

Grade Level: Kindergarten

Title: Strawberries - From Farmer to You (April-June)

Purpose:

To examine the roles of various farm workers as part of a community

Subject Area(s) Addressed:

Social Studies, Math, Language Arts, Science

Common Core/Essential Standards

Social Studies:

K.G.1.1 Use maps to locate places in the classroom, school and home.

K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).

K.E.1.2 Explain how jobs help people meet their needs and wants.

Literacy:

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1f Produce and expand complete sentences in shared language activities.

Math:

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

Vocabulary:

bagger	money
cashier	planter
community workers	produce manager
consumer	shipper
farmer and farm workers	trucker
grocer	wages
grocery store clerk	

Materials Provided:

Flow maps of production of strawberries, farm to store (See “Detailed Flow Maps of Strawberry Marketing” in the “Resources” folder).

“Flow Map for Students” (at end of this file)

Materials Needed:

- 1 pint, quart or pound of strawberries (real or fake).
- chart paper and marker
- pretend money
- signs or labels for each community member
- optional props for each community worker

Teaching Strategy:

The classroom will become the community as jobs are examined and the process of farm to consumer is acted out. Encourage students to act out the parts using prior knowledge, creativity, and presentation skills.

Scenario 1: A *farmer* is chosen and given a sign. S/he chooses people who will do the different jobs on the farm to help the strawberries grow. The farmer tells each person what s/he must do on the farm. Act out the jobs as you get your sign. A *consumer* is chosen and goes to the farm to pick strawberries. The farmer offer pick-your-own and can also have a farm stand to sell strawberries. (See the “On-Farm Direct Sales” flow map.) Discuss how quickly you were able to get your strawberries from the farm to your house. How many people were involved in getting the strawberries to your house? Teacher records ideas on chart paper.

Scenario 2: Repeat scenario 1 for *farmer* and *farm workers*. *Consumer* goes to the store. The *grocer* calls the *farmer* to get a carton of strawberries. (See flow map.) The *grocer* calls a *trucker* to bring several cartons of strawberries to the store. The *loading dock worker* unloads the cartons and puts them in storage.

The *produce manager* at the grocery store puts a sign on the strawberries on a shelf. The *consumer* picks out the strawberries and goes to the *cashier* to pay. The *bagger* bags your strawberries and the consumer goes home. (See the “Standard Wholesale Marketing” flow map.)

Compare the two scenarios. Which one is more efficient? Which one do you do? Who makes money during this process? If you were the farmer, what would you do with the money that the grocer gave you? (Students should recognize that the farmer needs to pay his workers, buy new plants, and buy wants and needs for his family.) Teacher records ideas on chart paper.

Scenario 3: A kindergartner has planted his/her own strawberry plant, cared for it through the seasons, and harvests the fruit. Compare this scenario to the other two by discussion. Teacher records ideas on chart paper.

Scenario 4: A teacher has planted her plants, but s/he didn’t get very many berries. What should s/he do now? (Have students brainstorm reasons why the plants may not have gotten so many fruits. What should she try next time so she gets more fruit?)

Extension Activities:

1. Do the activity again, but have the students pay money and receive wages. A discussion on what each worker needs to pay for (trucker pays for truck and gas; grocer pays his workers), what “needs” s/he can buy with the money, and whether the worker has money left over for “wants.”
2. For homework/field trip, become a consumer and pick your own strawberries.
3. For homework/field trip, go to the grocery store and buy strawberries.
4. Go on a virtual field trip of a strawberry farm. To do a virtual field trip, go to ncstrawberry.com.
5. Video the scenarios. Ask a farmer to come in and watch the scenarios to add opinions and comments.
6. Compare the different experiences.

Background Information:

This lesson is best taught at the very end of the year when the students have experienced the entire strawberry growing/farming process. The experience allows the students to see how quickly or efficiently food can come to their table.

The economics of strawberry marketing are complex. Growers often combine several different kinds of marketing – pick-your-own, direct sales of pre-picked berries on the farm or at a farmers market or stand, and sales to

stores/wholesale—and different combinations work for different growers. For our smaller growers, cutting out the middleman and selling direct to the public, whether pick-your-own (PYO) or picking for them, generally gives the most success as the packing/cooling requirements of wholesaling and competing with California's large yields, economics of scale, and ability to supply year-round are tough. The price paid by wholesale buyers is less than that paid by consumers. The prices growers charge to consumers at their stand may be lower, higher, or the same as berries in the store depending on many factors.

Berries are cheaper PYO for consumer... but these consumers also invest lots of labor and travel, while they also benefit from having fun and getting the freshest berries. Home gardening also takes work and conscientious attention and is not always successful, but gardeners enjoy considerable satisfaction, benefit from just-picked berries, and know exactly how they were produced.

Assessment:

Sequence the attached flow-map drawings to show how strawberries come to your house.

Assessment Key:

Completed flow-map

Possible answers:

Farmer to grocer to my house to my table

Farmer to farm stand to my house to my table

Farmer to pick-your-own- to my mouth (☺)

My own garden to my table

Any answer that the student is able to explain and makes sense in the sequence of growing and consuming strawberries

North Carolina Strawberry Association – www.ncstrawberry.com

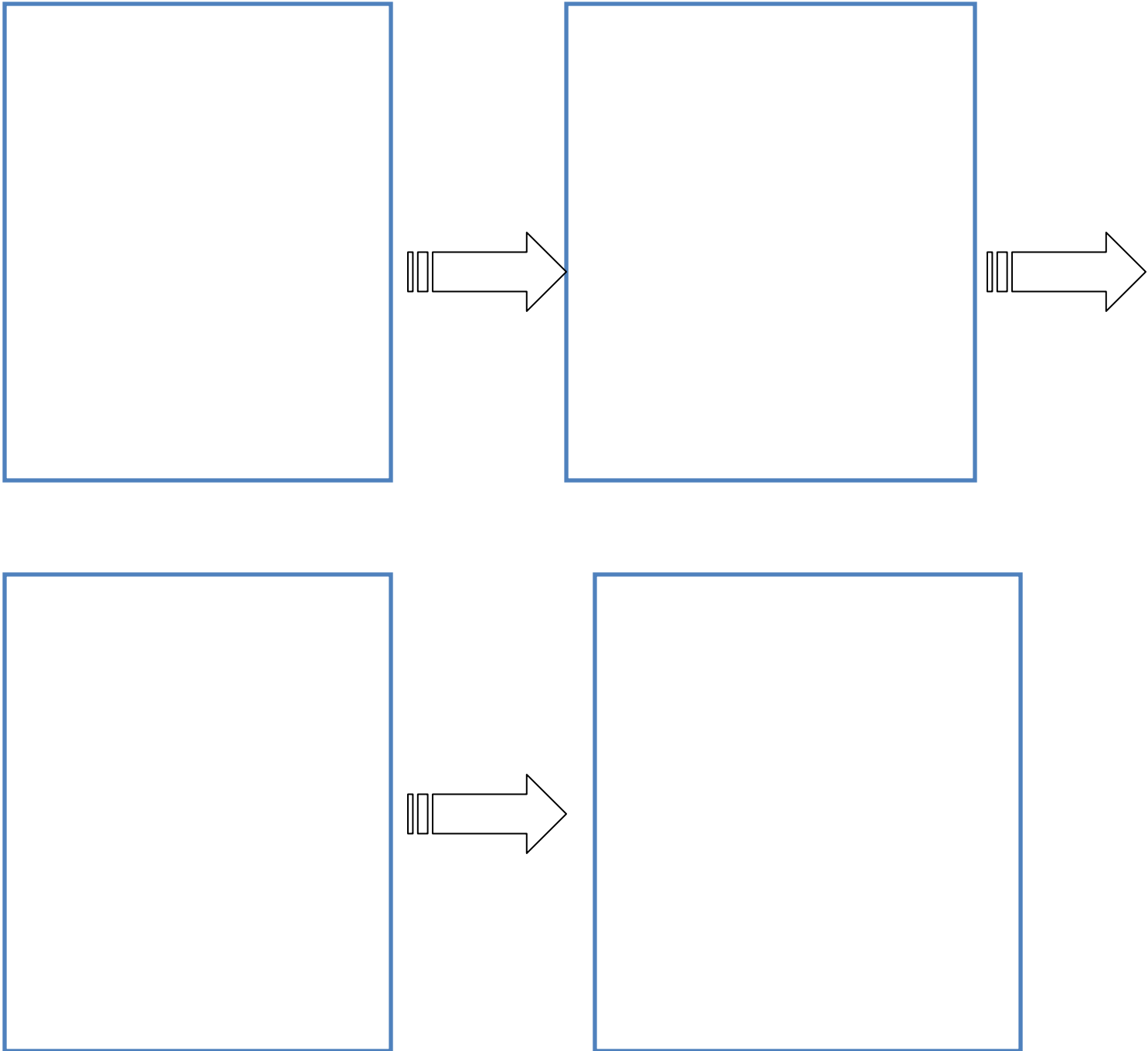
This project was supported by the North Carolina Department of Agriculture and Consumer Services Specialty Crop Block Grant Program.



Flow Map for Students

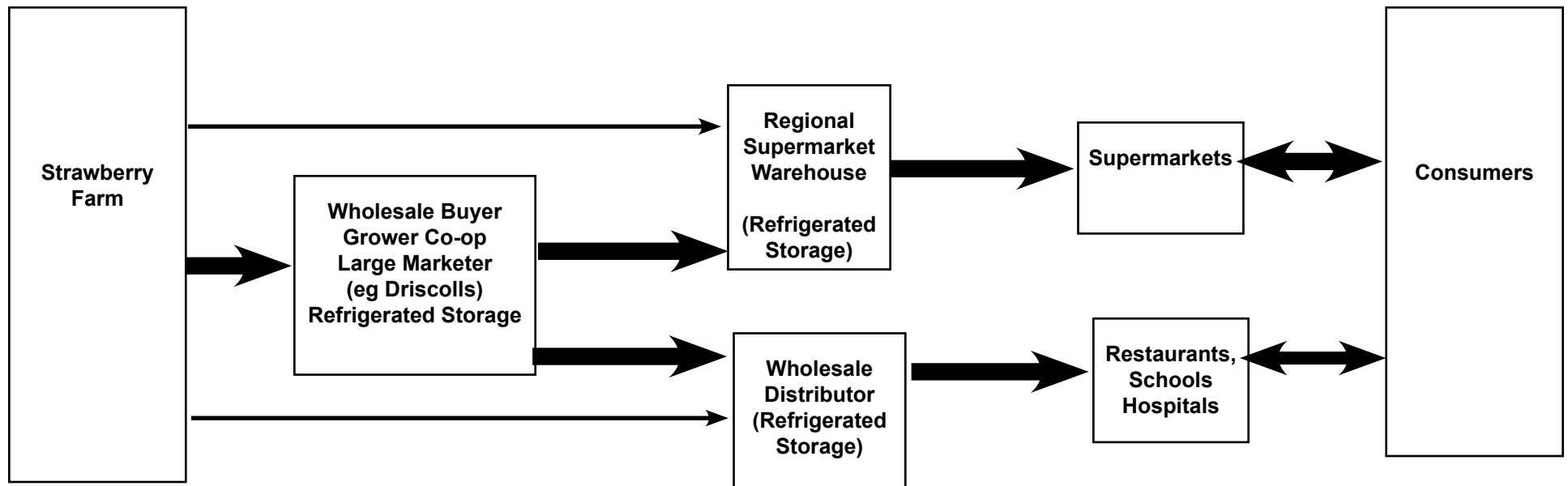
Name _____

Here is how a strawberry gets from the strawberry farm to my house.



Standard Wholesale Marketing (most of produce industry)

Produce sometimes travels many miles between farm and final user.

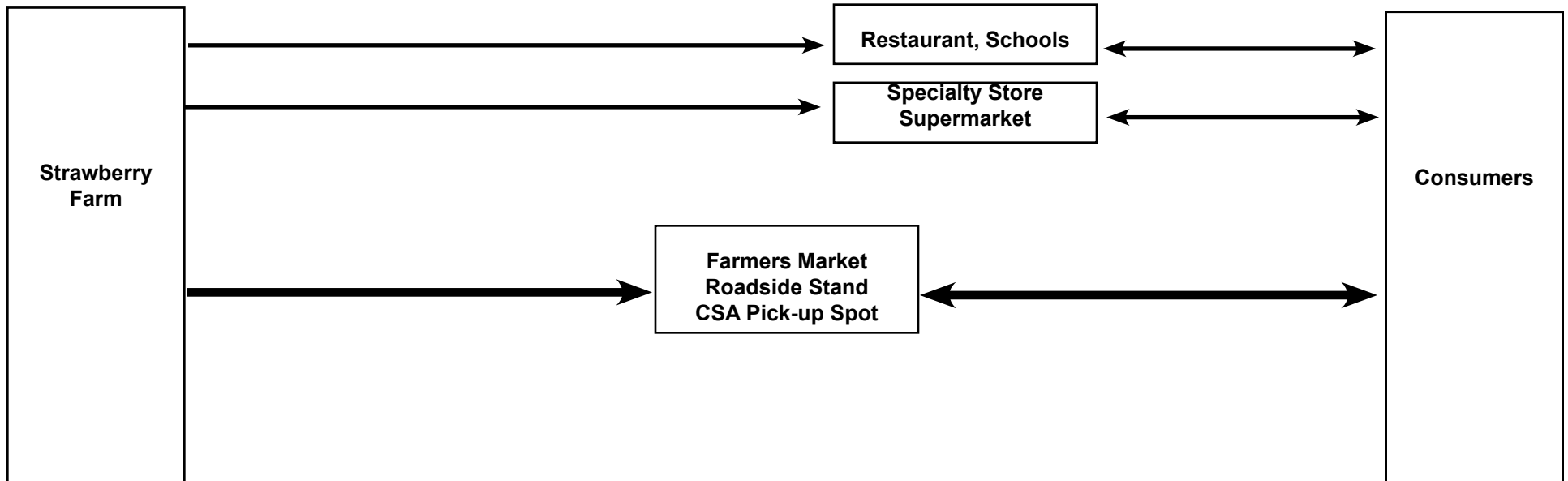


Off-Farm Local and Direct Sales

Farmer sells to local stores, restaurants, etc.

OR

Farmer takes berries to a convenient location and sells direct to consumers.



On-Farm Direct Sales

Consumers visit the farm and pick their own berries or buy ones the farmer has already picked

