



BUY FRESH BUY LOCAL

The Eater's Guide to Local Food
BAY AREA, 3RD EDITION



“The Buy Fresh Buy Local Campaign, a project of the **Community Alliance with Family Farmers**, helps consumers find and choose local products while building relationships between growers, food artisans, farmers’ markets retailers, restaurants, and institutions.”



Planning a field trip to a farm or farmer’s market has never been easier using these guides!

Visit the Community Alliance with Family Farmers website to download the **FREE** Buy Local Buy Fresh Guide for your area.

<http://www.caff.org/>



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Field Trips to Farmer's Markets

Why a farmer's market?

Farmers markets offer children an opportunity to fully experience nutritious foods and more deeply connect with what they are learning and eating. Colorful fruits and vegetables overflow throughout the market and invite children to taste and explore. This vibrant market atmosphere fills children with a new enthusiasm for healthy eating.

Finding a farmer's market near you:

California Certified Farmers Markets are places where farmers sell directly to buyers. Here students can interact with vendors and better understand the path of food from farm to plate. Visit the California Grown Certified Farmers Market Web site to find a market near you <http://www.cafarmersmarkets.com/index.cfm>.

Contact your local farmer's market manager to discuss your interest in arranging a market field trip. Determine whether or not there are specific guidelines for field trips and ask if there will be someone available to give a tour of the market.

Planning the farmer's market visit:

- **Transportation:** Some farmers markets may be within walking distance of your school. However, in other cases you may need to travel by bus, van, or car. Check with your insurance company to discuss liability issues.
- **Costs:** Farmers markets do not cost money to attend. The only cost you should incur is the price you pay for the food. If you are planning on purchasing food items bring cash as most farmers markets only accept cash. Many farmers markets sell their food for less than grocery store prices, although this varies depending upon the farmers market you choose to visit.
- **Safety considerations:** Be aware of student's allergies and avoid vendor areas where these foods may be sold. Do not purchase any food item that students may be allergic to. As a general rule avoid peanuts and tree nuts. Wash all foods using a clean water source before eating. Encourage students to wash their hands before eating. Farmers markets can be busy places so it is important to watch children carefully. Put students in small groups and recruit parent volunteers to chaperone and keep track of students.
- **Timing:** Farmers markets are only open at specific times. Try to find a market time that works best for your classroom. This may be difficult as some farmers markets are open only at night or only on weekends. Check with your local farmers market manager or visit The California Certified Farmers Markets Web page to determine the times at which your local farmers market operates.

- **Seasonality:** Food sold at the farmers market will vary depending upon the season. By visiting the farmers markets several times a year students can learn which foods grow depending upon the season. Visit Community Alliance with Family Farmers Web site <http://guide.buylocalca.org/localGuides.html> for a list of locally produced foods and seasonal produce in your area.
- **Permission slips:** Pass out permission slips one to two weeks before the farmers market visit. Be sure to include the cost, time of departure, time of return, and destination address on the permission slip. Include a place for parents to list their child's food allergies and emergency contact information.
- **What to bring:** Prepare name tags for students so they can be recognized by chaperones easily. These name tags can be made by students before the trip as a fun art project. Students should wear brightly colored shirts so that they stand out. Closed toes shoes are recommended so that students can be comfortable while being physically active.

Nutrition Lesson:

Farmers Markets provide a platform for teaching several nutrition lessons. These lessons can be spread out over several weeks or incorporated into a one day lesson depending upon the interest of the teacher.

Provided here is a sample lesson that is designed to be used over a period of three days in coordination with the field trip. Included is a pre-field trip lesson, activities and lessons during the field trip, and a lesson to be used upon returning to the classroom after the field trip or the next day.

Pre-Field Trip Lesson and Activity:

Pre-field trip lessons are essential to the learning process. Students will get more out of their trip to the market if they understand how food travels from seed to market.

- **Introduction:**
 - Ask students if they have ever gone to a grocery store
 - Discuss what can be bought at the store
 - Brainstorm with students other places where they can find food
 - Ask students what are fruits and vegetables?
 - Ask students why are fruits and vegetables good for you?
 - Ask students where do fruits and vegetables come from?
 - Ask students how do fruits and vegetables grow?
 - Tell students that today they will be learning about how fruits and vegetables grow and that they will be planting a vegetable for the classroom

- **Activity:**

- **Materials:**

- A pot or planter box filled with dirt
 - A small bag filled with dirt
 - A small shovel
 - Water
 - Vegetable seeds
 - A full grown version of the vegetable that will be planted
 - Samples of the vegetable that will be planted

- **Procedure:**

- Ask students, what is a seed?
 - Pass a seed around to each student
 - Ask students, what does a seed need to grow?
 - Demonstrate that you have everything the plant needs to grow: dirt, water, and sun
 - Show students what the vegetable will look like when it is ready to be picked
 - Have students take turns adding their seeds to the planter pot or box
 - Have students assist you in adding dirt and water to the seeds
 - Have students sing the song listed below and sample the full grown vegetable

- **Song:**

- Seeds

(Tune: "Twinkle, Twinkle Little Star")

Dig a hole deep in the ground
(pretend to shovel)

Spread some tiny seeds around
(mimic spreading seeds)

Pat them down, so they will keep
(pat the air in front of you)

They are lying fast asleep
(pretend to be asleep)

Rain will help the seeds to grow
(use your hands to mimic rain dropping)

Sunshine keeps them warm I know
(place arms in a circle above their head)

- **Reading and Wrap-Up:**

Read one of the following books with students and afterwards go over rules and expectations for the next day's field trip. Discuss what the farmers market will be like and what you will do at the farmers market.

- Market Day

Author: Lois Ehlert

Age Range: 3-7

Summary: A farmer's market created through folk art. Picture book that describes how to get ready for a farmers market including waking up and feeding the roosters and getting the fruits and vegetables ready.

- Taste of the Mexican Market

Author: Nancy Tabor

Age Range: 4-8

Summary: Experience the taste of the Mexican market while sifting through pictures of hanging bananas, braids of garlic, and pyramids of melons.

- Max Goes to the Farmer's Market

Author: Adria F. Klein

Age Range: 4-8

Max and his mother go on a trip to the farmers market. Share in Max's excitement as he discovers an abundance of delicious fruits and vegetables.

Field Trip Lessons and Activities:

The farmers market is a perfect place for children to interact with farmers and vendors while being physically active. Each student should bring a few dollars to purchase a fruit or vegetable of their choice. Students will be thrilled and surprised to see the wide variety of fruits and vegetables they can purchase. Students will stay entertained by walking around the farmers market, but below are some activities that will complement the field trip. After the field trip, discuss the experience and answer any questions the children may have about the farmers market.

- **Vendor interview**

- Break up students into small groups with chaperones and have them explore the market. Chaperones should encourage students to ask vendors questions about where their food comes from. Provide chaperones with a list of sample questions. Here are some examples that you can include, but invite children to come up with their own questions before the trip:
 - What do you grow on your farm?

- What is your favorite fruit or vegetable?
 - How do you get the food to the market?
 - Do they use a tractor on the farm?
 - What is your favorite thing about being a farmer?
- **Scavenger Hunt**
 - Send students on a scavenger hunt to discover the variety of foods available at the market. Chaperones should discuss each item in the search with students. Students can search together in groups to find each item. Provide chaperones with stickers or stamps to mark off each item students find. Below are some examples of scavenger items to include.
 - Kid sized vegetables
 - Fruit and vegetables in all colors of the rainbow
 - A speckled fruit or vegetable
 - A fruit or vegetable with more than one color
 - Food that comes from animals
 - Find an edible leaf
 - A fruit or vegetable that the student has never eaten before
- **Lunch at the Farmers Market**
 - Extend the learning experience into break time by incorporating food from the market into the lunch item for that day. Provided below are some examples
 - For sandwiches: make sandwiches ahead of time and purchase tomatoes, cucumbers, avocados, or lettuce at the market. Encourage students to add some to their sandwiches.
 - For fruit: purchase easily to handle fruit at the market such as strawberries or pears.
 - For vegetables: bring along a dip to accompany broccoli, carrots, or sweet peppers.

Post Field Trip Lesson and Activity:

A wrap-up lesson will help preschoolers connect what they learned, including how fruit and vegetables grow and the importance of healthy eating.

- **Introduction:**
 - Ask students about where they went on their field trip, who they met, and what they saw.
 - Ask students where fruits and vegetables come from and how they grow.
 - Have students name different types of fruits and vegetables.
 - Create a display of student's favorite fruits and vegetables. As students name their favorite fruits and vegetables place

representative pictures on the board separating fruits from vegetables.

- Ask students why fruits and vegetables are good for their bodies. Students may not be able to recognize how fruits or vegetables directly contribute to health, but they will be able to recognize that fruits and vegetables help their body grow and be healthy.
- Tell students that today they will be tasting different fruits and vegetables that they purchased at the farmers market.

- **Taste Passports and Sampling:**

- Materials
 - Tasting Passport
 - Stamps or stickers
 - Cups
 - Napkins
 - Fruit from the farmers market
 - Vegetables from the farmers market
 - Crayons or markers
- Procedure:
 - Prepare fruits and vegetables for sampling. Place cut up pieces of fruit and vegetables on a plate or bowl ahead of time will make this activity run smoother.
 - Pass out fruit and vegetable samples to students one fruit or vegetable at a time.
 - Walk around the classroom and give students a stamp or sticker for trying each fruit or vegetable.
 - As students wait to receive stamps or stickers, have them color in the pages for each fruit or vegetable that they will be trying.

- **Song:**

- Fruits and Vegetables Are Good for Me!
(Tune: Twinkle, Twinkle Little Star)

Apples, pears, and oranges too,
Fruits are good for me and you.
Carrots, peas, and broccoli,
Vegetables are good for me.

Fruits and vegetables
Are good for you.
They keep you healthy
And are tasty too!

- **Reading and Wrap-Up:**

Read one of the following books with students. Afterwards ask students if they saw any fruits or vegetables from the book at the farmers market. In the following weeks encourage students to share the various types of fruits and vegetables they eat at home with the classroom. Keep healthy eating a theme throughout the year by making lunch time a nutrition lesson: ask students about the seeds in their tomatoes, question students about whether they are eating a fruit or a vegetable, encourage students to try new and different foods. When the growing season changes take children on another farmer's market field trip and encourage exploration of the new harvest.

- All Our Fruits and Vegetables

Author: Patricia McKissack

Publisher: Many Hands Media

Publication Date: 1995

Age Range: 4-8

Summary: Introduces children to where and how fruits and vegetables are grown through colorful and engaging images.

- Eating the Alphabet

Author: Lois Ehlert

Publisher: Hardcourt Children's Books

Publication Date: April 1996

Age Range: 2-5

Summary: Eating the alphabet takes preschool aged children on an alphabetical tour of fruits and vegetables. The book also includes interesting notes on each fruit and vegetable.

- I Eat Vegetables

Author: Hannah Tofts

Publisher: Larousse Kingfisher Chambers

Publication Date: 2001

Age Range: 2-6

Summary: In this book pictures of fruits and vegetables are matched with their titles. Children also learn about peeling their fresh fruits and veggies, seeds, pits, and discover other interesting facts.

Created by: Melissa Cannon

Field Trips to Gardens

Why a Garden?

Community Gardens are a great way to teach children about community development and social interaction while learning about how seeds become nutritious fruits and vegetables. A visit to a community garden shows children that with the correct care and nurture, tiny seeds can grow into fresh fruits, vegetables, and colorful flowers.

Finding a Community Garden near You:

Community Gardens are created by neighborhood members on unoccupied plots of land. These gardens can be found by exploring the local neighborhood surrounding the school. Once you've found a desired community garden contact the garden manager to arrange a class field trip.

Planning the Community Garden Visit:

- **Transportation:** Some community gardens will be within walking distance of your school. If the garden you are interested in visiting requires using a bus, van, or any other form of motorized transportation check with your school for liability issues.
- **Costs:**
- **Safety considerations:**
- **Timing:**
- **Seasonality:**
- **Permission slips:**
- **What to bring:**

Nutrition Lesson:

A community garden is a great place to teach children the basic steps of food growth. In the garden, children can observe how small seeds grow into fruits and vegetables they can eat.

Pre-Field Trip Lesson:

- **Introduction:**
 - Begin by asking students if they have been to a garden.
 - What is a community?
 - Tell students what the difference is between a community garden and ones they have been to.
 - Who goes to the community garden?
 - Who does the garden belong to?
 - What kinds of fruits and vegetables can you find in a garden?
 - What kinds of tools do you need in a garden?
 - Let students know why insects are an important part of gardening (See Garden Dwellers activity below)

- **Activity: Seed Collages**
 - **Materials:**
 - A large variety of seeds
 - Glue
 - Colored construction paper or tag board
 - **Procedure:**
 - Provide children with a variety of seeds to emphasize the range of colors sizes, and shapes. Cut tag board into 9" x 12" pieces or hand out construction paper to each student.
 - Outline each students name on the tag board or construction paper. Children can use the seeds to outline their name. Encourage students to draw pictures and fill them with different types of seeds.

- **Song: "Planting Time"**
(Sung to the Melody of "Row, Row, Row your boat")
 - Dig, dig, dig the earth
(make digging motion)

Then you plant your seeds
(pretend to drop seeds)

A gentle rain
(Flutter fingers down)

And bright sunshine
(Circle arms above head)

Will help your flowers grow
(Hold one arm parallel to ground and move other arm up
behind it with
fingers extended to represent a flower growing)

- **Reading and Wrap Up:**

Read one of the following books with students and afterwards go over rules and expectations for the next day's field trip. Discuss what the community garden will be like and what you will do at the community garden.

- City Green

Author: DyAnne DiSalvo-Ryan

Publisher: Scholastic

Publication Date: 1994

Age Range: 4-8

Summary: A young girl turns a garbage filled vacant lot into a flourishing garden. The book also includes information on how to start a community garden.

Field Trip Lessons and Activities

- **Scavenger Hunt**

Post Field Trip Lesson

- **Introduction:**
- **Activity:** Garden Dwellers

Students can make puppets from Popsicle sticks as a way to learn about different garden insects. Be sure to discuss the different characteristics of each garden dweller, whether they are harmful or helpful to the garden, and how each looks before making the puppets.

- **Materials:**

- Worksheets attached
- Scissors
- Popsicle sticks (or heavy cardboard strips)
- Glue
- Crayons or markers

- **Procedure**

- Reproduce the garden dwellers provided for each student. Allow students to cut and color the patterns. Children can glue a popsicle stick or heavy cardboard strip behind each puppet to make a handle.
- Encourage students to create a dialog for a puppet show starring the garden dwellers. A student can play the part of a gardener. Each puppet could enter one at a time trying to convince the gardener why he or she should let him stay.

- **Reading and Wrap-Up**

- The Garden of Happiness

- Author: Erika Tamar

- Publisher: Harcourt Brace & Company

- Publication Date: 1996

- Age Range: 4-8

- Summary: Marisol and her neighbors transform an empty lot filled with garbage into a community garden.

Created By: Jennifer Sik

Field Trips to Food Banks and Soup Kitchens

Why a food bank?

Traditionally food banks are described as charitable organizations that solicit and warehouse donated food, but California's diverse network of food banks has expanded this definition. The role food banks play in the community has grown to include promoting education and access to healthy food.

When visiting California's food banks children can explore the importance of food in society. Food banks provide children with a significant cultural experience, teach children about community service, and emphasize healthy food choices for healthy communities.

Finding a food bank near you:

Food banks are located throughout California. To find a food bank located near you visit the California Association of Food Banks Web site at http://www.cafoodbanks.org/docs/CAFB_MemberList_2009_ud072109.pdf.

Contact your local food bank to discuss your interest in arranging a field trip. Determine whether or not there are specific guidelines for field trips and ask if there will be someone available to give a tour of the food bank. If so, find out what activities students usually participate in during the field trip.

Nutrition Lesson:

• Introduction:

- Ask children to describe what it means to be healthy
- Have children name the things they need to be healthy
- Point out the importance of food. Explain to children that food helps their bodies function, allows them to play, think, and learn
- Identify the following food groups that are needed for good health: grains, vegetables, fruits, meat and beans, and milk. Have students share samples of each food group. Use pictures of each or a food pyramid to help students identify each category
- Identify how each food group helps students be healthy
 - Fruit and vegetables: Help children grow and stay healthy
 - Milk products: Builds strong bones
 - Meat and beans: Build strong bodies and muscles
 - Grains: Give energy and help children grow
- Tell children that today they will be learning about the different foods they need to stay healthy

- **Activity:**

- Using masking tape, draw a large picture of the food pyramid on the floor. In each section of the food pyramid tape a picture of a food that represents that food group.
- Give each student several pictures of food to place in the correct spot in the food pyramid. Students can line up into one line for this activity, or the game can be turned into a race.
- Watch children as they place food in the various sections and point out when foods are placed in incorrect sections.
- Bring attention to the fact that bacon is considered a fat,

- **The Soup is Boiling Up**

(Tune: "The Farmer in the Dell")

The soup is boiling up.
The soup is boiling up.
Stirring slowly around we go,
The soup is boiling up.

First we add the broth.
First we add the broth.
Stirring slowly around we go,
The soup is boiling up.

Next we add some carrots.
Next we add some carrots.
Stirring slowly around we go,
The soup is boiling up.

- **Reading and wrap up:**

Sam and the Lucky Money

- Ask students what it means to be hungry. Students will have several descriptions
- Describe hunger as when people do not get enough of the right kinds of food to be healthy. Help children to understand that if they do not have enough food, do not have the right kinds of food, or if they have too much food it can make them unhealthy
- Ask children why they think some people may be hungry. Acknowledge that there are many reasons why people experience hunger

Books to read:

Sam and the Lucky Money

Created By: Melissa Cannon