

# LESSON 04

## CASE STUDY & REAL FOOD CONNECTION

### Overview:








Students will use real food case studies to continue their investigation of the problem/solution relationship. They will also classify real food case studies into either product- or service-based businesses. They will accomplish this by looking at all of the case study overviews and making notes on their worksheets.

**Duration:** 50/minutes

### Objectives:

- ✓ Students will connect the definition of real food to their real food case study.
- ✓ Students will demonstrate a mastery of topics: real food, problem/solution, business opportunity.

### Materials:

-  Web Access
-  Lesson Slide Deck
-  Student Workbooks
-  Pencil or Pen
-  Coloring Materials
-  Tape
-  Poster Materials  
(Blank paper, poster paper, or PowerPoint slide/Google Slide)

### Beforehand:

- Gather Poster Materials, Coloring Materials & Tape
- Gather Student Workbooks
- Review Lesson, Slide Deck, and Teacher Notes

### Notes:

## INTRODUCTION (10 minutes)

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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 4. 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 review various definitions of **real food** and mark the definitions that they agree with. Use this time to reintroduce the concept of **real food**. These definitions came from entrepreneurs who shared their case studies. It is important to remind students that there is no wrong or right definition, but that everyone should have their own definition of **real food**.
5. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers.
4. In Step 2, students will be asked to create a real food poster that represents their case study.
5. In Step 3, students will view the other case study posters and complete a grading rubric for each poster. The rubric should help inform their work.
6. Give students 10 minutes to complete Step 1.
7. After 10 minutes have passed, have students move on the Step 2. Give students 20 minutes to complete Step 2.

## CLASSROOM LESSON (30 minutes)

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1. Break students into their working groups and distribute the appropriate case study to each group or ask students to retrieve their case studies.
2. Direct students to Steps 1, 2, and 3 in their Student Workbook. Review each step with students prior to stating the day's lesson.
3. In Step 1, students will be reviewing their case studies, pulling out information they deem to be illustrative of real food, and recording this information in their Student Workbooks.

## STUDENT REFLECTION (10 minutes)

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1. After 20 minutes have passed, have groups hang their case study posters in the classroom.
2. Instruct students to spend the last 10 minutes viewing each poster and completing the grading rubric in Step 3 in their Student Workbooks.
3. Students should keep their case studies in a safe place, or you may collect the case studies. Students will need continued access to their case studies.

## 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.30, 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.9-10.3
- 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