



Harvest Bin Project:

Creating a Harvest Bin Farmer's Market

Students will develop and enact a marketing plan for their produce that responds to Applied Design Skills and Technology (ADST), Mathematics and English Language Arts curriculum. Students will learn to calculate the cost and pricing for their product, features of successful marketing campaigns and running a one day market event using the crops produced in their Harvest Bins.

Subject Levels/ Suggested Grade

Grade 8 → Math, English Language Arts, Applied Design, Skills, and Technologies (ADST)

Grade 9 → Math, English Language Arts, Applied Design, Skills, and Technologies (ADST)

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Adaptation of a lesson found in: New BC Curriculum – Designing and Marketing a Product

Grade Subject	Curricular Competencies	Content Connections
Grade 8/9 Math	<p>Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving</p> <p>Use tools or technology to explore and create patterns and relationships and test conjectures</p> <p>Connect mathematical concepts to each other and to other areas and personal interests</p> <p>Model mathematics in contextualized experiences</p>	<ul style="list-style-type: none"> • Percents less than one and greater than 100 • Operations with fractions • Financial literacy
Grade 8/9 English	<p>Recognize and appreciate how different features, forms and genres of texts reflect different purposes, audiences and messages</p> <p>Select and use appropriate features, forms, and genres</p> <p>Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>Transform ideas and information to create original texts</p>	<ul style="list-style-type: none"> • Elements of visual/graphic texts • Relevance, accuracy, and reliability of texts • Presentation techniques
Grade 8/9 ADST	<p>Generate potential ideas</p> <p>Add to others ideas</p> <p>Screen ideas against criteria and constraints</p> <p>Evaluate personal, social and environmental impacts and ethical considerations</p> <p>Choose an idea to pursue</p> <p>Understanding context</p> <p>Prototype, making changes to tools, materials, and procedures as needed, and record iterations of prototyping</p> <p><i>*Locally developed modules may be offered in addition to or instead of modules in the provincial curriculum.</i></p>	<p>Entrepreneurship & Marketing</p> <ul style="list-style-type: none"> • Characteristics of entrepreneurial activity • Recognition of a market need and identification of target market • Development of product or service, including its features and benefits • Forms of advertising and marketing that can influence a potential buyer/customer • Identification of a good or service that ensures brand recognition • Measurement of financial success or failure <p>Food Studies</p> <ul style="list-style-type: none"> • Social factors that affect food choices

Teacher Background

Students will design, implement and evaluate a school “farmers market” based on the products of their Harvest Bin crops. This cross-curricular lesson incorporates elements of ADST, Mathematics and English Language Arts curriculum to create a hands on, interactive project, culminating in an active farmer’s market event in the classroom. This activity gives students a taste of the “real world” skills needed to market a product – effective communication, creativity, and basic financial literacy. It also exposes them to the specific challenges in marketing an agricultural or food based product – ensuring fresh quality products that meet the modern consumer’s demands.

This lesson is designed for between 4-6 lessons depending on class length, and could lead into a larger units in ADST, Math or English. **Adaptations** and **Extensions** for the lesson are listed at the end of this document.

Materials

- Branding PowerPoint Presentation – available
<https://www.bcaitc.ca/sites/default/files/resources/Branding%20Experiment%20Presentation.pdf>
- Economics 101 – Cupcake Sheet (taken from Appendix B of the lesson
<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/contributed-resources/Designing%20and%20Marketing%20a%20Product.pdf>)
- Computers/Poster Materials (paper, pens, etc.)
- Student handouts:
 - Branding Worksheet
 - Harvest Bin Farmers Market package
 - “Shopping” List Tracking Sheet
 - Rubric Evaluation

Procedure

1. Hook/Introduction → 10-15 minutes
Introduce students to the project by showing them the PowerPoint of common food brand symbols, and having them fill out the correct name for each. Explain that branding is a key way companies get their main ideas across – who they are, what their product is, and why you should buy it. Let students know that they will be learning about marketing through designing their own brands of products to display at a Harvest Bin themed Farmers Market, where they will be responsible for designing, marketing and selling one product from the Bins to their classmates.
2. Brainstorming → 30-40 minutes
Have the class split into teams of 3-4 students, depending on class size and Harvest Bin products. Hand out the brainstorming worksheets to each student and explain that they need to come up with a way to market their product that is accurate, creative and cost effective – products must be realistically created in class time with available resources.
3. Economics 101 → Class Length
 - a. Introduce students to some basic market concerns they will have to address in their product. These concerns include:
 - i. Pricing → How do we determine how much something costs? What factors can affect prices? How do I make money?
 - ii. Supply and Demand → is there demand for my product at the market? What need am I meeting with it?

- iii. Success → How will I know if my product is successful?
 - b. Following the presentation, have students return to their groups and discuss changes they may wish to make to their brainstorm. Each group needs to check in with the teacher for approval of product before moving to the next step. Once the design of the product has been approved, students will need to produce a breakdown list of each material to find unit cost and calculate product pricing.
4. Calculating Cost and Profit → Class Length

Show class an example of product cost breakdown for making and selling a cupcake (see appendix link) and run through several examples to check for understanding (e.g. I want the producers cost of one chocolate cupcake). Once students understand the breakdown of products into smaller components, have them research the materials they need, their unit prices, and their final sale price. Focus on the main materials, as some may be unknown.
5. Creation of Advertisement and Products → 2 classes

Students will have the opportunity in their groups to work on designing their market product and advertisement of choice. Remind students to refer to rubric points, and keep in mind they are designing products to appeal to classmates.
6. To Market, To Market → Class Length
 - a. Allow 10 minutes for set up of booths at the market location. Explain that booth members will take turns shopping and staffing the booth.
 - b. Distribute the “money” to each group member, and remind them to take their shopping lists with them to evaluate each product.
 - c. Have the first group of students set off on their shopping spree, recording their purchases on their shopping lists. Switch groups at the halfway mark (rec. 10-15 minutes)
 - d. At the end of the second round, have students return to their groups and tally their earnings. Students will then be able to complete their cost and profit charts from Step 4.
7. Reflection → to be completed at the end of the lesson series

Adaptations

- For the sake of saving time in creating a final product, students could create “virtual” products to sell outlining details of that product (i.e. instead of selling rosemary candles, students sell images of the candle listing ingredients). Prices for basic raw materials can also be pre-researched/established to save time.
- Advertisements for the products can be created in hard or electronic versions.
- Invite another class in to participate as consumers in the market, leaving their shopping list slips for the vendor groups to use as feedback. This is a great chance for some cross curricular collaboration or involvement with younger/older classes

Extension Activities

- Instead of a market, have students give their product presentations to a panel of judges in a “Dragon’s Den” style pitch.
- Have a marketing agent/farmers market producer come in to give a discussion on aspects of food marketing – designing the product, working with producers and consumers, etc.
- Examine a “buzzword” in agricultural marketing today – organic, local, natural – and research what the term really means. Have students in small groups present a skit teaching the class about this topic.

Appendix:

This lesson is based in part on the New BC Curriculum Instructional Samples titled “Designing and Marketing a Product”, available at <https://curriculum.gov.bc.ca/instructional-samples>. Direct Download

Harvest Bin Market Worksheet

Name: _____

Date: _____

The Importance of Branding

As you watch the PowerPoint presentation, fill in as many brand names as you recognize.

What do you know about the products they sell?

Name	What do they sell?

Total ___/10

Harvest Bin Market Worksheet

Name: KEY

Date: _____

The Importance of Branding

As you watch the PowerPoint presentation, fill in as many brand names as you recognize.
What do you know about the products they sell?

Name	What do they sell?
MCDONALDS	Burgers, fries, drinks, ice cream, Happy Meals
PRESIDENTS CHOICE	Many common grocery products (associated with Superstore, Canadian Wholesale, Warehouse)
LUCERNE	Dairy products
WESTERN FAMILY	Many common grocery products (associated with Save-on-Foods)
SUNRYPE	Raisins, fruit snacks, canned fruit/vegetables
GREEN GIANT	Frozen vegetables
SUNRISE FARMS	Meat, poultry, fresh and frozen
GENERAL MILLS	Cereal (Cheerios, Annie's, Lucky Charms, Nature Valley)
QUAKER	Oats, oatmeal, granola bars, snack bars

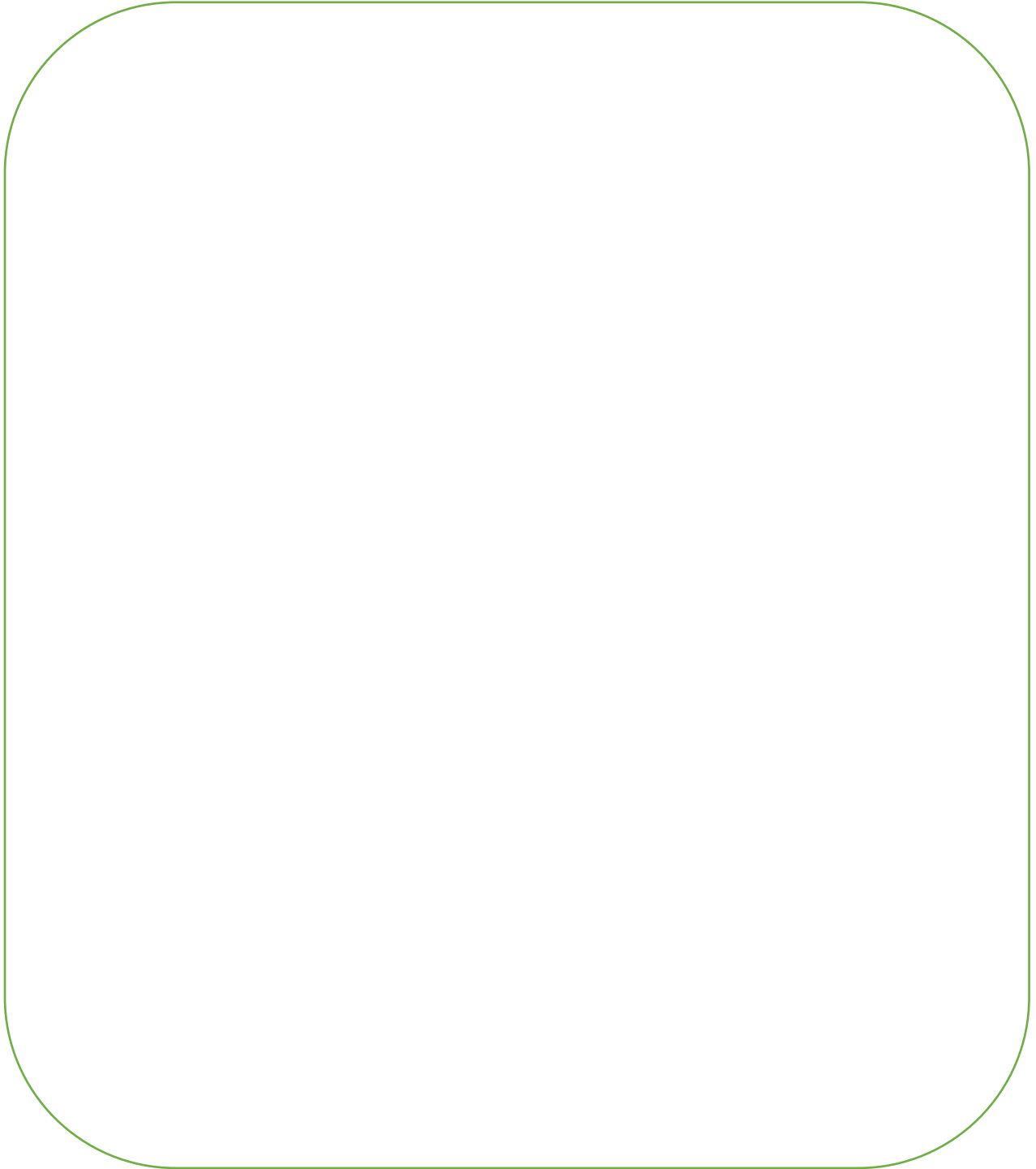
Total ___/10

Harvest Bin Market Planning Booklet

Names: _____

Date: _____

Product Brainstorm

A large, empty rounded rectangular box with a green border, intended for brainstorming product ideas. The box is centered on the page and occupies most of the lower half of the document.

Finalized Product

Product Name:

Description:

Ingredients/Materials:

Cost Breakdown:

Material	Amount Needed	Cost Per 100g	Total Cost

Advertising: What are you promoting with this product? How are you promoting it?

_____ Approved for Patent!

Harvest Bin Market Shopping List

Name: _____

Date: _____

What I Bought:	Why I Bought It:

Harvest Bin Market Reflection

Name: _____

Date: _____

Project Evaluation:

What worked well in your product design and advertising?

What would you do differently next time to your product design and advertising?

What were your most important considerations when designing and selling your product?

What were your most important considerations when deciding what product to buy?

Did you notice any similarities or differences between being a product producer and a being consumer of products?

Group and Self Evaluations:

How did you make decisions together as a group?

How did you personally contribute to the group?

What worked well within your group?

What would you do differently next time with regard to group decision making or communication?

What did you learn about yourself through this experience?