



Nature's Best: **Starting and Maintaining a Student-Run** **Farmer's Market**



A Garden-Based Curriculum **Developed by The Southern Boone Learning Garden**



ABOUT

Southern Boone Learning Garden (SBLG) piloted *Nature's Best*, the 5th Grade Farmer's Market, during the 2013 summer school session. For four weeks, the two 5th Grade classes came out to the garden once a week to take part in the process from planning to actually selling. Markets took place outside of the school day and were optional for students to sign up. Students became excited, taking pride and full ownership in the project from day one.

Some educators see these enterprises as an opportunity for youth to develop general job skills or prepare for horticultural careers. Others recognize the motivational value of engaging students in meaningful projects that present real-life challenges. Students use math and accounting skills when they decide how to price a product and keep records. When students survey potential customers or try to write effective ads, they practice their communication skills. Scientific thinking thrives when kids have to keep living things healthy. Even budding artists can stretch their abilities as they design marketing materials! Examples of connections to teaching standards are provided, though relations to classroom content are endless.

HOW TO USE THIS UNIT

This is an example of how the SBLG got started in a summer school program. We hope you use it as a *guideline* making adjustments that fit your specific wants and needs. It's important to note, a wide range of grade levels can be involved. Often times, older students have the opportunity to go into more depth within specific classes such as accounting or business. Whether you choose to run market as an after-school program, in the classroom, or an annual special event to raise money—students are sure to reap the benefits.

The first three lessons can be used to guide your class as you prepare for the first day of market in the weeks beforehand. The lessons following describe tasks that need to be done on the day of market, such as harvesting and washing. Explore these additional resources for even more ideas that inspired us:

- [Growing Ventures: Starting a School Garden Business](#) by the National Gardening Association
- <http://dug.org/youth-farmers-markets/>
- www.miyouthandfood.msu.edu





Introduction

Time & Description	45 min-1 hour The first day is centered on obtaining student background knowledge. In addition, students work together to choose a name and complete other initial steps in the market process. Although working outside is preferable, everything can be done indoors if needed.
Objective	To introduce the farmer's market and facilitate basic brainstorming sessions on how to get it started.
Teaching Standards	Common Core <ul style="list-style-type: none"> • ELA-Literacy.RI.K.1: Participate in shared research and writing projects. (K-PS3-1), (K-PS3-2), (K-ESS2-1) • ELA-Literacy.SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2) • ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Materials	<ul style="list-style-type: none"> ❖ Chart paper and/or whiteboard ❖ Writing utensils ❖ Paper ❖ Clipboards
Preparation	None
Procedure	<ol style="list-style-type: none"> 1. Students spend time walking around the garden. Encourage them to think about where their food comes from or what happens with garden produce 2. As a whole class, take turns sharing what they know about farmers' markets 3. Split into groups and brainstorm possible farmers' market names 4. Regroup: each group shares their top two names, and an adult writes them on the whiteboard 5. Have a blind vote to decide which one will be used 6. Split into groups and brainstorm possible survey questions to ask potential customers (e.g. how much would you be willing to pay for fresh produce?) 7. Regroup: each group shares their top two questions, and an adult writes them on the whiteboard 8. <i>If time</i>, more free exploration and taste test whatever is available. While tasting, ask what customers might want to buy.
Extension, Digging Deeper!	<p>Depending on time commitment, this can be either teacher/leader or student work:</p> <ul style="list-style-type: none"> ❖ Type up the survey and distribute to each class the following day <ul style="list-style-type: none"> • Must be filled out by potential customers (e.g. parents and teachers) and returned before the next class ❖ Create a permission slip form in who, what, where, and when format, see <i>example on next page</i> <ul style="list-style-type: none"> • Include days of availability to select with parent/guardian signature and phone number • Must be filled out and signed before the first week of market



Nature's Best: 5th Grade Farmers Market

What: Every Tuesday or Thursday your child has been spending time in the Learning Garden planning and preparing to run their very own farmers market stand. During the last two weeks of summer school, students will harvest and sell produce from the garden!

Where: In front of the Elementary School

Time: 3:10pm – 4:15pm (during dismissal)

Dates: Wednesday, June 19th
Thursday, June 20th
Wednesday, June 26th
Thursday, June 27th

Please check which days your child will be available to help out, sign, & return this form to either Ms. Thomas or Ms. Frost by **Friday, June 14th**.

<input type="radio"/> All days	<input type="radio"/> Wednesdays only	<input type="radio"/> Thursdays only	<input type="radio"/> Other
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****Please note: your child MUST be picked up promptly at 4:15pm on the days selected****

Student name: _____

Parent/guardian signature: _____ **Phone number:** _____

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Research

Time & Description	45 min.-1 hour The secondary (research) steps to starting a farmers market are included in this <u>indoor</u> lesson. Students break into groups working together to hone in on best practices they will use to run a successful market.
Objective	To investigate and gather useful information that will benefit market.
Teaching Standards	Common Core <ul style="list-style-type: none"> • ELA-Literacy.SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-Literacy.W.3.2)
Materials	<ul style="list-style-type: none"> ❖ Completed surveys ❖ Writing utensils ❖ Scrap paper ❖ Computer and printer access
Preparation	<ul style="list-style-type: none"> ○ Provide other helpful resources, e.g. books from library, website links, etc. ○ Gather a list of produce prices from local farmers markets and different vendors <ul style="list-style-type: none"> • Print enough for pairs or groups to share and look at
Procedure	<ol style="list-style-type: none"> 1. Split into four groups to work, based on student strengths and interests: <ul style="list-style-type: none"> • Survey analysts: read and discuss survey results. One student writes important trends/ideas. • Pricing team: compare how much competitors are charging for a similar product. Decide how much profit we want to make. Set prices for produce available, with approval afterwards. • Recipe makers: find, type, and print recipes for unique produce to offer to customers • Statistic-icians: use resources (libraries, extension services, school head counts) to investigate the number of people in neighborhood who garden, etc. Create spreadsheet of statistics to keep during market—which products sold sell well? Which ones aren't a big hit? 2. Regroup: share findings, until time allows
Extension, Digging Deeper!	<ul style="list-style-type: none"> ❖ Additional groups to include/replace: <ul style="list-style-type: none"> • Geography/history: connect the food to where it originated from and provide this information • Nutrition: research nutritional values of produce and create nutritional labels



Advertising

Time & Description	45 min.-1 hour Students work on their promotion skills to spread the word about market.
Objective	To create flyers and signs to help advertise.
Teaching Standards	Common Core <ul style="list-style-type: none"> • ELA-Literacy.SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-Literacy.W.3.2)
Materials	<ul style="list-style-type: none"> ❖ Whiteboard ❖ Poster board/sign ❖ Construction paper ❖ Paint ❖ Pens/pencils and markers
Preparation	<ul style="list-style-type: none"> ○ Set out art supplies: <ul style="list-style-type: none"> • Paint station • Flyer making station ○ On whiteboard, write information that should be included on the flyers
Procedure 	<ol style="list-style-type: none"> 1. Remind students of garden rules and expectations 2. Discussion: how will we get our customers' attention and convince them to buy our products? How can we make our product seem too good to pass up? What can we say about how it meets their needs? What distinguishes us? Where should we advertise? How? Who can help get the word out? 3. Explain the three available stations (one adult supervising at each) <ul style="list-style-type: none"> • Flyer making to promote market with dates, time, name, etc. • Paint "title" sign to display by market table • Garden maintenance (mulching, weeding, watering, etc.) 3. Students choose a station and make advertising materials 4. Regroup: share "title" sign and flyers
Extension, Digging Deeper!	<ul style="list-style-type: none"> ❖ Depending on time available, compare different ads (newspaper, letters, flyers, commercials, etc.) before creating their own. Talk about which ones worked well and which ones weren't as effective. ❖ Post flyers in school building, local businesses, and other locations decided upon



Market: Day One

POSSIBLE JOBS DURING MARKET

❖ **Customer service, money handlers, sign holders, baggers, inventory/record keeper**

Time & Description	45 min.-1 hour Let the market fun begin! Students will observe how to harvest produce that is available, choose what they would like to harvest, wash, and bag it if enough time.
Objective	To prepare for the first day of market.
Teaching Standards	Common Core <ul style="list-style-type: none"> • MP.5: Use appropriate tools strategically. (3-LS4-1) • SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-3), (3-LS4-4) Next Generation Science <ul style="list-style-type: none"> • ESS3.C: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) • Support an argument with evidence, data, or a model. (5-LS1-1)
Materials	<ul style="list-style-type: none"> ❖ Ripe garden produce ❖ Packaging (bags) ❖ Table ❖ Informational signs ❖ Money box and change ❖ Salad spinners ❖ Whiteboard/markers
Preparation	<ul style="list-style-type: none"> ❖ Write duties on board: <ul style="list-style-type: none"> • Harvesters and garden maintenance
Procedure	<ol style="list-style-type: none"> 1. Assign groups: harvesters and garden maintenance 2. Split harvesters into two groups 3. Demonstrate to whole group how to harvest each vegetable and let students decide which vegetable they'd like to harvest in pairs 4. Harvest designated amount of each vegetable, then wash, trim, and (if time) bag 5. With students who have brought permission slips and plan to help with the market, discuss: <ul style="list-style-type: none"> • How to interact with customers, what good customer service looks like, how to attract business, and how to make change • Possible jobs they want to be in charge of during market • Remind them that their parents need to pick them up at ()pm
Extension, Digging Deeper!	<ul style="list-style-type: none"> ❖ Conduct a math lesson practicing how to make change beforehand! ❖ Teachers/leaders complete any unfinished pre-market tasks: sorting and bagging produce, storing in cooler, setting up market stand, etc. ❖ Have students talk to parents and friends who attended the market. Ask about selection, if prices were appropriate, how the customers felt it went, if anything should be done differently, etc.



Market: Day Two



Time & Description	45 min.-1 hour The market fun continues! Begin this lesson with students reflecting aloud about how market went the previous week. Complete the same harvesting process making necessary changes that were discussed.
Objective	To reflect and improve from the previous week's market in order to prepare for the final market
Teaching Standards	Common Core <ul style="list-style-type: none"> SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-3) Next Generation Science <ul style="list-style-type: none"> Science affects everyday life. (4-PS3-4) LS1.C: Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (5-PS3-1) People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)
Materials	<ul style="list-style-type: none"> ❖ Produce ❖ Packaging (bags) ❖ Table ❖ Money box and change ❖ Salad spinners ❖ Whiteboard/markers
Preparation	❖ Write produce to harvest on board and garden maintenance tasks to do if students finish early
Procedure	<ol style="list-style-type: none"> 1. Reflect on the previous week (what went well, what to change, share profit amount, etc.) 2. Demonstrate to whole group how to harvest each vegetable and let students decide which vegetable they'd like to harvest in pairs 3. Split harvesters into two groups 4. Harvest designated amount of each vegetable 5. Wash, trim, and (if time) bag 6. <i>If time allows</i>, complete garden maintenance
Extension, Digging Deeper!	<ul style="list-style-type: none"> ❖ Reflection: have open-ended discussions, write journal entries, fill out reflection sheets or students fill out a checklist about specific learning goals or standards achieved ❖ Allow students to share what they learned and experienced by designing brochures, writing articles, and/or making videos ❖ Discuss successes and areas of potential improvement with community members, customers, garden staff, etc. ❖ Plan and hold some sort of "end of market" celebration! ❖ Decide what to do with remaining profits: save, buy seed for next year, buy new tools, and donate are just a few options to consider!

