

LESSON 02

CASE STUDY PROBLEM & SOLUTION

Overview:





Students will use real food case studies to continue their investigation of the problem/solution relationship. After being introduced to the real food case studies, students will classify the real food case studies into either product- or service-based businesses. Students will accomplish this by reviewing the real food case study overviews and making notes in their Student Workbooks.

Duration: 50/minutes

Objectives:

- ✓ Students will be introduced to existing real food case studies.
- ✓ For each real food case study, students will determine the problem the business is trying to solve and its solution to that problem.

Materials:

-  Real Food Case Study Overviews, see Appendix III
-  Tape
-  Student Workbooks
-  Pencil or Pen

Beforehand:

- Print Real Food Case Study Overviews, 2-3 copies of each
- Tape Real Food Case Study Overviews throughout the classroom
- Gather Student Workbooks
- Review Lesson and Teacher Notes

Notes:

Teacher Notes:

Students will be introduced to all of the case studies before choosing a case study to focus on throughout the curriculum. Students will be working in groups with one case study. Encourage student groups to choose a case study that inspires them. It is okay if multiple groups have the same case study.

INTRODUCTION (10 minutes)

1. Ask for a student to raise their hand and restate the design challenge set forth during the first lesson. Ensure that students can articulate the design challenge concept.
2. After you've reintroduced the design challenge, instruct students to open their Student Workbooks to Lesson 2. Review today's Essential Questions and let your students know that we will be working on today's Bell Ringer.
3. Give students 5 minutes to complete the Bell Ringer.
4. In today's Bell Ringer, students will write a problem/solution statement for an existing real food business.
5. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers.
4. Give students 20 minutes to complete this task.
5. After 20 minutes have passed, ask students to sit down with the working group that they were assigned to in lesson 1.
6. Instruct each working group to review their real food case study notes. Students who were not able to complete the entire chart can use their peers' notes to complete their charts.
7. Give groups 10 minutes to complete this task.

CLASSROOM LESSON (30 minutes)

1. Introduce Step 1 in the Student Workbook to your students.
2. In Step 1, students will review all of the real food case studies and complete the chart under Step 1. For each real food case study, students will record the business name, if the business is a product or a service, what problem is being solved, and the solution to that problem.
3. Let students know that the real food case studies have been taped around the room. Note that multiple copies of each real food case study are taped to the walls to help expedite this activity. Have students move freely from case study to case study, or rotate groups on a timer.

STUDENT REFLECTION (10 minutes)

1. After 10 minutes have passed, instruct each group to select one real food case study. This case study will be the real food case study they focus on as a group for the rest of the unit, and it will be used as an inspiration for their real food business.
2. Have students record their real food case study name in Step 2 of their Student Workbooks.
3. Give groups 5 minutes to complete this task.
4. Have groups share their case studies and why they selected that case study.

Standards Alignment:

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

Entrepreneurship 9th - 12th Grade

- Entrepreneurial Process - 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 - Reading Informational text: RI.9-10.1, RI.9-0.3
- 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 - Reading Informational Text: RI.11-12.1, RI.11-12.3
- 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