**Lesson Name:** Succession Planting

**Main message: F**armers may choose/need to plant certain crops repeatedly through the season in order to have continuous harvests.

**Time:** 20 minutes

**Location (classroom/field):** classroom

**Audience (Level):** Beginning, Intermediate

**Literacy/Numeracy level:** any level

**Area of learning/Subject:** Production

**Competencies/Skills/Core Knowledge:**

Practicing succession planting

**Related activities:**

Harvest Windows

Planning for an Order

**Learning objectives**

***By the end of the lesson farmers will…*:**

* Have learned the term succession planting and know what it refers to
* Understand why a farmer might do succession planting
* Know some crops that you might do in succession

**Assessment evidence**

***Farmers will demonstrate their learning by…*:**

* The two volunteers in the first activity will be able to explain their choice of how they will plant.
* Participants will be able to join in the discussion about why a farmer might choose to do succession planting or one-time planting, based on market demands and/or crop selection.
* Participants will be able to provide the rationale for why they chose one crop that would be good for succession planting and one crop that would be better for one-time planting.

**Pre-teaching Concepts:**

Remind farmers about what a “harvest window” is

**ESL words of the Lesson:**

Succession

**Teaching Tips:**

**Background Notes/Reference Materials/Supporting Documents:**

**Materials:**

* 8 sheets of printing paper to make 2 paper “beds”
* Seeds (*pea seed work well because they are large, and easier to see and manipulate*)
* Crop images (ideally with 2-3 images for each crop)

**Set-up:**

Tape four pieces of paper together to create one long bed. Do this twice for 2 beds.

**Steps:**

*Narrated Demonstration*

* Two volunteers participate. They are each given the same amount of seed and one paper “bed” consisting of four white sheets of paper taped together in a long row.
* Explain to them that the paper is one bed, and that their seed is a certain crop (whichever one you are using for the example)
* One is told that a restaurants to buy from them all summer long. They want to make sure they have enough radish to supply them for 4 weeks.
* The other is told that a restaurant wants to buy a lot of radish from them at one time. (Discussion question: why might they want to buy a lot at once? Making a pickle; catering a big event; expecting a big crowd; etc)
* Ask each farmer would plant their seeds in their bed to meet that order and have them demonstrate and narrate as they do it.
* One farmer plants all their seed at once. The other farmer plants ¼ of their bed one week. Then the next ¼ the next week. And so on. (the instructor or farmer can explain that there is a passage of time)
* *Ask class:* When are these plants going to be ready to harvest? All at once. And the others? One week some will be ready, the next week some will be ready. So on.
* *What will this look like for harvest work?*
* The person who planted all at once is going to have a longer harvest, but then it might be finished.
* The person who plants in succession takes a shorter time to harvest, but will need to come back every week, or multiple times, to harvest.

*Group Discussion*

* Why might a farmer want to plant all their seeds in a bed at once? If they have a large order or if the harvest lasts a long time.
  + Maybe a restaurant says I need this many pounds of carrots for **one day only**, can you grow them for me?
  + Or it might be that the plant gives a crop all summer long, like pole beans—it has a long **harvest window**.
  + Plants that **store** really well (potatoes, winter squash)
* Why might a farmer want to plant like this second example, succession planting?
  + If it is a crop that gives its fruit for a certain period of time and then finishes—a short **harvest window**. If the farmer wants to plan out to have some ready every week over the course of many weeks. Maybe a restaurant says, I want a smaller bunch of carrots every week.
  + Or maybe people at the farmers market are not going to buy a large quantity of herbs every week, but a **smaller quantity** **every week**.
* We call this **succession planting**. Farmers block off part of their bed and plant that block in one time. (Reference farmers who might have done this in the past) Or if they are growing on a larger scale, they might plant one bed of that crop at one time and then another bed later.
* *Note*: At Cville New Roots, to plan for our farm stand, we often plan “collective succession planting” across the whole farm, so one week one farmer might plant radish, and the next week another farmer might plant it, to create the same effect of spreading out the harvest.

*Succession Planting Categorization Game*

What kind of plants might be good for succession planting?

* Place group of images of different crops that farmers grow on a table
* Have each farmer choose one crop that would be good to grow to grow in succession and one crop that would be better to plant all at once.
* Have them explain “why?” for each crop that they chose.

**Alternatives**

For the Succession Planting Categorization Game, you could place a certain number of crop images on the table and have farmers work together as a group to sort them into two categories: good for succession planting or better for one-time planting. They will have to decide amongst themselves and share why they categorize them as they do.

**Reflection *What did farmers learn? How do I know? What did I learn? How will I improve my lesson next time?*:**

**Participant Evaluation**

How much did you like this activity?

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| **1** | **2** | **3** | **4** | **5** |
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| **Comments:** |  |  |  |  |

Did you feel like you learned something?

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| **1** | **2** | **3** | **4** | **5** |
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| **Comments:** |  |  |  |  |

**Accompanying Photos:**