



Seed to Supper Facilitator Training

- Please sign in, fill out paper work, pick up your nametag, get a snack and beverage and find a seat





AGENDA

Welcome: sign in, name tag, name tent

5:00-5:30 Doors Open

Materials display, hands-on activity

5:30-6:00 Potluck

Quiz – Food insecurity

6:00-6:15 Introductions

6:15-6:20 OSU Extension, Oregon Food Bank Role

6:15-7:00 Overview: Seed to Supper, Kids Grow,
Siembra la Cena, S2S in the Garden

7:00-7:45 Adult Learners, Facilitated Dialog
Respectful, inclusive facilitation

7:45 Questions

7:55 Raffle, Evaluations/Comments



QUIZ

Food insecurity



What county in Oregon ranks highest in wealth inequality?

- a. Lane
- b. Multnomah
- c. Benton
- d. Washington
- e. Linn

Benton County has the highest rate of income inequality in the state. The state ratio (comparing top 80% to bottom 20%) is 4.6, while ratio in Benton County is 6.0. Benton County ranks in the top 2% of US counties for income inequality.

*Data Source: American Community Survey (ACS)



22% of Benton County's population lives below the poverty line compared to 17% of Oregon's total population.

Which of the following age groups have the highest percentage of people living below the poverty line?

- a. under 5 years
- b. 5 to 17 years
- c. 18 to 24 years
- d. 25 to 34 years
- e. 35 to 44 years

The percentage of residents from 18 to 24 years old living at or below the poverty line is by far the highest at 64.6%, followed by group a (25.5%), group c (21.5%), group d (12.9%).

*Data source: U.S. Census Bureau, ACS



Students whose family incomes lie between (and below) 130 and 185% of the federal poverty level (between \$31,525 and \$44,863 annually for a family of four) are eligible for free to reduced-price lunches.

What percent of students in Benton County are eligible?

- a. 15%
- b. 26%
- c. 33%
- d. 38%

38% of students in Benton County are eligible. Corvallis 35%, Philomath 40%, Monroe 55%, Alsea 69%. *Data source: Oregon Dept of Education



At least 16% of Benton County residents (20% of that number are children) are food insecure.

What do you think are major indicators related to food insecurity in our communities? List three factors that stand out for you.

Income (local job conditions)

Cost of living (housing, food, healthcare, childcare, education),

Geography

Transportation

Lack of access to social support



White, not Hispanic or Latino, individuals comprise 82% of the population of Benton County, as shown in Figure 2.3. The largest non-white populations in Benton County are Hispanic or Latino (6.9%) and Asian (6.2%). The Hispanic or Latino population increased by 64% from 2000 to 2015. Benton County is marginally less diverse than the state of Oregon, which has fewer White, not Hispanic or Latino individuals (77 percent).

*Data source: US Census Bureau, American Community Survey (Benton County Community Health Assessment 2017-2021)

What are the limitations to our Census data?



What is
food
security?



“Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active and healthy life.”

- UN Food And Agriculture Organization, 2001



Food Insecurity in Oregon

The rate of food insecurity
(not knowing where the next meal
will come from)
in Oregon is **14.2%**.

About **552,900** Oregonians are
food insecure,
of those **194,070** are children.





As part of Oregon Food Bank's long-term strategy, Seed to Supper empowers adult learners with transformative experiences that increase community food security and foster long-term solutions to hunger.



Welcome!

Let's introduce ourselves:

- Name, where you live
- Why you are interested in becoming a Seed to Supper Facilitator?
- If you could grow only one vegetable next year, what would it be and why?



Seed to Supper: History

2007

- Program started by Oregon Food Bank for Metro agencies

2012

- OFB partnered with OSU Extension to redesign the curriculum, using evaluation data from statewide survey of instructors

2014

- Curriculum translated into Spanish
- OFB partners with “Satellite Agencies” to bring Seed to Supper statewide across Oregon

2017

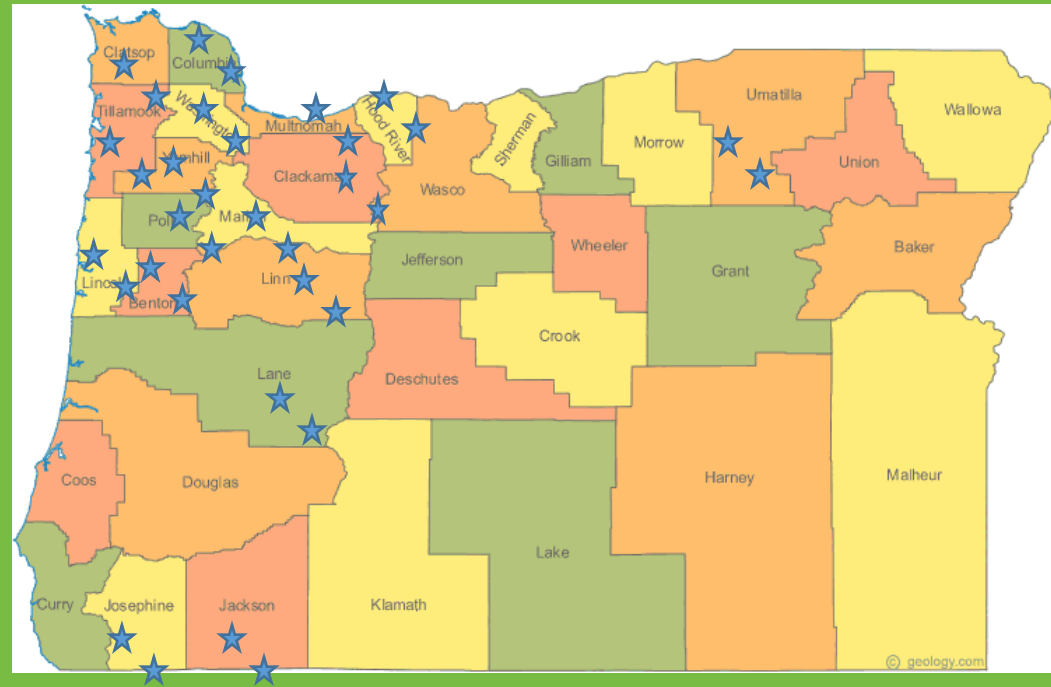
- English curriculum revised based on statewide survey, modified to be less power point focused and have greater emphasis on container gardening.
- Piloting ‘Metro Seed to Supper Garden Ambassadors’ who will work with culturally specific groups in customized garden education.



Seed to Supper Partnerships

- **OFB** Course offered for free to adults.
- Taught by **Satellite Partners** such as Master Gardeners
- Taught at **Host Agencies** such as housing facilities, social service agencies, community centers, and more.

★ = Satellite Partner



What does “low income” mean?

- Did you know? Per OFB, Agencies that serve primarily a low-income audience should be prioritized as Host Agencies for Seed to Supper classes.



OFB Education Program Income Guidelines

<i>Household size</i>	<i>Annual income</i>	<i>Monthly income</i>	<i>Approximate hourly income</i>
1	\$23,540	\$1,962	\$11.32
2	\$31,860	\$2,655	\$15.32
3	\$40,180	\$3,348	\$19.32
4	\$48,500	\$4,042	\$23.32
5	\$56,820	\$4,735	\$27.32
6	\$65,140	\$5,428	\$31.32

Satellite Partners - OFB guidelines

At least two courses where at least 75% of participants must meet income guidelines.

Additional courses: at least 50% of participants in each course meet the income guidelines.



Gold Plated garden trowel

- Good news! Last year about 68% of participants met income guidelines.
- Percent of students in each class answering that their income matched or fell below listed income for their household size met or exceeded OFB guidelines.



Seed to Supper

- 6-session course offered for free
- Offered at 'Host Agencies'
- Indoor and outdoor setting
- 8-15 participants
- Adults and other independent learners
- Varying levels of income, education, literacy, mobility & gardening experience
- Facilitators are experienced gardeners
- Teams of 2-6



Seed to Supper Curriculum



- Research-based; basics of low-cost veggie gardening
- Written at 8th grade reading level
- Could be adapted for culturally specific garden



WEEK 1:

Planning your garden



Book reference:
Chapter 1, Pages 5 - 32

- ❖ Making a planting plan
- ❖ Choosing your site
- ❖ Making a planting map

WEEK 2:

Getting started with healthy soil



Book reference:

Chapter 2, Pages 33-52

- ❖ Building healthy soil
- ❖ Composting & fertilizing
- ❖ Making garden beds

WEEK 3:

Planting your garden



Book reference:
Chapter 3, Pages 53 - 70

- ❖ Planting with containers
- ❖ Seeds or transplants?
- ❖ Direct seeding/transplants

WEEK 4:

Caring for your growing garden (part 1)



Book reference:

Chapter 4, Pages 71 - 84

- ❖ Watering
- ❖ Protecting young plants
- ❖ Vertical gardening
- ❖ Improving/protecting soil health

WEEK 5:

Caring for your growing garden (part 2)



Book reference:
Chapter 5, Pages 85 - 104

❖ Weeding
❖ Pest management

WEEK 6: Harvesting and using your bounty



Book reference:
Chapter 6, Pages 105 - 142

- ❖ Gardening for your health
- ❖ Harvest, storage, and nutrition
- ❖ Simple recipes from the garden
- ❖ Getting info after class ends

Participants receive:

- Gardening book
- Seeds and/or starts
- Certificate of completion
- New community connections and resources



Hands-On Activities

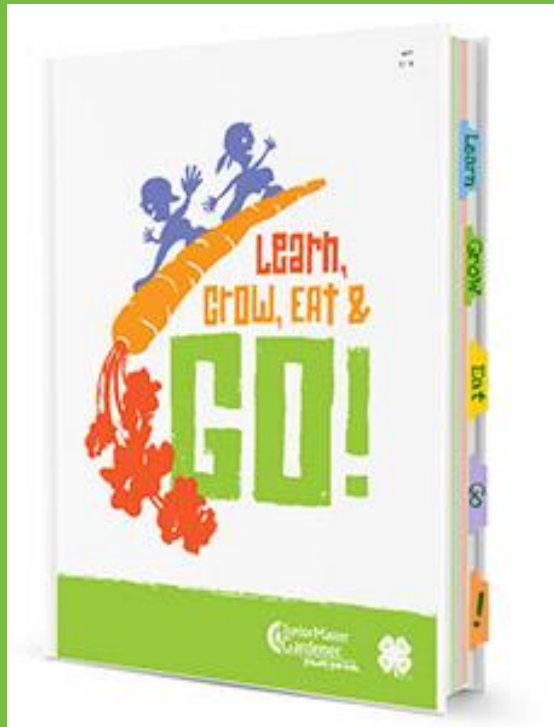
Fertilizing

- **Use an all-purpose fertilizer at these times:**
 - Planting
 - Leaf development
 - Flower development
 - Fruit development
- **Three key nutrients (NPK):**
 - Nitrogen (N)
 - Phosphorous (P)
 - Potassium (K)
- 13 micro-nutrients



Kids Grow!

Classes offered to children ages 4-12 years
with parent attending Seed to Supper



Curriculum for 6 sessions
Some lessons modified
from *Learn, Grow, Eat & Go*
Junior Master Gardener



Opening Activity-Plant Propagation

Kids Grow and Seed to Supper together

*A different method for each session:
cuttings, seeds, runners,
division, tubers, bulbs*

Kids Grow and Seed to Supper
go to separate classes

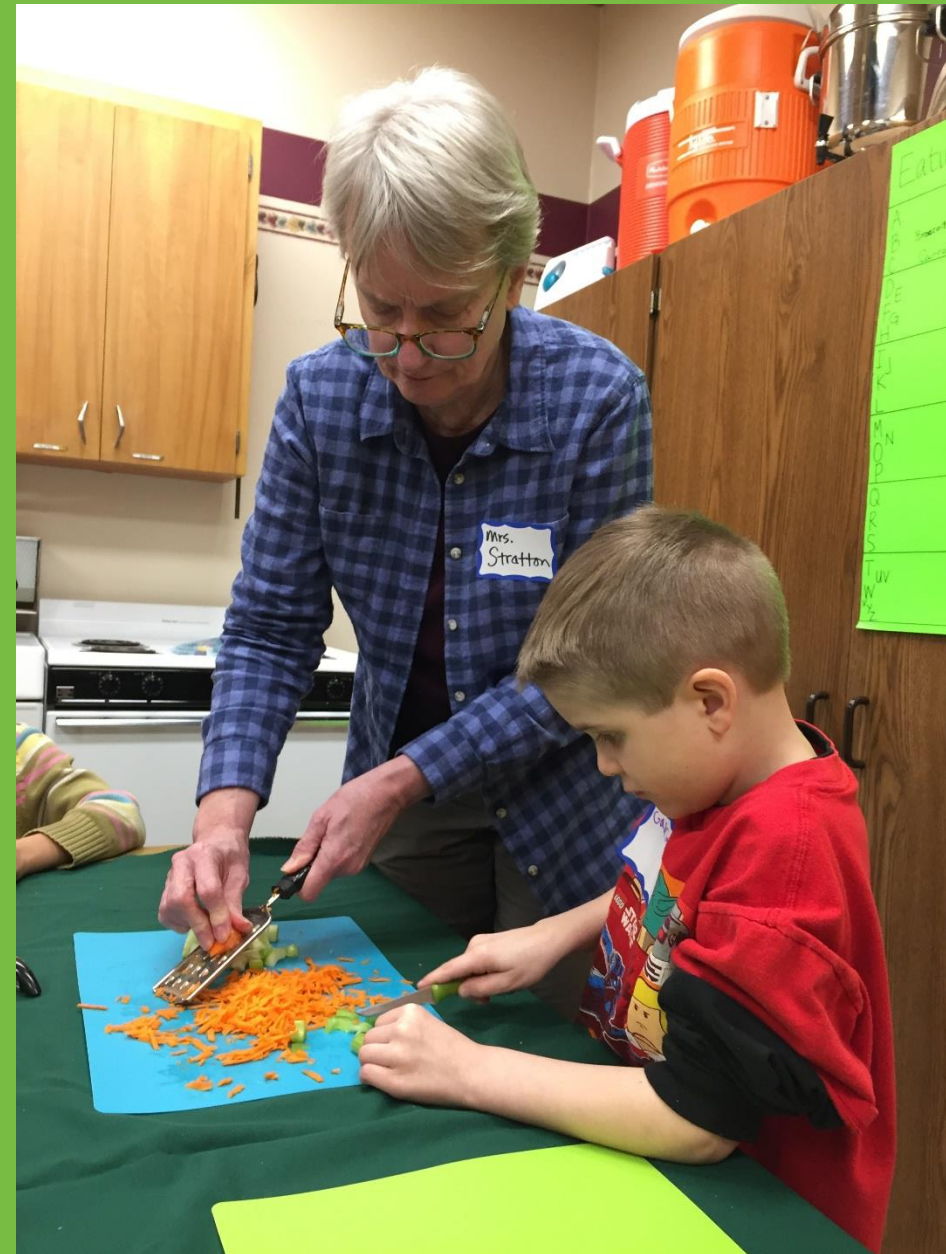


Introductions

Wash hands

Food handler rules

Knife safety



Eating the Alphabet

Encourage everyone
to try produce
Emphasize crops that grow locally



Recipe of the Day

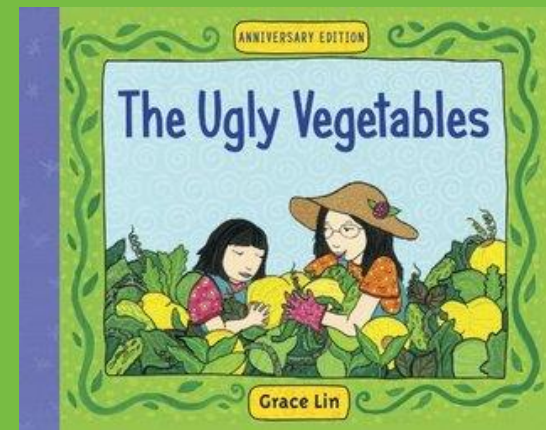
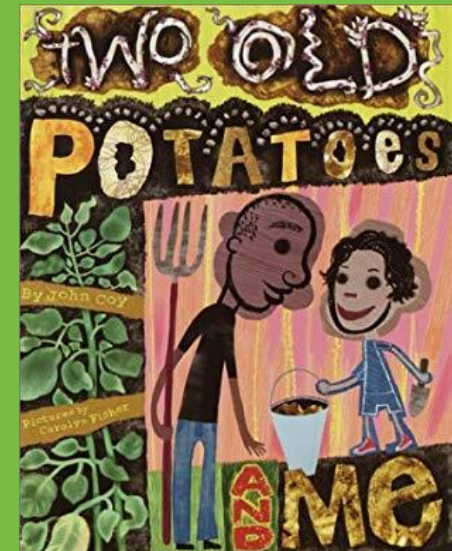
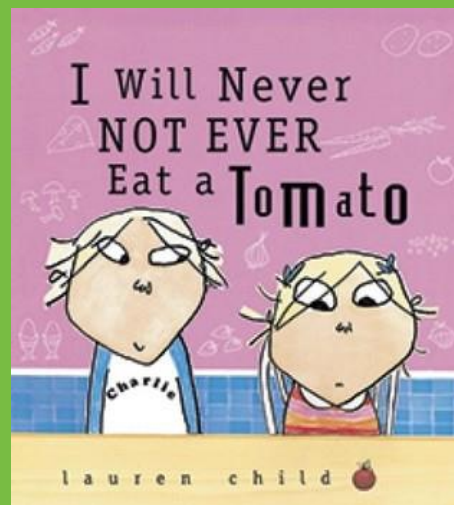
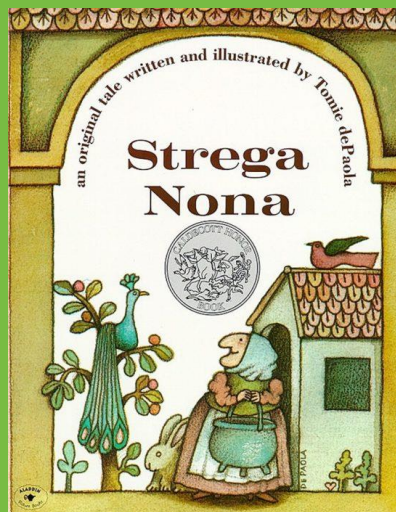
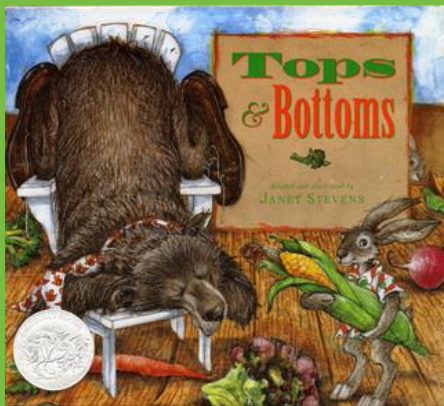
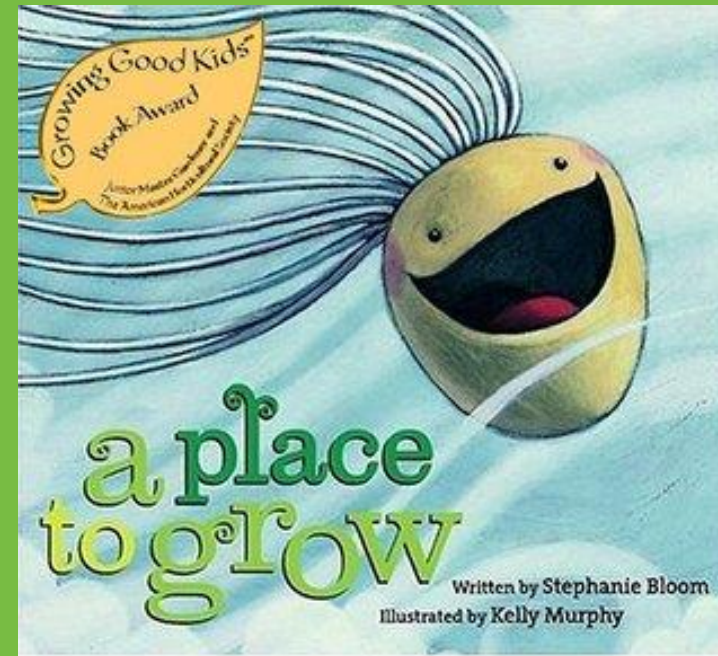
Cinnamon Carrot Crunch



Book of the Day

A Place to Grow

By Stephanie Bloom



Game of the Day

What do plants need to grow?

Place	in a container or garden
Light	sun or artificial light
Air	oxygen and carbon dioxide
Nutrients	nitrogen, phosphorus, potassium
Thirsty	plants need water
Soil	somewhere for growing roots





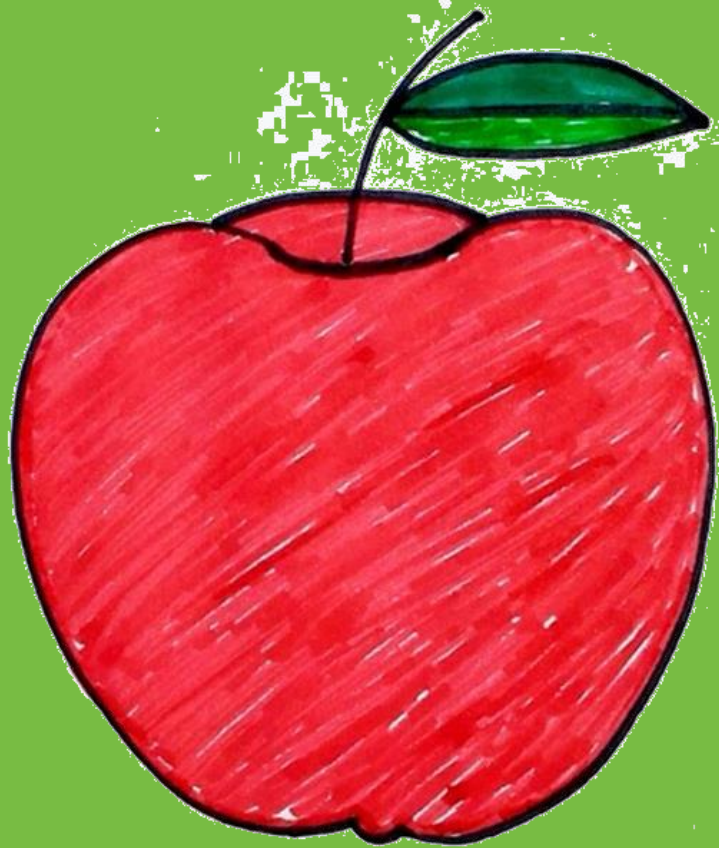
Craft of the Day

Know and Show Sombrero

*Decorate your sombrero
with items representing
What plants need to grow*



Student Plant Journal



Record apple taste test results
Draw what you tasted
Draw your facial expression









Seed to Supper: In the Garden



S2S: In the Garden 2019-2020

- What is S2S: In the Garden?
- Where did it come from?
- Has it been taught?
- Was it any good?
- Why are we doing more S2S: In the Garden classes than regular S2S classes?



Accessibility

“Gardening is a hands on activity that should be accessible to everyone.”

I believe that how we teach this class has the most impact on if it is truly accessible to our target audience of people who are low income and interested in growing their own food. We need to be mindful of what our goals are and who our audience is.

- Know our material
- Remember our audience
- Keep resources in mind
- Try different modalities to reach more learners
- Don't make assumptions
- Be passionate and creative



We Need You!



Seed to Supper in the Garden (2 classes)

Produce for the People Community Garden

Saturdays 9:00am-12:00 pm,

April 25 and May 16

Lead - Emily Herb

Seed to Supper in the Garden and KIDS GROW (3 classes)

Giving Garden at Shepherd of the Valley

Tuesdays, 5:30-8:00 pm, May 5, May 19, June 2

Leads Seed to Supper - Meleah Ashford and Judith Kenner

Lead Kids Grow - Jennifer Klammer, Cheryl Stratton

Siembra la Cena

Spanish Seed to Supper in the Garden (6 classes)

Calvin Presbyterian Community Garden, 1736 NW

Dixon St, Corvallis

Fridays, 2:00-4:00 pm, April 17 - May 22

Leads - Ellen Tappon, Lynn Trimpe



Creating a learner-centered environment

As adults, we may learn best in ways that are different from our childhood learning experiences.

Think about how you like to learn



In general, adult learners...

- Approach learning opportunities with goals shaped by their lived experience
- Are motivated to find concrete solutions to real-world problems
- Like to understand WHY they are learning something
- Are task-oriented and like education with a practical end result

Source: Knowles, Malcolm. and Associates (1984). *Andragogy in action: Applying modern principles of adult learning.*

San Francisco: Jossey-Bass.



Facilitated dialogue

is a method of group
teaching that involves active
participation of both the learner
and the educator.

Sigman-Grant, M. Facilitated Dialogue Basics A Self Study Guide. 2004



With facilitated dialogue, the S2S facilitators role is to facilitate meaningful conversation – not to do all the talking.

Rather, facilitators should be helping to guide the conversation so that...

**...learners are
listening, sharing and
learning from one
another.**



Facilitating dialogue with open-ended questions



Open-ended questions

- do not seek yes/no answers
- do not have right and wrong answers
- help participants reflect and make the information *personally relevant*

Remember to wait for a response



Getting dialogue back on track

- Start class by identifying objectives
- “Root cellar” off-topic ideas and remember to revisit when appropriate
- Summarize what you’ve covered so far to re-focus attention on the topic
- Make time-check announcements (i.e. “we have 10 minutes left in class”) & remind learners about objectives



Responding to misinformation

- Thank speaker for their contribution and gently correct misinformation by highlighting current research
- Emphasize the worth of the speaker's experience and ask others about their experiences or what they have heard



Facilitated Dialogue Scenarios



Equity and Inclusion



Equity Lens

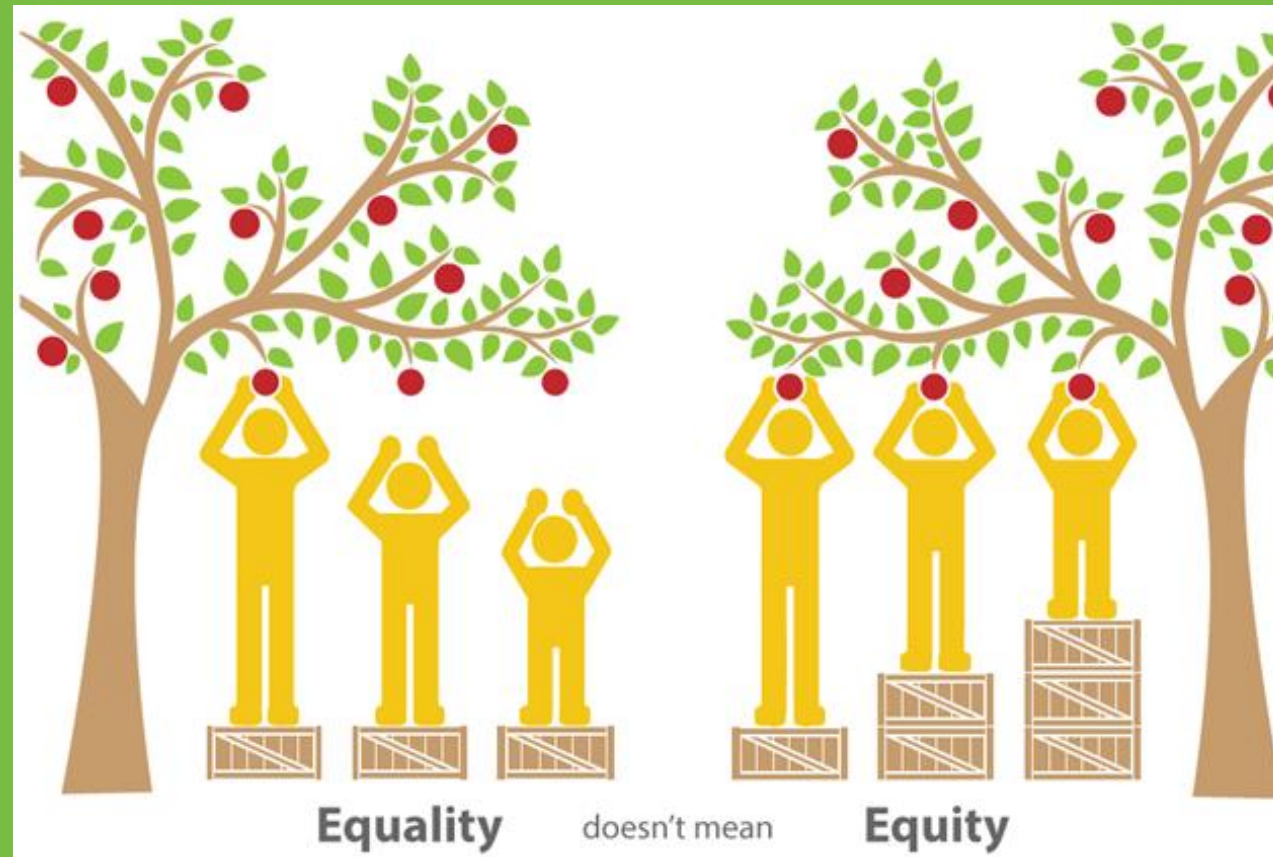
What is Equity?

How is Equity different from Equality?



Equity Lens

Equity: providing all people impacted by racial and social inequities with the infrastructure needed to thrive.



Inclusion

What is Inclusion?

Why would we want to build awareness around inclusion in the context of Seed to Supper classes?



Inclusion

Inclusion: An environment that engages multiple perspectives, differing ideas, and individuals from different backgrounds.



Some Best Practices for Equity and Inclusion Work

1. Bring compassion to help others have realizations and breakthroughs.
2. Listen to understand.
3. Rather than reacting to others, be a mirror to their statements.
4. Shift your frame of reference from individual choices to root causes.
5. Accept that we all make mistakes and forgive yourself as you would forgive others as we try to better understand our roles in this work.
6. Expect and accept non-closure
7. Respect confidentiality
8. Stay engaged
9. Be willing to do things differently and to experience discomfort

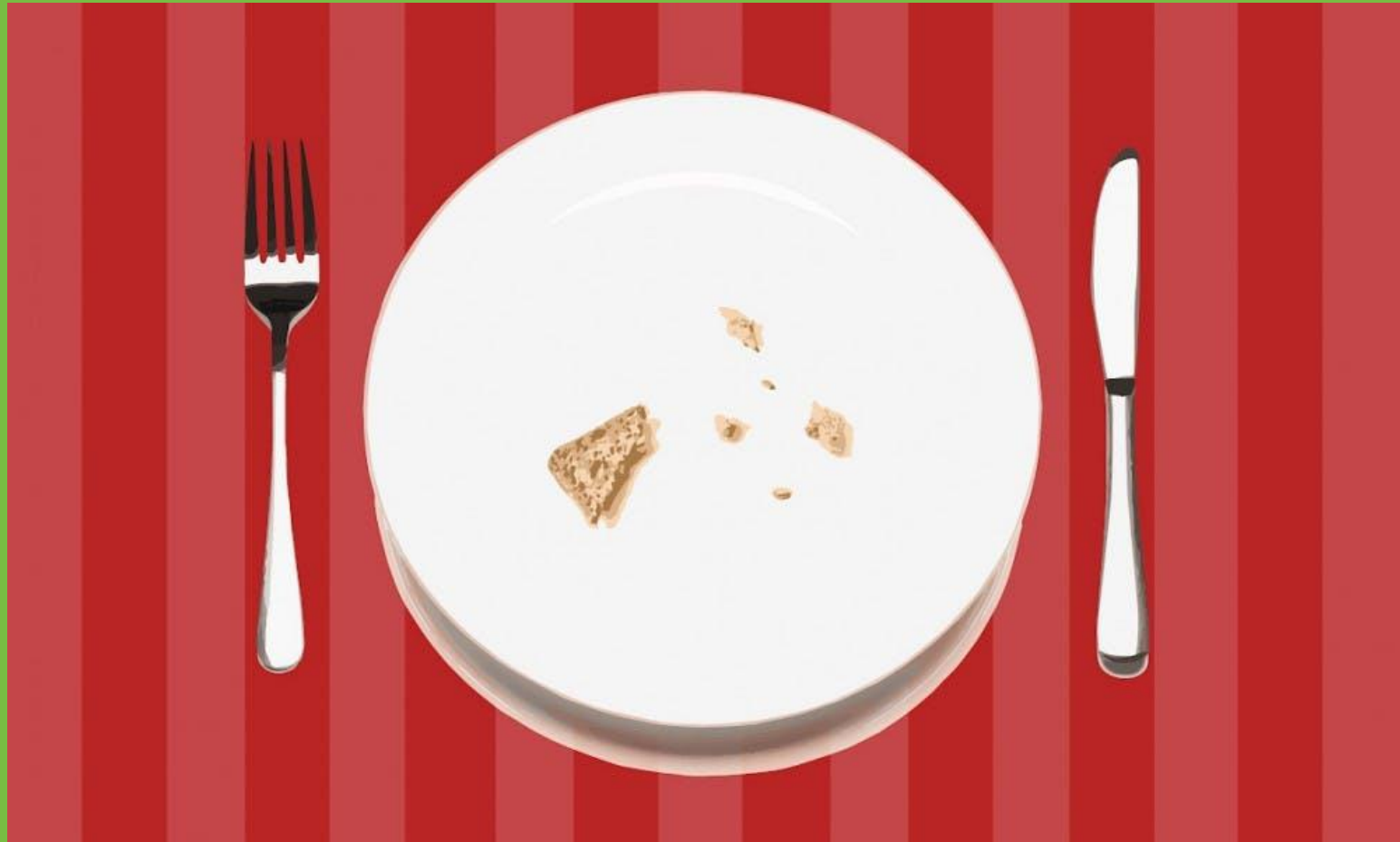


Reflect on the following questions:

1. What are some root causes of poverty?
2. What are barriers that our target audience might face in signing up and having success in the Seed to Supper program?
3. What do negative perceptions of people experiencing hunger sound like?
4. How do we engage people who are most impacted by poverty?
5. How do we preserve the dignity of the participants?



Food insecurity and poverty are forms of daily trauma



Understanding trauma

- ❖ Trauma can be defined as any experience in which a person's internal resources are not adequate to cope with external stressors.
- ❖ Some traumatic experiences occur once in a lifetime; others are ongoing.
- ❖ Trauma can happen to both individuals and communities.
- ❖ Sometimes the effects of trauma can even be passed down to younger generations.

Sources: Hoch, Stewart, Webb, & Wyandt-Hiebert, 2015; Brave Heart, 2003; Denham, 2008



Signs of trauma: what you might see in class participants

- ❖ Difficulty focusing, attending, retaining, and recalling
- ❖ Tendency to miss a lot of classes
- ❖ Challenges with emotional regulation
- ❖ Withdrawal and isolation

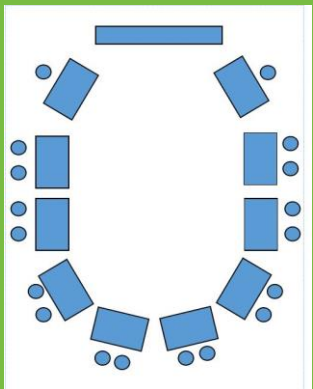
Source: Hoch et al., 2015.



Tips for trauma-informed learning environments

- ✓ Provide structure and consistency
- ✓ Ease transitions
- ✓ Provide choice
- ✓ Encourage strengths and interests
- ✓ Provide good communication and emotional support
- ✓ Check assumptions
- ✓ Avoid struggles
- ✓ Check in with participants individually and as a group; let them know you care
- ✓ Take care of yourself
- ✓ It is not the role of the facilitator to confirm or actively find out about trauma





**What things can we do to create
a more respectful and inclusive environment
for participants to facilitate their learning?**



Respect and Inclusivity

- Although everyone comes to class with good intentions, sometimes people can make assumptions, comments or ask questions that are unintentionally hurtful to others or that make the class environment not inclusive.
- This activity will help identify potentially hurtful remarks and think about ways to redirect them into inclusive learning opportunities for the whole class



Program Questions

Any questions about the program and
next steps for 2020 classes?



Evaluations – Please write comments
on the back of your name tent.

Thank you!



Raffle

