

LESSON 05

BUSINESS DEVELOPMENT #1








Overview:

Student groups will begin to outline an overview of their real food business, in line with the design challenge. Students should be given the flexibility to meet this challenge as they see fit, however, the design challenge must be met. Ensure that groups are solving a problem, embracing real food, and that their business is a viable opportunity and not just an idea.

Duration: 50/minutes

Objectives:

- ✓ Students will create real food businesses that meet the design challenge.
- ✓ Students should use the real food case studies as inspiration for their real food businesses.

-  Lesson Slide Deck
-  Student Workbooks
-  Pencil or Pen
-  Coloring Materials
-  Tape
-  Easel Paper, 2-3 pieces per group
-  Optional: Computer for final presentation deck.

Beforehand:

- Gather Easel Paper, Coloring Materials & Tape or PowerPoint slide/Google Slide
- Gather Student Workbooks
- Review Lesson, Slide Deck, and Teacher Notes

Notes:

Teacher Notes:

Students will be continuing to develop concepts of their real food business plan. The information they are developing will be used in their final presentation. You may choose to have student groups work directly on their final presentation decks in PowerPoint or Google Slides. Be sure to have students print their slides, post them in the classroom, and complete the silent gallery walk.

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 5. 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 start thinking of business opportunities that meet the design challenge criteria. From this list of ideas, students will work in groups to select a real food business opportunity to develop into a business plan.
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 participate in a silent gallery walk and will provide feedback in the form of questions to the other groups.
5. In Step 3, groups will review the feedback provided by their peers and discuss changes or adjustments they can make to their business concepts.
6. Give students 20 minutes to complete Step 1 using the easel paper to record their ideas.
7. While students are working, distribute sticky notes for the silent gallery walk. After 20 minutes have passed, review the instructions for the silent gallery walk and have students begin.
8. Give students 10 minutes to complete Step 2, the silent gallery walk.

CLASSROOM LESSON (30 minutes)

1. Break students into their working groups and distribute easel paper and markers to each group.
2. Direct students to Steps 1, 2, and 3 in their Student Workbooks. Review each step with students prior to stating the day's lesson.
3. In Step 1, students will work with their groups to design the initial concept of their real food business. Students will be asked to develop various components of their business and display those on their group's easel paper.

STUDENT REFLECTION (10 minutes)

1. After 10 minutes have passed, invite groups to collect their easel paper and spend the rest of class reviewing the feedback from their peers.
2. Groups should be encouraged to discuss changes or adjustments they need to make to their real food businesses.

Standards Alignment:

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

Entrepreneurship 9th - 12th Grade

- Entrepreneurial Processes - Discovery: A.07, A.08
- Entrepreneurial Process - Concept Development: A.09, A.11, A.16
- Entrepreneurial Process - Actualization: A.24, A.30, A.31, 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

- Business Functions - Product/Service Creation: L.02, L.04, L.06, L.07, L.08, L.09

Common Core State Standards 9th - 10th Grade

- 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 - 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