



**CANADA**  
4-H Ontario

[www.4-hontario.ca](http://www.4-hontario.ca)

## 4-H ONTARIO PROJECT



**Farm to Table Connections**

**REFERENCE MANUAL**

**The 4-H Pledge**

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service,  
my Health to better living,  
for my club, my community and my country.

**The 4-H Motto**

Learn To Do By Doing

**4-H Ontario Provincial Office**

111 Main Street, Box 212  
Rockwood, ON N0B 2K0  
TF: 1.877.410.6748  
TEL: 519.856.0992  
FAX: 519.856.0515  
EMAIL: [inquiries@4-hontario.ca](mailto:inquiries@4-hontario.ca)  
WEB: [www.4-HOntario.ca](http://www.4-HOntario.ca)

**Project Resource Information:**

Written by: Sandra Snyder  
Layout by: Christa Ormiston  
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Thank you to the 4-H Farm to Table Connections Advisory Committee members who assisted with the creation of this resource:

Erin Beaulieu, Foodland Ontario Program Assistant, Business Development Branch, OMAFRA  
Anna Contini, Foodlink Waterloo Region  
Darlene Downey, 4-H Volunteer, Peel 4-H Association  
Jessica Kelly, Direct Farm Marketing Specialist, Agriculture Development Branch, OMAFRA  
Jeff O'Donnell, Foodland Ontario, OMAFRA  
Alia Wurdemann-Stam, School Program Coordinator, Roots to Harvest Program

Thank you to the 4-H Clubs who piloted this project.

Club Leaders – Jolene Dickson, Gail Hill & Jean Sullivan; Club Members – Kaitlin Cavanagh, Quinn Dickson, Grace Dillon, Darren McCord, Tim McCord, Erin Nicholson; Carleton 4-H Association

Club Leaders – G.M. Kaytlyn Creutzberg, Jason Brownridge; Club Members – Madi Cressman, Callum Heintz, Gideon Khan, Alice Van Vugt; Waterloo 4-H Association



4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of release.

**The development of this project resource was made possible through  
the support of the Grand River Agricultural Society**





## 4-H Inclusion Statement

4-H in Canada is open to all\* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.\*\*

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

*\*This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

*\*\*Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

## Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes\* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. \*\*

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

*\*Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

*\*\*Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

**Learn To Do By Doing**

**Apprendre en travaillant**



## **Including STEM in the Farm to Table Connections Project**

### **What is STEM and why is it important?**

Since 1915, 4-H in Ontario has engaged youth in science, technology, engineering, and math (STEM). This has traditionally meant a solid focus on agricultural science, mechanics, entrepreneurship, natural sciences and household science. Today, 4-H has grown to include rocketry, robotics, computer science, environmental sciences, and more. 4-H provides hands-on learning experiences to encourage learning about the world around us. Our lives are completely immersed in science and technology.

Understanding how science, engineering, and technology impact our lives, solve problems and create new ones makes it easier to navigate our modern world.

In school, science classes need to cover a broad range of topics in a limited amount of time while STEM in 4-H allows members and leaders time to dig deeper into ideas and concepts and to spend as much time as desired to work on projects based on personal interests, questions, and skills.

STEM in 4-H allows a person to work on their own questions, design their own tests, create their own models, build their understanding, and share their work with others – learn to do by doing. That’s what science and engineering are, trying to understand the natural universe and develop solutions to the problems faced in our world today. Science is inquiry that uses a specific approaches and skills. But all learning is an inquiry process so working with science helps develop your learning muscles.

Within 4-H, the STEM process can go even further to include the Arts, thus changing the acronym to STEAM – Science, Technology, Engineering, Art & Math.

### **STEAM in 4-H Ontario Projects**

As you work through the Farm to Table project, you will see STEAM integrated throughout the project within almost all of the activities provided. Examples of activities include ‘How Entrepreneurial Are You?’ ‘Money, money, money!’ ‘Local Food Snack/Test Market,’ ‘Bake a World Cake’ and ‘Transform a “tomato!” amongst many others.

STEAM can be challenging but it can also be fun! Be sure to try out the activities. Observe what works and what doesn’t and how activities can be changed slightly to get different results. It’s all a part of the STEAM learning process!

## **Welcome to 4-H Ontario's Farm to Table Connections Project!**

Welcome to 4-H Ontario's local food entrepreneurs program! This resource was developed to introduce members to local food systems in their community and to give them an opportunity to create their own small business.

The program can be tailored to meet the needs of all members. Those who are keen to start their own business may work through the activities independently and launch their business at the conclusion of the program. (The entrepreneurship activities were designed to help members develop the detailed information they need to apply for local food grants or to programs like Ontario Summer Company.)

For those that are simply interested in learning about the principles of local food and entrepreneurship, we recommend that the group work together to operate a pop-up event (i.e. hosting a culinary event, creating a local food delicacy to be sold at an annual 4-H meeting, etc.). In this case a significant part of each meeting could be spent working on the details of the event, product or service in order to complete it within the number of weeks allotted for the program, and the more detailed activities could be omitted.

We hope you enjoy learning about local food and entrepreneurship and look forward to seeing the innovative events, products and services that are created through the efforts of both leaders and members!

## **How to Use This Manual**

4-H Ontario's Farm to Table Connections project is made up of 2 parts:

### **1. The Reference Book:**

The reference book is laid out into 6 meetings:

- Meeting 1 – An Introduction to Local Food Systems
- Meeting 2 – Identifying Local Food System Members
- Meeting 3 – Market Opportunities in Local Food Systems
- Meeting 4 – Foundations of Local Food Business Ventures
- Meeting 5 – Financing a Local Food Business
- Meeting 6 – Marketing a Local Food Business

Each meeting has been broken down into an Introduction with Sample Meeting agendas, References and Resources, Topic Information and Activities.

*Sample Meeting Agendas:* are at the beginning of each meeting. The agendas give suggestions for topic information, activities and judging and/or communications activities along with suggested times for each section. These are only suggestions – you will know your group best and will know the skill and attention level of your members. There is more topic information and activities than what can be completed in a two hour meeting. Be creative!

Activities: should be used in combination with the discussion of topic information to teach members in a hands-on, interactive learning environment.

## **2. The Record Book**

This booklet is designed to make it easier for members to record information throughout the club. Members are to record their expectations and goals for the project in addition to contact information, meeting dates and roll calls. Print or photocopy pages from the Reference Book that you think will benefit the members either as a resource or an activity.

The Record Book should be given to each member at the beginning of the first meeting. Ask members to keep it in a binder or duotang so they can add to it easily.

Go through the Record Book with the members and explain the charts and forms. Encourage them to use their Record Books at every meeting and record as much information as possible. As an added incentive, a prize could be given at the end of the project for the best Record Book.

## Planning a Meeting

Plan your meetings well. Review all the information well in advance so you are prepared and ready!

Before Each Meeting:

- Read the topic information and activities and photocopy any relevant resources for the members' Record Books.
- Be familiar with the topic information for each meeting. Think of imaginative ways to present the information to the members. Do not rely on just reading the information out loud. Review available resources, plan the meetings and choose activities and themes that complement the ages and interests of your members.
- Gather any equipment and/or resources that will be needed to complete the meeting.
- At least 12 hours of club meeting time is required for every project; including club business, specific project information and social recreation. The delivery format for that material is left to the discretion of the leaders. Before each meeting, create a timeline to ensure that you are providing an adequate amount of instructional time for club completion. Note: the best practice recommendation is that a club have multiple meeting times for each project.

Included on the following pages is a Leader's Planning Chart to help with the planning of meetings. In addition to the chart, keep track of what went well and what should be changed next time. That way, each time this project is run, the content of the meetings can be different!

When planning each meeting, a typical 4-H meeting agenda should include the following:

- Welcome & Call to Order
  - 4-H Pledge
  - Roll Call
  - Parliamentary Procedure:
    - o Secretary’s Report
    - o Treasurer’s Report (if any)
    - o Press Report
    - o New Business: local and provincial 4-H activities/opportunities, upcoming club activities
- Meeting content and activities
- Clean-up
- Social Recreation and/or refreshments
- Adjournment

## **Judging and Communications:**

Each meeting must include either a judging or public speaking activity.

- Judging gives the members an opportunity to use judging techniques as part of the learning process. Through judging, members learn to evaluate, make decisions and communicate with others. They also develop critical thinking skills, confidence and self-esteem. Many examples are used in this reference book but use your imagination! As long as members are setting criteria and critically thinking about where items fit within that set of criteria, they are learning the basic skills of judging!
- A communications activity has been provided for each meeting but can be included in the Roll Call or social recreation time. These activities do not need to involve the topic of farm to table as the outcome is more about understanding the concepts of effective communication.



# LEADER’S PLANNING CHART

Meeting #	Date/Place/ Time	Topics Covered	Activities	Materials Needed

## **As a club volunteer your responsibilities are to:**

- Complete the volunteer screening process and attend a volunteer training session.
- Notify the local association of the club, arrange a meeting schedule and participate in club meetings, activities and the Achievement program.
- Review the project material in the Reference and Record books to familiarize yourself with the information and adapt it to fit your group. Be well organized and teach the material based on your group's age, interest and experience level.
- Organize the club so members gain parliamentary procedure, judging and communication skills.
- Have membership lists completed and submitted along with fee collected (if applicable) by the end of the second meeting.
- Have members fill out a Participant Agreement Form and identify any health concerns. Ensure that all members, leaders and parent helpers know the appropriate actions during any emergency. Check with members for any food allergies or dietary restrictions and plan snacks accordingly.

## **As a club member your responsibilities are to:**

- Participate in at least 2/3 of his/her own club meeting time. Clubs must have a minimum of 12 hours of meeting time.
- Complete the project requirement to the satisfaction of the club leaders.
- Take part in the project Achievement Program.
- Fill in and complete the Record Book.
- Complete any other project as required by the club leaders.

## **Achievement Program Ideas/Suggestions:**

- After consulting with your municipality, create a garden somewhere in your community and market the produce grown from this garden.
- Make a display about Farm to Table Connections and display it at a local fair, in the mall, in a store front, etc.
- Have members make a presentation at school about entrepreneurship and how young people can be entrepreneurs.
- Create a skit about the farm to table process and perform it at school, at a senior's home, at another organization's meeting, etc.

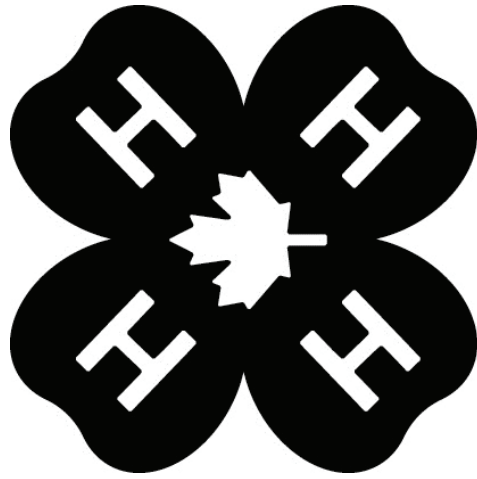
## Special Projects

These projects are done outside of meeting time and are for members interested in doing more – often senior members. It’s up to you as the leader to decide if you will require members to complete a Special Project for club completion.

Some ideas include:

- Write a press release about an entrepreneur in your area.
- Interview someone who started out with a small business growing produce or raising animals and has grown the business and write a press release for the newspaper about them and their business.
- Create a display showing the path of food from the farm to the table.
- Create a video about any aspect of Farm to Table found in the project. Post on YouTube.

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4-H Ontario

# MEETING 1: AN INTRODUCTION TO LOCAL FOOD SYSTEMS

## Setting Objectives:

Understanding the basic definitions of local food and local food systems, articulating the benefits of local food systems and knowing how local food is identified in Ontario will give members a solid base of knowledge from which to evaluate potential entrepreneurial opportunities in their communities.

### Suggested Lesson Outcomes

*The group may choose one, several, all, and/or other learning outcomes.*

- ☐ Members can define local food and local food systems.
- ☐ Members have explored the benefits of local food and local food systems.
- ☐ Members understand the factors that influence where food is grown and produced.
- ☐ Members know how to identify foods grown and produced in Ontario and in the local community.

## Reference material in this section:

A look at:

- Roots of the local food movement
- Definitions of local food and local food systems
- Current local food policies in Ontario and the local community
- Benefits of local food and local food systems
- How to identify what is produced in Ontario and the local community

## Activities:

- 1) Food Detectives!
- 2) Bake a 'World Cake' or assemble a 'World Salad'
- 3) Design a local farm or food production facility
- 4) Cupboard and refrigerator audit



**Sample Meeting Agenda      Time: 3 hours 15 minutes**

*Note: Agendas are provided as a suggestion. There is more meeting content than what can be completed in 2 hours. Please choose activities according to skill and attention level of your members. Be creative!*

Welcome, Call to Order & Pledge		10 min
Roll Call		5 min
Parliamentary Procedure	Election of Officers	20 min
Topic Information	What is local food?	20 min
Activity	Activity #1: Food Detectives!	15 min
Topic Information	What is a local food system?	10 min
Activity	Activity #2: Bake a 'World Cake' or assemble a 'World Salad'	20 min
Topic Information	Benefits of local food and local food systems What is grown or produced in our community?	20 min
Activity	Activity #3: Design a local farm or food production facility	30 min
Topic Information	How can we identify locally grown or produced food?	20 min
Activity	Activity #4: Cupboard and refrigerator audit	10 min
At Home Activities/Digging Deeper (for Senior Members)	Choose one of the activities	5 min
Wrap up, Adjournment & Social Time		10 min

## WHAT IS LOCAL FOOD?

When you hear people talking about local food, what exactly does that mean? How close to home does food have to be grown or processed to be considered local? Are there a specific number of kilometres or hours travelled to use as a gauge of local-ness?

The roots of the current local food movement can be traced to the mid-1970s when governments across North America started to think about marketing food grown in their area directly to the consumer. The United States of America introduced the Farmer-to-Consumer Direct Marketing Act in 1976, which prompted an expansion of farm-gate sales and farmers' markets, and in 1977 the government of Ontario established Foodland Ontario to "partner with producers to champion, promote and support the consumption of fresh Ontario produce and processed agricultural foods." [<https://www.ontario.ca/foodland/page/about-us>]

### Share it!

What does the phrase "local food" mean to you and your family?



Over the next two decades consumers' interest in where their food was coming from and how it was being grown started to expand, and in the early 2000s the term local food became part of everyday speech. Projects and policies that focussed on growing food locally, supporting local producers and developing local food systems started to extend from the grassroots to government.

Governments in communities across the province began to establish their own local food policies and in 2013 the government of Ontario passed Bill 36, the Local Food Act, which defined “local food” as,

- (a) Food produced or harvested in Ontario, including forest or freshwater food, and
- (b) Subject to any limitations in the regulations, food and beverages made in Ontario if they include ingredients produced or harvested in Ontario.

The purposes of the Local Food Act were defined as,

- 1. To foster successful and resilient local food economies and systems throughout Ontario.
- 2. To increase awareness of local food in Ontario, including the diversity of local food.
- 3. To encourage the development of new markets for local food.

[[http://www.ontla.on.ca/web/bills/bills\\_detail.do?locale=en&Intranet=&BillID=2754](http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&Intranet=&BillID=2754)]

### Look it up!

What are the local food policies in your community?

### Do It!

Activity: Food Detectives!

### What is a local food system?

A food system consists of the entire journey that food takes from the grower or producer on its way to the consumer. For example a tomato is picked by a grower, shipped to a ketchup processing facility, turned into ketchup and bottled, shipped to a grocery store, placed on a shelf and purchased by a shopper who has seen an advertisement on television for that brand.



### Share it!

What other food systems can you think of?

While traditional food systems can stretch across the globe — the tomato could be grown in Mexico, processed in the United States and sold in Canada — local food systems strive to shrink the distance between the grower or producer and the consumer.

Many local food policies work to foster connections between regional producers, consumers, companies and governments in an effort to increase the amount of locally produced food. They also aim to broaden these connections to provide social, environmental and economic benefits to communities.

### Benefits of local food and local food systems

While each government, organisation and person defines local food in their own unique way, most agree on a few common ideas. Among the benefits typically attributed to local food systems are:

1) Supports the local economy: Money spent purchasing food from local growers and processors, or from grocery stores and restaurants that buy from local growers and processors, circulates within the community, creating jobs and encouraging continued investment.

2) Benefits the environment: Buying local food helps to preserve farmland and green space in urban areas and avoids the environmental impacts of transporting food over long distances.

3) Creates a stable, safe food supply: A strong local food system can protect consumers against fluctuations in the global food market and increase the availability of fresh food for populations with limited access to healthy food.

4) Connects people to their food: Locally produced food is often fresher than food that has travelled long distances to reach the table and understanding which foods are produced locally helps consumers choose foods that are in season and most economical.

#### Look it up!

Watch a video about local food systems

#### Do It!

Bake a 'World Cake' or assemble a 'World Salad'.



#### Look it up!

Watch a video about the benefits of eating locally

5) Builds relationships: Buying local food helps consumers get to know growers and producers, understanding consumer needs helps growers and producers adapt their crops or techniques to reach a bigger market, and connecting growers and producers with local businesses helps create innovative and locally relevant products and services.

## What is grown or produced in our community?

There are over 50 different fruits and vegetables grown across Ontario and farmers raise a broad variety of animals for meat, including beef, pork, lamb, goat, chicken, turkey and duck. You can purchase Ontario caught fish, buy Ontario eggs, dairy products, grains and legumes, and purchase honey, maple syrup, beer and wine produced in the province. More than 200 different food products are grown and produced in Ontario.

### Share it!

Which food products are you aware of that are grown or produced in your region?

Food production in Ontario, which encompasses agriculture, fisheries and non-commercial food activities like fishing, hunting, gathering and gardening, is dependent on a variety of geographical and climate related factors including:

- a) Soil composition
- b) Topography
- c) Availability and quality of water and land
- d) Temperature
- e) Length of the frost-free season
- f) Precipitation/snow cover
- g) Amount of sunshine
- h) Availability of pollinators
- i) Market forces (i.e. distance to market, local demand)
- j) Technological and Business issues (workforce needs, building requirements)

As a result of these factors, what is considered local in Niagara Falls is quite different from what is considered local in North Bay. And what can be produced in Wawa is different from what can be produced in Windsor.







## How can we identify locally grown or produced food?

There are a variety of tools consumers can use when they go to the grocery store or farmers' market to purchase food.

### Do It!

Design a local farm or food production facility.

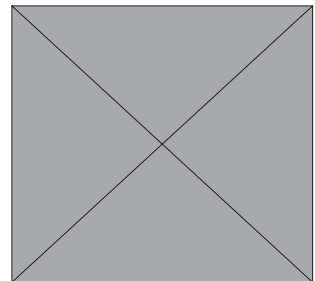


#### 1) Foodland Ontario logo

Grocery stores, farmers' markets, farm-gate operations and restaurants often display the Foodland Ontario logo to denote Ontario products, both fresh and packaged. Foodland Ontario has developed very specific definitions about what qualifies as Ontario-grown. You can read those definitions at <https://www.ontario.ca/foodland/page/ontario-foods-definitions>.

#### 2) Food labels

Grocery stores list the location where produce was grown in flyers and on display materials. Packages which have "Product of ..." labels typically indicate all major ingredients and the labour to create the product came from the country listed. Labels which read "Made or Packaged in ..." typically indicate that the product was manufactured or packaged in that country, but make no promises about the ingredients. Some companies, aware of the growing interest in local food, have begun to provide consumers more information about where ingredients are sourced.



#### 3) Visiting farms and getting to know farmers

Farmers' markets are an excellent place to meet and get to know local farmers and there are a wide variety of pick-your-own operations across the province where consumers can select produce directly from the vine or tree. Many farms also offer farm-gate sales, allowing consumers to see where food is grown and raised and allowing them interact directly with growers and producers. There are also a broad range of special events held across the province, both during Local Food Week (the first week of June) and Ontario Agriculture Week (the first week of October) and at other times of the year, that allow consumers to visit farms for a "behind the scenes" look at how food is produced in their community.



#### 4) Asking questions, seeking information

It is always a good idea to ask questions about where and how food was grown and produced. Knowing what is in season in your area will help you determine whether the produce on offer at retailers is local. Foodland Ontario has a list of seasonally available food as do local food organisations in many communities across the province. Some local organisations also offer the ability to search by product to find growers and producers in your area while others publish maps of local food retailers. Farmers' Markets Ontario allows farmers to join their MyPick Verified Local Farmer program, which certifies that what the grower is selling was produced on their own farm.



In addition to grocery stores and farmers' markets, many restaurants are now detailing which items on their menu are locally sourced. The Culinary Tourism Alliance has created a certification program, called Feast On, to recognise businesses committed to sourcing food and drink produced in Ontario and features a list of certified businesses at <https://ontarioculinary.com/restaurants/>. Community food programs and organisations, like school cafeterias, are also increasing their use of local food.

#### **Experience It!**

Visit a local grocery store and tally up the number of locally grown or produced food items you can find. How many Foodland Ontario logos are on display? Has the retailer made any additional effort to let consumers know about local products?

#### **Do it!**

Activity: Cupboard and refrigerator audit.

# AT HOME ACTIVITIES/DIGGING DEEPER!

- 1) Research at least three different local food movements across the globe and prepare a resource for the group comparing their history, objectives, and current goals.
- 2) Research local food policy in your community. How has it changed over time? What organisations have played the largest role in shaping the policies? How aware are residents of the policies?
- 3) Examine the impact climate change may have on local food systems in your region. Is the climate currently impacting local food systems in any other areas of the world? Are there any businesses or organisations researching or producing products or services to address changing conditions?
- 4) Investigate local and international non-profit groups working in the area of local food systems. What are the similarities and differences between local and international efforts? What are the primary goals and objectives of each organisation?
- 5) Create a local food feast! Design a menu featuring local, seasonal food products.

## ACTIVITIES: 1

### FOOD DETECTIVES

DO	<p>Time: 15 minutes</p> <p>Materials/Resources: A wide variety of grocery store flyers; markers or scissors; poster board; glue</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Either individually or in small groups, give members a few grocery store flyers and ask them to either circle with marker or cut out all the local food products they are able to identify. Optional: members could make a poster collage of the local food product images.</li><li>2. Have members report to the group the local food products they were able to identify and clarify any assumptions they made with respect to local-ness.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will gain an understanding of the local food products that are readily available at grocery stores in their community.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• How did you identify what was local? Did you apply a specific definition of local food?</li><li>• Were there more or less local food products than you expected to find?</li><li>• Were there food products you were surprised to identify as local? Or food products that you were surprised were not locally grown or produced?</li><li>• Do you think your findings would be different at a different time of the year?</li></ul>



## ACTIVITIES: 2

### BAKE A 'WORLD CAKE' OR ASSEMBLE A 'WORLD SALAD'

DO

Time: 20 to 30 minutes for assembly; 70 minutes to bake cake; 10 minutes for eating

Materials/Resources:

World map on corkboard; push pins for each ingredient; one large push pin; string

World Cake:

(Ingredients need to be in original packaging, or have a note attached which identifies their origin)

1 cup (250 ml) vegetable oil such as canola or sunflower, plus a bit for greasing pan; 1 cup (250 ml) granulated sugar; 1 (250 ml) cup brown sugar; 3 eggs; 1 tsp (5 ml) vanilla extract; 1 cup (250 ml) grated zucchini; 1 cup (250 ml) grated carrot; 1 can (14 oz./400 ml) crushed pineapple with juice; ¼ cup (60 ml) cold coffee; 1 1/3 (330 ml) cups whole-wheat flour; 2 cups (500 ml) all-purpose flour, plus a bit for flouring pan; 1 ¼ tsp (6 ml) baking soda; 1 ¼ tsp (6 ml) baking powder; 2 ½ tsp cinnamon (12.5 ml); 1 tsp (5 ml) salt; 1 cup (250 ml) shredded coconut; ¾ cup (185 ml) raisins; ¾ cup (185 ml) dried fruit such as apricots or cranberries; 9 by 13 inch (33 by 23 centimetres) cake pan or two large muffin pans; paper muffin liners (optional); large bowl; measuring cups; measuring spoons; wooden spoon or spatula; beaters or whisk; toothpick or cake tester; knife and plates or napkins for serving

World Salad (serves 8):

(Ingredients need to be in original packaging, or have a note attached which identifies their origin)

2 medium bananas; ½ cup (125 ml) coconut milk; 6 medium seedless oranges; 1 tsp (5 ml) vanilla extract; 2 cups (500 ml) sliced strawberries, 2 kiwi; 2 cups (500 ml) pineapple; blender or food processor; knives; cutting boards; large bowl; measuring cups; measuring spoons; spoon or spatula; ice cream cones (optional) or bowls and spoons for serving

DO

Instructions:

World Cake:

1. Give individuals or small groups one ingredient each. Have them identify where the ingredient came from and then, on the large world map, place a pin in the ingredient's originating country and stretch a piece of string to the large pin placed as close as possible to where the meeting is being held. Each individual or small group can measure and add their ingredient to the bowl as required.
2. Preheat oven to 350 degrees Fahrenheit (180 degrees Celsius).
3. Grease and flour 9 by 13 inch (33 by 23 centimetres) baking pan or two muffin pans, or line muffin pans with paper muffin liners.
4. Whisk or beat oil with sugars until well blended. Add eggs and vanilla and blend well.
5. Add zucchini, carrot, pineapple and coffee, blend well.
6. Add flours, baking soda, baking powder, salt and cinnamon and blend well with wet ingredients.
7. Stir in coconut, raisins and dried fruit.
8. Pour batter into greased baking pan or muffin pans.
9. Bake the cake for 60 to 70 minutes and the muffins for 25 to 30 minutes, or until a toothpick or cake tester inserted in the middle comes out clean.
10. Cool and serve.

DO	<p>World Salad</p> <ol style="list-style-type: none"> <li>1. Give individuals or small groups one ingredient each. Have them identify where the ingredient came from and then, on the large world map, place a pin in the ingredient's originating country and stretch a piece of string to the large pin placed as close as possible to where the meeting is being held. Each individual or small group can slice, measure and add their ingredient to the bowl or blender as required.</li> <li>2. Slice strawberries and pineapple, peel and slice kiwi and 4 of the oranges. Place in a large bowl.</li> <li>3. Blend bananas, coconut milk, 2 peeled oranges and vanilla extract in food processor or blender.</li> <li>4. Pour dressing over fruit. Serve in small bowls or, if desired, in ice cream cones.</li> </ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will expand their understanding of where typical recipe ingredients come from and consider the challenges of sourcing local ingredients.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"> <li>• How did you identify what was local?</li> <li>• Were you surprised by where any of the ingredients in the cake/salad came from? Which ones? Why?</li> <li>• Which ingredient travelled the farthest? How do you think that ingredient made the journey (i.e. truck, boat, plane, etc.)?</li> <li>• Could we substitute some ingredients for others to make this cake/salad more local? Or could we source some of the ingredients closer to our community? Do we know any local producers of some of these ingredients?</li> <li>• When it comes to local food, do we think differently about ingredients like baking soda or vanilla extract than we do about things like zucchini and strawberries?</li> </ul>

## ACTIVITIES: 3

### DESIGN A LOCAL FARM OR FOOD PRODUCTION ENTERPRISE

DO	<p>Time: 30 minutes</p> <p>Materials/Resources:</p> <p>Paper; pencils or pens; Information Cards; online research tools, for example <a href="http://www.omafra.gov.on.ca/english/stats/county/index.html">http://www.omafra.gov.on.ca/english/stats/county/index.html</a>, if available</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Divide into small groups and give each group an information card, paper and writing utensil.</li><li>2. After reviewing the information on the location card (additional research may be done online if desired) each group will:<ol style="list-style-type: none"><li>a) Decide whether they will create a food growing/producing or food processing operation in their location;</li><li>b) Clearly define what their operation will grow/produce/process;</li><li>c) Decide who they would sell the product to;</li><li>d) Detail any challenges they anticipate in the location;</li><li>e) Add any other details they think are pertinent to their location.</li></ol></li><li>3. Each group can share their plan for growing, producing or processing food in their location.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Foster an understanding about the opportunities and challenges for growers, producers and processors of food in a variety of locations across Ontario and begin to think creatively about new business ideas.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Why did you choose the business or operation you did? What were the key factors that influenced your decision?</li><li>• What are some of the challenges Ontario food growers, producers and processors face?</li><li>• Do you think it is more difficult for some areas of the province to develop local food systems? What do those areas have in common?</li><li>• Do you think your definition of local food would change if you lived in the location you were given?</li></ul>

## Information Card

**Soil =**

**Topography =**

**Frost free season =**

**Temperature =** Daily averages in Celsius

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
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**Precipitation =**

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)												
Snowfall (cm)												

**Market Information =**

Population:

Agri-business:

Industry:

**Current crops =**

## Amherstburg Information Card

**Soil =** Class 2: Limitations are moderate and the soils can be managed and cropped with little difficulty. Under good management they are moderately high to high in productivity for a wide range of common field crops.

**Topography =** Quite flat, elevation 185 m.

**Frost free season =** Climate zone A; average of 170 to 190 frost free days, typically between April 25 and October 20.

**Temperature =** Daily averages in Celsius (Source:

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4607&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4607&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-3.0	-1.8	2.3	8.9	15.0	20.8	23.2	22.3	18.1	11.3	5.1	-1.0

**Precipitation =**

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	40.0	38.1	46.7	86.1	96.8	79.6	81.2	81.9	85.6	73.8	68.1	44.9
Snowfall (cm)	26.2	16.7	15.9	3.3	0.0	0.0	0.0	0.0	0.0	0.4	3.0	17.8

**Market Information =**

Population: 21,936 in the city with over 375,000 in Windsor Essex County; median age of the population is 44.5 years; median income \$39,519; close proximity to highway 401 and the Canada-United States border.

Agri-business: Over 325,000 acres of farmland, largest greenhouse industry in North America, Greenhouse & Processing Crops Research Centre located in nearby Harrow, ON, the region is home to major national and world-wide brands.

Industry: Base of small, medium and large manufacturers in the region.

**Current crops =** Corn, soybeans, berries, tomatoes, grapes (vineyards), variety of grains, potatoes, etc. (Source:

<http://www.agr.gc.ca/atlas/agrimap/>)

## Belleville Information Card

**Soil** = Wide range of soil types, from pockets of Class 1 (no growing limitations) to Class 7 (no capacity for arable culture).

**Topography** = City is at an average elevation of 90 m, surrounding area has rolling and rocky terrain; on Bay of Quinte.

**Frost free season** = Climate zone C; average of 150 to 170 frost free days, typically between May 3 and October 8.

**Temperature** = Daily averages in Celsius (Source:

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4859&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4859&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-6.7	-5.1	-0.4	7.0	13.7	19.0	21.8	20.8	16.3	9.5	3.6	-2.6

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	30.6	29.4	40.3	69.2	81.2	74.5	65.1	75.5	91.9	84.9	84.7	44.6
Snowfall (cm)	36.8	28.6	22.1	6.5	0.0	0.0	0.0	0.0	0.0	0.2	11.0	34.5

**Market Information** =

Population: 49,454 in the city with over 106,137 in the Bay of Quinte Region; median age of the population is 44.7 years; median income \$31,694; close proximity to highway 401 and the Canada-United States border; Loyalist College.

Agri-business: Cluster of food processing plants.

Industry: Varied base of small to large manufacturers.

**Current crops** = Corn, soybeans, wheat. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## Blyth Information Card

**Soil** = Primarily Class 1: No significant limitations. Soil can be managed and cropped without difficulty.

**Topography** = Flat with gentle rolling hills, elevation 328 m.

**Frost free season** = Climate zone C/D; average of 150 to 170 [C] or 130 to 165 [D] frost free days, typically between May 3 and October 8 [C] or May 11 and October 1 [D].

**Temperature** = Daily averages in Celsius (Source:

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4545&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4545&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-7.0	-5.7	-1.4	6.0	12.2	17.7	20.4	19.5	15.5	9.1	3.1	-3.2

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	26.1	27.6	37.6	70.4	102.3	81.5	80.6	101.4	123.1	97.6	84.7	40.1
Snowfall (cm)	104.4	66.2	37.4	14.1	0.3	0.0	0.0	0.0	0.0	4.4	41.8	105.5

**Market Information** =

Population: 4,932 in North Huron Township; median age of the population is 43.4 years; median income \$30,969; 30 minutes to Lake Huron, on the Maitland River Watershed.

Agri-business: Extensive agricultural economy, Huron County claims farm gate sales are greater than five Canadian Provinces. Many farm service and supply companies, local implement dealers, food processing plants and co-ops.

Industry: Some small and medium manufacturers.

**Current crops** = Corn, soybeans, sunflower, wheat, other crops. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## Chalk River Information Card

**Soil** = Class 4 (severe growing limitations) and Class 7 (no capacity for arable culture).

**Topography** = City is at an elevation of 160 m, surrounding area is forested with many lakes and waterways, bounded by the Petawara Hills; on Ottawa River.

**Frost free season** = Climate zone E; average of 125 to 145 frost free days, typically between May 17 and September 26.

**Temperature** = Daily averages in Celsius (Source:

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4243&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4243&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-11.8	-9.2	-2.9	5.5	12.5	17.8	20.3	19.1	14.4	7.6	0.7	-6.9

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	14.9	9.8	29.1	50.1	85.0	86.8	84.8	80.7	89.4	79.8	53.0	18.9
Snowfall (cm)	42.3	34.2	28.1	9.4	1.7	0.0	0.0	0.0	0.0	3.6	22.7	40.1

**Market Information** =

Population: 2,961 in the amalgamated Town of Laurentian Hills; median age of the population is 41.3 years; median income \$44,160; between the Trans-Canada Highway and Canadian Pacific Railway line.

Agri-business: Most common farms in Renfrew County are beef, dairy and field crops.

Industry: Home of Canadian Nuclear Laboratories; 25 minutes from Canadian Forces Base Petawawa; 25 acre Business Park near highway.

**Current crops** = Limited field crops, pasture. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## Cookstown Information Card

**Soil** = Primarily Class 1 (no significant limitations), with pockets of Class 2 through 6.

**Topography** = Flat with gentle rolling hills, elevation 250 m.

**Frost free season** = Climate zone D; average of 130 to 165 frost free days, typically between May 11 and October 1.

**Temperature** = Daily averages in Celsius (Source

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4437&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4437&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-7.9	-6.7	-1.9	5.6	11.9	17.3	19.7	18.7	14.4	8.2	2.2	-4.0

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	18.6	18.5	30.1	57.6	75.2	80.5	70.0	80.2	81.1	68.9	58.9	24.1
Snowfall (cm)	37.6	34.0	23.1	7.9	0.4	0.0	0.0	0.0	0.0	3.6	20.7	35.5

**Market Information** =

Population: 32,727 in the Town of Innisfil; median age of the population is 42.4 years; median income \$35,060; 20 minutes to Lake Simcoe, near Highway 400.

Agri-business: Extensive agricultural economy.

Industry: Varied base of small to large manufacturers; one hour from Greater Toronto area

**Current crops** = Corn, soybeans, herbs, sod, vegetables, other crops, etc. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## Dryden Information Card

**Soil** = Primarily Class 3 (moderately severe growing limitations) with pockets of Classes 2 through 7.

**Topography** = City is at an elevation of 380 m, surrounding area is forested with many small lakes and waterways; on Wabigoon Lake and Wabigoon River.

**Frost free season** = Climate zone E; average of 125 to 145 frost free days, typically between May 17 and September 26.

**Temperature** = Daily averages in Celsius (Source

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=3952&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=3952&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-17.4	-13.4	-6.1	2.7	10.7	16.2	18.5	17.4	11.2	4.3	-5.7	-14.2

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	0.1	1.0	7.5	32.2	64.7	110.1	127.6	83.0	99.5	46.9	14.1	0.0
Snowfall (cm)	27.1	19.7	19.6	5.3	0.5	0.0	0.0	0.0	0.9	9.4	28.4	28.1

**Market Information** =

Population: 5,586 in the city with approximately 30,000 in the greater trade area; median age of the population is 46.8 years; median income \$35,879; by the Trans-Canada Highway and Canadian Pacific Railway line; Confederation College.

Agri-business: Main agri-businesses are fishing and hunting.

Industry: Main industry is tourism, limited small to large manufacturers; 188 km from Canada-United States border; 350 km to Winnipeg, Manitoba.

**Current crops** = Limited pasture. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## Hagersville Information Card

**Soil** = Primarily Class 2 (moderate limitations), with large pockets of Class 1 and smaller pockets of Class 3.

**Topography** = Flat with gentle rolling hills, elevation 220 m.

**Frost free season** = Climate zone B; average of 160 to 170 frost free days, typically between April 30 and October 13.

**Temperature** = Daily averages in Celsius (Source

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4437&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4437&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-4.5	-4.0	0.7	7.1	13.5	18.7	21.4	20.3	16.1	9.7	4.0	-1.8

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	34.3	30.4	50.8	80.5	86.6	83.4	100.3	82.9	91.7	83.0	88.0	50.9
Snowfall (cm)	25.3	19.6	17.0	4.1	0.2	0.0	0.0	0.0	0.0	0.4	6.3	20.8

**Market Information** =

Population: 45,608 in Haldimand County; median age of the population is 44.5 years; median income \$34,754; on Highway 6.

Agri-business: Extensive agricultural economy, among the top three economic sectors in the area.

Industry: Varied base of small to large manufacturers; two hours from Greater Toronto area, one hour from Canada-United States border.

**Current crops** = Corn, soybeans, herbs, orchards, vegetables, other crops, etc. (Source:

<http://www.agr.gc.ca/atlas/agrimap/>)



## North Bay Information Card

**Soil** = Primarily Class 7 (no capability for arable culture) with large pockets of Classes 4 & 5 and small pockets of Class 3.

**Topography** = City is at an elevation of 210 m, surrounding area is forested with many small lakes and waterways; on Lake Nipissing and Trout Lake.

**Frost free season** = Climate zone E; average of 125 to 145 frost free days, typically between May 17 and September 26.

**Temperature** = Daily averages in Celsius (Source

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4201&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4201&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-12.5	-10.4	-4.5	4.0	11.2	16.3	18.9	17.7	13.0	6.2	-0.8	-8.3

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	19.3	11.8	31.8	56.3	93.1	98.0	99.4	90.6	115.2	99.1	65.5	22.7
Snowfall (cm)	65.3	58.6	39.5	16.7	3.2	0.1	0.0	0.0	0.1	8.1	38.0	70.1

**Market Information** =

Population: 50,396 in the city and 112,000 in the regional trading area; median age of the population is 43.5 years; median income \$32,063; by the Trans-Canada Highway and Highway 11; Nipissing University and Canadore College.

Agri-business: Main farms are cash crop, dairy and beef; significant aquaculture industry.

Industry: Varied base of small to large manufacturers; the "Gateway to the North".

**Current crops** = Limited field crops, pasture. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## Peterborough Information Card

**Soil** = Primarily Class 1 (no limitations), with large pockets of Class 2 and 6.

**Topography** = City is at an elevation 200 m, many lakes, rivers and forested areas in the Kawartha Lakes Region.

**Frost free season** = Climate zone D/E; average of 130 to 165 [D] or 125 to 145 [E] frost free days, typically between May 11 and October 1 [D] or May 17 and September 26 [E].

**Temperature** = Daily averages in Celsius (Source

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=5192&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=5192&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-8.4	-6.5	-1.3	6.3	12.8	18.0	20.7	19.4	15.0	8.4	2.4	-4.0

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	22.4	23.1	34.0	60.9	88.7	83.0	73.6	87.0	92.4	75.7	73.3	35.0
Snowfall (cm)	38.9	28.8	23.7	6.1	0.0	0.0	0.0	0.0	0.0	1.4	13.9	34.3

**Market Information** =

Population: 82,094; median age of the population is 43.6 years; median income \$30,108; on Highways 115 and 7; Trent University, Fleming College, Seneca College School of Aviation.

Agri-business: Over 1000 farms in the region, eight farmers' markets.

Industry: Advanced Manufacturing, aerospace and water research and technology.

**Current crops** = Corn, soybeans, other crops, etc. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## St. Thomas Information Card

**Soil** = Primarily Class 1 (no growing limitations) and Class 2 (moderate limitations).

**Topography** = City is at an elevation of 230 m, quite flat to the south toward Lake Erie, gentle rolling hills to the north.

**Frost free season** = Climate zone C; average of 150 to 170 frost free days, typically between May 3 and October 8.

**Temperature** = Daily averages in Celsius (Source:

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=4689&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=4689&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-4.7	-3.6	1.0	7.6	13.7	18.8	21.2	20.3	16.4	10.1	4.5	-1.4

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	35.2	37.3	48.5	79.9	87.3	92.4	83.0	80.0	94.8	85.4	92.4	58.1
Snowfall (cm)	38.3	25.9	17.1	3.5	0.0	0.0	0.0	0.0	0.0	0.3	6.3	27.3

**Market Information** =

Population: 41,813; median age of the population is 42.7 years; median income \$33,135; close proximity to highway 401; Fanshawe College.

Agri-business: Extensive agricultural economy, including agri-tourism.

Industry: Varied base of small to large manufacturers.

**Current crops** = Corn, soybeans, herbs, grapes (vineyards), orchards, potatoes, variety of grains, other crops, etc.

(Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## Woodbridge Information Card

**Soil** = Primarily Class 1: No significant limitations. Soil can be managed and cropped without difficulty.

**Topography** = Elevation 170 m.

**Frost free season** = Climate zone C; average of 150 to 170 frost free days, typically between May 3 and October 8.

**Temperature** = Daily averages in Celsius (Source:

[http://climate.weather.gc.ca/climate\\_normals/results\\_1981\\_2010\\_e.html?stnID=5148&autofwd=1](http://climate.weather.gc.ca/climate_normals/results_1981_2010_e.html?stnID=5148&autofwd=1))

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
-6.6	-4.8	-0.4	6.6	12.9	18.1	20.8	19.6	15.4	9.0	3.1	-2.8

**Precipitation** =

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>
Rainfall (mm)	20.4	23.2	31.4	59.6	79.1	76.3	70.4	80.4	84.6	66.0	71.1	34.6
Snowfall (cm)	29.9	21.1	17.8	3.7	0.0	0.0	0.0	0.0	0.0	0.5	7.2	22.8

**Market Information** =

Population: 306,233 in the City of Vaughan (17<sup>th</sup> largest municipality in Canada); median age of the population is 40.2 years; median income \$35,540; bounded by Highways 427, 407, 400; part of the Greater Toronto Area.

Agri-business: Agri-tourism to surrounding areas.

Industry: Extensive and varied small to large manufacturers.

**Current crops** = None, fully developed urban area. (Source: <http://www.agr.gc.ca/atlas/agrimap/>)

## ACTIVITIES: 4

### CUPBOARD AND REFRIGERATOR AUDIT

DO	<p>Time: 10 minutes on Day 1; 20 minutes on Day 2</p> <p>Materials/Resources: Cupboard and Refrigerator Local Food Audit sheet</p> <p>Instructions:</p> <p>Day 1:</p> <ol style="list-style-type: none"><li>1. Give each member a Cupboard and Refrigerator Local Food Audit sheet and ask them to take it home and do a survey of the local food in their family's cupboard and refrigerator. Encourage them to ask family members where local foods were purchased and engage in conversation about family members' understanding of and engagement in local food and local food systems.</li><li>2. Have members bring their sheets back to the second meeting.</li></ol> <p>Day 2:</p> <ol style="list-style-type: none"><li>1. Make a group list of local foods that the members found in their family's cupboards and refrigerator and where those foods were purchased (if known).</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will investigate the local food purchasing patterns of their family and begin to determine which local food systems their families are participating in.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• What did you discover about your family's local food habits?</li><li>• Is it easy or difficult for your family to find and purchase local food?</li><li>• Which local food systems are our families participating in? Were you aware of these local food systems before completing the Cupboard and Refrigerator Food Audit sheet?</li></ul>

## Cupboard and Refrigerator Local Food Audit

Name of Food Item	Country, Province or Region where Food Item was Grown/ Produced	Location Where Food Item was Purchased



# MEETING 2: IDENTIFYING LOCAL FOOD SYSTEM MEMBERS

## Setting Objectives:

Developing a detailed understanding of the ways food can travel from producer to consumer and identifying participants in local food systems will give members a detailed perspective on the local food economy in their community. Identifying barriers to accessing local food and potential gaps in local food systems/value chains will help members identify potential business opportunities.

### Suggested Lesson Outcomes

*The group may choose one, several, all, and/or other learning outcomes.*

- ☐ Members can identify the members of a food system and understands the varied ways food can travel from farm to table.
- ☐ Members have examined the businesses and organisations that are involved in the community's food system and have explored the different roles each one plays in the system.
- ☐ =Members understand the role consumers play in local food systems.
- ☐ Members have explored barriers to local food access within the community.

## Reference material in this section:

A look at:

- Consumer access points for local food
- Typical parts of a food system
- Value chains
- Local food system members and their roles
- Potential barriers to accessing local food

Activities:

- 1) Chart a food system
- 2) Transform a “tomato”!
- 3) Local food system census
- 4) Mock food systems roundtable

**Sample Meeting Agenda      Time: 3 hours 10 minutes**

Note: Agendas are provided as a suggestion. There is more meeting content than what can be completed in 2 hours. Please choose activities according to skill and attention level of your members. Be creative!

Welcome, Call to Order & Pledge		10 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information	From farm to table	30 min
Activity	Activity #1: Chart a food system	15 min
Topic Information	Activity #2: Transform a “tomato”!	15 min
Activity	Who are our community’s local food system members?	15 min
Topic Information	Activity #3: Local food system census	20 min
Activity	Are there any barriers to accessing local food in our community?	15 min
Topic Information	Activity #4: Mock food systems roundtable	30 min
Activity	Are there any gaps in our community’s local food systems?	10 min
At Home Activities/Digging Deeper (for Senior Members)	Choose one of the activities	5 min
Wrap up, Adjournment & Social Time		10 min

## FROM FARM TO TABLE

Once we understand how local food and local food systems are defined in Ontario, in our community and in our homes, we can look at where local food can be found in our community and what local food systems are being supported.

What did you discover in your cupboard and refrigerator audits? Is local food readily available at large grocery stores or was most of the local food purchased at smaller grocery stores, specialty stores or farmers' markets? Was any of the food purchased directly from producers? Was any of the food grown, foraged or hunted by members of your family?

### Do it! Activity

Cupboard and refrigerator  
audit report  
(from Meeting #1)

There are a wide variety of ways that consumers can access local food, including:

Large grocery stores, supermarkets, big box stores or membership-based stores — These stores average 3,837 square metres (41,300 square feet) in size. At most of these stores you can also buy things other than food products, such as clothing, home goods, electronic equipment, etc. and place online orders for delivery or pick-up.

Small grocery store — Smaller grocery stores, either in urban or rural locations, generally stock fewer products and focus mainly on food items.

Specialty stores — These stores concentrate on a narrower part of the food economy, such as organic food, gluten-free food, cultural food, meat, vegetables or grains.

Farmers' Markets — The number of farmers' markets in Ontario has tripled since the 1980s and there are a broad range of markets, from small to large, rural to urban, open once per week or every day.

Community Supported Agriculture (CSA) — Consumers purchase a share in community supported agriculture programs directly from growers and receive a regular food box through the growing season. Each CSA is different in terms of cost, frequency and what is included in the food box.





Farm-gate sales — Consumers can purchase directly from producers at road-side stands, farm stores, you-pick or you-fish operations, online ordering systems, etc.

Home gardens, foraging, hunting — Consumers can grow, forage or hunt their own produce and meat on their own property, or on properties which have been approved for community gardens, food foraging or hunting.

Restaurants, government or non-profit organisations (i.e. school cafeteria), other food-related businesses — Some of these enterprises purchase local food items, often further process the food before offering it to consumers in the form of menu items, ready-to eat or ready-to-cook meals and other food-related services.

Outlet or warehouse-front stores of local food processors — Some food processors have outlet or warehouse-front stores where food is sold directly to local consumers.

To arrive at the location where consumers can purchase it, food has travelled through a system. Typical parts of a food system include:

Producers: grow or produce a product, but do not offer products for sale directly to the consumer

Producer/retailer: grow or produce a product that they sell directly to the consumer (i.e. farm-gate, pick-your-own, farmers' market, etc.)

Wholesaler: sell unprocessed or packaged products to processors, retailers or consumers on behalf of producers or processors

Processor: changes the original product (may or may not add other ingredients and packaging) into something new

Retailer: sells the product to consumers

Facilitator: assists other members of the local food system to sell, package or ship their product (for example, distributors, food hubs, computer applications, etc.)

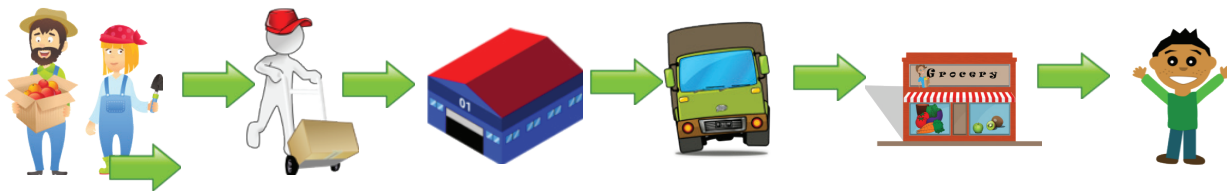
The path of a product through a food system could be as simple as

***Producer ► Retailer ► Consumer***



Or as complex as

***Producer ► Wholesaler ► Food Processor ► Facilitator ► Retailer ► Consumer***



There are a wide variety of paths a product can follow from producer to consumer. The path often depends on the product, the consumer, and the integration of the system partners in between.

A local food system is typically designed to do more than just move food from producer to consumer. It is often built to foster the community benefits discussed in the first meeting — economic, environmental and social. One of the ways local systems attempt to make themselves stand out is by creating value chains, where each member of the chain contributes something essential that enhances the end product, making it more valuable to consumers. Each member of the value chain is rewarded, or paid, for the value they add to the end product.

#### **Do it! Activity**

Chart a food system

At its best, the partnership of producer, processor, wholesaler, facilitator, and retailer makes the product created by the value chain more competitive in the marketplace than a product produced in a less integrated food system. Value chains are often able to be more responsive to consumer needs due to their cooperative nature.

#### **Do it! Activity**

Transform a “tomato”!

## Who are our community's local food system members?

The agri-food industry in Ontario is a significant part of the province's economy, employing hundreds of thousands of people and contributing billions of dollars to the Gross Domestic Product (the total value of all goods produced in the province during a specific time period). Some of that contribution will come from businesses in your community!

**Share it!**

Do you know any local food entrepreneurs?

Local food entrepreneurs are not just farmers, food processors and retailers. Restaurant owners that are buying local ingredients or planting and tending their own gardens are local food entrepreneurs. Chefs that are preparing ingredients or complete meals for people to take home and cook are part of the local food economy. Local producers of pickles, jams and sauces, local butchers, bakers, beer and cider makers are all contributing to the community food system. Companies making software applications that help local food producers connect directly to consumers or those that help create value chains are advancing the local food movement.



In addition to businesses, local food systems frequently include non-profit organizations working to advance the community benefits of the system. Non-profits can be found in all sectors, producing, processing, selling and facilitating the distribution of local food.

## How do we participate in the local food system?

Consumers contribute to the local food economy in a wide variety of ways. Picking strawberries at a local farm, shopping at a farmer's market, choosing a local food product over one imported from another country, eating at a restaurant that sources local ingredients, participating in a community garden project or planting an herb garden are all ways to play an active role in the local food system.

Consumers can also contribute to the development of local food systems by requesting local foods from retailers, restaurant owners and government organisations. Local food system members that are part of value chains often rely on feedback from consumers to develop new products and initiatives.

Attending a local culinary festival or specialty food event is another way consumers actively participate in local food systems. Interacting with local producers and learning about (and tasting!) new products and initiatives helps narrow the distance between producers and consumers and forges the links that make local food systems sustainable over the long term.

### Experience it!

Invite a local food entrepreneur to speak to the group, go visit a local food business or share a media report of a local food business (you can also find local food success stories at <http://www.omafra.gov.on.ca/english/about/localfood.htm>).

### Do it! Activity

Local food system census

### Experience it!

Volunteer at a food bank, food gleaning organization, community/school garden or community kitchen project to contribute to the local food systems in your community.

## Are there any barriers to accessing local food in our community?

In some communities food is easily accessible by all citizens, but in others there are limited options for some residents. Often, local food systems are designed to address the variations in access to local food that community members can face.

**Share it!**

Do you think it is easy or difficult to access local food in your community?

There are a variety of factors that may impact a community member's access to local food including:

Economic barriers: cost of food; cost of kitchen tools needed to cook meals

### Geographic barriers: travel distance to local food retailers

Social barriers: lack of public transit near local food retailers; lack of knowledge about local food choices

Physical barriers: lack of wheelchair access at local food retailers; lack of sidewalk access at local food retailers

Cultural barriers: preferred foods may not be produced locally

Many communities are actively engaged in research and policy initiatives to ensure citizens have equal access to local food. Policy groups, roundtables and other forums often draw together people from a wide variety of backgrounds to explore ways to expand local food systems to ensure the benefits offered by the system are spread broadly across the community.



Among the activities undertaken by such groups are networking and education, identifying trends and supporting new initiatives, sourcing funding for policy goals and initiatives, and establishing benchmarks and targets for measuring the effectiveness of those policies and initiatives.

### **Do it!**

Activity: Mock food systems roundtable

## **Are there any gaps in our community's local food systems?**

Finding opportunities in the local food economy starts with identifying what is missing in the current systems. Did the local food system census reveal a balanced local food system, with participants in all sectors, or were some sectors empty? Could you identify any barriers to accessing local food in the community? Did the mock roundtable reveal any areas that are currently underserved by local food systems? Is the system achieving a broad range of economic, environmental and social goals?

If there are members of the local food system — from producers to consumers — with unmet needs, there are potential business opportunities!

### **Share it!**

What gaps do you believe exist in the local food systems? Write down all ideas and bring them to the next meeting. Ask friends and family members for their ideas!

# AT HOME ACTIVITIES/DIGGING DEEPER!

- 1) Research the terms food desert and food swamp and determine if any food deserts/swamps exist in your community. Make a visual presentation to the group on your findings.
- 2) Interview a local food entrepreneur. What challenges has the entrepreneur faced in the local food system? How did they launch their business? What other members of the local food community do they work with? Are they a member of a value chain?
- 3) Co-ordinate a pop-up local food event (market, stand, meal, workshop, etc.) in your community. Share with the group what you learn about regulations that pertain to your pop-up event (for example, food safety, sales, location, etc.).
- 4) Design and conduct a survey to assess the knowledge of your community's residents about the local food options available to them.
- 5) Is there a local food council in your community? Research their goals, objectives and activities, and, if possible, attend a meeting. Make a presentation to the group about your findings.



## ACTIVITIES: 1

### CHART A FOOD SYSTEM

<b>DO</b>	<p>Time: 15 minutes</p> <p>Materials/Resources:</p> <p>A variety of food items, processed and unprocessed, local if possible (i.e. apple, green pepper, pepperoni, canned fruit, ketchup, crackers, cookies, etc.); paper; pens/pencils/markers; Optional: Food System Cards (copied onto cardstock)</p> <p>Instructions:</p> <p>1. Either individually or in small groups, give members one of the food items and have them chart a food system that the item could have travelled through from producer to consumer. For example:</p> <p>Producer ► Wholesaler ► Food Processor ► Facilitator ► Retailer ► Consumer</p> <p>Members can write or draw the food system or use the Food System Cards to illustrate the path their item would have travelled.</p> <p>2. Have members report to the group the food system they charted and clarify any assumptions they made in the process.</p>
<b>REFLECT</b>	<p>Learning Outcomes:</p> <p>Members will gain an understanding of the variety of paths food can travel on its way from producers to consumers.</p>
<b>APPLY</b>	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Was there a typical path taken by the food items?</li><li>• Aside from producers and consumers, which food system members do you think are most often involved a product's journey?</li><li>• For each food item, was there more than one path it could have traveled from producer to consumer? Which path do you think is the optimal one?</li><li>• If you were the producer of the raw ingredients for your product, what other businesses would be required in the local food system in order for you to get your product ready to be sold to consumers?</li></ul>





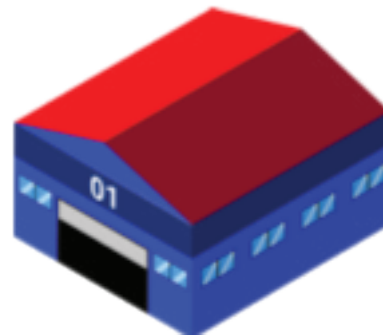
**PRODUCER**



**PRODUCER/RETAILER**



**WHOLESALER**



**PROCESSOR**



**RETAILER**



**FACILITATOR**

## ACTIVITIES: 2

### TRANSFORM A “TOMATO”!

DO	<p>Time: 15 to 30 minutes</p> <p>Materials/Resources:</p> <p>A variety of unprocessed or minimally processed local food products (i.e. tomato, eggs, apples, cheese, salami, flour); Optional: a variety of materials to create packaging (i.e. repurposed boxes or cans, cardstock, etc.); blank paper; markers; scissors; utility knives; tape; glue</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Divide participants into groups of two or three. Give each group one of the local food products.</li><li>2. Ask each group to consider how they can transform their local food product into something new that consumers in their community might be eager to purchase. Do other groups have products which would add value to their product? (For example, the cheese and salami groups might want to work together to make a local snack pack, or the apple, egg and flour groups might want to work together to make local pies.) What other ingredients or processing techniques would they use/need to transform their local food product? Encourage them to work together to create the most interesting and delicious new product they can.</li><li>3. Optional: If desired, members can create the packaging for their new product.</li><li>4. Ask each group to share their transformed local food product with the group. Would members be interested in trying/buying the new products?</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will expand their understanding of food systems and explore the benefits of value chains/added value.</p>

## APPLY

### Processing Prompts:



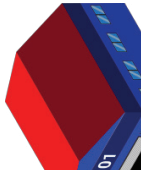



- How did you add value to your local food product? Do you think consumers would be enthusiastic about purchasing your product in its transformed state? Why?
- Why did you choose to transform your local food product the way you did? Did you consider any other options? Why or why not?
- Would you be able to create your new local food product in this community? Do all of the needed food system members exist or would you have to look outside the community?
- If you worked with another group to add value to your local food product, what challenges or benefits did you experience in the process? What challenges or benefits do you think food system members in the community might face in an effort to create a value chain?

## ACTIVITIES: 3

### LOCAL FOOD SYSTEM CENSUS

DO	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <p>Local food entrepreneur census chart; pencils or paper; list generated during “Share it! Do you know any local food entrepreneurs?”; local food maps and other literature, if available; online research tools, for example <a href="https://ontariofresh.ca">https://ontariofresh.ca</a>, <a href="http://ontariofarmfresh.com">http://ontariofarmfresh.com</a>, <a href="http://farmersmarketsontario.com">http://farmersmarketsontario.com</a>, if available</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. As individuals, small groups or as a large group, use list generated during “Share it! Do you know any local food entrepreneurs?”, local food maps and literature, and online research tools to make a comprehensive listing of the local food businesses in the community, divided by role.</li><li>2. Have individuals or small groups share their results with the larger group.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Gain knowledge of local food businesses currently operating in the community and the specific roles they occupy.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• How many local food enterprises exist in our community?</li><li>• Are most of the local businesses concentrated in one sector of the food system, or is it balanced across all sectors?</li><li>• Was it easy or difficult to find information about local food system members?</li></ul>

## Local Food System Census — Meeting 2

Producer/ Farmer/Grower	Producer/Retailer	Wholesaler	Processor	Retailer (include restaurants)	Facilitator (i.e. Distributor, etc.)	Non-Profit
						

## ACTIVITIES: 4

### MOCK FOOD SYSTEMS ROUNDTABLE

[HTTP://WWW.FOODSPANLEARNING.ORG](http://www.foodspanlearning.org)

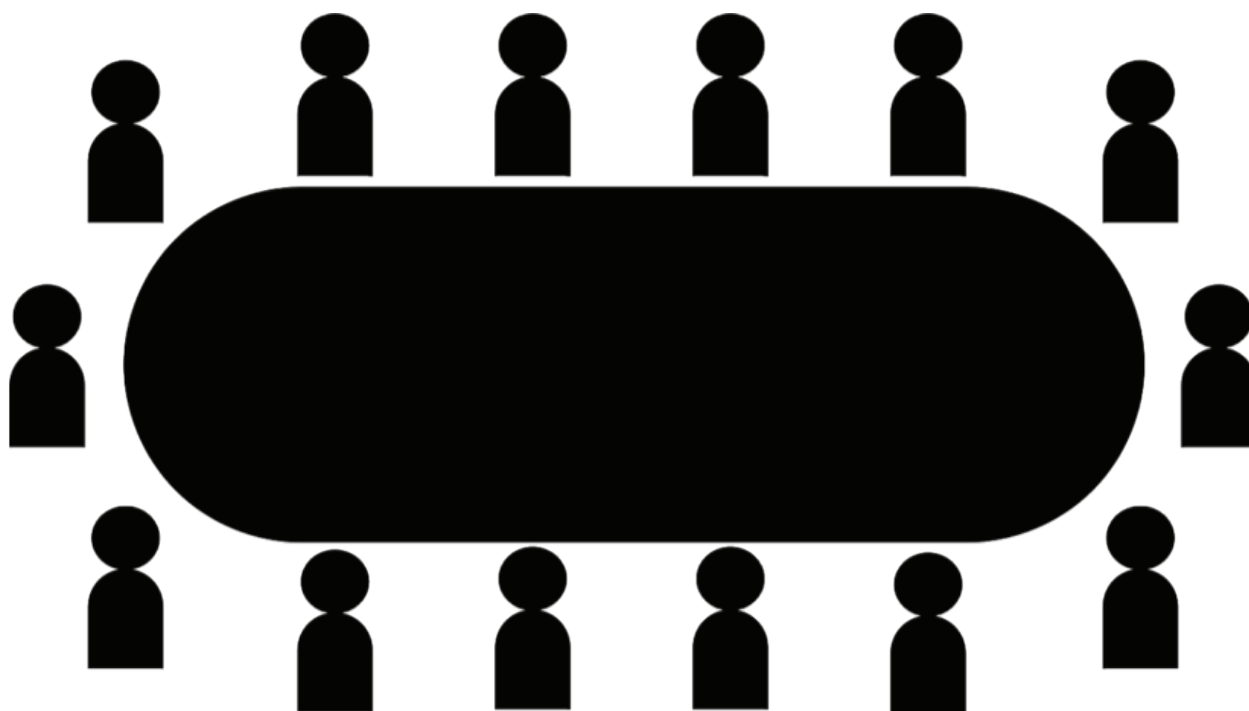
[/\\_PDF/LESSON-PLAN/UNIT3/LESSON15-POLICY-LESSONPLAN.PDF](#)

DO	<p>Time: 30 minutes</p> <p>Materials/Resources:</p> <p>Mock Food System Roundtable Roles handout for each member</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Assign each member a role to play in the Mock Food System Roundtable. Multiple members can have the same role.</li><li>2. Encourage each member to consider the perspective of the roundtable member they will represent and then, working from that perspective, propose one policy idea they feel will improve the local food system. Provide examples of policy ideas and, if necessary, brainstorm potential policy ideas that could be presented by members during the roundtable.</li><li>3. Facilitate debate among the roundtable members, encouraging them to debate from the perspective of their assigned role.</li><li>4. As a group, chose the three best policy proposals.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will broaden their understanding of the variety of perspectives impacting the local food system and begin considering potential ways to improve the system.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• What made the top three policy proposals attractive to the group?</li><li>• Do you think there are difficulties balancing different perspectives in local food systems?</li><li>• Did you feel all members carried equal weight in the discussion?</li><li>• Would it have been helpful to have representatives from other food system members involved in the discussion?</li></ul>



## Mock Food Systems Roundtable Handout

- ▶ Public Health Staff Member: Provides guidance on nutrition, food safety and other public health issues in the food system
- ▶ Farmer: Produces and sells food in the region served by the food systems roundtable
- ▶ Food Manufacturer: Processes food in the region served by the food systems roundtable, purchases food produced by local farmers, sells to local retailers
- ▶ Community Member: Represents the interests of diverse communities, including things such as food access, homegrown food production, cultural food needs, etc.
- ▶ Restaurant Owner: Manages relationships with food distributors, including farmers in some cases, and customers
- ▶ Grocery Store Manager: Manages relationships with food distributors, including farmers in some cases, and customers
- ▶ School Food Service Director: Oversees purchasing for school cafeterias, plans menus, etc.
- ▶ Municipal Planner: Works on policies that impact where food can be produced, processed and sold
- ▶ Non-profit Representative: Offers guidance on how food system impacts things such as the environment, emergency food provision, community gardens, etc.
- ▶ Food Distributor: Manages relationships with producers, processors, wholesalers, grocery



# MEETING 3: MARKET OPPORTUNITIES IN LOCAL FOOD SYSTEMS

## Setting Objectives:

A thorough knowledge of local food systems, including potential gaps, will give members the background needed to brainstorm ideas for new local food businesses. Learning about entrepreneurship, and how to evaluate entrepreneurial ideas will lead each member, or groups of members, to the development of one or more viable local food businesses.

### Suggested Lesson Outcomes

*The group may choose one, several, all, and/or other learning outcomes.*

- ☐ Members can define entrepreneurship and have explored some of the traits commonly exhibited by successful entrepreneurs.
- ☐ Members have considered gaps in local food systems and brainstormed ideas for new local food businesses.
- ☐ Members have subjected each new local food idea to a systematic review.
- ☐ Members understand the role of market research in launching new businesses.
- ☐ Members have considered the role of support team members to entrepreneurial success.
- ☐ Members can define social entrepreneurship and have considered its role in the community.

## Reference material in this section:

A look at:

- Entrepreneurship and entrepreneurial traits
- Market research
- Entrepreneurial support systems
- Social entrepreneurship

## Activities

- 1) How entrepreneurial are you?
- 2) New business brainstorming
- 3) Create a customer survey
- 4) The idea funnel

**Sample Meeting Agenda      Time: 3 hours 55 minutes**

Note: Agendas are provided as a suggestion. There is more meeting content than what can be completed in 2 hours. Please choose activities according to skill and attention level of your members. Be creative!

Welcome, Call to Order & Pledge		10 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information	How do businesses get started?	30 min
Activity	Activity #1: How entrepreneurial are you?	15 min
Activity	Activity #2: New business brainstorming	45 min
Topic Information	From idea to action! - market research	20 min
Activity	Activity #3: Create a customer survey	20 min
Topic Information	From idea to action! - building your team - make connections - narrow your options	20 min
Activity	Activity #4: The idea funnel	30 min
Topic Information	Business with a mission	15 min
At Home Activities/ Digging Deeper (for Senior Members)	Choose one of the activities	5 min
Wrap up, Adjournment & Social Time		10 min

Looking at the big picture of our community's local food systems — the paths food can travel from producer to consumer, the businesses and non-profits participating, and the potential barriers faced by both consumers and food system members — allowed us to identify gaps that exist within the system.

If there are areas or members of the community that are not being served, missing links in value chains, or consumer needs that are not being met there are opportunities for new businesses to join the local food system!

### Share It!

Review the ideas generated during the Meeting 2 discussion about gaps in the food system and add any new ideas.

## How do businesses get started?

Most new businesses start with an idea. That idea may be entirely new, something no one has ever thought of before, or it could be an improvement on an existing product or service, making it cheaper, faster, or easier to use. The idea may add efficiency to a system or deliver a product or service in a unique style or location.

Many people come up with ideas, however very few turn their ideas into new businesses. Those who do take the leap from idea to action are known as entrepreneurs. An entrepreneur is someone who organises, operates and assumes the risks — the chance of profit or loss — of a business venture.



Research has shown that successful entrepreneurs share many of the same traits, including persuasion, leadership, personal accountability, goal orientation and strong interpersonal skills.

The Business Development Bank of Canada partnered with researchers at Laval University to identify the qualities shared by successful entrepreneurs. They divided the qualities into motivating factors and aptitudes, or abilities.

Motivating Factors:   1) Need for achievement  
                                  2) Need to influence  
                                  3) Desire for autonomy, or independence

Aptitudes/Abilities:   1) Perseverance, or determination  
                                  2) Self-assurance, or confidence, and trust in instincts  
                                  3) Creativity  
                                  4) Tolerance for ambiguity, or uncertainty  
                                  5) Tolerance of failure, ability to learn from mistakes  
                                  6) Action-oriented outlook

While some people come by these qualities more easily than others, all of them are things that can be developed if you have a passion for entrepreneurship!

Starting a business sounds like a daunting task, but thousands of new businesses are launched every day. Many of those businesses are operated by one person, while others start with a small team of people.

The knowledge we have gained about local food systems gives us a unique opportunity to find places within those systems where a new business could operate. Looking at all the food system participants — Producers, Producer/Retailers, Wholesalers, Processors, Retailers and Facilitators — we may find opportunities across all sectors or concentrated in one or two areas.

The first step toward creating a new local business is coming up with a variety of ideas to consider.

### Experience It!

Watch a video about entrepreneurship or visit a local entrepreneur.

### Do It! Activity

How entrepreneurial are you?

### Share It!

Do you think you would you rather work alone or with a team?

### Do It! Activity

New business brainstorming.

## From idea to action!

### Market Research:

Before committing resources to a new idea, successful entrepreneurs usually subject it to a thorough evaluation. They will examine current businesses offering the same or similar products or services, survey existing or potential customers, and consult industry experts to determine whether their idea can actually be transformed into a business.

The information gathered through the activities in the first two meetings gives you a good foundation of knowledge about local food systems. Additional market information and statistics may be available from the websites or members of local food groups, from local libraries and municipal offices.

Research and information about the national and provincial agri-food industry is available from a variety of organisations, including:

Agriculture and Agri-Food Canada (<http://www.agr.gc.ca/eng/home/?id=1395690825741>)

Canada Business Network (<https://canadabusiness.ca/>)

Canadian Grocer (<http://www.canadiangrocer.com/>)

Food and Beverage Ontario (<http://foodandbeverageontario.ca/index>)

Greenbelt Fund (<http://www.greenbeltfund.ca/>)

Ontario Farm Fresh Marketing Association (<http://ontariofarmfresh.com/>)

Ontario Federation of Agriculture (<https://ofa.on.ca/>)

Ontario Ministry of Agriculture, Food and Rural Affairs (<http://www.omafra.gov.on.ca>)

Retail Council of Canada (<https://www.retailcouncil.org/>)

Statistics Canada (<https://www.statcan.gc.ca/>)

Sustain Ontario (<https://sustainontario.com/>)

It is helpful to consider who, exactly, will purchase your product or service. Defining potential customers by their demographic characteristics, such as age, sex, marital status, family composition, where they live, their disposable income, education level, occupation, interests and cultural or ethnic background can help narrow the focus of your business idea.

### Experience It!

Watch a video about marketing research/product failures.

Often, the best way to gain more information about the needs of potential customers is to speak with them directly, either in person or online. You could ask if they would be interested in the product or service your new business would offer, whether they currently buy something similar from another company, how they might purchase your product or service and what price they would be willing to pay.

There are many free online survey tools that can help entrepreneurs create and distribute customer surveys. In general, surveys are most effective when they are:



- 1) Purposeful. Know exactly why you are creating the survey and what information you hope to collect. Only ask questions that achieve these goals.
- 2) Short. The best surveys take no more than five minutes to complete.
- 3) Simple. Ask specific questions one at a time. Do not make assumptions about what customers know and avoid acronyms and jargon. Make sure it is easy to read.
- 4) Consistent. If you use a rating system (i.e. 5 = excellent, 1 = poor) keep it the same for all questions.
- 5) Unbiased. Avoid leading questions, for example “Do you think the new farmers’ market is brighter and sunnier than the old one?” (leading question) versus “The environment at the new farmers’ market is... a) bright and sunny, b) somewhat bright and sunny, c) somewhat dark and gloomy, or d) dark and gloomy.” (neutral question).



Consulting people currently working or volunteering in the local food system is another excellent way to evaluate your new business idea. They may even be willing to become part of your support team!

### Do It! Activity

Create a customer survey.

### Building your team:

One of the first things that most successful entrepreneurs do is assemble a support team to help them translate their idea into action. A support team can help with general advice on starting a new business, specific skills like marketing and accounting, or practical support like last-minute help assembling a product. An entrepreneur's support team often includes:

**Mentor** — A mentor is an experienced and trusted counsellor, someone who understands the ins and outs of starting a business or has experience in local food systems. They offer advice, guidance, encouragement and perspective. You can find mentors among people you know, within the members of local food policy groups, or from local organisations that provide small business support.

**Board of Advisors** — A board of advisors is typically made up of people with specific skills that will benefit your new business. That may mean someone with promotions, manufacturing or accounting expertise, or it may be someone you can count on to be 100 per cent honest when evaluating your ideas and plans. They are an informal group of people who support your entrepreneurial efforts.

**Practical Support** — Young entrepreneurs often need practical support when it comes to starting a business. Family and friends often pitch in with rides to appointments, manual labour when deadlines loom and start-up funds.



An entrepreneur's support team is different from employees of the business. Employees are paid to help deliver the product or service, while the support team typically volunteers their time to help the entrepreneur execute their idea.

### Share It!

Who will be on your support team?

### Make connections:

Review your local food system census; are there members of the local food system that would be ideal partners for your business? Is there an existing supply or value chain you could join? Can you find a way to link your business with others to better meet a market demand? One way to increase the chances of transforming your idea into a viable business is to surround yourself with other successful entrepreneurs.

### Experience It!

Invite a local food system member to serve as a mentor or advisor to the group.



If there are not any companies in your immediate area that would make natural partners for your new local food business, you may be able make connections in another area of the province.

Organisations like Ontariofresh.ca (<https://ontariofresh.ca/>), part of the Greenbelt Fund, maintain a listing of food system members — producers, wholesalers, processors, retailers and facilitators — including contact information for each member.

### Share It!

Are there other local food entrepreneurs you could partner with?

## Narrow your options:

After some initial market research and input from trusted advisors an entrepreneur may decide to go forward with an idea, or to set it aside. Many entrepreneurs keep an ongoing list of interesting business ideas and will often start more than one business during their careers. From their list of ideas they may choose the venture they are most passionate about, the one that meets the biggest consumer or industry need, or the one that has the biggest potential for profit. An idea may even wait on the list for years until market conditions change or technology advances.

While it is important not to completely abandon any of our ideas for new local food businesses, we can determine which one(s) are best suited for launching at present by putting them through an idea funnel.

### Do It! Activity

The idea funnel.

## Business with a mission

Since the turn of the century social entrepreneurship has emerged as a significant trend both in Ontario and across the globe. Like the term local food, social entrepreneurship can mean different things to different people, but a generally accepted definition is that social businesses have a stated mission that stretches beyond financial goals.

Social businesses generally fall into two broad categories:

1) For profit businesses with explicitly stated social goals, which seek to maximize profits without sacrificing these goals. These companies are said to have double or triple bottom lines — in addition to profit they also measure their success in terms of their impact on people and the planet.

Companies in this category include those that make a donation for every product sold, those that commit to using renewable energy in their operations, or those focussed on fair trade (ensuring producers and workers are paid a fair wage).

2) Businesses owned by not-for-profit organisations that generate revenue for the sole purpose of achieving social goals. These companies may generate profit, but their success is exclusively measured by the achievement of their social goals.

A common goal of businesses in this category is to serve as on-the-job training for at-risk populations, for example a café staffed by community members making the transition back to the workforce after spending time in a correctional facility.

It is helpful to consider from the outset if your new business will have a social component. Some local food system members will have a social goal in their company mission and others will not, the choice is unique to each entrepreneur.

### Share It!

What social enterprises exist in your community?  
Have you purchased any products or services from a social enterprise?



It is helpful to consider from the outset if your new business will have a social component. Some local food system members will have a social goal in their company mission and others will not, the choice is unique to each entrepreneur.

It is also possible for entrepreneurs to have a positive impact on their community without making a social goal part of their company's mission. Among the many ways entrepreneurs can play a positive role are:

- Treat employees well — create a positive work environment with clear lines of communication; pay fairly and on time; set reasonable working hours

### Experience It!

Invite a social entrepreneur to speak to the group, watch a video about social entrepreneurship or visit a social enterprise.

- Treat suppliers/wholesalers well — pay all invoices on time and in full; do not switch suppliers/wholesalers without a good reason; communicate expectations clearly
- Give back to the community — donate money, time or products; do work for a not-for-profit without charge; provide discounts to not-for-profits or disadvantaged customers; serve as a mentor to another budding entrepreneur; take on a co-op student or intern
- Go green — recycle and compost; use recyclable or compostable packaging; try to reduce paper use; power off electronics when not in use; use energy efficient products where possible

## AT HOME ACTIVITIES/DIGGING DEEPER!

- 1) Prepare a detailed market research report for one or more of the new local food business ideas. Use a variety of resources and present the results to the group.
- 2) Interview a social entrepreneur. What challenges has the entrepreneur faced? Have those challenges been unique to social entrepreneurship? Why did they choose social entrepreneurship over a more traditional model? What tips would they offer prospective social entrepreneurs?
- 3) Do a small/limited market test of one of the new local food business ideas. Present the results to the group.
- 4) Volunteer at a local not-for-profit social enterprise in your community.

## ACTIVITIES: 1

### HOW ENTREPRENEURIAL ARE YOU?

DO	<p>Time: 15 minutes</p> <p>Materials/Resources:</p> <p>Option 1: Internet accessible device for each student to access Business Development Bank of Canada Entrepreneurial potential self-assessment <a href="https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx">https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx</a></p> <p>Option 2: How Entrepreneurial Are You? handout; pencil/pen</p> <p>Instructions:</p> <p>Option 1: Have members log on to the Business Development Bank of Canada Entrepreneurial potential self-assessment. Encourage them to read each statement carefully and click the answer that best describes their opinion or feeling about the statement. The self-assessment will calculate their entrepreneurial potential.</p> <p>Option 2: Distribute the How Entrepreneurial Are You? handout to each member. Encourage members to read each statement carefully and write down the answer that best describes their opinion or feeling about each statement. After answering each question have them tally their score and assess their entrepreneurial potential.</p>
REFLECT	<p>Learning Outcomes:</p> <p>Members will learn about and assess their individual entrepreneurial traits.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Were you surprised by the results of the assessment? Did you expect to be more or less entrepreneurial?</li><li>• Which traits do you think would be most essential for entrepreneurial success?</li><li>• Do you think it is possible to have a low score on one or more traits and still achieve entrepreneurial success? Why or why not?</li></ul>



## HOW ENTREPRENEURIAL ARE YOU?

Respond to each statement with the answer that comes closest to what you feel or think (5 if you strongly agree, 1 if you totally disagree). Be honest, there are no right or wrong answers!

Strongly agree

Somewhat agree

Totally disagree

5..... 4..... 3..... 2..... 1

1. I like people. I can get along with just about anyone.

2. I start projects on my own. No one has to tell me to get started.

3. I have a high energy level. I don't mind working hard for something I want.

4. I make decisions quickly and they usually turn out well.

5. I don't give up when I make mistakes or something does not go as planned.

6. People are usually willing to work with me on projects I start.

7. I like to do my own thing. I don't worry about what other people say or think.

8. People can trust what I say. I don't say things I don't mean.

9. When I make up my mind to do something, I rarely get discouraged by obstacles.

10. I like to have a plan before I start something.

11. I like to make all the decisions and be in charge of my own projects.

12. I am willing to take risks that I believe will pay off for me.

13. I am aware of and confident in my unique skills and abilities.

14. I enjoy trying new ideas and experimenting.

15. I know how to manage my money. I only buy the things I really need.

16. One or both of my parents are/were entrepreneurs.

\_\_\_\_\_ 17. I feel a lot of pride when I complete a project or task successfully.

18. I function well in uncertain situations where the rules are not clear.

\_\_\_\_\_ **TOTAL SCORE**

Score	Entrepreneurship traits
-------	-------------------------

68 to 90      You demonstrate high entrepreneurial potential

45 to 67      You demonstrate moderate entrepreneurial potential

26 to 44 You could find entrepreneurship enjoyable by developing your skills

18 to 25      You might not enjoy being an entrepreneur

## ACTIVITIES: 2

### NEW BUSINESS BRAINSTORMING

DO

Time: 45 to 60 minutes

Materials/Resources:

List of gaps in the local food system generated during Meeting 2 and added to at the start of Meeting 3; small pieces of paper or index cards, approximately 10 per member; six containers (i.e. jars, bowls, boxes) labelled Producer, Producer/Retailer, Wholesaler, Processor, Retailer, Facilitator; pens/pencils; six large easel-sized pieces of paper placed in different locations around the room; six additional pieces of easel sized paper; markers; stickers, three per member

Instructions:

1. Place the six containers where they can be easily accessed by members.
2. Give each member a pile of small papers/index cards and a writing utensil.
3. Review the ideas generated during the discussions about gaps in local food systems. Remind members that opportunities may exist within those gaps.
4. Working individually, ask members to come up with as many new local food business ideas as they can in 5 to 7 minutes, writing the ideas on the small pieces of paper and dropping each piece of paper/idea into the container that best represents where the business would fit into local food systems. Encourage the members to be creative and dream big, there are no bad or crazy ideas! Remind them of ideas they may have discussed during the program and, depending on the group, perhaps offer up a few starter ideas. If members cannot figure out where the idea would fit into the food system encourage them to use the facilitator container as a catch-all.

## DO

5. Once members have exhausted their individual ideas place each container beside one of the large pieces of paper and split members into small groups of three to five people. The number of groups will depend on the number of members, but should not exceed six. If some of the containers are empty, remove that container/large paper station.

6. Have each group start at one of the container/large paper stations. Ask each group to read each of the ideas in their container and use them as a springboard to develop more ideas! They may come up with something completely new, or they may flesh out existing ideas. Ask them to write the new ideas and concepts down on the large paper and put the original ideas back into the container.

7. After 5 to 7 minutes at the first container/large paper station ask the groups to rotate around the room to a new container/large paper station and repeat Step 6 (reading each idea in the container and adding their ideas to the list on the easel paper). They may also add onto or springboard from the ideas written on the easel paper. Nothing should be ruled out at this stage, everything is possible!

8. As the groups proceed through Steps 6 and 7, the group leader should write the original ideas from each container on the extra pieces of easel paper, ready for Step 9.

9. Once the groups have had an opportunity to visit each container/paper location ask them to reassemble as a large group, bring all of the easel papers together and review each of the original and additional ideas that were generated

10. Give each member three stickers and ask them to place their stickers beside/below their favourite new local food business idea. The ideas (up to five) that receive the most stickers will be the ones that the group continues to work on, but the other ideas should be retained. They, or some of their concepts, may be revisited before the end of the program!

REFLECT	<p>Learning Outcomes:</p> <p>Members will develop up to five new local food business ideas through a formal brainstorming process.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"> <li>• Was it easy or difficult to come up with new local food business ideas?</li> <li>• Did most of the ideas come from one part of the food system (i.e. retailer) or were they spread out across all sectors? Why do you think this occurred?</li> <li>• Were there any ideas that seem out of the reach of the group? If so, why do those ideas seem out of reach? What knowledge or resources would be needed to bring them within reach?</li> <li>• Do you think successful entrepreneurs use a formal brainstorming process?</li> </ul>

## ACTIVITIES: 3

### CREATE A CUSTOMER SURVEY

DO

Time: 20 to 40 minutes on Day 1, 20 to 30 minutes on Day 2

Materials/Resources:

Paper; pen/pencils; clipboard (optional); computer (optional); list of favoured business ideas generated during the brainstorming session

Instructions:

Day One:

1. Divide the members into small groups that match the number of favoured business ideas generated during the brainstorming session. Assign each group one of the ideas.

2. Have each group develop a simple customer survey for their potential business which attempts to answer some or all of the following questions:

Who are the customers for this local food business venture?

What are the customers' needs and/or likes and dislikes?

Is the timing right for this local food business venture?

What is the right price for the product or service of this local food business venture?

How is this local food business venture different from the competition?

3. Have groups swap surveys to test the questions and rating systems.

4. Once the survey is complete members can email it to potential customers, family and friends, or members of the local food system (independently or using one of the online survey tools). If location and supervision allows, members could also conduct in-person surveys with potential customers. Each group should aim to get at least five responses.


DO	<p>Day Two:</p> <p>1. Once surveys have been returned each small group can tabulate the information and present their results to the larger group. Presentations should reflect both the data collected (i.e. number of “Yes” or “No” responses to question 1) and the group’s interpretation of the data (i.e. based on the responses collected, we feel most customers would prefer orange carrots).</p>
REFLECT	<p>Learning Outcomes:</p> <p>Members will develop up to five new local food business ideas through a formal brainstorming process.</p>
APPLY	<p>Processing Prompts:</p> <p>Day One:</p> <ul style="list-style-type: none"> <li>• What did you feel was the most important question to ask potential customers of your local food business?</li> <li>• Did you make any changes to the survey questions or rating system based on feedback from other members of the group?</li> <li>• How do you plan to distribute your survey?</li> </ul> <p>Day Two:</p> <ul style="list-style-type: none"> <li>• What was the rate of return/response on your survey (i.e. number returned versus number sent/handed out)? Were you surprised by the response rate?</li> <li>• Based on the results, are there questions you wish you could have asked or any questions that could have been omitted?</li> <li>• Are there other changes you would make to future surveys?</li> <li>• Do you think customer surveys are an effective tool for businesses?</li> </ul>

## ACTIVITIES: 4

### THE IDEA FUNNEL

DO	<p>Time: 30 minutes</p> <p>Materials/Resources: Paper; pens/pencils; The Idea Funnel handout for each small group; list of favoured business ideas generated during the brainstorming session</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Divide members into small groups of three to five.</li><li>2. Ask each small group to put each of the favoured business ideas through the idea funnel answering yes or no to each question. (Ideas will get “stuck” in the funnel as soon as they meet a “No” answer to one of the questions.)</li><li>3. Ask each group to share the results of their assessments for each of the ideas, noting specifically where ideas got stuck.</li><li>4. Did any of the ideas make it to the end of the funnel? The ideas that made it all the way to the bottom without getting stuck are likely the ones that the group can transform into viable business. Ideas that got stuck in the funnel may need refining, require more information or need a helping hand.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will critically analyse each of the favoured business ideas generated during the brainstorming session.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Are there other critical questions we should ask before launching a new local food business?</li><li>• Which sticking point in the funnel is easiest to overcome? Hardest?</li><li>• Where you surprised by the results of the idea funnel? Did you think some ideas would go farther or get stuck earlier?</li><li>• Is some ideas went farther for some groups, how did their evaluations differ?</li></ul>





Are there people who really need  
this product or service right now?

Are you excited about this  
product or service?

Do you have the skills and abilities to make  
this product or deliver this service?

Are there people willing to pay for this product  
or service?

Can you identify the competitors for this business?

Are you ready to talk to and try out this idea  
on everyone you know?

Could you describe this business to your  
grandparents?

Are the risks to starting this  
business small?



# MEETING 4: FOUNDATIONS OF LOCAL FOOD BUSINESS VENTURES

## Setting Objectives:

Taking a business opportunity from idea to operation requires the construction of a solid framework. From choosing an effective name to selecting the right business structure, members will gain knowledge about the underpinnings of small businesses and begin the process of creating a business plan.

### Suggested Lesson Outcomes

*The group may choose one, several, all, and/or other learning outcomes.*

- ☐ Members have explored the elements of effective business names and brainstormed names for their local food business.
- ☐ Members understand the relationship between domain names and websites.
- ☐ Members have considered potential locations for their local food business.
- ☐ Members have considered the advantages and disadvantages to different business structures.
- ☐ Members have explored regulations, permits and licensing, taxation and insurance needs of local food businesses.
- ☐ Members understand the steps involved in hiring and managing employees.

## Reference material in this section:

A look at:

- Guidelines for choosing a business and domain name
- Factors in selecting a location for a local food business
- Business structures
- Regulations, licensing and permits related to local food businesses
- Taxation and insurance
- Hiring employees

**ACTIVITIES:**

- 1) Mind map business name brainstorming
- 2) Local food snack/test market
- 3) Write a job posting
- 4) Business Plan — Part One (found in the Business Plan supplement)

**Sample Meeting Agenda      Time: 4 hours 5 minutes**

*Note: Agendas are provided as a suggestion. There is more meeting content than what can be completed in 2 hours. Please choose activities according to skill and attention level of your members. Be creative!*

Welcome, Call to Order & Pledge		10 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information	What's in a name?	20 min
Activity	Activity #1: Mind map business name brainstorming	30 min
Topic Information	Location, location, location Business structure	30 min
Activity	Activity #2: Local food snack/test market	15 min
Topic Information	Regulations, licensing and permits Taxation Insurance Suppliers Becoming a boss - Define the job	45 min
Activity	Activity #3: Write a job posting	20 min
Topic Information	Becoming a boss - Find the perfect person - Know your obligations	15 min
Activity	Activity #4: Business Plan — Part One	30 min
At Home Activities/ Digging Deeper (for Senior Members)	Choose one of the activities	5 min
Wrap up, Adjournment & Social Time		10 min

Once a business idea has been subjected to research and evaluation it is time to focus on some of the details that will move the idea from concept to reality. In addition to the general content in this resource there are a variety of checklists available online that offer guidance tailored to food-related business start-ups including:

Ontario Ministry of Agriculture Food and Rural Affairs —

<http://www.omafra.gov.on.ca/english/food/business-development/index.htm>

Canada Business Ontario —

<http://www.cbo-eco.ca/en/index.cfm/starting/how-to-start-a/>

Canada Business Network —

<https://canadabusiness.ca/starting/checklists-and-guides-for-starting-a-business/>

## What's in a name?

One of the first tasks entrepreneurs face is choosing a name for their new venture. Each entrepreneur goes through a different process when it comes time to choose a name (established businesses often pay hundreds of thousands of dollars to have names developed and tested with potential customers!) but there are few general guidelines to keep in mind.

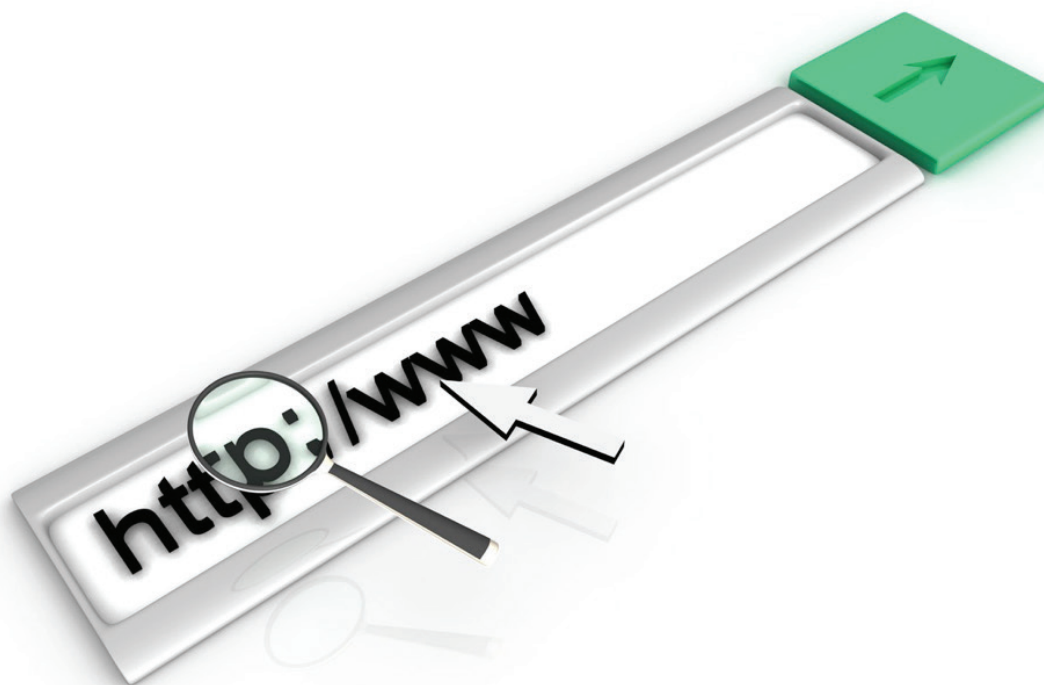
- 1) Choose a name that is easy to spell and to pronounce.
- 2) Keep it simple. Avoid using more than two words, or two syllables in a single word name.
- 3) Make it informative. Choose a name that gives potential customers some idea of what product or service you are selling.
- 4) Stand out in the crowd. Choose a name that is memorable and avoids any similarity to competitors' names or parts of competitors' names.
- 5) Make sure the name is available and not trademarked by another business.
- 6) Be aware of acronyms (the first letter of each part of the name, for example IBM = International Business Machines).
- 7) Choose a name that you are enthusiastic about. If you are excited and proud about your business and its name, it will be easier to talk to people about your new venture.



Once you have chosen a name you can register it through ServiceOntario for a fee. It is also possible to do a name search to ensure there are no other businesses in the province operating under the same name.

In addition to choosing a name for your new local food business it is also a good idea to select a domain name. A domain name is what people type into their browser to get to your website, for example 4-hontario.ca. Even if you are not ready to build and launch a website, it is a good idea to secure your domain name so that it is available when you are ready to move your business online.

Ideally your domain name will be the same as your business name, but it is also possible, and sometimes necessary, to choose something different. If you opt for something different, use the same guidelines you used to select a business name.



In addition to selecting a domain name, you will also have to decide which extensions to purchase. The main choices, available to all registrants, are .com, .net, .org, .info and .biz, but there are many others. As a Canadian business you are also eligible to use the .ca extension. More information about domain names is available from the Canada Business Network <https://canadabusiness.ca/managing-your-business/developing-your-website/domain-names/>.



There are many free online tools available that will help entrepreneurs come up with business names and search available domain names. There are also a variety of companies offering domain name registration. A bit of research will help you identify the company that offers the best level of service and pricing for your needs.

### Do It! Activity

Mind map business name brainstorming.

## Location, location, location

There are many factors that will influence the location you choose for your local food business. The nature of your product or service, your customers' needs and your financial resources will all influence your decision. Fortunately there are a variety of options in most communities.

**1) Home:** Many entrepreneurs start their businesses in their home, an outbuilding or yard. Asking yourself several questions will help determine whether this is the best option for your local food business.



- a) How do your parents feel about having your business run out of the home?
- b) Is there adequate space for the equipment and/or people needed to run the business?
- c) Do the municipal, provincial or federal health, safety or taxation requirements that relate to your business permit home-based operation?
- d) Do municipal zoning laws permit home-based businesses in your area? This is particularly important if the public or employees will be coming to your home.
- e) Will you need additional insurance to cover the activities of your home-based business?

**2) Shared, Co-working or Virtual Commercial/Office Space:** There are a wide variety of options for entrepreneurs who do not need a full office or manufacturing facility. From a virtual office that provides a business address, mail handling and the ability to book meeting rooms to a co-working space that offers Wi-Fi, white boards, photocopiers, presentation equipment, mailboxes and a receptionist, there are a growing number of shared office workspaces at in communities across the province with a range of packages and prices. There are also a number of licensed commercial kitchens and food hubs throughout the province that rent out facilities by the hour or day.

**3) Rented or Leased Space:** If your local food business cannot be operated from your home or a shared workspace you may need to look at renting or leasing a facility. There are number of factors to consider before signing a rental contract or commercial lease.

- a) How much space do you need? There are a variety of online calculators that will help you determine how much space your business requires, but in the early stages it may be necessary or advisable to work with the bare minimum.
- b) What is included in the rent/lease price? Some contracts/leases include property taxes; repairs; parking; heating, air conditioning and ventilation; cleaning services for common areas; security; and grass cutting/snow removal while others charge additional fees for some or all of these services. Some retail leases are based on a flat rate plus a percentage of sales. Some landlords require a security deposit that they hold through the duration of your tenancy.
- c) What is the term of the contract/lease? You may have a specific term (i.e. one-year) or a month-to-month agreement. The contract/lease may also detail the renewal options.
- d) Is the facility zoned for your local food business? It is also important to understand any restrictions that could limit the future growth of your business.
- e) Is the facility in a convenient location for your customers? Is there adequate parking or room for delivery vehicles to load/unload? Will potential customers pass by?
- f) Can you make improvements or additions to the facility? Make sure you understand who owns any equipment or improvements you add to the facility and whether you have to restore the property to its original state at the end of your tenancy.

If the needs of your local food business will require that you rent or lease space, it is a good idea to consult with a legal professional before completing a contract. They may be able to help you negotiate more favourable terms and ensure that you understand all the obligations of the contract.

#### Share It! Activity

Where will your local food business be located?

## Business structure

It also important to decide whether your new local food business will operate as a sole proprietorship, partnership, corporation, or cooperative. Each structure has its own advantages and disadvantages.

**Sole proprietorship** — You are the sole owner and fully responsible for all aspects of your business.

- Advantages*
- : It is easy and inexpensive to register a sole proprietorship
  - : You make all the decisions
  - : You keep all of the profits

- Disadvantages:* Unlimited liability, which means that you are personally responsible for the debts and actions of the business
- : Income from the business is taxed at your personal tax rate
  - : Your business name is not protected and you have to renew your business registration every five years
  - : It can be difficult for sole proprietors to raise capital (money)



**Partnership** — Two or more people put their resources together to create a business and are equally responsible for all aspects of the business. Before launching a partnership it is advisable to create a written agreement which spells out how revenues, expenses and tasks will be shared.

- Advantages*
- : Fairly easy and inexpensive to register
  - : Start-up costs are shared between the partners
  - : Partners share in the decision making
  - : Partners share in the profits

- Disadvantages:* Unlimited liability, which means that the partners are personally responsible for the debts and actions of the business
- : It can be difficult to find a partner(s)



**Corporation** — A legal entity that separates the business from its owners or shareholders. Businesses can be incorporated provincially or federally. Most companies do not incorporate until they reach \$50,000 or more in revenue per year.

- Advantages*
- : Limited liability, which means that you are not personally responsible for the debts and actions of the business
  - : Your business name is protected
  - : You can sell your business to someone else
  - : It can be easier for corporations to raise capital
  - : Taxes may be lower than for sole proprietorships and partnerships



- Disadvantages:*
- It is more difficult and expensive to register a corporation
  - : Corporations must comply with greater regulations, including annual filings to the government
  - : You may be required to provide proof of residency or citizenship
  - : There is the possibility of disagreements between shareholders and directors

**Cooperative** — A corporation that is owned and operated by its members. It can be set up as a for-profit or not-for-profit and can be registered either provincially or federally.

- Advantages*
- : Limited liability, which means that you are not personally responsible for the debts and actions of the business
  - : Profits are distributed equally among members
  - : A cooperative is democratically controlled, each member has one vote



- Disadvantages*
- : Cooperatives require extensive record keeping
  - : All members must actively participate to ensure the success of the business
  - : Decision making may be slower due to democratic process
  - : There is the possibility of disagreements between members

It is possible to change the structure of a business after it has been operating, for example a partnership may grow into a corporation or one partner could buy out another and revert to a sole proprietorship.

#### Share It!

Do you think your local food business is best suited to a sole proprietorship, partnership, corporation or cooperative structure?

#### Do It! Activity

Local food snack/test market.

## Regulations, licensing and permits

It is possible that your new local food business will require licenses or permits from one or all of the municipal, provincial and federal governments. A good starting point is the Canada Business Network's permits and licences search <https://canadabusiness.ca/search-permits/>. A list of commodities regulated by the Ontario Ministry of Agriculture, Food and Rural Affairs is available at <http://www.omafra.gov.on.ca/english/food/inspection>.

Your community's Municipal Health Unit will be able to advise you about food handling standards and members of your support team may also be able to provide guidance about the permits and licences required by local food system members.

Another excellent resource is your community's small business enterprise centre, which often provides entrepreneurs with assistance through the registration and licensing process.

## **Taxation**

It is important for entrepreneurs to know which taxes they are responsible for charging, collecting and remitting. There are variety of taxes that local food businesses may be subject to, including the harmonized sales tax (HST), payroll taxes, import/export related taxes, income taxes for sole proprietors and partnerships, corporate taxes for corporations and cooperatives, and municipal taxes.

### **Experience It!**

Invite a representative from your community's health department to share information about food handling standards. Find your local public health unit using <https://www.phdapps.health.gov.on.ca/PHULocator/Default.aspx>.

Harmonized Sales Tax: Most businesses that make less than \$30,000 in any 12-month period do not need to charge/register for HST. Some small businesses choose to register in order to collect input tax credits (which allows for the recovery of HST paid on products or services that were used in their commercial activities) and are then required to charge the HST. Some food items (basic groceries) are not subject to the HST.

Payroll Taxes: If you plan to hire people you will have to send the payroll deductions — Canada Pension Plan (CPP), Employment Insurance (EI) and income tax — from their salaries to the Canada Revenue Agency, along with the employer contribution to the CPP and EI. Ontario businesses with a payroll larger than \$450,000 also pay an

Employer Health Tax. The Canada Revenue Agency has an online payroll deduction calculator that can help you figure out how much to deduct from your employees' pay.

Import/Export Related Taxes: If you will be selling your product or service outside Ontario you may need to charge customers taxes related to their location. The tax requirement may be different depending on the sales method (online, mail order, phone order). Details about out of province taxation requirements have to be obtained from the tax office in the province, territory or country where your customers reside. You may also be responsible for import duties on any supplies you purchase outside of Ontario.  
owner's personal taxes.

Income Taxes: Sole proprietors and partnerships pay personal income taxes on profits they earn from their business. They can also claim business expenses against their income.

Corporate Taxes: Corporations and cooperatives pay taxes, usually in installments, based on annual financial statements. Corporate taxes are separate from the business owner's personal taxes.

Municipal Taxes: Your local food business may be subject to municipal taxes, including property taxes if you own land. For more information, contact the municipal tax office where your business will be located.

If your local food business will be required to remit HST, payroll, import/export or corporate taxes, you will need to obtain a Business Number from the Canada Revenue Agency. There is no charge and you can register online, by mail or telephone.

As with licensing, your support team and the local small business enterprise centre will often be helpful guides to navigating the issues of taxation.

#### **Experience It!**

Visit your community's small business enterprise centre or invite one of their small business consultants to speak with the group. A list of small business enterprise centres is available at <https://www.ontario.ca/page/small-business-enterprise-centre-and-community-based-provider-locations>



## Insurance

Insurance can protect your business — its equipment, people and products — from disasters and emergencies. For example, if you have a local food bicycle delivery business and your bicycle is stolen, you can claim the cost of replacing your bicycle if it was insured.

A member of your support team or a local insurance broker will be able to advise you on the best types of insurance for your specific business. Some types of insurance include:

Homeowners insurance: Your parents may be able to add your business equipment to their homeowners' or renters' policy. That way if someone breaks into your house and steals your kitchen tools or computer, insurance will pay to replace it.

Vehicle insurance: If you use your own vehicle or your family's vehicle for your business, be sure your insurance includes your business use.

Liability insurance: There are four kinds of liability insurance: general, product, professional and cyber. General insurance will cover injury to people or property in the course of your work. Product insurance protects you in case your products are faulty or cause harm to customers. Professional insurance protects you in case a client sues you for errors, omissions or negligence. Cyber insurance covers electronic security breaches that result in the loss of personal or commercial data.

Property and contents insurance: If you own property, this insurance protects you from losses caused by things like fire. If you rent or lease property the landlord will usually have property insurance, but you will need contents insurance to cover your equipment and inventory. If your business grows large enough that you are storing large amounts of equipment and inventory at your house, you will likely need contents insurance in addition to your home insurance.

### Experience It!

Invite an insurance broker to speak to the group about business insurance.

## Suppliers

Does your new local food business require you to source ingredients or raw materials? Where will you purchase the ingredients or materials? Can you acquire the ingredients from a local producer, wholesaler or retailer, or will you need to place orders with companies from outside your community?

Finding reliable suppliers is important for all entrepreneurs. You can start by asking your support team or other members of the local food system for recommendations, or you might locate a supplier through an online directory like [ontariofresh.ca](http://ontariofresh.ca) or an agri-food association.

It is helpful to consider what you really need from a supplier. Is it speedy delivery? The lowest price? The best quality? Do you want to be part of a value chain? Spending some time thinking about your needs will help you choose the best supplier for your local food business.

Once you have a list of potential suppliers ask them for a quote that includes not just the price for the materials you require, but information about delivery times, payment requirements and other factors that you have identified as being important to your business. Compare the quotes, ask questions and, if possible, visit the supplier in person so that you have a good understanding of their operation and business practices.

Once all of your research and evaluation is complete and you have chosen your suppliers, rely on your support team to help you negotiate and sign a clear and fair contract.

### Share It!

Do you require materials/ ingredients for your local food business? Where will you purchase the materials/ingredients?

## Becoming a boss!

As you develop your local food business you may realise that you cannot handle all of the tasks alone. Or you may decide that you need someone with expert-level skills in a specific area. Both situations will require you to add paid staff members to your team.

### 1) Define the job

The first step in finding the perfect person to help launch your local food business is figuring out exactly what you need them to do.

- What tasks will the person do? Be as specific as possible, for example “This job involves washing and peeling carrots, using a knife to chop the carrots into two centimetre pieces, packaging the carrot pieces into 500 gram plastic bags, placing the bags in the refrigerator, and cleaning up the counter and kitchen space.”
- Where will they work? Will they always work in the same place?
- When will they work? Every day, once a week, only when you need them?
- Who will they work with? Will you be there, or will they be working alone? Will they be in charge of supervising other employees? Will they interact with customers or suppliers?
- Is this a job that will need to be done throughout the life of the business (permanent), or just until it is up and running (limited term contract)?
- What skills or personality traits does someone need to be successful at the job?
- Are any special permits or licences required, for example a driver’s licence or first aid certificate?
- What will it look like if someone is doing a great job, an acceptable job or a poor job?
- How will you pay them? Hourly, by the job or piece, or on commission (usually a percentage of sales)?
- Choose a descriptive title for the job. For example, if you are the founder and kitchen director of your carrot chopping business, your employee could be the kitchen assistant.



Once you know exactly what you are looking for you are ready to write a job description or advertisement. The job description should be written in clear and simple language and should include:

- The job title
- Your business name and location
- A clear and simple description of the job, less than four sentences long
- A list of the specific duties and responsibilities of the job
- A list of the qualifications and requirements needed to do the job effectively
- You can list the wage or salary, or wait until you meet the person to discuss the wage
- Your contact information

**Do It! Activity:**

Write a job posting.

## **2) Find the perfect person**

Once you have a job description, it is time to find the best person for the job! For young entrepreneurs the perfect employees are often family and friends who may be willing to work for a small pay cheque to help the business get off the ground. Word of mouth is often your best tool to find employees, so be sure to talk about your new business with everyone you meet. Social media is another inexpensive way to let people know you are hiring, as are free job posting services offered by organisations in your community.

If you accept applications or resumes for the position start by checking each candidate's qualifications against the job description and remove those that do not have the skills you require. It is an excellent idea to have your mentor or a member of your advisory board help you review the resumes or applications and attend interviews with potential candidates. There are also many books and online resources that can provide you with in-depth information about the hiring process.

As a general guideline, interview between three and six candidates that you are genuinely interested in hiring based on their application or resume. Prepare a list of questions in advance, and ask the same questions of all of the candidates. Avoid questions that can be answered with a yes or no, that lead candidates toward a particular answer, or are unrelated to the job. Try and listen more than you speak and concentrate on learning all you can about the experience, abilities and personal qualities that will directly affect the candidate's ability to do the job.



### **3) Know your obligations**

Whether you hire a family member, friend or someone outside your circle it is important to know what your responsibilities are to your new employee.

The legal stuff — Details about minimum wage, hours of work, public holidays, record keeping and other aspects of Ontario's Employment Standards Act can be found at <https://www.ontario.ca/document/your-guide-employment-standards-act-0>. Information about Health and Safety training requirements is available from the Ontario Ministry of Labour at <https://www.labour.gov.on.ca/english/hs/index.php>.

Communication — Be clear and honest with employees. Let them know exactly what you need them to do. Listen carefully to employee suggestions and concerns and act on those that move the business forward. Acknowledge good work and thank people for their efforts.

Expectations — Remember that your employees might not be as passionate about your business as you are. Be realistic about what you ask them to do.

Business and pleasure — Since early employees are often friends and family, set clear boundaries about how you will handle things at work, as the boss, versus at home or school, as a sibling or friend. If the work interferes with family relationships or friendships, it is better to find a new employee and maintain those relationships.

Equality — Treat all employees fairly, from wages to hours to appreciation.

Leadership — Stay focussed on your mission and goals, be a problem solver, create an environment that encourages creativity!

Experience it!

Watch a video about leadership or managing employees.

**Do It! Activity:**

**Business Plan — Part One.**

# AT HOME ACTIVITIES/DIGGING DEEPER!

- 1) Using the resources available from the Ontario Ministry of Agriculture, Food and Rural Affairs and the Canada Business Network as a guide, create a start-up checklist for one or more of the new local food businesses.
- 2) Research and, if possible, visit co-working spaces in your community. How do these spaces support entrepreneurs? What services does each space offer? Are they focussed on particular industries (for example, food production or technology)? What are the advantages and disadvantages to each space?
- 3) Research the Ontario Food Safety system and examine the regulations that govern food production and use from producer to consumer. If possible visit one or more local food businesses to learn about their food safety processes. Share your research with the group.
- 4) Read about effective job interview techniques and conduct three interviews with potential employees for the local food business. Share your results (what was most/least effective, and a hiring recommendation) with the group.
- 5) Do a small/limited market test of one of the new local food business ideas. Present the results to the group.
- 6) Research mentorship. What are the roles of the mentor and mentee? Are there specific elements that are consistently present in successful mentoring relationships? Develop a resource for the group summarizing your findings.

## ACTIVITIES: 1

### MIND MAP BUSINESS NAME BRAINSTORMING

DO

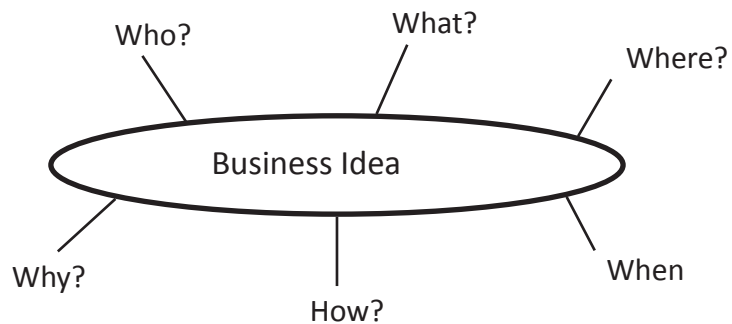
Time: 30 minutes

Materials/Resources:

Large sheet(s) of paper; markers

Instructions:

1. Working either in small groups or as a whole (depending on the number of business ideas that the group is working with) write the business idea or benefit in the centre of the paper and around it write “Who?”, “What?”, “Where?”, “When?”, “How?”, and “Why?”.



2. Have members brainstorm words or ideas related to both the main business idea and each of the six questions. Members can put down their ideas in words or drawings. For example if the business idea is fresh-pressed apple cider with flavour combinations like apple-strawberry, underneath “Where?” the ideas generated might be things like “grocery stores, campfires, thanksgiving, Christmas, family holidays, vacations, farmers’ markets, home, work, barns, grandma’s, orchard, berry patch,” along with pictures of trees and glasses. There are no bad ideas at this stage; write down or draw everything the group can come up with.

3. Have each group repeat the process for each business idea.



DO	<p>4. Gather all of the mind maps for each idea together. As a large group look at all of the ideas generated for each business idea and see if one, or some combination, of the words that were brainstormed leads to a business name (the review may also lead to new and different ideas). For example one idea for the fresh-pressed apple cider business might be Berry Patch Cider. Try out a few names and check them against the guidelines — is the name easy to spell and pronounce, simple, informative, memorable and different from competitors, inoffensive if shortened to an acronym, and liked by (most of) the members?</p> <p>5. If members cannot agree on a name, the task can be delegated to a smaller group or some other method of name generation can be negotiated with the group.</p>
REFLECT	<p>Learning Outcomes:</p> <p>Members will engage in a mind mapping brainstorming exercise to come up with a name for their local food business(es).</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"> <li>• Was it difficult to settle on a name for the local food business(es)? Do you feel that we were successful in our efforts to pick a name?</li> <li>• Where you surprised by the name the group choose? Did you imagine this name was possible before the mind mapping exercise?</li> <li>• Were there disagreements about the name? Would you have chosen a different name if the decision was left up to you alone?</li> <li>• Do you think there is a better process for choosing a business name?</li> </ul>

## ACTIVITIES: 2

### LOCAL FOOD SNACK/TEST MARKET

DO	<p>Time: 30 minutes</p> <p>Materials/Resources:</p> <p>Local food items; plates, bowls or napkins as required; utensils as required; serving utensils as required</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. The logistics of creating a business often make young entrepreneurs hungry! Visitors to the meeting will also appreciate being treated to a local food snack.</li><li>2. If any of the new business ideas involves making or serving food this is an excellent opportunity for the members to test their products, recipes, serving techniques, presentation or other aspects of their business. Encourage the members to experiment freely.</li><li>3. If the snack is part of a test run make sure the members and guests have an opportunity to offer feedback to the entrepreneurs.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>The members will return to the logistics of business creation refuelled and refreshed and/or will have an opportunity to test their product or service before launching it in the broader marketplace</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• As entrepreneurs, what did you learn through this trial run of your product or service?</li><li>• As consumers, what information did you feel was most important to share with the entrepreneurs about the product or service?</li><li>• Where else could you test your product or service?</li></ul>

## ACTIVITIES: 3

### WRITE A JOB POSTING

DO	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <p>Paper; pen/pencils; Job Description Checklist</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. As individuals, or in small groups, decide on a job that will need to be filled in your new local food business, work through the checklist to define the responsibilities and then write a short job posting for the position.</li><li>2. Share postings with the larger group. Do any group members know someone who would be perfect for one of the jobs?</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will have an opportunity to consider the employment needs for their local food business and practice writing a job posting.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• What were the key skills you felt the potential employee would need to be successful in your local food business?</li><li>• Was it difficult narrowing the job description down to three or four sentences?</li><li>• Do you think it will be easy or difficult being a boss? What key skills do you think a boss should have?</li></ul>

## JOB DESCRIPTION CHECKLIST

- ☐ What tasks will the person do? Be as specific as possible, for example “This job involves washing and peeling carrots, using a knife to chop the carrots into two centimetre pieces, packaging the carrot pieces into 500 gram plastic bags, placing the bags in the refrigerator, and cleaning up the counter and kitchen space.”
- ☐ Where will they work? Will they always work in the same place?
- ☐ When will they work? Every day, once a week, only when you need them?
- ☐ Who will they work with? Will you be there, or will they be working alone? Will they be in charge of supervising other employees? Will they interact with customers or suppliers?
- ☐ Is this a job that will need to be done throughout the life of the business (permanent), or just until it is up and running (limited term contract)?
- ☐ What skills or personality traits does someone need to be successful at the job?
- ☐ Are any special permits or licences required, for example a driver’s licence or first aid certificate?
- ☐ What will it look like if someone is doing a great job, an acceptable job or a poor job?
- ☐ How will you pay them? Hourly, by the job or piece, or on commission (usually a percentage of sales)?
- ☐ Choose a descriptive title for the job. For example, if you are the founder and kitchen director of your carrot chopping business, your employee could be the kitchen assistant.

The job posting should include:

- The job title
- Your business name and location
- A clear and simple description of the job, less than four sentences long
- A list of the specific duties and responsibilities of the job
- A list of the qualifications and requirements needed to do the job effectively
- You can list the wage or salary, or wait until you meet the person to discuss the wage
- Your contact information

## BUSINESS PLAN TEMPLATE

*Members and/or clubs who are enthusiastic about launching a local food business may find the Business Plan Template useful. It can be broken into three parts and used after meetings four, five and six, or completed as a whole.*

### MEETING FOUR: Business Plan - Part One

DO	<p>Time: 30 minutes</p> <p>Materials/Resources:</p> <p>Business Plan Template for each member or business group; pens/pencils</p> <p>Instructions:</p> <p>1. Individually or in small groups fill in the Business Plan Template based on the information gathered during the meeting.</p>
REFLECT	<p>Learning Outcomes:</p> <p>Members will begin the process of creating a business plan for their new local food venture.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Did you have all the information you needed to complete the business plan?</li><li>• What other elements do you think a business plan will require?</li><li>• Why do you think it is important for young entrepreneurs to have a business plan?</li></ul>

# BUSINESS PLAN TEMPLATE — PART ONE

Local Food Business Name: \_\_\_\_\_

Founders Name(s) and Job Titles: \_\_\_\_\_

\_\_\_\_\_

Business Address: \_\_\_\_\_

Website Address: \_\_\_\_\_

Legal Structure: \_\_\_\_\_

The services or benefits the business will provide are \_\_\_\_\_

\_\_\_\_\_

This business is important to the local food system right now because \_\_\_\_\_

\_\_\_\_\_

***Permits, Licenses, Insurance:*** \_\_\_\_\_

The business requires the following permits or licenses \_\_\_\_\_

The business requires the following insurance \_\_\_\_\_

***Support Team:***

Advisory Board members \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mentor \_\_\_\_\_

\_\_\_\_\_

### ***Suppliers***

Raw materials or ingredients will be purchased from the following suppliers::

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

The business will be part of a value chain that includes the following members (optional):

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

### ***Staff:***

Name: \_\_\_\_\_

Job Title/Description: \_\_\_\_\_

Wage: \_\_\_\_\_

Name: \_\_\_\_\_

Job Title/Description: \_\_\_\_\_

Wage: \_\_\_\_\_

Name: \_\_\_\_\_

Job Title/Description: \_\_\_\_\_

Wage: \_\_\_\_\_

\_\_\_\_\_





# MEETING 5: FINANCING A LOCAL FOOD BUSINESS

## Setting Objectives:

Entrepreneurial success often comes down to money — raising it, earning it and managing it. Having a clear idea of the start-up capital required for their local food business and knowing how to price their product or service and manage costs will put members in a position to be successful in their entrepreneurial journey.

### Suggested Lesson Outcomes

*The group may choose one, several, all, and/or other learning outcomes.*

- ☐ Members understand the differences between start-up and operating expenses and have calculated their capital needs for the first three months.
- ☐ Members understand the difference between fixed and variable operating expenses.
- ☐ Members have explored a variety of ways to raise capital for their business.
- ☐ Members have considered different pricing strategies and the impacts of their financial goals, costs, competition and customer on their pricing decisions.

## Reference material in this section:

A look at:

- Start-up and operating expenses
- Methods of raising capital
- Factors influencing pricing
- Challenges faced by entrepreneur

Activities:

1. List your start-up expenses
2. List your operating expenses, both fixed and variable
3. Calculate your start-up capital needs
4. Money, money, money
5. Calculate your cost per unit
6. Review the results of your customer survey
7. Set your price and calculate your breakeven quantity
8. Business Plan — Part Two (found in the Business Plan supplement)

## Sample Meeting Agenda

**Time: 4 hours 45 minutes**

*Note: Agendas are provided as a suggestion. There is more meeting content than what can be completed in 2 hours. Please choose activities according to skill and attention level of your members. Be creative!*

Welcome, Call to Order & Pledge		10 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information	Expenses	30 min
Activity	Activity #1: List your start-up expenses	15 min
	Activity #2: List your operating expenses, both fixed and variable	20 min
	Activity #3: Calculate your start-up capital needs	10 min
Topic Information	Raising Capital	15 min
Activity	Activity #4: Money, money, money!	30 min
Topic Information	Revenue	15 min
Activity	Activity #5: Calculate your cost per unit	30 min
	Activity #6: Review the results of your customer survey	20 min
	Activity #7: Set your price and calculate your breakeven quantity	20 min
Topic Information	Overcoming Challenges	10 min
Activity	Activity #8: Business Plan — Part Two	30 min
At Home Activities/ Digging Deeper (for Senior Members)	Choose one of the activities	5 min
Wrap up, Adjournment &		
Social Time		10 min

With a solid framework built for your new local food business, the next step is determining how much money will be required to move it forward. It usually takes a bit of time for a new business to become self-sustaining, or profitable, so it is important to figure out how much money will be required to carry you through the challenging early months.

Accuracy is essential when it comes to forecasting the financial needs of a new business, so obtain as many actual costs as possible and be honest about the worst case scenario when it comes to revenue projections.

## Expenses

The expenses of a new business can be split into two categories, start-up or one-time costs and operating or ongoing costs.

**Start-up Expenses:** These are the things that must be paid for before you serve your first customer. Start-up expenses could include:

- Fees to register your business
- Cost of purchasing a domain name
- Website design fees
- Legal fees for incorporating your business
- License and permit fees
- Assets, like machinery or equipment needed to operate the business
- Starting inventory, the ingredients/materials needed to produce the first products



**Operating Expenses:** These are the things that you will pay for on a regular basis (weekly, monthly, etc.) while running your business. Operating expenses fall into two categories, fixed and variable. Fixed expenses, like rent, remain the same no matter how many products or services you sell. Variable expenses, like cupcake ingredients, are tied directly to the amount of product or service you sell. Operating expenses could include:

- Rent or lease payments
- Insurance
- Salaries and wages
- Ingredients or materials needed to create the product or service
- Delivery or shipping costs
- Costs of operating and maintaining an office, manufacturing space or warehouse

### Do It! Activity

List your start-up expenses.

### Share It!

Which operating expenses do you think are fixed and which are variable?

- Financing costs, like the interest rate on a loan
- Professional fees, like memberships in organizations or certification programs

Adding the start-up costs and the operating costs for the first few months will determine the amount of start-up capital you will need. For some local food business there can be a significant length of time between start-up expenses and income, for example seed and fertilizer for a sweet corn farm-stand might be purchased in April and the first corn might not be sold until August. This gap may require you to extend your start-up capital needs over a longer period of time.

Once you know how much start-up capital your local food business will require, it is time to consider where those funds will come from.

## Raising capital

Most entrepreneurs would agree that financing is one of the biggest hurdles to getting a new business off the ground. Many young entrepreneurs turn to family and friends for early financing, but there are a variety of funding sources available, each with their own advantages and disadvantages.

1) Personal assets: Money in your savings account or piggy bank; investments, like stocks, bonds or guaranteed investment certificates; money raised by selling personal property (i.e. an old bicycle).

*Advantages:* You do not have to ask for help to finance your business.

: You can start your business immediately.

*Disadvantage:* If you invest your own money, that money cannot be used for other things, like university/college tuition or a new car.

### Do It! Activity

List your operating expenses, both fixed and variable.

### Do It! Activity

Calculate the start-up capital your business needs.



2) Pay cheques: Working for someone else until you have saved enough money to sustain your new local food business for a few months, or while you get your business launched.

*Advantages*: You do not have to ask for help to finance your business.

*Disadvantages*: You may have to wait to start your business until you have saved enough money.

3) Friends and family: Loans or gifts of money or equipment from friends or family members. If a friend or family loans you money it is best to write up a contract with the repayment terms and other details.

*Advantages*: Money is often available quickly.

: Friends and family are often willing to wait until the business is profitable before repayment begins and may offer lower interest rates than traditional lenders.

: It is possible that involvement in the business strengthens your connections to friends and family.

*Disadvantages*: The pressure to make a profit and begin repayment can strain relationships.

: Friends and family may not offer any additional expertise or support.

4) Partner(s): Joining forces with a partner(s) can give you additional funding and expertise.

*Advantages*: You do not have to finance or operate the business alone.

: You can often start the business quickly.

*Disadvantages*: You will have to share the profits.

: You have to share decision making.

5) Grants and subsidies: Your business may be eligible for grants and subsidies offered by government or agencies. Check with your community's small business enterprise centre for a list of potential grants and subsidies or visit Canada Business Ontario (<http://www.cbo-eco.ca/en/>) or Canada Business Network (<https://canadabusiness.ca/>). A Business Development Consultant from the Ontario Ministry of Agriculture, Food and Rural Affairs (<http://www.omafra.gov.on.ca>) can connect you with grants available to local food businesses.

*Advantages*: Money does not have to be paid back.

: You do not have to finance the business on your own.

: Some grants also give young entrepreneurs access to mentors and other support systems.

*Disadvantages:* You will need a comprehensive business plan.

: You will have to complete applications or write proposals to secure funds.

: You will have to wait until the grant or subsidy is approved to start your business.

: The competition can be fierce for grants and subsidies.

6) Debt financing: A loan of money that needs to be paid back with interest. Could be a traditional term loan (i.e. \$10,000 repaid within five years) or a line of credit (i.e. an amount of money accessed as needed and paid back immediately or over time). Some lenders have loans that are specifically designed for small businesses.

# LOANS

*Advantages:* You do not have to finance the business on your own.

: If you are approved for a loan, the funds are usually available to you quickly.

: You have a pre-determined amount of start-up capital and do not have to give up any ownership or decision-making in your business.

*Disadvantages:* You have to pay the money back, with interest and on time whether the business is successful or not.

: You will need a comprehensive business plan to demonstrate to lenders that you are a responsible business owner.

: It can be hard for young entrepreneurs to qualify for a loan. You may need the backing of a parent or mentor.

7) Equity financing: Investors provide capital in exchange for an ownership stake in your

business.

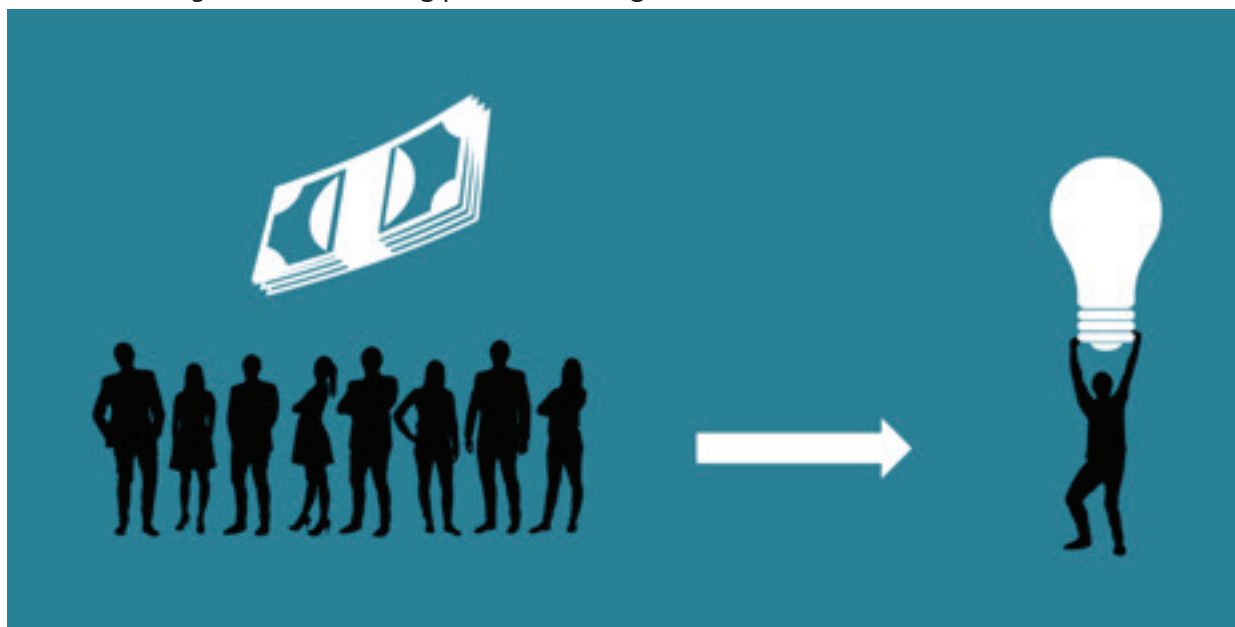
*Advantages* : You do not have to finance the business on your own.  
: Investors may have expertise that you can draw on to operate your business.

*Disadvantages:* Depending on the business arrangement, investors could share in profits from day-to-day operations or from the sale of the business.  
: Depending on the business arrangement, investors may play an active role in managing the business.  
: You will need a comprehensive business plan and the ability to clearly explain your business and its prospects to potential investors.

8) Crowdfunding: Using an online platform, raising small amounts of money from many investors, typically by pre-selling your product/service or offering some other type of reward.

*Advantages:* You do not have to finance the business on your own.  
: Introduces you to potential customers.  
: There is the risk that someone will copy your business idea.

*Disadvantages:* Crowdfunding platforms charge a fee.



- : You will be responsible for delivering the product or other reward to all of the investors.
- : If you do not meet your crowdfunding goal, the platform will not release the money.

9) Business Incubators: Some business incubators offer financing, while others support new businesses with things like office space, administrative services, technical support, general business advice, access to advisors and mentors, assistance with developing a business plan, education and networking opportunities.

*Advantages*: You do not have to finance the business on your own.

- : You will benefit from practical and inspirational support geared specifically to entrepreneurs.
- : Often provide office or co-working space as part of the program.

*Disadvantages*: Depending on the incubator, you may have to give up an ownership stake in your business.

- : In the case of a loan from the incubator, you will have to pay the money back, with interest and on time whether the business is successful or not.
- : Some incubators charge a monthly fee.
- : You will need a comprehensive business plan.

10) Advance payment: Asking clients or customers for an advance payment or deposit on orders (for example, Community Supported Agriculture programs).

*Advantages*: You do not have to finance the business on your own.

- : Allows you to buy materials before you produce products or services.
- : Protects against non-payment.

*Disadvantages*: Once you take the customer or client's money you must deliver the product.  
:Requires that a contract be prepared and signed prior to starting each job.

#### Experience It! Activity

Invite a business incubator representative or experienced equity investor to speak to the group or watch a video about equity investment.

#### Do It! Activity

Money, money, money!

## Revenue



The first step in determining the potential revenue of your new local food business is setting a price for your product or service. Understanding your costs, potential customers and competition are essential parts of pricing decisions, as are your personal financial goals.

**Share it!**

What are your financial goals for the business?

### **Your goals:**

How much are you hoping to earn from your new local food business? Will you be content to earn a few dollars from your love of cooking? Are you saving up for university or college? Are you aiming to earn one million dollars before you turn 30? Having a clear understanding of what you hope to accomplish with your business will make it much more likely that you will achieve your goals.

As you and your business grow your goals will likely change, but establishing some early financial objectives will help you determine the price for your product or service.

### **Your costs:**

In order to make a profit, the price you charge for your product or service must cover the costs involved in producing the product or service. Pricing does not include one-time start-up costs, which will be recovered through profits, but should include both fixed and variable expenses. You can determine the variable costs of producing the product or service by considering the price of materials used in creating the product or service. For example, a local food business that offers 500 grams of pre-cut and packaged carrots at a Saturday farmers' market stand might have the following variable expenses:

Carrots — \$1.00 per kilogram divided into two 500 gram bags = \$0.50 per package

Plastic packaging — \$2.00 for ten 500 gram bags = \$0.20 per package

Labour for washing, peeling, chopping and packaging — \$16 per hour, eight kilograms (16 packages) of carrots washed, peeled, chopped and packaged in one hour = \$1.00 per package

Variable costs = \$1.70 per package

The fixed operating costs for this business might include:

Farmers' market vendor fee — \$100 per month

Shipping costs — \$10.00 per month

Insurance — \$10.00 per month



Labour for selling the carrots at the farmers' market — \$16 per hour for 6 hours per day = \$384.00 per month\*

*\* This expense is fixed because vendors must be at the market from 7 am to 12 pm every Saturday no matter how many carrots are sold.*

If the farmers' market is held every Saturday and you expect to sell 50 bags of carrots each day, for a total of 200 bags per month, the fixed cost per package is \$504.00 divided by 200, which equals \$2.52 per package.

Fixed costs = \$504.00 per month divided by 200 packages sold per month = \$2.52 per package

Adding the variable costs and fixed costs gives the total cost of producing each package.

Total costs = \$1.70 variable plus \$2.52 fixed = \$4.22 per package

The Ontario Ministry of Agriculture, Food and Rural Affairs offers costing tools that help entrepreneurs calculate the impact of changing recipe ingredients, the cost of meat processing and the costs associated with a range of on-farm sales options. You can find those tools at <http://www.omafra.gov.on.ca/english/busdev/directfarmmkt/index.html>.

There is also an Info Sheet titled How to Take the Guesswork Out of Pricing in the Direct Farm Marketing Business Resources guide, available at <http://www.omafra.gov.on.ca/english/busdev/directfarmmkt/directfarmmarketing2016.pdf>

### Do it! Activity

What are your financial goals for the business?

## Your competition:

Knowing how much your competitors are charging for similar products and services will also be an important part of your pricing decision. You can research competitors' pricing by checking their websites, visiting their retail locations, calling or emailing them. Once you have a clear understanding of how much others are charging for similar products you can decide where your product or service fits into the marketplace — at a similar price, higher price or lower price. For example, the competitors to your pre-cut carrot business could include:

Sellers of whole carrots — 1 kilogram for \$2.50

Sellers of baby carrots — 454 grams for \$3.50

Sellers of pre-cut mixed vegetables — 900 grams for \$5.99

Decide where you fit into the marketplace. What makes your product or service unique? Are customers willing to pay a premium for the convenience of pre-cut carrots? Do you want to charge a lower price in an effort to sell more than 50 bags of carrots each month? Or do you want to match the competition's price and draw customers to your market stall with your superior sales skills?

### Experience it!

Visit a grocery store, farmers' market, restaurant or other location to see what competitors are charging for products similar to yours.

## Your customers:

In order to set a price it is helpful to know what benefits your product or service is providing to customers and how eager customers are to purchase the product or service. It is also helpful to know the process customers will use to evaluate your product or service. Different customers will have different strategies, but if you can determine whether things like price, quality, convenience, speed of delivery, or ease of use will be most important to your primary customers it will make your pricing decisions easier.

For example, the primary customer for your pre-cut carrot business might be working parents with an annual household income over \$150,000 who shop every week at the farmers' market and spend more than \$100 each visit. If those customers place a high value on the convenience of pre-cut carrots they may be willing to pay more for your product than they would for whole carrots.

### Do it! Activity

Review the results of your customer survey.

## Choosing a pricing strategy:

Now that you have assessed your goals, costs, competition and customers you are ready to choose the best pricing strategy for your product or service. The most common pricing strategies include:

Cost-plus pricing: Unit cost plus profit (usually a percentage). For example, if you want to make 10 per cent profit on each package of carrots, your cost-plus price is \$4.22 plus 10 per cent of \$4.22, which is \$0.42, for a price of \$4.64.

Market-based pricing: The same or similar to the competition.

Value-based pricing: Based on what your goods are worth to customers. The more urgently a customer needs your product or service the more they are willing to pay. Think of a home owner with an overflowing toilet. It might cost the plumber \$10 in parts and \$40 in labour to fix the toilet, but the customer might be willing to pay \$100 if the plumber can get there within 30 minutes!



One of the most important aspects of any pricing decision is considering the quantity of product or service you will be able to sell. It is normal for new businesses to steadily increase their sales through the first few months of operation, but it is important to know at what quantity your business will break even, or cover all of your fixed and variable costs. If your breakeven quantity is unrealistic it may be necessary to reduce your costs or pursue another business idea.

#### **Do it! Activity**

Set your price and calculate your breakeven quantity.

### **Overcoming Challenges**

All entrepreneurs encounter obstacles when they are launching a new venture. Some of those

hurdles are larger for young entrepreneurs, who may have less money, less experience, fewer contacts (and perhaps the inability to drive or sign contracts!), but many are universal.

In 2016 the Business Development Bank of Canada surveyed entrepreneurs and discovered that 99 per cent were facing challenges as the business leader or decision maker in their company. While the results differed somewhat depending on the size of the business, the top 10 challenges reported were:

- Finding money to finance our projects
- Maintaining the business's profitability
- Growing the business in an orderly manner
- Maintaining a balance between personal and professional lives
- Optimizing our operations/improving our productivity
- Managing my time effectively
- Recruiting and retaining qualified staff
- Surrounding ourselves with a team that we trust
- Managing rapid growth (HR, quality, processes, etc.)
- Writing our business plan or keeping it up to date

The entrepreneurs were also asked what advice they would offer to others and their top 10 responses were:

- Seek help through various mechanisms, such as hiring consultants, or talking to peers or trusted advisors.
- Develop a good team of the best talent and trusted advisors.
- Build or make sure you are part of a good network of business people.
- Find a mentor you can trust.
- Thoroughly understand your business, your territory and your industry.
- Take the time you need to find solutions to your problems.
- Make informed decisions based on a proper analysis of available information.
- Plan for the long term, see the big picture and set priorities.
- Have a good financial plan that includes money before you even start a business, as you cannot always count on financial help from banks or even government programs.
- Be patient, don't give up and know that the road is not always easy.

*Source ([https://www.bdc.ca/EN/Documents/analysis\\_research/Report\\_Engage\\_2\\_Challenges\\_EN.pdf](https://www.bdc.ca/EN/Documents/analysis_research/Report_Engage_2_Challenges_EN.pdf))*

While it is not possible to anticipate all challenges, it is possible to assess many potential risks and take steps in advance to reduce the possibility of problems. Applicants to Ontario's Summer Company program are asked to consider potential risk in four areas and describe how they will



reduce the risks associated with:

Business/Commercial Risk — Ways in which your business plan might not work out (i.e. sales are not high enough to reach the breakeven quantity, the price of supplies increases or supplies are difficult to find, a batch of product spoils or is not produced correctly, etc.).

Personal Safety Risk — Aspects of your business that might present a risk to your personal health and safety (i.e. falling off a ladder, injury from a tool or piece of equipment, exposure to toxic fumes, etc.).

Employee Safety Risk — Aspects of your business that might present a risk to your employees (i.e. falling off a ladder, injury from a tool or piece of equipment, exposure to toxic fumes, etc.).

Third Party Risk — Aspects of your business that might present a risk to your customers or the public (i.e. injury or illness caused by your product or service, injury or accident caused by a tool or piece of equipment operated by you or one of your employees, property damage due to a mistake by you or one of your employees, injury while participating in an event organised by you, etc.).

**Share it!**

How can you reduce the risks your new local food business might face in each of these areas?



The  
Ministry

Ontario  
of

Agriculture, Food and Rural Affairs offers a number of risk reduction strategies for agri-food businesses (for example, “Managing Risk on Farms Open to the Public” <http://www.omafra.gov.on.ca/english/busdev/facts/15-005.htm>).

### Do it! Activity

#### Business Plan - Part Two

Being knowledgeable about entrepreneurship, having a support team in place, taking time to plan before starting your new local food business, understanding your company’s finances and being prepared for the challenges ahead will all help make your entrepreneurial journey more enjoyable and successful!



## At Home Activities/Digging Deeper!

- 1) Interview an investor in your community. What do they look for when assessing new businesses? Are there specific traits they like to see in entrepreneurs? Have they invested in any new businesses launched by young entrepreneurs? What part of the business plan is the most important in their assessment?
- 2) Research pricing strategies and develop a visual resource for the group that compares and contrasts the advantages and disadvantages of at least three strategies.
- 3) Do a small/limited market test of one of the new local food business ideas. Present the results to the group.
- 4) Research the approach to risk by entrepreneurs. In what areas are entrepreneurs most willing to take risks? In what areas do entrepreneurs attempt to limit their exposure to risk? Are there differences in risk avoidance depending on the industry or the age of the entrepreneur?
- 5) Interview your mentor and advisory board members about challenges they have faced in their professional lives and the strategies they have used to overcome those challenges.

## ACTIVITIES: 1

### LIST YOUR START-UP EXPENSES

DO	<p>Time: 15 minutes</p> <p>Materials/Resources:</p> <p>Start-up Expenses Worksheet for each member or business group; pens/pencils; calculators; online research tools (optional)</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Either individually or in small groups, give members a copy of the Start-up Expenses Worksheet and have them fill it in as accurately as possible, referring to online resources if available.</li><li>2. Have members share their results/check in with the larger group to double check their assumptions and see if any expenses were missed, over or under estimated.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will calculate the costs of starting a new local food business and start to understand the business's initial capital needs.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Were you surprised by the amount required to launch a new local food business?</li><li>• Was there one start-up expense that was significantly more or less than you had anticipated? Or one expense that more than one group/business overlooked?</li><li>• Is there any way you could reduce the start-up expenses?</li></ul>

## Start-Up Expenses Worksheet

Start-up expenses occur before the business is up and running. The following expenses are often occurred by new businesses. If your local food business will have other start-up expenses, use the “Other” line to write a detailed description.

Business start-up expenses		
Business registration fees	\$	Once
Website fees (registration, design, etc.)	\$	Once
Legal and Accounting fees related to start-up	\$	Once
Deposits (utility, building, etc.)	\$	Once
Signage (outside, vehicle, etc.)	\$	Once
Computer	\$	Once
Furniture	\$	Once
Machines	\$	Once
Cash Register, Mobile payment system	\$	Once
Tools	\$	Once
Other (Specify)	\$	Once
	\$	
	\$	
	\$	
	\$	
<b>Total Start-up Expenses (Line A)</b>	\$	

## ACTIVITIES: 2

### LIST YOUR OPERATING EXPENSES

<b>DO</b>	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <p>Operating Expenses Worksheet for each member or business group; pens/pencils; calculators; research tools like flyers/catalogues; online research tools (optional)</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Either individually or in small groups, give members a copy of the Operating Expenses Worksheet and have them fill it in as accurately as possible, referring to paper and online resources if available. Note that they may have to multiply or divide some expenses to come up with a per month amount.</li><li>2. Have members share their results/check in with the larger group to double check their assumptions and see if any expenses were missed, over or under estimated.</li></ol>
<b>REFLECT</b>	<p>Learning Outcomes:</p> <p>Members will calculate the operating costs, both fixed and variable, of a new local food business and add to their understanding of the business' initial capital needs.</p>
<b>APPLY</b>	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Was it easy or difficult to decide which expenses were fixed and which ones were variable?</li><li>• What is the largest operating cost for your local food business? Is there any way to reduce this cost?</li><li>• Was there one operating expense that more than one group/business overlooked?</li></ul>

## Operating Expenses Worksheet

Operating expenses are the regular costs of running a business. Some operating costs are fixed — they remain the same no matter how many products or services are sold, while others are variable — fluctuating with the amount sold. The following operating expenses are often occurred by new businesses. If your local food business will have other operating expenses, use the “Other” line to write a detailed description.

Operating Expense	Fixed or Variable?	Cost	Frequency (weekly, monthly, annually, etc.)
Land or Building lease		\$	
Vehicle lease or operation		\$	
Raw materials, ingredients		\$	
Packaging, labelling		\$	
Delivery, shipping		\$	
Salaries, wages		\$	
Office supplies		\$	
Telephone		\$	
Internet		\$	
Website hosting		\$	
Utilities		\$	
Licenses and Permits		\$	
Insurance		\$	
Legal & Accounting Fees		\$	
Membership fees		\$	
Marketing & Promotion (flyers, advertising, etc.)		\$ \$	
Banking or Financing Fees		\$	
Other (Specify)		\$ \$ \$ \$	
<b>Total Operating Expenses (Line B)</b>		\$	Per Year Per month (per year / 12)

## ACTIVITIES: 3

### CALCULATE YOUR START-UP CAPITAL NEEDS

DO	<p>Time: 10 minutes</p> <p>Materials/Resources:</p> <p>Start-up Capital Needs Worksheet for each member or business group; pens/pencils; calculators; completed Start-up Expenses and Operating Expenses Worksheets</p> <p>Instructions:</p> <p>1. Either individually or in small groups, give members a copy of the Start-up Capital Needs Worksheet and have them complete it, using the information (Line A and Line B) from the Start-up Expenses and Operating Expenses Worksheets.</p>
REFLECT	<p>Learning Outcomes:</p> <p>Members will calculate the start-up capital requirements of their new local food business.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• How much capital does your business need to operate for one month? Two months? Three months?</li><li>• Do you currently have enough money to launch your business or will you need more capital? Where do you think you might get the additional capital?</li><li>• Is there any way to reduce the start-up capital needed by your new local food business?</li></ul>

## Start-up Capital Needs Worksheet

It is a good idea to have enough money to sustain your new local food business for one to three months, until it starts to earn a profit. Adding your start-up expenses and your monthly operating expenses will give you the start-up capital requirements for your new business.

### Start-up capital requirements for one month of operation:

Line A — Total start-up expenses: \$ \_\_\_\_\_

Line B — Total monthly operating expenses: + \$ \_\_\_\_\_

Line C — Total start-up capital requirement: = \$ \_\_\_\_\_ *(for 1 month)*

### Start-up capital requirements for two months of operation:

Line A — Total start-up expenses: \$ \_\_\_\_\_

Line B x 2 = Total monthly operating expenses: + \$ \_\_\_\_\_

Line D — Total start-up capital requirement: = \$ \_\_\_\_\_ *(for 2 months)*

### Start-up capital requirements for three month of operation:

Line A — Total start-up expenses: \$ \_\_\_\_\_

Line B x 3 = Total monthly operating expenses: + \$ \_\_\_\_\_

Line E — Total start-up capital requirement: = \$ \_\_\_\_\_ *(for 3 months)*

## ACTIVITIES: 4

### MONEY, MONEY, MONEY!

DO	<p>Time: 30 to 45 minutes</p> <p>Materials/Resources:</p> <p>‘Money’ (Monopoly or printed from an online template); cost list for the “Your Community” Farmers’ Market (one for each individual/group or posted for the whole group to refer to); product cards; Optional: display materials listed on the cost list (or similar)</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Prepare enough money so that each individual/group will have \$600 in start-up capital and treasurer will have enough to make change. Create enough product cards to distribute to each individual/group. Products could include fruits and vegetables, honey, meat, eggs, baked goods, jam, pickles and/or any other item commonly found at a local farmers’ market.</li><li>2. Have members work either individually or in small groups. Give each individual/group a card listing the product they will sell at the market and \$600 in start-up capital. One member or leader should serve as the treasurer.</li><li>3. Using the attached cost list for the “Your Community” Farmers’ Market, ask each individual or group to figure out how they will outfit their market booth. As they make decisions have them hand the required amount of money over to the treasurer. Optional: If desired, each individual/group could receive the display materials of their choosing and create their booth.</li><li>4. Ask members to report how much money they spent preparing their booth. Optional: Ask members to set a price for their product and calculate how many/much they would have to sell each month to breakeven and/or make a profit.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will develop an understanding of the need for start-up capital and the financial decisions entrepreneurs are required to make.</p>



## APPLY

### Processing Prompts:

- Were you surprised by how much money was needed to launch a farmers' market booth?
- Why did you choose to equip your booth this way? Do you think you would change your booth over the course of the farmers' market season? If so, how would you change it and what would it cost?
- What decision was the most difficult to make? Why?

## ‘YOUR COMMUNITY’ FARMERS’ MARKET COST LIST

### BOOTH RENTAL; INCLUDES TABLE (PER MONTH):

<b><u>Food vendor:</u></b>	Single booth (6 foot) = \$25	Double booth (12 foot) = \$45	Booth (6 foot) with electricity = \$65
<b><u>Non-food vendor:</u></b>	Single booth (6 foot) = \$20	Double booth (12 foot) = \$35	Booth (6 foot) with electricity = \$55

### TRANSPORTATION TO AND FROM THE MARKET (PER MONTH):

Bicycle = \$80 (assuming 30 minutes of your labour each way at \$20 per hour)	Taxi = \$160	Refrigerated truck = \$400 (shared with another vendor)
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### PACKAGING (PER 250 UNITS):

No bags/boxes and/or recycled bags/boxes = \$0	Paper/Plastic bags = \$70	Fabric bags = \$250
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### BOOTH SHELTER (PER ONE UNIT):

No booth shelter = \$0	Beach umbrella (6 foot) = \$20	Canopy (10 foot by 10 foot) = \$200
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### TABLE COVERING (PER ONE UNIT):

No table covering and/or recycled material = \$0	Plastic table covering = \$5	Fabric table covering = \$25
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### PRODUCT DISPLAY UNITS:

Recycled cardboard boxes = \$0	Repurposed items from the local thrift store = \$40	Purpose-designed display unit/cooler rental = \$100
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### PRICE DISPLAY UNITS:

Recycled cardboard and markers = \$5	10 pack poster board and markers = \$10	Chalkboard, chalk and eraser = \$30
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## ACTIVITIES: 5

### CALCULATE YOUR PER-UNIT COST

DO	<p>Time: 30 minutes</p> <p>Materials/Resources:</p> <p>Cost Per Unit Worksheet for each member or business group; pens/pencils; calculators; completed Operating Expenses Worksheet</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Either individually or in small groups, give members a copy of the Cost Per Unit Worksheet and have them fill it in, using the completed Operating Expenses Worksheet as a reference to determine fixed and variable expenses.</li><li>2. Before the group begins their own calculation, do one demonstration of a variable cost calculation and a fixed cost calculation.</li><li>3. Have members share their results/check in with the larger group to double check their assumptions and receive feedback about potential pricing decisions.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will calculate the cost per unit for their product or service and have an opportunity to assess how a change in input costs impacts pricing.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Were you surprised by the cost per unit of your product or service?</li><li>• Do you think your cost per unit will allow you to be competitive in the marketplace? Is there any way to reduce the cost per unit of your product or service?</li><li>• What input/expense has the biggest impact on your cost per unit?</li></ul>

## Cost Per Unit Worksheet

Before calculating the variable cost per unit of your product or service it is important to determine what the unit size will be. If you are selling carrots, for example, your unit size might be 500 grams. If you are delivering fresh produce your unit size might be one delivery within a 30 minute radius of your home. You will need to determine how many units can be produced from each input, for example 1 kilogram of carrots divides into two 500 grams packages. One hour (\$14) of your time divides into two produce deliveries.

Product or service name: \_\_\_\_\_

Unit size: \_\_\_\_\_

Variable Expenses (*expenses directly related to the number of products or services sold, for example labour, raw materials/ingredients, packaging, etc.*):

Product/Service Input <i>(i.e. Carrots)</i>	Total Cost of Input <i>(i.e. \$1 per kg)</i>	Number of Units Produced from Input <i>(i.e. two 500 g pkgs)</i>	Cost Per Unit 1 <i>(i.e. \$1.00 / 2)</i>	Cost Per Unit 2*
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
		<b>Total Variable Cost Per Unit (Line Q)</b>	\$	\$

\* You can use the additional “Cost Per Unit” column to see how changing an input cost impacts your total cost per unit.

Before calculating the fixed cost per unit of your product or service it is important to determine how many products or services you expect to sell each month. For example you might expect to sell 200 packages of carrots per month or do 90 deliveries per month. Using the monthly cost of each expense, divide it by the number of products you expect to sell to reach your fixed cost per unit.

Anticipated monthly sales: \_\_\_\_\_

Fixed Expenses (*expenses that are not related to the number of product or services sold, for example rent, insurance, etc.*):

Fixed Expense (i.e. Market Fee)	Monthly Cost of Fixed Expense (i.e. \$100)	Number of Units Sold Per Month (i.e. 200 pkgs)	Cost Per Unit 1 (i.e. \$1.00 / 2)	Cost Per Unit 2*
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
<b>Total Fixed Cost Per Month (Line X)</b>		<b>Total Fixed Cost Per Unit (Line R)</b>	\$	\$

\* You can use the additional “Cost Per Unit” column to see how changing the amount sold per month changes the cost per unit.

#### **Total Cost Per Unit:**

Line Q — Total variable cost per unit:       \$ \_\_\_\_\_

Line R — Total fixed cost per unit:       + \$ \_\_\_\_\_

Line S — Total cost per unit:       = \$ \_\_\_\_\_

## ACTIVITIES: 6

### CREATE A CUSTOMER SURVEY (STARTED IN WEEK 3)

DO

Time: 20 to 40 minutes on Day 1, 20 to 30 minutes on Day 2

Materials/Resources:

Paper; pen/pencils; clipboard (optional); computer (optional);  
list of favoured business ideas generated during the  
brainstorming session

Instructions:

*Day One:*

1. Divide the members into small groups that match the number of favoured business ideas generated during the brainstorming session. Assign each group one of the ideas.

2. Have each group develop a simple customer survey for their potential business, no longer than five questions which attempts to answer some or all of the following questions:

Who are the customers for this local food business venture?

What are the customers' needs and/or likes and dislikes?

Is the timing right for this local food business venture?

What is the right price for the product or service of this local food business venture?

How is this local food business venture different from the competition?

3. Have groups swap surveys to test the questions and rating systems.

DO	<p>4. Once the survey is complete members can email it to potential customers, family and friends, or members of the local food system (independently or using one of the online survey tools). If location and supervision allows, members could also conduct in-person surveys with potential customers. Each group should aim to get at least five responses.</p> <p><i>Day Two:</i></p> <p>1. Once surveys have been returned each small group can tabulate the information and present their results to the larger group. Presentations should reflect both the data collected (i.e. number of “Yes” or “No” responses to question 1) and the group’s interpretation of the data (i.e. based on the responses collected, we feel most customers would prefer orange carrots).</p>
REFLECT	<p>Learning Outcomes:</p> <p>Members will have an opportunity to further reflect on/refine their potential business ideas by creating, conducting and analysing a simple customer survey.</p>
APPLY	<p><u>Processing Prompts:</u></p> <p><i>Day One:</i></p> <ul style="list-style-type: none"> <li>• What did you feel was the most important question to ask potential customers of your local food business?</li> <li>• Did you make any changes to the survey questions or rating system based on feedback from other members of the group? How do you plan to distribute your survey?</li> </ul> <p><i>Day Two:</i></p> <ul style="list-style-type: none"> <li>• What was the rate of return/response on your survey (i.e. number returned versus number sent/handed out)? Were you surprised by the response rate?</li> <li>• Based on the results, are there questions you wish you could have asked or any questions that could have been omitted?</li> </ul>

## APPLY

- Are there other changes you would make to future surveys?
- Do you think customer surveys are an effective tool for businesses?



## ACTIVITIES: 7

### SET YOUR PRICE

DO	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <p>Pricing Worksheet for each member or business group; pens/pencils; calculators; completed Cost Per Unit Worksheet</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Either individually or in small groups, give members a copy of the Pricing Worksheet and have them complete it, using the information from the Cost Per Unit Worksheet (Lines Q, S and X).</li><li>2. Have members share their results/check in with the larger group to double check their assumptions and receive feedback on their pricing strategy.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will calculate a price for their product or service and do a breakeven analysis based on their chosen price.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• What pricing strategy did you decide to use — cost-plus, market-based or value-based? Why did you choose that strategy?</li><li>• Where do you stand in comparison to your competition, at a higher price, lower price or similar price?</li><li>• Do you feel that the breakeven quantity for your product or service will be easy or difficult to attain?</li></ul>

## Pricing Worksheet

The most common pricing strategies are cost-plus, market-based and value-based pricing. Cost-plus pricing involves adding a profit to your unit cost, market-based pricing means matching your competition and value-based pricing involves setting a price based on how valuable your product or service is to potential customers.

### Cost-plus pricing:

Line S — Total cost per unit: \$ \_\_\_\_\_

Line T — Percentage mark-up/profit (i.e.10%): x \_\_\_\_\_

Line U — Mark-up/profit cost: = \$ \_\_\_\_\_

Line S — Total cost per unit: \$ \_\_\_\_\_

Line U1 — Mark-up/profit cost: + \$ \_\_\_\_\_

Line V1 — Sales Price Per Unit: = \$ \_\_\_\_\_

Competitor A price: \$ \_\_\_\_\_

Competitor B price: \$ \_\_\_\_\_

Competitor C price: \$ \_\_\_\_\_

Competitor D price: \$ \_\_\_\_\_

Line V2 — **Sales Price Per Unit** (similar to competition): \$ \_\_\_\_\_

Line S — Total cost per unit : - \$ \_\_\_\_\_

Line U2 — Mark-up/profit cost: = \$ \_\_\_\_\_

### Value-based pricing:

Line S — Total cost per unit: \$ \_\_\_\_\_

Line W — Amount customer values product: + \_\_\_\_\_

Line V3 — **Sales Price Per Unit:** = \$ \_\_\_\_\_

### **Breakeven Analysis:**

No matter what pricing method or price you choose, it is important to know how many products or services you will have to sell each month to break even. It sometimes takes one or two months to reach the breakeven quantity (which is why having adequate start-up capital is important).

Breakeven Quantity = 
$$\frac{\text{Total fixed costs per month (Line X)}}{\text{Sales price per unit (Line V}^{1,2,3}) - \text{Variable price per unit (Line Q)}}$$

Breakeven Quantity = 
$$\frac{\text{(Line X)}}{\text{(Line V1,2,3) - (Line Q)}}$$

= \_\_\_\_\_

= (Line Y)

Your breakeven quantity per month is \_\_\_\_\_ (Line Y).

## MEETING #5 ACTIVITY #8

### BUSINESS PLAN - PART TWO

DO	<p><u>Time:</u> 30 minutes</p> <p><u>Materials/Resources:</u> Business Plan Template for each member or business group; pens/pencils</p> <p><u>Instructions:</u> 1. Individually or in small groups fill in the Business Plan Template based on the information gathered during the meeting.</p>
REFLECT	<p><u>Learning Outcomes:</u> Members will continue the process of creating a business plan for their new local food venture.</p>
APPLY	<p><u>Processing Prompts:</u> How important do you think the financial information is to people who might read your business plan?</p> <p>How important is it to plan ahead to reduce risk and prepare to meet challenges?</p> <p>In what situations do you expect to use your business plan? What other elements do you think will be included in the business plan?</p>

## MEETING #5 ACTIVITY #9

### BUSINESS PLAN TEMPLATE - PART TWO

#### *Financial Information:*

Total start-up capital required for \_\_\_\_ months operation: \_\_\_\_\_

Detailed start-up expenses: \_\_\_\_\_

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TOTAL \_\_\_\_\_

Detailed operating expenses: \_\_\_\_\_

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TOTAL \_\_\_\_\_

Start-up funding will come from the following sources (i.e. savings, parents, loans, etc.):

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

The business will charge the following prices (Product or Service Name/Sales Price/Unit Size):

- |    |       |    |       |       |
|----|-------|----|-------|-------|
| 1) | _____ | \$ | _____ | _____ |
| 2) | _____ | \$ | _____ | _____ |
| 3) | _____ | \$ | _____ | _____ |

4) \_\_\_\_\_ \$ \_\_\_\_\_

5) \_\_\_\_\_ \$ \_\_\_\_\_

Projected budget for first year of operation:

		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
1	Number of products/ services sold													
2	Sales price per unit sold													
3	Total income													
4	(Line 1 x 2)													
5	Variable cost per unit sold													
6	Total variable expenses													
7	(Line 1 x 4)													
8	Total fixed monthly expenses													
	Total expenses													
	(Line 5 + 6)													
	Profit/loss before taxes													
	(Line 3 – 7)													

***Meeting Challenges:***

Risk has been assessed and will be managed as follows.

Business/Commercial Risk:

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Personal Safety Risk:

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Employee Safety Risk:

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Third Party Risk:

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# MEETING 6: MARKETING A LOCAL FOOD BUSINESS

## Setting Objectives:

Clearly establishing target markets, sales locations and methods, while focussing on building positive relationships with each customer group will help members become successful participants in the local food economy. Knowledge of ongoing assessment strategies and support systems available to young entrepreneurs will ensure each member is able to make the most of their entrepreneurial journey.

### Suggested Lesson Outcomes

*The group may choose one, several, all, and/or other learning outcomes.*

- ☐ Members have identified and can describe the unique features of their product or service — their competitive advantage, and have developed a 60-second story or elevator pitch to share with potential customers, partners and investors.
- ☐ Members have identified the target markets for their local food business, developed a customer profile for each group, and considered sale locations to best meet their needs.
- ☐ Members have explored a variety of advertising and promotion locations and platforms, and identified those that will best reach their identified customer groups.
- ☐ Members have considered the importance of customer service in developing positive customer relationships.
- ☐ ☒ Members understand the need for ongoing review of business plans and strategies and are aware of the support available to young entrepreneurs.

## Reference material in this section:

A look at:

- Marketing strategy, including the Four Ps and the 60-second story, or elevator pitch
- Building customer relationships
- Managing growth and change, including SWOT analysis and performance measurement
- Support for young entrepreneurs

Activities:

1. Create customer profiles
2. Where do your customers gather?
3. Write an eleCreatevator pitch
4. Design a logo, packaging or advertisement
5. Business Plan — Part Three (found in the Business Plan supplement)

## Sample Meeting Agenda

**Time: 4 hours 10 minutes**

Note: Agendas are provided as a suggestion. There is more meeting content than what can be completed in 2 hours. Please choose activities according to skill and attention level of your members. Be creative!

Welcome, Call to Order & Pledge		10 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information	What makes the product or service special?	30 min
Activity	Activity #1: Create customer profiles	20 min
Topic Information	Where will the product or service be sold? How will you tell your story?	20 min
Activity	Activity #2: Where do your customers gather?	20 min
Topic Information	Your 60-second story	20 min
Activity	Activity #3: Write an elevator pitch Activity #4: Design a logo, packaging or advertisement	30 min 30 min
Topic Information	Building customer relationships	20 min
Activity	Activity #5: Business Plan — Part Three	30 min
At Home Activities/ Digging Deeper (for Senior Members)	Choose one of the activities	5 min
Wrap up, Adjournment &		

Once the work has been completed to secure funding for your business, it is time to let customers know about the exciting new product or service poised to fill a gap in the local food system. There are a variety of ways to inform customers about a new product or service and the method a business uses is called its marketing strategy.

Marketing strategy is often broken down into four components, referred to as the Four Ps — product, price, place and promotion. These components are all interconnected and, while one or two may take on greater importance at certain points in the development of a new business, it is important to consider all four aspects in the creation of a marketing strategy.



The Canadian Marketing Association defines marketing as “a set of business practices designed to plan for and present an organization’s products or services in ways that build effective customer relationships.” (Source <http://www.the-cma.org/regulatory/code-of-ethics>) Focussing on the idea of building customer relationships will help you develop the most effective marketing tools and strategies for your specific product or service.

#### **Experience It!**

Watch a video about marketing strategy or invite a marketing professional to speak with the group.

### **What makes the product or service special?**

What is it about your product or service that makes it different from the competition? What advantage does your local food business have? The advantage could be a unique feature of the product or it could be your unique skills.

If your local food business offers fresh pressed apple cider, perhaps the thing that makes you different from the competition are the flavour combinations you have developed — apple-strawberry, apple-raspberry, and apple-blueberry. Or if your business is selling local produce, perhaps the thing that makes you different is friendly door-to-door service on your bicycle.

Identifying, and being able to describe, the things that make your business special — your competitive advantage — is the first step in creating a marketing strategy. It will help you decide what information to share with potential customers to start building effective relationships.

## Who are the buyers?

Who will purchase your product or service? Is there one group of people or several different groups of people? The more specific you can be when describing your potential customers, who

are also known as your target markets, the more effective you will be in your efforts to build relationships with them.

Try and define the demographics of each of your customer groups: their age range, sex, marital status, where they live, the size of their family, their income and education level, occupation, interests and habits, cultural and ethnic background. Consider where they currently shop and how they choose to spend their money. Use the information obtained from your customer surveys!

You may identify a number of target markets for your business. For example you may feel that university students, parents with young children and

seniors would all benefit from your door-to-door produce delivery service. However, by creating a detailed profile of each customer you might decide to concentrate on parents with young children and seniors because they have more disposable income and more regular schedules than university students.

### Do It! Activity

Create customer profiles for each target market.

Once you start selling your product or service and interacting with customers on a regular basis you may find yourself adjusting your initial ideas to better respond to customer needs. However, remember that you will not be able to satisfy every customer. If a customer, or group of customers, is requiring much more work from you without a corresponding increase in profits, building effective relationships with that group may not be worth your time. Or if serving a customer, or group of customers, is causing you to drift so far away from your original idea that you lose your enthusiasm for the business, concentrate on creating the product or service that you are passionate about. It is hard to build effective relationships with customers if you no longer believe in the product or service you are selling.

## Where will the product or service be sold?

Where will you sell your product or service? Are you going to do the selling or will you need to work with a wholesaler, retailer or other facilitator? Will your location be easy for your target markets to find?

The ideal location makes it easy for your customers to access your product or service and easy for you to distribute the product or service. You might choose more than one location or sales method.

### Share it!

Where will you sell your product or service?

For example you might decide a farmers' market stall, a small local grocery store and an online store are the best locations to sell your fresh-pressed apple cider. You might have considered a larger grocery store, but decided you could not produce or ship the amount of cider those locations would require.



## How will you tell your story?

Before customers can buy your product or service they need to know about it. They need to believe your product or service is something they need and want, and they need to know where they can buy it. Successful businesses deliver all of this information to potential customers in the places and on the platforms where they are most likely to receive the message.

Large companies often hire advertising companies to develop marketing and promotion campaigns that include television, radio, newspapers and online platforms, but entrepreneurs usually have to be more creative! Think about where your potential customers gather, both in person and online, and tell your story in those places.

In person: Ask for permission to speak about your business at gatherings of potential customers. If your target market is parents with young children and seniors, ask to speak at a school council meeting or seniors' centre. You could also hand out flyers or business cards as people come and go from these gatherings.

On paper: Post flyers in the places where your target markets gather.



Create a professional looking brochure and leave it in places where your customers have to time read, like the waiting rooms of local doctors or dentists. Sending a brochure or flyer through the mail is often affordable and your local post office can help you define the areas where your target markets live.

In local media: Write a news release about your new local food business and send it to local news outlets, if possible include a photo or a sample of your product or service. If you are doing an interesting event or promotion, submit it to local “What’s Happening” listings. Advertising in local media is more economical than advertising on national platforms.

Online: If there are local food social media groups in your community, promote your business on those platforms. Use your own social media channels to inform customers of the advantages of your business, sales or special events. If you have developed a website, consider writing a blog that relates to your product or service. For example a blog for your door-to-door produce delivery service could be a mix of safe cycling tips and recipes using the produce that was delivered that week. Create free profiles for your business on search engines and listing services like Google.com, Bing.com, Yelp.com and YellowPages.ca.



Through your network: Membership in a community-based or provincial local food organisation can be an excellent way to spread the word about your business and connect with potential customers and partners, as is attending any trade fairs or networking events hosted by those organisations. Some of the provincial local food organisations that offer marketing support to entrepreneurs are:

Ontariofresh.ca — You can create a free profile on this online network and marketing service, connect with potential partners and post on their classified page.

Ontariofarmfresh.com — You can purchase a membership in the Ontario Farm Fresh Marketing Association, which provides support for direct farm sales operations.

Csafarms.ca — If you are operating a community supported agriculture program you can create a free listing in the Ontario CSA Farm Directory.

Farmersmarketsontario.com — If you are selling your product or service at a farmers’ market you can register as a MyPick Verified Local Farmer.

Harvestontario.com — Sign up for a free listing on the Harvest Ontario directory of agri-

tourism attractions, which includes pick-your-own farms, on-farm markets, farmers' markets, craft breweries, wineries, fairs and exhibitions.

Ontario.ca/foodland – You can register your product and receive approval to use the Foodland Ontario logo at no charge.

By pitching in: Participate in local events, like fundraisers or culinary festivals, as either a vendor or volunteer. Being an active part of your local food community will help you make connections and promote your product or service.

By email: As you begin to acquire customers, collect their email addresses and send them newsletters and updates about your local food business or invitations to special events. Make sure you comply with the Personal Information Protection and Electronic Documents Act (PIPEDA). You can find a Privacy Tool Kit for business at [https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda-compliance-help/guide\\_org/](https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda-compliance-help/guide_org/).

Word of mouth: The best way to tell your story is having satisfied customers spread the word to their friends and family. If you have a website or Facebook page, ask satisfied customers to write a review or testimonial about your product or service.

#### **Do It! Activity**

Where do your customers gather?



## Your 60-second story

One way to figure out exactly what you are going to tell people about your business is to create a 60-second story or 'elevator pitch'. The idea of the elevator pitch is based on the idea that if a potential customer, partner or investor were to unexpectedly climb into an elevator with you on the ground floor, you would only have the length of the elevator ride to tell them the story of your business.

Narrowing your story down to 60 seconds will help you key in on the most important messages you want to share with potential customers, partners and investors. Being comfortable and



confident in your story or pitch will also help you take advantage of every opportunity that comes along to introduce people to your business.

Create an effective 60-second story or elevator pitch by:

- 1) Introducing yourself and letting people know that you are the owner or founder of the business.
- 2) Sharing the thing that makes your local food business unique, what makes it stand out, the problem it solves or the benefit it provides to others.
- 3) Avoiding jargon. Remember that the person you are talking about does not know as much



about your business as you do. Keep your message simple and easy to understand.

4) Being honest. Do not make claims that are untrue about your profits, customer numbers, or any other aspect of your business.

5) Including a way for the listener to follow-up. If you are pitching an investor let them know how much money you need and what percentage of your business you are willing to sell. If you are speaking to a customer, tell them about an upcoming event or give them a business card with your contact information (your business cards could even offer a discount to new customers!).

6) Adapting your story to your listener. Customers, potential partners and investors will all have different needs; think about what each one might want to know about your business.

7) Being ready for questions! A good story or pitch will create interest in your listener and they will want to know more.

8) Practicing, practicing, and practicing some more. Try out your story or pitch on your support team, your family and friends. Sharing your 60-second story is a skill that gets easier the more often you do it.

### Experience it!

Watch a video about elevator pitches.

### Do It! Activity

Write an elevator pitch.

One of the benefits of writing an elevator pitch is that it often helps you sort out the main messages you want to share with customers through your other promotional efforts. This will help you keep the focus of your message consistent on all of the platforms that you use to promote your business. It may even lead you to a catchy slogan for your local food business!

## Building Customer Relationships

Once a customer has purchased your product or service you want them to do three things, 1) thoroughly enjoy the product or service, 2) tell others about their enjoyment, and 3) make a repeat purchase.

### Do It! Activity

Design a logo, product packaging or advertisement for your local food business.

You accomplish the first of these three goals by creating a quality product or service, selling it in a location the customer finds convenient and easy to use, at a price that the customer finds fair or reflective of the value they gained from the purchase, and in a manner that makes the purchasing experience enjoyable. Creating a positive purchase experience may start with the Four Ps — product, price, place and promotion — but it always finishes with customer service. Given a choice between two businesses selling a similar product at a similar price, customers will typically return to a business where they felt welcomed, where their questions were answered and their concerns were addressed, where the experience left them with a smile on their face and a feeling that they were valued.

Among the practices that will make the purchasing journey enjoyable for customers are:

- 1) Smile and welcome each customer with a genuine greeting.
- 2) Learn and use customers' names. Address adults formally (Ms., Mrs. or Mr.) unless or until they ask you to use their first names.
- 3) Good manners matter. Say “please” and “thank you”. Apologize when something goes wrong.
- 4) Avoid swearing and using slang.
- 5) If a customer has a concern, repeat it back to them to make sure you understand the problem.
- 6) Use positive language. Instead of saying “It’s not my fault” or “There’s nothing I can do”, try things like, “I will do my best to get to the bottom of this” or “I understand your frustration and I will take the time to figure this out.”
- 7) Follow professional etiquette in all communications; on the telephone, in face-to-face meetings, email and other online forums.
- 8) Answer all enquiries promptly. Try and reply to people within 24 to 48 hours.
- 9) Keep your sales space neat, clean and welcoming.



The saying, “the customer is always right” is a good foundation on which to build your customer

relationships. Treat everyone politely, with kindness and professionalism. If something goes wrong, do your best to solve the problem quickly and calmly. If you have employees, make sure they follow the same guidelines when dealing with customers and keep them informed about any issues that may have come up with your product or service and the ways you have solved any problems.

If, for example, one of the customers for your door-to-door produce delivery service calls to complain that their tomatoes were rotten your best bet is to replace those tomatoes or give them a credit on their next delivery. Even if no other customer complained and you are pretty sure the tomatoes were rotten because the customer was not home at the pre-arranged delivery time and you had to leave the box on their sunny porch, it is best to replace the tomatoes and keep the customer happy. Unfortunately, the complaints from unhappy customers will always be louder and spread farther than the compliments from satisfied customers. However, if a customer is aggressively rude or threatening, or repeatedly claims that their produce is rotten, for example, call on your parents or support team for help and sever the relationship with that customer. Spend your time and energy building effective relationships with the customers who appreciate your efforts.

Once customers have completed their purchasing journey and have experienced all the benefits of your product or service, it is helpful to ask for their feedback. You can email all of your customers a survey or take the time to speak directly to key customers and ask them for their input on both your product/service and processes. Find out how customers felt about each stage of the purchasing journey: How did they hear about your product or service? Where did they purchase it? What are their thoughts about the price? How was your customer service? Did they enjoy using the product or service? Do they have any suggestions for improvements or additions?



It can be hard to hear feedback on your business after you have invested so much time and energy in its creation. However, your customers may provide you with critical information you really need to make your business better. Be objective when you consider the responses, try and put yourself in the customer's shoes. Have your support team review the responses and offer their thoughts on key pieces of feedback. When customers see that you understood and acted on their feedback they will have one more reason to feel loyalty toward your business.

### Do It! Activity

#### Business Plan - Part Three

## Review, revise, repeat

Congratulations! You have a completed business plan for your new local food business. It is full of well thought out ideas and intentions.

Hopefully your plan will guide you through the first few months of operating your new business, however as you acquire more customers, expand your connections and obtain new skills it will be necessary to revisit the plan. The local food marketplace is dynamic and there will always be new things happening with your customers, your competition and your community. Your plans will need to reflect these changes so that your company can continue to thrive and grow.

You may find it necessary to alter your prices, narrow or expand the places where your product or service is sold, hire more employees or use different platforms to tell your story. Some of these needs will be readily apparent, but it is also helpful to measure the progress of your business.



In addition to keeping track of your expenses, revenues and profits, you may want to measure things like the number of repeat customers, the number of coupons redeemed from each source (flyer, newspaper ad, etc.), the amount of spoiled product, or the age of your accounts receivable (money customers owe you). Determine what is most important to your business and figure out a way to keep track of those elements. If you discover some aspect of your business plan is not delivering the results you were hoping for, do not be afraid to make changes. Once you have a good grasp of your business performance you may even want to measure your progress against similar businesses in your industry. The Business Development Bank of Canada ([www.bdc.ca](http://www.bdc.ca)) offers an online tool that performs this kind of comparison or benchmark.

Another tool that entrepreneurs often employ as their business grows and changes is a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. A SWOT analysis can concentrate on a specific area, marketing or customer service for example, or take a broader look at the business as a whole. Exploring the strengths and weaknesses of their business and the opportunities and threats that exist within in the marketplace can help entrepreneurs recognize areas where change is needed and identify potential areas of growth and development.

## **Support for young entrepreneurs**

There are wide range of organisations and government programs available to support young entrepreneurs through all stages of starting and growing a business.

Ontario Summer Company <https://www.ontario.ca/page/summer-company-program-guidelines>

- A program of the government of Ontario that helps young people between 15 and 29 years old start and run their own summer business by providing funding, advice and services.

Ontario programs for young entrepreneurs <https://www.ontario.ca/page/entrepreneurship-funds-and-resources-people-under-30>

- There are a variety of government programs that offer guidance, mentoring, business expertise and funding for entrepreneurs between 18 and 29 years of age.

Futurpreneur Canada <https://www.futurpreneur.ca/en/>

- A national, non-profit organization that provides financing, mentoring and support tools to aspiring business owners aged 18 to 39.

## Ontario Ministry of Agriculture, Food and Rural Affairs

- OMAFRA maintains a list of funding sources for food related businesses <http://www.omafra.gov.on.ca/english/food/industry/funding-prog-index.htm> and offers hands-on assistance through its business development team <http://www.omafra.gov.on.ca/english/food/staff/client-account.htm>. They have also developed a variety of agricultural business resources <http://www.omafra.gov.on.ca/english/busdev/agbusdev.html>.

## Business Development Bank of Canada [https://www.bdc.ca/en/i\\_am/young\\_entrepreneur/pages/default.aspx](https://www.bdc.ca/en/i_am/young_entrepreneur/pages/default.aspx)

- Supports small and medium-sized businesses in all industries and at every stage of growth with money and advice.  
Small Business Enterprise Centres <https://www.ontario.ca/page/small-business-enterprise-centre-and-community-based-provider-locations>
- Located in communities across Ontario, they offer entrepreneurs all the tools they need to start and grow their businesses.

## Ontario Business Accelerators and Incubators

- The MaRS incubator (Toronto) maintains a listing of business accelerators and incubators, including on-campus facilities. <https://www.marsdd.com/mars-library/accelerators-incubators/>
- The Ontario Ministry of Agriculture, Food and Rural Affairs maintains a listing of incubators focussed specifically on food related businesses. <http://www.omafra.gov.on.ca/english/food/industry/bdb-start/firststeps.htm>

## At Home Activities/Digging Deeper!

- 1) Find three examples of failed marketing strategies and compare what went wrong in each case. Share your results with the group.
- 2) Sign up for a student pitch competition in your community, or if one does not exist, work with your advisory board or local small business enterprise centre to develop one!
- 3) Perform a detailed SWOT analysis on one of the group's local food businesses. Share your results with the group.
- 4) Apply to the Ontario Summer Company program!
- 5) At a local shopping area where there are a variety of retail stores or at a large farmers' market, observe the customer service efforts of at least three different vendors. Notice similarities and differences, actions and phrases that appear to contribute to positive customer relationship, problem-solving approaches, etc. Present your observations to the group in a handout or visual aid that outlines successful customer service approaches.

## ACTIVITIES: 1

### CREATE CUSTOMER PROFILES FOR EACH TARGET MARKET

DO	<p>Time: 20 minutes</p> <p>Materials/Resources: Blank paper; pens/pencils; pencil crayons/markers; customer survey results</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Either individually or in small groups, have members create a detailed profile of each of their key customer groups. They can write down characteristics of each group (for example, seniors 60-plus, female and/or male, married and/or single, living in homes or seniors apartments within a 30 minute bicycle ride from where the business is based, who currently shop at large chain grocery stores, and have disposable income over and above their government pensions) or they can draw the typical member of each customer group.</li><li>2. Ask members to share their customer profiles with the other groups/individuals.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will develop a detailed customer profile for each of their target markets to use as a foundation for further marketing strategy development.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Did your key customer groups have many things in common or just a few things in common?</li><li>• What is/are the key factor(s) that make each group a potential customer?</li><li>• What was the most difficult thing to define in each customer profile?</li><li>• Do you think it is better to have many target markets or just one or two? Why?</li></ul>



## ACTIVITIES: 2

### WHERE DO YOUR CUSTOMERS GATHER?

DO	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <p>Blank paper; pens/pencils; customer survey results</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. Either individually or in small groups, have members develop a comprehensive list of the places all of their customer groups gather. Encourage them to consider in-person and online locations (i.e. community centres, doctor/dentist offices, social media groups, etc.).</li><li>2. Once they have created their list of locations, ask each individual/small group to consider the ways they could deliver their message to each location in a way that customers would best be able to receive (hear, read, understand, take action) the message.</li><li>3. Ask members to share their locations and methods with the other groups/individuals.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will develop an understanding of the locations and methods by which they can deliver their message to potential customers.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Of all the locations where your customers gather, where do you think it will be easiest for them to receive your message?</li><li>• Where do you think it will be hardest for them to receive your message?</li><li>• What method do you think will be most effective for delivering your message? What method do you think will be least effective for delivering your message?</li><li>• If your budget was unlimited where and how would you deliver your message? Is there a way to achieve the same thing while spending less money?</li></ul>

## ACTIVITIES: 3

### WRITE AN ELEVATOR PITCH

DO	<p>Time: 30 minutes</p> <p>Materials/Resources: Blank paper; pens/pencils; Elevator Pitch template for each individual or business group</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. As individuals or small groups have members create a 60-second story or elevator pitch for their local food business. Groups might want to create one story that all members of the group use, create a general outline that each member can customize, or create individual stories. The templates are simply a starting point, the stories do not have to follow one of the templates; members are free to use their own creativity.</li><li>2. Give each member an opportunity to practice their pitch at least once in front of the larger group.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will have an opportunity to develop and practice an elevator pitch or 60-second story for their local food business.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• Was it difficult to get your story down to 60-seconds/four or five lines?</li><li>• Did creating your elevator pitch help you come up with a marketing slogan or message? Did it change the way you thought about your business's key benefits?</li><li>• Do you think you are ready to deliver your story to a potential customer or investor?</li></ul>

# Elevator Pitch Templates

Source: <https://www.shopify.com/blog/76432325-how-to-write-a-compelling-elevator-pitch-that-sticks-plus-3-templates-you-can-steal>

## The All-Purpose Pitch

My name is [YOUR NAME], founder of [YOUR COMPANY]. We offer [PRODUCT/SERVICE] for [TARGET MARKET] to [VALUE PROPOSITION / WHY CUSTOMER SHOULD BUY PRODUCT].

Unlike [THE COMPETITION], we [KEY DIFFERENTIATOR / BENEFIT]. And we recently [RECENT MILESTONE].

[CALL TO ACTION / WAY TO FOLLOW UP]

## The Pixar Pitch

Once upon a time [INTRODUCE CHARACTER AND CONTEXT]

Every day, [ESTABLISH THE WAY THINGS WERE].

One day [INTRODUCE PROBLEM/INCITING INCIDENT].

Because of that [CHALLENGE].

Because of that [SEARCH FOR SOLUTION]

Until finally [FINDS SOLUTION]

Now, [ESTABLISH THE WAY THINGS ARE BETTER NOW]

## The Sales Pitch

Have you ever [SITUATION AUDIENCE CAN RELATE TO]?

[WAIT FOR RESPONSE]

[COMPANY NAME] offers [PRODUCT] for [TARGET MARKET] such as yourself to [BENEFIT].

Unlike [KNOWN ALTERNATIVE/COMPETITION], [YOUR PRODUCT] is [KEY DIFFERENTIATOR / BENEFIT].

[CALL TO ACTION / WAY TO FOLLOW UP].

## ACTIVITIES: 4

### DESIGN A LOGO, PACKAGING OR ADVERTISEMENT

DO	<p>Time: 30-45 minutes</p> <p>Materials/Resources:</p> <p>Blank paper; pens/pencils; markers; coloured pencils; a variety of materials to create packaging (i.e. cardstock, cardboard, repurposed boxes/cans/plastic containers, fabric scraps, etc.); glue; tape; scissors; utility knives; rulers; sample logos, packages and/or advertisements; Optional: computer with graphic design software</p> <p>Instructions:</p> <ol style="list-style-type: none"><li>1. As individuals or small groups members can create a logo, package or advertisement for their local food business. Encourage them to be creative and draw on all the knowledge they have gathered to design something that will appeal to their target market(s).</li><li>2. Give each member or small group an opportunity to show their logo, package or advertisement to the group and receive feedback.</li></ol>
REFLECT	<p>Learning Outcomes:</p> <p>Members will have an opportunity to create marketing materials for their local food business and receive feedback from the group.</p>
APPLY	<p>Processing Prompts:</p> <ul style="list-style-type: none"><li>• What does your logo, package or advertisement tell your customers about your local food business?</li><li>• What information did you use when designing your logo, package or advertisement? What was the most important factor or piece of information?</li><li>• Why did you choose these colours, materials and/or slogans?</li></ul>

## MEETING #6 ACTIVITY #5

### BUSINESS PLAN - PART THREE

DO	<p>Time: 30 minutes</p> <p>Materials/Resources: Business Plan Template for each member or business group; pens/pencils</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"><li>1. Individually or in small groups fill in the Business Plan Template based on the information gathered during the meeting.</li><li>2. If members have chosen to operate a social enterprise, they can formalise their plans using the optional page.</li></ol>
REFLECT	<p>Learning Outcomes: Members will complete a business plan for their new local food business</p>
APPLY	<p>Processing Prompts:</p> <p>Are there other things you would like to include in your business plan?</p> <p>How often do you think you should review your business plan? Are there areas that you think might need to be reviewed earlier than others?</p> <p>What part of the business plan was the most difficult to create?</p> <p>How important do you think it is to clearly state your goals and intentions if you are operating a social enterprise?</p>

## MEETING #6 ACTIVITY #6

### BUSINESS PLAN TEMPLATE - PART THREE

#### *Marketing Strategy:*

The product or service will be sold in the following locations:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Local competitors include: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The product or service the business provides is different from the competition in the following ways:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Target markets/customer groups for the business's product or service are:

- 1) \_\_\_\_\_ because
- 2) \_\_\_\_\_ because
- 3) \_\_\_\_\_ because

These target markets/customer groups can be reached in the following real and virtual locations:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

The methods used to reach these customer groups will include:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

Positive customer relationships will be fostered by: \_\_\_\_\_

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The ongoing development of the business will be supported by: \_\_\_\_\_

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## MEETING #6 ACTIVITY #6

### BUSINESS PLAN TEMPLATE - PART THREE (OPTIONAL)

#### *Small Community Contribution:*

The social goal of this business is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As a result, the business will support the following causes, in the following ways:

- 1) \_\_\_\_\_ by
- 2) \_\_\_\_\_ by
- 3) \_\_\_\_\_ by

The business and its employees will participate in the following activities that benefit our community:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

The business will adopt the following environmentally friendly practices:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_