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## **Community Garden Negotiation**

Version Nr. 1, December 4, 2018

Jehle Patricia

Fachhochschule Nordwestschweiz FHNW

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## **Community Garden Negotiation**

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**Simulation Game, Patricia Jehle, MA**

# Community Garden Negotiation Simulation Game By Patricia Jehle, MA

Teacher Package Includes:

- Teaching Notes
- Debriefing and Didactic Reflection
- Instructions
- Confidential instructions for each participant:

## Teaching Notes

Abstract:

This is a five or six-party multi-issue negotiation role play used for *part and full-time business* university students in Switzerland for an “Introduction to Negotiations” as part of their English Communications curriculum; the students are usually taught in German. The Negotiations course is the last English Communications course the students receive as B.S. students. This negotiation case study is used towards the end of the course to focus on the negotiation theory and skills taught in class. Each participant in the negotiation represents different interests and thus for preparation’s sake should prepare alone. The goal is a win-win, or interest-based, solution for all parties present. This case study was written solely by the author, therefore few references to other sources are needed, other than Ury and Fisher’s well-renowned work. Also, the case study is used not as or for research, but for negotiation practice in the classroom.

Cultural Background:

The community garden (in German, Schrebergärten) is a cultural phenomenon in Germany and Switzerland. It is often called an allotment garden in England. The individual size of a parcel typically suits the needs of a family, and often the plots include a shed for tools and shelter, and sometimes a small building, or cabin, for seasonal or weekend accommodation and leisure activity. The individual gardeners are usually organized in an association, which leases or grants the land from an owner, who usually stipulates that it be only used for gardening (i.e. growing vegetables, fruits and flowers); small animals (rabbits, guinea pigs and even bees) may also be allowed to live there but not people (this is often required by local zoning laws). The gardeners have to pay a small membership fee/rent to the association, and they have to abide by the community garden regulations. It should be noted that in most of these gardens the “no gardening on Sunday rule” is null and void, except for making noise, such as mowing grass. Loud noise is usually prohibited in Switzerland between 12-1:30 every day and all day on Sunday.

## Background Reading:

Fisher, R., Ury, W. (2012). Getting to Yes. London: Random House UK  
Ury W. (2015). Getting to Yes with Yourself. New York: HarperCollins  
Powell M. I (2012). International Negotiations. Cambridge: Cambridge University Press UK.  
Negotiations Skills: Free Download from PONS Harvard (September 9, 2018). Retrieved from [https://www.pon.harvard.edu/free-reports/thank-you/?freemium\\_id=15988](https://www.pon.harvard.edu/free-reports/thank-you/?freemium_id=15988)

**Key Words:** Negotiation Simulation, Negotiation Case Study, Negotiation Role Play

## Debriefing and Didactic Reflection

**INTERESTS:** There are different kinds of interests resented in this case: Money, networking, beauty, health, and fun. There are long-term interests and short-term interests. Balancing the two types of interests is critical in ensuring the community relationships that promote quality for the group. There are several possibilities for a win-win solution.

**Interests** for each party in the negotiation:

M. Suter: inexpensive food to eat and products to sell in the local farmers' markets, working at the market is part of interests, saving money is also a key interest

P. Martin: enjoyment, relaxation, social activity, and a quiet place will be a refuge to write in

C/S Burger: a place to have parties and a long-term (2-3 years) commitment for a future business project

J. Vogt: eat some home-grown fruits and vegetables, love gardening, and a Beehive for money making, organic gardening is also an interest

S. Ryser: two plots to be ornamental with mostly flowers, and some cutting flowers as well as some fruits and vegetables could be planted to sell in the farmers' market, working at the farmers' market is a key interest, as well as using the gardens for a (landscape architecture) course project, willing to spend lots of time on the project

M. Meier: 25% of the garden for herbalist purposes, organic garden is a must, enjoyment is also an interest ornamental

**BEST solution:** Mixed flower, fruit and vegetable garden with beehive in one corner (can be seen as ornamental); the herbs can be placed with the flowers to create an "English Garden" concept, which would satisfy several individuals' interests. Flowers can be cut and sold, herbs can be dried and used, and fruits and vegetables can be eaten and sold. A picnic table and a garden shed are necessary, with a party tent for rainy and cooler weather. A work and farmers' market sales schedule is also necessary, with remuneration based on work done, thus satisfying all. Finally, a fence could be used as a stabilizing device for the fruit plants so they could be the ornamental borders of the garden.

FOCUS: Strategy (specifically **HIT** list) and **BATNA** - **B**est **A**lternative to a **N**egotiated **A**greement (what you will do with another party if the negotiation does not succeed) (Ury-Fisher): When the outcomes of the negotiating groups are displayed to the class, the range of possible outcomes for this negotiation will be apparent. If necessary, the best solution (above) can be presented, depending on how the discussion is going.

The following questions may be used as a basis for class discussion:

- a) What things might you have done differently if you did not reach an agreement at the bargaining table?
- b) What strategies did participants use in each role? (collect solutions on the board/ flip chart)
- c) What was your BATNA? (collect solutions on the board/ flip chart)
- d) When/why would you have walked away (**WAP**) from the negotiation?
- e) Did you think your BATNA was stronger or weaker than the other parties'? Why?
- f) What could each party do to improve their BATNA?

Possible answers:

M. Suter: find a part-time job

P. Martin: join a co-working that has lots of light and plants

C/S Burger: use partner's new APP as a business project

J. Vogt: join the local botanical society and volunteer there

S. Ryser: do it on your own, you can afford it

M. Meier: use pots on your balcony

- g) What were your interests, and what were the others' interests, how did you find them out?
- h) What variables were you able to package so that the others agreed, and you received what you wanted?
- i) How did you establish trust? Which phases were important for building and maintaining trust?

## SUMMARY OF LESSONS LEARNED (Didactic Reflection):

1. Identifying interests, as taught in Ury-Fisher and Mark Powell.
2. Packaging of variables (as taught by Powell) and, especially, creating value for the others.
3. Discovering own **HIT** list, **BATNA** and **WAP**.
3. Establishing conditions of satisfaction for trustworthy relationships as taught in Powel.
4. Review of phases of the negotiation as put forward by Powell. And taught in class.

## Instructions for Instructors

Logistics:

This course is taught in blocks of four hours, it needs three hours at a minimum to be able to get through it without rushing. Time needed in total: **115 minutes**, including time to get into groups and settle down to work. Everyone receives the General information, and their confidential own information. There are either five or six participants per group. The Maria/Mario Meier role is not necessary for the negotiation,

but enhances it. Thus, you need a minimum of five students and either multiples of five or six to successfully complete the negotiation.

Time needed for each section:

Allow for 30 minutes of preparation, 45 minutes for the negotiation, and 30 minutes for the debriefing. Allow and extra minutes for getting in groups and room changes.

### Procedure:

1. Distribute the roles and have students prepare. Make sure there is enough time for the participants, making sure they understand the key vocabulary specific to their roles. If you have more than one group, it is ideal to have each role prepared in groups, e.g. M. Suter and P. Martin groups prepare their roles together, looking at their **HIT** list: **H**ave to have, **I**ntend to Have, and what is **T**radeable for getting your **H and I**. Also, interest-based options can be generated in this preparation time, as well as tactics and strategies. It is clear that the **BATNA Best Alternative to a Negotiated Agreement** (what you will do with another party if the negotiation does not succeed) *and* **WAP (Walk Away Price**, in other words when do you need to quit negotiating) must be generated at this time, too.

2. Then separate each individual group and place them in a separate room to negotiate their case, allowing 45 minutes for them to negotiate. The instructor can visit each group and listen for about five minutes, taking notes to give feedback to the students, later.

3. Then, allow for 30 minutes of debriefing and feedback.

Before the instructor begins the discussion, have the students reflect on these questions, writing them down on a piece of paper: How did I do in the negotiation- did I follow and get what was on my **HIT** list? Did I trade what was tradeable for something I needed or wanted? Was I practicing good questioning techniques to find my colleagues' interests so I could generate a genuinely interest-based solution? How did my BATNA help me? And how did I interact? Was I balance in my interactions, neither being too passive or too dominating? Take time for this: allow five minutes for students to reflect.

Finally, collect the outcomes of the negotiation groups for use in the debriefing and use the debriefing questions for discussion. Outcomes could include what plants, what working hours for gardening and the farmers' markets, what money is spent and earned, and how the earnings are split up. Also, an assessment of the quality of the working relationship at the end of the negotiation could be discussed.



# Community Garden Negotiation Simulation Game

Jehle Patricia

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**Abstract.** This is a five or six-party multi-issue negotiation role play used for part and full-time business university students in Switzerland for an “Introduction to Negotiations” as part of their English Communications curriculum; the students are usually taught in German. The Negotiations course is the last English Communications course the students receive as B.S. students. This negotiation case study is used towards the end of the course to focus on the negotiation theory and skills taught in class. Each participant in the negotiation represents different interests and thus for preparation’s sake should prepare alone. The goal is a win-win, or interest-based, solution for all parties present. This case study was written solely by the author, therefore few references to other sources are needed, other than Ury and Fisher’s well-renowned work. Also, the case study is used not as or for research, but for negotiation practice in the classroom.

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# Instructions for Participants

## Community Garden- general information

Some mostly **first-year** colleagues (students) from the University have decided to rent three large community garden plots in your local community garden. Each plot costs CHF 75 per year (March to February). The measurements are 50m X 60m. The students are free to put a hedge or fence around the whole or part of garden, decorate, and use garden furniture or houses as they wish. There is electricity available for the garden plots (one place for the three, in the middle plot). Together the students must decide on what they want to plant, how long you plan to rent the garden, how they wish to arrange the garden (including fence/hedge and buildings), what activities the garden will be used for, and, of course who will take care of what jobs. Today is the first meeting, so the hope is to cover as many topics as possible and decide which seeds, plants, and other necessities to buy this week; as well as decide if and when the students will sell things on the farmers' markets. It is only February. Should the group choose to sell the extra produce on the market, the local markets are on Tuesdays, Thursdays and Saturdays from 7am-12pm.

## Community Garden- Role of Mark/Marcia Suter

### General Information

You and some other **first-year** colleagues (students) from the University have decided to rent three large community garden plots in your local community garden. Each plot costs CHF 75 per year (March to February). The measurements are 50m X 60m. You are free to put a hedge or fence around the whole or part of garden, decorate, and use garden furniture or houses as you wish. There is electricity for your garden plots (one place for the three, in the middle plot). Together you must decide on what you want to plant, how long you plan to rent the garden, how you wish to arrange the garden (including fence/hedge and buildings), what activities the garden will be used for, and, of course who will take care of what jobs. Today is your *first meeting*, so your plan is to cover as many topics as you can and decide which seeds, plants, and other necessities to buy this week; as well as decide if and when you will sell things on the farmers' markets. After all, **it is only February**. Should your group choose to sell your extra produce on the market, the local markets are on Tuesdays, Thursdays and Saturdays from 7am-12pm.

Remember each one of you is a student, but each with different majors and some of you have more experience with gardening than others. But you all want to be involved in the project. Try to find a solution that is as win-win as possible for each person, but also that you can reach your personal interests, too

### *Your information- Confidential*

You are a poor full-time business student looking for mainly two things: cheap food and products to sell in the local farmers' markets. You like to eat most any fruit and vegetables but you realize that organic produce sells better. You would be willing to put up to one hour a day in weeding, etc. (except for Sundays, when you want to play sports and relax, if you don't have to study). You would also be willing to sell the produce at two farmers' market a week. You would even skip class for it any sort of help, if necessary. Money is very important, because you have lost both parents and the government is supporting you. Because of government changes to student support are changing, you are afraid you will lose your substantial grants, and have to take out loans and then pay them back. That worries you.

You are really in this venture for inexpensive food and money. Extra "bric-a-brac" (nice and fancy things, parties) is not your idea of a good use of money, unless, of course someone else pays for it.

## Community Garden- Role of Paul/Paula Martin

### General Information

You and some other **first-year** colleagues (students) from the University have decided to rent three large community garden plots in your local community garden. Each plot costs CHF 75 per year (March to February). The measurements are 50m X 60m. You are free to put a hedge or fence around the whole or part of garden, decorate, and use garden furniture or houses as you wish. There is electricity for your garden plots (one place for the three, in the middle plot). Together you must decide on what you want to plant, how long you plan to rent the garden, how you wish to arrange the garden (including fence/hedge and buildings), what activities the garden will be used for, and, of course who will take care of what jobs. Today is your *first meeting*, so your plan is to cover as many topics as you can and decide which seeds, plants, and other necessities to buy this week; as well as decide if and when you will sell things on the farmers' markets. After all, **it is only February**. Should your group choose to sell your extra produce on the market, the local markets are on Tuesdays, Thursdays and Saturdays from 7am-12pm.

Remember each one of you is a student, but each with different majors and some of you have more experience with gardening than others. But you all want to be involved in the project. Try to find a solution that is as win-win as possible for each person, but also that you can reach your personal interests, too

### *Your information- confidential*

You are a budding writer in the Creative Writing and Journalism School. You are a full-time, first-year student. Your parents (who live in another country) are supporting you through school and you have your own flat near the community gardens, so you like the idea of those particular gardens quite a bit. Your parents are members of their local horticultural society back home and you think it would be fun to garden some and have a place for you to get your "muse" (creativity) going.

You love flowers of all kinds, especially the perennials (more than yearly flowers). You see the necessity for some vegetables, perhaps good salad vegetables (lettuces, cucumbers, tomatoes and onions) and of course the easier veggies, like carrots, potatoes and zucchini, but you think 2 of the 3 sections should be used for flowers and ornamental plants (it should be pretty). You are not interested in buildings, but a grill, a picnic table and a park bench would be perfect for you to enjoy the surroundings, and would be much appreciated. You would be willing to pay someone else to do a lot of the gardening that is hard work. You want to plant and weed a little and water a few times a week. You are willing to put in a half an hour a day and 2-3 hours on Sundays, which is your normal (cultural) family time for gardening. You are not Swiss., and are still learning about the cultural norms, here

You are in this venture for fun, relaxation, social activity, and you hope the place will be a refuge for you to write in. Money is not an issue for you, but you don't want to pay more than the other students unless they work more. Also, if there is some sort of gain from the farmers' market, you want a fair percentage, considering your work hours. Needless to say, you want the garden for at least three years, as it takes a while to get the

plants to maturity. You might be interested in “taking it over” in the fourth year, as you plan to be in the city for a very long time.

## Community Garden- Role of Sue/Cy (pronounced “sigh”) Burger

### General Information

You and some other **first-year** colleagues (students) from the University have decided to rent three large community garden plots in your local community garden. Each plot costs CHF 75 per year (March to February). The measurements are 50m X 60m. You are free to put a hedge or fence around the whole or part of garden, decorate, and use garden furniture or houses as you wish. There is electricity for your garden plots (one place for the three, in the middle plot). Together you must decide on what you want to plant, how long you plan to rent the garden, how you wish to arrange the garden (including fence/hedge and buildings), what activities the garden will be used for, and, of course who will take care of what jobs. Today is your *first meeting*, so your plan is to cover as many topics as you can and decide which seeds, plants, and other necessities to buy this week; as well as decide if and when you will sell things on the farmers’ markets. After all, **it is only February**. Should your group choose to sell your extra produce on the market, the local markets are on Tuesdays, Thursdays and Saturdays from 7am-12pm.

Remember each one of you is a student, but each with different majors and some of you have more experience with gardening than others. But you all want to be involved in the project. Try to find a solution that is as win-win as possible for each person, but also that you can reach your personal interests, too

### *Your information- confidential*

You are a full-time, first-year student. You are a business student and you like the idea of earning money and having fun with a garden. You don’t really need this to earn money so much as you live at home and have your parents financial support, but you would be interested in using this as a “business project” later on in your schooling, say in two years, so you would want to keep the garden for three or more years.

At the moment, putting a building in the garden-- one where you could have parties in-- would be fun for you, as you still live with your parents and parties are not very practical in their little apartment, so a little garden house with enough space for ten would be great; electricity would be greatly appreciated, as well, so that you could make coffee and tea there. A picnic table and grill would also be necessary, and maybe a fridge for cold drinks.

You aren’t really a vegetable fan. Carrots, tomatoes and beans are about all you like. You will eat salads, ones with lettuces and other greens, and raw vegetables with dip, but you don’t cook for yourself. Your mom cooks for you and she always cooks for you what you like, so bringing home vegetables from the garden isn’t necessary. You are interested in a little cash from the farmers’ market, but it’s really only for fun. You are willing to put in two hours of work most days except Saturdays (you are a referee for handball tournaments) and Sundays are really not for gardening, maybe for a little watering, and, of course, a barbeque when it’s nice outside.

Flowers would be nice to give to your mom, as she loves receiving flowers. You might be able to help at the market once every other week or three times a month. (You have a friend in this group, Jeff/Jane who is much more serious about the whole project- you love him/ her, but you can't commit yourself to so much work...)

## Community Garden- Role of Jeff/Jane Vogt

### General information

You and some other **first-year** colleagues (students) from the University have decided to rent three large community garden plots in your local community garden. Each plot costs CHF 75 per year (March to February). The measurements are 50m X 60m. You are free to put a hedge or fence around the whole or part of garden, decorate, and use garden furniture or houses as you wish. There is electricity for your garden plots (one place for the three, in the middle plot). Together you must decide on what you want to plant, how long you plan to rent the garden, how you wish to arrange the garden (including fence/hedge and buildings), what activities the garden will be used for, and, of course who will take care of what jobs. Today is your *first meeting*, so your plan is to cover as many topics as you can and decide which seeds, plants, and other necessities to buy this week; as well as decide if and when you will sell things on the farmers' markets. After all, **it is only February**. Should your group choose to sell your extra produce on the market, the local markets are on Tuesdays, Thursdays and Saturdays from 7am-12pm.

Remember each one of you is a student, but each with different majors and some of you have more experience with gardening than others. But you all want to be involved in the project. Try to find a solution that is as win-win as possible for each person, but also that you can reach your personal interests, too

### *Your information- confidential*

You are Sue/Cy's friend (as in boy/girlfriend) and you study IT (computer technology) full time at the same university as everyone else. You like the idea of a garden because you had to move far away from your family farm in the mountains and you miss the everyday chores of weeding, watering and such. You really want to eat some home-grown vegetables rather than the stale produce they sell in the local store. You eat all kinds of vegetables as your family specializes in rare local and organic vegetables and fruits. You are willing to experiment and try new things.

You are planning to get an MBA that is IT oriented at your university, so you plan to be in town for at least 5 more years and would be happy to be part of a cooperative for a garden long-term. Thus, you would be very interested in long-term fruits and vegetables such as some raspberries (Himbern) and blackberries (Brombern), as well as vegetables.

You would really like to have a bee-hive and would be willing to do most (or even all) of the work yourself, if you could earn most of the money from it. You know honey is a big money maker (your friend would call it a cash cow). Your parents would give you one of their (used, of course) hives, the clothes, equipment, and a swarm of bees, too. This is a great opportunity, especially if the garden is organic, so the honey could be labelled organic.

You know your friend, Sue/Cy really wants the garden to for parties, but you see it as being much more useful and helpful for your well-being (a green space) and your

pocket-book. You are willing to put in two hours most days during the “high season”, sell at two markets, and you don’t mind working Saturdays or Sundays—that means more than 15 hours of work a week, and you expect your percentage of the profits to be weighted for that amount of work. You have some, but not much money.



## Community Garden- Role of Samantha/Sam Ryser

### General information

You and some other **first-year** colleagues (students) from the University have decided to rent three large community garden plots in your local community garden. Each plot costs CHF 75 per year (March to February). The measurements are 50m X 60m. You are free to put a hedge or fence around the whole or part of garden, decorate, and use garden furniture or houses as you wish. There is electricity for your garden plots (one place for the three, in the middle plot). Together you must decide on what you want to plant, how long you plan to rent the garden, how you wish to arrange the garden (including fence/hedge and buildings), what activities the garden will be used for, and, of course who will take care of what jobs. Today is your *first meeting*, so your plan is to cover as many topics as you can and decide which seeds, plants, and other necessities to buy this week; as well as decide if and when you will sell things on the farmers' markets. After all, **it is only February**. Should your group choose to sell your extra produce on the market, the local markets are on Tuesdays, Thursdays and Saturdays from 7am-12pm.

Remember each one of you is a student, but each with different majors and some of you have more experience with gardening than others. But you all want to be involved in the project. Try to find a solution that is as win-win as possible for each person, but also that you can reach your personal interests, too

### *Your information- confidential*

You are a first-year landscape architect (a specialized gardener which organizes gardens to make them very beautiful—you plan to run a nursery/garden center with consulting one day). You also have a business minor --and this garden project is exactly what you want for your practical project next summer (in one year). You would like at least two plots to be ornamental (pretty n one way or another) with mostly flowers, although some cutting flowers as well as some fruits and vegetables could be planted to sell in the farmers' market.

Money is not a problem for you- especially for your garden landscape project for next year because your parents will help you out. They have already said so. Looks are *everything* to you and money is no issue for you as your parents will cover all your expenses

You are aware that some of your colleagues need to earn money by selling on the market, and they want to eat them, too. You know that some colleagues hope for a building, a bee-hive (this can be made into a pretty house with flowers all around, and a big money maker), and some want a picnic table. You think integrating a building and a bee-house might make a lovely garden "concept". You don't want a "used" looking garden, everything must be perfect by the time (next spring in May) your project must be marked so you get a good grade. You are thinking that a nice fence with a birdbath would be a good way to start the discussion, but you are open to many suggestions for beauty and ornamentation.

Since this is your major, you would want to work two hours a day in the garden during the week and three on Saturdays (next year you will, of course, work more hours until the marking is done). Sunday is for church and family and they expect you at home for dinner. You would like to help out at one or even two farmers' market a week, as you see that as a potential way to meet future customers. Networking is essential in your business and for your future success.

## Community Garden- Role of Maria/Mario Meier

### Community Garden- general information

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### *Your information- confidential*

Although you are a first-year student, you are a bit older and have had a life before school. You are a social person who likes a beer and a bratwurst with friends and are glad to do a garden with other people for social and financial reasons. You would love a party once a month, as long as the plants in the garden are not harmed.

You study botany and horticulture and you are a certified herbalist who can give out herbal medicines and teas and tinctures for clients who want to live a healthy life. You also coach them on healthy living.

You want the garden to include quite some "weeds" (or at least that's what the other students may call them), such as thyme, chicory (has a nice blue flowers), dandelions (also has nice yellow flowers), chamomile (has white flowers), and sage (has blues flowers), as they are part of your healing tea and tincture ingredients. It would be great if you could have at least 25% of the garden for your herbalist purposes, and, of course, the whole garden must **be organic** (bio), so not to spoil your products. You are interested in the farmers' market and in the fruits, vegetables, and flowers, as long as no non-organic fertilizer or weed killer is used. There should not be any slug poison, either of course.

You are willing to work alone on your garden plants, and want to help with the general weeding and watering, as well as attending **every** market, because would want to sell your teas and tinctures along with the fruits and veggies on the market stand. You think the farm needs a name and you think it should be catchy and something to draw buyers to your market stand, something like "Bio-Community Farm" would be good. You would like to have this as a very long-term project, say five or more years to really gain a good customer base.