



# BRIDGE TO BUSINESS

AgScape®

TEACHER'S GUIDE GR. 11 & 12

Farm Credit Canada (FCC) *Knowledge Insider* - Globalization Edition

Volume 1



AgScape® is a non-profit organization with a mission to “increase awareness of the agri-food sector through educational programs and resources”.

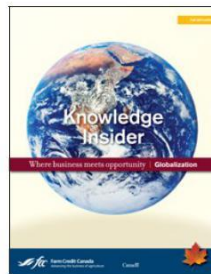
## About this resource

This resource is the inaugural edition of the AgScape® **Bridge to Business** program. Through this program, leading edge business publications are translated into valuable activities for Ontario students. As youth approach the end of high school, it is important for them to be familiar with the world of business and the pertinent social issues which relate to our society, economy and environment. AgScape® **Bridge to Business** focuses on issues beyond the classroom and provides “real world connections for students”.

## GLOBALIZATION TOPICS

The activities in this guide are designed for use with the Farm Credit Canada

*Knowledge Insider* publication on Globalization (Fall 2011).



The Globalization (Fall 2011) publication is available to download free of charge at

[www.fcc-fac.ca](http://www.fcc-fac.ca)

(Learning Centre > Articles > Knowledge Insider)

## Why Globalization?

Globalization affects everyone. As population grows, our agri-food sector is increasingly connected with markets and cultures around the world. The FCC *Knowledge Insider: Globalization* examines how our world is changing, and what that means for agri-food businesses. It encourages readers to think critically about the big picture and explore exciting business opportunities.



# BRIDGE TO BUSINESS

## Identifying Opportunities for Business

## Links to BUSINESS STUDIES

### Curriculum Links: BDI3C

- Generate realistic new ideas and identify possible opportunities for a school-based or student-run business
- Conduct primary and secondary marketing research to evaluate the idea or opportunity for their proposed venture
- Analyse the resources required to run their chosen venture
- Complete the components of an effective production, marketing and financial plan for their chosen venture

### BACKGROUND INFORMATION:

The agri-food sector is one of the largest contributors to the Ontario economy. There are many businesses which are within this sector (from production and processing of food, to communication about food, to development of tools and technology). In 2010, 1 in 8 Canadian jobs was in the agri-food sector.

### ACTIVITY

**Assessment for learning:** Complete a diagnostic assessment of students' familiarity with the agri-food sector and its role in the Ontario economy.

- ☑ Refer students to the charts and information found on pages 15-19, 29.
- ☑ Using an entrepreneurial mindset, students brainstorm a list of needs and wants related to the agri-food sector (e.g. healthy foods, ethnic/cultural ingredients, sustainably produced, etc.). From this, they identify a business opportunity. Students conduct an analysis of the business' viability using market research.
- ☑ Students will use the tools and tips on pages 38-41 to help them consider their proposed business.
- ☑ Ask students to develop a business plan for a venture within the agri-food sector. They will present this information in a creative and professional format, complete with financial and resource assessments.

**Assessment of learning:** Evaluate students' understanding and application of the factors related to successful business plans.

## Impacts of Technology

## Links to TECHNOLOGICAL EDUCATION

### Curriculum Links:

THJ3E: (C1, C2, D2)

THJ3M, THJ4M, THJ4E: (C1, C2, D3)

### ACTIVITY

- ☑ Refer students to page 4 and the chart of technological advances. Have them read pages 10-13 and examine the picture of the individual with the cell phone on page 12.
- ☑ Ask students to consider the following questions: What are the advantages of increased technology in green industries in both developing and developed countries around the world? What are the impacts on the environment and society from this increased use of technology?

**Assessment for learning:** Consider student answers for indication of knowledge and understanding. Provide feedback to individual students.

### EXAMPLES OF TECHNOLOGIES:

- ◆ GPS technology
- ◆ Cell phone apps
- ◆ RFID tags for traceability
- ◆ Increased use of robotics
- ☑ Students will pick a technology and create a storyboard, video or presentation to show how they feel the increased use of that technology has impacted the agri-food, green industry and related sectors.
- ☑ Have students identify jobs and career opportunities which relate to the use of these technologies, and the training necessary for those jobs.

**Assessment as learning:** Have students develop a rubric to assess their presentation. Students will evaluate self and peers.

# FCC KNOWLEDGE INSIDER COMPANION

## We Are All Connected

## Links to BUSINESS & CANADIAN / WORLD STUDIES

### Curriculum Links: BBB4M

- Analyse the impact of international business activity on Canada's economy
- Demonstrate an understanding of how international business and economic activities increase the interdependence of nations
- Assess the effects of current trends in global business activity and economic conditions

### (Extension: CHY4U; CHY4C)

- Explain significant economic developments in the West and the rest of the world since the sixteenth century

### ACTIVITY

- ✓ Have students consider the information and charts on pages 15-35.
- ✓ Divide students into groups. Have them answer the following questions: Which economies are growing quickly in the agri-food sector? Why might this be? How does this impact Canada and its economy?

- ✓ **(Extension):** Have students refer to the FCC *Knowledge Insider* Globalization edition (Winter 2008) and the predictions/trends which were described. How did the state of global economies change between publications (2008 to 2011)? How did this change compare to predictions made in the 2008 edition?

**Assessment for learning:** *Observe students working in their groups. Assess their level of understanding of trends. Provide feedback to groups.*

- ✓ In groups students will consider Figure 12, 'Exploring Overseas Markets', (page 26) and the IMF Data Mapper (page 42). They will choose a foreign country, and conduct research on the economy, culture and social aspects. Together students prepare a profile of the country.

- ✓ Based on the profile, students will determine the top three agri-food products which they would market to that country. Together they will prepare a poster proposal to investors, business owners, and producers to convince them to develop and export products to that country.

**Assessment as learning:** *Have students create a rubric which assesses the content and delivery of their poster presentations. Students will assess their peers' presentations and offer feedback on critical thinking and communication skills.*

## Globalization and the Growing Population

## Links to SCIENCE & ENGLISH

### Curriculum Links: SBI4U: (F1, F2) ENG4U: (Oral Communication 1, 2) (Reading, 1)

### ACTIVITY

- Have students read pages 7-9 of the FCC *Knowledge Insider* and watch the video from Hans Rosling on population growth: [http://www.ted.com/talks/lang/en/hans\\_rosling\\_on\\_global\\_population\\_growth.html](http://www.ted.com/talks/lang/en/hans_rosling_on_global_population_growth.html).
- ✓ Invite students to consider the relationships between population growth and resource shortages: How are these two factors related to Socio-Economic Status? What are the ethical issues of globalization when it comes to producing and accessing food products?

- ✓ Are innovations such as genetic modification and bio-engineering positive technologies in a world of increasing population and limited resources? What are some of the risks of these innovations?

- ✓ Divide students into two (or more) groups. Each group will research a variety of factors related to globalization and the pressures placed on agri-food industries from growing population.

- ✓ Hold a debate around the question: Is Globalization good for (agri-food) business? (see Figure 11, page 25).

**Assessment for learning:** *Students will complete a self assessment of their contribution to the debate, and create learning goals for topics/areas they wish to learn more about.*

Below is a list of activities and questions which can be used with students to extend their knowledge and understanding of globalization topics. They are well suited to long answer/essay questions, research projects, and homework assignments.

- Local food is currently a very popular topic. Have students consider the positive and negative aspects of both local food and global trade. Is one better than the other? Should we limit our exports of agri-food products to encourage local production? Research the government policies around local food. What do students think about increased support for local producers and processors?
  - Consider Figure 3 on page 13: Have students make predictions about uptake of communication technologies such as Twitter/LinkedIn.
  - As globalization continues, will the world economy become more interconnected, or more separated? Should Canada be making more free-trade agreements with other countries? If so, which ones?
- Have students research more about the sustainable agriculture practices of McCain Foods: <http://www.mccain.com/GoodFood/agriculture/Pages/sai.aspx>. What role will sustainable agriculture have or need to have as globalization continues?
- Students will identify an agri-food company which is located in their geographic region. They will interview an employee of the company to determine how they carry out business in a global economy, and what career opportunities are available in that field.
  - Consider Figure 2 on page 9. Plot the FAO Food Price Index against world events, such as the 2011 Japan earthquake, political uprisings, and war/conflict. What factors/areas of the world have the most influence on the Food Price Index?

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