



Day 2, Wednesday, Feb. 6th, 2019

9:00am: Educational Approaches to Training Delivery

Introduction

- Adult education is difficult, how do you meet the needs of training participants?
- Outline
 - Material delivery- Hans
 - Logistics/interpersonal connections- Lisa
 - Compile

Material Delivery Strategy

- Can have plans in place when things go wrong during training- learn best practices
- Key is to provide safe learning environment, making sure they know what you know and tell a story about it, let learners experiment and work together, let them make choices about it
- Meet the growers where they are
- Is difficult because of time rush and not much time to have experimenting
- Always can try to learn experience in the room, and then link what is happening with what they are doing
- Have to find intrinsic motivation, energy when teaching, traction plan to keep people focused
- Don't be afraid to show interests or ignorance
- Show energy- but can be in many ways- be present in the room
- Use micro stories
- Ask questions that can connect personally
- Use pointed questions
- Surprise, mystery can give focus
- Interruption or pause
- Pause after asking a question

Logistics and Interpersonal Considerations

- Provide a safe learning environment to create trust with attendees
- Think about details ahead of time to be comfortable with material
- PSR like classroom portion and offer like hands on portions
- Training is just an overview and intro as a resource to these growers
- Create positive feelings in the rule and get away from negative
- Create trust by telling people what the program will be like
- Welcome questions
- Have resources to offer
- Creating a relationship with these people about food safety

These notes are provided in an attempt to capture the conversations and spirit of the Annual Meeting. It is difficult to capture such events with complete accuracy in writing. If you see an error please make us aware of it by email at necafs@uvm.edu and we will revise the notes.



- Opportunity to create extension relationship with growers
- Keep it light but take it seriously
- All in it together, working together
- Share other things that are motivating, like offering grants
- Know resources to offer
- Think about appropriate venue given how many people you expect
- Include nametags that are clear so that can communicate with people
- Ask about chairs, food, setup
- Think about logistics ahead of time
- Watch webinars for how to deal with interpersonal things
- When talking about culture change between growers and food safety be sensitive, and respect culture
- Trainer team is important to think of
- Don't plan too much, have some flexibility
- Have cards lined up and then decide which you will play, pay attention to crowd
- UMaine has a guidebook for teachers

Breakout Groups- Tips and Tricks (Group 1)

- General best practices
 - Write down key takeaways post-training
 - Use grower examples and stories, build a baseline
 - Share with other educators
 - Resource for this could be useful
 - Use a blended trainer team
 - Different backgrounds (academia, regulator, etc.)
 - Also build with different strengths/weakness
 - Try to build synergy
 - Communicate as team
 - Provide comfortable environment
 - Literally (chairs, setups) and figuratively (encourage questions and sharing)
 - Express interest in practice/livelihood
 - Try to relate
 - Stick to agenda and times
 - Be present
 - Stay around during breaks/lunch, often where you'll have best conversations
 - Gives chance for questions that were afraid to be asked in front of class

These notes are provided in an attempt to capture the conversations and spirit of the Annual Meeting. It is difficult to capture such events with complete accuracy in writing. If you see an error please make us aware of it by email at necafs@uvm.edu and we will revise the notes.



- Shows interest/connects

Breakout Groups- Tips and Tricks (Group 2)

- Reach out to underserved groups because there can be a language barrier
- Feel a lot more confident if know material well
- Be prepared on all slides
- Train the trainer have good resources that are available to trainers
- Hear a lot of people say they don't have time to make the changes because they have to keep up with daily work
- To break stigma, have people say every way they know how to say poop
- Ask how many people have had sold food to someone that was pregnant, older, healthy- to explain risks
- Sometimes people don't understand differences between bacteria that are pathogens or ones that are spoilage
- Can get people motivated about food safety
- Don't make assumptions about farmers- what they do, think, farm
- Have to go over principles that can be used on every farm
- One challenge is that extension educators cover so many areas
- Have done five day training in costa rica- allows people to say connected
- Work with key communicator growers because they will spread the word about food safety- make connection and make sure they are correct about it
- One day may not have as much interactive time
- Try to get food from local places that the growers like
- In Conn- two short days, keep info retention

Group Discussion by Module

1. Introduction
 - Keep it fresh, update it with incidents/examples/data
 - Give background, why is PSR a thing, why is it good?
 - Try to create "buy-in" with audience
 - Example- records can help save money
 - Try to work to create hook
2. Worker health/hygiene/training
 - Give consideration on how to discuss cultures/backgrounds
 - Not an "ours vs theirs" discussion
 - Growers need to understand worker needs
 - Highlight importance of following health hygiene 100% of the time
 - One time is all it takes for something bad to happen
 - What are growers going to use to train workers?
 - Won't be PSA training, how do they know what to focus on?

These notes are provided in an attempt to capture the conversations and spirit of the Annual Meeting. It is difficult to capture such events with complete accuracy in writing. If you see an error please make us aware of it by email at necafs@uvm.edu and we will revise the notes.



- Will have to find balance, think about flow of operation, definitely highlight handwashing, clothing, cross contamination, etc.
- Difficult module to have second, but it does fit here
- 3. Soil amendments
 - *under review*
 - Bring composting examples, how to do it right
- 4. Wildlife
 - Grower struggle with conceptualizing broad info (animals are always out there in some farm)
 - Be honest about this reality, but be aware of the fact that it will happen, and what to do
 - Pets (generally) aren't ok, can be a tough thing to discuss
 - Could you call your dog out of a field at any point regardless of what's happening? Do they know not to relieve on crops/in fields? If no, can't have them out there
- 5. Production Water
 - Hard to present on
 - How do you respond about water testing?
 - New handout (October)
 - Testing methods- what to use and where?
 - Overarching question, what do we do when FDA doesn't know what to do?
 - Take at least one test, try to see (1 generic e. coli test)
 - Tie stories back to incidences where water was root cause
 - This is a risk management thing, tie it in
 - Make sure growers know what questions to ask labs
- 6. Post-harvest
 - Chances for hands on
 - Growers need to determine what is appropriate for farm

Educational Approach

- Delivery with trainer team
 - What to do when trainers aren't doing well on modules
 - Get right info out, correct in tactful way
 - can't always have dream team, focus on strengths
 - if you're new, run through presentation with peers
 - get together as a team and get on the same page with the modules

These notes are provided in an attempt to capture the conversations and spirit of the Annual Meeting. It is difficult to capture such events with complete accuracy in writing. If you see an error please make us aware of it by email at necafs@uvm.edu and we will revise the notes.