

# LESSON 10

## BUSINESS DEVELOPMENT #2

### Overview:





Students will share their real food business plans with the class in a style that best fits your classroom. Students will be asked to share feedback with their peers in an entrepreneurial manner, focusing on collaboration and communication. Encourage all students to be open to feedback and to adjust or pivot their real food business plans based on feedback. Stress that entrepreneurs must be open to making pivots in their ideas based on feedback.





**Duration:** 50/minutes

### Objectives:

- ✓ Students will summarize and present their real food business plans.
- ✓ Students will pivot, or adjust, their business plans based on feedback from their peers.

### Materials:

-  Lesson Slide Deck
-  Student Workbooks
-  Pencil or Pen
-  Coloring Materials

-  Supplies for presentations, as needed
-  Optional: computer for final presentation deck
-  Tape
-  Easel Paper, 2-3 pieces per group

### Beforehand:

- Gather Easel Paper, Coloring Materials & Tape (or PowerPoint slide/Google Slides)
- Gather Presentation Supplies (if needed)
- Gather Student Workbooks
- Review Lesson, Slide Deck, and Teacher 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 and omit using easel paper to depict their ideas.

### Real Food Business Plan Presentation Ideas:

- **Silent Gallery Walk:** Hang student presentation slides and have students silently walk around and offer feedback via sticky notes on each presentation.

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- **Gallery Walk:** Hang student presentations and have students walk around and offer feedback via sticky notes on each presentation. Allow for student discussion during the Gallery Walk.
- **Mingle, Pair, and Share:** Have students walk around and take notes about each presentation. After a specific amount of time has passed, pair up groups to offer each other feedback on their presentations.

- **Parallel Lines:** Pair up groups to offer each other feedback on their presentations. After a short amount of time, have groups rotate and continue the cycle.

## 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 10. 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 how their real food case study influenced and inspired their real food business.
  5. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers.
3. Give students 20 minutes to complete Step 1 using the easel paper to record their ideas.
  4. After 20 minutes have passed, review the instructions for the presentations and have students begin.
  5. Give students 10 minutes to complete their presentations.

## CLASSROOM LESSON (30 minutes)

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1. Break students into their working groups and let them know they will be working on Step 1 in their Student Workbooks.
2. In Step 1, students will create a visual presentation of their real food businesses.

## STUDENT REFLECTION (10 minutes)

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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 Process - Concept Development: A.09, A.11, A.16
- Entrepreneurial Process - Actualization: A.24, 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 - Fundamentals of Communication: D.02, D.03, D.08, D.11
- Communication and Interpersonal Skills - Group Working Relationships: D.25, D.26
- Business Functions - Marketing- Information Management: L.17, L.18, L.20
- Business Functions - Promotion: L.22, L.24, L.26

### 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