



# Interview at the Market

**Objective:** Students will become more familiar with farmers and farming.

**Summary:** Students will devise a questionnaire and use it at the Farmer's Market to interview growers.

**Time:** 1 hour class time and a field trip.

**Student Grouping:** Class develops questionnaire, administered by groups of two to three.

**Materials:** Make copies of the class's questionnaire once completed.

**Background Information:** Farmers are people, too. They all have families and came from somewhere. Some love their work, others don't. They may have taken over a family business or developed one on their own. The Farmer's Market is a great place for students to come in firsthand contact with people who farm. By talking to these folks, students will become aware of a profession and the people who work in it.

**Just the Facts:** There are many people in Sonoma County who depend on agriculture for their income. These people come from very diverse backgrounds. Some have inherited their farms, learning the business from their parents and relatives. Some have gone to college to study agriculture and have come here to apply their college degrees in the farming community. We have large farms (apple ranches, dairy farms, grape vineyards, turkey ranches), and we have small farms (certified fruit and vegetable producers for the farm markets). We have large nurseries that ship their products all over the world, and we have small nurseries that cater to the local residents. Sonoma County agriculture is as diverse as its people.

## Preparation:

1. Make preparations to take the class to the Farmer's Market. See the Resources Directory listing for Sonoma County Farmer's Market for information.
2. Decide how you will group students. Plan to make as many copies of the questionnaire as will be needed.
3. If necessary, you can use the questionnaire provided rather than devising one as a class.

## Procedure:

1. Discuss local agriculture with students. Encourage them to share any information they may have with the rest of the class. These questions can facilitate the discussion: Has anyone been to the Farmer's Market? What kinds of things are sold at the Farmer's Market? Does anyone live on a farm or know someone who does? What kinds of food are grown in this area? Has anyone noticed crops, sheep or cows when they have driven through the county? What is your favorite food? Where does it come from?
2. Tell students they are going to the Farmer's Market to learn about farmers and what they do. They are to think of things they would like to know about farming and the people who do it. As a class, they will make up a questionnaire to work from on the day they go to the market.
3. Ask students to make up some questions for the questionnaire. List questions on the board as students come up with them.
4. When you have lots of questions written down, have students work as a class to decide which questions will be used on the questionnaire.



### **Questions for Discussion:**

- Would you like to be a farmer? Why?
- The completed questionnaires can be used to evaluate this activity.

### **Extensions:**

- Have students research a specific type of commodity produced locally and do a report or presentation for the class.
- Design and administer a questionnaire for (an)other profession(s) (grocers, mechanics, teachers, health care workers, etc.) and compare the answers.
- With the answers they got to their questions, have the students write a script and perform a skit. Have students act the part of the farmer they interviewed, talking to the class.





## Farmer's Market Questionnaire

1. What kinds of fruits and vegetables are available at the Farmer's Market today? List as many as you can.
2. Which fruits/vegetables can you see where we eat the root? Leaf? Stem? Fruit? Flower?
3. What things besides fruits and vegetables are sold at the Farmer's Market?
4. Find a farmer you can ask these questions and write down his/her answers:  
What kinds of things do you grow and sell?

Does this item have special growth needs? If yes, what are they?

Do you like farming? Why?

How did you learn to farm?

How long have you been farming?

What other kinds of work have you done?

What are the best and worst parts of farming for you?

Did you want to do this kind of work when you were my age?

*This activity was based on materials provided by the Marin County Farmer's Market.*



## Encuesta para el Mercado de Granjeros

1. ¿ Cuáles clases de frutas y vegetales están disponibles en el mercado de granjeros ("Farmer's Market") hoy? Apunta tantas como puedas.
2. ¿ Cuáles frutas/vegetales puedes ver de las cuales comemos la raíz? ¿ la hoja? ¿ el tallo? ¿ el fruto? ¿ la flor?
3. ¿ Qué otras cosas, aparte de frutas y vegetales, se venden en el mercado de granjeros ("Farmer's Market")?
4. Halla un agricultor para pedirle información y escribe las respuestas:  
¿ Qué tipo de producto cultiva y vende?  
  
¿ Tiene su producto requerimientos especiales para crecer? ¿ Cuáles son?  
  
¿ Le gusta trabajar en la agricultura? ¿ Por qué?  
  
¿ Cómo aprendió Ud. la agricultura?  
  
¿ Por cuánto tiempo ha trabajado usted en la agricultura?  
  
¿ Qué otro tipo de trabajo ha hecho? ¿ En cuál otra industria ha trabajado usted?  
  
¿ Qué es lo mejor y lo peor de la agricultura para usted?  
  
¿ Cuándo tenía mi edad tuvo Ud. el deseo de hacer este tipo de trabajo?