



Slow Food Denver®

A young girl with light brown hair is smiling and looking towards the camera. She is holding a white rectangular box filled with fresh vegetables, including several large orange carrots with green tops, yellow bell peppers, and leafy greens. The background is a blurred outdoor setting with other people, suggesting a community event or market.

# Youth Farm Stands Toolkit



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# Introduction

The growth in the number of school gardens on the campuses of public and private schools has opened many ways to connect students growing food with the local community. These connections allow students to see the wider benefits and enjoyment of fresh fruits and vegetables. For example, school gardens allow students to be participants in a local food supply chain by growing food for the salad bars in the cafeteria. Harvests from the garden can be prepared in portable kitchens by local chefs so that students can discover the taste of freshly picked produce and learn how to prepare this food with simple recipes and age-appropriate kitchen skills. Finally, school gardens can grow food for local food pantries to feed the hungry families in the community and to start the conversations in class about the causes of hunger in our communities.

Schools in Denver, CO, have been using school garden produce to bring fresh produce to the surrounding community through a school-based farm stand. The Youth Farm Stand (YFS)

model is a single-vendor market on school grounds that is run by the students of that school who sell freshly harvested produce from their school garden and, in some cases, produce from local farms and gardens. The YFS model is adaptable to the needs and resources of the school and community, such that in some cases, it is a supply of fresh produce for neighborhoods lacking fresh produce and, in other cases, can serve as a fundraiser to bring in needed funds to support the garden infrastructure.

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The purpose of this toolkit is to present the YFS model and how it can be used in a school setting as an educational tool, a way to teach nutrition and healthy eating, and as a community development and inclusivity-building activity. This toolkit draws from nearly 12 years of YFS programming in Denver and the expansion of this program in areas like Washington, DC. The toolkit provides all the steps and procedures to establish a basic YFS in nearly any school or district, with many resources to expand the program to fit the needs of the community.







# Youth Farm Stand Model

**Y**outh Farm Stands (YFSs) arose from a strong desire of school garden leaders in Denver to do more with the abundance of garden produce that was being grown by students and increase the impacts of the school garden in the surrounding community. For example, the YFS model stemmed from a desire of garden leaders to share some of the fresh produce from the school garden with the school community (families and staff), provide an educational experience for students in running a small business, and create a mechanism to raise funds to support the yearly costs of the garden through the sale of the produce. The early YFSs were much like any PTO bake sale with the substitution of seasonal fruits and vegetables harvested earlier in the day from the school garden for packaged sugary goods. As the word got out about the farm stands, other opportunities for education, health promotion, volunteerism, and community support were developed and combined into a robust program in Denver involving over 30 schools each year.

At the heart of the YFS model is the market stand, much like you would see at any local farmers market. Typically, there are several tables neatly set up with baskets of fresh produce and hand-drawn signs advertising the specific item and its price. Often the tables are under a tree in the schoolyard or under 10x10 soccer tents to provide shade. There is a clear flow to the market with some sort of separation between buyer (parents, staff and community members) and seller (students and adult supervisors) where transactions are initiated and completed by the exchange of information and money. Once the market opens (usually at the sound of the bell at the end of the school day), there is a flurry of activity at the tables as customers flock to get their favorite item from the garden. Within an hour, the baskets are nearly empty and the customers are migrating to their cars with bags full of fresh produce.

The driving force behind the YFSs is a committee of teachers and parent volunteers who want to provide the students with the opportunity to run a small business, learn about customer service and marketing, and participate in a project that distributes healthy food to the community. There is also the motivation by the committee to use the garden produce to raise funds for the garden program because of insufficient funding from other external funding. The group of parents and teachers that typically supports a YFS program is very much



attracted to the business model of the YFS program rather than the volunteer acts of watering or weeding in the school garden.

There is an obvious educational component to the YFS program that is just as valuable as the fundraising and community outreach capabilities of the farm stands. The possibilities for learning through the YFS program are numerous and include:

- Understanding a local food supply chain from school gardens and local farms directly to customer
- The seasonality of fresh produce in your area
- Providing some of the nutritional requirements for the community
- How to run a small business and set prices
- How to handle a financial transaction and exchange money
- Customer service and having conversations with adults
- Accounting, budgeting and banking techniques
- Marketing and promotion of events
- Identification of fresh produce and some of the qualities of each item
- Mental math and the ability to add up the prices

Finally, the YFS model is contributing to the overall food culture transformation launched by the school garden and cooking programs, as well as the farm to school programs found in many districts. In recent years, we have seen school districts and their community partners strive to create a food culture where the students and staff are surrounded by healthy food choices and educational experiences that teach everyone how to lead a healthy lifestyle to support academic achievement. There are many opportunities in the daily life of a student where healthy food can have an impact on achievement. The more opportunities for positive engagement with healthy food, the greater likelihood that this generation of students will be the leaders tomorrow for a better food system.



# Youth Farm Stand **Roles**

**T**he Youth Farm Stand (YFS) program has lots of moving parts and requires a committed group of parents, teachers, students and community members to produce a successful event. Many schools have shown that success is often based on the formation of a YFS committee that reports to the School Garden committee. The YFS committee ideally is composed of parents, teachers, community members and students who have the time and capacity to set up an after-school market, harvest from the garden and organize the infrastructure of the YFS booth. Admittedly, the YFS program is a bit labor intensive and the flurry of activity on the sale day can be intimidating. We have found that this activity attracts parent volunteers and teachers who are more comfortable in sales rather than garden maintenance or garden education. For a list of these different roles, please see **YFS Roles and Responsibilities Checklist** in the Appendix, page 35.

## **Parents**

The foundation of a strong YFS committee are parent volunteers. Since the typical YFS opens with the end of the day school bell, parents are ideal to head up the YFS committee. It is a challenge for teachers to be available for that final hour of the school day to help set up the YFS, so it is important to have a core group of parents to manage the setup. Recruiting parent volunteers to come about an hour before the school bell will allow the YFS to be ready when the bell rings. A parent or two is needed to harvest from the school garden with a small group of students. Another set of parents can lead more students to set up the YFS display, including the tent, tables, table cloths, baskets and price cards. Once the school garden produce is harvested, the parent volunteers can monitor the students as they organize the produce in baskets and set the prices. In general, a parent volunteer will take the responsibility of creating a cash box full of quarters and \$1 bills to make change and collect the payments.

Once the market opens, we encourage the students to do the selling with the parent volunteers supervising from the background. This is a great opportunity for the students to work on customer service skills and to handle real money in simple transactions. The parent volunteers can be available if there are any questions or concerns about a transaction. During the market there is also some need for child supervision as the students were released into the care of the YFS committee after the school bell (see **YFS Permission Form** in Appendix, page 36).

Once the flow of customers has decreased significantly (in most cases 45-60 minutes after the opening), the parent volunteers can decide to start closing down the YFS for the day. The tables and tent can be stored in the school and the unsold produce can be collected and assessed. If the quantity is small, students can take home the produce as their reward for a job well done. If there are large amounts of produce, the parents can decide to have a plan to donate the extra food to a local pantry. Finally, one of the parents can work with a small group of students to count the money in the cash box and record it on a sheet. That parent should take control of the cash and be ready to deposit it into the garden account in the near future.

## Youth

Once the YFS committee has been populated with sufficient parent volunteers to handle the setup tasks, recruitment of student helpers can commence. In most YFSs that are based in an elementary school, the older students (4th-6th grades) are given priority in participating on the YFS committee due to the handling of currency, higher levels of mental math during the transaction, and the need for some heavy lifting during harvest and set up/break down. However, students as young as 2nd grade have been part of the YFS team, but require a fair amount of adult supervision and support during the market. There are several strategies in recruiting the 6-8 student volunteers that are generally needed to support a YFS each week:

- 1.** An entire classroom can be asked to support the YFS season as part of project designed by the teacher. Within the selected class, it is best to come up with a rotating set of teams of 6-8 students for each week as more students make the YFS scene too crowded and there are not enough tasks for those extra bodies.
- 2.** The YFS can be run by a school club (e.g. the Gardening Club) that meets on a regular basis throughout the year.
- 3.** Teachers can nominate students for the YFS committee as a reward based on their academic performance or behavior in class.
- 4.** Students can apply to be on the YFS committee and fill out a customized application form or write an essay. We have a sample Youth Market Entrepreneur Job Application form (page xx) and a Youth Market Entrepreneur Contract (page xx) in the Appendix.



There are many appropriate tasks for students to participate in to be part of the YFS team. Students can play a role in how the YFS will look, what kind of signs need to be designed and created, and what kinds of crops should be harvested from the school garden each week. On the day of the market, a group of students, led by a parent volunteer, can help in the garden to harvest the produce items that are ready and desired for the YFS. Another group of students can be working to set up the tent, tables and baskets for the produce. A great art activity is for the students to design and create the signage necessary to show the produce item and its price. In general, pricing is difficult for the students, as they tend to overestimate the value of most items. But with some guidance from the parent leadership, the students can help make the signs that show the prices for each item.



Once the market opens, students should be the main point of contact for the customers. Different YFSs handle this role in several ways, but in general, a student will be paired 1:1 with a customer and follow them through the transaction. In some schools, students are recording the transaction on data sheets so the math is easier and to maintain a record of the sale (see **YFS Customer Receipt/Order Form** in Appendix, page 42). In other schools, students are encouraged to do mental math and track the sale in their heads. Since most prices are based on \$1.00 or 25 cents, it is fairly easy for the students to do the math in their heads. In either case, the students are learning great conversational skills and get to use their math skills in a practical setting.

At the completion of the market, students can help with the disassembly of the market stand, collect the remaining produce, help to count the money and record the sales. By this time, the students are getting a bit tired and squirrely so keep your expectations modest for their support. At this point their parents should be coming to pick them up or they have permission to walk home from the school.

Since the YFS is an after-school activity in most cases, the students need permission from their parents to participate and there should be a plan on where they are going at the conclusion of the market. Most schools have a permission form for students to engage in an after-school activity. It is advisable that the YFS committee comes up with a similar form that confirms that the parents are fine with their child staying after school to help out. Also get a phone number for their parents and have a plan for pickup at the end of the market. For an example YFS Student Permission Form, please go to page 36 in the Appendix.

## Teachers

Many school garden programs are led by teachers rather than parent volunteers. In these cases, the YFS program is a great way to connect the school garden to classroom curriculum like math, science and social studies. As stated previously, it is very challenging for a teacher to find the time to set up a YFS at the end of the school day as well as finish up the day in the classroom. Therefore, we recommend that a YFS committee be a mix of parents and teachers working together to maximize the opportunities for student engagement.

Whether or not the garden is led by a teacher, the classroom teacher is a critical component of a successful YFS program. Often a classroom is recruited to be the YFS so there are great opportunities for those students to connect the YFS activities to their classroom learning. The YFS committee should work with the teacher to introduce the concept of the YFS to the class and then lead them through a series of lessons and activities so that the students have a better understanding and greater buy-in to the YFS project. We have included a series of lesson plans in this toolkit that teachers can use to connect their students to the concept of a farmers market and to use their experience to design the YFS at their school (see pages 53-76 in the Appendix). A great field trip activity is to take the class to a weekday farmers market in your community to get a sense of what a large scale farmers market is all about.



The teacher is also in a great position to tie classroom lessons and activities to the YFS project so that students have opportunities to make those real world connections. For example, the classroom teacher can connect lessons in math to the calculations necessary to sell the produce to the customers or tally up the end of the day receipts. In the classroom, the teacher can design math games or activities that prepare the students to do the calculations during a typical sale at the YFS. If possible, it is a good idea to practice this math while handling real dollars as students often freeze when it comes to having real money in their hands during the actual YFS.

## Community

Since schools are part of a larger, local community, it is essential to reach out to community leaders and organizations for support of the YFS program. The community represents a large base of potential customers for the YFSs as well as a great pool of volunteers. Often communities have neighborhood associations that the YFS committee can reach out to market the YFS to drive customers to the school. Other possible places are local community centers (senior or recreation centers), churches, and other schools. By asking community members to participate in running the market or to be customers, you are encouraging a stronger connection between the school and the neighborhood and engaging residents in the wellbeing of the school and students.

## Partnerships

In any community, you will find various community-based organizations with missions that support health, nutrition and economic justice that might make great partners for the YFSs. For instance, inviting a local healthy cooking program to the YFS to do a demo right next to the market allows the families to learn how to cook the fresh produce that is being sold. Often chefs from local restaurants are happy to do a demo to show fun ways to prepare the fruits and vegetables from the garden. You want to be careful not to invite too many partners to the YFS day and be sure to ask your principal to see if certain groups are welcome on the school grounds.



# Marketing

## Youth Farm Stands

It is very important to get the word out that the YFS season is coming up and to let people know the dates and times the market will be open. There are several layers of marketing the YFSs where the students can be engaged in creating handcrafted materials to share with others (For a YFS Marketing Checklist see page 37 in the Appendix). For example, students can design posters that can be hung in the hallways of school so that others can read about the upcoming farm stands. Be sure to get the principal's permission to hang the posters, as there are often fire safety regulations about how much paper can be hung in hallways.

Students can also design a handout that will be sent home to the families in their "Thursday folders" or through electronic means. The announcement should include details about the time, place and location of the YFS and include any information on what the families can expect to find at the market. You may choose to attach a coupon to the announcement to incentivize families to come check out the YFS.

Marketing the YFS should also be directed outside of the school building and into the community. Often churches and community organizations have bulletin boards to post signs from different groups announcing upcoming events. Many businesses will allow schools to show a poster in the front window announcing upcoming events as well.

Local media sources are often available to share announcements for upcoming events of interest to their readers. Many neighborhoods have local newspapers that love to share dates for school events on their Event Calendars. Local television and radio will have spots for schools to post announcements. These postings can be great writing exercises for students and a chance for them to get published.





Social media is a great tool for marketing the YFSs. Students can create a Facebook and/or Twitter page or event for the YFS that will give updates on the produce available and any guests that will be doing a demo or providing more resources. If the school garden committee or club has an Instagram or Snapchat account, these are ideal places to post beautiful photos of garden produce being harvested and displayed at the market, as well as students having fun in the process. The entire YFS season should be posted on the school website and pictures from previous YFSs can be shared. Allow students to take pictures of the YFS in progress with their phones so that they can post images on Facebook, Instagram, Snapchat and the website.

## **DIFFERENT WAYS TO Promote your YFS**

**Posters in school**

**Handouts to go home**

**Post announcements on  
bulletin boards at local  
businesses**

**Get on the calendar of  
local newspapers**

**Create a spot on local  
radio and television**

**Create a Facebook and  
Twitter events**

**Share photos on Instagram  
and Snapchat**

**Create a web page on the  
school's website**



# A Typical Day

## in a Youth Farm Stand

While there are several ways that a YFS can happen, this section will describe a typical day in the life of a YFS in Denver Public Schools. In Denver, best practices for a successful YFS assume:

1. YFSs are conducted as an after-school activity. As an after-school activity, especially at elementary schools, it is important that you capture the families that are picking up their children. For this toolkit, we will assume a 3:00 PM end of the school day.
2. YFSs are conducted at the end of the week, usually Thursdays and Fridays. These days tend to be before the usual weekend farmers markets held by the community so your customers will be ready to purchase fresh produce. In addition, other garden programs in Denver schools, like Garden to Cafeteria, tend to happen on Monday and Tuesdays, so having the YFS at the end of the week takes pressure off the school garden to produce food all at once.

Based on the above assumption, a typical YFS day could look like this (again assuming that the bell rings at 3:00 PM):

**1:30 pm** Parent members of the YFS committee begin to arrive at school. They may do some initial unloading of materials and supplies for the market. See **YFS Setup Checklist** in the Appendix, page 43.

**2:00 pm** Students are collected from the YFS classroom by a parent volunteer to help with the garden harvest and YFS setup.

**2:15 pm** A small group of students are led to the garden and shown what to harvest for the market this week. A second group of students assists in setting up the tent, tables and baskets for the fresh produce. See **YFS Harvest Checklist** in the Appendix, page 44.

**2:30 pm** Fresh produce from the garden is delivered to the YFS booth, weighed for tracking purposes and sorted into baskets and marked with signs.

**2:45 pm** The YFS parents work with the students to finalize details about the display of produce and get the cash box ready for sales.

**3:00 pm** The end of the day school bell rings and student body is dismissed. The YFS team is ready for a rush of sales! See **YFS Operations Checklist** in the Appendix, page 45.





**3:30 pm** Sales start to wind down, as parents are eager to take the kids home.

**4:00 pm** Most likely the sales have wrapped up and breakdown begins. See **YFS Cleanup Checklist** in the Appendix, page 46.

**4:30 pm** The YFS booth is shut down and cleaned up. Students are either picked up by their parents or head to the after-school daycare program.

# Youth Farm Stand Evaluations

If you are running a single school YFS program, it is important to connect with the key participants to ask them how the season went and what changes or improvements are needed to improve the program for next year. In a typical YFS program, you would want to ask these groups about the YFS program:



**Teacher** - Did the YFS program provide educational opportunities for the classroom? What kinds of curriculum connections were made between the YFS program and the coursework in the classroom? Did the students enjoy working the farm stands after school? What other opportunities do you see that could make the YFS program a more meaningful experience for the students?

**Parent volunteers** - How did the logistics surrounding the YFS farm stands work out? Did you have enough resources to set up a successful market each week? Was there enough volunteer support for each market to be successful? Were there any requests from the customers that you feel should be included in next year's market? Do you feel that the students were adequately prepared to be helpful at each market? Are there any changes that you would want to see for next year's YFS program?

**Students** - How was your experience as part of the YFS program? Do you feel that you were properly trained to be successful as a YFS worker? What are a couple valuable lessons that you learned during the YFS program? Would you want to be a YFS worker again next year? What was the most difficult part of the YFS program and how did you overcome any challenges that came up?

As an example, the Appendix has a sample survey that Denver Youth Farm Stand Coalition shares with YFS leaders to ask about their market season (see page 47).

Another facet of evaluation is collecting the metrics associated with the YFS season. There are many components to measure as part of the YFS program, which makes this a great opportunity for the students to get involved in counting things like pounds, sales and dollars, and developing systems to track these metrics each week. At the end of the season, the students can create charts and graphs to show the performance of the market and to share with the school administration.





Here is a partial list of metrics that can be collected based on a typical YFS season. We have also included a sample form that can be used to track these metrics for each market (See Appendix, page 49).

- 1.** Pounds of produce harvested and sold
- 2.** Number of transactions
- 3.** Total amount of money received at market
- 4.** Total amount of the costs of running the market
- 5.** Amount of profit earned
- 6.** Number of students involved

If you are purchasing produce from a local farmer to supplement what your school grew, the students can track the pounds of produce that come from the farmer and the amount of money that is paid to the farmer. The students may find it interesting to compare the amount of produce that comes from their school garden with the amount that is purchased from the farmer.



# Youth Farm Stand Pricing Models

**M**any first time YFSs ask a lot of questions about how much produce should they try to sell and what price should to sell the produce at. Before the YFS Committee can answer these questions, they should first decide “What is the goal of the YFS?”. Use the chart below to help you decide what is the goal of your YFS program.

## What is the goal of our YFS program?

### Scenario #1

**The YFS is meant to help bring fresh fruits and vegetables to a school community that has limited availability of locally grown produce and tight food budgets.**

#### **Pricing strategy:**

We want people to have access to this fresh produce and not be a burden on their budget. The goal is not to make money in this market, but rather get the produce out into the community and just cover your expenses. Set prices that are just at or below the prices at local farm stands so that the customers see that they are getting a good deal. Often doing a family-pack of 6 onions or 8 carrots rather than pricing them individually will get people to buy more in bulk.

### Scenario #2

**The YFS is a fundraiser for the school garden program so our goal is to make a profit from the sales of the produce.**

#### **Pricing strategy:**

It is important to market the YFS to your school community as a fundraiser so that they come to the YFS with the expectation of supporting the school garden program. In most cases, customers will be willing to pay a little extra for the produce compared to prices from the local grocery store or other farmers markets to support the garden program.

### Scenario #3

**The YFS is being run to support a healthy eating campaign with chef demos and information about how to prepare healthy meals using fresh produce.**

#### **Pricing strategy:**

The plan is to have the chef demos and tasting of the prepared dishes, coupled with the nutrition information, to motivate the customers to buy fresh produce from the YFS and to prepare their own healthy meals. Prices for the produce should reflect those of local grocery stores. A great idea is to offer “supper bundles”, bags of ingredients with the recipe included so that the families can prepare the same dishes that the chef demonstrated.

### Scenario #4

**The YFS program is being run as part of an Entrepreneurship Club, with students being “hired” to run the program and perhaps promised some sort of profit sharing at the end of the season.**

#### **Pricing strategy:**

It is important to treat the YFS as a potential money-making venture so that the students see the value of their work that they put into it. The cost of the produce should reflect a profit margin of 25-50% over any costs associated with obtaining the produce (e.g., cost to the farmers) so that some sort of profit is made.

## How to price produce that comes from the garden.

Since the produce that comes from the garden does not cost the YFS project any real money (versus buying produce from a farmer at a farmstand), the YFS committee can look at produce from the school garden as 100% profit. The price for this school garden produce should be set at about the same price that is available at local grocery stores or even a local farmers market. If the customer sees that the YFS prices are consistent with other local prices, then they will be more likely to spend the money at the YFS. If corn is selling for 3 for \$1.00 at your local grocery store, you can sell your corn for the same price and still make a profit.

## How to price produce that comes from a source outside of the school garden.

School gardens are not always successful in growing some food crops that require lots of space (melons, corn, etc.) or may need a longer season than the garden program can afford (winter squash, tomatoes, etc.). To provide a wide selection of produce for the market, the YFS Committee may choose to buy produce from a local farmer, farmstand or a grocery store. We would strongly suggest if you buy from a grocery store, that you stay with products from your home state, so that the students can appreciate the availability and seasonality of fresh produce from your area.

Once you find a farmer to buy produce from, you should calculate the cost of a single item of the produce. For example if a case of four dozen ears of corn costs \$12, then a single ear of corn costs you \$0.25. To make a profit, you can sell the corn 2 for \$1.00. Corn is a popular item at YFSs, so you may choose to buy a couple cases and expect to sell them all.

## How to package fresh produce items for a YFS

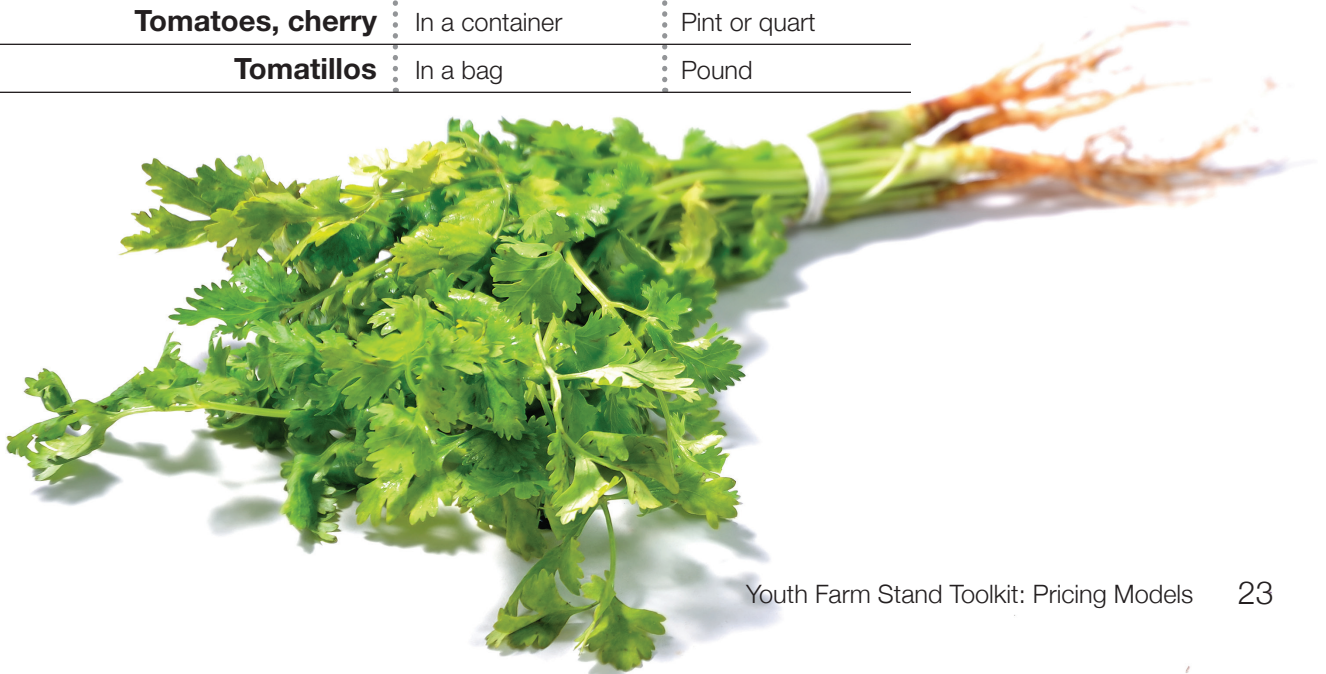
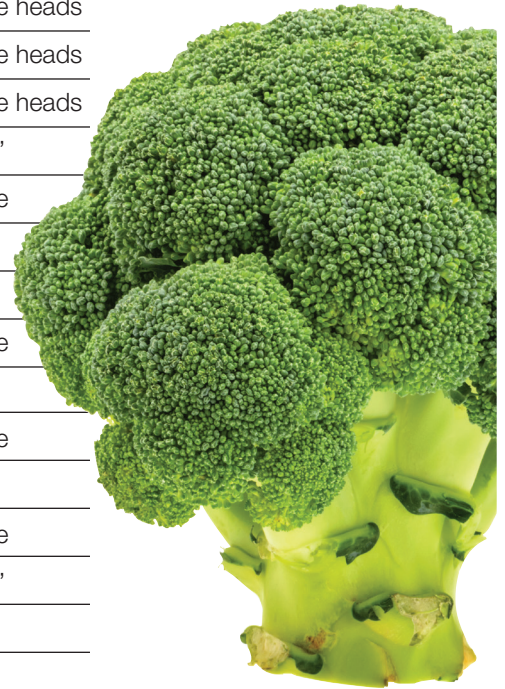
With students running the farm stands, the YFS committee should try to make it as easy as possible for the YFS transaction to happen. Selling the produce by the piece or by the bag is easier than trying to weigh everything and selling by the pound. Produce items like green beans, lettuce and tomatillos are best bagged in half-pound or pound size bags and sold for one price. Conversely, things like eggplants, watermelons, and squashes can be sold by the piece. If this is the case, then it is recommended that everything be about the same size. Try not to get watermelons of all different sizes but buy those about the same size.

The chart on the next page gives some tips for how to package and sell some typical items for a YFS. The overall strategy is to have everything ready to sell by the piece or by a pre-portioned bag so that the students don't have to weigh anything during the rush of the market. Small items like green beans, lettuce and peapods can be weighed prior to opening the market and put into bags. Large items like eggplant, squash and tomatoes can be separated into "small" and "large" sizes and assigned different prices for each piece.

To simplify the math involved in calculating the final cost of a customer's purchase, we recommend that all pricing be based on quarters and dollars. Most elementary students running a YFS should be able to count in quarters and dollars. This also makes your cash box easier as all you need to have ready is a couple of rolls of quarters and \$1, \$5 and \$10 bills to make change. Students can practice adding up the cost of items and making change in the classroom.

# Packaging Produce

PRODUCE ITEM	SELL BY	SUGGESTED SIZE
<b>Apples, peaches, pears, etc.</b>	The piece	Same size
<b>Beans, green</b>	In a bag	Pound
<b>Beans, dried</b>	In a bag	Pound
<b>Berries</b>	In a container	Pint or quart
<b>Broccoli</b>	The head	Small or large heads
<b>Cabbage</b>	The head	Small or large heads
<b>Cauliflower</b>	The piece	Small or large heads
<b>Corn</b>	The piece	Ex: "3 for \$1"
<b>Eggplant</b>	The piece	Small or large
<b>Herbs</b>	Bundle	Bundle
<b>Lettuce/Greens</b>	In a bag	Pound
<b>Melons</b>	Piece	Small or large
<b>Okra</b>	In a bag	Pound
<b>Onions</b>	The piece	Small or large
<b>Peapods</b>	In a bag	Pound
<b>Peppers, bell</b>	The piece	Small or large
<b>Peppers, hot</b>	The piece	Ex: "4 for \$1"
<b>Potatoes</b>	In a bag	Pound
<b>Radishes</b>	Bundle or bag	Bundle
<b>Squash, summer or winter</b>	The piece	Small or large
<b>Tomatoes, slicing</b>	The piece	Small or large
<b>Tomatoes, cherry</b>	In a container	Pint or quart
<b>Tomatillos</b>	In a bag	Pound









## Youth Farm Stand

# Cooking and Nutrition Demos

**T**he YFS model presents a great opportunity to bring educational opportunities to the school community around preparing fresh produce and the health benefits of eating fruits and vegetables. Often parents ask how to prepare things like beet greens or Romano beans. Or they may not be aware of the nutritional benefits of different root vegetables. Therefore, the YFS model can easily be expanded to bring local chefs or nutrition experts to do short demos to provide easy tips for families and useful information. In this section, we will share some ideas for successful cooking and nutrition demos.

### Cooking demos

Most YFSs are conducted outside, primarily on the front lawn of the school or in a space near the school garden. The outside location presents a challenge to conduct a typical cooking demonstration (lack of electricity, no true kitchen) but there are many great ways to show attendees how to prepare the fresh food. The primary reason to have a cooking demo during a YFS is to get the attendees to taste some great recipes that use the produce that is currently available. If the crowd enjoys the recipe, this could lead to an increase in sales at the YFS. Be prepared to have a large amount of the key ingredients available at the market in the event that families want to buy produce for the recipe.

Recipes that use a few ingredients that can be easily prepared with minimal cooking gear and served easily in a small cup or plate will work best for a YFS demo. Here are some examples of simple dishes prepared using fresh produce from the YFS:



#### Salsas,

especially using fresh fruit (strawberries, watermelon, cantaloupe) or vegetables that are not commonly associated with salsa (cucumbers, sweet corn, or tomatillos)

#### Green salads,

including various lettuces, but also with items like cabbage, beet greens, Swiss chard, spinach, and kohlrabi greens

#### Fruit salads

can be as simple as cut fruit with a simple dressing or sprinkling of spices

#### Smoothies

that showcase different combinations of fruits and vegetables to get people to try different flavors and consume different vitamins and nutrients (e.g., green smoothies)

The YFS committee can recruit just about anyone to conduct a simple cooking demo. Chefs from local restaurants or students from a cooking school are ideal to conduct a cooking demo. But these professionals are often difficult to schedule due to their long hours in the kitchens. We have seen very successful cooking demos conducted by parents, teachers, and community volunteers. Essentially, anyone can share their passion for a particular produce item or for a recipe from their cultural heritage.

The typical setup for a cooking demo is a 6- or 8-foot table set apart from the YFS setup. It is best to separate the cooking demo slightly from the YFS setup to manage the crowd and disperse the participants. The YFS should provide the chef with the raw materials for the demo and possibly the supplies and cooking gear for the preparation and demo. In some cases, the chef will bring their own gear and may even do some of the prep before arriving to the school. The YFS committee should have tasting cups or small plates and spoons available for the chef to serve the prepared dish to the attendees.

It is ideal for the chef to arrive at least 30 minutes before the start of the YFS to get the demo table ready and to have the ingredients prepped for the demo. Students make great assistants as they can help assemble the ingredients and do special tasks for the chef like get a garbage can, wash produce, or help dish out the prepared recipe. Once the YFS starts, the chef should be ready to serve the prepared recipe and hand out samples. Since a typical YFS last for about an hour, it is a good practice if the chef divides their ingredients to do 2-3 demonstrations of the recipe over the span of the YFS.

In support of the cooking demo, the YFS committee can have the ingredients for the chef's recipe assembled in bags along with a printed copy of the recipe to sell to the families. This will generate great sales at the YFS and is a convenience for the families. Even if some of the ingredients include pasta for a salad or limes for salsa, the YFS committee can choose to purchase those products and add them to the cost of the bag. The students can decorate the bags as part of an art project and be responsible for printing the recipes.

## Nutrition demos

There is much more to learn about fresh produce than just prepping and cooking for the family. You can help tell the nutritional story behind fresh produce as well as how fresh produce contributes to overall health issues like obesity, diabetes and heart disease. Since YFSs are school-based, health issues related to children's health are very relevant to the parents visiting the YFS.



In most communities, there are nonprofit organizations and governmental offices that support nutrition education, especially for underserved populations. Organizations like food banks, hunger relief agencies and food pantries often host nutrition education classes for low-income families to help them purchase and prepare meals on a limited budget. Slow Food Denver has had great success partnering up with Share Our Strength's Cooking Matters program on nutrition demos at YFSs. To see if Share our Strength is in your community, check out <https://www.nokidhungry.org/programs>.

# Youth Farm Stand Partnerships

Since the mission of the YFSs is to connect the school garden program to the community by selling fresh produce and teaching about healthy eating, partnerships are required to have successful farm stands. We can look at these partnerships in two categories: school-based and community-based. School-based partnerships are those needed to bring different players together in the school so that the students have a well-rounded educational experience and that the school community is given the opportunity to participate in the event. In contrast, community-based partnerships are important to bring resources to the YFS program and to extend the learning opportunities to the families and individuals that attend the market.

## School-based partnerships

As with any activity involving students at school, it is important that the administration is aware of your plans. The YFS committee should get permission from the principal to conduct farm stands several months in advance. This means that if you are planning fall farm stands, the YFS committee should have a discussion with the principal sometime in the spring before school lets out for the summer. This toolkit could be a nice introduction to the principal about your plans and should also show the principal that you have plenty of resources to have a successful and safe YFS season.

Once the principal gives their permission to proceed, the YFS committee should form a partnership with a teacher and their classroom. In an elementary school, YFSs tend to work best when supported by older students, generally in 4th and 5th grade. The YFS committee can choose to work with one classroom of students or they can choose to work with a number of classrooms. In either case, the committee needs to form a good relationship with the teacher(s) so that they have student helpers each week. The teacher is an important partner to make that connection to the classroom. The YFS program can make many connections to the classroom curriculum so having the teacher on board as a partner will facilitate the educational opportunity.

An often overlooked partner is the facilities manager (FM) of the school. Since the YFSs occur on the school grounds and there is the need for the use of tables and storage of equipment, bringing the facilities manager onto your team is a good idea. The FM can help you find storage nooks in the school to store your baskets, scale and other market supplies. On the

day of the market, the FM can help you bring tables outside and may be around to help with the breakdown of the event. If you have needs for electricity, water or trash cans for a demo, the FM can be a great source for these resources.

## Community-based partnerships

While the YFS model is primarily based on school grounds, there are many ways to connect with the community and bring awareness of the school garden program to families and individuals not directly connected to the school. Community-based partnerships are important to promote the event, bring educational opportunities to the public and expand the produce selection.

To maximize the awareness of the YFSs and to attract as many people as possible to the event, it is important to use the local media to promote the farm stands. Most communities have a neighborhood newspaper or online calendar where a school can post the dates of upcoming farm stands. Many local businesses have a space on their website for local events or may be willing to use their social media outlets to advertise the farm stands.

To expand the educational opportunities at the YFSs, contact local chefs, culinary programs, or nonprofit organizations to see if they would be willing to send someone to conduct a cooking or nutrition demo using the fresh produce from the market. It is important to show the families how they can prepare the fresh produce at home using simple ingredients to create a healthy meal. It is possible to set up a table near the YFS stand to give a chef or cooking instructor space to demonstrate how to prep the vegetables and then how to combine flavors to create a dish. Have copies of the recipes on hand to share with the families and even assemble bags of the ingredients to sell at the market.

Reaching out to local farmers can also be an important partnership to expand the available selections of fruits and vegetables at your market. Most school gardens don't have the capacity to grow everything for a well-rounded market so purchasing produce items like sweet corn, watermelons, green chiles or bags of cabbages from a local farmer can be used to supplement the produce coming from the school garden. You can highlight on the price signs that the produce came from a local farm versus coming from the school garden. Most families will appreciate have a large selection to choose from so that they can complete as much of their produce purchasing as possible.

To assist you in identifying your school-based and community-based partners, we have prepared a YFS Partners Worksheet (page 51 in Appendix) to track potential partnerships to support your YFS.



# Supporting Multiple Stands

**T**his toolkit was designed to help a single school set up a YFS for their garden program. As interest in YFS programs grow, multiple schools in a district or city may be interested in having YFSs so it may be desirable to build a YFS Coalition and share resources. In Denver, the YFS program started at three different schools and these farm stands were run independently of each other. Around 2006, Slow Food Denver (SFD) and Denver Urban Gardens (DUG) came together to form the Denver YFS Coalition and worked together to bring in more schools to participate in the YFS program.

As more schools started YFS programs, the Denver YFS Coalition started to formalize the YFS program and conduct trainings to support successful YFSs. With the growth of the YFS program in Denver, SFD and DUG decided to design a distribution system of local farm products to supplement the produce that was coming out of the school gardens. Just north of Denver is Brighton, CO, a thriving community of family farms that would allow the purchase of fresh produce at wholesale prices that would compliment what is easily grown in school gardens. Some of the favorite farm products that were purchased for the YFSs were sweet corn, melons, cabbage, broccoli, chiles for roasting, and tree fruit (apples, peaches, pears and plums), items not easily grown in school gardens.

In order to get a larger number of schools in synch as a part of the Denver YFS Coalition, SFD and DUG designed a YFS training that introduced the local farm distribution system to the YFS leaders and detailed their responsibilities as part of that system. The foundation for this training became the Denver YFS Coalition Contract that details the responsibilities for the school, SFD and DUG (see page 50). Versions of this document have been used now for eight years and have driven a very robust YFS program in Denver.

The Denver Youth Farm Stand Coalition Contract is divided into four sections. The opening paragraphs talk about the mission of the YFSs and the educational purpose of the activity. It needs to be noted that the primary purpose of the YFSs is to provide an educational opportunity for students to learn about running a small business and what it takes to make it successful. The YFSs can also be a fundraising opportunity for the school garden program, but that needs to be a secondary mission of the program. If fundraising becomes the primary mission of the YFS committee, we fear that the educational opportunities will be sacrificed to make a bigger profit.

The YFS Contract lays out the Roles and Responsibilities of the three key players: the YFS committees at each school, Slow Food Denver, and Denver Urban Gardens. In the Denver Model, DUG supplies a walk-in cooler to store the farm produce, which is easily accessible for YFS leaders to pick up their produce on their own schedules. DUG also is in charge of updating the YFS order form on their website with current prices and providing a template to record key metrics of the program and reporting them at the end of the year.

Slow Food Denver's roles focus primarily on obtaining the fresh produce from local farms. After DUG tabulates the orders for local produce placed on their website, Slow Food takes these totals and calls the various farms to place orders. Slow Food then provides a driver for the rental truck that goes to local farms on Thursday morning each week to pick up the orders, pay cash to the farmers and bring the items back to the cooler. At the cooler, SFD volunteers help to sort the fresh produce from the farms into boxes for the schools based on their requests. The fresh produce is stored in the cooler until the YFS leaders come to pick it up. Each box contains an invoice that SFD generates based on the prices from the farms and the quantity that the schools order. The schools are required to pay this invoice within a week of their YFS and payments go to SFD.

## YFS Daily Schedule YFS days are Thursdays and Fridays

	MONDAY	TUESDAY	WEDNESDAY
8:00 am			
9:00 am			Invoices are created by Slow Food Denver for the school orders
10:00 am			
11:00 am			
12:00 pm		DUG reports the order totals to Slow Food Denver	
1:00 pm			
2:00 pm			
3:00 pm			
4:00 pm			
5:00 pm		Slow Food Denver calls the farmers to place the orders	
6:00 pm			
7:00 pm			
8:00 pm	All school orders are due to the DUG website		

The rest of the Contract spells out the responsibilities of the YFS committees at each school. Basically, the YFS leaders need to attend a training session in August, follow the order instructions if they want farm produce, market the YFS season in their community, provide volunteers for the cooler and keep track of a set of metrics to report at the end of the year. We use the YFS Contract at the training session to inform the YFS leaders of what is expected of them and to answer any questions.

The Denver YFS Coalition has proven to be a powerful collaboration that has resulted in a very robust YFS program for Denver, Littleton and Jefferson County schools in the Denver metro area. It is flexible enough to allow schools to schedule as many or as few YFSs as they have the capacity to program. Both SFD and DUG have enough capacity to work with the schools on developing their programs with mentorship, technical assistance and resources. For illustration purposes, this is the daily schedule during the YFS season for members of the Coalition:

		<b>(Week before)</b> <b>3:00 pm</b> Farm prices are updated by DUG on the website based on information obtained by the Slow Food volunteer truck driver
THURSDAY	FRIDAY	
Slow Food picks up a rental truck and drives to the farms		
The truck returns to the DUG cooler to unload the produce		
Volunteers have sorted the produce for the schools and stores it in the cooler for the schools to pick up.		
First round of YFSs start	Second round of YFSs start	
<b>After 1 pm through Friday</b> YFS committees can pick up produce from the walk-in cooler at their convenience. The cooler is accessed through an exterior garage door with a coded door opener.		





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## APPENDIX 1: YFS Roles and Responsibilities Checklist

### Parents

- ☐ Set up YFS tent
- ☐ Lead students in harvest
- ☐ Monitor students as they load baskets and set prices
- ☐ Have cash box ready
- ☐ Supervise students during sales
- ☐ Overall child supervision as this is an after school activity
- ☐ Oversee cleanup and shutdown
- ☐ Deal with leftover produce

### Students

- ☐ Design of YFS
- ☐ Create marketing signs
- ☐ Select crops to plant and harvest
- ☐ Harvest crops on YFS day
- ☐ Help set up tent
- ☐ Make price signs
- ☐ Sell produce to customers

### Teachers

- ☐ Recruitment of students for YFS committee
- ☐ Introduce the concept of a farm stand to students
- ☐ Connect the YFS program to classroom lessons
- ☐ Help get permission forms from parents so that the students can participate
- ☐ Arrange classroom time and supplies for students to prepare for the YFS season

### Community Partners

- ☐ Conduct healthy cooking demos at a market
- ☐ Share nutrition information with families
- ☐ Allow poster and signs to be hung in their business to promote the farm stands

## APPENDIX 2: YFS Student Permission Form

Hello families of Room 207,

We are very excited about this year's Youth Farm Stand Season. We have over 30 schools in the Denver Metro area hosting at least one YFS during the next 8 weeks. Slow Food Denver and Denver Urban Gardens have teamed up to bring these YFSs to neighborhoods all across Denver to promote healthy eating and purchasing of CO farm products.

This will be the 7th year that Steele has hosted a YFS. Our season starts Friday, Sept 2 and will go for 6 weeks into October (scheduled dates: 9/2, 9/9, 9/23, 9/30, 10/7, 10/14). I have asked Ms. Robin if her students can help me organize and run the market. She quickly agreed so I am excited about working with her students. We will start out with the students doing some marketing and promotions for the farm stands, design some signs for the displays and help me strategize about harvest and purchasing products from farms in Brighton.

On a Farm Stand Day, starting at 2:00 a group of 6-8 students will work with my volunteers and me to get the Market set up and to harvest our vegetables from the School Garden. Then when the Market starts at 3 pm, these students can stay to help run the market. We expect the Market to be finished by 4:30 pm after a quick cleanup. Each week a different group of 6-8 students will work the Market with me. Ms. Robin will assign the students to groups and dates to assure a nice mix of grades in the group. We have the flexibility to make switches if there are schedule conflicts, but either Ms. Robin or myself MUST be notified of a switch two days ahead.

Since this is an afterschool program, I need your permission to keep the students on school grounds until they are picked up or returned to Kalidescope. Below is a permission form that I will need from EVERY family as well as contact numbers so lines of communication are open. Also, there are opportunities for parents to get involved. If you would like to help with the Farm stands, please let me know on the form. I look forward to getting to know your kids and working with them in the Farm stands.

Sincerely,  
Andrew Nowak, "Mr. Andy" *Slow Food Denver*  
303-324-4683 cell, ajnowak@mindspring.com

My son/daughter \_\_\_\_\_, has permission to stay after school on their  
PRINT FULL NAME  
assigned Market Days to help out with the Youth Farm stands.

At 4:30, I will come to pick up my child: \_\_\_\_\_  
PARENT'S INITIALS

At 4:30, my child needs to go to Kalidescope: \_\_\_\_\_  
PARENT'S INITIALS

I would like to volunteer for the YFS: \_\_\_\_\_  
PARENT'S NAME

**Signed by parent:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Best phone number:** \_\_\_\_\_



## APPENDIX 3: YFS Marketing Checklist

### Before the Market

- ☐ Create flyers and posters with garden or youth photos with captions to post around the neighborhood and school. Places to post signs include:
  - Local stores
  - Churches
  - Community centers
  - Other schools

#### Flyers and posters should include:

- ☐ Dates, times, and locations of the farm stands
- ☐ Fun facts about the market, such as: it is youth-run, locally grown produce, affordable and organic, free cooking demonstrations and samples, and SNAP/EBT cards accepted (if applicable)  
Get creative!
- ☐ Use media outlets such as radio, newspapers, television, news broadcasts, school newsletters and email
- ☐ Write a page about the Youth Farm Stand to publish online!
- ☐ Post announcement on the school's website and Facebook page and other social media outlets.

### During the Market

- ☐ Wave signs and posters
- ☐ Carry and wave produce
- ☐ Dance in the schoolyard
- ☐ Pass out flyers to passersby
- ☐ Have flyers to give to customers to remember the market for next time

## APPENDIX 4: YFS Entrepreneur Job Application

The Fairview Youth Farm Stand needs enthusiastic young people like you to grow and sell fresh vegetables to the community!

### Youth Market Entrepreneurs will:

- Grow vegetables in the Fairview School Garden, harvest them and help run the Youth Market each Saturday
- Learn about marketing and promoting healthy eating in the community
- Work with other youth and adults and have a lot of fun!

Garden work - days are held every Tuesday, Thursday, and Saturday mornings (rotating shifts on Saturdays) all summer, and start on Tuesday, June 10th. The Fairview Youth Market starts on Saturday, July 5th and the market happens each Saturday until the end of September.

### To work at the Fairview Market, you need to be able to work on these days:

- Every Tuesday from 8 am-10 am, from June 10– August 19
- Every Thursday from 8 am-10 am, from June 12 – August 21
- Saturday mornings from 9 am -1 pm, rotating schedules, not the same people every week, July 5th –September 27
- Saturday market hours: 11 am – 1 pm, from July 5– September 27

Is there anything that will get in the way of you completing this program from start to finish?  
(vacations, daycare, appointments, etc.) You must be present on all scheduled workdays.

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**Student's Name:** \_\_\_\_\_

**Parent's or Guardian's Name(s):** \_\_\_\_\_

**Address:** \_\_\_\_\_

STREET ADDRESS

STREET ADDRESS / CITY / STATE / ZIP

**Phone number(s):** \_\_\_\_\_

INCLUDE AREA CODE

**Student Commitment:** I would like to apply for a youth market entrepreneur position for summer 2016! I commit to work on the days and times listed above. I will be responsible and do my best work each day. I will be on time.

**Student signature:** \_\_\_\_\_

**Parent Commitment:** I support my child applying to work at the Fairview Youth Market this summer. I will make sure my child attends each day of work listed above. ***In order for my child to be considered for this position, I will volunteer my time at least four (4) times during the summer. One of these volunteer days must be working at the farmers' market.***

**Parent signature:** \_\_\_\_\_



Please turn in your application to Ms. Judy by (change date), who will interview the top applicants and also speak with their parents after that date. This year we will only hire 8 of the best applicants, so make sure you do your best job! Each applicant who is accepted will be paid \$1.00 per hour. Ms. Judy will be looking for youth who are responsible, commit to do their best and always have positive team attitudes.

You know that a lot of students want to work in the garden this year. Not everyone can get the job, though. Answer these two questions. Make your answers well written and well thought out. Try your best to show Ms. Judy why she should pick you over somebody else.

**Why I would like to work in the garden and Youth Farmer's Market this summer:**  
**(hint: think of things you can contribute, not just the money you might earn)**

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**What will you do to be the best summer garden and market worker that you can be?**

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## APPENDIX 5: YFS Entrepreneur Contract

Congratulations! You have been accepted to be a member of the Youth Farm Stand Entrepreneur team! This will be an exciting summer, and we are glad to have you.

All of the Youth Farm Stand Entrepreneurs work together to make the garden and the market a success. If you miss a day of work, you let your teammates down. This is an important job, and we expect you to act as you would for any job.

### Goals of the Youth Farm Stand program:

- To teach youth garden and market skills
- For young people to provide fresh vegetables and fruit for the community
- To work together and have fun!

**This is a contract to show your commitment to the program and to your teammates.**

### Please read and sign if you agree:

As a Youth Farm Stand Entrepreneur, I commit to attending all training and garden work days and farm stands on the following days:

- Every Tuesday from 8 am-10 am, from June 10 - August 19
- Every Thursday from 8 am-10 am, from June 12 – August 21
- Every Saturday, 9 am – 1 pm, from July 5 – September 27, rotating shifts of 2 hours apiece for garden and market tasks.

**If I cannot make it for some reason, I will call Ms. Judy in advance.**

**I understand that if I miss work without calling, or break any regular school rule while at work, or have any behavior problems at work that Ms. Judy can fire me and I do not get paid for prior work. I will respect ALL adults and other student workers who work with me in the garden.**

**Independent Contractor Agreement:** Your signature below indicates your understanding of your position as an independent contractor. Your signature below confirms that you will provide the afore-mentioned services within the time frame established, for the agreed upon compensation. As an Independent Contractor, you understand that you are not an employee of DUG and are therefore not entitled to receive any employee benefits provided to DUG employees including, but not limited to, medical/dental insurance, Unemployment Insurance, or other employer-related payroll tax benefits

**Release of Claims:** You assume full responsibility for any injuries which may occur to you during work activities and do hereby fully and forever discharge and release the Delaney Farm, land owner, or Denver Urban Gardens, their employees, executive directors, board members, officers, agents, authorized volunteer helpers, representatives, consultants, insurers and sureties, and their successors and assigns (collectively, the “Released Parties”), from any, claims. “Claims,” as used in this document, means any and all claims, demands, damages, rights of action or causes of action, present or future, whether the same be known, anticipated or unanticipated, resulting from or arising out of your presence or the presence of your family members and guests on the Delaney Farm or Denver Urban Gardens office or garden sites, activities at the Delaney Farm or Denver Urban Gardens office or garden sites, the use or intended use of the Delaney Farm, office or garden sites, and/or participation in activities connected with D.U.G including, without limitation, any of the foregoing resulting from or arising out of the negligence of a Released Party. Further, you hereby waive any and all claims against a Released Party



**Student's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Parents:** I support my child being a Youth Farm Stand Entrepreneur at the Fairview Youth Market this summer.

***I will help him/her be at work on time, and I commit to my child attending each day of work listed above unless an important conflict comes up. I will provide transportation or allow my children to walk to school and home.***

**I will help with the garden and the market at least four times** so that I can learn about my child's work and support the market in my community.

**Parent Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Phone number:** \_\_\_\_\_

## APPENDIX 6: YFS Customer Receipt

ITEMS FOR SALE (What?)	QUANTITY (How many?)	UNIT COST (How much?)	TOTAL (How much for this item?)
Carrots		1.00 bunch	
Parsley		0.50 bunch	
Tomatoes		0.10 each	
Onion		0.20 each	
Green Beans		0.50 bag	
Kale		0.75 bunch	
All hot peppers		0.10 each	
Jalapenos		0.10 each	
Butternut Squash		1.25 each	
Spaghetti Squash		1.50 each	
Acorn Squash		1.00 each	
Tomatillos		3 / 1.00	
Roasted Chiles		2.00 bag	
Potatoes		0.50 bag	
Apples		0.50 each	
<b>FINAL COST</b> Ask the customer to pay this much money.			



## APPENDIX 7: YFS Setup Checklist

### Market Setup

- ☐ Set up tent(s)
- ☐ Carry out tables & chairs and set them up under the tent(s)
- ☐ Spread the table cloths over tables
- ☐ Rinse out all the produce buckets and then set out on tables
- ☐ Fill up spray bottles with water to keep produce moist and cool in the hot sun
- ☐ Hang banners, pictures, and posters up on fence (need twine, scissors and tape for this)
- ☐ Put street signs up to market the YFS to the community
- ☐ YFS Signs hung from tent
- ☐ Make sure you have a cooler with ice in it on very warm days
- ☐ Have dry erase board and markers out on table

### Table Setup

- ☐ Set up produce tubs on tables
- ☐ Carry produce from garden to place into produce tubs
- ☐ Arrange produce in tubs on table
- ☐ Place produce that needs ice into ice tubs
- ☐ Place produce signs next to matching fruits and veggies
- ☐ Weigh the produce and list these weights on a data sheet. This is important to calculate the amount of produce that was sold during the market. If no scale is available, do your best to estimate the amount of produce at the start of the market.

### Final Steps

- ☐ Write updated price list of produce
- ☐ Arrange produce on table attractively
- ☐ Set up recipes and display any healthy eating information near cash box
- ☐ Place small produce bags along chairs behind table
- ☐ Place larger bags by cash box chair
- ☐ Arrange any crafts (seed balls, wreaths, book marks, etc.) on available table space
- ☐ Set up cans for trash, recyclable materials and food scraps for compost pile.

## APPENDIX 8: YFS Harvest Checklist

- ☐ Prior to getting the students from the classroom, YFS leader should identify which crops are ready to harvest this day.
- ☐ Be sure that the harvest baskets or tubs are clean and any harvest tools (scissors, clippers) are also clean.
- ☐ Only harvest produce the same day as the YFS. It is not a good idea to store produce picked the day before the YFS as this requires a different set of food safety protocols.
- ☐ In the classroom, have the students wash their hands either in the classroom sink or in the bathroom.
- ☐ Once you have the students, walk them through the garden and help them identify what needs to be harvested for the YFS and what is the ideal size, feel and color of the item they are harvesting. Slow Food Denver's Clean School Garden Curriculum has useful harvest charts to train the students.
- ☐ Assign a couple students to each bed to harvest.
- ☐ Do a quick field rinse of the produce to get the large chunks of dirt off.
- ☐ Bring the harvest to the YFS tent to be placed in the right baskets.
- ☐ Weigh the produce and record the amount on a data sheet.  
This will be important to calculate the amount of produce that is sold during the market.

## APPENDIX 9: YFS Operations Checklist

### During the Market (students and adult volunteers)

- ☐ Mist all produce on ice every 15 minutes (Set up a kitchen timer)
- ☐ Check ice and replace from cooler if needed
- ☐ Make sure table is always neat and clean  
(use a damp rag to wipe tablecloths when needed)
- ☐ Rearrange fruits and veggies to make buckets look full as produce is sold
- ☐ Remove a basket from the table once its contents are sold
- ☐ Check to see that the signs with prices are positioned near the proper basket  
and have not been moved or blown away.
- ☐ Make sure that the cash box is in a safe place and that the money is secure.

### If the market is slow and no customers are around:

- ☐ Write in your YFS journal if your teacher requires it
- ☐ Pick up trash on sidewalks near the market and garden
- ☐ Dig damaged produce into the compost pile
- ☐ Advertise the market in creative ways!

## APPENDIX 10: YFS Cleanup Checklist

### Closing the Market

- ☐ Collect all street signs
- ☐ Take down all banners, posters, and pictures and properly store them
- ☐ Sort and arrange leftover produce
- ☐ At the conclusion of the market, weigh the remaining produce and record on data sheet.  
This will be used to calculate the amount of produce that was sold.
- ☐ Students should check with adult to see what they can take home  
and what may be donated to a local food pantry.
- ☐ Rinse out produce tubs and coolers
- ☐ Wipe table cloths clean, fold and properly store them
- ☐ Place recipes and health info into boxes
- ☐ Collect crafts and properly store them
- ☐ Fold tables and chairs and properly store them
- ☐ Take down the tent  
Have 4 people, one at each leg  
Bring tent top down as far as possible at the same time.  
Bring the legs down as far as possible at the same time.  
Gently walk towards the center at the same time.
- ☐ Take trash to dumpster, recyclable materials to be recycled and compost and food scraps.
- ☐ Do a final check for forgotten items at the market and garden. Be sure not to leave  
a trace of the market on school grounds. "Leave it better than you found it."
- ☐ Final check if garden needs watering
- ☐ Secure the cash box  
Count the cash in the box and record on data sheet  
Count the number of transactions and/or customers and record on data sheet  
Give the cash box to an adult to put some place safe.
- ☐ Checkout with an adult



## APPENDIX 11: YFS End of Season Survey

1. **Your name** \_\_\_\_\_
2. **Your school** \_\_\_\_\_
3. **Contact information** (phone or email) \_\_\_\_\_
4. **Your market serves the following purpose(s)** (select all that apply)
  - ☐ Fundraiser
  - ☐ Education for students
  - ☐ Education for community
  - ☐ Access to fresh produce for the community
  - ☐ Affordable produce for the community
  - ☐ Community building
  - ☐ Increase interest in garden
  - ☐ Other (please specify) \_\_\_\_\_
5. **Please rate the impact of your market on the following, please explain:**
  - a. **Our market increases access to fruits and vegetables for community members**
    - ☐ Strongly agree
    - ☐ Agree
    - ☐ Neither agree or disagree
    - ☐ Disagree
    - ☐ Strongly disagree
    - ☐ Don't know
  - b. **Our market increases access to fruits and vegetables for students**
    - ☐ Strongly agree
    - ☐ Agree
    - ☐ Neither agree or disagree
    - ☐ Disagree
    - ☐ Strongly disagree
    - ☐ Don't know
6. **Describe three factors that led to the success of your market.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. **Describe three factors that were a challenge for your market.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. **How have you recruited volunteers?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. **How have you promoted (or marketed) the market?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What do you wish you knew before starting your market?

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11. Please rate each of the following, please explain:

a. Accessing the walk-in cooler

- ☐ Very easy  
☐ Easy  
☐ Neither easy or difficult  
☐ Difficult  
☐ Very difficult  
☐ N/A

b. Using the online ordering form

- ☐ Very easy  
☐ Easy  
☐ Neither easy or difficult  
☐ Difficult  
☐ Very difficult  
☐ N/A

c. Providing volunteers to help at the walk-in cooler

- ☐ Very easy  
☐ Easy  
☐ Neither easy or difficult  
☐ Difficult  
☐ Very difficult  
☐ N/A

d. Payment for produce

- ☐ Very easy  
☐ Easy  
☐ Neither easy or difficult  
☐ Difficult  
☐ Very difficult  
☐ N/A

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12. What payment method did you use (check all that apply)?

- ☐ Safe at the cooler  
☐ Mailed  
☐ Dropped off at Andy's house  
☐ Volunteer at the cooler  
☐ Dropped off at the DUG office  
☐ Other

13. Please answer the following questions based on the weekly invoices you receive, please explain:

a. Were the invoices useful? ☐ Yes ☐ No \_\_\_\_\_

b. Did the invoices contain enough information? ☐ Yes ☐ No \_\_\_\_\_

c. Were the invoices easy to interpret? ☐ Yes ☐ No \_\_\_\_\_

14. If you attended the YFS training, how helpful was it? Please explain.

- ☐ Very helpful  
☐ Somewhat helpful \_\_\_\_\_  
☐ Not helpful \_\_\_\_\_  
☐ Very unhelpful \_\_\_\_\_  
☐ N/A \_\_\_\_\_

15. We only offered organic fruit options this year. If we are able to have more organic options next year, would you order it even if it was a higher price? Please explain.

- ☐ Yes ☐ No

## APPENDIX 12: YFS Record Sheet for Tracking Totals

### 2017 Youth Farm Stand Totals

School: \_\_\_\_\_

Date	25-Aug									TOTALS
Cash	\$40									
Other	NA									
Total	\$40									
Cost of Produce	\$10									
Profits	\$30									
Total Lbs. Purchased	25#									
Total Garden Lbs.	100#									
Total Lbs. Sold	120#									
# of Sales	10									
Cooking Demo Y/N	Yes									
# of Kids	7									

Notes: The five pounds of leftover produce were donated to a neighborhood food bank.

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## APPENDIX 13: **Denver YFS Coalition Responsibilities**

In 2014 the Denver Youth Farm Stand Coalition consists of leaders from Denver Urban Gardens (DUG), Slow Food Denver (SFD), and school gardens throughout the city. The Denver Youth Farm Stand Coalition promotes opportunities for schools to bring fresh, locally grown produce to their communities by involving youth in school gardens and farm stands, thereby promoting healthy eating. The Coalition collaborates with culinary and nutritional professionals to provide lessons on how to cook fresh produce using healthy ingredients and cooking techniques. The flexibility of the Coalition model allows each school to tailor programs and events to its school community.

Youth Farm Stands (YFS) are programmatic. Because our organizations are not-for-profit, these farm stands serve as a training opportunity for the youth, health promotion for the community and youth, and a fundraising opportunity for garden programs and infrastructure. The YFS program includes summer training with students from the school to grow produce for the market, to teach students gardening skills, to introduce business skills, and to hold farm stands. A school may choose to meet all of these objectives or pick and choose. Some schools choose to spread the training out over the whole growing season, while others focus on the weeks of market sales.

These farm stands are not for personal economic gain. For this reason, it is not appropriate to include outside food vendors. Youth Farm Stands are not permitted to sell prepared food. All produce must be sold raw and whole (no cutting or preparation). It is expected that all profits from the Youth Farm Stands will go back to the school's garden program.

The following are the primary roles and responsibilities critical to running a successful YFS:

### **Denver Urban Gardens (DUG)**

- Will pay utility costs for a walk-in refrigerator to be used to temporarily store the YFS produce.
- Will provide a template for weighing produce and tracking sales.
- Will provide to school leaders current price lists from farmers by Saturday 5pm via the website and will accept weekly orders from each youth farmers' market by Monday 8 pm.

### **Slow Food Denver (SFD)**

- Will contact local farmers to negotiate the best deal available to obtain YFS produce.
- Will provide a driver for the rental truck on a weekly basis, whose task will be to pickup produce from local farms and deliver it to the walk-in refrigerator on Thursday by 12 pm.
- Will collect payments on a weekly basis from each YFS.

### **Youth Farm Stand Leaders**

- Will attend a required training meeting in August.
- Will promote the YFS in local newspapers and media, as well as in school announcements.
- Will contribute "dues" of \$25 for a seasonal market / \$10 for a one time market. This money will provide a small fund to help with marketing and other expenses. Please contact Gigia Kolouch or Shawnee Adelson if this is a hardship.
- Will provide a volunteer to assist SFD twice during the YFS season on a Thursday from noon to 1:30 pm to help sort and store produce orders at the walk-in refrigerator.
- Will place an order for produce no later than Monday, 8 pm of the week they intend to operate their YFS.
- Will record and report the approximate pounds of produce sold, the retail value, of the produce sold and numbers of customers for each market. The information will be used for current grant reporting, future grant applications and promotions.
- Will redistribute any unsold produce to school families in need, a local food pantry, or to another YFS through the walk-in refrigerator.
- Will help to maintain the walk-in refrigerator space by keeping the school shelves tidy and free of spoiled produce.
- Will provide payment for purchased vegetables in a timely manner. Each school is responsible for the cost of the vegetables they ordered. Payment can be made at the time of the pickup or dropped off at the safe in the walk-in cooler.

### **Denver YFS Coalition Season for 2014**

**First Produce Pickup:** September 4, 2014

**Last Produce Pickup:** October 30, 2014

(tentative, depends on growing season)



## APPENDIX 14: YFS Partners Worksheet

Partnerships can help connect your YFS to the greater community and bring additional resources and support to your YFS program. Use this worksheet to identify potential partners in your school and in the community that may want to support your YFS program.

NAME	EMAIL	TYPE OF SUPPORT
<b>School-based</b>		
Principal		permission
Teacher 1		student helpers
Teacher 2		student helpers
Facilities Manager		storage, setup
Parent Volunteer(s)		general support
Other		
<b>Community-based</b>		
Local Media		advertising
Local Businesses		advertising/supplies
Chefs/Culinary		demos
Local Farmers		produce
Other		



# Curriculum

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from a Mexican Farm to the Grocery Store
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## LESSON 1: A Tomato's Journey from a Mexican Farm to the Grocery Store

**T**omatoes grow in every state of Mexico, although most of the tomatoes are grown in Sinaloa, Baja California Sur, Michoacan, Jalisco and Morelos. Each state produces tomatoes at different times of year, producing a year-round supply of tomatoes for the United States.

Most tomatoes are grown in fields, although more and more tomatoes are grown in shade houses and greenhouses. Tomatoes are picked at the mature green phase, when the outside of the tomato is completely green and the inside of the tomato has started to turn gelatinous. Workers pick individual tomatoes by hand and place them in special field boxes or baskets and carry the full baskets to a nearby truck.

The farmers sell their tomatoes to a wholesaler. A minimum price is paid to the farmers by the wholesalers per an agreement made between Mexican growers and the U.S. Department of Commerce. The tomatoes are transferred to a refrigerated truck and shipped to a packing facility located in the border towns of California, Arizona and Texas. Once at the packing facility, the tomatoes are washed, inspected to make sure they have no defects and graded by size and quality. Then PLU stickers are placed on each tomato and the tomatoes are placed in boxes. The green tomatoes are stored in refrigerated warehouses at a temperature of 50-60°F for up to 14 days.

When the tomatoes are ready to be sold by the wholesaler, they are placed in a ripening room for 24-72 hours. The ripening room is maintained at a warmer temperature than the storage room, somewhere from 65-70°F. While in the ripening room, ethylene gas is pumped into the room to encourage ripening. Ethylene is a naturally occurring, tasteless and odorless gas produced by tomato plants in the field that encourages ripening naturally. Ethylene is not permitted to be used on organic tomatoes, but it can be used on other organic fruits and vegetables. The ripe tomatoes are cooled down to 40-50°F. Ideally they are stored at this temperature for 3-5 days, but at even cooler temperatures (33-35°F), ripe tomatoes can be stored up to three weeks.

Once the tomatoes are ripe, they are once again loaded onto a refrigerated truck and shipped to the distribution center of the grocery store that purchased them. Most grocery stores

have many distribution centers throughout the country. The distribution center for your favorite grocery store may be located in your town or may be in a nearby city or state. At the distribution center, the tomatoes are stored in refrigerated warehouses until they are loaded onto grocery store trucks and shipped to your neighborhood grocery store along with other produce.

At the grocery store, the tomatoes are stored in refrigerated rooms until they are placed on display in the store. There, consumers select the best looking tomatoes to bring home for their salads, salsa, spaghetti sauce and other tasty meals.

### Sources

Boyette, M.D., D.C. Sanders, and E.A. Estes. "Postharvest Cooling and Handling of Field- and Greenhouse-Grown Tomatoes." *North Carolina Cooperative Extension*, 1995. Web. 23 April 2016.

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Flores, Dulce. "Mexico Tomato Annual: Mexican Tomato Production Slightly Up." *USDA Foreign Agricultural Service*. 8 June 2015. Web. 23 April 2016.

Suslow, Trevor V. and Marita Cantwell. "Tomato: Recommendations for Maintaining Postharvest Quality." *UC Davis Postharvest Technology*. Web. 23 April 2016.

### Photos

<sup>1</sup>Green Tomato. Taken by Flickr user Rex Hammock, CC BY-SA 2.0

<sup>2</sup>West Coast Tomato LLC packinghouse in Palmetto, Fla. Taken by Flickr user U.S. Department of Agriculture, CC BY 2.0

<sup>3</sup>Inside Dover Cargo Terminal, Taken by Flickr user Port of Dover, CC BY-NC-ND 2.0

<sup>4</sup>Happy tomatoes. Taken by Flickr user Travis Estell, CC BY-NC 2.0

<sup>5</sup>Whole Foods Market | Healthiest Grocery Store. Taken by Flickr user GoToVan, CC BY 2.0



## LESSON 2: A Tomato's Journey from a Local Farm to the Farmers Market

The local farmer has a small to medium size farm located within an hour or two of the Farmers Market. In addition to the tomatoes, the local farm probably grows many other types of vegetables such as lettuce, carrots, peppers, squash, and herbs. They typically have only a few employees who do everything on the farm including planting, weeding, watering and harvesting.

Tomatoes need warm temperatures in order to grow. Depending on the local weather, farms may be able to grow tomatoes as many as 10 months a year or as few as three months. A few places like southern California and southern Florida can grow them year-round. Farmers plant their tomato plants after the last threat of frost. Depending on the variety of tomato, it takes 50-90 days before fruit can be harvested. As the tomatoes begin to mature, the farmers check on the tomatoes almost every day to see when they are ready. Ripe tomatoes are a light red to red color and are firm to the touch. Although some varieties turn different colors when ripe like yellow, orange, dark purple or even green and orange stripes. Once the tomatoes begin to ripen, the farmers will harvest tomatoes several times a week.

During harvest, the workers walk up and down the rows of tomatoes looking for and feeling for ripe tomatoes. Tomatoes that are ripe are picked and carefully placed in a field basket. It is important to be gentle with the tomatoes as bumps may bruise or crack the tender fruit. To prevent the tomatoes from being smashed, they are packed no more than three layers deep in the field basket. If any tomato looks dirty or falls on the ground, they are wiped off with a wet rag before being placed in the field basket. Overripe tomatoes are also picked and either eaten on the spot or sold as seconds (lesser quality tomatoes at a lower price).

Once all the tomatoes have been harvested, the field baskets are taken to a sorting shed or room. The tomatoes are carefully moved to boxes or crates for display and sale at the Farmers Market. To prevent the tomatoes from over ripening, the boxes are stored in a cool room at 60-70°F (the average refrigerator is kept at 37°F).

On the night before the Farmers Market, the farmer loads up their truck with everything they need. All of the different types of vegetables for sale are loaded, along with a tent, tables, tablecloths, moneybox, and labels with descriptions and prices. Everything they need must be brought with them. On the morning of the Farmers Market, the farmer wakes up early and drives to the market. They will arrive at least an hour early in order to have enough time to set everything up. It is important to create a beautiful and informational display as it attracts customers to their booth instead of a different booth.

Once the Farmers Market opens, customers will begin stopping at the booth. The customers may ask the farmer questions like when were these picked, how they should be cooked or want to know more about the farm. The farmer may offer samples so that customers can taste how good the tomatoes are. The customers will pick out what they want. The farmer will weigh everything and tell them how much it costs. The customer will typically pay in cash and the farmer will make change, although some farmers will take credit cards.

### Sources

Baringer, Amy. "ASC Intern Journal: A day in the life of a first-time farmer." Rodale Institute, 9 August 2013. Web. 26 April 2016.

Cordelli, Phil. Email Interview. 25 April 2016.

Planck, Nina. "Some thoughts on selling at farmers' farm stands." Rodale Institute, 11 May 2004. Web. 26 April 2016.

### Photos

<sup>1</sup>Field 3A, taken by Flickr user Dwight Sipler, CC BY 2.0

<sup>2</sup>Tomatoes at London Borough Field Market, taken by Flickr user BettyVonB, CC BY-NC 2.0

<sup>3</sup>Silver Lake Farmers' Market, taken by Flickr user Jacqueline, CC BY-NC 2.0



## LESSON 3: What is a Farmers Market

**Objective** Students will build an understanding of what a Farmers Market is as they identify the differences between a Farmers Market and their local Grocery Store/Supermarket.

**Estimated Time** Approximately one hour plus additional time for optional activities

**Materials** Copies of Farmers Market and Grocery Store images, paper, pencils

### Colorado Academic Standards Addressed

- Social Studies 3.1 - Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
- Reading, Writing and Communication 1.1 - Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.
- Reading, Writing and Communication 2.6 - Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks.

### Activity

1. Ask students to think about a trip to the Grocery Store. From the time that they walk in to the Grocery Store until they leave, what happens? What kind of things do they do? Who do they interact with? What do they leave with? What does it look like? Allow time for students to share and discuss.
2. (Optional) Read a book(s) about the Grocery Store (see below for suggestions). Use the books to help deepen the discussion about what a Grocery Store entails.
3. (Optional) Ask students to write about an experience they have had at the Grocery Store. Provide appropriate expectations for your students and class regarding their writing.
4. Ask if any student has ever been to a Farmers Market. Ask them to describe what it was like? What did it look like? What did they buy? Who did they interact with? Allow time for students to share and discuss.
5. (Optional) Read a book(s) about the Farmers Market (see below for suggestions). Use the books to help deepen the discussion about what a Farmers Market entails.
6. Explain that while a Farmers Market is a place where you can buy food, it is a different experience than purchasing food in a Grocery Store. Provide students (individually or in small groups) with the images of the Farmers Market and the Grocery Store. Have students create a Venn diagram that details how Farmers Farm stands and Grocery Stores are similar and different. Encourage them to not only think about their experience in each location, but about where the food comes from at each location and how it is transported.
7. Once students have finished working individually/in small groups, gather students together to discuss. Try to highlight the following similarities and differences:

## Differences

### Differences

- A Grocery Store sells a wide variety of products, even non-food (personal care, paper products, school supplies, medicine) while Farmers Farm stands are typically limited to fruit, vegetables, meat, cheese and bread. (It is increasingly common to see booths at Farmers Farm stands selling non-food items like clothes, water bottles, and soaps.)
- Individual farmers sell their products at a Farmers Market. At a Grocery Store, farmers sell their product to a central distributor and then the Grocery Store sells the product to the customer.
- You can typically meet the farmer at a Farmers Market. The employees at a Grocery Store had nothing to do with how the food was grown.
- Grocery Stores are typically open seven days per week year-round, whereas Farmers Farm stands are typically open one day a week in the growing season only.
- A customer pays each individual farmer directly at a Farmers Market where they pay the cashier at a cash register in the Grocery Store. The Grocery Store acts as a middleman between the source of the food (farmer) and the customer. Often the Grocery Store is still several steps removed from the farmer.
- Food at the Farmers Market is typically grown locally. Food in the Grocery Store comes from all over the country and the world.
- Food from the Farmers Market is seasonal – only fresh food that can be grown in that season locally is available. Because Grocery Stores source food from around the world, many products are available year-round.
- Fruits and vegetables from the Farmers Market are picked only one or two days before it is sold and therefore typically tastes better than food from the Grocery Store which may have been picked weeks before being sold and ripened off the plant.
- A variety of different fruits and vegetables, including heirlooms, are typically available at the Farmers Market, whereas the Grocery Store typically offers a small selection of different varieties but mainly common varieties.
- Grocery Stores provide carts and baskets to hold your food while you shop. At a Farmers Market, you bring your own bags, carts, and baskets.
- There are more processed goods and therefore more plastic wrap, containers, and packaging at Grocery Stores, as compared to Farmers Farm stands, which typically have less packaging.

## Suggested Books

### **Supermarket** by Kathleen Krull

Information about this most frequent and important shopping place ranges from the early history of crops the Pilgrims learned to grow through the amazing, rich variety of products available today. The electric-eye doors open wide, and the shopping carts, piloted by people of all ages and types, roll in a jolly parade through a vast complex of bottles, boxes, cans, baked goods, fresh produce, dairy products, meats, and nonfood items to their final destination, the checkout counters. Added to this munificent display are all kinds of interesting facts about the food pyramid, the journey from field to unloading dock, the evolution of food marketing from barter to superstore, manager and employee activities behind the scenes, festive foods for holidays, and lots of pertinent statistics. – *from School Library Journal*

### **At the Supermarket**

by Anne Rockwell

A boy and his mother go to the grocery store, but this is not just any shopping trip. They buy fruits, vegetables, meat, toilet paper, eggs, and bread, but they are also getting the ingredients for his birthday cake. The well-written narration explains their trip from start to finish, including how the checkout line works. – *from School Library Journal*

### **Farmer's Market**

by Marcie Rendon and Cheryl Walsh Bellville

Handsome color photos and well-written text combine in this introduction to farmers' farm stands, as seen through the eyes of two successful truck-farming families. Emphasizing the family cooperation required to keep a farm going, and with a special focus on the children's participation, the book also concentrates on moments in the growing season, from the planting of greenhouse seedlings to fall harvests, noting farming techniques and equipment. Readers, particularly urban kids, will learn much from this attractive photo-essay that shows what's so special about farmers' farm stands: you meet the people who grow the food. – *from Booklist*

### **To Market, To Market** by Nikki McClure

Alternating between story and fact, this lovingly crafted picture book follows a mother and son to the weekly market. As they check off items on their shopping list, the reader learns how each particular food was grown or produced, from its earliest stages to how it ended up at the market. *To Market, to Market* is a timely book that shines awareness on the skill that goes into making good food. – *from Amazon.com*





## LESSON 4: How Much Does it Cost to Grow Tomatoes

**Objective** Students understand the various factors that determine the cost to grow tomatoes and sell them at a Farmers Market and how you set a selling price.

**Estimated Time** Approximately one hour

**Materials** Copies of “The Cost of Growing Tomatoes” worksheet

### Colorado Academic Standards Addressed

- Social Studies 3.1 - Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
- Math 1.3 - Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency.
- Reading, Writing and Communication 1.1 - Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

- Activity**
1. As a class, review the process of growing, harvesting and transporting food from the farm to the store/farmers market.
  2. In small groups, have students brainstorm what the costs associated with this entire process might be.
  3. Gather students together to share their ideas and discuss the various costs.
    - a. **Fixed Costs** – Overhead costs, the cost of items that do not vary with how much is planted, what is planted, etc. Costs are typically spread out across years and across a variety of crops
      - i. Cost of land: mortgage payments, taxes
      - ii. Equipment Costs: Tractors, shovels, vehicles
    - b. **Production Costs** - How much it costs to grow the produce
      - i. Cost of materials: seed, plants, tools, equipment, fertilizer, soil, mulch
      - ii. Cost of labor: time spent to prepare soil, plant, grow (water, weed, fertilize), harvest,
    - c. **Transaction Costs** – How much it costs to bring produce to store/market.
      - i. Cost of marketing: advertising, labeling, booth materials
      - ii. Cost of transportation: gas and maintenance
      - iii. Cost of labor: time spent to drive, sell, market
  4. Provide each small group with one copy of the **“Cost of Growing Tomatoes” worksheet**. Have them cut out each square and cost category label.
  5. Have each group discuss and decide what percentage of 100 is devoted to each of the cost categories associated with growing tomatoes. They should place the appropriate percentage (5% equals five squares) underneath each category.

**6.** On the board or a sheet of chart paper, have each group record the total percentage they think is for each cost category.

**7.** Gather the large group together. One category at a time, discuss what each group thought. Share the actual amount with the group. How do the groups feel about the actual numbers? Are they surprised or was it what they expected. (Note: figures are estimates and may vary by farmer and year.)

**Land: 9%**

**Vehicle Costs: 3%**

**Farm Equipment: 3%**

**Plants: 9%**

**Growing Supplies: 16%**

**Labor: 47%** (Planting Labor – 7%, Harvest Labor – 18%, Farmers Market Labor – 22%)

**Gasoline: 5%**

**Farmers Market Supplies: 7%**

**8.** Remind students that these are percentages of the total cost to the farmer and that the actual cost (in dollars) can vary. Typically the actual cost is determined as price per pound of tomatoes produced.

**9.** Have students break back into groups. Present them with the following scenarios and have them discuss the implications. Assuming that it costs \$1 to grow a pound a tomatoes:

- a.** What happens if you sell the tomatoes for \$0.75 per pound?
- b.** What happens if you sell the tomatoes for \$1.00 per pound?
- c.** What happens if you sell the tomatoes for \$1.50 per pound?

**10.** Gather group together again and allow time for sharing. Introduce the terms profit, break-even and loss.

**11.** As a large group, brainstorm what other factors, besides making a profit, might go into determining what price to sell the tomatoes at.

- a.** How much is the competition charging?
- b.** How much are customers willing and able to pay?

**12.** Explain that for their Farmers Market, students will be receiving produce from two different sources: produce that is purchased from a farmer and produce that was grown at the school. Have students review how the prices will be set for each item being sold.

## Extensions

Have students visit the grocery store or farmers market to research the price of various types of produce. Alternately, use the weekly ads in the newspaper or mail to determine the prices.

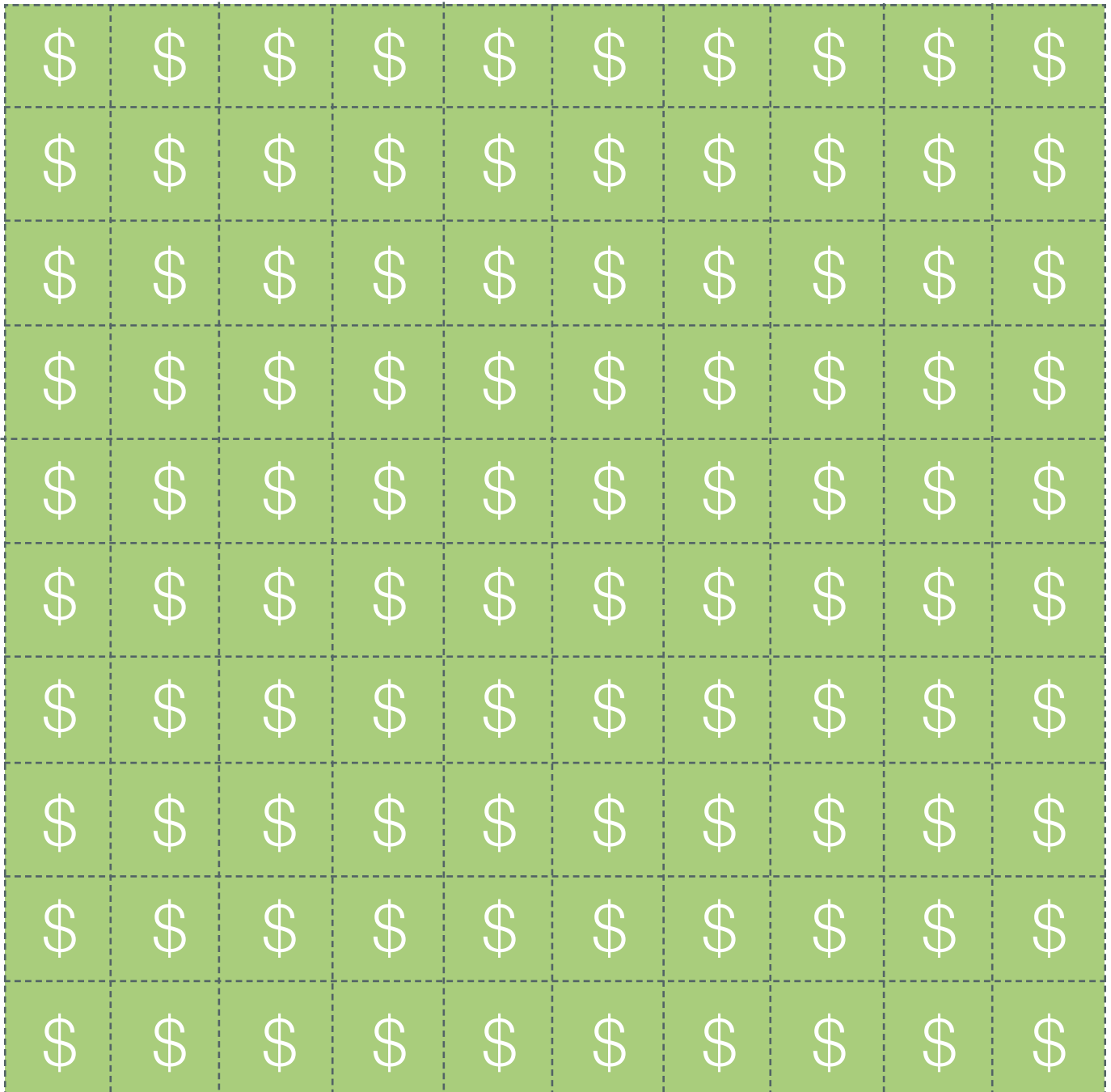
## Sources

Chase, Craig. "Pricing for Profit." Iowa State University Extension and Outreach, June 2008. Web. 2 May 2016.

Lloyd, Jennifer and Dawn Thilmany. "Enterprise Budgeting for Small Farms: a Market Basket Approach." Colorado State University Extension, July 2008. Web. 2 May 2016.

# Cost of Growing Tomatoes

Below are 100 squares, cut out each square to represent 1% of the total cost of growing tomatoes and selling them at a Farmers Market. Estimate how much of the total cost you think is devoted to each of the cost categories on the page at the right. Cut out the cost categories and place one square for each percentage of the cost below the appropriate category.



**Land**



**Vehicle  
Costs**



**Farm  
Equipment**



**Growing  
Supplies**



**Labor**



**Gas for  
Vehicle**



**Plants**



**Farmers  
Market  
Supplies**



**Miscellaneous**





## LESSON 5: Marketing the Farm Stand

**Objective** Students develop marketing materials that persuade customers to attend the market and to purchase specific produce.

**Estimated Time** Approximately 1-2 hours of classroom time. (Each part can be completed independently of one another if desired.)

**Materials** Paper, pencils, poster board, markers, colored pencils, colored paper, colored cardstock

### Colorado Academic Standards Addressed

- Reading, Writing and Communication 3.4 - Implement the writing process successfully to plan, revise, and edit written work.
- Reading, Writing and Communication 3.5 - Master the techniques of effective informational, literary, and persuasive writing

### Activity

#### Part One

1. Ask students how they think people will know about the farm stand. Encourage students to share ideas on how they can let the community know about the farm stand (posters at school and in community, information in weekly school newsletter, word of mouth, social media, etc).
2. Explain that letting people know about the farm stand is only the first step in getting people to attend. People also need to know why the farm stand is a better place to purchase than their local grocery store. Explain that this is called persuasion. Have students think about a time where they have asked their parents for something. Did they simply ask or did they elaborate why they needed/wanted it? They were using persuasion to convince their parents.
3. As a large group, brainstorm persuasive arguments why people should attend the farm stand. (Produce is fresher and higher quality than grocery store, unique produce or varieties will be available that are not available at the grocery store, money is supporting the school, money is supporting local farmers, etc.)
4. Explain to students that they need to design a poster (alternatively you can have them write an article for the weekly school newsletter) to inform people about the farm stand and persuade them to come.
5. Discuss with students appropriate grade level expectations for their final product.
6. In small groups or individually, have each student create a rough draft of their advertising poster.
7. Using a process familiar to your students, have them walk through the editing and revision process. Encourage peer review.
8. Once students have a final draft, provide them with poster board, markers and any other necessary materials for them to complete their final poster.

**9.** Have students hang their posters throughout the school and if appropriate around the community (youth center, recreation center, churches, etc.)

## **Part Two**

**1.** Ask students to name some of the reasons that people shop at a farm stand instead of the grocery store. Allow time for sharing and discussion.

**2.** Share that one reason people like the farm stand is that they like to connect with the farmer, the farm and the produce. They love to hear stories about the food, learn about its history and get ideas on how to use it. While often this information is learned while talking to the farmer at the booth, not everyone can talk to the farmer. Many farmers use descriptive signs to share information about their produce and make their produce appealing. This allows people to learn the stories behind the produce or get ideas on what to do with it and they are therefore more likely to buy it.

**3.** Have each student choose one of the items that will likely be for sale at your farm stand. If possible, have students able to touch, feel and taste the produce.

**4.** Have each student brainstorm a list of adjectives and phrases to describe the produce. What does it look like, taste like, smell like? Are there any funny stories about growing the produce? How could the produce be used once it is taken home?

**5.** Allow time for students to share their ideas with a small group of other students.

**6.** Encourage students to add and modify their ideas based off of what other students are doing.

**7.** Have each student use his or her descriptive words and phrases to create a poem, recipe or descriptive paragraph. Remind students that these poems/paragraphs will be on display for people to read during the farm stand. Provide appropriate grade level expectations for their final product.

**8.** Allow time for students to create a rough draft of their poem/paragraph.

**9.** Using a process familiar to your students, have them walk through the editing and revision process. Encourage peer review.

**10.** Once students have a final draft, provide them with half sheets of cardstock on which to write their final product.

**11.** Collect the signs and store them with the other farm stand supplies until the day of the market.

## LESSON 6: Where does our food come from?

**Objective** Students understand that food comes from a variety of places and the pros and cons to getting food locally or globally.

**Estimated Time** Two-three hours, depending on strength of students' reading

**Materials** Copies of PLU sticker pictures, a variety of produce from the grocery store representing a diversity of origins on the PLU sticker (optional), world maps, copies of "A Tomato's Journey from Farm to Grocery Store" and "A Tomato's Journey from Farm to Farmers Market"

### Colorado Academic Standards Addressed

- Social Studies 2.1 - Develop spatial understanding, perspectives, and personal connections to the world
- Reading, Writing and Communication 1.1 - Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.
- Reading, Writing and Communication 2.2 - Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Reading, Writing and Communication 4.4 - Use primary, secondary, and tertiary written sources to generate and answer research questions

### Activity

#### Part One

1. Provide small groups of students with either an assortment of fresh fruits and vegetables with PLU stickers or the provided PLU sticker pictures. In small groups, have students determine what information the stickers provide and how the stickers are useful.
2. As a large group, discuss how these stickers provide a variety of information to both the grocery store and to the consumer (buyer).
3. Allows a cashier to ring up the price using the PLU (price look up) code (a four or five digit number on the sticker) or the UPC (universal price code) barcode.
4. Tells you where the produce came from.
5. Tells you whether the produce is conventionally grown (4 digit code), genetically modified (5 digit code that starts with 8, but not required to be used) or organically grown (5 digit code that starts with 9).
6. Can identify the grower or wholesaler who provided the produce.
7. Using the origin information on the PLU sticker, have students identify on a world map where each of the fruits and vegetables came from. Allow time to discuss the different places each item came from and why they think they came from that country.

- 8.** South America (Peru, Chile, Argentina, etc.), Australia and New Zealand have opposite seasons as the United States. Many things that naturally grow here during a northern hemisphere summer are imported from South America in the northern hemisphere winter, when it is summer in the southern hemisphere.
- 9.** Central America (Mexico, Nicaragua, Costa Rica, etc.) has a mostly tropical environment with no cold season. Many fruits and vegetables grow here year-round, particularly tropical fruit.
- 10.** The Netherlands is a global leader in greenhouse production. Many varieties of plants are grown hydroponically (with roots in water instead of soil) and exported all over the world.
- 11.** California has a milder climate than many states in the US. Many vegetables grow in California when it is too cold to grow them in elsewhere. California is also a major agricultural producer and even in the summer, much of our commercial produce comes from here.
- 12.** Washington is a major producer of apples and pears in the summertime. Many varieties of apples are kept in cold storage for many months. So even in the middle of winter, long after the apples trees have gone dormant for the winter, we receive apples from Washington.
- 13.** How do students think the fruits and vegetables got from their place of origin to the grocery store? Approximately how many miles do they think the produce has travelled? How many different forms of transportation has it taken? Who moved the fruits and vegetables? Discuss first as a small group and then as a large group.

## **Part Two**

- 1.** Provide students with copies of the two versions of “A Tomato’s Journey”. Have them read each version and encourage them to make notes about what they read. Alternatively, you can also read these as a large group.
- 2.** In small groups, have students discuss the differences between the two journeys.
- 3.** Have students create a T-Chart or Venn diagram to compare food purchased from a Farmers Market to food purchased at the Grocery Store.
- 4.** As a large group, summarize the differences/similarities and pros/cons of purchasing produce from a Farmers Market and a Grocery Store.

## **Extensions**

Conduct a taste test comparing a tomato from the school garden or a local farmer with a tomato from the grocery store.

Have students calculate the miles that a specific item of produce has travelled to reach their house. You can use rulers and measure distances on a map or use one of several “Food Mile Calculators” available online.



## LESSON 7: Role Playing a Farm Stand

**Objective** Students gain practice in responding to different scenarios they might encounter during the farm stand.

**Estimated Time** Approximately one hour

**Materials** Scenario cards, money (pretend or real), calculators, scrap pencil and paper, Tracking Sheets used at actual farm stand.

### Colorado Academic Standards Addressed

- Reading, Writing and Communication 1.3 - Use language appropriate for purpose and audience.
- Reading, Writing and Communication 1.4 - Demonstrate skill in inferential and evaluative listening.
- Math 1.3 - Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency.

### Activity

1. Explain to students that during the farm stand, they will be interacting with customers in many different ways. They will be answering questions, offering information, making change during a sale and more. In order to prepare themselves for the market, students will be role-playing different scenarios.
2. Using a student volunteer and yourself, role-play one of the scenarios so that students understand what the role-playing looks like.
3. Break students into pairs. Have one person be the seller while the other person pretends to be the customer.
4. Provide each partner with a pair of scenario cards (and money, if appropriate to the scenario). Have each person read their card to find out key information they should know.
5. Have each customer approach the seller and talk with them as though that scenario was happening. The seller should respond with appropriate answers and explanations based on the information on their card. Encourage the customers to continue asking questions along the same lines as their original in order to get more information. Encourage everyone to be active listeners while their partner is talking. Encourage students to not limit their questions and answers to what is on the cards, but to use what they know from their experience in the garden as well. Sellers will need to practice making the appropriate notations on their Tracking Sheets.
6. Once students have finished a scenario, they should come up and trade in their cards (and money if appropriate) for another card. Have student change roles so that the customer is now the seller and vice versa.

- 7.** After each pair has completed several scenarios, gather the class together again.
- 8.** Have 3-4 pairs reenact their scenario with the class so that students can see how different people handle the different situations.
- 9.** If appropriate for your students, have the remaining class provide a positive critique of the way the scenario was handled. What might they have added or done differently?
- 10.** As a large group, discuss whether or not they feel prepared to interact with customers at the farm stand. What concerns do they have? What information do they still need?



# Role Play Activity Cards

## CUSTOMER

**1** You are hoping to buy tomatoes to make salsa for dinner tonight, but there are no tomatoes available for sale. Ask the seller if they have any tomatoes in the back or other ideas on what to do.

## SELLER

**1** Unfortunately the hot weather meant that the tomatoes didn't ripen this week (extended temperatures above 95° slow down ripening of tomatoes) and you do not have any tomatoes for sale. However, one of your favorite recipes is tomatillo salsa. You blend together fresh tomatillos (you can roast them if desired), onions, garlic, cilantro, lime juice and salt.

## CUSTOMER

**2** You are interested in buying some green beans for dinner. The purple and yellow beans are intriguing as you have never seen purple or yellow beans before. Ask the seller to tell you more.

## SELLER

**2** Purple and yellow beans are just different varieties of green beans. They have different pigments in their skin giving them a different color. They have a very similar flavor as green beans. The purple beans will lose their color when cooked as the pigment breaks down under heat.

## CUSTOMER

**3** You are used to buying tomatoes that are red. They might be different sizes or shapes, but all tomatoes that you have ever purchased at the grocery store have been red. You are surprised to see many different colors of tomatoes – pink, yellow, orange, purple blackish, even green and yellow stripes. You are concerned that something is wrong with the tomatoes and want to know more about why they are so many colors.

## SELLER

**3** You grow a wide variety of different tomatoes. Tomato varieties come in different colors, sizes and shapes. Each one has a unique flavor, although all of them taste wonderful. The original wild tomato is thought to be a yellow cherry (small bite size) tomato. All other varieties have been bred from these original tomatoes. Over 10,000 varieties are thought to exist with over 3,000 being grown in cultivation today.

## CUSTOMER

**4** You say see signs advertising the farmers market at the local recreation center and were surprised that students could host a farmers market. You want to know who grew the produce, where it was grown and what role the students played in growing it.

## SELLER

**4** You helped grow many of the vegetables in your school garden. Last spring you planted seeds inside and then transplanted them outside into the school garden. Over the summer, your family stopped by to check on the garden, weed and water. You helped harvest some of the produce. Although your class and school grew lots of it, some of the produce (corn, broccoli, apples, etc.) was purchased from a local farmer at wholesale cost.

## CUSTOMER

**5** You have seen kale in the grocery store before, but you have never purchased it. You are curious how you eat kale.

## SELLER

**5** You helped to grow several different varieties of kale including Lacinato (Dinosaur), Red Russian and Curly Blue. Your favorite way to eat kale is as kale chips (you toss the kale in olive oil, salt and pepper and cook in the oven until crispy). But you also have eaten it sautéed with garlic and lemon and thinly sliced raw in a salad.

## CUSTOMER

**6** You try to limit your exposure to chemicals and prefer to buy only organic produce. You are concerned that the produce at the farmers market might contain pesticides.

## SELLER

**6** You know first hand that no pesticides were used at all in the garden. You got rid of bugs like aphids by picking them off by hand and spraying them with water. While the produce is not certified organic, all organic practices have been used in growing the produce. Additionally, you know that the school district does not allow any chemicals to be used in school gardens. However, not all of the produce purchased from the farms is organic. Some of them may have been exposed to pesticides.



## CUSTOMER

**7** You have never had a vegetable garden yourself and are curious how the peppers were grown.

## SELLER

**7** The plants were started indoors with grow lights and transplanted in the garden in May. Every day, someone from the class came outside to check on the garden, water and weed. All summer long, different families came and helped maintain the garden. This fall when you came back to school, much of the produce was ripe. Once a week you helped to harvest the produce and gave it to the cafeteria to use in the salad bar at school. This week, most of the produce went to the farm stand.

## CUSTOMER

**8** You are curious how the profit from the farm stand will be used. Do the students get to take it home?

## SELLER

**8** You know that growing food costs money. Seeds and plants cost money, as do tools and equipment. Even building the garden cost money. All money from the farm stand will go back into the garden next year to buy new supplies, plants and materials.

## CUSTOMER

**9** You would like to support the school and the kids and purchase some of the produce, but you are not a very good cook and are not sure what to do with the produce. You would like some ideas.

## SELLER

**9** You love to eat food fresh from the garden. You like to volunteer to take care of the garden because it means that you can eat fresh tomatoes, green beans, lettuce, carrots and peas. You pick them and eat them straight without any cooking. But you also like to make salsa with tomatoes, peppers, onions and lime juice. Your favorite salad is lettuce with cut tomatoes, cucumbers and carrots. You make a homemade dressing of olive oil and lemon juice whisked together to put on top of it.

## CUSTOMER

**10** You would like to make salsa tonight. You will need to buy tomatoes, green peppers and cilantro. Talk with the seller to purchase these items.

## SELLER

**10** The cost for items at your booth are:  
**Tomatoes** - \$3.50/small basket, \$7.00/large basket  
**Basil** - \$3/bunch **Cilantro** - \$2/bunch  
**Green Peppers** - \$1.50 each  
**Broccoli** - \$2/small head, \$3.50/large head  
**Corn** - 2 ears/\$1 **Cucumber** - \$1 each  
**Zucchini** - \$1 each **Carrots** - \$2.50/bunch  
**Lettuce** - \$3/small bag, \$5/large bag  
**Watermelon** - \$5 each

## CUSTOMER

**11** You would like to make salad tonight. You need to buy lettuce, tomatoes, carrots, cucumber and green peppers. Talk with the seller to purchase these items.

## SELLER

**11** The cost for items at your booth are:  
**Tomatoes** - \$3.50/small basket, \$7.00/large basket  
**Basil** - \$3/bunch **Cilantro** - \$2/bunch  
**Green Peppers** - \$1.50 each  
**Broccoli** - \$2/small head, \$3.50/large head  
**Corn** - 2 ears/\$1 **Cucumber** - \$1 each  
**Zucchini** - \$1 each **Carrots** - \$2.50/bunch  
**Lettuce** - \$3/small bag, \$5/large bag  
**Watermelon** - \$5 each

## CUSTOMER

**12** You are buying produce for your weekly meals. You have a family of five people and need to following:

- Corn as a side dish for dinner
- Lettuce for a side salad
- Watermelon for dessert
- Broccoli as a side dish for dinner

Talk with the seller to purchase these items.

## SELLER

**12** The cost for items at your booth are:  
**Tomatoes** - \$3.50/small basket, \$7.00/large basket  
**Basil** - \$3/bunch **Cilantro** - \$2/bunch  
**Green Peppers** - \$1.50 each  
**Broccoli** - \$2/small head, \$3.50/large head  
**Corn** - 2 ears/\$1 **Cucumber** - \$1 each  
**Zucchini** - \$1 each **Carrots** - \$2.50/bunch  
**Lettuce** - \$3/small bag, \$5/large bag  
**Watermelon** - \$5 each

## CUSTOMER

**13** You have a total of \$10 to spend and are not sure what to buy. Talk with the seller to see their recommendations on what you should buy. What is the best tasting produce this week and how should you use it?

## SELLER

**13** The cost for items at your booth are:  
**Tomatoes** - \$3.50/small basket, \$7.00/large basket  
**Basil** - \$3/bunch **Cilantro** - \$2/bunch  
**Green Peppers** - \$1.50 each  
**Broccoli** - \$2/small head, \$3.50/large head  
**Corn** - 2 ears/\$1 **Cucumber** - \$1 each  
**Zucchini** - \$1 each **Carrots** - \$2.50/bunch  
**Lettuce** - \$3/small bag, \$5/large bag  
**Watermelon** - \$5 each

## CUSTOMER

**14** You want to know when the produce was picked and how it was stored. You think that all produce should be picked on the day it is purchased and eaten.

## SELLER

**14** You helped to pick the produce from the school garden two afternoons ago. Everything was picked ripe, rinsed off and then stored in the walk-in refrigerator in the school kitchen. You know that while things do taste better picked straight from the garden, there wasn't enough time today to pick everything and set up for the farm stand. The refrigerator has ensured that everything stayed ripe, crisp and fresh.

## CUSTOMER

**15** You are curious about how the farm stand works and why the kids are participating. Talk with the seller to find out.

## SELLER

**15** Tell the customer more about how the farm stand works – why is the school doing it, what grades are involved, where did the produce come from, where will the money go. Also talk about why you chose to be a part of the farm stand.

## CUSTOMER

**16** You would like to make a veggie soup for dinner. Before you decide what vegetables to put in the soup, you need to see what is available and how much everything costs. You do not want to spend more than \$10 on your ingredients.

## SELLER

**16** The cost for items at your booth are:  
**Tomatoes** - \$3.50/small basket, \$7.00/large basket  
**Basil** - \$3/bunch **Cilantro** - \$2/bunch  
**Green Peppers** - \$1.50 each  
**Broccoli** - \$2/small head, \$3.50/large head  
**Corn** - 2 ears/\$1 **Cucumber** - \$1 each  
**Zucchini** - \$1 each **Carrots** - \$2.50/bunch  
**Lettuce** - \$3/small bag, \$5/large bag  
**Watermelon** - \$5 each

## CUSTOMER

**17** You are hoping to buy some tomatoes to use in your cooking this week. The small basket is not enough, but the large basket is too many. See if the farmer is willing to sell you a medium basket.

## SELLER

**17** The cost for items at your booth are:  
**Tomatoes** - \$3.50/small basket, \$7.00/large basket  
**Basil** - \$3/bunch **Cilantro** - \$2/bunch  
**Green Peppers** - \$1.50 each  
**Broccoli** - \$2/small head, \$3.50/large head  
**Corn** - 2 ears/\$1 **Cucumber** - \$1 each  
**Zucchini** - \$1 each **Carrots** - \$2.50/bunch  
**Lettuce** - \$3/small bag, \$5/large bag  
**Watermelon** - \$5 each

## CUSTOMER

**18** You are going to be making several jars of pickled vegetables as gifts for friends and families. You need to buy enough to make two jars of each of the following pickled vegetables: zucchini, cucumbers, watermelon and carrots. You consult with a cookbook and determined that you need six zucchini, six cucumbers, one watermelon and a dozen carrots. Talk with the seller to purchase these items.

## SELLER

**18** The cost for items at your booth are:  
**Tomatoes** - \$3.50/small basket, \$7.00/large basket  
**Basil** - \$3/bunch **Cilantro** - \$2/bunch  
**Green Peppers** - \$1.50 each  
**Broccoli** - \$2/small head, \$3.50/large head  
**Corn** - 2 ears/\$1 **Cucumber** - \$1 each  
**Zucchini** - \$1 each **Carrots** - \$2.50/bunch  
**Lettuce** - \$3/small bag, \$5/large bag  
**Watermelon** - \$5 each

## CUSTOMER

**19** You think that \$5 is too much to pay for a watermelon and complain to the farmer that watermelons at the grocery store are only \$3 this week.

## SELLER

**19** You know that the watermelons you are selling are more expensive and smaller than the watermelons available at the grocery store. Your class decided to charge more for the watermelons because they were picked ripe and taste much better than watermelons from the grocery store. Plus all of the profit from the sales will help next years garden.

## CUSTOMER

**20** You are hoping to make a large batch of spaghetti sauce and want to buy 20 pounds of tomatoes. Ask the seller if they are willing to sell you the tomatoes at a lower price since you are planning to buy so many.

## SELLER

**20** A large basket of tomatoes weighs approximately 3 pounds and costs \$7. You are not authorized to sell them any lower, but ask one of the teachers who says that since the customer is buying so many tomatoes, you can sell them at \$5 per large basket.











Denver Urban Gardens (DUG) was founded in 1985. Together we cultivate gardeners, grow food and nourish community. DUG knows that in order to make lasting change, community needs to drive it. That's why every one of our urban gardens and farms have been started and led by local residents. We currently have 160+ gardens in five counties in the Metro Denver Area. DUG gardeners grow food, but more than that, they grow community. We put down deep roots, providing resources, training, and support needed to establish enduring gardens and farms that become valuable assets to neighborhoods. We do all this with respect for all people and the environment.



Slow Food Denver®

Slow Food Denver's Seed To Table School Garden Program creates meaningful relationships between young people and food in order to transform the school food system. By placing emphasis on hands-on experiences, community interaction, and the pleasures of the table, SFD-STT projects help to strengthen the food communities of tomorrow by engaging youth today. We work closely with Denver area schools to teach students where their food comes from and how it is grown, how to prepare it, the importance of food choices and the pleasure of sharing with friends and family.

