

Agritourism: Extreme Farm Makeover

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Milestone 1: Entry Event

Situation: Students will hear from a farmer about his/her operation. This farmer owns and operates a multi-acre farm with a variety of crops and livestock, and would like to increase profits and agricultural literacy through agritourism. Use this situation to develop a driving question with the students to work in student teams to design an agritourism experience they think will be successful based on sales, profit, and agricultural literacy opportunities.

Driving Question (Teacher Guided, Student Constructed): What agritourism experience can we design to increase agricultural literacy and profits on a family-owned farm?

Key Student Questions:

- Can a farm or agricultural business be toured?
- Why would farmers invite people to visit and tour a farm?
- What is it called when people pay to visit or participate in activities at a farm?
- How does agriculture affect our quality of life?
- What does it mean if a person is agriculturally literate?
- How can agritourism increase agricultural literacy?

Formative Assessment:

- Chalk Talk
- Class discussion

Materials:

- Whiteboard
- Large poster paper (optional alternative)
- Various colored markers for whiteboard or poster paper
- Local farmer or producer guest speaker (optional)
- Online video chat software (optional)
- [Farm Prompt: Teacher Copy](#)
- [Farm Prompt: Student Copy](#)

Day 1 Instructional Procedures:

1. Conduct a Chalk Talk for your students on the board. Begin by writing and circling the prompt, "Places I have toured or visited" in the middle of the board.

2. Ask students to come up to the board in small groups and respond by writing their answers around the circled prompt. Give the students a set amount of time to write on the board (30 seconds to a minute). Students should provide as many answers as they can during the time limit.
3. Remind students about the rules of Chalk Talk. **Note:** To allow all students to participate in Chalk Talk at once, large poster papers can be hung around the room for each group with the same prompt written on each poster.
 - No talking in class or at the board during Chalk Talk.
 - They may circle interesting ideas of other students.
 - Write a comment or question to another student's response.
 - Draw lines connecting similar ideas or responses.
4. Once all students have participated in Chalk Talk, review the students' responses.
5. Allow students to share experiences of things they saw and learned while touring or visiting these places.
6. Look to see if any students provided a response related to agriculture or agritourism.
7. If there are agriculture-related responses, direct the students' focus to those responses on the board. If there are no agriculture-related responses, guide students to consider agriculture and agritourism by asking the following key questions:
 - Can you tour a farm?
 - Why would farmers invite visitors to a farm?
 - What is it called when people pay to visit an agricultural operation?
8. Introduce the term *agritourism* to students—any agriculturally-based operation or activity that brings visitors to a farm or ranch.
9. Ask students to raise their hands if they think they have ever participated in agritourism. Guide students to think about experiences like corn mazes, pick-your-own produce farms, Christmas tree farms, hay rides, historical farms, etc.
10. Ask students if there are any local agritourism opportunities in the community. Discuss local or nearby opportunities with the students.
11. Give students a set amount of time (10-12 minutes) to research agritourism opportunities within the state.
12. Add any remaining agritourism ideas to the Chalk Talk responses.

Day 2 Instructional Procedures:

1. Review *agritourism* from the previous day.
2. Explain to students that many agritourism businesses focus on educating the public and increasing *agricultural literacy*.
3. Define *agricultural literacy* to students. Ask the following key questions to get students brainstorming:
 - How does agriculture affect our quality of life?
 - What does it mean if a person is agriculturally literate?
 - How can agritourism promote agricultural literacy?
4. Allow students to ask questions and discuss thoughts.
5. Explain to the students that they are going to meet a local farmer.

6. Introduce a local farmer to students. This can be done in a variety of ways:
 - A local farmer can visit the class and introduce him/herself and their farm to the students in the class. This farmer may introduce his/her actual farm to students, use the provided [Farm Prompt](#), or a combination of both.
 - An online video chat system (Skype, FaceTime, Zoom) can be used to meet with a farmer, where a virtual tour of the farm can be given to students. This farmer may introduce his/her actual farm to students, use the provided [Farm Prompt](#), or a combination of both.
7. Have the farmer present the situation to the students: *He/she has noticed many community members don't understand agriculture and how it affects their quality of life. He/she has also had a hard year financially and would like to increase profits.*
8. Guide the students to construct a question similar to, "What agritourism experience can we design to increase agricultural literacy and profits on a family-owned farm?"
9. Explain to students that they will be working in teams to create and design an agritourism experience that will provide agricultural literacy opportunities for visitors, as well as increase profits for the farmer.
10. Divide the class into groups of 3-4 students. Allow groups to gather and begin brainstorming possible ideas.

Milestone 2: Planning and Design

Driving Question (Teacher Guided, Student Constructed): What agritourism experience can we design to increase agricultural literacy and profits on a family-owned farm?

Key Student Questions:

- What roles or jobs are important for a business and team to be successful?
- What workplace skills are necessary for each individual employee or team member?

Formative Assessments:

- Business roles list

Materials:

- [Agritourism: Extreme Farm Makeover Student Outline](#)
- Laptop, computer, or tablet for each student
- Internet access

Day 3 Instructional Procedures:

1. Allow students to sit with their teams.
2. Explain to students that these are their teams that will be designing and creating a new business. Ask students, "What roles or jobs are important for a business to be successful?"
3. Allow the class to brainstorm ideas and come up with a list on the board of roles that are critical for a business and team. Examples could include:

- Director/manager/supervisor
 - Secretary
 - Sales advisor
 - Financial advisor
 - Advertising
 - Graphic designer
4. Instruct teams to look at the class list on the board and choose a role.
 5. Provide each team with access to a copy of the [Agritourism: Extreme Farm Makeover Student Outline](#).
 6. Explain the Google Document to students. Each student is required to contribute to the team document depending on their role and what final product they are responsible for (e.g., one team member has been assigned the role of manager and is expected to complete the business plan portion of the presentation).
 7. Give students time to assign team roles and begin their assignments.

Milestone 3: Research and Product Development

Driving Question (Teacher Guided, Student Constructed): What agritourism experience can we design to increase agricultural literacy and profits on a family-owned farm?

Key Student Questions:

- How will your agritourism experience be beneficial to the farmer and visitors?
- How will you increase agricultural literacy among guests?
- How will you attract initial and repeat customers?

Formative Assessment:

- Product prototypes

Materials:

- [Agritourism: Extreme Farm Makeover Student Outline](#)
- Laptops, tablets, or computers for each student
- Internet access

Days 4-6 Instructional Procedures:

1. Allow students to work as teams to develop and design an agritourism experience for the farmer and community. Encourage students to research successful agritourism businesses in their state or local area to develop ideas and plans. Which of these businesses also promote agricultural literacy? Students may find local examples using a Google search. For example, listed below are popular farms and agritourism sites in Utah:
 - [Petersen Family Farm](#) Riverton, Utah
 - [Cornbelly's](#) Lehi, Utah
 - [Gibson's Green Acres Dairy](#) Ogden, Utah

- [American West Heritage Center](#) Wellsville, Utah
 - [Cross E Ranch](#) Salt Lake City, Utah
 - [Wheeler Historic Farm](#) Salt Lake City, Utah
2. Remind students that they will be presenting their plans to each other and/or the farmer at the end in a museum-style presentation.
 3. Each team should complete a variety of product prototypes for their presentations. Teams should consider the business roles of each team member, and assign corresponding roles to each of the projects below.
 - **Business Plan:** This portion of the final product and presentation should clearly explain the entire agritourism plan. Students assigned this part of the project should provide a write-up (in paragraph form) describing every aspect of their business proposal.
 - The name of your new agritourism business
 - Describe the events or attractions that will be held at the farm
 - The time of the year/season it will take place
 - How will this business increase agricultural literacy among guests?
 - What agricultural products will be used to educate visitors?
 - Who will educate the guests about agriculture?
 - How will the geography/location of this farm positively affect your business?
 - How will the geography/location of this farm negatively affect your business?
 - What local agritourism businesses are already in your area (within 60 miles)?
 - How will your business differ from other agritourism businesses in the area?
 - **Financial Plan:** This portion of the final product will include financial information for the farmer and visitors.
 - How will this business benefit the farmer financially?
 - What start-up costs will the farmer need to consider when starting this agritourism business?
 - How many employees will you need to hire in order to run this business?
 - What will the role of each employee be?
 - What will the admission fee for visitors be?
 - How do your admission fees compare to other agritourism businesses in the area?
 - Are there other opportunities for guests to spend money and purchase goods (souvenirs, additional events, classes, etc.)?
 - How will you present your financial plan to the rest of the class and farmer (poster, spreadsheet, etc.)?
 - **Farm Map:** This portion of the final product and presentation will include an aerial view of the entire farm. This activity can be done online or on graph paper. If the

map is completed online, students should attach and insert the map into their Google Doc.

- Where will each event take place?
- What crops and/or livestock will be used for agritourism purposes?
- Where will guests park vehicles?
- Where will guests enter the facilities and pay?
- How will you direct vehicle and foot traffic?
- **Visual Aid:** This portion of the final product will be used to attract guests and visitors.
 - How will students advertise their agritourism experience?
 - What will attract initial and repeating customers?
 - Optional visual aid tools and programs:
 - Video recordings
 - Infographic ([Piktochart](#), [Canva](#), etc.)
 - [360 Videos–Virtual Reality](#)
 - [Prezi](#)
 - Design a website

Milestone 4: Final Presentation

Driving Question (Teacher Guided, Student Constructed): What agritourism experience can we design to increase agricultural literacy and profits on a family-owned farm?

Key Student Questions:

- How can we best present our product to our audience?
- What are career-readiness expectations for the careers involved with agritourism?

Summative Assessment:

- Final product presentation

Materials:

- [Presentation Rubric](#)
- Peer Collaboration Evaluation (Use this [template and instructions](#) to create a Peer Collaboration Evaluation Google Form customized to your class.)

Days 7-8 Instructional Procedures:

1. While some team members are finishing the final product, others should begin preparing a team presentation. Some ideas for a team presentation include presenting the agritourism product to the class or farmer in a face-to-face setting, or by creating and sharing a video presentation. Students may also present in a “museum” style by setting up presentation exhibits around the classroom and presenting to the targeted audience. According to teacher preference, the presentation may use a technology tool (e.g.,

PowerPoint, Prezi, website, or video) or physical display (e.g., stand-up poster, brochure, etc.)

2. Provide each team with a [Presentation Rubric](#). Each presentation should include:
 - A statement of the situation
 - An example of the new agritourism business idea and an explanation as to why it is a solution to the farmer's situation
 - How will this agritourism business increase profits for the farmer?
 - How will this agritourism business increase agricultural literacy among visitors?
 - Presentation of the business write-up, financial plans, farm map, and visual aids
 - New vocabulary terms that were learned during the project

Day 9 Instructional Procedures - Public Presentation*:

1. Each group should be given an opportunity to present their agritourism business plans to the rest of the class. If possible, invite the farmer that presented the situation/problem to come listen to presentations and provide feedback.
2. Each team member is required to be part of the presentation.
3. Each team should submit their team agritourism packet for summative grading.
4. All students should complete a Peer Collaboration Evaluation. (Use this [template and instructions](#) to create a Peer Collaboration Evaluation Google Form customized to your class.)
5. Provide a wrap-up that ties together the presentations with the lesson outcomes and provide a summary of the career opportunities.

*A public presentation face-to-face or as a video may be presented to a client/stakeholder audience.