

# Farmers Markets – A Special Food Topic

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## Facilitator's Guide

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## Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at <http://sites.bu.edu/masslocalinsitute/>. However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator’s Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1. Access via high-speed internet: <http://sites.bu.edu/masslocalinsitute/>
2. Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at [lphi@bu.edu](mailto:lphi@bu.edu).

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on ‘next page’ or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:

- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

*November 2016*      Kathleen MacVarish  
                                 Jen Tsoi  
                                 Seth Eckhouse

## Before You Begin

- ✓ Plan approximately 1 hour to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.
- ✓ Complete the online training on your own.
- ✓ Read this Facilitator’s Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.
- ✓ As you complete the training and review the Facilitator’s Guide, look for segments to include examples specific to your audience and your own experience.
- ✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.
- ✓ Determine what equipment you want to incorporate into delivering the training.
- ✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.
- ✓ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

## Teaching Tips – Alternatives to “Are there any questions?”

Often asking “*Are there any questions?*” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.



### Identify expectations

Participants can write down 1-2 questions they believe the session will answer.



### Make diagrams

Ask individuals or small groups to draw a diagram that illustrates the material.



### Identify unanswered questions

Ask individuals/ groups to write down 1-2 questions they still have.



### Create potential exam questions

Ask participants to generate potential exam questions and answer them.

## **Working with Small Groups**

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.

## Introduction (Page 2)

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**Introduce** yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course.

**Explain** that this training will also serve as a valuable resource to all LBOH members and health department staff because it has links to:

- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

**Introduce farmers markets.** Farmers markets have become increasingly popular across the country and the U.S. Department of Agriculture (USDA) reports a continuing growth and demand for these markets. The same popularity has been observed in Massachusetts. Along with their rising popularity, there has been an increase in the variety of products sold.

**Discuss the purpose of the course.** This training will focus on farmers markets that sell products other than whole, uncut fresh fruits and vegetables and includes a number of guides and other resources. Local Board of Health (LBOH) should identify all farmers markets in their community and work in partnership with vendors to ensure safe food handling practices and compliance with all applicable Massachusetts food regulations

### **Review Learning Objectives.**

After completing this training, you will be able to:

- Define farmers markets according to Massachusetts Department of Agriculture (MDAR) policy
- List the five fruits and vegetables that are associated with the majority of all produce-related food borne illness outbreaks in the United States
- Classify farm products into one of three categories - permit required, permit not required, exempt from permit
- Describe four LBOH functions to ensure farmers markets are in compliance with Massachusetts food regulations
- Summarize seven key food safety parameters for farmers markets
- Choose the appropriate LBOH enforcement action when given example situations

## **Overview (Page 3)**

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**Introduce** the popularity and growth of farmers markets – refer to the chart or data provided.

**Emphasize** the benefits of farmers markets.

**Explain** how MDAR defines farmers markets.

**Ask** participants if they have farmers markets in their community and if they know what products are for sale.

**Conduct** the Quiz Group activity with participants.

## What food items are of special concern? (Page 4)

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**List** the five fruits and vegetables that FDA has linked to 88% of all produce-related food borne illness outbreaks.

**Click** on the links to each fruit or vegetable to review facts.

**Review** the photo album about recent outbreaks related to these fruits and vegetables.

**Conduct** the Quiz Group activity with participants.

## Regulations, Laws and Policies (Page 5)

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**Note** that in Massachusetts, 105 CMR 590 defines a food establishment as an operation that stores, prepares, serves, vends, or otherwise provides food for human consumption. Remember, this definition exempts produce stands that only offer whole, uncut fresh fruits and vegetables. And, MGL Ch128 s1A defines farming, agriculture and farming and MGL Ch94 s305C gives MDPH the authority to license wholesale food processors and distributors, but exempts any person who is a purveyor of fresh fruits and vegetables or a farmer who produces and sells raw farm products, including eggs.

**Refer** participants to the Food Protection Program Farmers Market guidance document (No RF-08), MDPH Processing Guidelines for Apple Cider (FP-06), and the Glossary of Terms.

### Summarize:

- Permit requirements and exemptions, based on the products for sale at farmers markets
- What juice and cider retail and wholesale establishment operators can sell at farmers markets

**Conduct** the Quiz Group activity with participants.

## What are Key LBOH Functions? (Page 6)

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**Describe** the four key functions to ensure that farmers markets comply with 590.

**Ask** participants if they are aware of farmers markets in their community. If they are, ask how they found out about the market. If they are not, ask how they can find out about them.

**Refer** participants to the Mass.gov website that lists locations of farmers markets.

**Ask** how participant's LBOH establish reasonable fees and what current fees are for farmers markets in their community.

**List** seven key food safety parameters that should be considered as part of the permit application review.

**Use** the rollover tab activity to view more information about each of the food safety parameters.

**Conduct** the Quiz Group activity with participants.

**Discuss** the raw produce tips for producers and growers, farmers market vendors, and local boards of health.

**Ask** if participants have had to take further enforcement action. If they have, ask what actions they took and why they took them. If not, review possible actions.

## **Inspector in Action Activity (Page 7)**

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**Complete** the Inspector in Action activity.

## Conclusion and Additional Resources (Page 8)

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**Encourage** participants to use the Job Aid that summarizes key points from the training for future reference.

**Review** the Learning Objectives.

- Define farmers markets according to Massachusetts Department of Agriculture (MDAR) policy
- List the five fruits and vegetables that are associated with the majority of all produce-related food borne illness outbreaks in the United States
- Classify farm products into one of three categories - permit required, permit not required, exempt from permit
- Describe four LBOH functions to ensure farmers markets are in compliance with Massachusetts food regulations
- Summarize seven key food safety parameters for farmers markets
- Choose the appropriate LBOH enforcement action when given example situations

**Offer** additional resources for further information.

### Certificate of Completion

At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute’s website and complete the pre-test, the post-test and the evaluation.