

# LESSON 03

## CASE STUDY BUSINESS OPPORTUNITIES

### Overview:





Students will be introduced to the concept of a business idea versus a business opportunity. From there, students will read their real food case studies in their entirety and create a statement of opportunity that reflects the business that they are studying.

**Duration:** 50/minutes

### Objectives:

- ✓ Students will illustrate the differences between ideas and opportunities as defined by entrepreneurship norms.
- ✓ Students will become familiar with the basic business details of their real food case study.

### Materials:

-  Real Food Case Study Overviews, see Appendix III
-  Lesson Slide Deck
-  Student Workbooks
-  Pencil or Pen

### Teacher Notes:

Students will be reading their assigned real food case studies today. Selecting a classroom reading strategy is up to the teacher. Teachers may consider the following: SSR (sustained silent reading log), SQRRR (survey, question, read, recite, and review), Jigsaw method, or any other reading strategy.

### Beforehand:

- Print Real Food Case Study Overviews (each student should have a copy of their case study)
- Gather Student Workbooks
- Review Lesson, Slide Deck, and Teacher Notes

### Notes:

### Lesson Vocabulary:

- **Problems:** A problem that needs to be solved by a service or product
- **Changes:** A change in trends, laws, customs, etc., produces a new need or want
- **New Discoveries:** Creation of a totally new product or service
- **Existing Products or Services:** Creation of a totally new product or service
- **Unique Knowledge:** Creation of a totally new product or service

**INTRODUCTION** (10 minutes)

1. If needed, 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 3. 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 identify business opportunities and business ideas and highlight the differences between these two concepts.
5. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers.
4. Let students know that at the end of today's lesson their group will be expected to present their real food case study. Review Step 3 with your students. The presentation should be approximately 1-2 minutes long and it should detail the following: how this business demonstrates a business opportunity and not just a business idea, and what type of business opportunity the case study represents.
5. Give students 20 minutes to complete this task.

**CLASSROOM LESSON** (30 minutes)

1. Bring your students' attention to Step 1. Review the vocabulary with your students. Ensure students understand each type of business opportunity. Project the definitions or write them on the whiteboard, if needed.
2. Break students into their working groups and have students complete Step 2.
3. In Step 2, students will work in groups to annotate their real food case study and complete a graphic organizer with the following details: business name, problem and solution, and how this business demonstrates a business opportunity and not just a business idea.

**STUDENT REFLECTION** (10 minutes)

1. After 20 minutes have passed, let students know that it is now time to present.
2. Allow student groups to present for 1-2 minutes per group. Use a timer or clock if needed.
3. Students should keep their case study in a safe place, or you may collect the case studies. Students will need continued access to their 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, W.9-10.7
- 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