Summary
Building new relationships for collaboration, funding or staffing often requires explaining what your program is and how it works. The refugee Ag. 101 packet aims to equip you with enough resources and ideas that you can adapt to your program and share with others.

Who made this guide?
This teaching resource was developed by the New Roots Program at the International Rescue Committee (IRC) in Salt Lake City UT and the Institute for Social and Economic Development (ISED). From 2015-2017, ISED partnered with refugee farmer training programs throughout the country to support the design of new and shareable teaching resources for culturally and linguistically diverse farmers. To access the whole list of newly developed teaching resources for refugee farmer training program, follow this link to New Entry’s ‘New American Resource Library’. For more in-depth explanations of the teaching approaches and activities used in these materials, you can refer to this Refugee Farmer Teaching Handbook.
Audience (TA or Tot) | ToT (this is a tool for staff, trainers, partners, or volunteers)
---|---
Language and Literacy Level | High
Farmer Experience | N/A
Pre-Requisites | N/A
Region or Climate | N/A
Program Structure | Those working with New Americans
Season | Any
Time | Any—while the whole package is 117 pages, articles are rarely more than a few pages.
Staff and Interpreters | For English speakers/readers
Additional Supplies Needed | None
Background Material | Before sharing this resources with partners, staff, or volunteers, the resource’s purpose should be explained.

TEACHING MATERIALS INCLUDED

1. Refugee Agriculture 101 brochure

   Key Terms
   - Refugee
   - Agriculture
   - Core Skills

   Refugee: A person who has fled their country due to fear of persecution, war, or conflict.

   How do you become a recognized refugee?
   - Apply for refugee status in the country of asylum
   - Provide evidence of fear of persecution
   - Meet the requirements of the country of asylum

   Refugee Agriculture 101
   - Basic principles of farming
   - Tools and equipment
   - Farming techniques

   Refugees and farming
   - Land tenure and access
   - Market opportunities
   - Conservation practices

   What is the refugee phenomenon in the U.S.?
   - History and current context
   - Physicians, needs, and challenges

   Who are refugee farmers?
   - Backgrounds and experiences
   - Integration and adaptation

   How to get involved
   - Volunteer opportunities
   - Educational programs

   Reflection Questions
   - What are the challenges and successes of refugee farmers?
   - How can we support refugee farmers in the U.S.?

   Contact Us
   - Phone: (123) 456-7890
   - Email: info@refugeeagriculture101.org

CORE SKILLS IN THIS LESSON

- Cultural sensitivity
- Current events
- Resettlement
SUGGESTED TEACHING METHODS

We asked six refugee farmer training program staff to review the Refugee Ag. 101 brochure to incorporate their input on the content, and also ask them how they would use these materials to build connections with partners.

Who would you use this with?

- “I would share this with potential new community partners, with offer of follow up in-person discussion”
- “Give to potential partners and people interested in supporting or helping expand the programs”
- “We will use this to give to farm service providers in our area who we have not connected with much yet, but would like to engage with. We also are trying to incorporate more outside experts to teach out workshop material and would provide this in advance”.
- “Possible community garden partners (churches, groups with land), partners who might be able to teach workshops or offer TA services (extension offices, beginning farmer programs)”
- “Pass it along to people who may be interested in starting similar programs”
- “It would be useful to share with community partners, such as the Financial Empowerment Center, which we'll be working with to help farmers with financial literacy”
- “I imagine also sharing this with other farmers in the local agricultural community.
- “I plan to share with agency staff as a reference for talking about our programs and participants for those who are not familiar working with refugees”
- “We might share this resource with other organizations/community groups hoping to start a community garden space as they might find refugee farmers that are interested in a plot”

IDEAS FOR FOLLOW UP, WHAT TO PAIR THIS WITH, ADDITIONS:

- “I would use this as an introductory resource, for example at a conference, to hand out with a business card & general program information”
- “Possibly as a mailer, and to have to hand out at meetings, and posted on a website”
- “I would pair this with a follow-up conversation!”
- “I see using an additional resource or follow up less where there would be additional reflection questions and suggested topics of conversations, things to think about etc. focused on extension agents & community partners”
• “I think some of the biggest issues we've faced when bringing outside folks in is that they've had no frame of reference for education/literacy/ English level and have presented information that was too technical/text heavy, and many farmers didn't follow. I think explaining that specifically would be really valuable to re-incorporate” (see below and Refugee Farmer Teaching Handbook)

PERSONALIZE THIS PACKAGE
• Locate and list the nearest refugee resettlement office in your area
• Find out what benefits and what requirement your state/local city sets for refugee. If your non-profit works primarily with refugees, offer a yearly training on this information
• Identify which countries the largest amounts of refugees in your area come from. Research common farming techniques and conditions
• Add a written or video interview with Refugee Farmer about their experiences

ADDITIONAL RESOURCES
If partners are coming to present material to farmers, you can use sections from the ‘Refugee Farmer Teaching Handbook” or workshop design (chapter 6), Teaching activities (chapter 5) and Communications (chapter 4).

Summary of some communication tips:
• Learning effective oral communication with English Language Learners (ELLs) can be challenging, as it is a hard to pin-down skill and there is no one way to be successful. While it is important to not speak at a level that is too advanced (difficult sentences, hard vocabulary etc.), it is equally as important to not ‘dumb down’ your speech too much. Success in this department often comes from knowing farmers and applying common sense.
• Use clear, normal speech in communicating with English language learning (ELLs) adults. If you are a quick talker, it will benefit ELLs and interpreters if speak at a more moderate speed. Allow farmers to use their native language when speaking with each other to increase comprehension (If you are using an interpreter, using the native language in the classroom will be easy, but in the absence of an interpreter, allowing for and encouraging native language use in the classroom might be especially useful)
• Non-verbal clues can be used alongside speech (such as gestures, pictures and concrete objects). Repeat directions (for an activity) twice, or even better, use several mediums to relay directions: spoken, visualized (pictures and written words) and modeled (acted out).
TEACHING TIPS

- Use the index to find parts of the resource that will be most applicable to you.
- We recommend adapting this to the populations in your program and adding some local program information to the front and omitting our local info.