



**Duration:** 50 minutes

**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.

**Essential Question: What kind of business or event will we create using our Learning Garden?**

**Objectives – Students will:**

- Summarize and present their real food business plans to peers.
- Adjust their business plans based on feedback from their peers.

**Materials:**

- Student Workbooks
- Lesson slide deck
- Easel paper, 2-3 pieces per group
- Coloring materials
- Tape
- Supplies for presentations, as needed
- Pencil or pen
- Optional: computer for final presentation deck

**Beforehand:**

- Gather easel paper, coloring materials and tape (or PowerPoint slide/Google Slides)
- Gather presentation supplies (if needed)
- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

- 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.
  - **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.
- Students will continue developing concepts of their real food business plan. The information they develop 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.



### 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 11. Review today's Essential Question and Objectives.
3. Give students 5 minutes to complete the Launch, during which they will reflect on the way the case studies and other examples have shaped their own thinking about the real food business or event they will propose.
4. After 5 minutes have passed, ask for several students to share reflections.

### Classroom Lesson (30 minutes):

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.
3. Give students 20 minutes to complete Step 1 using the easel paper to record their ideas.
4. After 20 minutes have passed, pause the work and have students review their progress.
5. Give students 10 minutes to prepare to present their posters.

### 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 using one of the strategies listed in the Teacher Notes section. This is an important step since the students will soon transition to preparing their slide decks for the final presentation.
2. Groups should be encouraged to discuss changes or adjustments they need to make to their real food businesses.

