



## Activity: The Million Dollar Can o' Soup or Salsa Grades 1-4

### Objective

Students participate in creating a food product, identify and explain the steps in production, and describe the influence of those steps in the cost of the item.

### Background

After ripening and harvest, the sooner a vegetable or fruit is eaten, the more nutrition it contains. For example, 58 percent of the vitamin C in fresh picked green beans has been lost after three days. Review the list of locally grown vegetables, and their seasonal availability, from the Florida Fresh 2U website ([http://www.florida-agriculture.com/marketing/seasonal\\_availability.htm](http://www.florida-agriculture.com/marketing/seasonal_availability.htm)). Today's fast-paced lifestyle has created a demand for quick, pre-packaged foods that may have been harvested before fully ripe and/or a long time before they are consumed. Researchers are just beginning to see the negative nutritional effects of highly processed, preservative and salt-heavy foods. In addition, processed foods cost more than raw ingredients because of all the steps involved. This activity helps students understand the value-added of processed food.

### Groundwork

1. Review kitchen safety rules with students.
2. Draw an activity chart on the chalkboard or whiteboard that includes the following categories: Job, Process, Materials, Labor, Energy, Cost.
3. Ask: "What's the difference between raw products and the finished product? What steps do you think are involved in creating this product? Where is this done?"
4. Ask: "If we turned our class into a salsa/soup factory, how much do you think we would need to charge for our product in order to cover the cost of production?"
5. Record predictions.

### Exploration

1. Divide the class so that each group of students has a job:
  - Farmer (grows and harvests vegetables)
  - Washer (washes vegetables)
  - Preparer [gets vegetables ready for slicing (removes tops, stems, etc.)]
  - Slicer (slices vegetables)
  - Blender (adds other ingredients)
  - Packager and Labeler (puts finished product into containers)
  - Trucker (carries product to storage area).
2. Take the class through each step verbally, determining how much time and how many resources are required at each step.
3. Create the product.
4. Once product is complete, go down the line and ask students how much they would add on to the cost of the raw materials to cover their time and other resources.
5. Add up total cost of product.
6. Ask: ("Is it more cost-effective to make salsa at home or buy it at the store?")
7. Have students justify their answer.

### Enrichment for Middle and High School Students

1. Invite a local farmer to explain how farmers sell their produce. Have the farmer trace the steps from the farm to the market and the costs along the way. How much of the produce is sold locally?
2. Invite a supermarket store manager to class. Interview the manager to find out how stores purchase produce. Can they buy direct from local farmers? How does out-of-season produce get to the store from where it is grown?
3. Research local sources for materials used every day. Could students find basic necessities within 100 miles of their school?

#### Time:

**Groundwork and Exploration:**  
One 45-minute class session  
**Making connections:** Ongoing

#### Materials:

- Salsa or soup ingredients from the garden
- Canned salsa or soup from the grocery store
- Price estimates for each vegetable
- Small plastic deli cups to collect ingredients
- Cutting boards
- Knives
- Latex or plastic gloves

## Standards At-A-Glance

### Florida Standards Met:

SC.1.N.1.1, SC.2.N.1.1, SC.3.N.1.1,  
SC.4.N.1.1, SS.1.E.1.1, SS.1.E.1.2,  
SS.1.E.1.3, SS.1.E.1.4, SC.2.N.1.5,  
SC.2.L.16.1, SC.2.L.17.1, SC.3.N.1.3,  
SC.3.N.1.6, SC.4.N.1.2, SC.4.N.1.4,  
SC.4.N.1.5, SC.4.N.1.6, SC.4.N.1.8,  
SC.5.N.1.1, SC.5.N.1.2, SC.5.N.1.6,  
SC.6.N.1.3, SC.6.N.1.4, SC.7.N.1.3,  
SC.7.N.1.5, SC.8.N.1.2, LAFS.1.W.3.8,  
LAFS.2.W.3.8, LAFS.3.W.3.8, LAFS.4.W.3.8,  
LAFS.1.SL.2.4, LAFS.1.SL.2.5,  
LAFS.3.SL.2.4, LAFS.4.SL.2.4

# Million Dollar Can o' Soup/Salsa

## Sample Pre-Post Assessment

1. What vegetable is available fresh in Florida in January?
  - a. Zucchini
  - b. Tomato
  - c. Strawberry
  - d. Sweet potato
  
2. The vitamin content of fresh food (circle one): *stays the same, is less, increases* after it's picked.
  
3. List two potential benefits and two costs of eating homemade vegetable soup or salsa from a garden:
  
4. Turning a tomato into a can of salsa is an example of a:
  - a. Commodity
  - b. Value-added product
  - c. Good business venture
  - d. Selling point
  
5. If a farmer wanted to gross \$5 for every can of homemade soup or salsa made, and the cost of production were \$2.50, how much would be charged for a can of soup?