



VEGETABLE GROUPS & AMERICAN EATING HABITS

Created by New Roots for Refugees, Catholic Charities of NE KS.

Summary

This tool can be used in any setting where marketing is taught and where farmers would benefit from learning which vegetables are most familiar to most American-born customers. This tool can be incorporated into an existing lesson on marketing, used while CSA shares are being packed, while farmers are in production planning, or at market stands.

Who made this guide?

This teaching resource was developed by New Roots for Refugees of Catholic Charities NE KS, 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 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)	TA (Technical Assistance for farmers)
Language and Literacy Level	Any
Farmer Experience	Beginner
Pre-Requisites	None
Region or Climate	Midwest
Program Structure	Incubator farm with 16 individual plots- shared infrastructure with a range of literacy levels and cultural identities. Farmers sell at markets and sell CSAs individually.
Season	Any
Time	20 minutes maximum
Staff and Interpreters	One staff, one interpreter (depending on literacy level)
Additional Supplies Needed	none
Background Material	none

TEACHING MATERIALS INCLUDED

1. Vegetable groups and American Eating Habits
2. Vegetable flashcards



CORE SKILLS IN THIS LESSON

- Vegetable names
- American preferences for CSA packing
- Categorizing vegetables

SUGGESTED TEACHING METHODS

Sorting, categorizing, & matching

- Using simple sorting, categorizing and matching activities will enable you to see how farmers are understanding some of the basic categories you are teaching with the use of flashcard sets. You can pre-teach some of the basic ideas you want to get across and then hand out veggie flash cards and farmers can demonstrate their knowledge individually or in a group. For sorting, farmers can sort vegetables into crops American born customers are familiar with vs. which ones might be new. For categorizing they can arrange cards according to CSA packing guidelines “okay every week, okay occasionally”, or have them “pack” CSA shares with flashcards.

Peer teaching

- Farmers who have been selling vegetables in the U.S. for a while will most likely have a good sense of what many of their customers buy, what some of their eating customs are, and how those might differ from their immigrant and refugee customers. You can pair a more experienced farmer with a newer one and complete some of the sorting and categorizing activities above. Additionally, you can put all flashcards out on the table and asked more experienced farmers questions such as “what do your ‘American’ customers buy?” “What do your refugee customers buy?” and “What do they both buy?” This will prompt some interesting discussion and use their own experience as the basis for deciding on the categories.

TEACHING TIPS

- Review vegetable names if you think that will help farmers complete the activities with the flashcards.
- Use farmer knowledge and experience: ask them what they buy regularly and what they notice about how some ‘American’ customers will shop and eat differently.
- Teach about American eating habits using the first two pages of “Vegetable Groups and American Eating Habits” and then have farmers categorize using flashcards into the groups of “familiar” and “not familiar”
- Teach about CSA packing by having farmers pack example ‘shares’ with the flashcards.
- Use when production planning for newer farmers to help identify what might sell best
- If you are teaching different categories, make sure you choose some plain language words to describe these categories and teaching them as vocabulary words. This will ensure that you have a common language when you bring up this lesson with farmers after the fact, in the field or wash-station.