



MARKET TYPES

New Roots Micro-Producer Academy: Module 2 of 8

Summary

In this workshop, farmers will explore the pros and cons of indirect and direct marketing options. In addition to learning vocabulary and concepts with the help of PowerPoints, farmers will complete a pros and cons smiley face (or color dot system) 'Activity Board', and do some farmers' market role play activity to explore these topics. In Module 6, farmers will have a chance to build their direct marketing skill.

The need: Many farmers have different experiences of marketing vegetables in their home country, and are learning about the different options here. Wholesale, CSA, farmers market, etc. are all different in important ways. The activity board and other reflection opportunities allow farmers to identify skills they need to work on to be successful in particular markets.

Who made this guide?

Collaboration and Testing

ACKNOWLEDGMENTS: This teaching resource was developed by Aley Kent and Ellee Igoe of the IRC Food and Agriculture Technical Unit in partnership with Dani Scherer and 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](https://nesfp.org/new-american-resources). For more in-depth explanations of the teaching approaches and activities used in these materials, please see the '[Teaching Handbook: Refugee farmer training](#)'. 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.



POWERPOINT



DISCUSSION



WORKSHEET

Table of Contents

Adaptable except where noted.

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- Resources needed

6 EXPLORING MARKETING OPTIONS / ACTIVITY 1 30 - 45 MINUTES

- Farmers learn about marketing options through a PowerPoint

9 WHAT MARKETING OPTIONS IS RIGHT FOR YOU? / ACTIVITY 2 30-60 MINUTES

- Farmers complete a chart activity to compare marketing options and decide what marketing options are ideal for them and what they want to work towards

WHAT TESTERS SAY:

“It is great to show and explain all of these markets. We would use the explanation of different market types - like the hands on activity of Role Play”

-International Rescue Committee in Salt Lake City UT

Audience and Objectives

Adaptable except where noted.

OBJECTIVES: At the end of this session, growers will be able to:

- State two good reason to pursue indirect markets, and two good reasons to do direct markets.
- State what kind of marketing (direct or indirect) they prefer and name one to three reasons why.

TIME: 2 hours

STRUCTURE: This lesson will work with programs who support the farmers in identifying and getting into indirect and direct marketing opportunities. Activities can be adapted to instead help farmers understand how a chosen marketing channel works, or what to expect.

STAFF / INTERPRETERS: At least one staff member and one interpreter needed for farmers who are not English fluent.

LANGUAGE / LITERACY: Language: With an interpreter, appropriate for beginning to fluent English language speakers.

Literacy: Activity 1 'Activity Board' will be challenging for pre- and non-literate learners, but vocabulary words can be pre-taught for these learners.

EXPERIENCE: This module is intended for farmers who are in their first year or so of production for market. If farmers have not had any marketing experience, some additional ESL words should be taught (such as wholesale, CSA, and farmers market).

- Helpful if farmers have had some exposure to the four marketing options, such as farmer's markets, wholesale, CSA and restaurants. (If not, these vocabulary words should be taught.)
- Farmers will be asked to understand and use the grid format for the activity board. (If not, this will need to be pre-taught.)

PROOF OF LEARNING:

- Farmers will complete the activity board to demonstrate their knowledge of what the different marketing options require.
- Farmers will be able to identify the different marketing opportunities by name.
- Farmers will be able to state what kind of marketing (direct or indirect) they prefer and give 1-3 reasons why.

Resources needed

Adaptable except where noted.

TIME: About 1.5 hours

Suggested times for each activity are estimates and can be modified based on your needs.

STAFF / INTERPRETERS: One Staff Member and one Interpreter

LOCATION: Classroom / packing shed etc.

Classroom or similar, space for a farm stand set up for part 2 (can be done outdoors or indoors).

SUPPLIES:

- PowerPoint Presentation
- Market Activity Board handout
- Smiley face print outs (or different colored dots, see activity modifications)

Farmers market role play supplies (part 2)

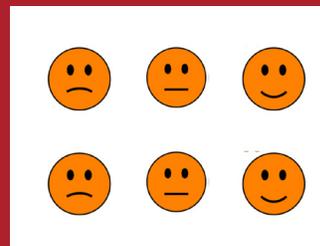
- Farmers Market tables (tent if it's feasible for space)
- Table cloths
- Baskets and display boxes
- Pre-made table signs to label product and price
- Plastic produce bags for customer purchases
- Reusable shopping bag
- Fake money
- Delivery plastic/wax/card board box
- Plenty of produce to practice



POWERPOINT PRESENTATION

	RETAIL MARKET	CSA	WHOLESALE	RESTAURANT
DO YOU NEED A LOT OF TIME?				
IS THE MONEY GOOD?				
DO YOU NEED MANY DIFFERENT VEGETABLES?				
DO YOU NEED TO SPEAK A LOT OF ENGLISH?				
DO YOU NEED TO WRITE A LOT OF ENGLISH?				

MARKET ACTIVITY BOARD HANDOUT



SMILEY FACE PRINT OUTS

Exploring Marketing Options

1

TIME: 30-45 minutes

OVERVIEW:

Farmers will learn about the pros and cons of direct and indirect marketing options, with associated ESL vocabulary, through a PowerPoint.

OBJECTIVES:

Farmers will be able to:

- Say what marketing options are direct and indirect.
- Define wholesale, farmers market, Farm-stand, restaurant and CSA.

MATERIALS:

- Projecting capacities for the PowerPoint

VOCABULARY:

- Indirect Market
- Direct market
- Vendor
- Role Play
- If farmers have not had any marketing experience, teach 'Wholesale', 'Farmers Market,' 'Farm Stand,' 'Restaurant,' and 'CSA'



STEP 1: WARM UP ACTIVITY SUGGESTION

(This is a quick warm up because there are lots of activities in this section)

What was the market like where you came from? What did it look like? What was sold there? Who has been to a market here? Who has been to a large grocery store? What is different about food stores or markets here vs. other places you have lived or visited? What is the same? Ask the class to discuss in order to activate their connection to the topic and their background knowledge. You can ask leading questions about the display, the way vendors act and speak, the way customers act etc. If farmers have a higher literacy level, you can write down points with short phrases.



STEP 2: POWERPOINT PRESENTATION

Slide 1: Ask participants, "What are important things to think about when choosing a market?"

- Some prompts if they don't say them:
 - "How much time will it take?"
 - "Will I get enough money?"
 - "Do I need many different kinds of vegetables?"
 - "Will I need my own transportation?"
 - "Will I need to speak and write English?"

- This workshop focuses on small-scale markets. There are two kinds, direct markets are where you (the farmer) are directly connected to your customer

Slide 2: Direct market “Since you do the growing and selling, you get to keep all or most of the profit from your sales.”

Slide 3: Indirect market “There is someone who does some of the selling for you. That means a little less work but also a little less money.”

Slide 4: Direct market example: “A farmer’s market is a direct market, because you do the work to sell the vegetables.”

Slide 5: Direct market money breakdown “Because you do the work, you get most of the money. But not all...Where do you think this small portion of the dollar goes?”

Slide 6: Indirect market example “Indirect markets are grocery stores, restaurants or other whole sale places. You usually sell a larger amount of one or several crops.”

Slide 7: Indirect market money breakdown “The person who helps you to sell also needs to make money (the wholesale, the chef at a restaurant, the grocery store). Therefore, you make a little less money. Let’s take a look at this dollar as compared to the other one.”

Slide 8: “Let’s talk about your options for direct and indirect markets. The first picture is? (direct); Second picture? (indirect); Third picture (direct); Fourth picture (indirect).”

- It is okay if they don’t have the answer...the next few slides will explain in further detail
- Try to elicit vocabulary words from them about what these different marketing options are called ‘Farmers Market’, ‘Wholesale’, ‘CSA’

VARIATION:

One review said: “I would add a distinction between gardener, farmer, and micro-producer in the ESL section. We had a long conversation about the meaning of these words as the lesson went on.” Another option is to remove the reference to micro-producer and replace terms with those applicable to your program.

Slide 9: FARMERS MARKET “This is a....? Who has been to a farmers’ market? What is it like? Are they different than how you shopped before coming to the United States?”

- Definition: Farmers Markets are weekly, usually outdoor markets that feature multiple vendors selling produce, crafts and hot (prepared) food. Vendors pay a fee to set up a tent and table.

Slide 10-11: FARM STAND “This is a....? Who has shopped at a farm stand? Is it different than a farmer’s market?”

- Definition: Farm Stands are either daily or weekly and usually feature only one vendor. A farm stand is usually on site at a farm or community garden.

Slide 12: CSA “This is a? Has anyone participated in or seen a CSA? What do you see in this picture?”

- Definition: Community Supported Agriculture, or CSA, has customers that receive a weekly box of whatever is harvested that week at the farm or garden. Participants sign up in advance and receive produce throughout the season.

Slide 13-14: WHOLESALE “This is a....? Is this a direct or indirect market?”

- Definition: Small Grocers or Specialty Groceries are sometimes interested in purchasing special items at a small scale.

Slide 15-16: RESTAURANTS

- This is a? Is this a direct or indirect market?
- Definition: Some small restaurants are looking for locally grown foods. The chef will order what they need each week for delivery.

Slide 17: ASSESSMENT: “Let’s do this again, this time, I want you to say the market name. Also, if you can, say if it is a ‘direct’ or ‘indirect’

TEACHING TIP:

One reviewer said: “I utilized ESL throughout the lesson; any words unfamiliar to clients we would say aloud as a group, define, and then ask for the exact definition in their language to see if it translated well.”

VARIATION:

One reviewer suggested eliminating marketing options that are not actually available at that time to avoid confusion, or bring them up: “As long-term potential”.

What Marketing Option is Right for You?



TIME: 30-60 minutes

OVERVIEW:

Farmers will learn about the pros and cons of direct and indirect marketing options by completing an ‘activity board’ worksheet. They will then reflect on what marketing option may be best for them, based on what they know each market needs.

OBJECTIVES:

By the end of this activity, participants will be able to:

- state what kind of marketing (direct or indirect) they prefer and why.

- state one good reason to do indirect markets, and one good reason to do direct markets.

MATERIALS NEEDED:

- Projecting capacities for the PowerPoint slide of the work sheet
- Printed worksheets, one for each farmer.
- Print outs of the YES and NO signs, enough for each farmer to complete the sheet.
- Print outs of the smiley and frowning faces, enough for each farmer to complete the sheet.



STEP 1: WORKSHEET PROJECTION

Use the worksheet projection in the power-point to model the activity. Show farmers the pictures of yes and no, and then if possible, drag and drop these into the appropriate spaces as you fill in the sheet with farmers.

DO YOU NEED A LOT OF TIME?				
IS THE MONEY GOOD?				
DO YOU NEED MANY DIFFERENT VEGETABLES?				
DO YOU NEED TO SPEAK A LOT OF ENGLISH?				
DO YOU NEED TO WRITE A LOT OF ENGLISH?				

STEP 2: WORKSHEET COMPLETION

Hand out sheets for each farmer, as well as yes and no stickers / pieces of paper (enough for each farmer to complete the matrix). Tell farmers to complete in the same fashion as they saw you do. (OPTION to skip this and move to 'reflection' if short on time. Instead, you can complete the whole thing with farmers help on the large projection, and then move to reflection).

DEVELOPERS NOTE:

This matrix should serve as an example of what you can use with the farmers, but it is recommended to edit it to serve the purposes of your program better. The categories on the left hand side can be modified, and the ranking system can also be modified.

STEP 3: REFLECTION "WHAT DO YOU NEED TO WORK ON?"

1. Give each farmer their own marketing matrix handout and have them complete the activity using their own smiling and frowning faces. The directions are: "Ok, now you know what takes time, and what requires speakING English. What parts do you feel happy with? What part do you need to work on?"

2. Hand out the smily faces and frowning faces, and before you let farmers work on the activity, do a sample with the projected worksheet. Model the activity, asking yourself: "Ok, this one needs a lot of time. I don't have that yet, I will put a frowning face because I need to work on that" For English speaking, I will put a smiley face because I am good at that, for transportation, I will put a frowning face, because I don't have my own car, I will need to work on that." Walk around and assist farmers in attaching faces to their worksheets.

				
DO YOU NEED A LOT OF TIME?				
IS THE MONEY GOOD?				
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3. Reflection and Assessment: Ask each farmer to explain (or show) what marketing options they need to work on the most. Point out your observations such as, “You have a lot of smiles here, or a lot of frowns here.” This will allow them to reflect on these options personally and also gives you the opportunity to see how well farmers have understood the pros and cons of direct and indirect marketing as it relates to themselves.

VARIATION:

“We did not use the visioning activity but instead we did the goal setting lesson from Charlottesville; the visioning activity wouldn’t work for us because this cohort is so very fresh to calendar year/planning and we wanted to hone in on the idea that they first need goals that we can help them achieve upon completion of MPA.”