



# School Farmers' Markets



**A Field to School enterprise project**

Produced for the  
Field to School project



May 2019

Co-funded by the  
Erasmus+ Programme  
of the European Union



# Contents of the Pack

Page 4	Introduction
Page 5	What are School Farmers' Markets?
Page 6	School Farmers' Markets FAQ
Page 9	Curriculum Links
Page 11	Format of the Pack

## Week 1 - Starting

Page 12	1.1 Classroom activities
Page 14	1.1A Resource – Market cards
Page 15	1.1B Resource – Market resources box
Page 16	1.1C Resource – Freshness factsheet
Page 17	1.2 Teachers to-do list

## Week 2 - Planning

Page 18	2.1 Classroom activities
Page 21	2.1A Resource – Market stages cards
Page 24	2.1B Resource – Planning questions
Page 25	2.1C Resource – Ideas sheet
Page 26	2.2 Teachers to-do list

## Week 3 - Growing

Page 27	3.1 Classroom activities
Page 29	3.1A Resource – Making a sow & grow kit
Page 30	3.1B Resource – Cost and profit worksheet
Page 31	3.2 Teachers to-do list

## Week 4 - Farming

Page 32	4.1 Classroom activities
Page 34	4.1A Resource – Field to fork cards
Page 38	4.2 Teachers to-do list

Continued on next page

**Week 5 - Promoting****Page 39****5.1 Classroom Activities****Page 41****5.1A Resource – What am I selling quiz****Page 42****5.1B Resource – Important info.****Page 43****5.2 Teachers to-do list****Week 6 - Preparing****Page 44****6.1 Classroom Activities****Page 46****6.1A Resource – Poster examples****Page 47****6.1B Resource – Questionnaire design****Page 49****6.2 Teachers to-do list****Week 7 - Cooking****Page 50****7.1 Classroom Activities****Page 52****7.1A Resource – Kaleidoscope couscous salad****Page 53****7.2 Teachers to-do list****Week 8 - Launching****Page 54****8.1 Activity –The market!****Page 55****8.1A Resource – Be prepared****Page 56****8.2 Teachers to-do list****Suggested Timeline****Page 57**

# Introduction

*School Farmers' Markets are real farmers markets held in school halls, community halls or playgrounds and organised by schools covering all ranges. The school community and members of the public have the opportunity to have access to and purchase fresh local produce.*

The Field to School: School Farmers' Markets Curriculum Pack is designed to provide teachers at both Key stage one and two with a wide range of engaging and informative food and farming related activities. The pack gives pupils a chance to immerse themselves in an exciting eight-week enterprise project in which they learn about food and farming.

## About the Field to School

The Erasmus+ funded Field to School project, is an international partnership project that aims to support educational establishments that are looking to bring learning about food and farming back into the classroom. The project works by sharing best practice case studies between countries and through the production of free to access teaching resources.

# What are School Farmers' Markets?

School Farmers' Markets are 'real farmers' markets' held in school and community halls, organised by schools and their pupils. Members of the local community are welcome both to browse and to shop for fresh local produce.

Running a market is an exciting journey that combines engaging educational activity in the classroom with a 'wow day' event which can be linked to your Food for Life Partnership award development, whilst also generating income for the school. The whole market journey often takes place over the course of two or three months, meaning that your school's bronze award could be attained in a comparatively short space of time.

Setting up a farmers' market in school has proven to be an exciting way of engaging pupils in key curriculum areas by providing a real-life situation with which pupils take the lead and have the opportunity to take ownership of their very own business enterprise.

Over 100 schools have set up farmers' markets across the country – from Shropshire, Warwickshire and the Peak District to Durham, London and Devon. In each case, pupils have been instrumental in organising the markets and setting up and running their own stalls, selling their own grown and baked produce, and inviting local food producers to sell their goods.

***“We were overwhelmed by the positive response to our first School Farmers' Market. We will aim to invite even more local producers, as I know some were waiting to see how our first market went. They now know it was a triumph” –  
Chagford Primary School***



# School Farmers' Markets FAQ

## *We want to run a market. What do we do first?*

Speak to colleagues and then get a date in the diary for your market. Once you've done this, you can work backwards and plan your journey. A good timescale for the project is about eight weeks. This provides you with sufficient time to launch the project, find local food producers, promote the event to parents and the community, grow and prepare certain products for your stalls and organise refreshments. A timeline with examples can be found at the end of this resource.

## *How do we involve the children in the project?*

School Farmers' Markets are real world enterprise projects that allow children the opportunity to learn about food and farming, whilst also developing curriculum learning in new and exciting ways. Children can develop numeracy skills by thinking about costs, weights and measures etc. Literacy skills may be developed by writing persuasive letters inviting local producers to have a stall at your market, and designing posters and flyers to promote the event. Further examples of how children can take ownership of their market project are available throughout this resource booklet.

## *How do we fit this market work in with our curriculum requirements?*

The ideas and activities presented in this booklet can be used flexibly within your current curriculum. Feel free to use the resources to fit with your scheme of work. The 'eight week' layout presented is a framework for you to develop and use the resources in whatever order suits best. You know your children best, so how you approach the learning is up to you and depends upon what you feel comfortable with.

## *When is the best time to run the market?*

Most schools will run their market for a couple of hours around home time e.g. between 14.30 and 16.30 or perhaps 15.00 to 17.00, although many markets are finished within an hour and a half as families head home. The benefit of this is that you have a guaranteed customer base as parents come to pick the children up.

### ***Can I combine my market with another school event?***

If you think it will work, then give it a go. Some schools have run their market alongside their school fete on a Saturday morning. Other schools have combined it with their carol concert. The benefits of running such events together are that you can capitalise on the guaranteed influx of attendees. If you do decide to combine your market with another event, it is important that it maintains its integrity as a farmers' market. Placing producers in the hall with the other school fete events may 'water down' the market feel, so try to site your market stalls together and promote the space accordingly.

### ***What types of food producers should I invite?***

Schools invite a range of food producers depending upon who is in the local area. You may consider inviting local bakers; butchers; vegetable growers; cheese makers; beekeepers; jam makers and chutney makers. There are no hard and fast rules, however we advise that you avoid having two of the same producer as this may lead to undue competition.

### ***How many producers should I invite?***

Once again, there are no hard and fast rules. It may be that you want to start off slowly for your first market and only invite two or three producers. This is fine as once these are combined with the children's' stalls as well as your PTA refreshments stall, you've got yourself a good first market. Other schools may have very strong links with their local food hub and may invite anything up to ten or twenty producers. Do what feels right for the school and don't take on too much for yourself and others to handle.

### ***Do I charge producers to have a stall at the event?***

Most schools will charge stallholders a £5 - £10 fee to have a stall at a two hour event. The income generated by the stallholder is theirs to keep. Stallholders who attend such events are usually happy to pay this as they see it as a donation to the school rather than anything else. Ask the children to collect money from stallholders to help them with their numeracy learning.



## ***How does the school raise money?***

Money is generated from the hire of stalls, as well as income from the products that the children have produced. A large part of the income may also come from the sale of teas, coffees and cakes. Why not get your PTA or lunchtime supervisors on board to help with this? During a two hour market, schools can make between £150 and £300 profit.

## ***What can we grow / make to sell during different times of the year?***

Different seasons will favour different products / produce to sell. For a spring market, you may consider selling tomato, pea and runner bean seedlings – all of which can be germinated on windowsills within the school if need be. With a few months advance planning, you could also plant up daffodil bulbs and sell them in pots as Mother's Day gifts. Enjoy the fruits of your labours during the summer months. Lettuce and other salads are easy to grow, as are pot grown herbs. You may also have a glut of mange-tout which you planted back in the spring. During the autumn term you could consider making some pumpkin soup, as well as harvesting all of those runner beans which grew over the summer. You may very well have quite a few courgettes or marrows. Other products that you could prepare could include seed growing kits (page 31 of this booklet), edible window boxes planted with herbs, nest boxes / insect hotels, herb oils, chutneys, jams and cakes.

## ***What does the Health and Safety legislation say about putting on a market?***

The Food Standards Agency offers clear advice on providing food in a village hall or other community settings. When making food for lots of people it is important to keep food safe by following some general practical tips which are listed on their website. In terms of labelling, you will only have to follow the Food Labelling Regulations 1996 if you are a registered food business. In general, labelling regulations won't apply to most food being sold for charity and so won't need to be labelled, including food sold at one-off events such as church fêtes and school fairs which are not registered. However, it could be a good idea to label items voluntarily – to state if it contains nuts for example. We advise that you contact your local Environmental Health Officer for advice and support. For further information regarding all of this information, refer to the Food Standards Agency website and follow the links:

[www.food.gov.uk](http://www.food.gov.uk) - Business and industry - Guidance notes - Hygiene and food safety guidance - Catering advice for charity and community groups providing food

Week	Activity	Aim	English			Mathematics							Science	Design & Technology	Art	History	Geography	I.C.T.	P.S.H.E	P.E.	R.E.
			Reading	Writing	Speaking & Listening	Using & applying mathematics	Counting & understanding number	Knowing & using number facts	Calculating	Understanding shape	Measuring	Handling data									
1	What is a Farmers' Market?	To understand what a farmers' market is.	X	X	X							X	X		X		X		X		
	Freshness Factsheet	To understand the difference between the terms processed and fresh.	X	X	X								X		X		X				
2	What's the plan?	To identify the key steps in running a school farmers' market.	X	X	X												X				
	Dragon's Den		X	X	X	X			X			X			X				X		
3	Lettuce Sow & Grow enterprise kit	To develop a growing product for sale at the school market	X	X	X	X					X		X	X	X			X			X
	Costs & Profit	To use maths skills to solve real life problems				X	X		X			X									
4	Field to Fork	To understand the story of food production, from planting seeds to harvesting, processing, cooking and eating.	X		X						X		X		X	X	X	X			
	Invite your producers	To identify local food producers to invite to the market		X	X													X	X	X	

Week	Activity	Aim	English			Mathematics							Science	Design & Technology	Art	History	Geography	I.C.T.	P.S.H.E	P.E.	R.E.
			Reading	Writing	Speaking & Listening	Using & applying mathematics	Counting & understanding number	Knowing & using number facts	Calculating	Understanding shape	Measuring	Handling data									
5	One to remember	To develop an eye catching advert for your market	X	X	X									X	X	X		X	X		
	Describe and dramatise	To apply creativity to solve a real life situation	X	X	X										X			X	X		
6	Let's get creative	To prepare a poster / flyer advertising your market	X	X	X									X	X			X			
	Questionnaire design	To create an effective questionnaire to use at the farmers' market	X	X	X	X			X			X	X	X				X			
7	Let's get cooking	To produce a food item for sale at the market	X	X	X	X					X		X	X		X		X			
	Recipe book	To create a recipe book that can be sold at the market		X										X	X	X		X			
8	The market	To run an enjoyable and successful market	X	X	X	X			X						X			X	X		

# Format of the Pack

A School Farmers' Market project is designed to run over an eight week period. For each of the eight weeks, you will find the following sections:

1. **Classroom activities** that relate to the topic for the week. Whilst each activity includes 'what to do' guidance, feel free to tweak to whatever suits you and the children best.
2. **Resources** which comprise activity sheets and other supporting materials.
3. **Teachers to-do list** identifying the key steps to take as you journey towards market day.

*"The Growing Great Missenden Farmers' Market has been a great success for us. Every half term, a year group has something to work on and it's an opportunity for the gardening clubs to get involved. It covers so many parts of the Food for Life Partnership, from cooking to growing activities, as well as involving parents and local food producers, and establishing other, strong community links."*

**Great Missenden CE Combined Primary School**

# Week 1 – Starting

## 1.1: Classroom activities

*Introduction: Week one is the start of your school's journey to market. This is the time to introduce the concept of a farmers' market to the children and discuss when and where yours will be run.*

### Aim:

- To understand what a farmers' market is.
- To understand the difference between the terms processed and fresh.

### Suggested success criteria:

- List products that are sold at a farmers' market.
- Describe the difference between a conventional market and a farmers' market.
- Explain how an item of processed food differs from an item of fresh food.

### Resources:

- 1.1A - Market Cards (page 14)
- 1.1B - Market resource box (page 15)
- 1.1C – Freshness factsheet (page 16)

### What is a Farmers' Market?

Explain that the school will be running their own farmers' market and that the children are going to be responsible for planning and running it. In order to do this you will need to establish what a farmers' market is and how it differs from a conventional market.

Print and cut out the Market Cards (1.1A). Arrange two tables and place one card on each of the tables.

Ask the children to come up in turn and pick an item out of your Market resource box (1.1B). Ask the children whether the item would be found at a conventional market or a farmers' market and then to place the item on the appropriate table.

Discuss why the items have been placed where they were. Explain that the purpose of a farmers' market is to sell food products (often fresh and local too).

Ask the children to record the items that are sold at a farmers' market. Maybe they could draw and label pictures of the items in their exercise books or on a poster to be displayed on market day.

The items in the box could be tweaked to fit in with a historically themed or seasonal market.

## **Freshness Factsheet**

You may wish to think about the types of food that have been discussed and where it comes from.

Discuss the difference between 'fresh' and 'processed' food. Compare products such as a tin of beans to a fresh vegetable and discuss the ingredients found in the processed foods.

Split the children into small groups. Give each group an item of food from the Market resource box (you will need to prepare this before the session). Get each child in the group to draw their item of food in the central box of the Freshness factsheet (1.1C). The groups will then discuss and answer the questions. Prompt the groups to look at ingredients labels to help them. Once this is done, each group will tell the others about their item of food.

# Week 1 – Starting

## 1.1A: Resource - Market Cards

### Conventional Market

At our market, we will sell:

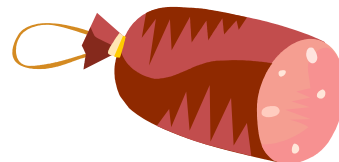
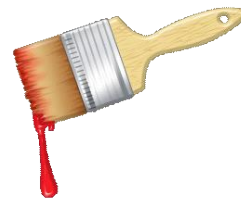
### Farmers' Market

At our market, we will sell:

# Week 1 – Starting

## 1.1B: Resources – Market resources box

Prepare this resource beforehand. Your box should include a range of items found at conventional markets or farmers' markets. You may include items such as:





# Week 1 – Starting

## 1.1C: Resources – Freshness factsheet

How fresh am I?

How far have I travelled?

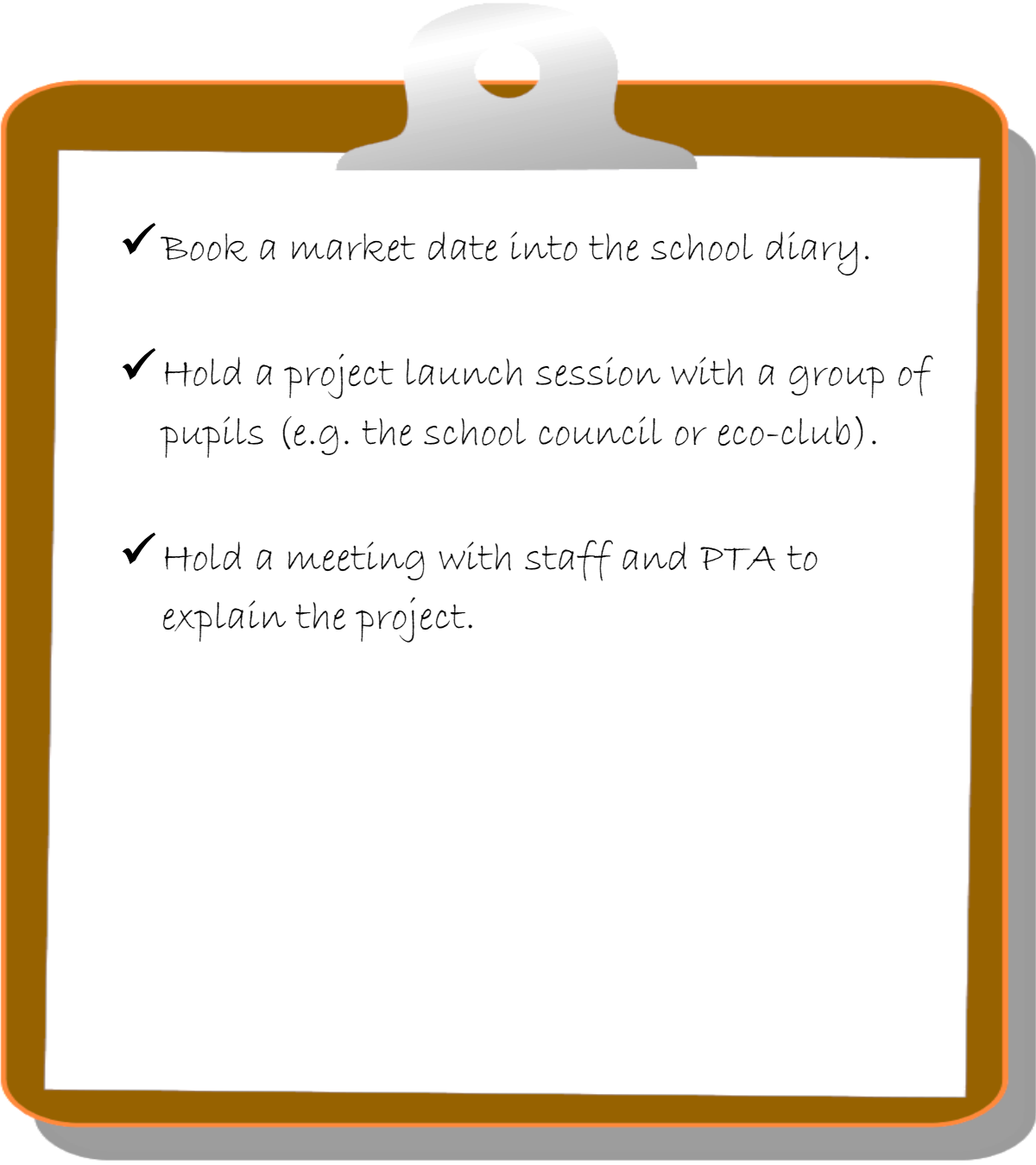
Draw me here. What is my name?

What am I made of?

Am I healthy to eat?

# Week 1 – Starting

## 1.2: Teachers to-do list

- 
- ✓ Book a market date into the school diary.
  - ✓ Hold a project launch session with a group of pupils (e.g. the school council or eco-club).
  - ✓ Hold a meeting with staff and PTA to explain the project.

# Week 2 – Planning

## 2.1: Classroom activities

*Introduction: Week two is the time to start planning the main stages of preparation as you work towards your market. Come up with ideas of things to make, grow and cook; as well as putting together a timeline of activities.*

### Aim:

- To identify the key steps in running a school farmers' market

### Suggested success criteria:

- List ideas for items to grow and cook at the market
- Create a timeline detailing the main steps towards the market

### Resources:

- 2.1A – Market Stages Cards (page 22)
- 2.1B – Planning Questions (page 25)
- 2.1C – Ideas Sheet (page 26)

### What's the plan?

Start the activity by explaining that in order for a market to run efficiently, there are a number of stages that need to be carried out. These stages are: Growing, Farming, Cooking, Promoting and Preparing. Explain that you will be growing and cooking things for your market. You will also need to invite local farmers, as well as preparing things and promoting your event.

Print and cut out the Market Stages Cards (2.1A). Stick the cards on the wall, with 'start' at one end and 'market day' at the other end.

Decide with the group which card goes where along the timeline e.g. identify that growing activities will come before cooking because the plants will need time to grow. Cooking should take place just before the market to ensure that the products are fresh etc.

Ensure the cards are in the following order: Start / Growing / Finding Farmers / Promoting / Preparing / Cooking / Market Day

Split your group into smaller teams if required. Give each group a set of Planning Questions (2.1B). Get each group to work through each of their questions. You may wish to set a time limit for each question. Get the groups to write the ideas they come up with on their ideas sheet (2.1C).

Ask each group to feedback in turn and record the best ideas.

Then allow the children to put together a timeline poster of what they plan to do in the run up to their market and when. Bring in some old magazines and pictures to decorate the posters. You may also wish to create a map to indicate where the producers are located. This could link in with work in Geography and discussions around local food production.

## **Dragon's Den**

Having a 'Dragon's Den' style enterprise challenge is a great way to focus your pupils in making produce to sell at your farmers' market. The market date provides a fixed timeframe for them to produce something to sell, and the challenge creates opportunities for creative thinking, decision making, real-life calculations around production costs and profit, and team work.

Using resource 2.1C from the main activity, discuss as a class what products your pupils might be able to make for the market – potted herbs/bulbs, seed-planting kits, cakes, biscuits, nest boxes, bug homes etc. You may want to focus this around a particularly theme such as growing, cooking or design technology.

Organise your pupils into small working groups for the task. Once they have decided on what to produce, each group will need to:

- Decide on how many of their product they are able to make and how many would be appropriate to make – How many customers might there be at the market? How long will it take to make one, ten, fifty of our product? What resources do we already have to hand to make them with?
- Decide what resources they need to buy and what resources are freely available to them (e.g. enough pots in the school shed to make seed-planting kits)\*
- Research where to buy their resources and calculate how much each product will cost to make

Put together a pitch for the Head Teacher and/or yourself asking for an amount of money to buy their required resources. You could also involve your school's lunchtime supervisors during this activity, as this can help you work towards your Food for Life Partnership Bronze award.

Advise your pupils on what criteria they have to meet, e.g. good team work, clear calculation of costs, realistic estimates of how many products they can expect to make and sell, the sustainability requirements for their products. They will need to calculate how much they will need to charge for their products in order to re-pay this loan and potentially make a profit (for the school purse!)\*\*

Allow time for groups to make their products and label them according to their calculations.

\* You may want to put a particular restriction on this, such as any materials bought need to be sustainably sourced, such as FSC wood for nest boxes, or made from recycled materials where possible, or baked from local, seasonal produce.

\*\*You may want to set a limit to how much money your pupils can pitch for!

## Week 2 – Planning

### 2.1A: Resource – Market Stages Cards

**Start of Project**

**Market Day**

**Growing**

**Finding Farmers**

**Cooking**

**Promoting**

**Preparing**

**Planning**



## Week 2 – Planning

### 2.1B: Resources – Planning Questions

#### Growing

What could we grow for our market?

#### Farming

Who could we invite to our market?

#### Cooking

What could we cook for our market?

#### Promoting

How could we advertise our market?

#### Preparing

What jobs will we need to do before our market?

# Week 2 – Planning

## 2.1C: Resources – Ideas sheet



**Our School Farmers' Market**  
**Name:** \_\_\_\_\_



**What could we grow for our market?**

**Who could we invite to our market?**

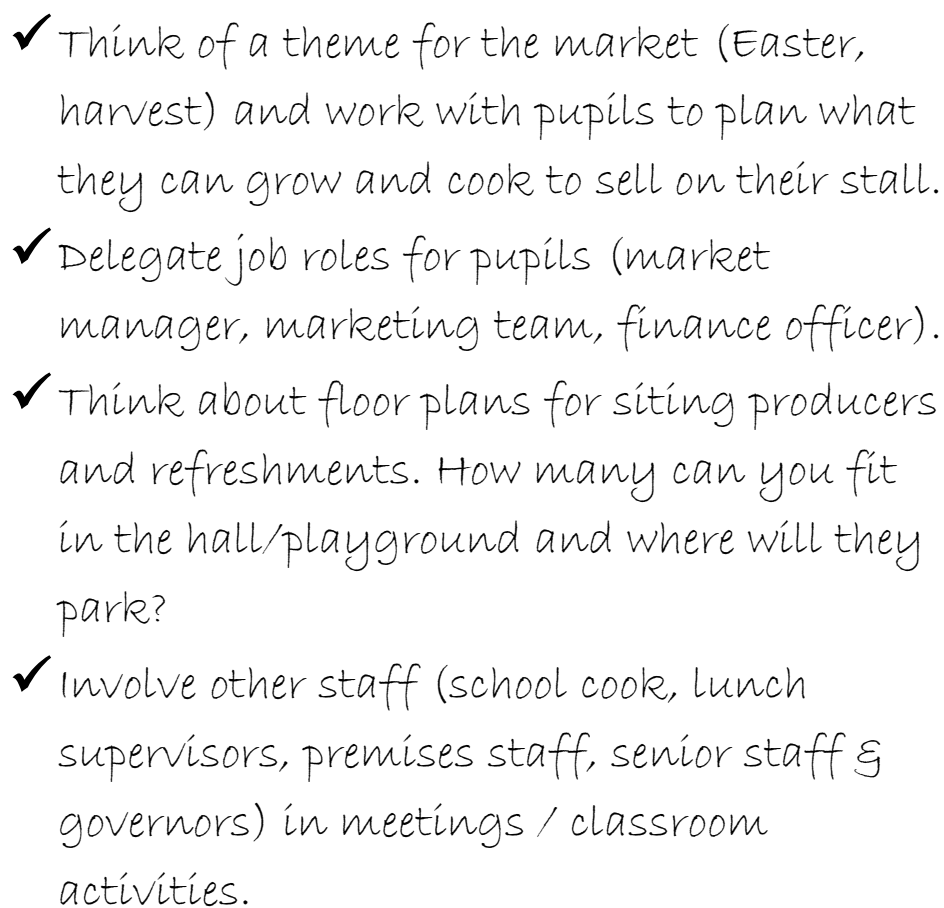
**What could we cook for our market?**

**How could we advertise our market?**

**What jobs will we need to do before our market?**

## Week 2 – Planning

### 2.2: Teachers to-do list

- 
- ✓ Think of a theme for the market (Easter, harvest) and work with pupils to plan what they can grow and cook to sell on their stall.
  - ✓ Delegate job roles for pupils (market manager, marketing team, finance officer).
  - ✓ Think about floor plans for siting producers and refreshments. How many can you fit in the hall/playground and where will they park?
  - ✓ Involve other staff (school cook, lunch supervisors, premises staff, senior staff & governors) in meetings / classroom activities.

# Week 3 – Growing

## 3.1: Classroom activities

*Introduction: Week three is the time to think about growing produce for the market. Start by planting quick and easy things such as herbs or micro-salads. You can also make sow and grow kits to sell on a stall at the market. If you have a longer term growing plan already established, you can coincide your market date with when most of your produce will be ready to sell.*

### Aim:

- To develop a growing product for sale at the school market
- To use maths skills to solve real life problems

### Suggested success criteria:

- List the component parts required to make a sow and grow kit
- Describe the process involved in creating the kit
- Identify how much profit can be made from the sale of each sow and grow kit

### Resources:

- 3.1A – Sow and Grow kit (page 31)
- 3.1B – Cost and Profit worksheet (page 32)

### Lettuce sow and grow kit

Explain that you will be making some 'sow and grow' kits to sell at your market. Go through the different components required to make the kit (3.1A)

Set up a production line by putting each of the components on a different desk. Put a whole bag of compost on the compost desk. This will be divided into smaller bags for each kit. Do the same with a packet of lettuce seeds. You can replace lettuce seeds with other suitable micro-salad seeds such as cress, mustard or chives.

Give each pupil / group a copy of the 'Making a Sow and Grow kit' resource (3.1A). Ask them to follow the instructions to create the kit.

Ask each pupil / group to make a note of each time they take a handful of compost / pinch of seeds from the bags. This will be important if you wish to follow up by working out component and kit costs.

Task each pupil / group with planting up one of their own kits. Use the lolly stick and pencil to label and date the planting. Time the planting so that the micro-salad is ready to use for your market. Plant the micro-salads in old yoghurt pots / egg shells and decorate them with 'funny faces' to create salad heads to sell at the market!

## **Costs and Profit**

Once you have created the kits, you can record the cost of each component part, work out the overall manufacturing cost for the kit and think about what profit you could make. Work with the pupils to fill out the Costs and Profit worksheet (3.1B).

# Week 3 – Growing

## 3.1A: Resource – Making a Sow and Grow Kit

To make each Sow and Grow kit, you will need the following components:

- 1 x Plastic takeaway container
- 1 x Medium plastic self-seal bag
- 1 x Small plastic self-seal bag
- 1 x Handful of compost
- 1 x Pinch of lettuce seeds
- 1 x Lolly stick
- 1 x Small pencil
- 1 x Set of growing instructions



Put a measure of compost into the medium plastic self-seal bag and seal the bag.



Put a measure of lettuce seeds into the small plastic self-seal bag and seal the bag.



Put these and the other components into the takeaway container. Copy the growing instructions below and stick them to the takeaway lid.

Carefully place holes in the takeaway container or use an old plastic salad box with holes.

Place most of the compost in the container. Keep a tiny bit of compost for later.

Scatter the seeds over the surface of the compost and lightly press them into the compost.

Sprinkle the remaining compost over the seeds.

Place the container on a sunny windowsill and then gently water the seeds.

The seeds should germinate in 3 to 7 days.

Ensure the soil is always moist by watering when needed.

Harvest your microgreens when the first real leaves unfurl (about 7 to 14 days) by snipping with scissors just above the soil line.

Try putting your tasty microgreens in a salad or a sandwich.


# Week 3 – Growing

## 3.1B: Resources – Costs and Profit worksheet

How much did the big bag of compost cost?	A
How many growing kit bags of compost did we get from the big bag of compost?	B
How much did each growing kit bag of compost cost? (A ÷ B = C)	C
How much did the big bag of seeds cost?	D
How many growing kit bags of seeds did we get from the big bag of seeds?	E
How much did each growing kit bag of seeds cost? (D ÷ E = F)	F
How much did the Small plastic self-seal bag cost?	G
How much did the Medium plastic self-seal bag cost?	H
How much did the lolly stick cost?	I
How much did the pencil cost?	J
How much did each Growing kit cost to make? (C + F + G + H + I + J = K)	K
What would we like to sell each Growing kit for?	L
How much profit will we make if we sell each kit for this much? (L - K = M)	M

## Week 3 – Growing

### 3.2: Teachers to-do list

- 
- ✓ Start to plant produce in the school grounds / window boxes in preparation for the market.
  - ✓ Consider your growing times and make sure the produce will be ready to harvest in time for your market.
  - ✓ Set up a compost heap to recycle any garden waste.



# Week 4 – Farming

## 4.1: Classroom activities

*Introduction: Week four is the time to think about the journey that food takes before it reaches the market and our tables. There may be opportunities to visit a local farmers' market or farm and to invite producers to have a stall at your market.*

### Aim:

- To understand the story of food production, from planting seeds to harvesting, processing, cooking and eating.
- To identify local food producers to invite to the market.

### Suggested success criteria:

- List some food production systems.
- Describe the process that one production system follows from field to fork.
- List some local food producers.

### Resources:

- 4.1A – Field to Fork Cards (page 37)

### Field to fork

In the classroom introduce the activity with the title 'Field to Fork'. Ask children what they think this might mean and what they think they are going to be learning about. The activity will encourage the children to think about where their food comes from and the types of produce that might be sold at their market.

In groups, pupils study the story of one of the foods by reading the text on the Field to Fork cards (4.1A) and then sequencing them. Provide an additional set of cards if required for an extension. They then present their group's food story to the rest of the class. This could be by simply reading the information out, or they could create characters, for example the farmer, the driver or even the carrot! Representing the food story as a drama will make it more engaging and memorable for the other children.

Following this activity, discuss with the group whether they know any food producers near the school that they could invite to their market. You could map these producers with pins on a map or on the computer.

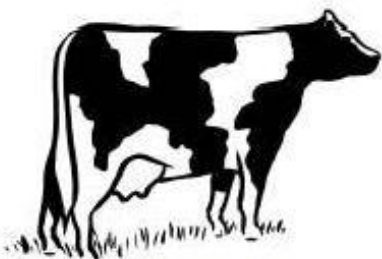
### **Invite your producers**

You may consider taking a small group of children to a local farmers' market. This would give them the opportunity to see a market in action, as well as speak to local producers and invite them to your market.

Compose a letter that the group could write to invite the chosen producers to your market. You could also speak to any producers you know beforehand and ask if the children could call them at a specific time to invite them to the market.

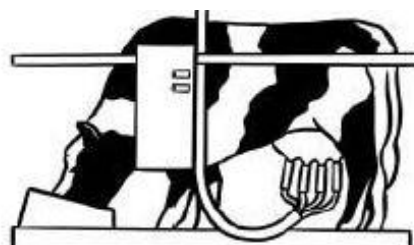
# Week 4 – Farming

## 4.1A: Resource – Field to fork cards



### DAIRY COW

When cows are fully grown at around three years old they are ready to have a calf and produce milk. Cows have four stomachs. Some of the grass they eat and water they drink is turned into milk.



### MILKING TIME

Twice a day cows are milked. They are given food whilst a machine is put on their udders. The machine squeezes out their milk which is collected and flows into a refrigerated tank. The actual milking process takes less than ten minutes.



### TRANSPORT

The milk is collected from the farm and taken to the dairy in special insulated milk tankers to keep it cool and fresh. At the dairy it is heated to kill off bacteria. This is called pasteurisation.

### BOTTLE OF MILK

Milk has many uses. It is drunk cold and added to hot drinks such as tea and coffee. It is an ingredient for many recipes, and is used to make cheese and ice-cream. In this food story the milk will be used to make the yoghurt.



### DAIRY

In order to turn the milk into yoghurt, friendly bacteria are pumped into the milk. The bacteria react with the milk and the yoghurt is formed. Some yoghurt is left plain, and some has fruit added. Strawberry is a popular flavour.



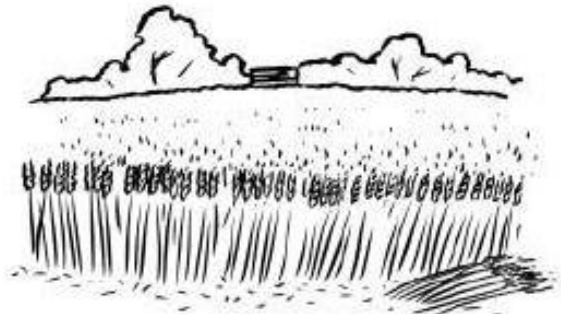
### FINISHED POT OF YOGHURT

Yoghurt is a good source of calcium and protein, and makes a healthy and tasty snack at any time of the day.



### SEEDS

The farmer prepares the ground for the seed by ploughing it to break up lumps of soil. In the UK, most wheat seed is planted in the autumn. The seed germinates and the growing shoot develops green leaves.



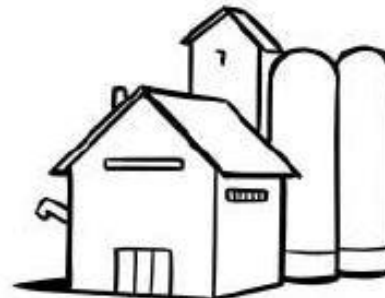
### WHEAT FIELD

Wheat is a type of grass and is green until it ripens. In the warm summer months, the grain ripens at the top of the stem producing a colourful golden crop.



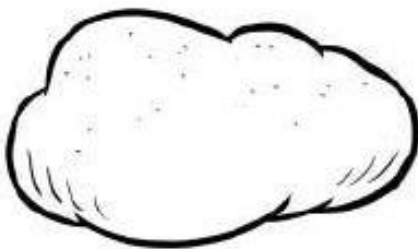
### HARVESTING

The wheat is usually harvested in August or September using a combine harvester.



### MILL

The wheat that is going to be used to make bread must be taken to the mill to be ground into flour. Wholemeal flour is made from the whole grain. For white flour, the outer layers are removed.



### DOUGH

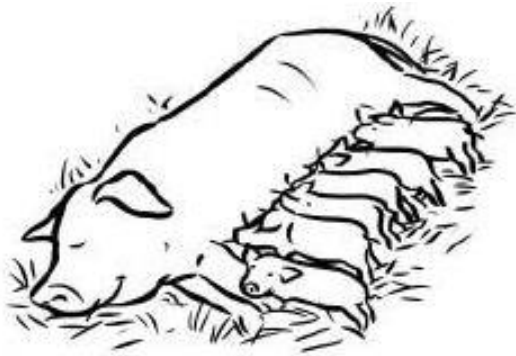
At the bakers, bread dough is made from flour, yeast, water, salt and a little fat. The dough is kneaded and left to rise. It is the yeast that causes it the dough to rise.

### BAKED BREAD

The bread is baked in a very hot oven which kills the yeast and sets the dough.

Bread is a very great source of energy, and brown bread contains lots of fibre which is good for healthy digestion.





### **SOW AND PIGLETS**

The sow (female pig) gives birth to a litter of around 12 piglets, and they have two litters a year.



### **PIG**

Pigs are given food that is mainly made from cereal and vegetables. They like to be free range, rooting around and wallowing in the mud.



### **TRANSPORT**

Pigs are transported to an abattoir where they are killed. The meat is chilled and stored.

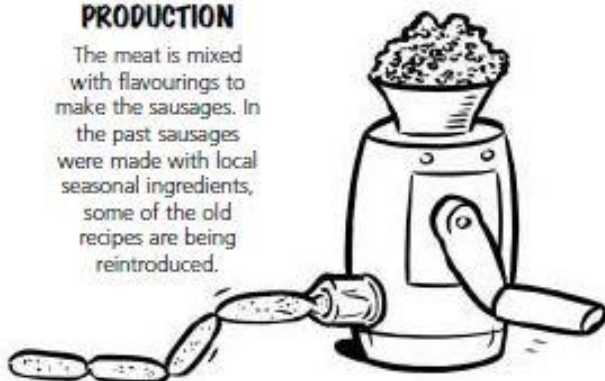


### **FACTORY**

Pig meat that will be made into foods such as pies, pasties, pates, or sausages is transported to a factory to be processed.

### **SAUSAGE PRODUCTION**

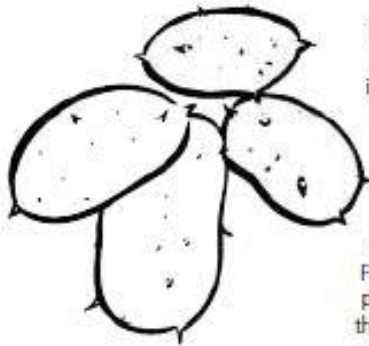
The meat is mixed with flavourings to make the sausages. In the past sausages were made with local seasonal ingredients, some of the old recipes are being reintroduced.



### **PACKET OF SAUSAGES**

Sausages are a popular choice with children and adults. They are a source of protein, but cheap ones are often quite high in fat, go for better quality and keep them for a special treat!



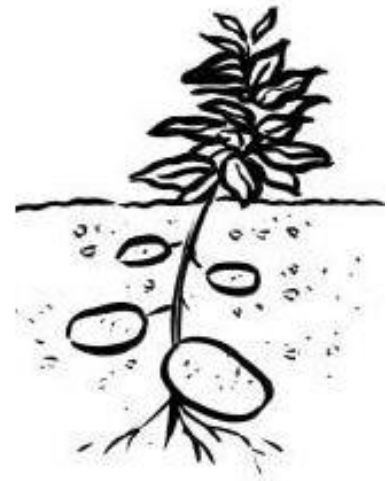


### TUBERS

Potatoes are tubers (not the musical instrument! That's a tuba). A tuber is a store of energy (starch) that helps the plant get through the winter when its leaves die. Farmers grow potato plants from tubers in the spring. The farmer puts the tubers in the light until they grow white shoots and then plants them.

### POTATO PLANTS

The stems and leaves grow and the farmer covers the lower stems with piles of soil to prevent the potato crop being damaged by sunlight.



### HARVEST

Small, sweet new potatoes are harvested in the summer, and in the autumn the main crop of potatoes are dug up. You can store potatoes for the whole winter if you keep them in a cool, dark and dry place to stop them sprouting.



### SHOP

The potatoes are taken to be sold at shops including supermarkets. Some farmers have a farm shop where they sell potatoes. This saves the cost of transporting them.



### COOKING

Potatoes have to be cooked because our bodies cannot digest them if we eat them raw. The healthiest way to eat them is with their skin still on, as it contains lots of goodness. Potatoes contain lots of Vitamin C. Healthy ways of cooking them are boiling and baking.

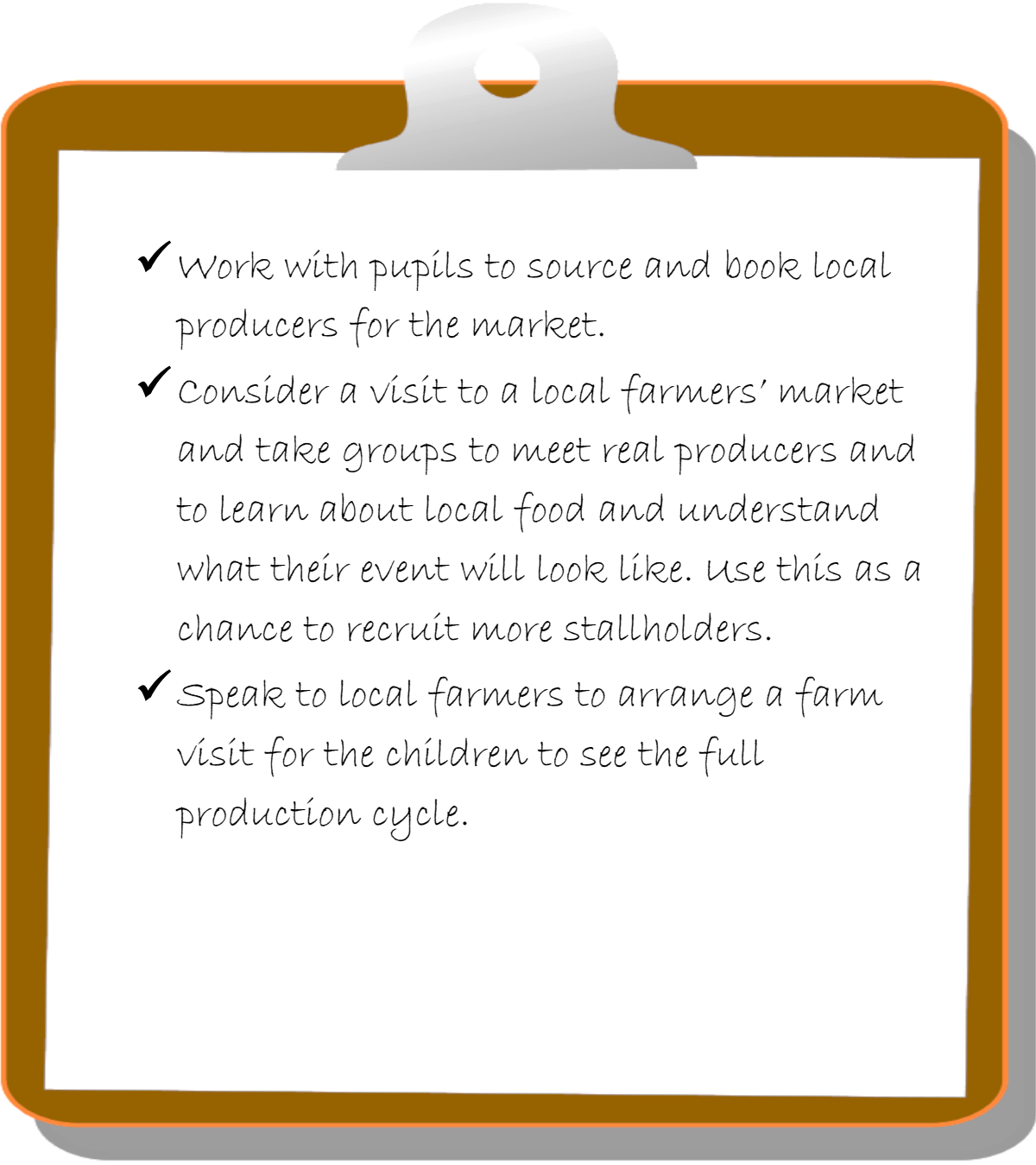


### COMPOSTING

If you put your potato peelings in a composting bin, they will break down and make rich compost that you can use on your garden, to help the plants grow well.

## Week 4 – Farming

### 4.2: Teachers to-do list

- 
- ✓ Work with pupils to source and book local producers for the market.
  - ✓ Consider a visit to a local farmers' market and take groups to meet real producers and to learn about local food and understand what their event will look like. Use this as a chance to recruit more stallholders.
  - ✓ Speak to local farmers to arrange a farm visit for the children to see the full production cycle.

# Week 5 – Promoting

## 5.1: Classroom activities

*Introduction: Week five is the time to think about how you might promote your market. Discuss how you can best promote your market and what constitutes an eye catching poster.*

### **Aim:**

- To develop an eye-catching advert for your market
- To apply creativity to solve a real life situation

### **Suggested success criteria:**

- Link the products to their advertising campaigns
- List pieces of information that should be put on a promotional poster / flyer
- Construct a piece of text designed to promote the market

### **Resources:**

- 5.1A – What am I selling quiz (page 45)
- 5.1B – Important info (page 47)

### **What to do:**

Start by asking the group ‘how can we best promote our market?’

Explain that in order to advertise your market effectively, you will need a good marketing strategy that stands out to people, will stick in their minds and encourage them to come along on market day and spend their money.

Big companies will try to produce adverts with images that people remember and associate with their brand.

Give each pupil a copy of the ‘what am I selling quiz’ (5.1A) and see if they can match each advert to the product they it is attempting to sell.

Once the group have completed the activity, discuss which product most of the group recognised. Why was it familiar to them? Explain that strong brands, such as those they have just seen, will stick in people’s minds.



Provide the group with pens and paper and task them with designing a memorable character that they can use to advertise their market.

Explain that an effective advertisement will need more than a memorable image. It will also need important information for the people you are hoping to attract. Discuss what information you will need: i.e. day, date, location, time, what can people buy? Ensure that you have discussed all of the questions on the 'important info' worksheet (5.1B) and write the answers on the board. Get the pupils to copy the information and fill out their worksheets. These can be referred back to next week when preparing the posters.

## **Describe and dramatise**

Carry out a descriptive writing activity where the group writes an article for the school website or newsletter. They could also write a letter to parents inviting them to the market. You may think about getting some of the group to promote the market to the rest of the school during an assembly. Maybe they could dramatise their promotional pitch and dress as farmers or even carrots!

## Week 5 – Promoting

### 5.1A: Resource – What am I selling Quiz



What are we selling?

---

What am I selling?

---



What am I selling?

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# Week 5 – Promoting

## 5.1B: Resources – Important info

What day is the market on?

What date is the market on?

Where is the market being held? What is the address?

What time does the market start?

What time does the market finish?

Do customers pay to come to the market, or is it free?


What will customers be able to buy at the market?

As well as the stalls, will there be any other attractions? E.g.  
A refreshments stall / tombola / school choir performance?

Any other information?

## Week 5 – Promoting

### 5.2: Teachers to-do list

- 
- ✓ Hold a school assembly to raise awareness of the market.
  - ✓ Consider how to attract customers and where to promote the event.
  - ✓ Start to design and distribute leaflets and posters.
  - ✓ Put an article in the school newsletter to communicate with parents.
  - ✓ Contact the local paper and radio stations with a press release.

# Week 6 – Preparing

## 6.1: Classroom activities

*Introduction: Week six is time to get creative and start preparing all of those resources you will need on market day. Start to create your posters and flyers, as well putting together a questionnaire for market day.*

### Aim:

- To design and prepare a poster / flyer advertising the school farmers' market
- To create an effective questionnaire to use at the farmers' market

### Suggested success criteria:

- Poster displayed in the school and local community
- Flyer distributed to parents and other local households
- Identify the key elements required to make a suitable questionnaire
- Production of a questionnaire to help evaluate the success of the market

### Resources:

- 6.1A – Poster Examples (page 53).
- 6.1B – Questionnaire design (page 54)

### What to do:

Learners will be tasked with working in groups to make a poster advertising their school farmers' market.

Provide the group with a range of different posters (6.1A). Ask the learners to discuss what makes a good poster, what type of information they have derived from the posters and what they like and dislike about them. You may wish to prepare a Power Point presentation with pictures of different posters for this part of the activity.

Using resource 5.1B from last week, discuss what information they will need to include in their poster.

Divide the learners into groups, and ask each one to design and make a poster advertising the market. Allow enough time for the learners to discuss and plan their poster using the image they designed in last week's activity 5.1, as well as the information in resource 5.1B.

Give the learners the opportunity to complete their poster and present it to the rest of the class. Hold a classroom vote to decide which poster will be used to promote your event.

## **Questionnaire design**

Work with the children to create a questionnaire for market day. This will help you to evaluate the success of the market, whilst linking to English, mathematics and other curriculum subjects. Use resource 6.1B as a guide for the types of questions that may be included.

By now, there will be lots of things to prepare for your market. Start to prepare flyers, car parking signs and name labels for the producer's tables. Accompany the children to deliver flyers around the local community. You can also think about creating a display for the school hall to showcase all of the children's good work.

# Week 6 – Preparing

## 6.1A: Resource – Poster Examples

Prepare this resource beforehand. Put together a resource pack for each group including samples of posters, as well as pens, paper etc.



# Week 6 – Preparing

## 6.1B: Resource – Questionnaire design

### Customer - School Farmers Market Questionnaire

We hope that you have enjoyed today's school market. We would be very grateful if you could spend a couple of minutes answering a few questions about your experience today. Your feedback is valued and helps us to develop future markets. Many thanks for your time.

**1. Did you enjoy today's market?** YES NO

**2. Where did you find out about the market?**

POSTER BANNER FLYER SCHOOL NEWSLETTER WORD OF MOUTH

OTHER (please state): \_\_\_\_\_

**3. What is your relationship with the host school?**

STAFF GOVERNER PUPIL PARENT/GUARDIAN LOCAL RESIDENT

OTHER (please state): \_\_\_\_\_

**4. How many items did you purchase today?**

NOTHING 1-3 ITEMS 4-7 ITEMS 8+ ITEMS

**5. Which product that you bought today was your favourite?**

\_\_\_\_\_

**6. Which stall was your favourite?**

\_\_\_\_\_



**7. Is there any produce not here today that you would like to see next time?**

---

**8. Do you know anyone who would like to have a stall at a local market?**

(Please add your contact details so that we may contact you for more information)

---

**9. Have you been to a farmers market before?** YES NO

**If YES, Where was this market located?**

---

**10. Would you come to another school farmers' market?** YES NO

**11. How do you think that we could improve our next market?**

---

---

**12. Any other comments?**


---

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**Many thanks for your help. Your feedback is greatly appreciated.**

## Week 6 – Preparing

### 6.2: Teachers to-do list

- 
- ✓ Put together banners, name badges, signs and questionnaires
  - ✓ Prepare information about free school meal entitlement. This could be in the form of posters or flyers on market day. This will help you with criteria B.2 of your bronze award work.
  - ✓ Start to create a display in the hall detailing your work towards the market and improving school food culture.

# Week 7 – Cooking

## 7.1: Classroom activities

*Introduction: Week seven is the time to prepare all of the fresh produce that you will be selling at your market. Start harvesting your vegetables and dig out some healthy recipes to help you get creative in the kitchen.*

### **Aim:**

- To produce a food item for sale at the farmers' market
- To create a recipe book that can be sold at the market

### **Suggested success criteria:**

- Children will have created a cooked product
- Children will have collated several healthy recipes

### **What to do:**

Choose a recipe that the children will enjoy making. Ensure it's easy for you to do in school and that the ingredients are readily available. Different year groups could prepare different things for their own stalls at the market. Your market may be historically themed, in which case you could prepare historical recipes.

One idea is to try preparing a healthy Kaleidoscope couscous salad (7.1A). Working in small groups of four, pupils will be able to work together to make the salad. Ensure that the area designated for cooking is safe and hygienic and that the pupils wash their hands, tie back long hair and wear an apron.

Prepare set-out trays with all the ingredients and equipment needed to make the salad. Some differentiation in the preparation of ingredients may be required to ensure all pupils can take part in the practical activity. Remember to demonstrate how to prepare the vegetables safely when using sharp knives. Adults may also need to be in charge of the addition of boiling water to the bowl of couscous.

Other simple recipes may include gingerbread or cakes. Younger children may find it easier to decorate cakes that older year groups have cooked. You could even run a 'British Bake-off' style event between all of the year groups. Healthy pizzas and soups could be cooked using

produce that you have grown in the school grounds. You could also make bread for sandwiches on the PTA refreshments stall. Use the micro salad leaves from the activity in week 3 to put in the sandwiches.

## **Recipe book**

Combine the recipes that were used by each year group to put together a recipe book for sale on market day.

# Week 6 – Cooking

## 7.1A: Resource – Kaleidoscope couscous salad

### Kaleidoscope couscous salad

#### Ingredients

- ✓ 200g couscous
- ✓ 1 vegetable stock cube
- ✓ 250ml boiling water
- ✓ black pepper to taste
- ✓  $\frac{1}{4}$  red pepper, chopped
- ✓  $\frac{1}{4}$  green pepper, chopped
- ✓  $\frac{1}{4}$  yellow pepper, chopped
- ✓ 4 spring onions, finely sliced
- ✓ 4 tbsp sweetcorn, drained
- ✓ 4 cherry tomatoes, cut into quarters
- ✓ 1 tbsp mint, finely chopped
- ✓ 2 tbsp vinaigrette dressing or 1 tbsp olive oil

#### Method

Start by preparing the couscous. Crumble the stock cube over the couscous and pour in the boiling water. Quickly stir the couscous with a fork, so the stock is thoroughly mixed.

Cover the bowl, leave for 10 to 15 minutes and allow the couscous to cool.

When the couscous is cold, break it up using a fork and stir in the vinaigrette, vegetables, tomatoes and the mint. Then season with black pepper, mix well and serve.

#### Allergy advice

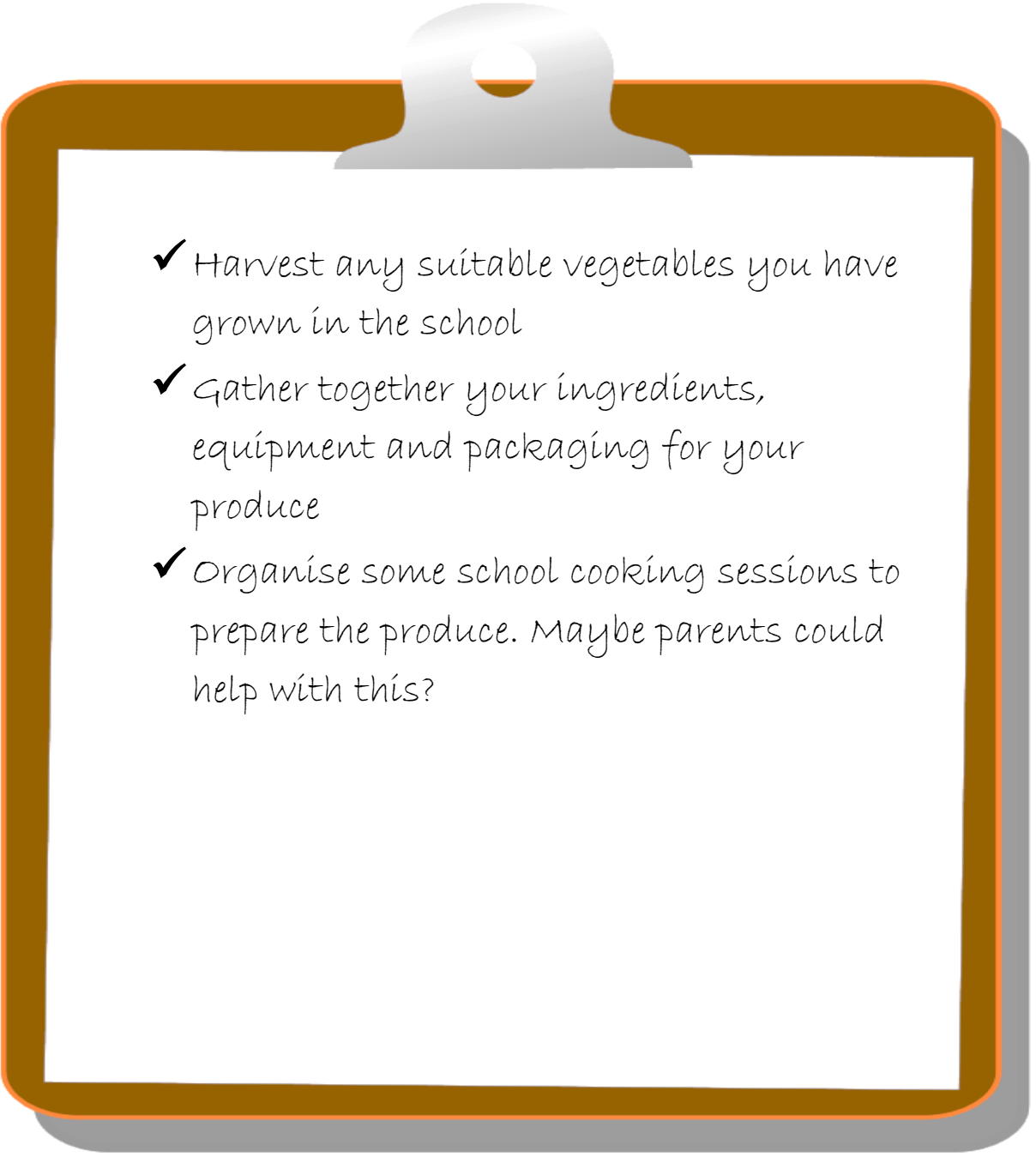
Contains: wheat (gluten). Some stock cubes/powders contain wheat, and some salad dressings contain also wheat always check the label.

#### Food safety tips

Always wash your hands, work surfaces, utensils and chopping boards before you start cooking.

## Week 7 – Cooking

### 7.2: Teachers to do list

- 
- ✓ Harvest any suitable vegetables you have grown in the school
  - ✓ Gather together your ingredients, equipment and packaging for your produce
  - ✓ Organise some school cooking sessions to prepare the produce. Maybe parents could help with this?

# Week 8 – Launching

## 8.1: Activity - The market!

*Introduction: Week eight is what it's all about! Your market is upon you, so get those last minute preparations done, allocate job roles for the day and have fun.*

### **Aim:**

- To run an enjoyable and successful market

### **Suggested success criteria:**

- To demonstrate team working skills
- Produce a report on the School Farmers' Market

### **Resources:**

- 8.1A – Be prepared (page 63)

### **What to do:**

Work with the children a few days before the market to put together a checklist of jobs that need to be done. It may help to go over the work that you have done over the last few weeks to think about important tasks.

Once you have identified the main tasks, you can then assign the tasks to specific people (these won't just be children, but staff and volunteers also).

Use specific tasks to help you with learner differentiation. It may be that you have specific learners who will benefit from certain activities such as face to face contact with the public. If this is the case, you could assign them and a friend of theirs a job on one of the stalls.

You will find examples of some of the main tasks in resource 8.1A. These examples are just a start. Feel free to add as many others that you can think of.

# Week 8 – Launching

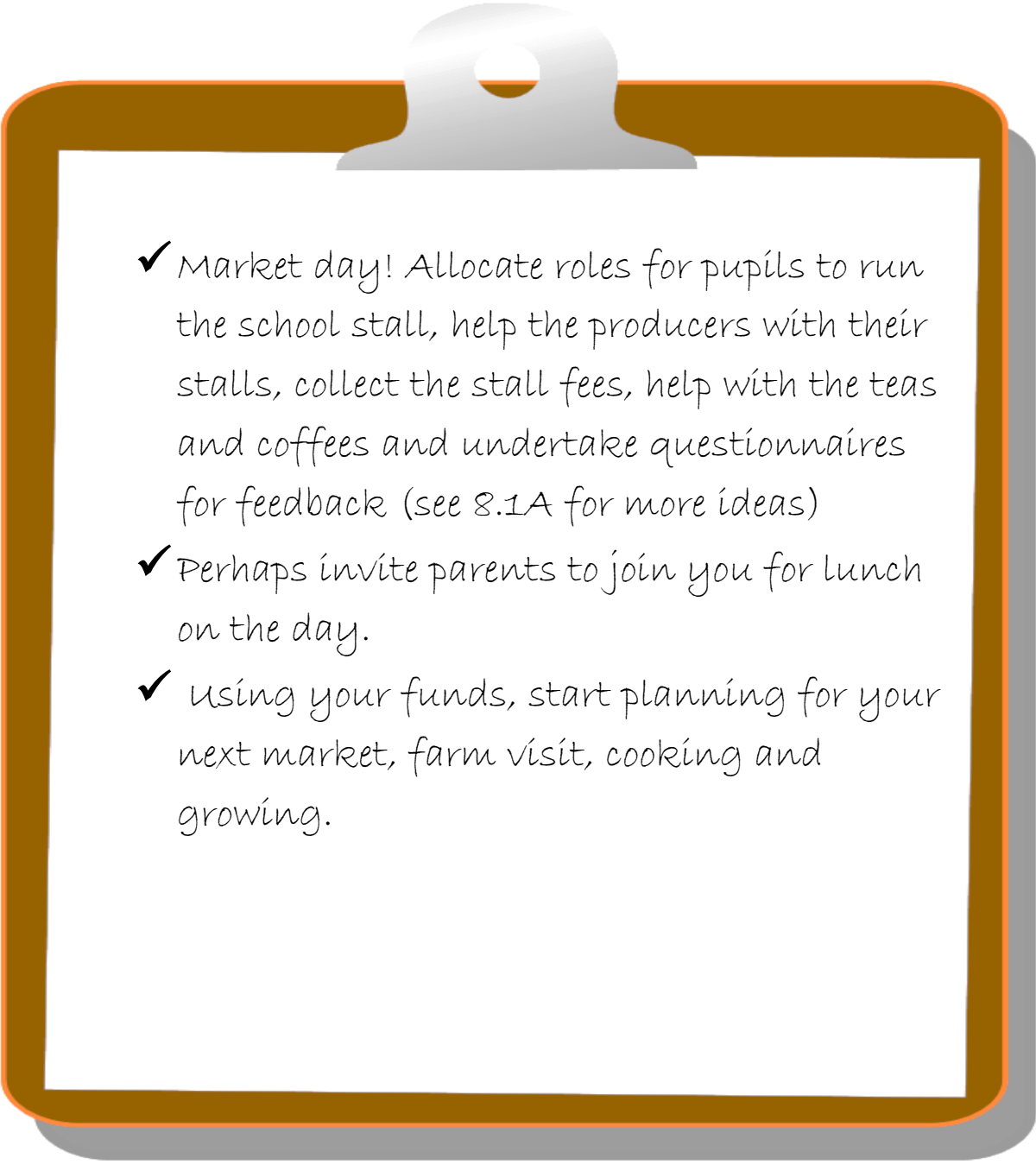
## 8.1A: Resource – Be prepared

<b>Task</b>	<b>Person responsible</b>	<b>Resources required</b>
<b>Setting up tables for producers</b>		<b>Tables and chairs</b>
<b>Allocate tables and put producer names on the tables</b>		<b>Market plan and name signs</b>
<b>Arrange a float for each school stall</b>	<b>Office staff</b>	<b>Money and tin to put float in</b>
<b>Greet producers and show them to their table</b>		
<b>Carry out questionnaire</b>		<b>Printed questionnaires and pens</b>
<b>Be prepared for any local press photographers / local radio reporters</b>		
<b>Allocate pupils as stallholders for each school stall</b>		
<b>Ensure you have bags for the produce you sell</b>		
<b>Write a risk assessment for the event</b>		<b>Health and Safety paperwork</b>



## Week 8 – Launching

### 8.2: Teachers to do list

- 
- ✓ Market day! Allocate roles for pupils to run the school stall, help the producers with their stalls, collect the stall fees, help with the teas and coffees and undertake questionnaires for feedback (see 8.1A for more ideas)
  - ✓ Perhaps invite parents to join you for lunch on the day.
  - ✓ Using your funds, start planning for your next market, farm visit, cooking and growing.

## Suggest Timeline

Week	Theme	Activity
1	Starting	Book a market date into the school diary. Hold a project launch session with a group of pupils (e.g. the school council or eco-club) and a meeting with staff the PTFA to explain the project. Consider how the school can use the project to improve the wider school food culture, school meals and dining experience.
2	Planning	Think of a theme for the market (Easter, harvest) and work with pupils to plan what they can produce to sell on their stall. Delegate job roles for pupils (market manager, marketing team, finance officer). Think about floor plans for siting producers and refreshments. How many can you fit in the hall/playground and where will they park? Involve other staff (school cook, lunch supervisors, premises staff, senior staff & governors) in meetings.
3	Growing	Plan what you will grow in the school grounds / window boxes in preparation for the market. Make sure it is ready to harvest in time. Turn your school grown vegetables into soups, chutneys or maybe healthy pizzas. Set up a compost heap to recycle any waste.
4	Farming	Who can you invite to sell at the market? Work with pupils to source and book local producers for the market. Consider a visit to a local farmers' market and take groups to meet real producers and to learn about local food and understand what their event will look like. Use this as a chance to recruit more stallholders. Speak to local farmers to arrange a farm visit for the children to see the full production cycle.
5	Promoting	Hold a school assembly to raise awareness of the market. Consider how to attract customers and where to promote the event. Design and distribute leaflets and posters. Put an article in the school newsletter to communicate with parents. Contact the local paper and radio stations with a press release.
6	Preparing	Put together banners, name badges, signs, questionnaires, information about free school meal entitlement and posters for market day. Make a big display about food in the school hall
7	Cooking	Arrange the ingredients for the school produce stall, including harvesting vegetables from the school growing area. Organise some school cooking sessions to prepare produce. Maybe parents could help with this?
8	Launching	Market day! Allocate roles for pupils to run the school stall, help the producers with their stalls, collect the stall fees, help with the teas and coffees and undertake questionnaires for feedback. Perhaps invite parents to join you for lunch on the day. Using your funds, start planning for your next market, farm visit, cooking and growing.

