



# LOCAL FOOD MARKETS



Real markets  
showcasing local  
produce, raising  
funds for  
your school



# INTRODUCTION

**Local Food Markets are real markets held in school halls, community halls or playgrounds and organised by Food for Life schools. They are a great enterprise opportunity for pupils and provide the school community and members of the public access to fresh, local produce.**

**Running a market is an exciting journey that combines education and enterprise activity with a 'wow day' food event linked to your Food for Life award. It also provides a great opportunity to raise funds for the school.**

**Pupils take the lead in organising the market, setting up and running their own stalls, selling their own grown and baked produce, and inviting local food producers to sell their goods too.**

This Food for Life Local Food Markets resource is designed to provide Primary teachers and Food for Life leads with ideas and resources for hosting a Local Food Market in school. The resource gives pupils a chance to immerse themselves in an exciting enterprise project that spans a half term, encouraging them to grow, cook and sell healthy food and produce, and supporting your school in meeting criteria towards the Food for Life Foundation and Bronze award.

The main Food for Life criteria this project supports are:

## Food Education

- **B3.0** We use the topic of healthy and sustainable food as a theme for assemblies.
- **B3.1** Our pupils take part in regular cooking activities that meet the Cooking and Nutrition of the Design and Technology programme of study and this is linked to our whole school approach to food.
- **B3.2** Our pupils have the opportunity to grow and harvest food and make compost, and this is linked to wider learning.

## Community and Partnerships

- **B4.0** We hold an annual event on a food theme for our pupils, parents and the wider community.
- **B4.1** We make efforts to actively engage parents and/or the wider community in our growing and cooking activities.
- **B4.2** We share Food for Life learning with local schools, the wider community and other partners.

Additional criteria this project supports are:

## Food Leadership and Food Culture

- **B2.2** We consult with our pupils and parents on school meal improvements.
- **B2.3** We keep parents informed of lunch menus and Food for Life activity and invite them to attend our school lunches.

## Community and Partnerships

- **B4.1** We make efforts to actively engage parents and/or the wider community in our growing and cooking activities.

# STEP 1

## Introducing the idea of a Local Food Market



**Introduce** the idea that the school will be running its own Local Food Market and that the children are going to be responsible for planning and running it. In order to do this you will need to establish what a Local Food Market is and how it differs from a regular market.

To encourage pupils' thinking about what a Local Food Market is and their benefits, carry out the following activity (see Appendix One A&B):

Print and cut out the Market Cards - Appendix One (A) – place each card on a separate table.

Ask the children to come up in turn and pick an item out of your Market resource bag – this can be a selection of real fruit, veg, bread, eggs etc. in a bag or box, or you could print off the pictures provided in Appendix One (B). Ask the children whether the item would be found at a Local Food Market or a Regular Market, and then place the item on the appropriate table.

Discuss why the items have been placed where they are. Explain that the purpose of a Local Food Market is to sell food products that have been grown / made in the local area.

Review where certain food items have been placed, such as bananas and watermelon.

- Can they be grown in this country?  
If not, why not?

Also, discuss seasonality by considering what time of year you are planning your market and which produce would be available locally at this time. Use the Growing Calendar (Appendix Four) to help with finding out what is in season when in this country. Move any cards that need moving when seasonality has been taken into account.

Refer to additional information provided below around what is officially considered to be 'local' for food markets.

Make a note of what produce will be available locally at the time you are planning to host your market.



You might also find the following questions useful to stimulate discussion:

- Why might there be local food markets?
  - To enable local food producers to sell directly to their customers and showcase what they produce
  - To avoid food being transported, reducing carbon emissions and reducing climate impact
  - To give local people access to food that is as fresh as possible
- How are they different to supermarkets or regular markets? (Just sell local food items)
- Within what distance might the food have been produced to be 'local'? Typical distance for formal local markets is 30 miles – from Walsall to Coventry approximately.
- If you wanted to take this theme further, having a 'Dragon's Den' style enterprise challenge is a great way to focus your pupils in making produce to sell at your Local Food Market. See Appendix Two for more details.

### Additional information for teachers:

- Could parents/grandparents be involved with growing for your market? See our guidance on **Intergenerational Gardening** (This would help achieve criteria B4.1 – see p1 / Introduction)
- Could you invite your school cook to bring lunch samples to the market to encourage school meal uptake? (This would help achieve criteria B2.2 & 2.3 – see p1 / Introduction)



# STEP 2

## Get Planting!



Task the pupils with planting seeds that will grow enough to either sell as seedlings, or to produce a crop to sell in time for your market.

- Refer to the list of plants identified on the pupils' 'Our Local Food Market Plans' form (Appendix Three) and/or the Growing Calendar (Appendix Four).
- Make a Sow and Grow kit (see Appendix Five) - this task can be done any time on the run-up to the market.
- Hold an assembly to engage the whole school in the market. Task pupils in creating a presentation to share their market plans so far.
  - What might different classes / year groups be able to contribute to the market?
  - Can they have their own stall?

### **Sow and grow kits** (see Appendix Five)

Explain that you will be making some 'sow and grow' kits to sell at your market. Go through the different components required to make the kit.

Set up a production line by putting each of the components on a different desk. Put a whole bag of compost on the compost desk. This will be divided into smaller bags for each kit. Do the same with the packet(s) of seeds. You could use lettuce, cress, mustard or chive seeds.

Give each pupil / group a copy of the 'Making a Sow and Grow kit' resource. Ask them to follow the instructions to create the kit.

Ask each pupil / group to make a note of each time they take a handful of compost / pinch of seeds from the bags. This will be important if you wish to follow up by working out component and kit costs.

Task each pupil / group with planting up one of their own kits. Use the lolly stick and pencil to label and date the planting. Time the planting so that the micro-salad is ready to use for your market.

### **Costs and Profit** (see Appendix Six)

Once you have created the kits, you can record the cost of each component part, work out the overall manufacturing cost for the kit and think about what profit you could make. Work with the pupils to fill out the Costs and Profit worksheet.



# STEP 3

## Inviting Local Producers!



- Recap on what produce pupils would like to have at the market from Step 1 'Our Local Food Market Plans'.
- Research local growers and food producers using <https://www.bigbarn.co.uk/>
- Visit the council website to find local allotment sites. Allotment owners may have a surplus of produce they are willing to donate for you to sell at your market. <https://go.walsall.gov.uk/parks-and-green-spaces/allotments-and-community-gardens>
- You may consider taking a small group of children to a local food market. This would give them the opportunity to see a market in action, as well as speak to local producers and invite them to your market.
- Task pupils with composing a letter that the group could send to chosen producers, inviting them to have a stall. You could also speak to any producers you know beforehand and ask if the children could call them at a specific time to invite them to the market.

You will also find contact information on Community Gardens that may have produce you could sell on a Sale-or-Return basis.

### Top Tip!

Ensure that you don't duplicate stalls – i.e. only invite one local food producer to sell eggs, for example. This way, that producer sells the maximum amount, making it worth their while attending.

- Discuss with the group whether they know any food producers near the school that they could invite to their market. You could map these producers with pins on a map or on the computer. There may be families within the school community that may have suitable produce to sell at your market.

### Top Tip!

Include a copy of the Local Food Market Stall Confirmation Form (see Appendix Seven) with each letter, or attach it to your email, requesting that it needs completing and returning to confirm each producer's stall booking.



# STEP 4

## Promote Your Market!



Promote your market to parents and the local community. Discuss what information is important to include on a poster/flyer advertising an event:

- Start by asking pupils how they think they can promote their market?
  - Who shall we invite? How can we best reach those people?
  - What channels of communication could we use?
  - Where would we need our posters to be put up?
- Collectively, complete the 'Promoting our Local Food Market' form – Appendix Eight (A).
- Using the information, task pupils with designing a poster or flyer to send out to families / for the community notice board / to put through the doors of households near the school or use the template included - see Appendix Eight (B).

### Top Tip!

Showcase your Food for Life work by inviting local schools to come along to see what you have been doing!



# STEP 5

## Cooking for your Market!



Is there anything you could cook using produce from the school garden, to sell at your market?

**Bread** is always really popular, and it can be difficult to find a baker to come along – not because they don't want to, but because they often don't have any staff other than themselves, so it is difficult for them to take on extra work!

**Take a look at our bread recipes for pupils to make and sell:**

- **KS1 Focaccia with rosemary and olives:** <https://www.foodforlife.org.uk/~media/skills/recipes/recipes%20autumn%20term/ks1/focaccia-with-olives-and-rosemary-recipe.pdf>
- **KS2 Garlic and herb pinwheels:** <https://www.foodforlife.org.uk/~media/skills/recipes/recipes%20for%20events/october/garlic-and-herb-pinwheels-recipe.pdf>

If you are theming your market around a particular event, take a look at our recipes for events through the year:

- <https://www.foodforlife.org.uk/skills/recipes/recipes-for-events>

**And our selection of seasonal recipes:**

- <https://www.foodforlife.org.uk/skills/recipes>

### Evaluating your market

Also, as your market will now be drawing near, it's a good time to discuss with pupils that, with any event, it is important and useful to gather information about its success.

### Points for discussion:

Task pupils with coming up with questions to include for a market questionnaire to ask customers about their experience.

For example:

- **How did people hear about our market?** This will help you decide how best to promote future markets.
- **What produce did customers buy at the market?** This will help you decide what to make for future markets and which producers to invite again.
- **What did customers like/dislike about the market?** This will help make the next market even better!

Task pupils with coming up with questions to include for a market questionnaire to ask customers about their experience.

The final set of questions will be printed off and some pupils will be allocated the role of speaking to people during the market.

If time is limited for this activity or you run out of time, please see a sample questionnaire - Appendix Nine.





# STEP 6

## Market Day!



### Key tasks:

- Setting up the hall
- Welcoming local growers / food producers
- Supporting producers on their stalls (set-up; selling/money-handling; pack-up)

Work with the children a few days before the market to put together a checklist of jobs that need to be done. You will find examples of some of the main tasks on Appendix Ten - Market Day preparation form. These examples are just a start, so add any additional tasks that pupils identify.

It may help to go over the work that you have done over the last few weeks to think about important tasks. Once you have identified the main tasks, you can then assign the tasks to specific people (these won't just be children, but staff and volunteers too).

Use specific tasks to help you with learner differentiation. It may be that you have specific learners who will benefit from certain activities such as face to face contact with the public. If this is the case, you could assign them and a friend of theirs a job on one of the stalls.

**Work with the children a few days before the market to put together a checklist**



# Regular Market

# Local Food Market

At our market we could sell:



CARROTS



SOCKS



WATCHES



BREAD



BANANAS



FIZZY DRINKS



APPLES



SAUSAGES



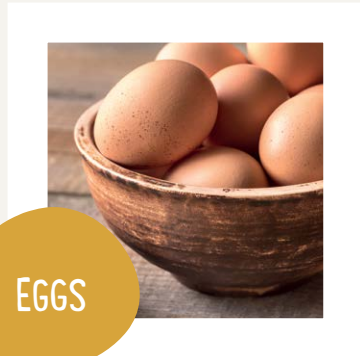
GRAPES



CABBAGE



KIWI FRUIT



EGGS

# Dragon's Den

## Appendix 2



Having a 'Dragon's Den' style enterprise challenge is a great way to focus your pupils in making produce to sell at your Local Food Market. The market date provides a fixed timeframe for them to produce something to sell, and the challenge creates opportunities for creative thinking, decision making, real-life calculations around production costs and profit, and teamwork.

Discuss as a class what products your pupils might be able to make for the market – potted herbs/bulbs, seed-planting kits, cakes, bread, seedlings, planters etc. You may want to focus this on a particular theme such as growing, cooking or design technology.

Organise your pupils into small working groups for the task. Once they have decided on what to produce, each group will need to:

- Decide on how many of their product they are able to make and how many would be appropriate to make – How many customers might there be at the market? How long will it take to make one, ten, fifty of our product? What resources do we already have to hand to make them with?
- Decide what resources they need to buy and what resources are freely available to them (e.g. enough pots in the school shed for growing seedlings/ plants to sell or enough newspaper to make their own pots)\*

\* You may want to put a particular restriction on this, such as any materials bought need to be sustainably sourced, such as FSC wood for planters, or made from recycled materials where possible, or baked from local, seasonal produce.

\*\*You may want to set a limit to how much money your pupils can pitch for!

- Research where to buy the resources they need and calculate how much each product will cost to make.

Next, they will need to put together a pitch for the Head Teacher and/or you, asking for an amount of money to buy their required resources.

Advise your pupils on what criteria they have to meet, e.g. good teamwork, clear calculation of costs, realistic estimates of how many products they can expect to make and sell, the sustainability requirements for their products. They will need to calculate how much they will need to charge for their products in order to repay this loan and potentially make a profit (for the school purse!)\*\*

Allow time for groups to make their products and label them according to their calculations.



**Discuss as a class what products your pupils might be able to make for the market**

# Our Local Food Market Plans

Appendix 3



Name:.....

Date of our market:.....

## What could we grow at this time of year for our market?

Use the growing calendar to find out what will be ready to harvest / be at seedling stage by the date of your market.

## What other produce would we like to have at the market to buy?

Can you think of any local farm shops, community gardens or allotment sites that might want to sell their produce at your market?

## What could we cook for our market?

Could you bake bread, prepare apple crumbles with cooking instructions, use any produce from the school garden to make a healthy product to sell?

# Growing Calendar

## Appendix 4



### Table summary of crops

Note: suggested months are a guide only. These are typical, so adjust these for your local weather conditions, such as the further north you are, the later the last frost is likely to be.

Vegetables	Spring Term			Summer Term				Autumn/Winter Term				
	J	F	M	A	M	J	J	A	S	O	N	D
Artichoke, Globe		■	■									
Artichoke, Jerusalem	■											
Asparagus			■	■								
Asparagus Pea				■	■	■						
Aubergine				■	■	■						
Bean, Broad		■	■	■	■						■	■
Bean, French				■	■	■						
Bean, Runner				■	■	■						
Beetroot			■	■	■	■						
Broccoli, Sprouting	■	■	■	■		■	■					■
Brussels sprouts	■	■	■	■	■							
Cabbage, Chinese						■	■	■				■
Cabbage, Spring				■	■	■						
Cabbage, Summer and Autumn			■	■	■	■						
Cabbage, Winter and Savoy	■	■		■	■	■						
Calabrese				■	■	■						
Carrot		■	■	■	■	■						
Cauliflower	■		■	■	■	■						
Celery	■	■	■	■	■							
Chicory	■				■	■	■					
Courgette and Marrow					■	■						
Cucumber, Greenhouse			■	■	■							
Garlic	■	■	■									■

Key ■ Sow indoors ■ Sow outdoors ■ Plant out/transplant ■ Harvest ☞ Use cloche

Vegetables	Spring Term			Summer Term					Autumn/Winter Term			
	J	F	M	A	M	J	J	A	S	O	N	D
Kale				■	■	■	■					
Kohl Rabi				■	■	■	■					
Leaf Beet				■	■	■	■					
Leek				■	■	■	■					
Lettuce		■	■	■	■	■	■		■	■	■	■
Mushroom	■	■	■	■	■	■	■	■	■	■	■	■
Okra		■	■			■	■					
Onion, Bulb			■	■	■							
Onion, Salad			■	■	■	■	■					
Parsnip		■	■	■	■	■						
Pea		■	■	■	■	■	■			■	■	
Pepper		■	■			■	■					
Potato			■	■	■							
Pumpkin and Winter Squashes					■	■	■					
Radish		■	■	■	■	■	■	■	■	■		
Rocket		■	■	■	■	■	■		■	■		
Salad, Autumn and Winter								■	■	■		
Salad, Oriental			■	■	■	■	■		■	■		
Salad, Spring and Summer			■	■	■	■	■					
Salsify and Scorzonera				■	■							
Seakale			■	■	■	■	■					
Seed Sprouts	■	■	■	■	■	■	■	■	■	■	■	■
Shallot			■	■	■							
Spinach, Annual			■	■	■	■	■		■	■		
Swede					■	■	■					

Key ■ Sow indoors ■ Sow outdoors ■ Plant out/transplant ■ Harvest 🏠 Use cloche

# Making a Sow and Grow kit

Appendix 5



## To make each Sow and Grow kit, you will need the following equipment:

Put a handful of compost into the medium plastic self-seal bag and seal the bag. Put a good pinch of coriander seeds into the mini brown envelope, seal and label.

Put these and the other components into the takeaway container. Copy the growing instructions below and stick them to the takeaway container lid.

- 1 x Plastic takeaway container (as deep as you can find)
- 1 x Medium plastic self-seal bag
- 1 x Brown mini envelope
- 1 x Handful of compost
- 1 x A good pinch of parsley seeds
- 1 x Lolly stick
- 1 x Small pencil
- 1 x Set of growing instructions

1. Carefully place holes in the takeaway container or use an old plastic salad box with holes.
2. Place most of the compost in the container.
3. Keep a tiny bit of compost for later.
4. Scatter the seeds over the surface of the compost and lightly press them into the compost.
5. Sprinkle the remaining compost over the seeds.
6. Place the container on a sunny windowsill and then gently water the seeds.
7. The seeds should germinate in 7 to 21 days.
8. Ensure the soil is always moist by watering when needed.
9. Harvest leaves and stems after 8 weeks to chop and include in your Aloo Tikka (potato cakes).





# Cost and profit worksheet

## Appendix 6



How much did the big bag of compost cost?	A
How many growing kit bags of compost did we get from the big bag of compost?	B
How much did each growing kit bag of compost cost? ( $A \div B = C$ )	C
How much did the big bag of seeds cost?	D
How many growing kit bags of seeds did we get from the big bag of seeds?	E
How much did each growing kit bag of seeds cost? ( $D \div E = F$ )	F
How much did the small brown envelope cost?	G
How much did the medium plastic self-seal bag cost?	H
How much did the lolly stick cost?	I
How much did each Growing kit cost to make? ( $C + F + G + H + I = J$ )	J
What would we like to sell each Growing kit for?	K
How much profit will we make if we sell each kit for this much? ( $K - J = L$ )	L

# Local Food Market Stall



## Confirmation Form



School Name:.....

I am pleased to confirm that you have a table booked at .....  
School's Local Food Market on .....

Tables will be made available by the school for your produce and will be set out by the pupils.  
Price charged per table will be £5.00. This will be collected by pupils during the market.

The market will open its doors to the public at ..... and staff and pupils will be present to greet you and show you to your tables from ..... onwards.

**PLEASE COMPLETE THIS FORM AND EMAIL IT BACK TO ME ON THE ADDRESS AT THE BOTTOM OF THE PAGE. MANY THANKS FOR YOUR SUPPORT.**

**Please note:** You must possess adequate public liability insurance cover and a Food Hygiene Certificate. Evidence of PAT testing is required on all electrical equipment over 12 months old.

### DETAILS OF STALLHOLDER

Name of stall:

Address of stallholder:

Telephone number:

Email address:

Contact name:

Produce on stall:

Additional requirements:

Electricity (single 13amp socket) required    YES     NO

**Please note:** We will send a copy of this confirmation form to the school to ensure that they are aware your attendance has been confirmed.

Cancellations: We would be grateful if you could contact us at least 2 weeks prior to the date of the market.  
For further help, please email .....  
or call: .....

# Guidelines for producers



As a food business you have a responsibility to ensure that food is kept safe and free from contamination. Food safety legislation currently requires that all food business operators carry out a hazard analysis of all steps of the food process.

To do this you will need to identify those steps critical to food safety (which may be particular to the type of produce you wish to sell) and implement controls and monitoring procedures to minimise any food safety risks. You will be required to maintain food safety procedures based on HACCP (Hazard Analysis and Critical Control Points) principles. We advise you to contact your local Environmental Health Department should you require advice on Hazard Analysis or HACCP.

Planning your preparation, transport, display etc and any other requirements in advance will help you to meet the **requirements of the relevant legislation. Some examples of the steps that you may need to go through are shown in the diagram below. Not all steps will necessarily apply to you, however we need to point out, that it is your responsibility to ensure that appropriate controls are implemented and monitored.**

## Example HACCP Generic Flow Chart

### PROCESS STEPS

### EXAMPLE CONTROLS



# Market promotion planning

Appendix 8a



**What day is the market on?**

**What date is the market on?**

**Where is the market being held? What is the address?**

**What time does the market start ?**

**What time does the market finish?**

**Do customers pay to come to the market, or is it free?**

**What will customers be able to buy at the market?**

**As well as the stalls, will there be any other attractions?**

E.g. A refreshments stall / tombola / school choir performance?

**Any other information?**



## You are invited to our Local Food Market

**At:**

**On:**

**Times:**

**Stalls include:**

**We look  
forward to  
seeing you  
there!**



# Local Food Market: Customer Questionnaire



We hope that you have enjoyed our school's local food market today. We would be very grateful if you could spend a couple of minutes answering a few questions about your experience. Your feedback is valued and helps us to develop future markets.

**Many thanks for your time!**



**1. Did you enjoy today's market?** YES  NO

**2. Where did you find out about the market?**

POSTER  BANNER  FLYER  SCHOOL NEWSLETTER  WORD OF MOUTH

OTHER (please state): .....

**3. What is your relationship with the host school?**

STAFF  GOVERNOR  PUPIL  PARENT/GUARDIAN  LOCAL RESIDENT

OTHER (please state): .....

**4. How many items did you purchase today?**

NOTHING  1-3 ITEMS  4-7 ITEMS  8+ ITEMS

**5. Which product that you bought today was your favourite?**

.....

**6. Which stall was your favourite?**

.....

**7. Is there any produce not here today that you would like to see next time?**

.....





**8. Do you know anyone who would like to have a stall at our local food market?**

(Please add your contact details so that we may contact you for more information)

.....

**9. Have you been to a local food market before?** YES  NO

If YES, where was this market located? .....

**10. Would you come to another local food market at our school?** YES  NO

**11. How do you think that we could improve our next market?**

.....  
.....  
.....  
.....  
.....  
.....

**12. Any other comments?**

.....  
.....  
.....  
.....  
.....  
.....

Many thanks for your help.  
Your feedback is greatly appreciated.



# Market Day Preparation

## Appendix 10



TASK	PERSON RESPONSIBLE	RESOURCES REQUIRED
Setting up tables for producers		Tables and chairs
Allocate tables and put producer names on the tables		Market plan and name signs
Arrange a float for each school stall	Office staff	Money and tin to put float in
Greet producers and show them to their table		
Carry out questionnaire		Printed questionnaires and pens
Be prepared for any local press photographers / local radio reporters		
Allocate pupils as stallholders for each school stall		
Ensure you have bags for the produce you sell		
Write a risk assessment for the event	Teacher / H&S lead	Health and Safety paperwork