

LESSON 01

ENTREPRENEURSHIP INTRODUCTION

Overview:

Students will understand that entrepreneurs identify problems and create solutions that directly solve those problems. It is important that students understand that they are working toward completing the design challenge: create a socially responsible real food business using inspiration from the real food case studies and your Learning Garden. The real food business should be socially responsible and encourage healthy behaviors, promote a public service, and/or foster community awareness of real food.

Duration: 50/minutes

Objectives:

- ✓ Students will define the relationship between problems and solutions.
- ✓ Students will explain how solutions can be used to solve real food issues.
- ✓ Students will create definitions for real food and social responsibility.

Materials:

- 📖 Student Workbooks
- 📄 Lesson Slide Deck
- ✎ Pencil or Pen

Beforehand:

- Print and prepare Student Workbooks
- Review Lesson, Slide Deck, and Teacher Notes

Food Corps: https://www.youtube.com/watch?time_continue=182&v=c1GikRndSKs

Annie's: <https://www.youtube.com/watch?v=WJOo8YdnY-U>

Notes:

Teacher Notes:

Problem / Solution can be explained using the paradigm of cause and effect:

- **Cause:** Billy swung the bat
- **Effect:** Billy hit the ball
- **Problem:** CDs were hard to carry
- **Solution:** iPods were created

Lesson Vocabulary:

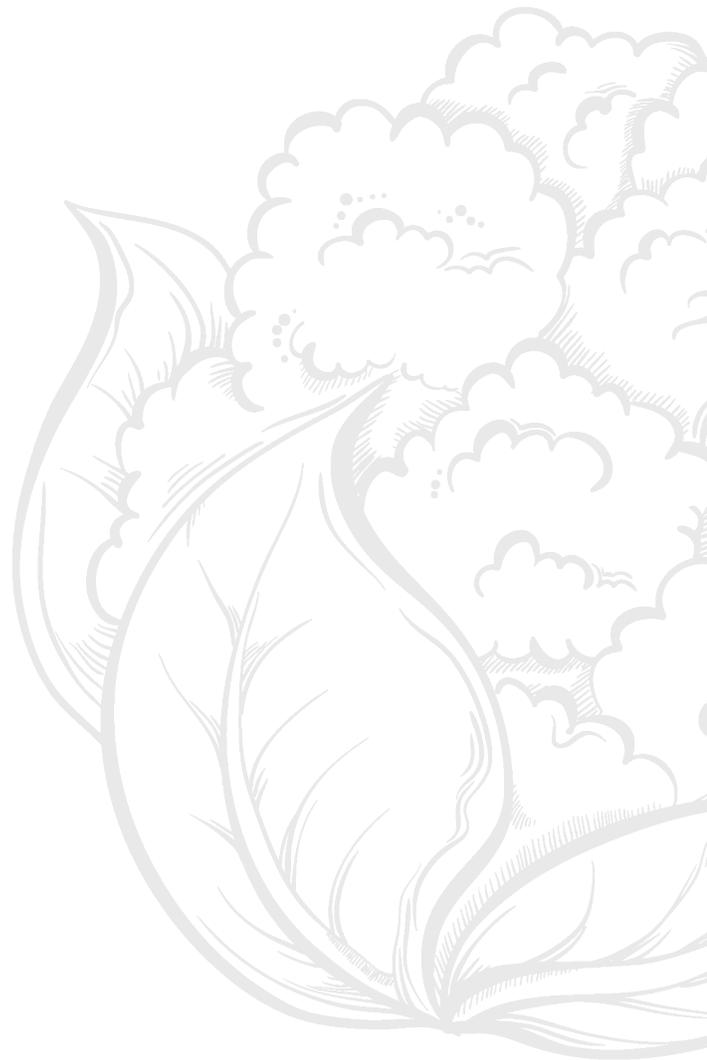
- **Real Food:** Food we trust to nourish ourselves, our communities, and our environment
- **Social Responsibility:** Businesses who operate with consideration for the triple bottom line (social, economic, and environmental issues)

01

INTRODUCTION (10 minutes)

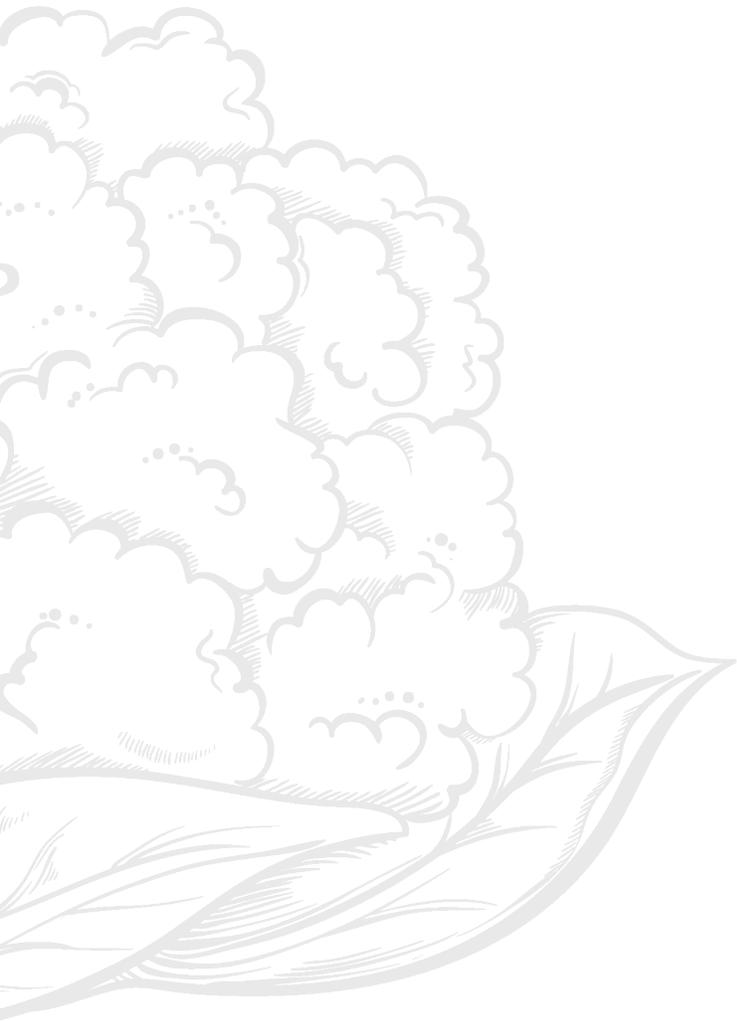
1. Welcome your students and tell the class that today we will start our first lesson in the Real Food Lab curriculum. Let them know that this curriculum will be followed up with a capstone classroom project and the opportunity to participate in a paid summer practicum.
2. Let your students know that during the curriculum, they will be introduced to the basics of entrepreneurship (note: if your students already understand the basics, adjust the language to reflect the depth of knowledge) and dive into the definition of **real food** and why **real food** is important to them and their communities.
3. Continue to introduce the curriculum by letting your students know they are now participating in a design challenge. The design challenge is to create a socially responsible real food business using inspiration from real food case studies and your Learning Garden. Your business concept should be one that is socially responsible and encourages healthy behaviors, promotes a public service, or fosters community awareness of healthy food choices.

Note: It is suggested that the design challenge concept is referenced daily. It is further suggested that a visual is created for students to reference on their own time.
4. Distribute the Student Workbooks and ask your students to turn to Lesson 1. Review today's Essential Questions and let your students know that we will be working on today's Bell Ringer. Ensure that all students have a Student Workbook and understand how to navigate it.
5. Give students 5 minutes to complete their Bell Ringer.
6. In today's Bell Ringer, students will be presented with a simple problem/solution scenario. Students will be asked to solve the problem by developing a business concept.
7. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers. Remember, students might not be off-base here. Use the problem/solution relationship, detailed in Teacher Notes, to guide students through the Bell Ringer scenario.



CLASSROOM LESSON (30 minutes)

1. Your students will be working in groups (**approximately 3 students per group**) throughout the curriculum. Break students into groups or let students select their group. Ask students to record their group member names on the page two of their Student Workbooks.
2. In student groups or individually, have students complete Steps 1 and 2 in their Student Workbooks.
3. In Step 1, students will identify 4 products and 4 services that they currently use. For each product and service, students will also identify the business that provides that specific product or service.
4. In Step 2, students will brainstorm the commonalities of the foods pictured. Give students 10 minutes to complete Steps 1 and 2.
5. After 10 minutes have passed, bring students together to discuss the food commonalities. Guide students, using a whiteboard or electronic board, by grouping and categorizing the foods pictured. Lead students to an understanding that the food pictured is real, whole, and unprocessed.
6. As a classroom, create a definition for real food. Student may use words and phrases like from the earth, healthy, natural, etc. Have students record the classroom definition in Step 3. Visually display this definition somewhere in your classroom.
7. Transition the classroom by introducing the two videos that showcase two real food businesses that provide either a product or a service. Define socially responsible and answer any questions about this definition.
8. View each video and have students complete Step 4 after they have viewed each video.
9. Connect the videos back to what students practiced in Step 1, identifying products and services. Annie's represents a product and Food Corps represents a service.
10. For each video, review the problem as a class and how the businesses are solving it.



STUDENT REFLECTION (10 minutes)

Ensure that students can define and explain the following terms:

- **Problem/Solution**
- **Product**
- **Service**
- **Real Food**
- **Social Responsibility**

Standards Alignment:

*See Real Food Lab Standards Alignment for additional details on each standard.

Entrepreneurship 9th - 12th Grade

- Entrepreneurial Processes - Discovery: A.01, A.02, A.03, A.04, A.05, A.08
- Entrepreneurial Process - Concept Development: A.09, A.11, A.16
- Entrepreneurial Process - Resourcing: A.23
- Entrepreneurial Process - Actualization: A.24, A.25, A.27, A.31, A.32, A.34
- Entrepreneurial Traits/Behaviors - Leadership: B.02, B.03, B.04, B.05, B.06, B.07, B.08
- Entrepreneurial Traits/Behaviors - Personal Assessment: B.12, B.14, B.15, B.16
- Entrepreneurial Traits/Behaviors - Personal Management: B.18, B.19, B.20, B.21, B.22, B.24, B.26, B.27
- Communication and Interpersonal Skills - Business Concepts: C.01, C.02, C.03, C.04, C.09
- Communication and Interpersonal Skills - Fundamentals of Communication: D.02, D.03, D.08, D.11

- Communication and Interpersonal Skills - Group Working Relationships: D.25, D.26
- Economics - Economic Systems: F.22
- Business Functions - Product/Service Creation: L.01, L.02, L.04, L.05

Common Core State Standards 9th - 10th Grade

- ELA - Writing: W.9-10.2, W.9-10.4
- ELA - Speaking and Listening: SL.9-10.1, SL.9-10.3, SL.9-10.4
- ELA - Language: L.9-10.1, L.9-10.2, L.9-10.6

Common Core State Standards 11th - 12th Grade

- ELA - Writing: W.11-12.2, W.11-12.4
- ELA - Speaking and Listening: SL.11-12.1, SL.11-12.3, SL.11-12.4
- ELA - Language: L.11-12.1, L.11-12.2, L.11-12.6