Summary

This user's guide is a guide to the PowerPoint and to the activities that are used in a two to three-hour classroom session with students.

**The need:** Preparing a good farmers market stand is difficult and there are a lot of tips and tricks that New American farmers need to learn. This training gives them that, while focusing on the skills that they may not have yet to make them good salespeople.
ACKNOWLEDGMENTS: This teaching resource was developed by Jessica Woiderski of Cultivating Community in Portland ME, in partnership with the Institute for Social and Economic Development (ISED Solutions). Refugee farmer training programs across the country provided feedback on this lesson, which is now integrated throughout the guide. From 2015 to 2017, ISED partnered with twelve refugee farmer training programs through a USDA BFRDP educational enhancement grant, to support the design and testing of new and shareable teaching resources for culturally and linguistically diverse farmers. To learn more about this project, or to access the whole list of newly developed teaching resources for refugee farmer training programs, see the New American Resource Library at https://nesfp.org/new-american-resources. For more in-depth explanations of the teaching approaches and activities used in these materials, please see the ‘Refugee Farmer Teaching Handbook’. While these resources were designed with refugee audiences in mind, they can be adapted and used in any farmer training or incubator setting.

VARIATION: Throughout this guide, boxes (like this one) contain variations and adaptations that serve varying programs and farmers. They are suggestions and reflections from other programs based on how they made this workshop work for them.

TEACHING TIP: Throughout this guide, boxes (like this one) contain teaching tips to help you better facilitate farmer learning. Most come from other programs who have tested and reflected on using this lesson.

DEVELOPER’S NOTE: Throughout this guide, boxes (like this one) contain notes from this guide’s developer that provide insight into how a lesson is typically taught at the developer’s program.

ICONS: You will find the icons below throughout this guidebook. They are there so you are prepared for the activity and can get an idea of what it will bring at a glance.
WHAT TESTERS SAY:  “The photos in the PowerPoint are useful – especially quality control.”  
- Robin, Global Growers in Atlanta GA

“All of this content is important for preparing for a market. Thanks for all the work to make this more accessible to farmers!” - Aley, International Rescue Committee

“I like the merchandizing section - especially the images of good and bad produce and cultural norms about merchandizing.” - Brooke, International Rescue Committee in Charlottesville, VA

CORE SKILLS:

- Core market vocabulary
- Reading vegetable (product) names
- Writing vegetable (product) names
- Reading and writing vegetable prices
- Numeracy core-skill
- Money handling
- Dialogue skills with customers
- Making change
- Market stand supplies core-vocabulary
- Market set-up
- Customer questions
- Cash identification
Table of Contents
Adaptable except where noted.

5  IS THIS GUIDE RIGHT FOR YOU
   • Audience and Objectives
   • Resources needed

7  ESL & VEGETABLE NAMES / ACTIVITY 1 / 20 MINUTES
   • Vegetable names and flashcard review

9  FARMERS MARKET REQUIREMENTS / ACTIVITY 2
    20-30 MINUTES
   • PPT and activity to review all market requirements by name and picture

11 HOW TO BE A GOOD SALESPERSON / ACTIVITY 3 / 2 HOURS
   • PPT and role play to review and practice display and interactions at market

14  MAKING CHANGE / ACTIVITY 4 / 20 MINUTES
   • Currency review and making change drills
   • Briefly review the entire lesson

VARIATION: This can be broken up into two sessions. One reviewer mentioned using it to teach two separate lessons, one to orient people to farm stand as a marketing outlet, the other for those already pursuing it.
OBJECTIVES: At the end of this session, farmers will be able to
• Sound out the names of vegetables from words written on a page
• Identify and name a vegetable by looking at a picture of the vegetable
• Name the requirements for going to farmers markets
• Understand the importance of being able to meet all the requirements before going to market
• Set up an attractive farmers’ market booth
• Know what it takes to be a good salesperson
• Initiate conversation and have a smooth transaction with the customer
• Write a price sign (or can copy vegetable names and prices)
• Write the price of produce on a price sign
• Recognize bills and coins and know their monetary value
• Give the correct amount of change back to a customer when they pay for their produce

TIME / SEASON: 2-3 hours
• Off-season

LANGUAGE / LITERACY: Beginning

STAFF / INTERPRETER: One staff member (two would be great) and one interpreter needed

FARMING EXPERIENCE: • This is appropriate for first year farmers and other farmers who have not been to a formal farmers’ market or farm stand
• Helpful if farmers have seen and handled American bills and coins at least a few times before.
• A little bit of spoken English is helpful, and previous practice reading words in English is also helpful.
Farmers will need these skills:
1. Writing numbers
2. Copying words
3. Sounding out words in English
4. Counting
5. Saying “hello, how are you” in English

REGION / CLIMATE: Appropriate for all climates, except in a very hot climate where you may want to add discussion on using ice to keep products cool
Resources needed
Adaptable except where noted.

TIME: 2-3 hours

STAFF / INTERPRETERS: 1-2 Staff Members and 1 Interpreter

LOCATION: Classroom / packing shed etc.

SUPPLIES: Each farmer should receive
- A list of farmers’ market supplies
- A list of veggie names and pictures

Additional materials and resources include
- PowerPoint
- Projector
- Printed Veggie Cards with large pictures of vegetables
- Copies for every student of the 1 or 2 pages of veggie names and pictures
- Printed and laminated qualifications for farm stand (to put up easily on wall)
- Printed and laminated pictures of how to be a good salesperson (pick a representative picture from each of the 7 and print it)
- Tape or tack to put pictures up on board
- An 8-foot table
- Table cloth
- Baskets
- Produce (real or fake – have at least 2 veggies of the same color)
- Price signs
- Cash box
- Spray bottle or wet towel
- Fake change that is as close to real money as possible
- The “price cards & giving change mat” printed and laminated
- Dry erase markers to use on the “price cards & giving change mat”
TEACHING TIP:
Try starting this off with a discussion: Ask farmers who have experienced market: “What worked well for you? What was hard? What was confusing? What makes you want to do it again?” etc. Start from their experience to get a sense of what issues you can focus on.

STEP 1: NEW VEGETABLES
Do no more than 20 new vegetables per day. Stand at the front of the class and hold out printed large pictures of vegetables (we laminate the pictures so they can be handled many times). Have the students call out the name of the vegetable or name the vegetable if nobody knows it.

STEP 2: PRONUNCIATION
Sound out the name of the vegetable slowly. Do this several times and have the students repeat after you several times.
STEP 3: DISCUSS
Talk about the vegetable. Say something short and sweet about it so that the students will have something to associate with the name and the picture.

STEP 4: REPEAT PRONUNCIATION
Sound out the name of the vegetable again. Have the students repeat after you.

STEP 5: REVIEW VEGETABLES
Go through all the new vegetables for that day.

STEP 6: CLASS
Do your workshop/classroom exercises/etc.

STEP 7: HAND OUT COPIES
At the END of class, hand out copies of the list of vegetables with printed names (We have folders with three ring binders that we put the vegetables names in and that the students bring to every class.)

STEP 8: SOUND OUT
Go through the printed vegetable list, sounding out the vegetables in order by going down the list

STEP 9: IDENTIFY
Pick up the large pictures again, and go through (out of order – not in the order that the list is in) the vegetables again. Have the students tell you the name of the crop. Sound out the name of the crop and have the students repeat after you.

STEP 10: STUDY
Tell the students to study the lists as homework before their next class.

STEP 11: REVIEW
At the next class, REVIEW the old vegetables before you go on to any new vegetables.
BEFORE creating this activity, talk with your local farmers’ market manager to make sure you have the requirements that they see as important included in this lesson

TIME: 20-30 minutes

OVERVIEW:
This activity is meant to teach the students what the requirements are for going to a farmers market. It needs to be tailored to each program and the type of farmers markets that the students are going to. It is a good idea to check with the farmers market manager before doing this lesson about what they would like you to stress as important.

MATERIALS NEEDED:
• PowerPoint
• Projector

• Laminated pictures of all slides in activity
• Tape
• Copies of the farmers’ market checklist

OBJECTIVES / LEARNING:
By the end of this activity, participants can:
• Name the requirements for going to farmers markets
• Understand the importance of being able to meet all the requirements before going to market

VOCABULARY
• A name for each requirement (see PPT)

STEP 1: QUIZ
Tell students there will be a quiz after this activity.

STEP 2: SLIDES
Go through each slide and talk about the individual requirements and what they mean and why they are important.

STEP 3: REPEAT
Repeat the requirement slowly and emphatically before moving on to the next slide.
STEP 4: REQUIREMENTS

After going through all the slides, ask the students what the requirements for going to market are. As students answer the question, give them the picture that coincides with what they are saying so that they can put it up on the board in front of class.

STEP 5: PROMPT

Prompt the students on any requirements they are forgetting so that all the pictures/slides get up on the board.

STEP 6: SUMMARIZE

Once all the pictures are up on the board in front of the students, point to each one and ask the students what the picture represents. Name it, slowly and emphatically, with the students. Say something quick that summarizes why it is important.

STEP 7: CHECKLIST

Hand out the farmer’s market checklists. Go through the farmer’s market checklist with the students.

STEP 8: FINAL REVIEW

Move the taped-up requirements to the side and then review them at the end of class one more time, having the students name the pictures being pointed to.
How to be a Good Salesperson

TIME: 2 hours

OVERVIEW:
This activity is meant to teach the students how to set up and staff a booth at a farmer’s market.

MATERIALS NEEDED:
• Powerpoint
• Projector
• Printed and laminated pictures that represent each of the seven points to being a good salesperson (important to use a picture you show in the slide show)
• An 8 foot table
• Table cloth
• Baskets
• Produce (real or fake – have at least 2 veggies of the same color)
• Price signs
• Cash box
• Spray bottle or wet towel

OBJECTIVES / LEARNING:
By the end of this activity, participants can:
• Set up an attractive farmers’ market booth
• Know what it takes to be a good salesperson
• Initiate conversation and have a smooth transaction with the customer
• Write a price sign (or be able to copy vegetable names and prices)

STEP 1: SETUP
Set up your table, put the tablecloth on and put baskets on the table. Talk about having a tablecloth that is a different color than the produce that you are selling, and demonstrate how to drape the tablecloth evenly and neatly in order to hide the coolers underneath the table.

STEP 2: QUALITY CONTROL
Go through the High-Quality slides and talk about how the farmer must do quality control before they get to market.

STEP 3: OVERABUNDANCE
Go through the Abundance and Choice slides and talk about how Americans are used to an overabundance of choices that are virtually identical. Talk about how to tilt your produce towards the customer so it looks like you have more. Go back and forth between slides that show abundance and do not show abundance. Talk about which looks better and why. Talk about how it is better.
to have a smaller table packed full than a larger table that looks bare. Talk about how customers don’t like to think that they are getting the leftovers and if there are only a few left of something they think that everyone else has picked over the produce and left what is no good. Hold out the printed picture representing Abundance and Choice and say out loud what it represents. Tape the picture up on the board.

STEP 4: SIZE DISPARITY
Fill the large baskets on the table with a little bit of produce. Talk about how it looks empty of choice, how there is only a little bit left. Then dump the produce into a smaller basket that will overflow from the produce and talk about how it looks like the customers have lots of choices now. Try this with a few different vegetables and a few different basket sizes. Get most of your produce up and on the table. Use boxes or other baskets to prop up the baskets full of produce so they tilt towards the customer.

STEP 5: VARIETY
Go through the Variety slides and talk about how different varieties make the farmers’ stands unique and attractive at farmers’ markets. Talk about any unique varieties that are already grown on your farm and what else the farmers could start growing. Hold out the printed picture representing Variety and say out loud what it represents. Tape the picture up on the board.

STEP 6: DISPOSITION
Go through the Be Cheerful & Attentive slides and talk about how important it is to smile. Tell the students not to talk on the phone when they are at farmers markets and how initiating a conversation with people walking by can bring them to their stand and possibly to buy something. Hold out the printed picture representing Be Cheerful & Attentive and say out loud what it represents. Tape the picture up on the board.

VARIATION:

One reviewer suggested adding in some discussion around cultural norms, body language, and eye contact (since it can be disrespectful to make eye contact in some cultures, but is expected in the U.S.)

Another reviewer suggested adding in a role play for being cheerful and attentive. For example, you can act out selling at a table while being non-attentive (just sitting, maybe looking off in the distance) and ask a participant to “come and shop” - then do it again while you’re being “attentive” (at least in the American understanding of it). Ask which feels more comfortable to them. It might not be the same thing as what an American-born customer would feel. Why might this be? What messages do various actions send? What can they do to practice behaving “more attentively”?

STEP 7: ROLE PLAYING
Get two volunteer students to come to the front of class. Have one of them stand behind the table as a farmer and one in front as the customer. Have the
“customer” walk by the stand not looking at the farmer, but have the farmer call out to the customer, initiate conversation and smile. Have the “customer” and “farmer” do a practice conversation and sell produce. Help them both through the interaction when they need it, but have the students speak in English. Clap for the two students and ask for two more volunteers. Have them do the same thing.

**STEP 8: ONE-ON-ONE ROLE PLAYING**

Have the students break into groups of two and practice conversing with each other. Have one be the customer and one student be the farmer. Switch after 2 minutes. Once you are done with practice conversations, point to the picture taped to the board that represents Be Cheerful & Attentive and repeat the phrase.

**TEACHING TIP:**

Try opening with questions for farmers: “Do you like to have more choices, or fewer?” Bring in two bowls of rolls or other snacks - one full and one with a paltry amount. Ask a person to come up and choose a snack to eat. Ask why they went for the bowl they chose to pick from. This might set up the “abundance” concept.

**STEP 9: CONTRAST**

Go through the slides that depict why color is important. Show them a white table cloth and clear plastic baskets versus a red table cloth with green produce. Talk about how your table cloth should contrast with your vegetables, and all your vegetables shouldn’t be in bags. If you have bagged produce, leave a bucket of the produce out so that people can see the beautiful vegetables that are in the bags. Hold out the printed picture representing Colorful and say out loud what it represents. Tape the picture up on the board.

**STEP 10: CONTRAST II**

Re-arrange produce so that two or three vegetables of the same color are beside each other on the table. Then change it so it is interspersed with something that is a different color. Ask the students which looks better.

**STEP 11: MOISTURE**

Go through the Maintain Fresh Produce slides and talk about why spraying down roots is a good idea. Talk about wet towels in the coolers and what produce wants to stay cold and wet and what doesn’t want to get wet. Talk about how wilted produce can get them a bad reputation at a farmers market. Hold out the printed picture representing Maintain Fresh Produce and say out loud what it represents. Tape the picture up on the board.

**STEP 12: PRICING**

Go through the Price Clearly Marked signs and talk about why it is important to price your produce and make sure the customer knows how much it costs. Practice writing the name of a vegetable on the board and the price. Have students copy your handwriting on price signs of their own. Make several price cards, writing the name of the vegetable and the price. Hold out the printed
picture representing Price Clearly Marked and say out loud what it represents. Tape the picture up on the board.

**STEP 13: QUIZ**

Look at the pictures taped to the board. Point to each one and have the students name what it represents. When they name the thing, give a quick synopsis of why it is important.
Making Change

TIME: 20 minutes

OVERVIEW:
This activity is meant to give students a chance to practice making change and writing price signs. Many customers at farm stands and farmers markets will give a $10 or $20 dollar bill. Students need to be able to give correct change to the customers.

MATERIALS NEEDED:
• Bills and coins that are as close to “real” looking as possible
• Laminated copies of the Making Change Mat
• Dry erase markers

OBJECTIVES / LEARNING:
By the end of this activity, participants can:
• Write the price of produce on a price sign
• Recognize bills and coins and know their monetary value
• Give the correct amount of change back to a customer when they pay for their produce

STEP 1: INTRODUCTION
Pair the students into groups of two. Give each pair a laminated copy of the Making Change Mat and a dry erase marker.

STEP 2: EXPLAIN TO GROUP
Have the students decide who is going to be the customer and who is going to be the farmer. Give the farmer ten and twenty dollar bills and some quarters, dimes and nickels. Give the farmer ones, fives, tens and quarters.

STEP 3: GROUP DISCUSSION
Tell the students what they are selling and how much it is. Have the farmer write the price in the green box on the Making Change Mat.

STEP 4: ONE-ON-ONE DISCUSSION
Tell the “customers” to decide how many they want of the item and to pay for it. Have the person playing “farmer” count out the correct change.
Help students that need it and wait until all transactions are finished to go on to the next one. Have the students erase the price on the mat each time and write the new price down. You can break into smaller groups with more intense assistance and help if you have more than one teacher.

**STEP 5: GROUP DISCUSSION**

Repeat several times, then switch who is the customer and who is the farmer.

**STEP 6: OPTIONAL**

Have each student be the “farmer” twice and the “customer” twice. Make sure each student is getting the hang of it and help any students that need it.

**STEP 7: REVIEW ENTIRE LESSON**

1. Point to the Farmers Market Requirements pictures and ask the students what each one represents. Prompt if necessary.
2. Point to the How to Be A Good Salesperson pictures and ask the students what each one represents. Prompt if necessary.
3. Go through the farmers market checklist one more time with the students.

**TEACHING TIP:**

Teach people to recognize each piece of money and how much it represents. Have them create sums of money using different combinations of currency.

**DEVELOPER’S NOTE:**

If you don’t have farmers who can write the name of the vegetable and the price on their own, write it up on the board and have people copy from the board to their Making Change Mat.