

Sustainable Resources 12: Agriculture

Module 2 Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's ***Sustainable Resources 12: Agriculture*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

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The Sustainable Resources 12: Agriculture course consists of five modules, the blackline master CD, a *Source File* for each module, and the *Sustainable Resources 12: Agriculture Companion Website*. Sustainable Resources 12: Agriculture is available in both print and online versions. Sustainable Resources 12: Agriculture components can be purchased individually or as a complete resource, the ***Sustainable Resources 12: Agriculture Resource Package***. All are available from Open School BC.

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Assign 2.1: Supply Management Systems

1. What is supply management? How does it work? (5 marks)
2. Why has supply management been introduced in many agricultural sectors in Canada? (5 marks)
3. Pretend that the Canadian government has decided to eliminate the supply management system in the table egg industry. How would you feel about this decision if you were:
 - (a) a consumer?
 - (b) a table egg producer in BC?

Assume the identity of each of these individuals for a few minutes. Really think about how the elimination of supply management would affect each person. Some things in particular to think about include the impact supply management has on prices, on availability, and on farm income stability.

Once you have thought about the issues, write two short letters to the federal minister of Agriculture and Agri-Food in Ottawa expressing your views. Write one letter for each person identified above. Explain whether or not you support the decision to eliminate supply management in the table egg industry and give your reasons. Explain how the decision will impact you personally.

Address your letters to the current minister of agriculture. As of April 20, 2010 it was Gerry Ritz. Check the Ministry of Agriculture and Agri-Food website (http://www.agr.gc.ca/index_e.php) to see if the minister has changed. If it has, address your letter to the new minister.

How to format your letters

See this sample for how to format your letters.

Include the following address in the heading of your letter:

Agriculture and Agri-Food Canada
1341 Baseline Road
Ottawa, Ontario K1A 0C5

Marking Guidelines:

- Letter is formatted as shown in the sample letter (5 marks—1 mark deduction for each error)

Assign 2.1: Agricultural Subsidies

1. Define each of these terms in your own words.
 - a. Subsidy (2 marks)
 - b. Countervailing measure (2 marks)
 - c. Dumping (2 marks)
2. You are a member of the WTO's Dispute Settlement Body. Read each of these cases then decide whether it is a green light subsidy or a red light subsidy. In making your decision for each case, think about who benefits by the action. Is it only farmers or is it the general public? Also think about unintended consequences. What are potential reactions on other countries?

- a. There is a surplus of wheat on the Canadian market. The federal government buys a large amount of it and donates it to northern Africa to help offset mass starvation.

Is this a green light subsidy or a red light subsidy, and why? (3 marks)

- b. Farmers in Appletopia employ a lot of seasonal workers from Mexico to harvest crops. The farmers have to pay the workers' airfare and provide them with on-farm housing at the farmers' expense when they get here. The farmers ask the government to pay for and build the housing. The government agrees. The housing program only benefits the workers who live in them. Meanwhile, back in Canada, our apple growers also employ workers from Mexico, but our farmers have to pay to build on-farm housing. The average farm invests \$300,000; a huge additional expense for many farmers. Some apple growers can't afford to build the houses so they can't bring in the workers from Mexico—their apples end up rotting in the fields due to lack of workers.

Is the government's decision to build the workers' housing a green light subsidy or a red light subsidy, and why? (3 marks)

Assign 2.1: Design an Agri-tourism Promotion

Pretend you are a farmer or rancher in BC. Develop a promotion that markets your operation as an exciting, can't-be-missed agri-tourism experience.

Your promotion must include text and images (drawings and/or digital photographs). It must also include:

- The name of your farm or ranch
- Where you're located
- What your agri-tourism experience is (what you have for people to see, do, taste, purchase, etc.)
- Prices
- Hours of operation
- Contact information
- One or more graphics and/or digital photographs of your operation. Create these yourself or acquire them from another source and properly cite them in your promotion. Visit *Module 2 Section 1 Lesson C* in the *Sustainable Resources 12: Agriculture Companion Website* (<http://www.openschool.bc.ca/courses/agriculture/ag12v03/mod2.html>) for information on how to cite images from the Internet.

Resources

Looking for ideas? There are LOTS of great agri-tourism operations on the Internet you should check out. A good website to get you started is *BCATA Test Page* (<http://www.agritourismbc.org/farms.htm>). Agri-tourism operations are organized by region or by type of service offered (e.g., food and wine, markets, and farm stays). Check several examples from the different regions and/or categories to get a feel for what is offered in BC, and how a good agri-tourism operation is promoted.

As you look at the examples, pay close attention to the ways they try to persuade you to visit them. How is the language phrased to draw you in? Are the photographs or graphics appealing? What is it about each of them that makes you want to try them out?

Try to incorporate some of these feelings into your own promotion. Remember, the goal is to run a successful business, and to do that you need to appeal to your customers.

Format

There are many ways you can present your promotion, but whichever method you choose, be sure the end product is both visually appealing and says the right things to bring people to your door. You want your promotion to stand out from the crowd.

Some possible formats are:

Assign 2.1: Show Me the Money

Shukla owns a five-acre farm near Creston, BC. Four acres of the farm are used to produce strawberries for commercial sale. The following financial report details the revenues and costs for Shukla's operation last year. Study the information closely then answer the questions that follow.

REVENUE	
41,744 lbs of strawberries @ \$2.66/lb	= \$111,039.05

DIRECT COSTS	
Fertilizer	\$525.00
Manure	\$200.00
Weed control	\$287.20
Insect control	\$230.80
Disease control	\$1,315.20
Machinery: Fuel	\$264.00
Machinery: Repairs and maintenance	\$500.00
Irrigation	\$460.00
Integrated pest management	\$220.00
Truck rental / operating costs	\$1,335.84
Driver wage	\$601.12
Fuel	\$400.76
Packaging	\$10,436.24
Machine labour	\$700.56
Production labour	\$1440.00
Harvest labour	\$22,959.20
Miscellaneous	\$1400.04
TOTAL DIRECT COSTS	
GROSS MARGIN (REVENUE – TOTAL DIRECT COSTS)	

INDIRECT COSTS	
General items (e.g., accounting, insurance, property taxes)	\$16,600.00
Short term and immediate term debt (e.g., operating loan, machinery, and equipment)	\$6,088.00
Long term debt (mortgage)	\$7,200.00
Depreciation	\$9,198.00
Salary for owner or manager	\$12,000.00
TOTAL INDIRECT COSTS	

PROFIT	
GROSS MARGIN – TOTAL INDIRECT COSTS	

Assign 2.2: Agricultural Trends

Introduction:

As you learned in Lesson A, the foods we eat are changing. There are many reasons for this, and many implications as well.

To learn more, go to your **Module 2 Source File** and read “*What’s in your grocery cart?*”

Instructions:

Answer these questions based on what you’ve learned.

1. Look closely at Column 4 of Table 1 (i.e., percentage change in amount of land cultivated per vegetable class since 1991).
 - a. Which two classes of vegetables have experienced a percentage decline since 1991? (2 marks)
 - b. Which two classes of vegetables have experienced the greatest percentage increase since 1991? (2 marks)
 - c. Are the classes with the largest percentage increases really the most popular ones overall? Why or why not? Consider the information in Column 3 (Area in 2001) before answering this question. (3 marks)
2. In your own words, identify and describe the four factors that are driving the shift in vegetables consumers are demanding. (8 marks)
3. Choose a food item from each category (Outstanding, Significant Growth, etc.) in the following table. For each item, suggest one reason why you think it is forecasted to increase or decrease in popularity. Consider what you learned from the Statistics Canada article when you answer this question. (10 marks)

Assign 2.2: The Ins and Outs of Organic Farming

Introduction:

Go to your **Module 2 Source File** and read "*There's more to organic farming than being pesticide-free.*"

Instructions:

Answer these questions based on what you've learned.

1. What is organic farming? Summarize the appropriate information from the article in one clear definition. (3 marks)
2. In your own words, explain how the organic certification process works. (2 marks)
3. Why do organic foods cost so much? (2 marks)
4. Give five reasons why organic foods are becoming more popular. (5 marks)
5. To complete this next activity you will need to take a trip to your local grocery store or market.
 - a. Choose five items from the produce section that are available in both organic and conventional varieties. Write the name of each food item and the price (per unit, or per lb or kg) in the table below.

Food item	Conventional price	Organic price

- b. Are all of the organic prices higher than the conventional ones? Why or why not? (2 marks)

Assign 2.2: Buying Local

1. In your own words, describe three reasons why imported foods are popular in BC. (3 marks)

2. In your own words, give three reasons why we should be concerned about importing our foods from faraway places. (3 marks)

3. Choose three foods or food products (in cans or boxes) that you normally eat. Include at least one fresh item.
 - a. Research where each food comes from. If it doesn't tell you on the display at the store or on the food label, ask someone at the store where it comes from. Find out as well if the food was grown or processed there or if it was imported from somewhere else first. You need to find out where each food *started* then trace its entire path to your store.

 - b. Calculate the number of miles or kilometres that each food or food product travelled from the original farm to your community. (3 marks)

 - c. Prepare a poster of your findings. You should include a map of the world showing the location where each food originated and an arrow showing its path to your community. (6 marks)

Assign 2.2: Planning a 100-Mile Meal

Make a menu for a meal that uses only food that is raised or grown within 100 miles (160 km) of your home. Describe each of the foods you are using and where it is raised or grown. If possible, include the name of a specific farm where the food might come from. Include a minimum of five foods on your menu, one of which must be a beverage.

Create your menu on by hand on blank paper or electronically using a program of your choice (e.g., word processing program with embedded images or ClipArt, or a graphics program like Photoshop).

Evaluation Guidelines

- Menu is attractively designed with creative use of fonts, colours, graphics, or other visual elements. Type *restaurant menus* into a search engine to see examples that you might model. (4 marks)
- Menu includes a hypothetical name and an address for your restaurant at the top. This is so your teacher can confirm you've stayed within your 100-mile / 160 km radius. (1 mark)
- Each food item plus its description (i.e., what it is, where it comes from, and price) is presented on a separate line or set of lines. (5 marks)

Resources

Visit the *Sustainable Resources 12: Agriculture Companion Website* (<http://www.openschool.bc.ca/courses/agriculture/ag12v03/mod2.html>) to research for your menu. Under *Module 2 Section 2 Lesson C* you will find a series of links to 100 Mile Diet Websites. Visit several of these sites to see what local food items are available in BC. There is also a link to a site where you can calculate your 100-Mile radius. Visit this site and determine how far away you can source your food items. Remember, you can't go past 100 miles (160 km) in any direction!

Total

10 marks

(1 mark deduction for each item that exceeds the 100-mile /160 km radius.)

Assign 2.2: Food Safety

Complete **one** of the following options.

Option A: Research a Food-Borne Illness

Research one of the following food-borne illnesses and write a maximum 500-word report on what you've learned:

1. Salmonellosis
2. Bovine Spongiform Encephalopathy (Mad Cow Disease)
3. E. Coli
4. Listeriosis

Your report must include:

- a description of the food-borne illness (what it is, causes, and symptoms)
- details on one or more incidents/outbreaks of this illness that have made the news in recent years
- information on how the food-borne illness can be prevented or controlled
- a list of references showing where you acquired your information

Evaluation Guidelines

Your teacher will use the following guidelines to mark your work.

Details: (10 marks)

- Your report is thorough and factually correct.
- You have a clear understanding of the topic.

Mechanics: (5 marks)

- Your writing is free of major errors in spelling, sentence structure, grammar, and organization.

Citations: (5 marks)

- Your report contains a list of the references you used in researching your topic.

Go to the *Sustainable Resources 12: Agriculture Companion Website* (<http://www.openschool.bc.ca/courses/agriculture/ag12v03/mod2.html>) for suggestions on places you can look for information, and for details on how you need to cite your sources in your reference list. These links are found in *Module 2, Section 2, Lesson D: Food Safety*.

Assign 2.3: Careers in Agriculture

Complete Parts A and B.

Part A: Create a Job Posting

In Lesson A you learned that agricultural careers can be organized into four categories: Health, Economy, Food, and Environment. Pretend you are an employer with a job opening in one of these four career areas (your choice). Create a job posting advertising the position. Include the following in your posting.

- Name of the position
- Type of work involved
- Qualifications needed (i.e., formal education and / or work experience)
- Salary or wage offered (based on current market conditions)
- How to apply for the job

Resources

Review the video clips on the *Fields for Your Future* DVD for some careers that interest you. Then type these into your favourite search engine to learn more about them. Choose the one that interests you the most then write the job posting for it.

Another place you can look for ideas is the **Module 2 Source File**. Check out the *Agriculture Career Profiles* to see if any of them interest you.

You might also find some good ideas on the *Sustainable Resources 12: Agriculture Companion Website* (<http://www.openschool.bc.ca/courses/agriculture/ag12v03/mod2.html>). *Module 2 Section 3 Lesson A* has links to many useful career-related websites. Be sure to also visit the links that show how to write a job posting. Your job posting must follow a similar format.

Part B: Write a Cover Letter

You do not need to create a resume for this part of the assignment. In the real world, though, it would be required.

Pretend you're applying for the job you posted in Part A. Write a cover letter describing:

- The job you're applying for
- What your qualifications are (i.e., formal education, training, work experience) and where you earned them
- Why the job interests you
- Why you're the best candidate for the job

Resources

Assign 2.3: Farm Safety

Complete Option A or Option B. **Do not complete both.**

Option A: Create an Agriculture Safety Checklist

Create a safety checklist for employers in the agriculture industry. This checklist must identify ten conditions or actions that employers must take to ensure the working environment is safe for everyone involved.

The items on your checklist must be based on information in the Occupational Health and Safety Regulation (OHSR). This can be found online at <http://www2.worksafebc.com/Publications/OHSRegulation/Part28.asp>. Each item on your checklist must also be written in your words, and appear in the form of a question.

Example:

This example is from section 28.4 of the OHSR.

GENERAL CONDITIONS

Are bridges and culverts under roadways on the farm or ranch strong enough to support the heaviest load that will cross them?

Yes?

No?

Evaluation Guidelines

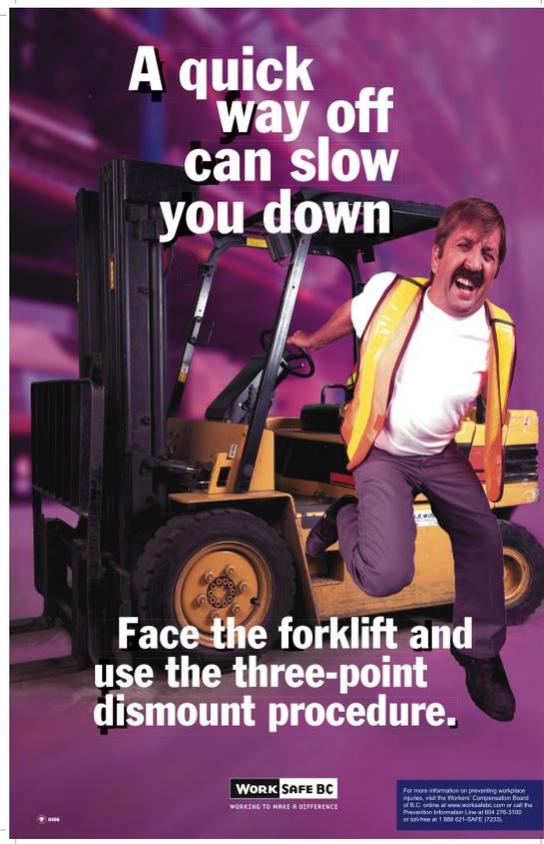
Conditions or actions are specific to agriculture (based on Part 28 of the Occupational Health and Safety Regulation), are accurate, and are in your own words in the form of a question. (2 marks each)

Total 20 marks

Option B: Create an Agriculture Safety Poster

WorkSafeBC is the organization responsible for developing work safety regulations in the province. They also investigate workplace accidents to see if those regulations have been followed or if they've been violated.

WorkSafeBC produces many publications on workplace safety. This includes safety posters for a number of different professions. An example is included below. You can see other examples online at <http://www.worksafebc.com/publications/default.asp>.



Using these examples for inspiration, create a safety poster for a specific job and situation in agriculture. Your poster must include the information described below.

- Poster includes a drawing or photograph of a potentially hazardous event in agriculture. For ideas, you will need to refer to Part 28 of the Occupational Health and Safety Regulation at <http://www2.worksafebc.com/Publications/OHSRegulation/Part28.asp>.
- Poster includes a phrase or one-sentence text title at the top (like in the example above) plus a one-sentence description of the safe procedure that must be followed. This information is also to come from Part 28 of the Occupational Health and Safety Regulation.

Evaluation Guidelines

Marks will be awarded as follows:

- knowledge of safety issues on farms and ranches (10 marks)
- eye-catching design (10 marks)

Total 20 marks

See the *Sustainable Resources 12: Agriculture Companion Website* (<http://www.openschool.bc.ca/courses/agriculture/ag12v03/mod2.html>) for tips on how to write a cover letter and to see some examples to model.

Marking Guidelines

Part A: Create a Job Posting

Requirement	Marks
Name of the position appears at the top of the posting	/1
Company name, background, address, etc., is provided (real or make believe)	/2
Accurate and thorough description of the job is provided (it is clear you have researched the position and understand what's involved in it)	/4
Qualifications (formal education and /or work experience) are clearly described and accurate	/3
Salary or wage is included and is reasonable given current market conditions (you will need to research this and give an appropriate dollar value)	/2
Details on how to apply for the job are provided at the end of the posting	/1
Job posting has an authentic feel to it (follows a format similar to ones seen in the real world)	/2
TOTAL	/15

Part B: Write a Cover Letter

Requirement	Marks
Letter begins with a mention of the position you're applying for	/1
Your qualifications (i.e., formal education, training, work experience) and where you earned them are clearly described and relevant to the position	/4
Why the job interests you is mentioned (spend some time on this—after all, the idea is to start thinking about careers now!)	/2
Why you're the best candidate for the job—talk about your other attributes as well (hard working, willing to learn, etc.—build yourself up!)	/2
Cover letter follows typical format seen in the real world (model yours after the examples listed on the <i>Sustainable Resources 12: Agriculture Companion Website</i>)	/1
TOTAL	/10

Option B: Research the HACCP Program

One of the Canadian Food Inspection Agency's most important tasks is to help food-related enterprises (farms, restaurants, etc.) develop Hazard Analysis Critical Control Points Plans. HACCP plans identify points in a food production, processing, or handling where food safety might be compromised. Strategies for minimizing the problem and dealing with it should it occur are also part of a HACCP plan.

Research the details of a HACCP plan. Explain the seven steps of the plan in detail. (20 marks)

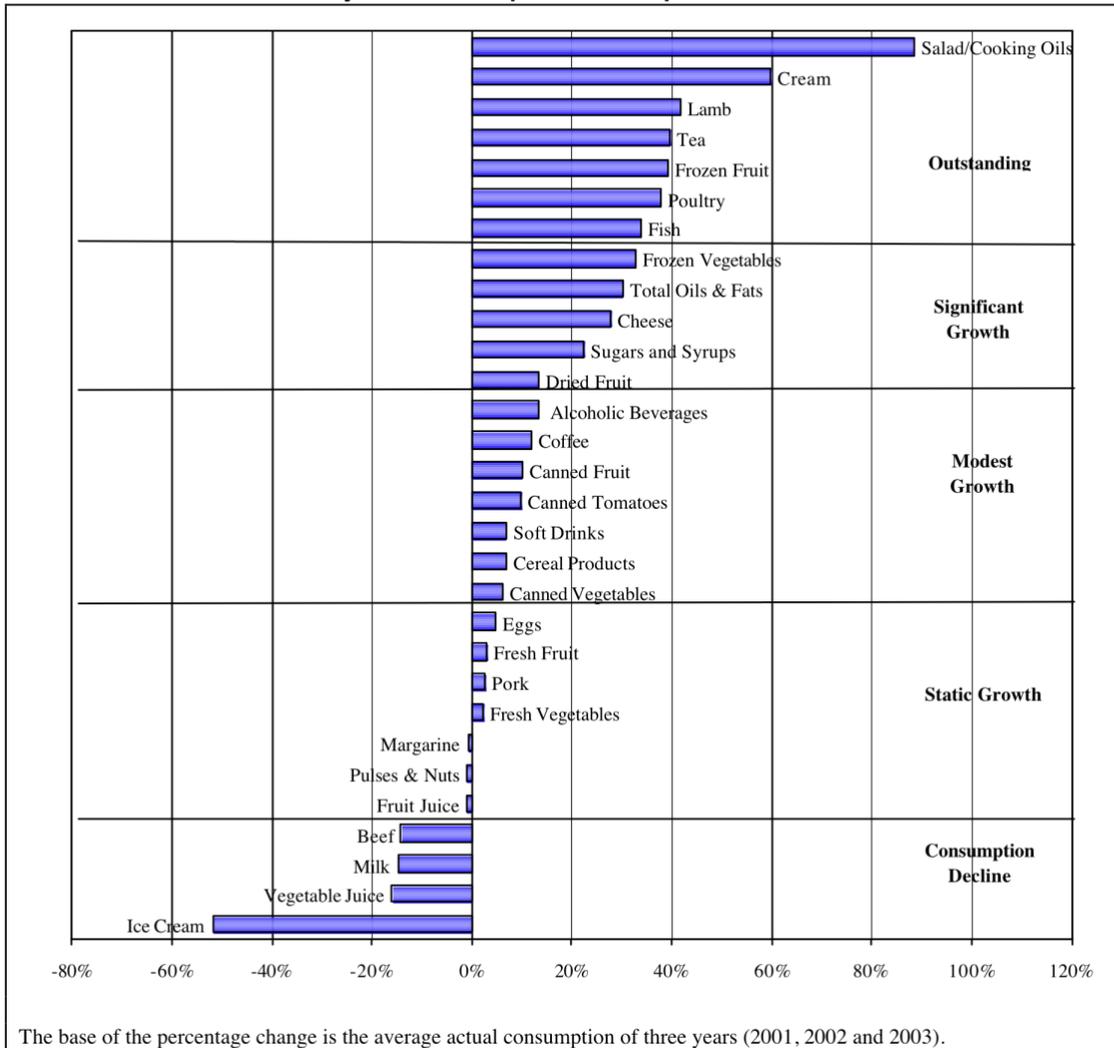
Total

20 marks

- c. You are on a limited budget. Would you be willing to pay the extra price for organic foods such as these or would you stick with conventional varieties? Explain your reasons. (3 marks)
6. Some people would argue that the costs of organic versus non-organic foods go beyond just the dollars spent. What do you think this means? (3 marks)

Total 20 marks

Projected Per-Capita Consumption to 2020



- Keep a food diary for three days. Record every type of food you eat (brand names aren't necessary) and the number of times you ate it. Have a parent, grandparent, older relative, or older neighbour do the same. At the end of the three days, compare the two diaries. What similarities and differences do you notice? Why do you think these similarities and differences were there? Were you surprised by what you found? Write a reflection of 1–2 paragraphs describing your findings and your feelings. Include your diaries and comparisons with this assignment then submit it to your teacher for marking. (10 marks)

Questions:

1. What is the total of all his direct costs? (2 marks)

2. What is Shukla's gross margin? Subtract his direct costs from his total revenue to find out. (2 marks)

3. What is the total of all his indirect costs? (2 marks)

4. Did Shukla earn a profit, and if so, how much? If not, how much did he lose? (2 marks)

5. A cold spring has reduced the strawberry yields in Creston. Fewer local strawberries are available than the market wants. What effect would this have on local strawberry prices, and how would it affect Shukla's profit margin? (3 marks)

6. Look at Shukla's direct costs. In your opinion, can any of them be eliminated or reduced, and if so, which ones? Explain your answer in a well thought-out paragraph. (3 marks)

7. Fill in the blanks with the best term from the lesson. (6 marks)
 - a. Owen earned more than he spent last year. He made a _____.
 - b. Sasha made \$23,000 in egg sales last year. This will help her determine her _____ for the coming year.
 - c. The money Sasha made is sometimes referred to as _____.
 - d. Tran's expenses are spiraling out of control. He sits down with his accountant to find ways to cut specific expenses. These expenses are also known as _____.
 - e. Anoop's harvester is worth less every year because it's starting to wear out. The loss in value of equipment or machinery is called _____.

f. Rhonda realizes that farming is tough business and that if she hopes to succeed she needs to have a good record of her expenses and how much money she brings in. In other words, she needs to develop a _____.

- Webpage
- Word processing program
- Slideshow presentation (e.g., PowerPoint) with text and/or narration
- Video podcast with narration

Visit the *Sustainable Resources 12: Agriculture Companion Website* (<http://www.openschool.bc.ca/courses/agriculture/ag12v03/mod2.html>) for some specific tools you could use to build your promotion. You have lots of great choices!

Marking Guidelines

- Your agri-tourism promotion contains all of the following:
 - The name of your farm or ranch (1 mark)
 - Where you're located (1 mark)
 - What your agri-tourism experience is (what you have for people to see, do, taste, purchase, etc.) (5 marks)
 - Prices (1 mark)
 - Hours of operation (1 mark)
 - Contact information (1 mark)
- Description of your operation is clearly written with few or any errors in spelling, grammar, or writing mechanics (5 marks)
- Description of your operation is appealing and persuasive—you have marketed yourself well (5 marks)
- Images (graphics and/or digital photographs) are attractive and appropriate for your promotion (5 marks)
- Graphics taken from other sources have been properly cited to give credit to the original author/creator (5 marks—1 mark deducted for each error)

- c. You are a ruler of a far-off tropical country. Twenty foreign rose growers come to you with an economic proposal. They say that if you build a new airport that can accommodate larger jets, they will invest millions of dollars in your country growing roses. This airport will allow the growers to ship their roses more quickly to international markets. The airport will also benefit the general public. You build the airport and the rose growers flock to your country. Due to your country's lower labour costs and climate, they soon corner the world rose market and drive rose growers in Canada and Europe out of business.

Is the government's decision to build the new airport a green light subsidy or a red light subsidy, and why? (3 marks)

- d. Farmer Brown grows rutabagas in Abbotsford, BC. He goes to the local government office where, for \$120 per hectare, he buys crop insurance. This insurance will pay him money if his yields drop below the average rutabaga per hectare figure. In a complete disaster, the insurance will pay for all of his input costs.

Is the crop insurance a green light subsidy or a red light subsidy, and why? (3 marks)

- e. Appletopia decides to expand into cherries. Their federal ministry of agriculture decides to add a cherry researcher to their apple research program. He is provided with a lab, research assistant, and land to conduct research trials to develop new varieties suited to Appletopia's unique climate and trade situation. Within ten years, Appletopia has developed ten new cherry varieties. These varieties enable Appletopia's farmers to double production and corner the worldwide early and late season cherry markets. Appletopia's growers make huge profits. They are also able to obtain the patent for the new varieties; sales will go towards more cherry research or even other tree fruits.

Is this research funding a green light subsidy or a red light subsidy, and why? (3 marks)

- f. For years your country's wine industry has produced mostly heavy red wines. Consumers now overwhelmingly want fruity whites. Producers are eager to make the switch to fruity whites, but it will take years (with no income) to grow the new varieties of grapes, to change production methods, and to market the new products. The wine producers approach

the government for help. They have several options for the government to consider, two of which are included below.

- i. Implement a national supply management system for grapes and wine. Grower would receive a reasonable rate of return and would be able to invest in new varieties and production systems. Imports would either be restricted or heavily taxed.

Would this be a green light subsidy or a red light subsidy, and why? (3 marks)

- ii. Implement a program that encourages growers to replant new varieties in a the new production systems. Growers will receive 75% of their costs back from the government.

Would this be a green light subsidy or a red light subsidy, and why? (3 marks)

- iii. Develop a quality brand or logo for your country's wine, with set quality standards. In addition, launch a national marketing campaign to tell consumers about the wine's quality and the available selection. The government pays the costs.

Would this be a green light subsidy or a red light subsidy, and why? (3 marks)

Total
30 marks

- Letter is written from the point of view of a consumer or a table egg farmer (first person “I”)
- Letter clearly identifies the ways that supply management would impact the individual writing the letter. (10 marks)

Total

15 marks per letter x 2 letters = 30 marks

SAMPLE BUSINESS LETTER

301-24 Rail Road
Victoria, BC V5F 1B3

Header: Includes the return address of the sender and the date of writing.

October 18, 2005

Mr. Johan Kovak
89 Grandview St
Kelowna, BC V8Z 1Y1

Inside Address: Includes the name and address of recipient. May include job title and company name if applicable.

Salutation: Letter greeting.
Formal address: Dear Mr. Smith; *Informal address:* Dear Gina; *Unknown recipient:* Dear Sir/Madam; or To Whom It May Concern:

Dear Mr. Kovak:

This letter is to inform you of a product change at ABC Coffee Shop and Bakery. Beginning October 18, we will be carrying a new type of coffee cake from Cakes Select.

Please be advised that the new brand of coffee cake does contain traces of peanuts. If you or your family members have allergies to nuts, this coffee cake will not be safe for you to eat. ABC Coffee Shop and Bakery will ensure that this product does not come into contact with any of our nut-free pastries and desserts.

An ingredients list will be available for you to view at our shop. If you have any questions, please do not hesitate to contact me for more information.

Sincerely,



Paulo Ferrar
ABC Coffee Shop and Baker
Manager

Closing Signature:
Formal Signature: Sincerely, or Respectfully,
Informal Signature: Thanks, or Cheers, or something else friendly followed by a comma.

Hand sign your name.

Type your name. Include company name and title if not on letterhead.

Body: Letter's message.
Introduction: Why you are writing.
Body: Main points. One topic per paragraph and one idea per sentence. *Conclusion:* Request or course of action.