

Fall 2022

Farmstand Business Curriculum



GROW NYC



Grades 9-12

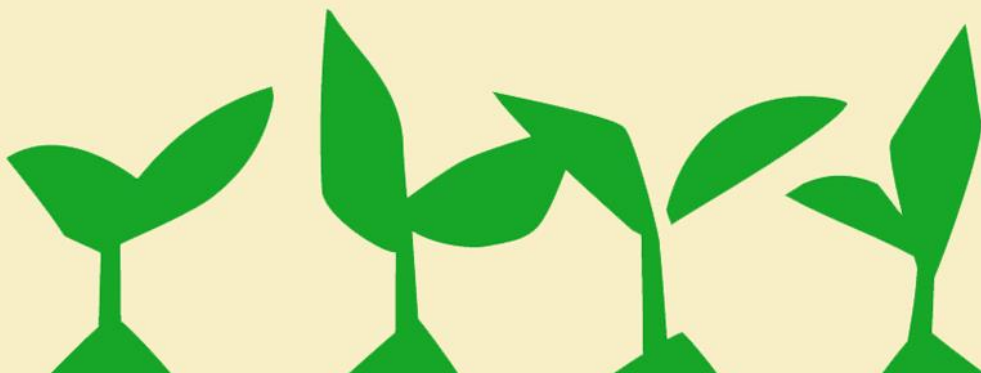
Teaching students the basics of growing food, creating a business, and working as a team to serve their community with support from GrowNYC's existing youth engagement programs.



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UNIT 3:

Creating a Food Access Business: A Project Guide



Creating a Food Access Business: Project Guide

Congratulations, you've made it to the project phase of GrowNYC's Food Access Business Curriculum. At this stage, you've gone through some or all of our activities, and are now ready to become a member of your local food system. This project guide will walk you through our recommended steps for creating and preparing for the launch of your project!

**Please see the [Curriculum Content Breakdown doc](#) for an overview of the topics and activities explored in this curriculum*

**Please see [Unit 1](#) and [Unit 2](#) to complete this curriculum*

**Please read through GrowNYC's [Food Justice Facilitation Guide](#) for tips on how to teach this material*

Step 1: Define your project

Determine what you plan on doing with this project so you are all on the same page and can design the project with a shared understanding.

- What are your goals (aims or desired results) for this food access business? Ask students to share out their goals, write all the ideas shared on the board so they are visible to everyone, then go through the goals as a group and select 3-6 goals that everyone agrees on, to shape your work together. These goals will define your work on this project, so try to refer back to them throughout the project.
 - Refer back to Lesson 1 for a breakdown on the broader food system
 - Refer back to Lesson 2 to refresh on the role you'd like to play as a stakeholder in the food system
 - Watch [this video](#) for more information on S.M.A.R.T goals
 - Use this [worksheet](#) to help you determine your S.M.A.R.T goals
- What produce do you want to grow?
 - Refer back to Lesson 3 for an overview on how food is grown, the resources needed to grow food, planting zones, information on growing seasons, and seasonal charts
- How and where do you want to sell your goods?
 - Refer back to Lesson 9 for information on different options for selling goods (wholesale, retail, markets, restaurants, CSAs, etc.)
- What makes this business important?
 - Refer back to Lesson 11 to discuss how this project can fill gaps in your community and look at the community needs assessment with feedback from community members
- How does your school community play a part in your business?
- How much time do you plan on investing in this project (think in terms of days, weeks, months, and years)?
 - Use [this article](#) on "Time Management on Long Term Projects" for helpful information on project management, creating a work schedule, and setting deadlines

Step 2: Set the stage to collaborate professionally

Begin establishing norms and frameworks for getting work done together. Note to facilitator: Use [this resource](#) to help craft community norms for your students. Community norms help set clear boundaries and allow for more open dialogue when it comes to sensitive and important topics. Whenever there is friction or unwelcomed discord, refer students back to the community norms that they helped to create and establish.

- Refer back to previous lessons where students were in groups. Ask students:
 - What are some things that worked well for you in your group?
 - What are some things you would change in a group dynamic?
 - How did you divide up roles and tasks?
 - What communication style works best for you in a group setting?
- How will you work as a team to accomplish your shared goals?
 - Refer back to the shared goals you created in Step 1 of the Project Guide
- How will you all collaborate in this new professional setting?
 - Refer to this [guide](#) on how to teach students professionalism
- How will you facilitate meetings?
 - Use this [guide](#) on meeting facilitation to prepare students to run smooth and professional meetings with their team
- How will you resolve conflict as a team?
 - Use this [article](#) to support students through conflict resolution
- Do you want to assign each other roles within the business in order to divide tasks?
- What is the role of the adult/teacher?
- Create a company handbook
 - Use this [guide](#) designed for small businesses

Step 3: Create a business plan

Here's where the financial side of starting a business comes in. Create strategies for generating profit and serving your community.

- How will your business generate profit?
 - Refer back to Lesson 9 for background information on generating profit
- Select a business model
 - Refer back to Lesson 9 for a refresher on food business models
- How does your business serve your customers and community? What gap does your business fill in the market?
 - Refer back to Lesson 11 to discuss how this project can fill gaps in your community and look at the community needs assessment with feedback from community members
- How will you ensure your business is socially and environmentally responsible?
 - Refer back to Lesson 6 to refresh on the some of the ways the food system is shaped by systemic oppression to brainstorm how this food business can avoid perpetuating these issues and act in a socially responsible way
 - Refer back to Lesson 8 for information on environmental responsibility
 - Refer back to Lesson 9 for a conversation on the ethical issues with labor in the food system
- How will your business respond to climate change?

- Refer back to Lesson 8 for information on how businesses are responding to climate change
- Students should also use the information above to categorize what their Fixed and Soft costs will be based on their organizational structure and their process for obtaining funding
 - Refer back to Lesson 10 for information on fixed and soft costs associated with your business
- Create a mission statement
 - Use this [resource](#) to craft a mission statement for your business
- Create a logo
 - Refer back the extension in Lesson 12 for context on marketing and logo making
- Craft an elevator pitch
 - Refer to this [article](#) to help students design effective elevator pitches
- Look into the [Farm to School Legal Toolkit](#) for information on logistics and legalities

Step 4: Marketing

Share information about your food access business and raise awareness about the launch of your project in the community.

- How will people engage with your food access business? Employ your new marketing skills to decide how you would like your community to perceive this business and how you'd like to interact with people.
 - Refer back to Lesson 11 to explore your community needs assessment and make any revisions
 - Refer back to Lesson 12 to revisit your original marketing campaign and marketing materials
 - Utilize [GrowNYC Farm Beginnings Whole Farm Planning](#) Course slides for marketing support
- Decide on a name for your project
 - Refer back to Lesson 12 and review your business story to either enhance or update your business name
- Create a brand kit
 - Use this [article](#) to help start a brand kit for your business
- Is your community aware of your food access business?
- Create a website or social media account for your farm
 - Explore different platforms and software to determine which is best for your business

Step 5: Long term plans

Envision how you'd like this project to continue over time.

- Create and exist strategy and contingency plan
 - Use this [article](#) for information on creating an exit strategy
 - Use this [article](#) for information on creating a contingency plan
 - Will this project end once your class or group meetings end? If you want it to continue after you leave, how will you set this up? How will you prepare the next cohort to take on the responsibilities of running this business?

Step 6: Launch your project!

Further Operations Logistics to Consider:

If you've selected Option 1 for the Food Access Business, discuss the following questions:

- Is your food access business accessible to all?
- What will you do with your food waste?
- How will you price your food?
- What method of payment are you accepting? Who will handle payment?
- Loss prevention: How can you prevent loss of produce and revenue? If you selected to create a farmstand:
 - What day will you hold your farmstand?
 - What will the setup and breakdown of the farmstand look like?
 - Go through the set up and break down step by step to plan who will do what.
 - What should people do in case of an emergency at the farmstand?
- See GrowNYC [Farmstand Manual](#)
- See GrowNYC video on [how to set up a farmstand](#)
- See GrowNYC resource on [sample budgets](#)
- See GrowNYC resource on [sample inventories](#)
- See GrowNYC resource on [sample accounting](#)