

MODULE 2: Why do people buy local food and where do they buy it?

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- *Understanding consumer motivations and locations
- *Reasons influencing if consumers buy local food
- *Buying local

Getting involved in the local food industry can be lucrative for producers. However, breaking into a new industry requires doing some homework first. This module introduces you to the local food purchasing habits of consumers. By having a better understanding of the factors that influence consumer purchasing of local food, you can create better communication and marketing strategies, which can make or break your new business venture.

By the end of this module, participants will be able to:

- 1. Identify motivators that encourage consumers to purchase local food.**
- 2. Identify barriers that deter consumers from purchasing local food.**
- 3. Generalize the locations where consumers buy local food.**
- 4. Recognize which local food items consumers are more likely to purchase.**
- 5. Identify your own local food products that are more likely to be purchased by consumers and incorporate this information into your promotional plan.**
- 6. Identify potential motivators, barriers and selling locations for each of your local food products and incorporate this information into your promotional plan.**
- 7. Identify possible strategies specific to your products that will overcome sales barriers and incorporate this information into your promotional plan.**

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Pertinent symbols and behaviors



Activity → This symbol denotes the start of an activity.

Italicized and indented text designates instructor material and does not need to be read as a script.

Materials you will need for this module:

- 2 easel pads or large white board for split group activity as well as instructor use
- Markers for easel pad or white board
- Pen or pencil for each participant
- Activity worksheets found at the end of the document
- Evaluations

Time for module presentation with activities

1 hour and 30 minutes

Begin Module

Slide 1 – Title

Hello. My name is _____. I work with the _____ and will be your facilitator for this presentation. Today we will be discussing reasons that people buy local food and where such purchases take place. I believe that you'll find this information enlightening and useful as you conduct your business in the future.

Slide 2 – Review

In our previous session we discussed the fact that Florida's more than \$8 billion local food industry is generally viewed in a positive manner. We also discussed that consumers generally hold perceptions that local food is fresh, safe, and of high quality. Perhaps one of the most important issues discussed is the fact that the definition of "local food" is not concrete. The definition varies with individual perception and changes with the season.

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Slide 3 – Preferences Quiz



Refer to Ice Breaker Worksheets found after the module portion of this document for instructions and materials.

The purpose of this icebreaker is to help you and the participants get to know each other.

Today, we will be working together on several exercises. Our first activity will be a way to help us get to know each other. I will ask you all a series of questions to determine your preferences between two specific items. You will show your preference by walking to the side of the room that is assigned to that opinion. I have marked this imaginary line in the middle of the room (show location) as the neutral point; please move to this area if you do not have a preference between the two items given. You are welcome to move to points along the spectrum if you only have a partial preference toward one of the items given.

Slide 4 – Preferences Quiz

Ask example question on slide and ensure that the participants understand directions.

Slide 5 – Preference Quiz

Ask all questions one at a time. After each question, recap the results, especially any unexpected results. You may want to allow one or two participants to explain their feelings on some of the questions if time permits.

1. Do you prefer to purchase food at a supermarket or a farmers market?
2. Do/would you prefer to grow tomatoes or strawberries?
3. Do you prefer to purchase milk from local dairies or from dairies in other states?
4. Do you prefer to sell your own produce at farmers markets or to distribution companies?
5. Do/would you prefer to sell sweet corn or kale?
6. Do you prefer to only market products you grow or do you also market products you purchase from others?
7. Do you look for labels indicating local food or do you disregard origin labels?
8. Do you put forth extra effort to buy local or do you prefer convenient markets regardless of food origins?

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Slide 6 – Agenda

Thank you for participating in the introductory preference quiz. In Module 2, we will be discussing the motivating factors that encourage consumers to purchase local food, as well as the barriers that deter consumer purchase. We will discuss the different locations where local food can be purchased, and the reasons why certain local foods are selected. There will be several group exercises that will allow everybody to think critically about the topics. At the end of the module, there will be a short evaluation.

Conner, D., Colasanti, K., Ross, R., & Smalley, S. (2010). Locally grown foods and farmers markets: Consumer attitudes and behaviors. Sustainability, 2(3), 742-756. doi:10.3390/su2030742

Zepeda, L., & Li, J. (2006). Who buys local food? Journal of Food Distribution Research, 37(3), 5-15. Retrieved at: <http://ageconsearch.umn.edu/bitstream/7064/2/37030001.pdf>

Slides 7 and 8 – Objectives

By the end of the module, you should be able to:

1. Identify motivators that encourage consumers to purchase local food.
2. Identify barriers that deter consumers from purchasing local food.
3. Generalize the locations where consumers buy local food.
4. Recognize which local food items consumers are more likely to purchase.
5. Identify your own local food products that are more likely to be purchased by consumers and incorporate this information into your promotional plan.
6. Identify potential motivators, barriers and selling locations for each of your local food products and incorporate this information into your promotional plan.
7. Identify possible strategies specific to your products that will overcome sales barriers and incorporate this information into your promotional plan.

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Slide 9 – Exercise A



Refer to Exercise A worksheets found after the module portion of this document for instructions and materials.

The purpose of this exercise is to help producers begin to understand consumer decisions regarding local food. Today you will help participants identify motivations that would prompt the purchase of local food. Conversely, you will also help the producers think about barriers that might interfere with consumer purchases of local food.

Based on your own food shopping, you may have made choices about purchasing local food. You probably have ideas about why people purchase local food and what types of issues might stop them from making these purchases. Exercise A will provide a platform to think through the motivations and barriers to purchasing local food. I will split everybody into small groups. Groups will either identify the motivators that encourage consumers to purchase local food, or the barriers that deter consumers from purchasing local food.

After 5 minutes, allow the reporter for each group to share the list and relevant insights. After both groups have reported, you should review the research results.

Slide 10 – Reasons Consumers Purchase Local Food

Consumers have many reasons for purchasing local food. Some of these reasons may apply to most markets where local food is available, while others may be valid only at some venues or apply to specific foods.



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Slide 11 – Motivation for Purchasing Local Foods

This slide shows us some of the purchasing motivations for local food found in research.

Review the motivations listed on the slides.

Ballute, A. K. and Berger, P. D. (2014). *Journal of Contemporary Issues in Business Research. THE PERCEPTIONS OF AND MOTIVATIONS FOR PURCHASE OF ORGANIC AND LOCAL FOODS.* , Vol. 3, No. 1, 1-18. ISSN 2305-8277 (Online), <http://jcibr.webs.com/Archives/Volume-2014/Issue-1-january/Article-V-3-N-1-082013JCIBR0037.pdf>

Adams, D. C. & Adams, DE-PLACING LOCAL AT THE FARMERS' MARKET: CONSUMER CONCEPTIONS OF LOCAL FOODS
A. E., *Journal of Rural Social Sciences*, 26(2), 2011, pp. 74–100.
<http://www.ag.auburn.edu/auxiliary/srsa/pages/Articles/JRSS%202011%2026/2/JRSS%202011%2026%20%2074-100.pdf>

Onozaka, Y., Nurse, G., & McFadden, D. T., *Choices, the Magazine of food farm and resource issues: Local Food Consumers: How Motivations and Perceptions Translate to Buying Behavior JEL Classifications: Q13, D12*
<http://www.choicesmagazine.org/magazine/article.php?article=109>

Pinchot, A., (September, 2014). *The Economics of Local Food Systems: A LITERATURE REVIEW OF THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF LOCAL FOOD.* Editor: Mary Vitcenda
<http://www.extension.umn.edu/community/research/reports/docs/2014-Economics-of-Local-Food-Systems.pdf>

Taylor, C. & Aggarwa, R. (September, 2010) *Motivations and Barriers to Stakeholder Participation in Local Food Value Chains in Phoenix, Arizona.* *Urban Agriculture magazine.* number 24.
<http://www.ruaf.org/sites/default/files/UA%20Magazine%2024%20sept2010web%2046-48.pdf>

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Slide 12 – Motivations for Institutional Buyers

The motivations for institutional buyers are similar.

Review the motivations listed on the slide.

Slide 13 – Barriers to Consumer Purchase of Local Food

There are also multiple reasons that individual consumers may elect to not purchase local food. Research has identified the following barriers:

Review the barriers on the slide.

Onozaka, Y., Nurse, G., & McFadden, D. T., *Choices, the Magazine of food farm and resource issues: Local Food Consumers: How Motivations and Perceptions Translate to Buying Behavior* JEL Classifications: Q13, D12
<http://www.choicesmagazine.org/magazine/article.php?article=109>

Pinchot, A., (September, 2014). *The Economics of Local Food Systems: A Literature Review of the Production, Distribution, and Consumption of Local Food*. Editor: Mary Vitcenda
<http://www.extension.umn.edu/community/research/reports/docs/2014-Economics-of-Local-Food-Systems.pdf>

Taylor, C. & Aggarwa, R. (September, 2010) *Motivations and Barriers to Stakeholder Participation in Local Food Value Chains in Phoenix, Arizona*. *Urban Agriculture magazine*. number 24.
<http://www.ruaf.org/sites/default/files/UA%20Magazine%2024%20sept2010web%2046-48.pdf>

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Slide 14 – Barriers for Institutional Buyers

Review the barriers on the slide.

Institutional buyers reported some of the same barriers as individual consumers. However, there are two unique challenges for the institutional buyer.

Inconsistent supply is an inconvenient issue for the consumer, but institutions that normally contract for products over a specific period may face shortages depending upon the local crop.

Additionally, many institutions have facilities and staff trained for foods that are canned or otherwise processed before arrival at the institution. New equipment or staff training might be necessary prior to the institution's move to local food.

Pinchot, A., (September, 2014). The Economics of Local Food Systems: A Literature Review of the Production, Distribution, and Consumption of Local Food. Editor: Mary Vitcenda
<http://www.extension.umn.edu/community/research/reports/docs/2014-Economics-of-Local-Food-Systems.pdf>

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Slide 15 – Where Consumers Buy Local Food

Consumers purchase local food from many different types of venues.

Regular retail chain stores such as Publix and retail bulk stores such as Sam’s Club often offer local food in season.

Specialty chain stores such as Whole Foods and local specialty stores also offer a variety of local foods.

Perhaps we may think of farmers markets, roadside stands, direct from farm outlets, and even family and friends as popular sources of local food.

CSAs (Community Supported Agriculture) are becoming popular in many areas of the country. CSAs are networks where individuals will pay a farm for a “share” in the coming crops or products.

Many individuals may purchase local food from multiple sources.

Goodwin, J. N. (March, 2013) Research Report Local Choice USDA & FDACS . UF/IFAS. Center for Public Issues Education in agriculture and Natural Resources.

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Slide 16 – Exercise B



Refer to Exercise B worksheets found after the module portion of this document for instructions and materials.

This exercise encourages participants to think about what local food they might purchase and why that specific food would be their selection. Knowledge of consumer preference will help producers make good decisions regarding marketing their products as local.

Now we will examine what types of local foods people purchase and why they select those specific foods. We will begin by doing an exercise that will have us thinking about this topic. Let's pretend for a moment. Think about heading to your favorite store, market or other outlet for local food. Think about what you would like to buy.

Read prompts from slide.

After 5 minutes, ask volunteers to share some of their results to facilitate short discussions about various reasons that may encourage consumers to purchase specific foods. Record group input on a white board or easel for all to view and for comparison to the research shared in the next slide.

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Slide 17 – Reasons Consumers Purchase Certain Local Food Products

Following group sharing, review the research listed on the slide, which gives reasons for consumer selection of local food products. Compare the research list to the list generated by the group.

A 2013 study by Goodwin examined the reasons consumers purchase certain local food products.

- Buying foods that you and your family members enjoy eating, as well as health benefits of the product are fairly obvious reasons to make a specific food selection.
- The concept of purchasing foods that one ate during childhood associates certain foods with good memories with family and friends. This concept may also prompt someone to try something they normally do not purchase but ate during childhood.
- Versatility also seemed to be a significant reason to purchase. Respondents preferred foods that can be prepared for a variety of dishes, used for multiple meals (breakfast, lunch, etc.), or eaten both raw and cooked.
- Other consumers mentioned that they consider the growing location and season when making purchases. However, these participants stated that these were secondary considerations.
- Adding color to the plate was also mentioned as some consumers feel this adds attractiveness to the meal.

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Slide 18 – Reasons Consumers Avoid Certain Local Food Products

Disliking the food is an obvious barrier to purchase. If the consumer or family members will not readily eat the food, purchase is unlikely.

Health issues also contribute to barriers. Food allergies, hard to digest foods, or foods that negatively affect health conditions (acidic foods, high sugar content, etc.) may be avoided.

Unusual foods such as carambola (star fruit), romanesco (cauliflower variant), or kohlrabi (a relative of the wild cabbage) are purchased only for novelty or by specific consumers familiar with the product. Most shoppers would not purchase unusual foods on a regular basis.

Some consumers also mentioned that they do not purchase food out of season. Some reported that cost was the issue, as out-of-season food was perceived as more expensive. Others felt the food was not appropriate out of season.

Excessive cost was also reported as a reason for not purchasing local food.

Information on why specific foods are purchased or not purchased can be found in:

Goodwin, J. N. (March, 2013) Research Report Local Choice USDA & FDACS. UF/IFAS. Center for Public Issues Education in agriculture and Natural Resources.

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Slide 19 – Exercise C



Refer to Exercise C worksheets found after the module portion of this document for instructions and materials.

The purpose of Exercise C is to start getting participants to think about marketing their own products. This is the first step toward helping them build a promotional campaign for potential customers.

Let's start thinking about what products you produce that might be the most popular and which may be less likely to be purchased.

On your worksheet, list your products you think would be most popular with consumers in the left column. Other foods you produce that might be less popular can be listed on the right.

Take a few minutes to complete your individual list. After the lists are completed we will begin to discuss communicating to customers about your specific products.



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Slide 20 – Exercise D



Refer to Exercise D worksheets found after the module portion of this document for instructions and materials.

The purpose of Exercise D is to start getting participants to think about marketing their own products. This is the first step toward helping them build a promotional campaign for potential customers.

It is now time to begin adding positive messages to your promotional plan for potential customers.

There are many motivating factors that may positively influence consumers to purchase your local food products. Your communication with potential customers may reinforce their motivations, call to mind a motivation they might not have considered, or prompt discussions that provide you with helpful insight into the customer's thinking.

On the Exercise D worksheet, please list the products you feel would be most popular in the left column. These are the products you noted from Exercise C. Then consider the reasons why consumers might be motivated to purchase those foods in the middle column. List the locations in the right column that might be best for selling each product.

You might want to refer to Exercise B to review information on motivations and locations. After the lists are complete we will share and discuss these ideas.

After participants have had time to complete their lists (about 5-7 minutes), ask volunteers to share some of their responses with the entire group. Record each response on a white board or easel for everybody to see. To save time, ask participants to only report out new or different motivations and locations rather than repeating those from others. You may want to add any relevant motivations or locations not reported. You can use the information from the discussion following Exercise B. Save your total class results for future discussions.

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Slide 21 – Effective Promotional Plan

So far in this module, we have discussed a great deal of information that can be incorporated into an effective promotional plan to use in consumer discussions about your products.

Yet, there is another side of the equation. The barriers we talked about earlier may have countermeasures. Overcoming or reducing the impact of these barriers may make significant contributions to your ability to market less popular products.

Slide 22 – Exercise E



Refer to Exercise E worksheets found after the module portion of this document for instructions and materials.

The purpose of Exercise E is to spur thinking about how to counteract the barriers producers feel are relevant to their products.

Our last exercise of the day will help you prepare to add information about possible barriers to your promotional plan. We will also start working toward strategies to reduce or eliminate these barriers.

Let's start Exercise E with each of you listing the foods you produce in the left hand column. You might want to refer to your list from Exercise C.

After this is complete we will divide the group into ___ (number you selected) discussion teams. The teams will brainstorm possible barriers for each food on members' lists. You may want to refer to your worksheet from Exercise A for ideas.

After completing the list of barriers, each team should discuss possible strategies for eliminating or reducing the impact of each barrier. When you finish your strategies, please select a member to report out for your team.

After each group has had about 10 minutes to complete the activity, begin group sharing. Record group findings on a white board or easel for everybody to reference.

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Slide 23 – Summary

Like your motivation information, your barriers and strategies can provide valuable data for your promotional plan. We will be talking about this information and your plan more in our next session.

Today's topics present a great deal to think about as we approach more work on the promotional plan that might help you reach the best marketing decision for your situation.

Review the summary on the slide.

At our next session we will discuss further development of a promotional plan for your products.

Slide 23 – Conclusion

Next pass out the promotional plan worksheet found in overview document and instruct participants to fill out the section corresponding to Module 2.

Please distribute your evaluation at this point and designate a collection point. If you wish for your participants to complete an electronic evaluation they can complete the evaluation at this link https://ufl.qualtrics.com/SE/?SID=SV_8HOPHhD6q3ql4C9. In the electronic evaluation, the participants will be required to enter the name of their instructor as well as the date that they completed the workshop. You can obtain the results of the electronic evaluation by emailing piecenter@ifas.ufl.edu or calling 352-273-2598. For questions contact Dr. Joy Rumble at jnrumble@ufl.edu or calling 352-273-1663.

END MODULE

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Icebreaker – Instructor Worksheet

Note: Purpose of icebreaker is to allow participants to get to know others in the group. This should facilitate group discussion and teamwork throughout the remainder of the module.

Materials: None

Time: About 5 to 15 minutes depending on number of participants (number of questions used can vary with time available)

Overview: Identify an imaginary line down the center of the room. You will ask the participants questions that compare two options. The far left represents “I strongly agree with one item” while the far right represents “I strongly agree with the other item.” People may stand anywhere across the room to indicate how strongly they feel about their preference. The middle of the room (on the line) represents a neutral position of “no preference.” There are no right, wrong, good or bad answers.

The instructor should point out interesting responses such as, we have a lot of strawberry producers or we have some producers who supplement their offerings with purchased produce.

Instructions to Participants

- Today we will be playing a preference quiz game.
- There are no right or wrong answers to the quiz, only preferences.
- The purpose of the game is to get to know the feelings of those here today.
- We have an imaginary line down the center of the room (show location).
- I will be asking you about your preferences between two things.
- Please move a distance away from the line that best indicates your preference. For extremely strong agreement go to the far side of the room. Neutral feelings go to the middle and less strong feelings to an appropriate distance from the line.
- Let's try one – I prefer Saturdays or Sundays. If you prefer Saturdays please move to the left of center with those having a strong preference moving to the left end. Those with a preference for Sunday do the same on the right side of the line. If you have no preference please stand in the center.

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Questions:

1. Do you prefer to purchase food at a supermarket or a farmers market?
2. Do/would you prefer to grow tomatoes or strawberries?
3. Do you prefer to purchase milk from local dairies or from dairies in other states?
4. Do you prefer to sell your own produce at farmers markets or to distribution companies?
5. Do/would you prefer to sell sweet corn or kale?
6. Do you prefer to only market products you grow or do you also market products you purchase from others?
7. Do you look for labels indicating local food or do you disregard origin labels?
8. Do you put forth extra effort to buy local or do you prefer convenient markets regardless of food origins?

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Exercise A – Instructor Worksheet

Note: The purpose of this exercise is to help producers begin to understand consumer decisions regarding local foods. Today you will help participants identify motivations that would prompt the purchase of local food. Conversely, you will also help the producers think about barriers that might interfere with consumer purchases of local food.

Materials:

- Easel pad for each of 2 groups
- Markers for each group

Time: 5 min for groups to form lists, 5 min. each for report out/discussion – 15 min. total

Instructions:

- Divide class into groups of 6 or less people.
- Ask each group to appoint a recorder and a reporter.
- The recorder will list group input on the easel pad for the group.
- The reporter will share the input with the other group explaining any insight they feel relevant.
- Assign half of the groups to make a list of motivators that would encourage consumers to purchase local foods. Assign the remaining groups to list barriers that might deter consumers from purchasing local foods.
- After input lists are complete, allow the reporter for each group to share the list and relevant insights.
- After all groups have reported, you should review the research results.

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Exercise B – Instructor Worksheet

Note: Knowing the reasons that consumers purchase certain products will help producers make good decisions regarding marketing their products as local. This exercise encourages participants to think about what local food they might purchase and why that specific food would be their selection.

Materials:

- Copy of participant’s Exercise B worksheet for each member of session
- Pen or pencil for each participant

Time:

- Approximately 5 minutes for individuals to complete the three columns of the worksheet
- 10 minutes to allow 4-5 volunteers to report their results

Instructions:

- Ask participants to think about going to their favorite store, market or other outlet for local food.
- Ask each individual to record 5 local food products they would purchase in the left column, the reasons they would select the products in the middle column, and on the right record the reasons they think consumers might purchase the local products.
- After 5 minutes, ask volunteers to share some of their results to facilitate short discussions about various reasons that may encourage consumers to purchase specific foods. Record group input on a white board or easel for all to view and for comparison to the research shared in the next slide.

Following the final report out, review the reasons research shows that consumers might use to make selections of local food products. Be certain to note any new reasons.

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Exercise C – Instructor Worksheet

Note: The purpose of Exercise C is to start getting participants to think about marketing their own products. This is the first step toward helping them build a promotional plan for potential customers.

Materials:

- Worksheet C for each participant
- Pen or pencil for each participant

Time: 4-5 minutes for each participant to complete the list

Instructions:

- Ask participants to think about the local products they produce.
- Ask each to list products he or she feels are most likely to be purchased in the left column.
- Instruct each to list other local food they produce that is less likely to be purchased in the right column.
- Following completion of the lists you will begin a discussion about communicating to customers about specific products.
- Sharing is not necessary for this exercise.

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Exercise D – Instructor Worksheet

Note: The purpose of Exercise D is to start getting participants to think about marketing their own products. This is the first step toward helping them build a promotional campaign for potential customers.

Materials:

- Worksheet D for each participant
- Pen or pencil for each participant
- Easel Pad or white board with appropriate markers for instructors

Time: 5-7 minutes for each participant to complete the list

Instructions:

- Ask participants to list their products most likely purchased in the left column (from Exercise C).
- Ask each to list the reasons why consumers might be motivated to purchase these foods in the middle column and the locations to sell this project in the right column. (Exercise B).
- After the lists are complete, ask participants to share the motivations for food purchases and possible market places.
- You should record motivations and locations on the main list for the class. This can be done on an easel pad or white board.
- To save time, ask participants to only report out new or different motivations and locations rather than repeating those.
- Add any relevant motivations or locations not reported. You can use the information from the discussion following Exercise B.
- Save your total class results for future discussions.

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Exercise E – Instructor Worksheet

Note: The purpose of Exercise E is to spur thinking about how to counteract the barriers producers feel are relevant to their products.

Materials:

- Worksheet E for each participant
- Pen or pencil for each participant
- Easel Pad or white board with appropriate markers for instructors

Time: Approximately 10 minutes for each team to complete their lists and 5 minutes to report out.

Instructions:

- Ask participants to list their products (from Exercise C) in the left column, barriers in the middle column, and strategies to overcome the barriers in the right column.
- Participants should discuss their content with others in small groups (approximately 2-3 people).
- After worksheets are complete, ask individuals to share some of their input with the entire group.
- You should record strategies to break down barriers on the main list for the class. This can be done on an easel pad or white board.
- To save time, ask participants to only report out new or different strategies rather than repeating the same information.

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Evaluation for Module 2

For the following statements, please answer by circling a number where 1=strongly disagree, 2= disagree, 3=neither agree nor disagree, 4= agree, and 5=strongly agree.

	Before Workshop					After Workshop						
a. I am comfortable identifying motivators that encourage consumers to purchase local food.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
b. I understand barriers that might hinder consumers from purchasing local food.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
c. I am aware of the types of locations where consumers go to purchase local food.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
d. I am aware of which local food products consumers are most likely to purchase.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
e. I can use my knowledge of motivators to help promote my products.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
f. I can use my knowledge of barriers to help promote my products.	1	2	3	4	5	N/A	1	2	3	4	5	N/A

What are the three most important things you feel you have learned in this module?

What have you learned from this module that you plan to implement in the next year?

The amount of time spent on this module was: Too Short Just Right Too Long
(Please circle one)

The amount of material covered in this module was: (Please circle one) Too Little Just Right Too Much