RECORDKEEPING MODULE 2:

HARVEST AND POST-HARVEST RECORDS FOR FSMA COMPLIANCE

SOUTHSIDE COMMUNITY LAND TRUST

What is this user's guide?

This guide can be used to assist trainers who want to make good farm record keeping practices accessible to farmers with limited English and/or low-literacy skills. It covers the reasons for and benefits of keeping good records for harvest and post-harvest activities, including compliance with food safety requirements. It explains what kinds of information need to be recorded and provides recommendations for when and how to collect that information. Tools which allow farmers with low-literacy skills to keep good records of on-farm activities are provided.

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Who made this guide?

ACKNOWLEDGMENTS: This teaching resource was developed by Craig Demi of the Southside Community Land Trust in Providence, RI in partnership with the Institute for Social and Economic Development (ISED Solutions). This material is funded in partnership by USDA, Risk Management Agency, under award number RM17RMEPP522C029.

WHY IS THIS TRAINING NEEDED:

Students will learn techniques for keeping records of their harvest and post-harvest activities. These records can then be used as part of a trace-back-system to help identify factors in their harvest and post-harvest handling that might contribute to a crop's success or to poor crop quality or outbreaks of foodborne illness. This kind of record keeping is required for farmers who are covered by the Produce Safety Rule in the Food Safety Modernization Act (FSMA).

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.

Objectives and Skills

NEW VOCABULARY:

- Record keeping
- Trace back system
- Food Safety Modernization Act (FSMA)
- Post-harvest Handling

OBJECTIVES: **By the end of this session, farmers will be able to:**

- Explain how harvest and post-harvest records can be useful for identifying factors that contribute to success and underperformance of crop yields
- Explain how harvest and post-harvest records can reduce risk and identify causes if there is an outbreak of foodborne illness.
- Name ways that records can improve their farm business and reduce risk.
- List what details they should include in their harvest and post-harvest records
- Explain what is the best time to record information (i.e. right away)
- Name a safe, accessible place for storing their farm records.
- Explain the reason that record keeping is required for some farmers.

PROOF OF LEARNING: **I will know that farmers have achieved learning objectives because:**

- Students keep records which include when, what, where, and who did farm activities.
- Students demonstrate that crop harvesting and post-harvesting activities can be traced using their records.
- Students store their crop records in a way that makes the records easy to find and use.

NOTES:

- Activity 3 contains a section of additional information about creating codes (batch codes) that can be included in delivery of this module if the students' comprehension level seems high.

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8 WHY KEEP RECORDS? / ACTIVITY 2 / 15 MINUTES
- Using a slide show to prompt discussion, students look at several examples of record keeping that farmers may already be doing such as creating pick/harvest lists or writing invoices. Through discussion, students learn how record keeping can help them understand and improve their crop yields, locate and fix problems, and access loans and other assistance for their farm business. Students will also learn how sometimes the government or customers can require detailed record keeping.

11 HOW TO KEEP RECORDS / ACTIVITY 3 / 15 MINUTES
- Using a slide show to prompt discussion, students learn what information to include in their harvest and post-harvest records, the importance of recording information promptly, and they think about how and where to keep their records safe and accessible.

14 PRACTICE KEEPING RECORDS / ACTIVITY 4 / 20 MINUTES
- Using flash cards and blank record keeping forms, groups of students simulate a crop harvesting sequence while recording their activities. They will do the same for post-harvest activities. They then share what they have recorded. The farmers use their harvest and post-harvest records to trace harvested crops back to their source.

Audience

WHO: **Refugee farmers and growers**

LANGUAGE: **Limited to Moderate English Speaking**

LITERACY: Some literacy, in English or other language, is recommended for record keeping, but forms which rely on symbols/pictures can be used by low- or non-literate farmers.

FARMING EXPERIENCE: **Beginner to advanced**
Participants should have some experience or knowledge of farming or gardening, but this doesn't have to be experience in the US.

PREREQUISITE KNOWLEDGE REQUIRED/USEFUL:

- Familiarity with safe food harvest and post-harvest practices
- Familiarity with reasons for food safety practices:
  - Regulatory and/or certification compliance and
  - Protection of customers from food borne illness.
- Familiarity with crop planning practices
  - Especially identifying and recording field names.
  - It is recommended that students first complete Recordkeeping Module 1: Crop Planning and Planting Records for FSMA Compliance

REGION / CLIMATE: **This module is adaptable to all regions and climates.**

PROGRAM STRUCTURE: **CSA and Wholesale Aggregation**

SEASON: Ideally, this is done during the seasonal/Winter break in production so that farmers can use it to prepare and plan for their next growing season.

Resources needed

TIME: **60 minutes**
(70 minutes if additional information is included)

STAFF / INTERPRETERS: **3 staff: 2 staff plus interpreter(s)**

- It is suggested that in addition to the lead facilitator, another staff person be present to assist with activities and help respond to students' needs.
- It is suggested that a language interpreter be used to ensure that farmers understand all of the complexities involved.

LOCATION: **Classroom**

RESOURCES AND MATERIALS NEEDED TO CONDUCT THE SESSIONS:

Each farmer should receive:

- Sample record keeping forms

Additional materials and resources include:

- Slideshow: 'Record Keeping for Harvest and Post-Harvest Records for FSMA Compliance
- Sample pick/harvest lists
- Crops flash cards
- Dates flashcards
- Field names flashcards
- Crop storage flash cards

Icebreaker

1

TIME: 10 Minutes

OVERVIEW:
Students will participate in an activity asking them to identify where an article of clothing was made.

MATERIALS NEEDED:
- None

OBJECTIVES :
Students will be able to describe different ways the origin of products can be identified.

LESSON STEPS:

As they arrive to the class, students will be prompted to choose one item of clothing or jewelry that they are wearing that might be their favorite or of which they are particularly fond. Ask them if there is anything on the item that indicates the place of its manufacture. Additional prompts can include: How specific is the location? Does it say the town, or the factory? Does it say the name of the person who made it? Do they think the person who sold it or gifted it to them knows more information?

As the students respond, assure them that it is acceptable to not know the place of its manufacture. Maybe it is something they purchased for themselves, or maybe it was a gift. If it is a handmade item, maybe they know the place of its manufacture without there being a label.

This activity will demonstrate that it can be difficult to know all the details about where something comes from. The facilitator can explain that with good record keeping, farmers and customers can find out this information if they want to.

Why Keep Records?

2

TIME: 15 Minutes

OVERVIEW:
Using a slide show to prompt discussion, students look at several examples of record keeping that farmers may already be doing such as creating pick/harvest lists or writing invoices. Through discussion, students learn how record keeping can help them understand and improve their crop yields, locate and fix problems, and access loans and other assistance for their farm business. Students will also learn how sometimes the government or customers can require detailed record keeping.

MATERIALS NEEDED:
• Slideshow: 'Record Keeping for Harvest and Post-Harvest Records for FSMA Compliance'
• Props or pictures: Sample pick lists and invoices

OBJECTIVES / LEARNING:
By the end of this activity, participants will be able to:
● Give at least two examples of how records can be useful for identifying factors that contribute to success and underperformance
● Explain how records can reduce risk and identify causes if there is an outbreak of foodborne illness.
● Explain the reason that record keeping is required for some farmers.

NEW VOCABULARY
Trace Back System
Food Safety

LESSON STEPS:

Explain/Review: The Food Safety Modernization Act, (FSMA or Food Safety) is a law that requires farmers to follow rules which keep the food they grow clean and safe for their customers.

Foodborne sickness is a very serious problem. In the United States, every year:

· 45,000,000+ people get sick,

· 120,000+ people get sick enough to go to the hospital, and

· 3,000 people die from eating food that was spoiled or dirty when they bought it.

LESSON STEPS, CONT.: Farmers can save lives by following Food Safety rules about how to handle produce from the time it is planted until it is sold to customers. This lesson explains how to keep good records that will show that you, as a farmer, are following the Food Safety rules.

Describe what records are. The main point should be to highlight that they are an organized way of documenting an activity.

Give some examples of types of records a farmer might already be keeping, such as pick/harvest lists and invoices. Ask students to identify what information is included in these records.

- Do they have the date?
- Do they have a number or a code to place them in a sequence?
- Where do you write them?
- Can you compare the two, if you have both, to see how much of what you harvested actually sold?
    - Do they show how harvest yields or sales can change over time?
    - Are there other things they can show?

Show examples of pick/harvest lists and invoices to reinforce how some valuable information for tracking already exists.

- Describe how records help keep track of things that worked
    - If crop yields increase
    - If some crops sold well
- Describe how records help keep track of things that can be improved
    - If crop yields decrease
    - If some crops didn't sell well
- Describe ways that records can be important for business reasons
    - Easier to get insurance or a loan
    - Easier to get government assistance

Explain that record keeping is sometimes required by customers before they buy from a farmer.

- This can be because the customer requires certifications that need the farmer to do record keeping

- Or, the customer insists that the farmer have a trace back system as part of a farm safety plan (students will get practice in this later in the module)

For certain farmers, the government requires the farmers to do record keeping. There are different reasons the government might require this. Those reasons include if the farm is selling more than a certain amount each year or if the farm has caused people to be sick in the past. It is important for farmers to learn now about the way to keep records in case the government requires them to do so in the future. The reasons the government might require record keeping for farmers are explained in something call the Food Safety Modernization Act (FSMA). For the government, record keeping is the best way to make sure that farmers are doing this to keep their crops safe from foodborne illness. And, in case there are people getting sick, the records make it easier to figure out the source of what is causing the illnesses.

Ask students to recall things that the record keeping can help with.

- Can they help with future planning?
- For harvests and sales?
- Can they help the farmers ability to sell to all kinds of customers?
- Can they help get loans and insurance?
- Can they help with food safety and government requirements?

How to Keep Records

3

TIME: 15 Minutes

(25 minutes with additional information)

OVERVIEW:
Using a slide show to prompt discussion, students learn what information to include in their harvest and post-harvest records and the importance of recording information promptly, and they think about how and where to keep their records safe and accessible.

MATERIALS NEEDED:

• Slide show: "Best ways to do Record Keeping for Harvest and Post-Harvest"

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

• List what details they should include in their harvest and post-harvest records

• Explain what is the best time to record information (i.e. right away)

• Name a safe, accessible place for storing their farm records.

VOCABULARY

When	What
Where	Who

LESSON STEPS:

Lead discussion in which key components for making a record are explained.

- **When**: For each harvest or post-harvest activity, it is important to write down the date that it was performed. Sometimes it is also important to write down the time of day. For example, if a farm worker is harvesting, write down the date and time for each field the worker was harvesting in.

- **What**: It is important to write down exactly what the farm worker is doing, too. If they are harvesting, write down the kind of crop they are harvesting. Or, if they are washing or packing write down the kind of crop they are washing or packing. If the farmer has different varieties of the same kind of crop, write down which variety, too. Always be specific.

LESSON STEPS, CONT.:

- **Where:** The place that something is being harvested is always important to write down. If the same crop is being grown in two different places, the farmer needs to be able to say which specific place the crops were harvested. The same is true for washing and packing. Even if the farmer always does the washing in the same place, the record keeping should say so. Also, crops may be stored in different places before delivery or being brought to markets. If this is the case, write down where the crops are being stored.

- **Who**: The names of the person, or people, who are doing the harvesting and post-harvest handling should always be included in what the farmer writes in their records. If two workers are harvesting or washing the same crop, write down each of their names. Or, if one worker is harvesting or handling different crops, write their name for each crop.

Possible additional information:

Discuss how farmer might include more information on their harvest lists and sales invoices so that they can be complete records.

- Is it easier to write all of the information each time?
    - Does this make it easier to understand?
    - Can you use abbreviations and codes instead?
- Give an example of how a code can work:
    - For harvest list: field name, picker, date, crop
    - For sales invoice field name (or batch), packer, date crop
        - Examples can be like: 2CAD041718TOM
            - 2 for field
            - CAD for picker
            - 041718 for date (Apr 17, 2018)
            - TOM for tomato
- Including this information on harvest lists and invoices makes it possible for the customer to trace the crops that they buy directly to the farmer and field where it was grown.

LESSON STEPS, CONT.:

Emphasize that it is better to do the record keeping right away. The longer you wait the easier it will be to forget details.

Also emphasize the need to store the records where they are easy to retrieve so that entries are made consistently. One example would be to keep records in a plastic bin in a safe section of the washing area, so that as crops are brought in from the field the information of when, what, where, and who can be entered immediately, and updated as the post-harvest handling is completed.

Practice Keeping Records 4

TIME: 20 Minutes

OVERVIEW:
Using flash cards and blank record keeping forms, groups of students simulate a crop harvesting sequence while recording their activities. They will do the same for post-harvest activities. They then share what they have recorded. The farmers use their harvest and post-harvest records to trace harvested crops back to their source.

Students will take turns using their records to trace back the crops during a flash card quiz.

MATERIALS NEEDED:
- Sample record keeping forms (enough to be distributed to students)
- Crops flashcards (enough to be distributed to students)

MATERIALS NEEDED, CONT.:
- Date cards (for display by facilitator)
- Field name flash cards (for display by facilitator)
- Storage cards (for display by facilitator)

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

- Keep records of their harvest and post-harvest activities.
- Demonstrate that their records can be used to trace crops back to their origin in a way that reflects when, where, what, and who.

LESSON STEPS:

Distribute sample record keeping forms. Divide the class into groups. Depending on the size of the group, it may have 2-4 sections. Assign each group a name corresponding to a name on one of the field name flashcards. Randomly distribute crops flash cards to students in each of the sections. The storage flash cards will be displayed for all students to see.

The facilitator will choose a date card and a field card and show each to the entire class. Then, the facilitator will randomly select a student from the group corresponding to the field card. That student will display their crop card and indicate which storage card they want to match it with. (This exercise assumes that there is only one option for washing station, so a card for this activity is not required.) The facilitator will repeat this process, choosing different date and field cards, until a variety of students (or all, depending on the size of the group) have reported their crops and chosen a storage option for that crop.

LESSON STEPS, CONT.:

Students should be filling out their record keeping forms during this exercise. They should be writing down the dates, field names, person, crops, and choice of storage location for each student that participates in the activity.

Once a variety of students have participated, the facilitator will collect all of the crop cards from the students. Then, the facilitator will draw a card from the crop cards and a card from one of the other categories of cards. Using their records, students will report back the rest of the information relevant to the combination of cards selected by the facilitator.