidra de manzana*)
- Pasteurization (*Pasteurización*)
- Reconstituted (*Reconstituido*)



- Cider Press (*Prensa de sidra*)

Lesson Activities: (10-35 minutes total)

Cider Pressing: (5-30minutes)

- Have all participants wash hands with soap and water
- Invite participants to help with the pressing process by chopping, cranking, smashing and squeezing the apples.
- Explain the process to participants as it happens and invite them to notice the smells and look of the apples.

Cider/Juice tasting: (5 minutes)

- Explain or show posters describing the difference between juice and cider.
- Invite the participants to taste the cider (either the recently pressed cider or pre-purchased from a vendor).
- Invite the participants to taste the juice.
- Have participants describe the differences in smell, taste, feel and ask which is their favorite.

Conclusion/Feedback/Evaluation:

- Ask participants to describe the taste/texture of cider versus juice
- Have participants vote for either juice or cider
- Have participants vote for favorite apple varieties

Modification/Adaptation:

- This lesson can be paired with an apple tasting or a more detailed apple cider/juice tasting and a talk about varieties and blending in cider.
- This lesson can be done in a continuous, slow stream as kids/families approach or there can be set demonstration times with tasting in between.

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Caitlin Matthews of the Forest Grove Farmers Market

Title: Art in the Market



Description: This activity will be delivered in an outdoor setting at the farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. Once the volunteers have introduced the children to the activity, the kids will have time to draw and color vegetables, fruits, and flowers.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth

Objectives:

At the end of this lesson, participants will:

4. Be able to observe differences in color, texture, and appearance of fresh fruits, vegetables, and flowers.
5. Appreciate produce and fresh flowers as the subject of artwork, and know that artists have been drawing and painting still life artwork of fruits, vegetables, and flowers for centuries.
6. Be able to draw and/or color a still life drawing of fruits, vegetables, and flowers sold at the market.

Number of volunteers needed: 2-4 (At least one for registration and one for the introduction of the activity)

Materials:

- Bowls and vases for still life arrangement
- Table cloth and other fabric for still life arrangement
- Produce and flowers purchased from the farmers market for still life arrangement. Consider cutting some of the produce in order to display the seeds, skin/rind, and flesh.
- Paper for drawing
- Pencils, markers, crayons, colored pencils, and/or other art supplies
- Clipboards (optional)
- Laminated color prints of still life paintings featuring fruits, vegetables, and flowers
- Outline drawings of still life paintings for coloring (optional)

Vocabulary/Concepts:

- *la obra de arte* / work of art
- *arte de naturaleza muerta* / still life artwork
- *la textura* / texture
- *el cuadro* / painting

Lesson Activities: (the length of this activity depends on the child)*Introduction still life artwork: (2-3 minutes)*

- Together with the participants, observe and comment on the still life paintings displayed at the MSKC booth. You may want to share the names of artists, their country of origin, the title of the painting, and/or the year when the painting was completed.
- Ask children what they see in the paintings. Ask them to identify the fruit and vegetables they see in the paintings.
- You may want to ask if the child has a preference for one of the paintings and why. Does it have to do with the fruit or vegetables (or flowers) featured?

Still Life Drawing and Coloring (Time depends on the child)

- Observe the still life set ups (there should probably be two still life arrangements so that many kids can have a good view of the arrangements. Alternatively, an arrangement that stretches down the center of the table is also an option.
- Together with the children, name the fruits, vegetables, and flowers that are in the still life.
- Encourage the children to find an angle they would like to draw.
- Give the child paper and art supplies.

Conclusion/Feedback/Evaluation:

- Encourage the children to look for the fruits, vegetables, and flowers that they drew in the farmers market booths.
- The children should take their artwork with them when they are finished.
- Stamp his/her MSKC passport.

Modification/Adaptation:

- Included in the .pdf materials that accompany this lesson are two outline drawings of Paul Cézanne still life paintings that can be used as coloring sheets. These coloring sheets are available for younger children or children who are reluctant to draw their own still life. However, volunteers should encourage children to draw before offering a coloring sheet.
- “Art in the Market” is a great opportunity to partner with a community arts organization to recruit art educators as volunteers and/or to provide or loan art materials for the activity.



7. Paul Cézanne. *The Blue Vase*, 1885–87.



Paul Cézanne, *Curtain, Jug and Fruit*, 1894



Frida Kahlo, *Still Life with Parrot and Fruit*, 1951 (Mexico)

**Frida Kahlo, *Naturaleza muerta con loro y fruta*, 1951
(México)**

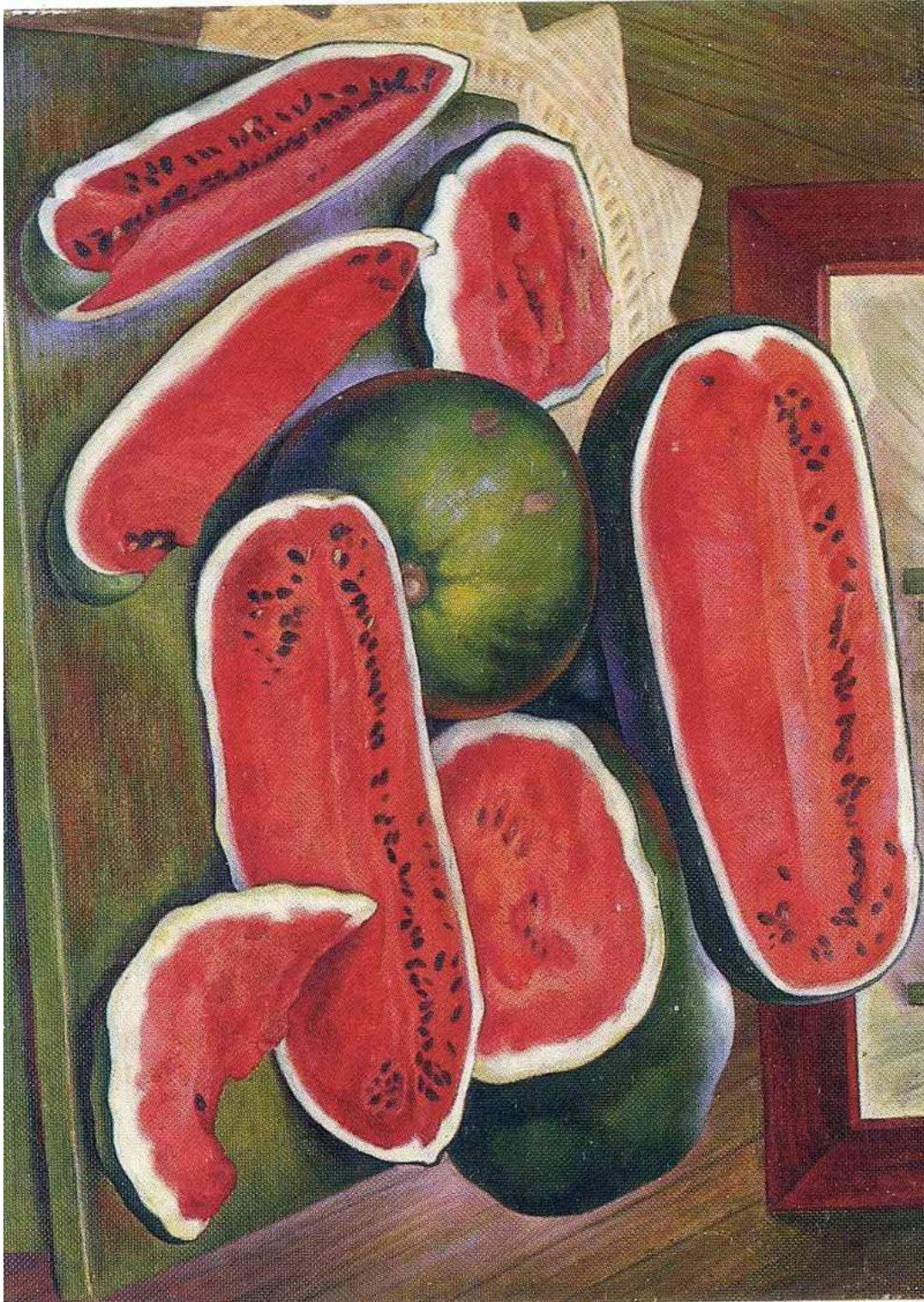


Vincent Van Gogh, *Still Life with Quinces*, 1887-1888 (Netherlands)
Vincent Van Gogh, *Naturaleza muerta con membrillos*, 1887-1888
(Países Bajos)



Paul Cézanne, *Curtain, Jug and Fruit*, 1894 (France)

Paul Cézanne, *Cortina, jarro y fruta*, 1894 (Francia)



Diego Rivera, *The Watermelons*, 1957 (Mexico)

Diego Rivera, *Las sandías*, 1957 (México)



Paul Cézanne, *Still Life with Cherries and Peaches*, 1885-1887
(France)

Paul Cézanne, *Naturaleza muerta con cerezas y duraznos* 1885-1887
(Francia)



Vincent Van Gogh, *Three Sunflowers in a Vase*, 1888 (Netherlands)
Vincent Van Gogh, *Tres girasoles en un florero*, 1888 (Países Bajos)



Henri Matisse, *Still Life with Oranges*, 1913 (France)
Henri Matisse, *Naturaleza muerta con naranjas*, 1913 (Francia)



Paul Cézanne, *Blue Vase*, 1885-1887 (France)
Paul Cézanne, *Florero azul*, 1885-1887 (Francia)



Vincent Van Gogh, *Still Life with Roses and Anemones*, 1890
(Netherlands)

Vincent Van Gogh, *Naturaleza muerta con rosas y anémonas*, 1890
(Países Bajos)

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Caitlin Matthews of the Forest Grove Farmers Market

Title: Getting to know the Beet



Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. Given that the activity has an interactive introduction, volunteers should wait for a small crowd of kids (4-6 or more) to form. Once the volunteers have introduced the children to the activity, the kids will have some time to paint using beet juice as ink.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives: At the end of this lesson, participants will:

7. Be able to identify a red beet and a golden beet in both raw form
8. Know how to make a vibrant, non-toxic, natural ink from red beets
9. Older children: Be able to identify some of the nutrients and health benefits of beets

Number of volunteers needed: 2-4 volunteers. It is recommended to have at least two volunteers per shift, as it is difficult to manage registration and MSKC passports, as well as the activities, at the same time.

Materials:

- Optional: 1 painted poster of a red beet
- 1 raw red beet, dirty, without leaves (root only)
- 1 raw red beet with leaves, cut in half
- 1 raw golden beet with leaves, cut in half
- Optional: 1 bulls eye beet (Chioggia beet) to illustrate further variety in beets
- 1 cutting board
- 1 knife
- Approximately 10 red beets for juicing (no leaves necessary) – must be WASHED
- 1 juicer and access to electricity
- 1 glass jar
- 2-3 examples of beet ink paintings (a portrait of a beet, geometric patterns, etc.)
- Paper

- Paintbrushes and foam brushes
- Small containers for distributing beet ink and water for rinsing brushes
- 10 gallon water cooler filled with water (if you are far from a water source at your MSKC booth)
- Optional: Recipe and fact sheet for beets

Vocabulary/Concepts:

- *el betabel*/beet
- *la raíz*/root
- *Me como un arco iris.* / I eat a rainbow.

Lesson Activities: (3-5 minute introduction, flexible amount of painting time)

INTRODUCTION:

Observing a strange object: (3minutes)

- The lesson instructor shows the dirty, leafless root of the red beet to the group and asks prompting questions: Do you recognize this? What do you think this is? Where does it come from? What is it like? Describe the color, texture, size. Would you like to eat this object? How would you react if I told you that this is one of my favorite foods?
- Ask the students to make a prediction: What color do you think this object is on the inside?
- Show the students the cut beet and observe the color. What color is this object on the inside? Do you now know what this object is?
- If necessary, teach the Spanish and English words for beet/*betabel*.

Comparing two types of beet: (1 minutes)

- Show the golden beet with leaves attached. The instructor can hold the two sides together to hide the interior of the beet, if he/she chooses to do so.
- What differences do you notice between the red beet and the beet that I am holding? (different color root, different color stems, etc.)
- Ask the students to make a prediction: What color do you think this object is on the inside?
- Show the color of the cut golden beet. What color is this beet on the inside?

PAINTING:

Make the beet ink: (1 minutes)

- For each group of kids, juice one red beet into the glass jar.
- Do a very quick demonstration of what the beet ink looks like when you paint with it. (There will be ooohs! and aaahs!)
- Distribute paint in small cups – a little goes a long way!

Beet ink paintings: (time depends on the child)

Conclusion/Feedback/Evaluation:

- When a child has finished his/her beet ink painting, stamp his/her MSKC passport.
- If this was his/her first MSKC activity, they will also take their MSKC bag with him/her.

Modification/Adaptation:

- (Include information about how this activity can be modified for large/small markets, children of different ages, children of varying physical abilities, etc.)
- For younger children: Encourage the parents of younger children to support their child during the painting activity
- For older children: Engage kids in a conversation about nutrients and pigments. Talk about the concept “I eat a rainbow” and discuss what nutrients and health benefits we derive from eating beets.
- For longer periods of time or in a classroom setting: This lesson can be easily extended by making dyes or inks of a variety of colors using plant products such as onion skins, turmeric, etc.

Additional documents for this lesson:

- Beet fact sheet and recipes in English and Spanish

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Caitlin Matthews of the Forest Grove Farmers Market

Title: Pedaling for Flour: The Bicycle Grain Mill



Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. This lesson requires a pretty special piece of equipment: a bicycle grain mill. We are lucky to have a community member in Forest Grove who is willing to loan her grain mill to us for the market. In this activity, children will be able to learn about how grains are milled to make flour for products like bread and pastries.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives:

At the end of this lesson, participants will:

10. Know that dry grains are milled to make flour for other uses.
11. Be able to pedal a bicycle grain mill and/or crank a hand mill to grind flour.
12. Know that milling grain is a lot of work!
13. Know the basic steps involved in making and baking bread (from grain to bread).

Number of volunteers needed: 2-4 volunteers. It is recommended to have at least two volunteers per shift, as it is difficult to manage registration and MSKC passports, as well as the activities, at the same time.

Materials:

- Bicycle grain mill
- Hand cranked mill that can be clamped to the table
- A sturdy and heavy table to support the hand cranked mill
- Grains to mill, such as wheat berries
- Flour to compare to grains
- Uncooked bread dough
- Bread for tasting, save at least one to display (This is a great opportunity to partner with a baker at the market)
- Cutting board and serrated knife to cut bread
- Food handlers gloves

- Optional: Recipes for simple bread
- Cupcake wrappers (“baking cups”) to serve samples in; napkins are another option

Vocabulary/Concepts:

- mill or flour mill/ *un molino, un molino harinero, un molino de harina*
- flour/ *harina*
- to mill or to grind/ *moler*
- dough/ *masa*

Lesson Activities: (5-10 minutes total)

The steps of making bread (5 minutes)

- Show the children the three bowls that represent steps in the bread baking process. ** Kids should be allowed and encouraged to touch all of these things **
 - Dry grains → You can talk about what types of grains are ground in to flour
 - Flour → Talk to the kids about the many uses of flour in recipes.
 - Dough → Talk to kids about how few ingredients go into a basic bread, how most bread recipes require time for the dough to rise, and how bread must be kneaded before baking

Milling grain (5 minutes)

- Kids should be invited to try both the bicycle grain mill and the hand cranked grain mill.
- Ask them questions about their experience:
 - Is it hard or difficult?
 - How long do you think it would take you to mill enough grain to have flour for one loaf of bread?
 - What is easier/harder – the bicycle grain mill or the hand cranked grain mill?

Sampling bread (Almost no time at all)

- Offer bread to sample.
- If the bread is purchased from or donated by a market vendor, the vendor should be acknowledged.

Conclusion/Feedback/Evaluation:

- Stamp his/her MSKC passport.
- If this was his/her first MSKC activity, they will also take their MSKC bag with him/her.

Modification/Adaptation:

- If you have enough dough, you can have kids knead the dough to get a feel for it.
- In addition to partnering with a baker-vendor, you may partner with someone who sells jams or preserves.

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Caitlin Matthews of the Forest Grove Farmers Market

Title: Bread, White, and Blue (Bread and Jam for the 4th of July)



Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. This lesson requires a pretty special piece of equipment: a bicycle grain mill. We are lucky to have a community member in Forest Grove who is willing to loan her grain mill to us for the market. In this activity, children will be able to learn about how grains are milled to make flour for products like bread and pastries.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives:

At the end of this lesson, participants will:

14. Know that dry grains are milled to make flour for other uses.
15. Be able to crank a hand mill to grind flour.
16. Know that milling grain is a lot of work!
17. Know the basic steps involved in making and baking bread (from grain to bread).

Number of volunteers needed: 2-4 volunteers. It is recommended to have at least two volunteers per shift, as it is difficult to manage registration and MSKC passports, as well as the activities, at the same time.

Materials:

- 1 or 2 hand-cranked mills that can be clamped to the table
- A sturdy and heavy table to support the hand cranked mill
- Grains to mill
- Flour to compare to grains
- Uncooked bread dough
- Bread for tasting, save at least one to display (This is a great opportunity to partner with a baker at the market)
- Fruit preserves, preferably one red in color and one “blue” in color
- Cutting board and serrated knife to cut bread
- Food handlers gloves

- 2 butter knives to spread preserves
- Cupcake wrappers (“baking cups”) to serve samples in; napkins are another option
- Optional: Recipes for simple bread or Recipes for fruit preserves or freezer jam

Vocabulary/Concepts:

- mill or flour mill/ *un molino, un molino harinero, un molino de harina*
- flour/ *harina*
- to mill or to grind/ *moler*
- dough/ *masa*

Lesson Activities: (5-10 minutes total)

The steps of making bread (5 minutes)

- Show the children the three bowls that represent steps in the bread baking process. ** Kids should be allowed and encouraged to touch all of these things **
 - Dry grains → You can talk about what types of grains are ground in to flour
 - Flour → Talk to the kids about the many uses of flour in recipes.
 - Dough → Talk to kids about how few ingredients go into a basic bread, how most bread recipes require time for the dough to rise, and how bread must be kneaded before baking

Milling grain (5 minutes)

- Kids should be invited to try the hand-cranked grain mill.
- Ask them questions about their experience:
 - Is it hard or difficult?
 - How long do you think it would take you to mill enough grain to have flour for one loaf of bread?

Sampling bread (Almost no time at all)

- Offer bread with preserves to sample.
- If the bread and preserves are purchased from or donated by a market vendor, the vendors should be acknowledged.

Conclusion/Feedback/Evaluation:

- Stamp his/her MSKC passport.
- If this was his/her first MSKC activity, they will also take their MSKC bag with him/her.

Modification/Adaptation:

- If you have enough dough, you can have kids knead the dough to get a feel for it.

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Moses Villarreal of the Forest Grove Farmers Market

Title: Cherry Seed Spitting Contest



Description: This activity will be delivered in an outdoor setting at the farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. Once the volunteers have introduced the children to the activity, the kids will have time to eat their cherries, spit the seeds, and vote on their preferred cherry variety.

Audience: Children ages 5-12 who are at the farmers market with their families.

Objectives:

At the end of this lesson, participants will:

18. Know that there are different kinds of cherries.
19. Know that cherries have seeds inside of them that can be used to plant more cherries.
20. Be able to spit out cherry seeds and not swallow them.

Number of volunteers needed: 2-4 (At least one for registration and one for the introduction of the activity)

Materials:

- 7 lbs of two types of cherries (Dark red and Rainier cherries)
- Bowl for each type of cherry
- Posters that display:
 - The title of the game (Cherry Seed Spitting Contest)
 - 2 big illustrated images of the different cherries being used (for voting)
- Food handlers disposable gloves to pick up cherry seeds
- 1-3 cups that are used for the accuracy game
- Chalk to mark the sidewalk
- Measuring tape to measure the distance to the cups (5ft) and the chalk on the sidewalk (20ft)
- A small trash can to throw away (or compost) the cherry seeds and stems
- Round color coding labels to vote on which cherry they enjoyed the most

Vocabulary/Concepts:

- *la cereza*/cherry

- *las variedades de cereza* / cherry varieties
- *la semilla*/seed
- *el vástago*/stem
- *escupir*/to spit

Lesson Activities: (5-8 minutes total)

Activity Name: Cherry Seed Spitting Contest

Introduction to game: (2-3 minutes)

- Ask the children: Do you know there are different kinds of cherries? Do you know the name of any varieties of cherries?
- What are the different cherry colors you know of? Have you eaten different colors of cherries?
- How many seeds/pits does each cherry have?
- Do you think you're good at spitting seeds? Let's put it to the test!

Explain the game: (Accuracy and Distance game)

- Children each have 2 different cherries
- Children get a choice on either game they want to play
- Accuracy game:
 - Children stand 5ft away from the cups (should be measured out already)
 - Tell the kids they need to eat their cherries slowly so they don't swallow the seed
 - The children then try to spit their cherry seed into one of the cups
 - If they make it, they win another cherry to keep playing
- Distance game:
 - Children stand at the beginning of the chalk measurement (0ft)
 - Tell the children they need to eat their cherries slowly so they don't swallow the seed
 - The children then spit the cherry seed as far as they can
 - If the seed goes past 10ft, they win another cherry to keep playing
- Children have a chance to win a total of 3 cherries

Conclusion/Feedback/Evaluation:

- After the game, the children then have to return to the booth and are given a sticker to vote on which cherry they enjoyed the most.
- Stamp his/her MSKC passport.

Modification/Adaptation:

- For younger kids playing the accuracy game, they can get a little closer to the cups so they can have a chance to spit their seeds in the cups.
- For younger kids playing the distance game, the 10ft mark to win another cherry can be decreased to 5 ft.

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Jodi Monroy of the Beaverton Farmers Market

Title: Dirt Babies

Description: This lesson is an interactive way to bring germination and the stages of plant development to life.

Audience: Ages 4-12

Objectives:

At the end of this lesson, participants will:

21. Understand what germination is
22. Know when to expect the germination and sprouting of grass seed
23. Know the basic elements needed to care for a sprouting seed and new plant

Number of volunteers needed: 1-2

Materials:

- Nylon socks (not reinforced toe) -1 per participant in nude color
- Oregon grass seed -1 TBS per participant
- Potting soil - approximately 2 cups per participant
- Materials to decorate “Dirt Babies” such as googly eyes, foam shapes, glue, markers, paper
- Dirt Baby Birth Certificate/Instruction sheet
- Dirt Baby example

Vocabulary/Concepts: (Include vocabulary and terms that are essential to this lesson. Include vocabulary in all languages of instruction.)

- Seed/ *Semilla*
- Germination / *Germinación*
- Sprout / *Brotar*

Lesson Activities: (25 minutes total)

Making the Dirt Babies: (10 minutes)

- Each participant is given a nylon. This will become the dirt baby.
- Have each participant place 1 TBS of grass seed in the toe of their nylon. This is where the grass will sprout from and grow. As the grass seed sprouts and grows it will look like hair.



Note: When you are making the dirt babies, think upside down. The toe of the nylon will become the top of the dirt baby's head.

- Participants should pour approximately 2 cups of potting soil into the nylon, covering the grass seed in the toe area. Pack the soil down to make a firm ball.
- Tie a knot in the nylon right under the ball of soil.

Decorating the Dirt Babies: (15 minutes)

- Participants can use shapes and markers to make a face on the dirt baby.

Adopting the Dirt Babies: (5 minutes)

- Explain to the participants that when they get home they are to place the dirt baby, head side up, in a cup of water. The nylon will wick the water up and saturate the head of the dirt baby. In 10-15 days the grass seed will germinate through the nylon and form "hair." Remind student to add water to the dirt baby cup as needed. Cut the "hair" and style as desired.
- Have students create a "birth certificate" for their dirt baby (see additional document) to have a place for students to mark the date the seeds were planted, record the rate of growth and the date of their dirt baby's first haircut. This is a fun way to record the rate of germination and plant growth.

Conclusion/Feedback/Evaluation:

- Participants can converse about the different germination rate of different types of seeds.
- It is also worth noting that Oregon has a very strong grass seed industry.

Modification/Adaptation:

- Make and decorate a dirt baby or two at least a month in advance of this activity to show results.
- While it might lose some of the fun of having the participants make their own Dirt Babies it might be worthwhile for larger markets to make a quantity in advance because it does take some time to make.



DIRT BABY BIRTH CERTIFICATE

DIRT BABY'S
NAME _____

DIRT BABY'S
BIRTHDATE _____

FIRST HAIRCUT WAS GIVEN
ON _____

CARE INSTRUCTIONS:

Place dirt baby on top of full glass of water with tail in the water. Set dirt baby in direct sunlight. Dirt baby will begin to grow "hair" in 4-5 days. Give it a haircut! Remember to feed your dirt baby (keep water in the glass).

Sponsored by 



DIRT BABY BIRTH CERTIFICATE

DIRT BABY'S
NAME _____

DIRT BABY'S
BIRTHDATE _____

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DIRT BABY'S
NAME _____

DIRT BABY'S
BIRTHDATE _____

FIRST HAIRCUT WAS GIVEN
ON _____

CARE INSTRUCTIONS:

Place dirt baby on top of full glass of water with tail in the water. Set dirt baby in direct sunlight. Dirt baby will begin to grow "hair" in 4-5 days. Give it a haircut! Remember to feed your dirt baby (keep water in the glass).

Sponsored by 

MARKET SPROUTS KIDS CLUB *LESSON PLAN*

Developed by: Caitlin Matthews of the Forest Grove Farmers Market

Title: Fruit and Veggie Relays



Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate and supervise physical activities for several or many children at a given time. This activity is highly adaptable to how many kids are present; however it is easier with a small group, so volunteers are encouraged to wait for a small crowd of kids (4-6 or more) to form. Once the volunteers have introduced the children to the activity, the kids will participate in one or several physical activities.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives:

At the end of this lesson, participants will:

24. Be able to name a few aspects of healthy lifestyles, such as eating fruits and vegetables, eating a balanced diet, drinking plenty of water, and being active/getting exercise).
25. Be able to identify the name and appearance of some unfamiliar fruits and vegetables.

Number of volunteers needed: 2-4 (At least one for check-in and one for supervising relays)

Materials:

- Fruit and Veggie Relays poster to advertise the activity
- A variety of fruits or vegetables (2 of each), including some unfamiliar or uncommon vegetables (durable vegetables are better, such as kohlrabi, beets, celery, carrots, onion, etc.)
- Notecards with the names of each of the above vegetables written on them
- 2 spoons
- A variety of smaller fruits or vegetables (such as peas, green beans, fava beans, blueberries, etc.)
- Sidewalk chalk
- Stop watch

Vocabulary/Concepts:

la carrera de relevos/relay race

el colinabo/kohlrabi

el betabel / beet

la salud / health → *el bienestar* / wellness

Lesson Activities: (5-8 minutes total)

Introduction to healthy lifestyles (1-2 minutes)

- Ask the children:
 - What does it mean to be healthy?
 - What are some things that you can do to be healthy? (eat fruits and vegetables, eat a balanced diet, drink plenty of water, and be active/get exercise, etc.)
 - What foods can we eat to help us stay healthy?
 - What activities can we do to get exercise? (Emphasize playing outside in addition to other forms of physical activity)

Relay games (5 minutes)

It is important to set rules before starting to play the games, for example:

GROUND RULES:

- **Listen to the leaders of the activity**
- **Follow the rules**
- **No pushing**
- **No negative talk or put-downs**

There are a few different versions of races and relays that the kids can do:

WEIRD FRUITS AND VEGGIE RELAY:

- *Set up:* At one end of the racecourse (10 yards long, MAX), set out all the weird fruits and vegetables. At the other end of the racecourse, divide the children into two teams.
- *Objective:* The teams see how fast they can retrieve all the weird fruits and vegetables in the right order (to be determined by the notecards).
- Divide the children into two teams. Try to make the teams balanced in ages, genders, and ability levels.
- Each team will stand in a line behind the start line. The volunteer will pull the first note card and call out the name of the fruit or vegetable and then say GO! The first teammate will run down to the pile of fruits and vegetables and retrieve the vegetable and run back. If they choose the wrong vegetable, they have to run back to the other end and trade the vegetable for the correct vegetable. As each new member of the team is ready to leave for their run, call out the vegetable that they are supposed to retrieve.
- The race is over when all of the correct vegetables have been retrieved.

SPOON CARRY RELAY:

- *Set up:* At one end of the racecourse (10 yards long, MAX), half of each team is waiting behind a start line. At the other end of the racecourse the other half of the team is waiting.

- *Objective:* The teams see how fast pass off a spoon holding a small fruit or vegetable (this is a fruit and veggie version of the egg race).
- Divide the children into two teams. Try to make the teams balanced in ages, genders, and ability levels. Then divide each team into two so that they are standing at opposite ends of the racecourse.
- The first teammate for each team will have a spoon with a small fruit or vegetable balanced on it. When the volunteer says GO!, the teammate will run to the other end to hand off the spoon to his/her next teammate. If the fruit/veggie falls off the spoon, they must pick it up and balance it on the spoon again before proceeding.
- The race is over when everyone on the team has run across the racecourse with the spoon. If teams are small, then everyone has to go twice.

Conclusion/Feedback/Evaluation:

- When the children are finished with the relay games, ask:
 - Did you learn anything new today?
 - Did you learn the name of a new fruit or vegetable?
- Stamp his/her MSKC passport.

Modification/Adaptation:

- When making groups, try to mix ages, genders, and ability levels to create diverse and balanced teams. Or, separate kids into like age groups and have them do different relays.
- If only one or two children are present and they want to do a relay, they can compete against the clock. One option is that they set a goal and try to beat the goal. Another option is that they do one race for time and then they try to beat their own time during the second race.

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Jodi Monroy of the Beaverton Farmers Market

Title: Healthy Eating on a Budget



Description: This lesson coincides well with a local food drive or collection. Using USDA My Plate as a guide, this lesson will focus on awareness of hunger and making good purchasing and food choices to be able to provide optimal nutrition for the best value at the farmers market.

Audience: This lesson is best taught to older children (7-13), but can be simplified for younger/preschool children. A simplified USDA MyPlate activity is described below as well.

Objectives:

At the end of this lesson, participants will:

- 26. Be able to recognize and chose a well rounded meal (using USDA MyPlate guidelines)
- 27. Recognize financial barriers to purchasing quality food
- 28. Use budgeting skills to mock-purchase a families weekly groceries

Number of volunteers needed: 1-3

Materials:

- Large laminated diagram of USDA MyPlate
- Paper plates (one per younger participant)
- Glue (lots of glue sticks)
- Scissors (4-5 pairs)
- Sheets of single serving food cut-outs (fruit, vegetable, whole grain, protein and dairy food groups) divided into food groups
- Day meal list for a family of 4 (one per older participant)
- Laminated daily serving food cut outs for “sale” (fruit, vegetable, whole grain, protein and dairy food groups)
- Play Money (\$12 pack in \$1's per participant - can be reused)

Vocabulary/Concepts:

- Food Groups (*Grupos Alimentarios*)
- Whole Grains (*Cereales integrals*)
- Protein (*Proteína*)

- Fruit (*Fruta*)
- Dairy (*Productos Lacteos*)
- Vegetables (*Verduras*)
- Poverty (*Pobreza*)
- Budget (*Presupuesto*)

Lesson Activities: (10-15 minutes total)

For younger participants: (10-15 minutes)

- Give participant a paper plate and direct them to notice the USDA My Plate diagram and notice the different food groups present.
- Show the participant the stacks of different food groups and ask them to choose a food from each group and cut out, if necessary.
- Using glue sticks have the child glue their chosen food pictures to the paper plate

For older participants: (10-15 minutes)

- Give participant a packet of \$12 “money” and tell them that that is the money they have available to purchase “food” for their “family”. Also provide them with a day meal list for a family of four.
- Allow the participant to “purchase” portioned and priced laminated “food” from the market. See how much they can “feed their family” in a day!

Conclusion/Feedback/Evaluation:

- Ask the younger participants about their favorite foods on their plate. See if they can find any of those foods in the market.
- Ask the older participants what the biggest challenge was in “purchasing” healthy foods for their “families” and how they could overcome those challenges.

Modification/Adaptation:

- Consider pairing this activity with a local Food Drive and if the budget allows, provide children market tokens upon conclusion to make a purchase for the Food Drive.



1 PINT BERRIES
\$3.00



APPLE
\$1 EACH



BANANA
2 for \$1.00



WATERMELON
\$5



GRAPES
\$2/BUNCH



PEACH
\$1 EACH



AVOCADO
\$1 Each



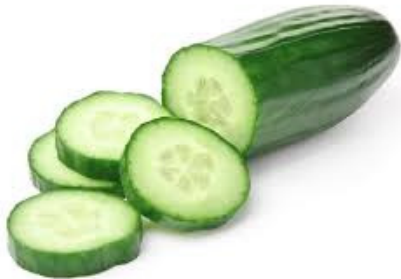
LETTUCE
\$2 HEAD



BROCCOLI
\$3 FOR 2 STEMS



CARROTS
\$2 BUNCH



CUCUMBER
\$1 EACH



GREEN BEANS
\$2 POUND



BELL PEPPERS
\$1 EACH



CAULIFLOWER
\$3 HEAD



OATMEAL
\$1 FOR 2 BOWLS



RICE
\$1 FOR 2 SERVINGS



HALF DOZEN (6) EGGS
\$2



CHICKEN
\$6



BEEF
\$6 FOR 4 SERVINGS



TUNA
\$3 PER CAN



LUNCHMEAT
\$1 PER SERVING



MILK
\$2 HALF GALLON



CHEESE
\$1 PER SERVING



PASTA
\$1 FOR 2 SERVINGS



LOAF OF WHOLE GRAIN BREAD
\$4



CORN TORTILLAS
\$2 PER DOZEN



BREAKFAST CEREAL
\$4 BOX



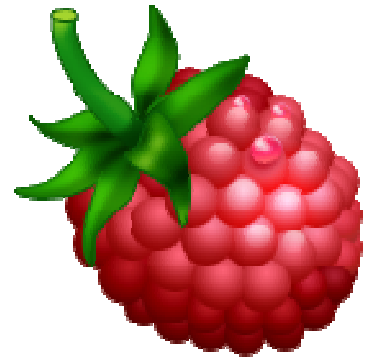
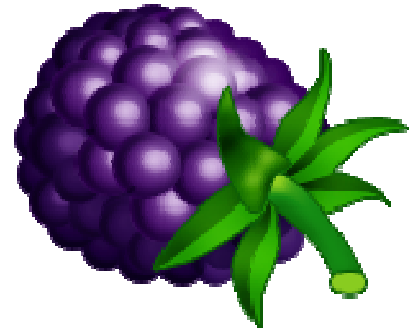
BEANS OR LENTILS
\$1 FOR 2 SERVINGS

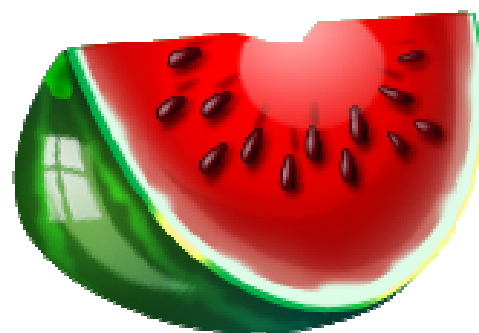
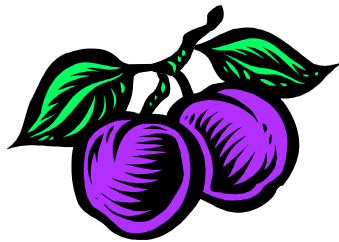
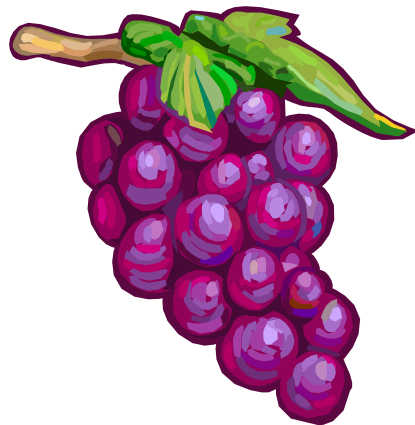
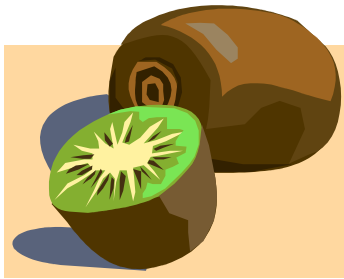


PEANUT BUTTER
\$1 FOR 4 SERVINGS



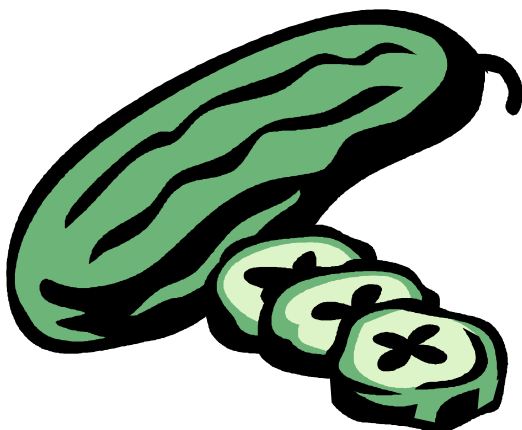
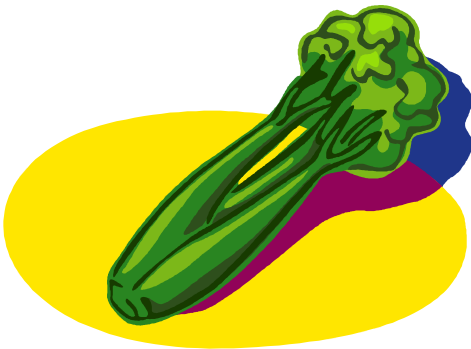
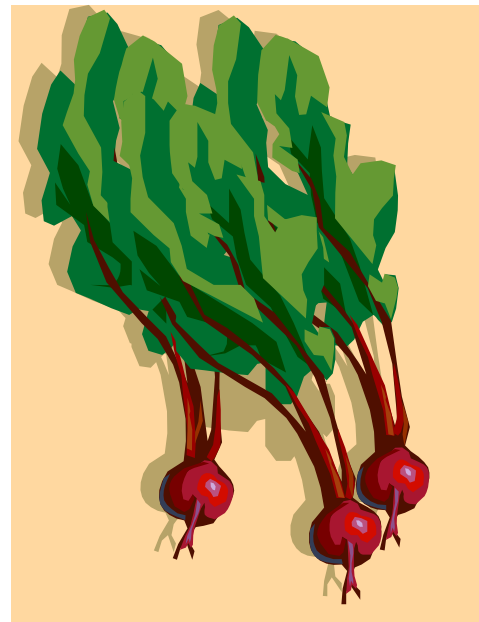
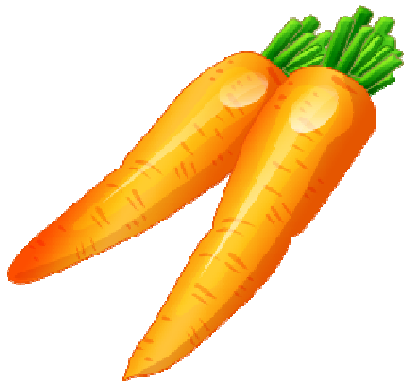
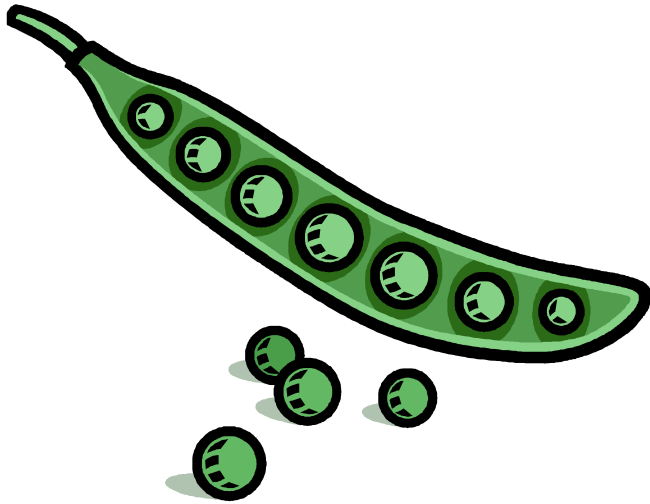
NUTS
\$1 PER SERVING³⁹

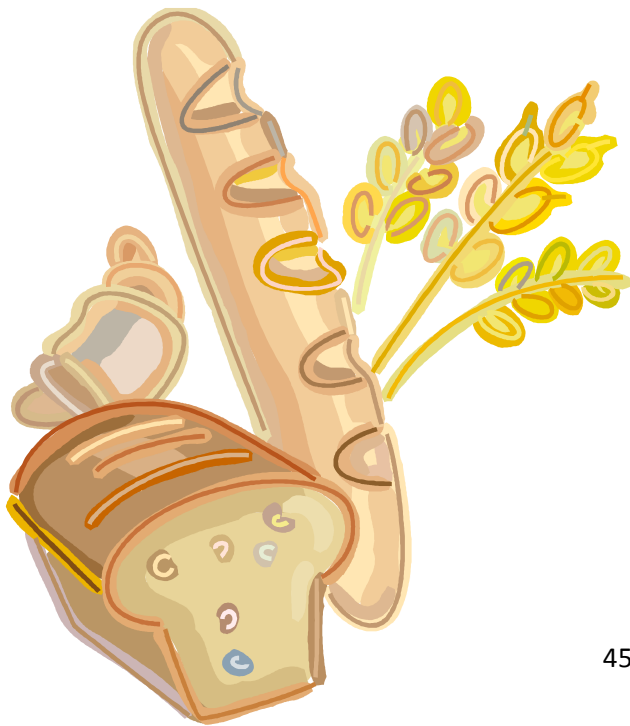






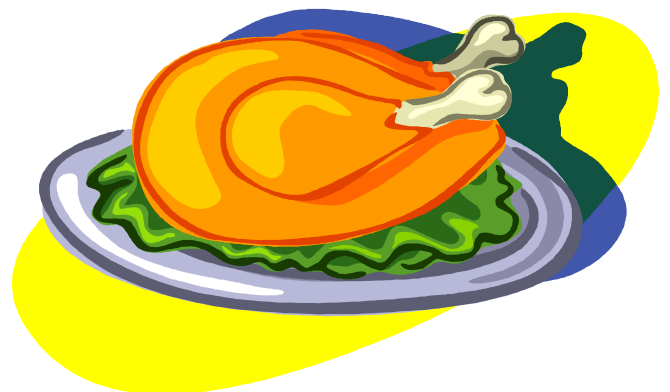
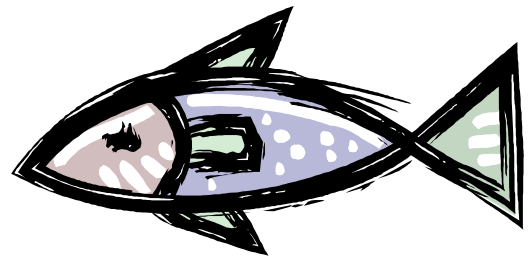
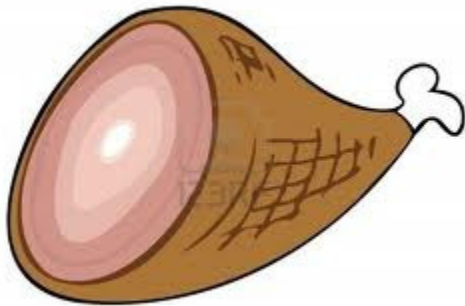
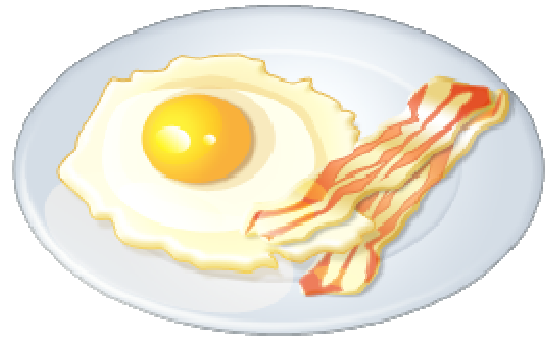












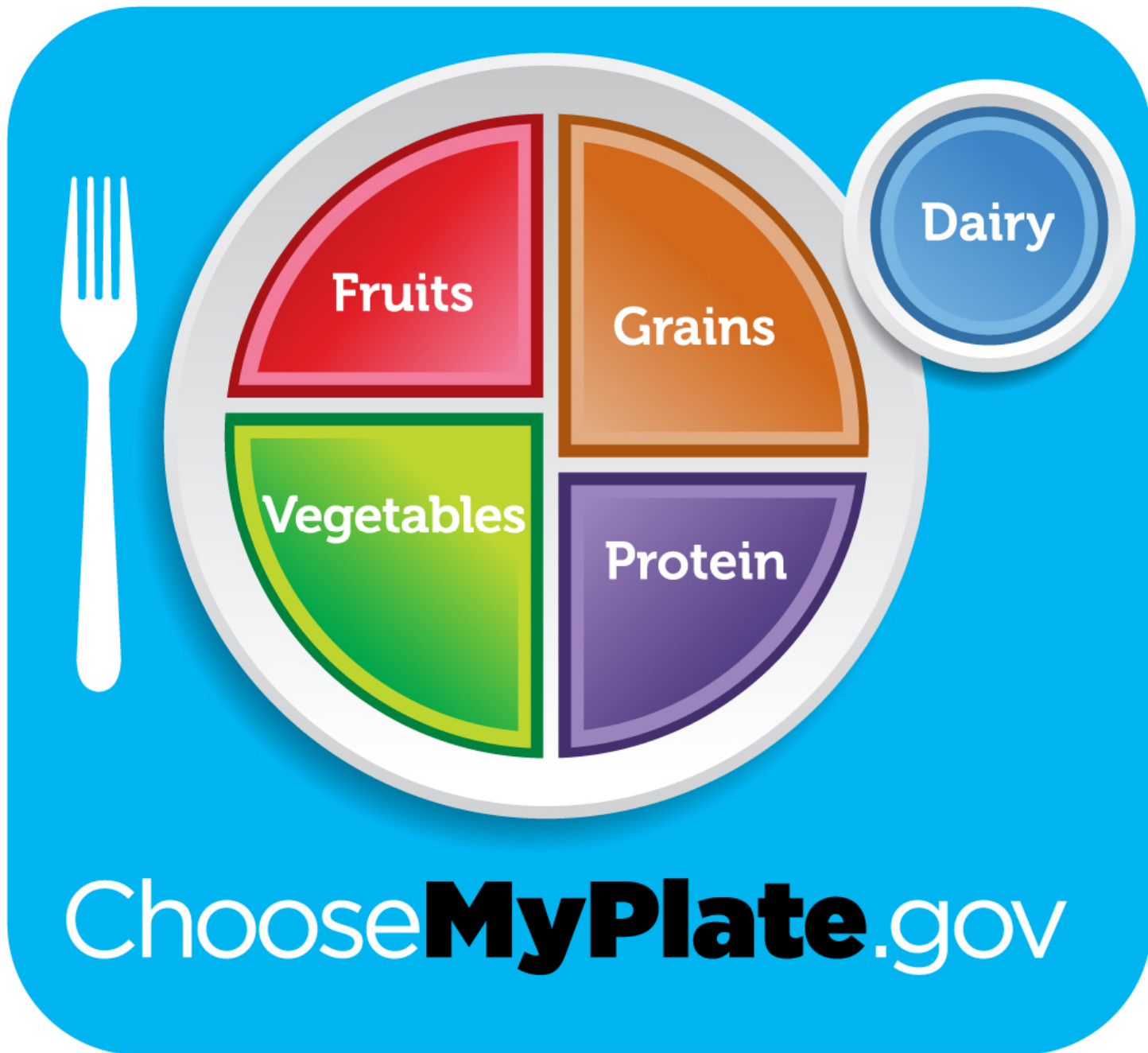




Lunch

Breakfast

Dinner



\$1		\$1	\$1		\$1
\$1	IN VEGGIES WE TRUST	\$1	\$1	IN VEGGIES WE TRUST	\$1
\$1		\$1	\$1		\$1
\$1	IN VEGGIES WE TRUST	\$1	\$1	IN VEGGIES WE TRUST	\$1
\$1		\$1	\$1		\$1
\$1	IN VEGGIES WE TRUST	\$1	\$1	IN VEGGIES WE TRUST	\$1
\$1		\$1	\$1		\$1
\$1	IN VEGGIES WE TRUST	\$1	\$1	IN VEGGIES WE TRUST	\$1
\$1		\$1	\$1		\$1
\$1	IN VEGGIES WE TRUST	\$1	\$1	IN VEGGIES WE TRUST	\$1
\$1		\$1	\$1		\$1
\$1	IN VEGGIES WE TRUST	\$1	\$1	IN VEGGIES WE TRUST	\$1

MARKET SPROUTS KIDS CLUB LESSON PLAN

Developed by: Caitlin Matthews of the Forest Grove Farmers Market



Title: How does my food grow? *¿Cómo crece mi comida?*

Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. This lesson deals with where our food grows on two different scales – where it grows on the farm (in the ground, on a bush/tree/plant, etc.) and where it grows geographically. There is an activity to be completed at the MSKC booth, as well as an activity to complete by talking to the farmer-vendors.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives:

At the end of this lesson, participants will:

29. Be able to identify some of the physical spaces on a farm or in a garden where fruits and vegetables grow.
30. Be able to talk with a farmer-vendor about where they grow the produce that they sell.

Number of volunteers needed: 2-4 volunteers. It is recommended to have at least two volunteers per shift, as it is difficult to manage registration and MSKC passports, as well as the activities, at the same time.

Materials:

- Painted portable mural of “How does my food grow?”
- Vegetables and fruits on Velcro to stick to the mural
- Questionnaires for talking with farmer-vendors
- Pencils or pens

Vocabulary/Concepts:

- local produce / *productos agrícolas locales*
- underground / *bajo tierra*
- as a plant / *como una planta*
- on a vine / *en una planta de guía*
- on a bush / *en un arbusto*

- on a tree/ *en un árbol*
- on a plant/ *en una planta*

Lesson Activities: (5 minutes at the MSKC booth, then out to ask questions of the farmer-vendors)

Where do my veggies grow (3-5 minutes)

- Show the mural to the kids and point out where the “options” are for where fruits and vegetables grow. Ask them if they can think of a fruit or vegetable that grows underground or on a tree, etc.
- Give each child 1-3 of the fruits and vegetables with Velcro back to stick on the mural.
- If the kids are unfamiliar with where their fruits and vegetables grow, give them some hints and/or ask them questions

Where do the vegetables and fruits at the Farmers Market come from? (2 minutes to explain, then the kids can take as long as they want to go talk to farmers)

- Explain to the kids that they are going to go talk to farmers to find out more information about where their food comes from.
- Give each child an activity sheet with questions. [See the activity sheet at the end of this lesson plan.]
- Explain that in order to get their passport stamp today, they must come back with at least one answer on their sheet (and they must return their pencil or pen!)

Conclusion/Feedback/Evaluation:

- When a child returns to the MSKC booth with their answer sheet, congratulate them on talking with the farmers. Their participation is more important than having a correct answer. Ask the child what he/she learned.
- Stamp his/her MSKC passport.
- If this was his/her first MSKC activity, they will also take their MSKC bag with him/her.

Modification/Adaptation:

- The older the child, the more questions that you can ask them to answer when they go talk to farmers.
- Especially young children may not participate in the Ask a Farmer portion of the activity, which is just fine.
- Encourage parents to support their children in asking questions when they are making their purchases. It can be easier to talk with the farmers as they are buying something from the farmer.

NAME: _____ **WHERE DOES MY FOOD COME FROM?**

Ask a farmer:

How many miles do you have to travel from your farm to the market? _____

How many minutes does it take you to drive from your farm to the market? _____

Find someone who is selling a product that grows underground:

- Name of farmer or farm: _____
- Name of produce: _____

Find someone who is selling a product that grows on a tree or bush:

- Name of farmer or farm: _____
- Name of produce: _____

Find someone who is selling a product that grows on a plant or vine:

- Name of farmer or farm: _____
- Name of produce: _____

Which farm is closest to the farmers market? _____

NOMBRE: _____ **¿DE DÓNDE PROVIENE MI COMIDA?**

Pregúntale a un agricultor:

¿Cuántas millas tiene que viajar de su finca al mercado? _____

¿Cuántos minutos le tardan para viajar de su finca al mercado? _____

Busca a alguien que venda un producto que crece bajo el suelo:

- Nombre del agricultor o de la finca: _____
- Nombre del producto agrícola: _____

Busca a alguien que venda un producto que crece en un árbol o arbusto:

- Nombre del agricultor o de la finca: _____
- Nombre del producto agrícola: _____

Busca a alguien que venda un producto que crece en una planta o una planta trepadora:

- Nombre del agricultor o de la finca: _____
- Nombre del producto agrícola: _____

¿Cuál es la finca que se ubica más cerca del mercado agrícola? _____

Photo of the “How does my food grow?” mural without Velcro vegetables



Photo of the “How does my food grow?” mural with Velcro vegetables



MARKET SPROUTS KIDS CLUB *LESSON PLAN*

Developed by: Jodi of the Beaverton Farmers Market

Title: Maíz (Corn) and the 3 Sisters



Description: This lesson is best taught during later summer when corn ripens. It is designed to highlight the importance of corn as a staple food in Mexico and Central America and teach about how corn is commonly grown in Latin America.

Audience: Kids ages 4-12

Objectives:

At the end of this lesson, participants will:

1. Understand the importance of corn in Mexico and Central America as a staple food
2. Learn about companion planting through the example of the symbiotic relationship between corn, beans and squash (“Three Sisters”) both as crops and nutrition
3. Use a typically discarded part of the crop (husk) to create a fun play toy

Number of volunteers needed: 2

Materials:

- Poster or picture or live representation of “3 Sisters” and explanation of the beneficial relationship between corn, beans and squash
- Examples of other companion plantings (roses & garlic, carrots & onions, marigolds & tomatoes)
- Dried corn husks –approximately 4 per doll
- Bucket or bin to wet and soften the corn husks
- Corn Husk Doll instruction sheet (See attached document)
- *If desired-* natural fibers and paints for decorating dolls

Vocabulary/Concepts:

- Corn (Maíz)
- Squash (*Calebaza*)
- Beans (*Frijol*)
- Three Sisters (*Las tres hermanas*)
- Symbiotic (*Simbiótica*)
- Companion Planting (*siembra de compañía*)

Lesson Activities: (10-15 minutes total)*Explanation of 3 sisters : (5 minutes)*

- Using the poster, picture or live diagram, ask participants if they can identify how the 3 crops help each other. The maize provides a structure for the beans to climb, eliminating the need for poles. The beans provide the nitrogen to the soil that the other plants utilize, and the squash spreads along the ground, blocking the sunlight, helping prevent establishment of weeds. The squash leaves also act as a “living mulch”, creating a microclimate to retain moisture in the soil, and the prickly hairs of the vine deter pests. Maize lacks the amino acids lysine and tryptophan, which the human body needs to make proteins and niacin, but beans contain both and therefore maize and beans together provide a balanced diet. Prompt as needed and as appropriate.
- Talk with participants about the 3 sisters being staple foods in Mexico and Central America.

Create Corn Husk Doll : (5- 10 minutes)

- Using softened corn husks and instructional diagram guide participants in creating their own doll and decorate using optional materials.

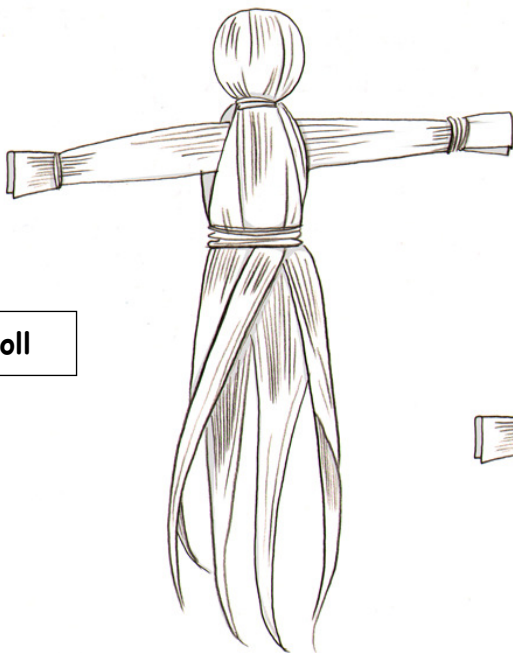
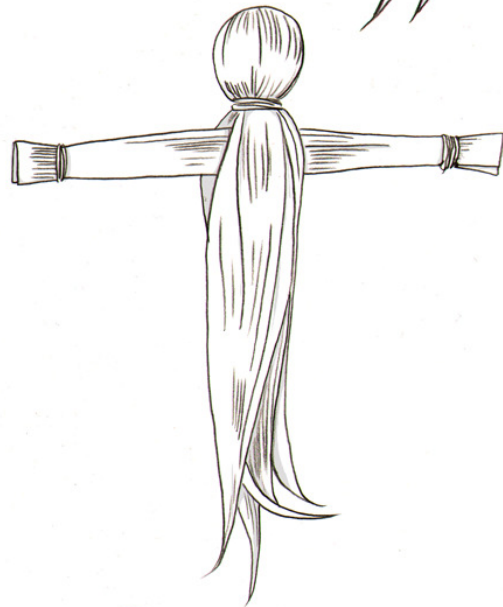
Conclusion/Feedback/Evaluation:

- Ask participants if they can think of other symbiotic/companion relationships in nature (animals, insects).
- Ask participants to ask farmers about their companion planting processes.

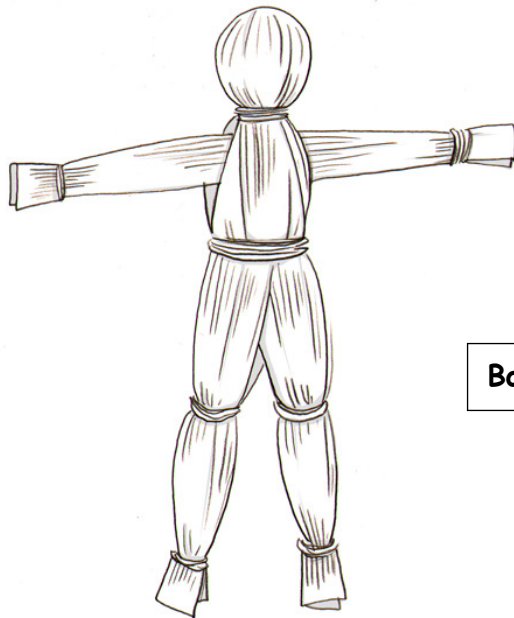
Modification/Adaptation:

- If this lesson is done early in the market season, consider giving participants small pots and seeds to create their own “3 Sisters” planting.
- Use other natural fibers (cotton, leafy vegetables) and paints (blueberry, beet, or carrot juice) to dress and animate the dolls.

Corn Husk Dolls



Girl Doll



Boy Doll

MARKET SPROUTS KIDS CLUB *LESSON PLAN*

Developed by: Moses Villarreal of the Forest Grove Farmers Market

Title: The Market Scavenger Hunt



Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. Once the volunteers have introduced the children to the activity, the kids will have time to explore the market, talk with vendors, and complete the scavenger hunt.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives:

At the end of this lesson, participants will:

31. Know their way around the market and see what vendors are selling
32. Be able to communicate with the vendors
33. Learn new facts about the market and the products being sold at the market

Number of volunteers needed: 2-4 (At least one for registration and one for the introduction of the activity)

Materials:

- Poster that displays the title of the activity (The Market Scavenger Hunt)
- 2 bilingual activity sheets
 - 1/2 page scavenger hunt clues for younger kids who will likely need help from their parents (3-4 clues) [Set A]
 - 1/2 page scavenger hunt clues for older kids who have some literacy skills (5-6 clues) [Set B]
- Incentive, such as a fruit or vegetable sample to eat when finished with the scavenger hunt (Recommended)

Vocabulary/Concepts:

- *Búsqueda del Tesoro* / Scavenger Hunt
- *Vendedores y agricultores* / vendors and farmers
- *Las pistas* / the clues
- *Buscar* / to look for

Lesson Activities: (Total time depends on the child)

Activity Name: The Market Scavenger Hunt (2-4 minutes for introduction)

- Ask the children if they are familiar with a scavenger hunt. If they are not, explain what it is and how to do it.
- Children that are younger will receive a ½ sheet of paper with 3-4 clues.
- Children that are older will receive a ½ sheet of paper with 5-6 clues.
- Notify participants that they have to return to the booth to receive their prize (fruit or vegetable sample).
- They will explore the market with their families looking for the answers to the clues.
- After the scavenger hunt, the children will return to the booth and you will ask them questions about what they learned while completing the scavenger hunt.
- They will receive their prize/incentive.

Conclusion/Feedback/Evaluation:

- After the children have completed the scavenger hunt, they will return to the booth and be asked certain questions, for example:
 - What new vegetable/fruit have you not see before?
 - Did you have a conversation with any of the vendors?
 - Is a tomato a fruit or a vegetable?
 - What other cool things did you find out while you were on the hunt?
- Then, children will be given some sort of incentive (fruit, sticker, pencil, etc.) for completing the scavenger hunt.

Modification/Adaptation:

- Older children will receive the challenging scavenger hunt list because they don't need much help from their parents.
- Younger children will receive a simpler scavenger hunt list because they will need some help from their parents.
- Another option is to pair siblings together to support each other.

Farmers Market Scavenger Hunt Questions (Set A)

- 1 a. Look for a purple fruit or vegetable. What is it? _____
Busca una fruta o vegetal morado. ¿Qué es? _____
- b. Look for a yellow fruit/vegetable. What is it? _____
Busca una fruta o un vegetal amarillo. ¿Qué es? _____
2. Look for 2 vegetables that grow below the ground. _____
Busca dos vegetales que crecen debajo de la tierra. _____
- 3 a. Look for the biggest fruit or vegetable. What is it? _____
Busca la fruta o el vegetal más grande. ¿Qué es? _____
- b. Find the smallest fruit or vegetable. What is it? _____
Encuentra la fruta o el vegetal más pequeño. ¿Qué es? _____
4. Is a tomato a fruit or a vegetable? (Ask a vendor) _____
¿Es el tomate una fruta o un vegetal? (Pregúntale a un vendedor) _____
- Bonus:** How old is the Forest Grove Farmers Market? _____
¿Qué edad tiene el Mercado Agrícola de Forest Grove? _____
-

Farmers Market Scavenger Hunt Questions (Set A)

- 1 a. Look for a purple fruit or vegetable. What is it? _____
Busca una fruta o vegetal morado. ¿Qué es? _____
- b. Look for a yellow fruit/vegetable. What is it? _____
Busca una fruta o un vegetal amarillo. ¿Qué es? _____
2. Look for 2 vegetables that grow below the ground. _____
Busca dos vegetales que crecen debajo de la tierra. _____
- 3 a. Look for the biggest fruit or vegetable. What is it? _____
Busca la fruta o el vegetal más grande. ¿Qué es? _____
- b. Find the smallest fruit or vegetable. What is it? _____
Encuentra la fruta o el vegetal más pequeño. ¿Qué es? _____
4. Is a tomato a fruit or a vegetable? (Ask a vendor) _____
¿Es el tomate una fruta o un vegetal? (Pregúntale a un vendedor) _____
- Bonus:** How old is the Forest Grove Farmers Market? _____
¿Qué edad tiene el Mercado Agrícola de Forest Grove? _____

Farmers Market Scavenger Hunt Questions (Set B)

1. How long does it take for a carrot to grow? _____
¿Cuánto tiempo se necesita para que crezca una zanahoria? _____
 2. Look for a purple vegetable. What is it? _____
Busca un vegetal morado. ¿Qué es? _____
 3. Find a fruit or vegetable you've never seen before. Draw it and find out the name.
Encuentra una fruta o vegetal que nunca has visto antes. Dibújalo y pregunta por el nombre.
 4. Ask a vendor what's his/her favorite fruit or vegetable. _____
Pregúntale a un vendedor cuál es su fruta o vegetal favorita. _____
 5. How long does it take for strawberries to grow? _____
¿Cuánto tiempo se necesita para que fresas crezcan y maduren? _____
 6. Is a tomato a fruit or vegetable? _____
¿Es el tomate una fruta o un vegetal? (Pregúntale a un vendedor) _____
- Bonus:** How old is the Forest Grove Farmers Market? _____
¿Qué edad tiene el Mercado Agrícola de Forest Grove? _____
-

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MARKET SPROUTS KIDS CLUB *LESSON PLAN*

Developed by: Jodi Monroy of the Beaverton Farmers Market

Title: Mr. and Mrs. Potato Head

Description: This lesson is meant to be a fun, interactive art project for kids of all ages which emphasizes the unique-ness and beauty of naturally grown “ugly” produce.

Audience: Kids ages 4-15

Objectives:

At the end of this lesson, participants will:

34. Recognize that local, fresh produce is not always “pretty”
35. Be able to utilize the unique beauty in farm fresh produce to create an all-natural Mr. or Mrs. Potato head

Number of volunteers needed: 1-2

Materials:

- Large baking Potatoes - one per participant. Try to get the “seconds” or “ugly” potatoes. The more knobby, the better.
- Pointed toothpicks - at least 6-10 per participant. These can be broken in half.
- Variety of fresh produce to be used for body parts of potato heads (see Modification section for ideas)
- If allowing participant to prep produce - cutting boards and child safe knives

Vocabulary/Concepts:

- ugly vs. pretty produce (standardized vs local) and the idea that pretty doesn’t equal quality

Lesson Activities: (5-15 minutes total)

Building Mr. or Mrs. Potato Heads: (5-15 minutes)

- Have the participant select a potato from those available. Talk to the participant about the uniqueness of the potato and about how the growth was uneven and it created a thing of beauty and art.
- Have the participant select (and possible prep) produce for various body parts and accessories for Potato Head. Talk with participant about the uniqueness, shape and textures of fresh produce.



- Have participants use toothpicks (or half toothpicks) to adhere the body parts and accessories to their potato and enjoy their creations!

Conclusion/Feedback/Evaluation:

- Ask the participants to identify other produce that would be good for Potato Head pieces.
- Congratulate participants for participating in a food system that honors taste over appearance.

Modification/Adaptation:

- Consider having the produce pre-chopped and prepped for creating the Potato heads as well as having prep stations where the kids could wash/chop/prep the produce to their vision.
- Produce/body part suggestions
 - Berries/Cherries=eyes
 - Torn leafy greens= hair, clothes
 - Sliced bell peppers= mouth, ears
 - Apples=shoes
 - Radishes=eyes

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Jodi Monroy of the Beaverton Farmers Market

Title: Pin a Farmer

Description: This activity is available any time during the growing season. There is a craft component and then an investigation done by the kids (guided by parents, if applicable). The activity is designed to be self paced.



Audience: Children ages 4-13

Objectives:

At the end of this lesson, participants will:

1. Be able to identify and name their favorite fruit/vegetable currently in season and available at the market
2. Engage with a farmer/grower of the identified crop
3. Learn from farmers growing or specialized information about the specified crop

Number of volunteers needed: 2-3

Materials:

- 8.5 x 11 picture examples of fruits/vegetables currently in season
- Coloring crayons, colored pencils, markers or picture cut-outs of fruits/vegetables currently in season (printed in the size needed for button making)
- Paper for drawing pre-cut into circles the size needed for button making (if not using cut-outs)
- Scissors (if using cut-outs)
- Button Press
- Pinned Back Buttons and Covers
- Sample crop questions

Vocabulary/Concepts:

- Crop / *Cosecha*
- Planting / *Sembrando*
- Harvesting / *Cosechar*
- Cultivate / *Cultivar*
- Farmer / *Agricultor*

- Growing season / *Estación de Crecimiento*

Lesson Activities: (20 minutes total)

Explanation of activity (2 minutes)

- As children approach ask them if they want to "Pin the Farmer"
- Explain that in this activity they will be able to learn some interesting facts about their favorite fruit/veggie currently in season and thank ("Pin") the farmer who grows it.

Observing what is in season: (2 minutes)

- The hosting group can ask the child if they have walked around and observed what is currently in season. If so, ask the child to choose a fruit/veggie they saw that looked tasty or interesting to them. If not, ask the child to look at the pictures available of fruits/veggies that are currently in season and choose which one they enjoy eating or find interesting.

Button Making (5 minutes)

- Have the child draw or cut out a picture of their chosen fruit/veggie.
- Using the button maker allow the child (depending on age) to press the drawing and button pieces together to create a crop button.

Generate Crop Question (2 minutes)

- Ask the child if they can think of a good question to ask a farmer about how the crop grows. Have a few generic questions in mind that children can ask the grower about the crop, if needed (simple and more challenging for older kids) such as:

Why does this crop grow during this time of year?

Does this crop need a lot of extra water to grow?

What other plants/crops grow well with this one?

Does this crop need lots of sun? (See attached document)

Find the Farmer and Pin him/her (5-10 minutes)

- Have the child find a farmer/grower of the fruit/veggie selected and ask them their crop question.
- After the interaction, have the child present the farmer with their button.

Conclusion/Feedback/Evaluation:

- If you are using a passport or other club-type card ask the child to summarize what they learned about the crop.

Modification/Adaptation:

- For smaller markets or groups consider allowing the child to make two buttons-one for grower and one for him/herself.
- For larger markets alert growers of the activity so they can prepare to receive questions.
- If direct grower contact is unavailable consider creating a crop poster board where children can write what they know about certain crops under the picture.

- For smaller markets or shorter time periods the grower can do a short presentation about the crops currently in season and then open the floor for questions.

CROP QUESTIONS:

What is the hardest part about growing_____?

Can you tell me an interesting thing about growing_____?

In what season do you plant_____?

What is your favorite crop to grow?

How do you keep the soil healthy for growing?

What time of year is the busiest for farmers and why?

What other crops grow well with _____?

What are the pests or diseases that are a concern for this crop and what do you do to combat them?

What kind of conditions does _____ like to grow in?

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Caitlin Matthews of the Forest Grove Farmers Market

Title: What part of the plant am I eating? (*¿Qué parte de la planta estoy comiendo?*)



Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. The introduction to the lesson covers basic anatomy of plants (flowering plants or *angiosperms*, to be technical), then the kids will play a game with photographs to figure out what part of the plant they eat when they eat different fruits and vegetables. After playing, they will be invited to taste a “Six Part Salad,” a salad with at least one ingredient of each of the six basic parts of the plant.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives:

At the end of this lesson, participants will:

36. Be able to identify the six main parts of a plant
37. Be able to categorize different edible produce based on what part of the plant is consumed
38. Be able to prepare a salad using at least one vegetable/fruit from each of the six categories

Number of volunteers needed: 2-4 volunteers. It is recommended to have at least two volunteers per shift, as it is difficult to manage registration and MSKC passports, as well as the activities, at the same time.

Materials:

- Poster of plant anatomy and labels (with Velcro)
- Poster of “What part of the plant am I eating?” with Velcro-able product photos
- Ingredients for the Six-Part Salad (pre-washed) → See options below:
 - Leaf: lettuce, spinach, kale
 - Root: radish, carrot
 - Stem: celery, asparagus
 - Flower: broccoli, cauliflower, nasturtium (if available)
 - Fruit: tomato, bell pepper, cucumber, zucchini, apple
 - Seed: sunflower seeds, soybeans, other nuts (beware of allergies)
- Ingredients for salad dressing (pre-measured)

- 2 Tablespoons of balsamic vinegar
- 1 Tablespoon of olive oil
- 2 teaspoons of mustard (Dijon or German)
- 1 teaspoons of olive oil
- A tiny pinch of salt and pepper
- Large bowl for salad
- Tongs or other utensils for tossing and serving salad
- Paper plates
- Forks
- Napkins
- Small recipe cards for the salad dressing (optional)

Vocabulary/Concepts: (Include vocabulary and terms that are essential to this lesson. Include vocabulary in all languages of instruction.)

- *la anatomía de una planta*/the anatomy of a plant
 - *la raíz*/the root
 - *el tallo*/the stem
 - *la hoja*/the leaf
 - *la flor*/ the flower
 - *el fruto*/the fruit
 - *la semilla*/seed

Lesson Activities: (10-15 minutes per child)

Introduction to plant anatomy (3-5 minutes)

- Show the poster.
- Ask kids if they know the names of the different parts of the plant.
- Have the kids stick the labels on the poster.

What part of the plant am I eating? (3-5 minutes)

- Can we eat all the parts of a plant? Can we eat all the parts of every plant?
- When I eat celery/tomato/potato/corn what part am I eating?
- What part of the plant is broccoli/onion/lettuce/etc.?
- Show the poster with plant parts in categories. Give each child 1-3 photographs of produce that they will have to categorize.
- Encourage the kids and ask them questions if they need help categorizing the produce.

Tasting the "Six Part Salad" (3-5 minutes)

- Offer a small sample of the salad.
- Ask the kids what ingredients are in the salad. Ask them what part of a plant each ingredient is. See if they can identify which ingredient is each of the six basic parts of a plant.

Conclusion (3 minutes)

- Stamp his/her MSKC passport.
- If this was his/her first MSKC activity, they will also take their MSKC bag with him/her.
- Optional: Share recipe sheets for salad dressing with children and/or parents.

Feedback/Evaluation:

- Ask children what parts of the plant they ate in the salad.

Modification/Adaptation:

If you plan to make the salad and/or mix the salad dressing with the first group of kids, you will also need the following materials:

- Small bowl for mixing salad dressing (if you plan to mix it as a group, which requires more time)
- Fork for mixing salad dressing

For older children and/or to engage the parents, ask them if they can identify the plant parts that are represented in the dressing:

- Olive oil from the fruit of the olive tree
- Balsamic vinegar from the juice of the grape
- Mustard from mustard seed (plus vinegar)
- Maple syrup (jarabe de arce) from the sap of the maple tree (de la savia del arce)
- Black pepper from the seed of the *Piper nigrum* plant
- Only salt is not plant-derived

Anatomy of a Plant:

The 6 Basic Parts

La Anatomía de una Planta: *Las 6 Partes Básicas*

ROOTS

las raíces

LEAVES

las hojas

STEM

el tallo

FLOWER

la flor

ROOTS

las raíces

LEAVES

las hojas

STEM

el tallo

FLOWER

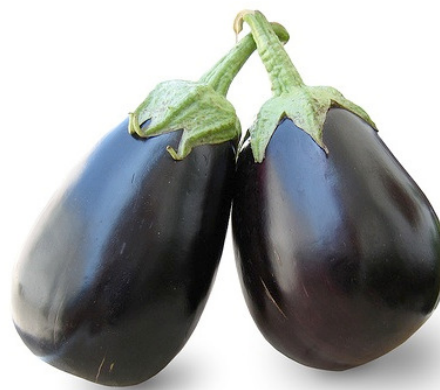
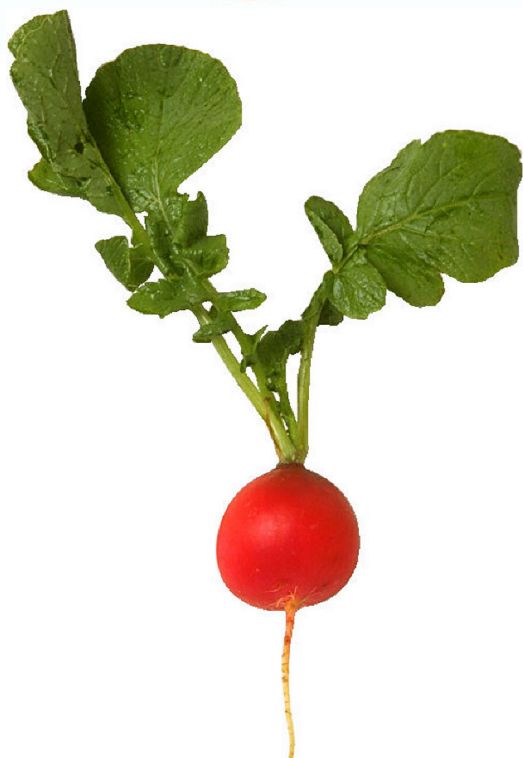
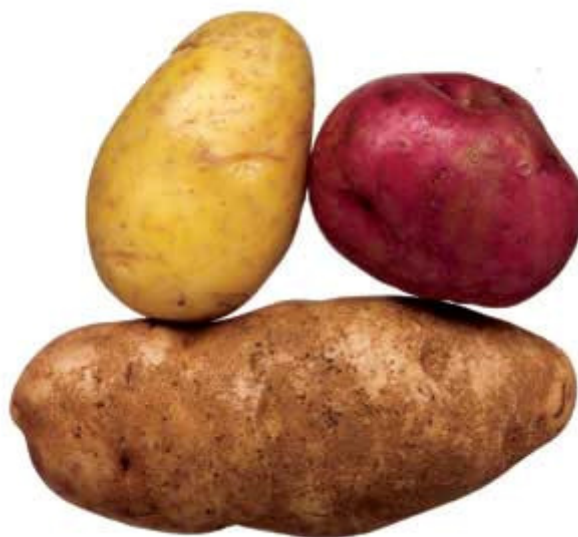
la flor

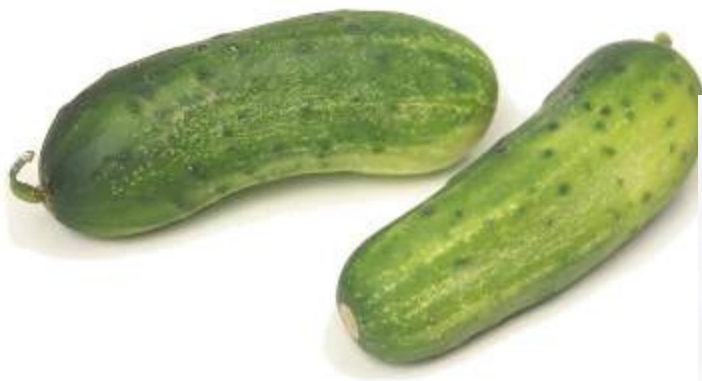
**What part
of the
plant am I
eating?**

**¿qué parte
de la planta
estoy
comiéndolo?**











MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Jodi of the Beaverton Farmers Market

Title: ¡Salsa Fiesta!



Description: This lesson is to be taught in the late summer when all of the hot weather veggies are ripe (especially tomatoes). This lesson gives kids a chance to practice basic kitchen skills while preparing a healthy snack.

Audience: kids ages 4-12

Objectives:

At the end of this lesson, participants will:

- 39. Identify ingredients with which to prepare a healthy snack
- 40. Practice basic kitchen skills such as chopping, slicing and peeling

Number of volunteers needed: 1 or 2

Materials

- Poster
- Handwashing station
- Produce washing station
- Small bowls or sample cups
- Food safe gloves
- Plastic cutting boards
- Child-safe knives and peelers
- A variety of produce for salsa, including, but not limited to: tomatoes, onions, cilantro, peppers, cucumbers, berries, melons, mint, herbs, scallions
- OPTIONAL: crackers, chips or veggies for dipping or spoons for eating salsa.

Vocabulary/Concepts:

- Produce / *Productos agricolas*
- Salsa / *Salsa*
- Fruit Salsa / *Salsa de frutas*
- Mixing / *Mesclar*
- Spicy / *Picoso*
- Capsaicin / *Capsaicina*

- Scoville scale / *escala Scoville*

Lesson Activities: (10-15 minutes total)

Prepare work station (5 minutes)

- Have participants wash their hands or use food safe gloves (especially if using chile).
- Have the participants select a 3-4 items of produce + 1 herb to make their salsa.

Make salsa (5-10 minutes)

- Give each participant a plastic cutting board, a child safe knife, and a small bowl.
- Show participants the best way to chop or prepare product for salsa.
- Show participants how to gently fold ingredients together.
- Provide spoons or optional dippers for enjoying the salsa.

Conclusion/Feedback/Evaluation:

- Consider keeping a tally board where kids can mark the ingredients chosen for their salsa.
- Use the Scoville scale to talk about the hotness of chile peppers.
- Talk about the traditional Mexican salsas and the ingredients used (see poster).

Modification/Adaptation:

- Consider having the produce already chopped and prepared for the participants to just choose and mix together.

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Caitlin Matthews of the Forest Grove Farmers Market

Title: Seed Identification and Seed Planting



Description: This activity will be delivered in an outdoor setting at a farmers market. Several volunteers will facilitate this lesson for several or many children at a given time. Given that the activity has an interactive introduction, volunteers should wait for a small crowd of kids (4-6 or more) to form. Once the volunteers have introduced the children to the activity, the kids will have time to plant seeds to take home.

Audience: Children ages 5-12 who are at the farmers market with their families and who visit the MSKC booth.

Objectives:

At the end of this lesson, participants will:

41. Know that seeds come in a diversity of sizes, shapes, colors, and textures.
42. Know how to plant seeds for indoor starts.
43. Be able to identify some of the requirements for a seed to sprout and a plant to grow.

Number of volunteers needed: 2-4 (At least one for the seed introduction and one for seed planting)

Materials:

- Seed Identification activity
 - 8 laminated color photographs of the produce for which you have seeds [See attached .pdf for color photographs]
 - 8 sealed plastic bags containing seeds corresponding with the color photographs
- Potting soil, preferably organic (1-2 bags of 1.5 cubic feet, depending on how many children participate weekly)
- Small containers for planting; options include:
 - Paper cups with no wax or coating
 - Newspaper to make planting containers [For more information, visit <http://www.hgtv.com/gardening/how-to-create-newspaper-pots/index.html>]
 - Recycled plastic pots for seedlings [We happened to have hundreds from years past]
- Masking tape and permanent markers or pens to label each cup with name, date, and type of seed

- Seeds for planting (beans, radishes, peas, lettuce, etc.)
 - This year we received a big donation of an organic lettuce mix. Each child will receive a packet of seeds. He/she will plant a few in his/her cup and take the rest of the packet home.
- Watering can
- 10 gallon water cooler filled with water (if you are far from a water source at your MSKC booth)
- Gardening gloves
 - We received a large donation of gloves this year and will pass the gloves along to the kids and their families.

Vocabulary/Concepts: (Include vocabulary and terms that are essential to this lesson. Include vocabulary in all languages of instruction.)

la semilla/seed

la germinación/germination

agua, luz, calor / water, light, heat

Lesson Activities: (8-10 minute introduction with game, flexible time for planting seeds)

Introduction to seeds (3-5 minutes)

- Ask the children: What is a seed? What does a seed grow into?
- What does a seed look like? Is it big, small? What color is a seed?
- Can we eat seeds? What types of seeds have you eaten? (sunflower, sesame, pumpkin, piñon, etc)
- What does a seed need to germinate? → You will likely need to teach what the word “germinate” means.
- Talk about what the seed needs to germinate and what it will continue to need as it grows into a plant (water, light, heat).

Seed Identification Game (5 minutes)

- Explain that, just as plants are different, so are their seeds. Pass around the ziplock bags containing the seeds so that the children can look closely at the seeds.
- Ask the children to describe the seeds in the baggies. What color is the seed? What is the texture of the seed? Is the seed larger or smaller than other seeds they have seen? What plant do you think will grow from each seed?
- When the baggies have gone around the group, ask for a few predictions for each seed and review what type of seed each one is.
- Display the laminated color photographs and ask the kids to match the seeds with the produce. Ask the kids why they made the guesses that they did.
- Eventually, help the kids match the correct seed with the correct produce.

How to plant a seed (Time needed depends on the child's age and parent help)

- If making newspaper containers, demonstrate how to make a container using newspaper. → Make a small container by rolling the newspaper around a bottle or jar, with some of the paper extending below the bottom of the bottle. Then fold the extra paper flat across the bottom of the bottle to make the bottom of the newspaper container.
- Label the side of the container with child's name, the date, and the type of seed.
- Fill the container with potting soil, then plant and cover seeds. Remind them not to plant the seed too deep or it will take longer to sprout through the surface of the soil.
- Water the seeds.
- Remind the children to place their pots where their plants will get lots of light.

Conclusion/Feedback/Evaluation:

- When a child has finished planting his/her seeds, ask him/her what the seeds will need to grow into strong plants.
- Stamp his/her MSKC passport.
- Each child should take his/her planted seeds, the remaining seeds in the lettuce packet, and a pair of gardening gloves.

Modification/Adaptation:

- For younger kids, you can include a reading of the Eric Carle book *The Tiny Seed* to familiarize them with the annual lifecycle of a seed that grows into a plant, eventually dropping its own seeds to restart the cycle.
- You can have a tasting activity for seeds (sunflower, sesame, pumpkin, pine nuts/piñon, etc.).

BEET



EL BETABEL

LETTUCE



LA LECHUGA

CARROT



LA ZANAHORIA

CILANTRO/ CORIANDER



EL CILANTRO

TOMATO



EL JITOMATE

PUMPKIN/SQUASH



LA CALABAZA

PEAS



LOS CHÍCHAROS

GREEN BEAN



EL EJOTE

MARKET SPROUTS KIDS CLUB

LESSON PLAN

Developed by: Jodi of the Beaverton Farmers Market

Title: Simple Food Preservation



Description: This lesson is designed to teach children (and parents) a simple method of preserving and preparing fresh produce - pickling. This lesson will encourage children and their parents to try new foods and new methods of preparing and preserving food. This lesson can be delivered throughout the growing season using different fresh vegetables.

Audience: Children ages 4-13. Children ages 4-8 will need adult assistance/supervision

Objectives:

At the end of this lesson, participants will:

1. Know the basic concepts behind preserving by pickling
2. Be able to identify some vegetables that can be pickled
3. Practice cutting and preparing produce for pickling

Number of volunteers needed: 2-4

Materials:

- Small containers with lids (any type that will contain liquid) - 1 per participant
- A selection of seasonal produce that can be pickled (see attached recipe) - approximately 1/2 cup per participant
- Pickling spices and flavorings - quantity depends on the number of participants, but you'll need plenty (see attached recipe)
- Teaspoon and half teaspoon measuring spoons (at least 4 each)
- Containers of white and apple cider vinegar and sea salt in appropriate quantities for demonstration
- Send-home instructions for finishing pickle (attached)
- Demonstrated finished product and samples
- Plastic cutting boards - one per station
- Child safe-knives and peelers - one set per station
- Food safe gloves - one pair per participant
- Hand washing station
- Produce washing station
- Laminated step-by-step instructions (one per station)

- Take home recipes (optional)

Vocabulary/Concepts:

- Pickling / *Escabeche*
- Peeling / *Pelar*
- Firm vegetables / *verduras duras*
- Vinegar / *Vinagre*
- Spices / *Especias*

Lesson Activities: (11-14 minutes total)

Prepare for pickling (2 minutes)

- Instructor will give the child an overview of the steps.
- Instruct the child/parent to wash hands prior to beginning.

Select and Prepare Produce and Flavorings (5-7 minutes)

- Instruct the child to select approximately 1/2 cup fresh vegetables.
- Show/assist the child in preparing the vegetables by washing, peeling and chopping.
- Have the child place the vegetables in the container.
- Ask the child to select a small amount of flavorings (see recipe) and add to container.
- Give the child a lid and instruct the child to keep the container closed until they get home to complete the pickle.

"Pickling demonstration" station and final instructions (2-3 minutes)

- At the pickling demonstration station explain the science behind pickling (see attached sheet).
- Engage the child in asking questions about the pickling process (history, reason, what produce is good for pickling).
- Instructor will give the child an instruction sheet for finishing the pickle at home.

Finished pickle demonstrations, samples and recipes (2 minutes)

- Have various finished "pickles" (previously prepared) available for viewing.
- If possible, have samples of pickles available for children to try.
- Let child select from a variety of simple pickle recipes to take home and try (optional).

Conclusion/Feedback/Evaluation:

- Talk with child about veggies that are not currently in season that they would like to try pickling.
- Discuss other types of food preservation: canning, freezing, dehydrating, lacto-fermentation, etc.
- Discuss the difference between pickling and fermentation.

Modification/Adaptation:

- For younger crowds or those without adult assistance have veggies already cut and prepared.
- If space and equipment allows, heat a brine and allow the children to fill the containers with the brine to start pickling right away.

Basic Pickling Directions

Prepare Vegetables

Wash and chop your veggies into whatever shape you'd like them to be pickled into

Divide Vegetables

Divide the vegetable into jars or containers

Add Flavorings

Add fresh or dry flavorings, if desired. Don't be afraid to mix and match a little! You can add a pinch of sugar here to cut down the vinegar flavor

Make and Heat Brine

Here is the ratio. You can adjust quantities
1 cup (apple cider or white vinegar): 1 cup
(water): 1.5 TB (non-iodized salt)

Fill Jars with Brine

Then put into the fridge for a few days to pickle.
Keep in the refrigerator and enjoy for up to 2 weeks

DO THIS PART AT HOME!

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DO THIS PART AT HOME!

The Science Behind Pickling

Pickling creates a hostile environment for bacterial organisms which would normally cause your vegetables to breakdown and decompose.

There are four main reasons why pickled food remains preserved and resists going bad.

1. **Acid:** A 5% solution of vinegar is acidic enough to kill 99% of bacteria. So, as a main ingredient in the pickling process, it not only adds that sour tang that we want in a pickle, it is also working to keep your food safe.
2. **Salt:** When organisms come in contact with a salt solution, they attempt to balance their internal salinity with that of their surroundings. This causes them to become chemically imbalanced and leads to their demise.
3. **Heat:** We're all familiar with pasteurization, most microorganisms can only survive up to a certain temperature before they give up the ghost. The simmering/processing done during canning will ensure that these conditions have been met.
4. **Oxygen:** Oxygen can cause food to decompose so the act of heating and sealing the jars creates a vacuum in the jar that quickly becomes devoid of oxygen.

Things to Consider

After running weekly Market Sprout booths over the course of the 2014 market season, we've begun to notice some key ingredients to a successful Market Sprouts activity. Hopefully they will ensure a successful kids' program for your market, too!

MSKC Passports

Participants in the Market Sprouts Kids Club were assigned a cardstock "passport." Kept by market staff, the passport was stamped every time a child participated in the Market Sprouts activity at the market. At the Beaverton Farmers Market there were weekly scavenger hunt type "clues" that encouraged MS participants to interact with market vendors. Over the course of the season, children were given rewards after participating in a certain number of activities. For example, after participating in the kids' club activity during six markets (and getting six stamps on their passport) kids were given \$10 in fruit and veggie tokens to spend at the market. This program helped encourage participation in the Market Sprout Kids Club as well as to assist market staff in tracking participation. Other incentives might include stickers or small prizes.

Vendor Communication

We've found it helpful to give vendors (especially in large markets) an overview of the Market Sprouts Kids Club program and how it might affect them in the market. Some weekly clues or activities could involve locating and interacting with vendors and it is wise to consider giving the vendor forewarning.

Volunteers

It's helpful to have at least two people working the Market Sprouts booth throughout your farmers market. We found that between handling the passports, doing the activity with kids, and simultaneously explaining and recruiting new participants was occasionally overwhelming when only one volunteer was at the Market Sprouts booth.

Placement of Booth

The placement of the Market Sprouts booth has been done differently at the participating markets, in accordance with available space and the way that space is allocated. For example, at the Forest Grove Farmers Market, the Market Sprouts booth was always placed next to the information booth. This regularity allowed children who participated every week to easily find the kids' activity. It was also easy to recruit kids whose parents were redeeming SNAP or WIC benefits, using a credit or debit card, or asking questions at the information booth. The Market Sprouts booth at the Beaverton Farmers Market, on the other hand, roved throughout the market depending on where there was space as that was a major consideration for such a busy market.

Sharing Resources

As you'll notice reading through the Market Sprout activity plans, some require special equipment, like a painted mural or a button maker. Instead of each market having to invest in these different materials, the Washington County markets involved shared these resources among themselves. This

required only minimal planning to ensure that the intended activities (like *Pin a Farmer*) weren't planned on the same day. Other resources (like the grain mills involved in *Bread, White, and Blue* and *Pedaling for Flour* and the cider press in *Apples: Fresh Pressed is Best*) were borrowed from community members.

Community Involvement and Outreach

In the spirit of collaboration and budget considerations it can be helpful to partner with local (like minded) businesses and organizations to provide volunteers or materials such as:

- Home/Garden stores
- Local or Alternative Health Organizations
- WIC or Health Dept
- Growers Councils
- Homesteading Groups
- Master Preservers/Gardeners
- Local Extension Groups
- Vendor Connection
- Millers or producers
- YMCA
- 4-H
- Scouts
- Co-ops or preschools or MOMS Clubs

Evaluation

The Forest Grove Farmers Market saved the evaluation of the Market Sprouts program until the end of the season. On the last day of Market Sprouts activities, we created a large questionnaire on large pieces of butcher paper. Kids were guided through the survey by volunteers, and placed colorful stickers next to their responses. Questions included: What was your favorite activity offered? Are you eating more fruits and vegetables because of the Market Sprouts activities? Did you try a new fruit or vegetable this year? Did the Market Sprouts activities make you want to come to the market every week or more often?

Scavenger Hunt Clue Ideas

WINTER

Find something that was overwintered and brought to the market

Find a vegetable that is bigger than your head

Find a vendor whose product is made by insects

Which vendor's produce is grown nearest to the market?

What fresh seafood is being pulled from the ocean right now?

Find an herb or green leafy veggie that looks like a shamrock. What is it?

SPRING

Look for a vendor that sells duck eggs

What colors of eggs can you find for sale in the market today?

I am a bug. I use my shell to protect me from ants. I have polka dots

If you shake me enough, I turn to butter. I come from a large animal that eats only grass.

How Many pea pods are in a sugar pea pod?

Which vegetables grow above ground and which grow below the ground? Vegetables out on table to identify.

SUMMER

I am a berry from the Rose family with a hollow core. I come in more than 20 varieties with yellow being sweetest!

This vegetable rhymes with the word "slowpoke"

I'm a leafy green (like Spinach) whose stems come in rainbow colors. What am I?

I'm a squished squash called patty pan. Can you find me in the market?

I usually come in white, but sometimes you can find me in fancier colors. How many colors can you find? (Cauliflower)

There are so many different berries in the market at this time of year. Find 3 different varieties!

I don't have eyes or a nose, but I do have ears. What vegetable am I? (Corn)

For younger kids: How many different colors of tomatoes can you find in the market? For older kids: What makes a tomato heirloom? (Ask a Farmer!)

I am a cucumber that looks like a lemon and you can eat me just like an apple. Can you find me in the market?

Eggplant, which is usually purple and sometimes shaped like an egg, is actually a fruit and not a veggie. Find some eggplant in the market and try this yummy recipe this weekend!

I am sticky sweet and great to eat and am made of flower nectar with the help of a wonderful pollinator. Find me in the market!

Little Jack Horner sat in the corner eating his Christmas Pie. He put in his thumb and pulled out a plum and said "what a good boy am I!"

Late summer brings sweet peppers and chile peppers to ripeness. Look at all the variety! Find a farmer that grows peppers and find out which one is the hottest.
How many colors of Raspberry can you find in the market?

What kinds of milk do we make cheese from? Can you find cheese in the market that doesn't come from a cow?

What is your favorite kind of cherry in the whole market?

What does 'gluten free' mean?

What is a "stone fruit"? Can you find examples in the market?

How Many different colors of beets are there?

Did you know that plants from the Allium family (garlic, onions, chives and leeks) are TOXIC to cats and dogs? See if you can find a veggie from the Allium family in the market-and be sure to keep it away from your furry friend!

FALL

We grow in bunches, which can be like a pyramid, round or long and thin. Our color varies from green to dark purple.

I'm not an apple or a peach, but a unique kind of pear. I am an Asian Pear and am sweet, firm when ripe and a bit crunchy. Can you find me in the market?

These BIG winter squashes sometimes appear to have warts. Find one in the market. BONUS: Ask the farmer why some of them have warts!

Find a Romanesco Cauliflower which displays interesting geometric patterns of spirals and a vibrant green color.

A well-known holiday song goes like this....“—nuts roasting on an open fire. Jack Frost nipping in your nose” Go find some of these nuts!

It's smaller than your average pumpkin, but just as orange. Find a pie pumpkin in the market!

Take a Thanksgiving shopping list and find each item in the market. Bring your completed shopping list back for a prize!

What are some Beneficial Bugs for our crops?

Find a corn that you can pop!

Find a garlic grower who can tell you the difference between soft neck and hard neck garlic

These (often misunderstood) veggies look like miniature cabbages and got their name because they are grown in great quantity around this town in Belgium.

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