



# Teaching Farm to Table in the FCS and AG Classroom

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# Agenda

- Activities and resources for teaching farm to fork content
- Using scenario-based learning to integrate soft skill instruction
- BONUS: Learn about the Realityworks Farm to Fork Lab Kit
- Free career exploration lessons in Ag and FCS
- Q&A



# Activities and Resources

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# Farm to Fork Lesson Plans

- Chain of Food

<https://agclassroom.org/matrix/lesson/431/>



- Foods Span

<https://www.farmentoschool.org/resources-main/foodspan-teaching-the-food-system-from-farm-to-fork>



- 6 Farm to Table Lesson Plans

<https://twinsandteaching.com/2023/02/23/6-farm-to-table-lesson-plans-for-high-school/>



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# Farm to Fork Lesson Plans

- Farming for the Future
- <https://www.americandairy.com/dairy-in-schools/for-educators/dairy-classroom-resources/lesson-plans/#high>
- Life: Farm to Table and Beyond
- <https://snaped.fns.usda.gov/library/materials/farm-table-beyond>
- Farm to Pizza Lesson Plan
- [https://www.canr.msu.edu/resources/farm\\_to\\_pizza\\_lesson\\_plan](https://www.canr.msu.edu/resources/farm_to_pizza_lesson_plan)



AMERICAN DAIRY  
ASSOCIATION NORTH  
EAST



SNAP-Ed Connection  
U.S. DEPARTMENT OF AGRICULTURE



MICHIGAN STATE UNIVERSITY

MSU Extension

# Farm to Fork Videos

- Crunchy Carrots – Farm to Fork (3:49)  
• <https://www.youtube.com/watch?v=Pf74rrn1uLk>
- Magnificent Milk From Farm to You (2:32)  
• <https://www.youtube.com/watch?v=iWctfIP4Gyl>
- Your Food Farm to Table (2:40)  
• <https://www.youtube.com/watch?v=K1XbEpNZ5yk>



# Farm to Table Webinars

- National Farm to School Network
- <https://www.farmtoschool.org/resources-main/webinar-series-trending-topics-in-farm-to-school>
- Field to Fork Webinar Series
- <https://www.ndsu.edu/agriculture/extension/events/2023-field-fork-webinar-series>
- On the Farm STEM
- <https://www.onthefarmstem.com/events/webinars>





# Scenario-Based Learning

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# Benefits of Scenario-Based Learning

Motivates the learners

Prepares the learners for real-world situations

Affects the thinking and behavioral patterns

Promotes learning through experience

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# Soft Skill Scenario Cards

- Food Processing, Production and Safety
- Horticulture
- Culinary



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# Food Processing, Production and Safety

## Responsibility

**Scenario:** The company sends out important text messages when there is a critical interruption to production. Upon arriving for your shift, a coworker mentions to check the notice board. Your supervisor brushes past, in a rush, asking why you're late and telling you to follow him. Talking quickly, he drives you to another facility. "Due to a possible listeria outbreak, the FDA has recalled avocados from our local growers. The recalled avocados got mixed into our inventory. I need your team to separate and record the names of the local growers and distinct date codes before we start production of guacamole tonight. It's listed. You'll see it." He drives away. You see two production workers standing by hundreds of avocado boxes. Thinking they're there to help, you're shocked when they turn and leave. You see a clipboard resting on a stack of boxes. Upon picking it up, you begin to look it over, only to find the pages are blank.

## Points of view to consider

- You
- Your supervisor
- Production

## Key questions

- Explain the impact that your lack of responsibility has on you, your supervisor, the production team, and your company.
- Confronting mistakes on the job can be difficult. How would you explain yourself? What extra steps could you take to prevent this from happening again?
- What is your strategy to responsibly prioritize your limited time to deal with this setback and try to get the avocados sorted on time?

# Horticulture

## RealCareer™ Employability Skills Program Horticulture Careers

### Problem Solving

**Scenario:** Erica and Ben are new at indoor hydroponics and want to grow vegetables year-round to sell at the local farmer's market. They don't have a large budget, so they decide to purchase a middle-of-the-line hydroponics unit. They've also opted to save money by buying cheaper lights, but have now noticed a poor yield in their vegetables and are trying to figure out where they went wrong.

### Points of view to consider

- Erica, a grower
- Ben, a grower

### Key questions

- Why do you think their vegetables are growing poorly?
- How can they troubleshoot to figure out the problem?
- What can they do to fix the issue and improve their yield?

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# Culinary

## RealCareer™ Employability Skills Program Culinary Careers

### Flexibility

**Scenario:** You are a hard-working and dependable cook at a local restaurant. It's a busy Saturday night and there are a couple of mix-ups on food being rung in by servers. Jessie, a hard-working server who rarely makes mistakes, has asked for you to make a basket of fries for her on the fly. You quickly grab the next fries on line and hand them to her. She rings them in 20 seconds later to make sure that they are accounted for and being paid for. Brianna, a less reliable server who never rings anything in when it's made late, has asked you for multiple favors throughout the night. You have asked that she make sure to ring them in before you make them for her. She saw you hand the fries to Jessie and is immediately asking why you were so quick to help Jessie and not her.

### Points of view to consider

- You, the cook
- Jessie, a server
- Brianna, a server
- Your manager

### Key questions

- How would you explain your flexibility and willingness to do whatever asked by Jessie to Brianna?
- How would you explain your decision to help Jessie?
- Did you make the right decision in helping Jessie right away without a ticket for the food item?
- What could Brianna do to earn your trust and make you feel more secure in helping her more quickly?
- How would you explain your flexibility to your manager?

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**NEW**



# Farm to Fork Lab Kit

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# Farm to Fork Lab Kit



## Kit includes:

- Whiteboards (5)
- Markers (5)
- Microfiber cloths (5)
- Field Insects Kit
- Petri dishes (30)
- Agar powder
- Cotton swabs
- Scenario cards (1 set)
- Storage box
- Downloadable curriculum
- 1-year limited warranty

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# Curriculum Overview

- 7 hours of teaching time
- Aligns to National Standards for Family and Consumer Sciences Education 8.0 Food Production and Services
- It also aligns to multiple strands of the CASE Ag curriculum

## Farm to Fork Curriculum Overview

### Designed for:

- Students in culinary arts, food science, or agriculture courses

### Length:

The activities in this curriculum take approximately seven hours to complete. With supplemental materials, this curriculum can be adapted to a longer block of time. You can also pick and choose lessons and activities to incorporate into your current lesson plan.

### Goal:

The purpose of this curriculum is to provide a one-week unit on farm-to-table principles while incorporating a variety of hands-on activities.

### Synopsis:

The curriculum helps participants explore important farm-to-table principles in each step of the process. They will develop their knowledge of the damage field pests can do to crops. Participants will learn how food can become contaminated during processing and the importance of the cold chain process. Additionally, participants will explore ethical dilemmas food producers face as well as ways to meal plan around budgets and dietary restrictions.

### Curriculum Components:

- Teacher's guide – complete lessons, including detailed steps of activities, time and materials needed, student worksheets, and instructor information on each lesson
- Student materials
- Assessment tools
- Microsoft PowerPoint presentation slides

### Learning Objectives:

#### Lesson 1 – Production of Goods

- Identify 8 common field insects
- Explain damage done by each insect to common food crops
- Understand the impact these insects can have on total yield

#### Lesson 2 – Processing Agricultural Products

- Identify environments for food contamination
- Explain the ways contamination occurs when processing food

#### Lesson 3 – Transporting Food to a Regional Distribution Center

- Understand the importance of temperature when handling perishable food
- Explain the main components of the cold chain process

#### Lesson 4 – Shipping Produce to Local Retail Stores

- Evaluate multiple viewpoints of shipping, packaging, and pricing scenarios
- Identify the ethical dilemma in each scenario

#### Lesson 5 – Food Ending Up on Your Plate

- Identify a restricting element of meal planning
- Budget and find recipes to help create a meal plan

# Lesson Activities

| Lesson Topic                                                   | Resource                                             | Components                                                                           | Lab Activity                                                                                                                                                      |
|----------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1- Production of Goods                                  | Field Insects Kit                                    |    | Each small group must identify their pest, research and put together a five minute presentation on the impact that this crop pest has on the production of crops. |
| Lesson 2 - Processing Agricultural Products                    | Petri dishes, Agar Powder, Cotton Swabs              |    | Food Contamination Lab: Food is left in different environments and students must determine which environment contributes to the contamination                     |
| Lesson 3 - Transporting Food to a Regional Distribution Center | Dry Erase Boards, Microfiber Cloth, Dry Erase Marker |    | Students are given a scenario and as a group must document the cold chain pack process during the food transportation stage                                       |
| Lesson 4 - Shipping Produce to Local Retail Stores             | Shipping, Pricing and Packaging Scenario Cards       |   | Each group of students must solve the ethical dilemma on their challenge card                                                                                     |
| Lesson 5 - Food Ending Up on Your Plate                        | Meal Planning and Grocery Shopping Scenario Cards    |  | Each kitchen lab chooses a challenge card which includes a scenario for planning a specific number of meals with specific financial or ingredient constraints.    |

# Lesson 1 – Production of Good

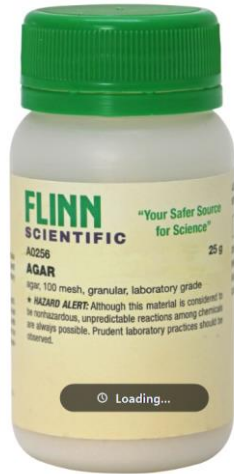
- Activity – Crop Pest Research and Presentation
- Hands-on Resource: Field Insects Model Set



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# Lesson 2 – Processing Agricultural Products

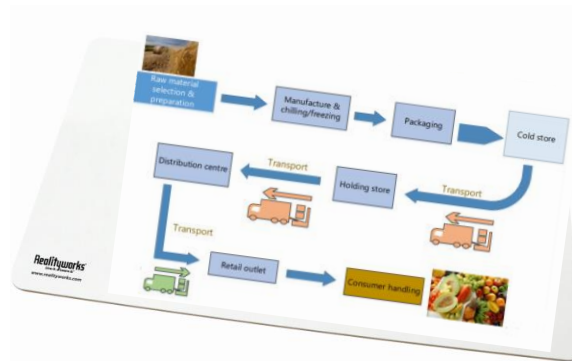
- Activity – Food Contamination Lab
- Hands-on Resource – Petri Dishes and Agar Powder



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# Lesson 3 – Transporting Food to a Regional Distribution Center

- Activity – Cold Chain Process Scenario
- Hands-on Resource – Dry Erase Board Set



# Lesson 4 – Shipping Produce to Local Retail Stores

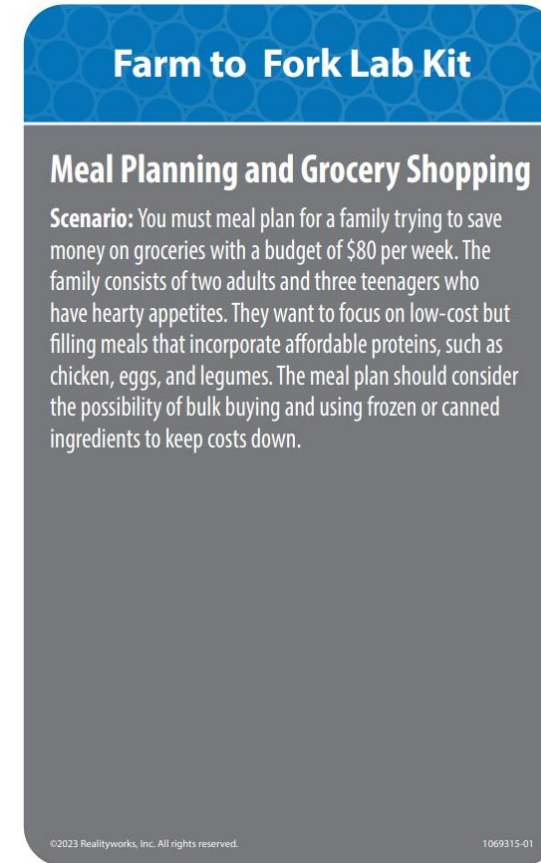
- Activity – Solve the Shipping/Pricing/Packaging Scenario
- Hands-on Resource – Shipping, Pricing & Packaging Scenario Cards



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# Lesson 5 – Food Ending Up On Your Plate

- Activity – Solve the Meal Planning/Grocery Shopping Scenario
- Hands-on Resource – Meal Planning & Grocery Shopping Scenario Cards



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# Scenarios

## Farm to Fork Lab Kit

### Shipping, Pricing, and Packaging

**Scenario:** A courier service is responsible for delivering a meal kit subscription box that contains excessive packaging, including single-use plastic containers and excessive insulation materials. The company faces an ethical dilemma of whether to continue using unsustainable packaging practices to meet customer demands or transition to more eco-friendly alternatives, potentially risking customer satisfaction and profitability.

## Farm to Fork Lab Kit

### Meal Planning and Grocery Shopping

**Scenario:** You must meal plan for a family trying to save money on groceries with a budget of \$80 per week. The family consists of two adults and three teenagers who have hearty appetites. They want to focus on low-cost but filling meals that incorporate affordable proteins, such as chicken, eggs, and legumes. The meal plan should consider the possibility of bulk buying and using frozen or canned ingredients to keep costs down.



# Career Exploration Farm to Fork

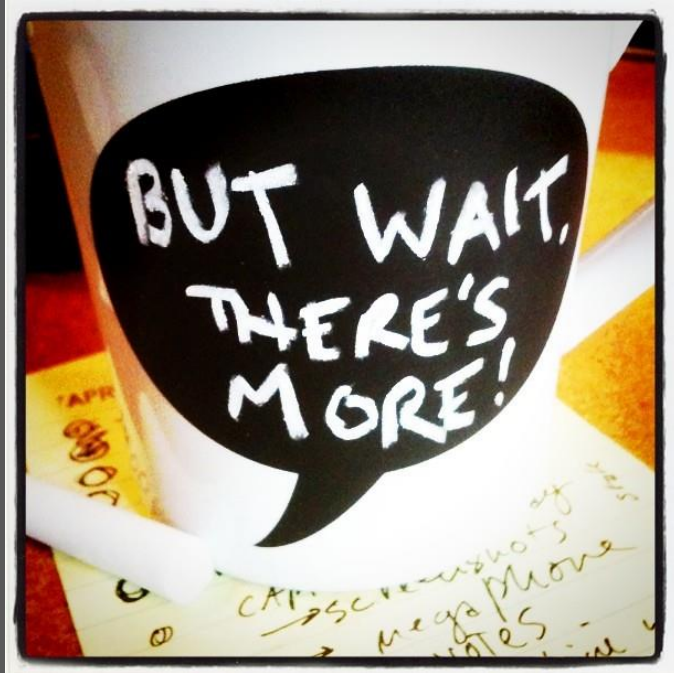
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# Free Career Exploration



- Agriculture Career Exploration
- Culinary Arts and Food Science Career Exploration
- Food Service and Meat Evaluation Career Exploration
- FCS Career Exploration

<https://www.realityworks.com/thank-freecurriculum/>



# Free Resources

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# Realityworks Webinars

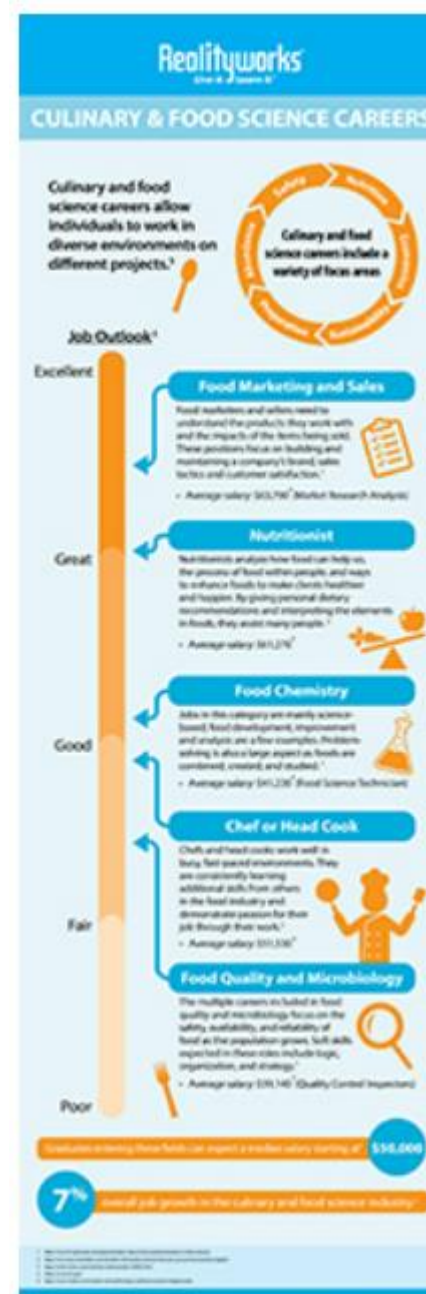


<http://realityworks.com/webinars>

# More FREE Resources

FREE infographics

<https://www.realityworks.com/resources/reality-works-interactive-posters-downloads/>



# Free Implementation Guides



- Culinary Program Implementation
- Hydroponics Education Implementation
- Soft Skills Implementation
- Career Exploration Implementation

<https://www.realityworks.com/resources/classroom-ideas/>

# Social Media

- Realityworks Blog
  - <http://realityworks.com/blog/>
- Facebook
  - <https://www.facebook.com/realityworksinc>
- Twitter
  - <https://twitter.com/RealityworksInc>





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