



INDEPENDENT WHOLESALE SALES

CREATED BY ALL FARMERS, CT RIVER VALLEY, MA

Summary

This is a tangible **structure** tool to teach farmers in a one-on-one setting to manage established wholesale accounts. You will spend ~30 minutes introducing the farmer to the steps in selling to wholesale accounts, introducing them to the resource, how it is laid out, and how to use it. The rest of your time is supporting the farmer in hands-on practice with the resource until they have reached competency.









Who made this guide?

This teaching resource was developed by All Farmers and enhanced in collaboration with 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 and immigrant farmer training programs, follow this link to the [‘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)	TA (Technical Assistance for farmers)
Language and Literacy Level	Developing (depending somewhat on how patient/understanding the wholesale account(s) are)
Farmer Experience	Some experience
Pre-Requisites	<ul style="list-style-type: none"> ● Numeracy ● Reading a grid ● Reading and writing numbers ● Reading and writing prices ● Basic math ● Writing (if completing invoices) ● Harvest standards ● Packaging, bunch size ● Grading/sorting ● Estimating yields (preferred, can be taught)
Region or Climate	Any
Program Structure	Any
Season	Growing season
Time	Initial 30-minute lesson, continued hands-on support until competency is reached (throughout one season on wholesale order days).
Staff and Interpreters	One staff, one interpreter for first formal lesson (interpreter may not be needed depending on language ability)
Additional Supplies Needed	<ul style="list-style-type: none"> ● Laminated wholesale tracking form(s) (one per wholesale account or group of accounts) ● Wet erase markers ● Legal-size clipboard
Background Material	none

TEACHING MATERIALS INCLUDED

1. Laminated wholesale tracking form(s) (one per wholesale account or group of accounts)

Customer:									
Need By Date/Time:									
Crop	Have?	Price	Unit	Amount Ordered	Amount Packed	Ordered?	Packed?	Invoice?	
 baby lettuce, bulk	<input type="checkbox"/>	\$8.00	 pounds			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 baby lettuce, 0.3 lb bags	<input type="checkbox"/>	\$3.00	 bags			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 green head lettuce	<input type="checkbox"/>	\$1.50	 # count			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 red head lettuce	<input type="checkbox"/>	\$1.50	 # count			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CORE SKILLS IN THIS LESSON

- Vegetable name reading
- Numeracy
- Dialogue skills with customers
- Invoice writing (optional)
- Price list reading
- Using a grid
- Taking orders, what is available
- Estimating yields
- Record-keeping

SUGGESTED LESSON STEPS

1. It is best to start farmers with an overview of the wholesale process in plain language. You can get more detailed in time and with practice. Think ahead of time of examples of wholesale sales that the farmer(s) you are working with have experience with, and connect the following steps and concepts with their existing experiences. You may also choose to role play the following steps with the farmer(s) to reinforce the “flow” of selling to wholesale accounts.
 - a. Explain that to sell to wholesale accounts (grocery stores, restaurants) farmers need to tell the wholesale account what crops they have available and the prices. Usually this happens on the same day every week.
 - b. Once the wholesale account knows what you have, they can order what they want. The farmer also needs to find out when they need the order by, and if the farmer needs to deliver or if they will pick it up.
 - c. The farmer will need to record what the wholesale account wants, and make sure that it is harvested and packed in time.
2. Show the farmer the wholesale order card and go through the steps again.
3. During the first wholesale order, work with the farmer every step of the way. As much as possible, allow and encourage the farmer to actively fill out the form and communicate.
 - a. Do the field walk together. Make sure that the farmer doesn’t miss any items, and records information in the correct locations.

- b. Contact the wholesale account together. This is best done in-person if possible. Go through the wholesale availability.
 - c. Take the wholesale order together. Make sure that the farmer doesn't miss any items, and records information in the correct locations.
 - d. Go through the harvest together. Make sure that as each crop is harvested, the farmer records the actual amount packed.
 - e. As each crop goes in the cooler, make sure the farmer records it.
 - f. As each crop is packed (e.g. into a wax box) make sure the farmer records it.
4. Fill out the invoice together. If this is too advanced for the farmer, you may fill it out but ask them to read you the information that should go on it. If possible, have the farmer perform any calculations.
 5. When the farmer thinks s/he is done, go through the list together, and make sure each crop has gone through all of the steps. If there is one that hasn't, go back and finish it.

You will need to repeat this process several times. Each time, though, there should be some small or large ways that you are able to step back and let the farmer take more initiative.

TEACHING TIPS

Teaching methods to add

- Integrating peer teaching (especially in a multi-year program) would be extremely valuable, both in saving your time and in solidifying the ability of the peer teacher to manage wholesale accounts independently.
- For less confident farmers, or to superficially train a larger group, try a role-play exercise and/or structured dialogue.

Teaching tips and variations

- As much as possible, make sure that the farmer is reading directly from and marking the resource her/himself. Initially you will provide more support (e.g. dictating answers, or facilitating conversation with wholesale accounts). Step back your support as the farmer demonstrates the ability to take on more responsibility.
- You may choose to train 1-3 people at the same time.
- This resource was developed for farmers who have already been selling to wholesale accounts but have not had any customer interface or management role in the sales. The resource can be adapted to work with farmers without wholesale experience, but you will have to give more structured experiences and background information.