



Stage 1: Introduction

The Farming STEMterprise project will involve children completing a range of cross-curricular tasks in order to grow their own ingredients, develop their own food product and set up a farm shop business.

Learning Objectives:

- To understand seasonality
- To design a business logo
- To investigate the length of different plants' lifecycles

Stage Overview:

In this stage, the children are introduced to the idea of marketing in a very simple way and encouraged to think of examples in their everyday lives. Business groups are asked to think of a business name and design a memorable business logo. The children are then given the opportunity to think about where their food comes from and discuss the ingredients that they could grow themselves before thinking about the length of a plant's life cycle and seasonality when exploring a range of seed packets to decide which vegetable ingredient their business should grow.

Materials:

- A range of vegetable seed packets for the children to explore
- Seed exploration table
- Marketing strategy planning sheet

Presentation notes:

Slide 2: Introducing the project	Introduce the stimulus problem. Explain to the children that setting up a successful business is easy; all you need is a good idea and an understanding a basic business principles. During this project, we will be learning how to do it and maybe one day, they could be the entrepreneurs of the future!!
Slide 3: Factors affecting businesses	When setting up a business, entrepreneurs need to consider lots of factors. Ask business groups to think about what these might be. Possible answers: What product/s to sell, how much to charge, where they should sell them (stall, shop, website), who do we want to buy them?

Slide 4: Definition of marketing	Share the quotes on the slide and ask children to think about what these might mean.
Slide 5: Supermarket behaviour	Ask children to think about, when shopping in a supermarket, where there is a huge amount of choice, what makes them/ their parents choose to buy the products they buy? Are they aware of anything that influences their buying behaviour?
Slide 6: Supermarket behaviour	<p>Ask the children to think about what each of the photos represents. Talk about each of the photos:</p> <ul style="list-style-type: none"> - Red tractor logo: ask the children if they know what the logo means. The red tractor logo can be found on a wide range of quality food and drink including meat, vegetables, fruit, milk, cheese, sugar and flour. The union jack within the logo tells us that the food has come from British farms and every stage of its journey can be traced. Foods that carry the red tractor logo have been produced following rigorous food safety, animal welfare and environmental protection standards. - Milk photo: ask the children to think about where the milk is in their local supermarket and share a number of answers. Point out that it is almost always at the back of the shop, at the furthest point away from the door. Why do supermarkets all do this? They know that lots of people buy milk regularly so by putting it at the back of the shop, customers will have to walk past all the other products that they are selling and hopefully be tempted to buy them. Ask the children if their parents have ever done this: popped into a shop for one thing and ended up buying lots of other items? - Tins on shelf photo: explain that supermarkets place their cheaper, own- brand products on low and high shelves, whilst products that they want to sell more of are positioned in line with an adult's eyes so that they notice them. Products that target children are often placed in line with a child's eyes so they notice them and ask their parents to buy them. - Checkout photo: ask children to think about what sort of food is sold at the checkout. Why do they think there are lots of tasty (but often unhealthy) snacks to buy at the checkout? Have they ever asked a parent to buy one of them? Explain that these are put at the checkout to tempt weary shoppers to buy themselves a treat while they are queueing to pay for their food. - Cereal picture: ask the children to think about why cereal packets often have exciting animals or characters on the boxes. Who are they trying to appeal to? Do they think that the cereal inside will taste different to the plain boxes? - Special offer photo: ask the children to think about why someone might buy a product that is on a 'special offer' stand. They might buy it because they want to save money. If customers feel like they have bought a bargain and saved money, will they be more or less likely to be tempted to buy extra products while they are in the supermarket?
Slide 7: Marketing	Briefly share the four Ps of marketing and encourage the children to use the new grown-up vocabulary they have learnt.

Slide 8: Product	Explain that businesses can sell lots of different products but our farm shop businesses are going to be selling a healthy lunchtime food product that we will make using ingredients that we can grow ourselves.
Slide 9: Branding	Introduce the concept of branding and ask the children to think of any other business logos that they are familiar with.
Slide 10: Creating a brand	Ask the children to think of a name for their businesses and design a strong logo for their company. Emphasise the point that some of the most well-known brand logos are very simple designs.
Slide 11-13: Where does our food come from?	<p>Lead a discussion about where the foods shown on the power point come from and address any misconceptions.</p> <ul style="list-style-type: none"> - Raspberries grow on thick, thorny bushes and are ready to eat between May and November. - Eggs are laid by chickens. - Wheat grows in big, open fields. The seeds are ground into flour to make food like bread and cereals. - Milk comes from dairy cows. - Lettuce is mostly grown outdoors and grows quickly when the weather is warm. <p>Establish that we can grow some fruit and vegetables ourselves. Ask the children to think of any fruit or vegetables that can be grown from seeds in the UK.</p>
Slide 14: Growing vegetables from seeds	<p>Share the list of fruit and vegetables and see how many the children were able to name independently.</p> <p>Explain that we cannot grow some fruit, for example coconuts, in the U.K. because some plants require certain conditions that we don't have in the U.K. in order to grow e.g. a tropical climate or a certain type of soil.</p>
Slide 15: Seasonality and plant lifecycles	<p>Different crops grow and are ready to be harvested at different times of the year. For example, strawberries are ready to eat in the summer months, whereas pumpkins are ready to eat in autumn.</p> <p>When deciding which vegetable ingredient we should grow, we need to think about the time it takes for our seeds to grow into vegetables we can use (the length of the plants' lifecycles) and whether it is the right time of year for them to grow (seasonality).</p>
Slide 16: Exploring seeds	Introduce the task, give the children a selection of seed packets and ask the children to follow the prompts on the power point to help them fill in the seed exploration table resource.
Slide 17: Decision time	Ask the children to feedback their findings from investigating the seed packets and make a class decision about which vegetables would be appropriate to grow for the product.

Links to the National Curriculum:

Science	Living things and their habitats	- Describe the life process of reproduction in some plants and animals.
Design and Technology	Cooking and nutrition	- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.