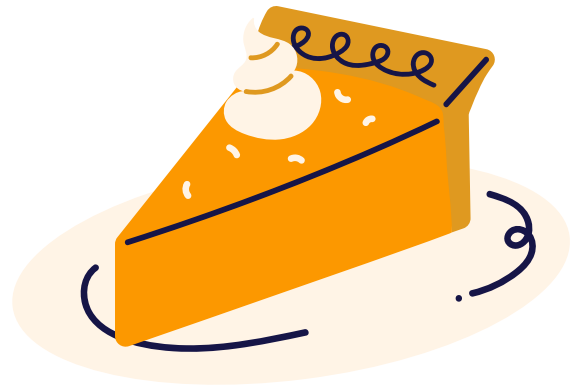


pumpkin pie in a bag

**SEDGWICK COUNTY FARM BUREAU
AG IN THE CLASSROOM**



**KITS INCLUDED ENOUGH INGREDIENTS TO MAKE
TWO BATCHES OF PUMPKIN PIE IN A BAG PER 25 STUDENTS!**

INGREDIENTS & MATERIALS

- One gallon zip freezer bag
- 2 pkgs (four serving size) instant vanilla pudding mix
- One can (15 ounces) Libby's pure pumpkin (or similar)
- One teaspoon ground cinnamon
- ½ teaspoon ground ginger
- Graham cracker crumbs (enough to fill the bottom of the cup - 1 cracker/student)
- Small cups
- Spoons

Not provided in kit:

- 2 ⅔ cup cold milk
- One can whipped topping (optional)
- Scissors
- Can opener

DIRECTIONS

1. Combine the milk and instant pudding in the bag.
2. Remove the air from the bag and seal it.
3. Squeeze and knead with hands until the mixture is blended—about one minute.
4. Add the pumpkin, cinnamon and ginger.
5. Remove the air, and seal the bag.
6. Squeeze and knead with hands until blended—about two minutes. The mix should have the consistency of pudding. If it is too runny, add pudding mix. If it is too thick, add milk.
7. Place ½ tablespoon of graham cracker crumbs in the bottom of the small cups.
8. Cut the corner of the gallon freezer bag, and squeeze pie filling into the cups.
9. Garnish the cups with whipped topping.
10. Provide spoons. Enjoy.

ESSENTIAL ACTIVITY

If you choose to not use the lesson shared below, please show the following short (1:30) video before making pumpkin pie in a bag. **From Farm to Can**

The food we buy at grocery stores or enjoy at restaurants starts on a farm. Farmers work hard to grow fruits, vegetables, and grains, using safe practices to ensure everything is healthy and delicious. People working in the food supply chain help process, prepare, package, deliver, and sell these items so we can enjoy them in all different ways! By learning about this journey from farm to table, we can help kids appreciate where their food comes from and the care that goes into growing it!

SECOND GRADE LESSON

This lesson teaches students how farmers (producers) grow crops and raise livestock, then sell their goods to be processed into products we buy as consumers. Students explore natural resources, wants vs. needs, and the cycle of planting, harvesting, selling, and reinvesting to understand the connection between farming and economics.

EXTENSION ACTIVITIES

- [Pumpkin Ag Mag](#)
- [Types & Parts of a Pumpkin Handout](#)
- [About Pumpkins: Reading Comprehension Activity](#)

Read Alouds

- [The Pumpkin Book by Gail Gibbons](#)



**SCAN TO ACCESS
DIGITAL VERSION**

Farm Economics and Food Processing

Vocabulary

- **Consumer**-a person who buys and uses up goods
- **Producer**-someone or something that grows or makes a product
- **Good**-an item you can buy that you want or need
- **Product**-something that is made or grown
- **Crop**-a cultivated plant that is grown as food
- **Livestock**-farm animals that are raised for profit (to sell)
- **Want**-something that is desired but isn't needed to survive
- **Need**-something that is necessary to survive
- **Exchange**-giving or taking one thing for another; to trade
- **Natural resource-materials such as minerals, water, and fertile land that occur in nature and** can be used for economic gain
- **Renewable resource**-it can be used repeatedly because it is replaced naturally.

Background – Agricultural Connections

This lesson will help students understand how goods are exchanged through the lens of a farmer. In this lesson, the farmer is defined as the producer. They have marketable goods and must sell them for a profit in order to continue a sustainable business. They may market their goods to a livestock sale barn, meat packing facility, cannery, grain processing plant, grain co-op, ethanol plant, etc. These companies will then add value to the product by processing it for use by either the general public, or another company.

Procedures

1. Review with students what a farmer is and some things a farmer might grow or raise. Share with students the definition of a **producer**. A farmer is a producer.
2. Tell students that today we are going to focus on crops and livestock and where we might be able to get them for our home. These are the farmer's products.
 - a. Define with students: **crop, livestock, product**
3. Farmers must invest a lot of time and money into raising and producing crops and livestock. There are important resources that are naturally occurring in our environment that they can use that don't cost them any money!

- a. Outline the idea of **natural resources** and **renewable resources**. Talk about how plants and animals need sun, water, and air. Do farmers pay for sunlight or air? What about rain water?
4. Allow students time to think/turn and talk about different places they may find different foods.
5. List these on a piece of chart paper. Some examples: Dillons, Target, WalMart, farmers market, local grocers, etc. Help students if they get stuck with just a few.
6. Discuss the word **consumer** and tell students that when we go to get things from a store or other place with **products/goods**, we are consumers. Define consumers with students.
7. Ask students: how do we get these products to our house? Do we just take them? Do we pick them from the farm? Allow students to answer, but essentially we want them to get to using money to purchase items!
8. Talk about **exchanging** money for a product from the farmer (think farm stands OR farmers markets) or the store.
 - a. This can be a nice place to tie in **wants** and **needs**. Food that farmers produce is something we need to survive. Toys and other fun things are items we want.
9. Pose question to students: Do you think everything a farmer grows or raises goes right to a grocery store or to a stand to sell? Allow time for discussion. The answer is no.
 - a. Examples of things that are processed further are livestock for meat, milk, cheese, lunch meat, yogurt, ice cream, etc. Fruits, vegetables, and eggs are also processed to be clean, ripe, and shiny at the grocery store.
10. Introduce the idea of companies that process raw agricultural goods. Help the students understand that the farmer sells them their goods and doesn't just give them away.
11. Give the students an example scenario of one such company. Show the video from Libby: [LIBBY'S 100% Pure Pumpkin from farm to can.](#)
12. Create a four-box cycle with students. Each student needs a plain piece of paper and then give directions on how to fold into four squares.
 - a. Ask students: What is the first thing a farmer needs to do to grow a pumpkin? Allow students to answer: Plant it. Write "plant seeds" and draw a picture in the top left box.
 - b. Ask students: After the pumpkin has grown, what happens? Allow students to answer: Harvest it. Write "harvest pumpkins" and draw a picture in the top right box.
 - c. Ask students: What does the farmer do next? Allow students to answer: Sells it. Write "sells pumpkin" and draw a picture of the farmer getting money for the pumpkin in the bottom right box. (You may explain that some farmers are hired by companies to grow products for them, so they may be paid an agreed upon amount for growing the crop for that company.)
 - d. Ask students: Last what will the farmer do with his money? Allow students to answer and guide them to understanding a farmer will purchase more seeds (and inputs like

fertilizer) to plant a new crop. Write “Buy more seeds” and draw a picture of the farmer buying seeds in the bottom left box.

- e. Lastly, draw arrows showing that the cycle repeats itself over and over.

FARMECONOMICS

