

# Business and Finance Sector

## Garden to Table

Subject Area: Personal Finance

Grade Levels: 9-12

Date 10-9-13

### Lesson Overview

Students are to plan a garden and determine the impact on a personal budget if they grow their own groceries.

#### Materials Included in this Lesson

- Worksheets
- Video/Internet
- Paper
- Markers
- Rulers
- Computer

#### Skills the Student will Learn

Students will learn creative and innovative thinking skills that apply to personal finance by working in groups and designing a sustainable garden.  
The students will look at start up costs of planting a garden.  
The students will understand the process of product development and analyze the cost of growing your own groceries vs purchasing the food in the store.

#### Student Deliverables

Presentation of Garden Guide to include:  
Garden plot/plan  
Cost to start garden  
Analysis of planting a garden vs. purchasing the product in the grocery store  
The impact on the personal budget  
Presentation of final Plan

### Length of Lesson: 2 Days

#### Activity Day One

Overview of Urban Gardening. Show videos – 1. Garden Settings, 2. Selecting Plants, Plants in this Garden. Students' will sign up on gardening site. Students will be broken into groups and

research the 12 steps of the Garden Guide. Students will present their areas, other students will take notes.

### Activity Day Two

Students will design their garden based on their market research of the grow season. They will produce a garden plot and do an analysis of the money saved by growing their own groceries. They will then prepare a presentation with their garden design with a explanation as to how it will impact their budget.

### Enrichment Suggestions

Utilize additional websites.

### Student Resources

Students will use the internet – [www.smartgardener.com](http://www.smartgardener.com) and other related sites to plan their garden. Students will use the internet to look up the cost of vegetables and fruits purchased in a grocery store.

### **Foundation Academic Standards**

#### **Reading Standards for Information Text – RSIT**

RS11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **Writing Standards - WS**

**WS11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**WS 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**WS11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **Number and Quantity – N-Q – Quantities**

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

2. Define appropriate quantities for the purpose of descriptive modeling.

## CTE Pathway Standards

### **CTE Pathway: Business Management Pathway**

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- Human Resources Specialist
- Education Administrator
- Purchasing Agent
- Office Manager
- Chief Financial Officer

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

A5.0 Analyze financial data in order to make short-term and long-term decisions.

A5.6 Create and use budgets to guide financial decision-making.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.6 Demonstrate knowledge and practice of responsible financial management.

### Lesson Plan Relevance To Externship

1. Soil Born farms is an Urban Farm that promotes sustainability. As students learn about the benefits of organic, local farms, farmers markets – this lesson will give students an introduction to designing and developing their own edible garden from soil preparation, seasons and growing cycles to bringing a product to market.
2. Students will have the opportunity to analyze the impact of growing their own groceries on their personal budget.