Duration: 50 minutes

Overview: Students will understand that entrepreneurs identify problems and create solutions that directly solve those problems. It is important that students understand that they are working toward completing the design challenge to create a socially responsible real food business using inspiration from the real food case studies and your Learning Garden. The real food business should be socially responsible and encourage healthy behaviors, promote a public service, and/or foster community awareness of real food.

Essential Question: How does entrepreneurship relate to our school garden and real food plan?

Objectives – Students will:
- Define the relationship between problems and solutions.
- Explain how solutions can be used to solve real food issues.
- Create definitions for real food and social responsibility.

Materials:
- Student Workbooks
- Lesson slide deck
- Pencil or pen

Beforehand:
- Print and prepare Student Workbooks
- Review lesson, slide deck, and teacher notes
- Cue product and service videos:
    - Food Corps: https://www.youtube.com/watch?v=c1GikRndSKs
    - Karen Washington: Garden of Happiness and BUG: Black Urban Growers: https://nationswell.com/karen-washington-urban-farm-advocate/

Teacher Notes:
- Problem/Solution can be explained using the paradigm of cause and effect:
    - Cause: Billy swung the bat. Effect: Billy hit the ball.
    - Problem: CDs were hard to carry. Solution: iPods were created.
- Lesson Vocabulary:
    - **Real Food:** Food we trust to nourish ourselves, our communities, and our environment.
    - **Social Responsibility:** Businesses that operate with consideration for the populations they serve (social, economic, and environmental issues). human or environmental well-being, while also generating profits for its owners or shareholders
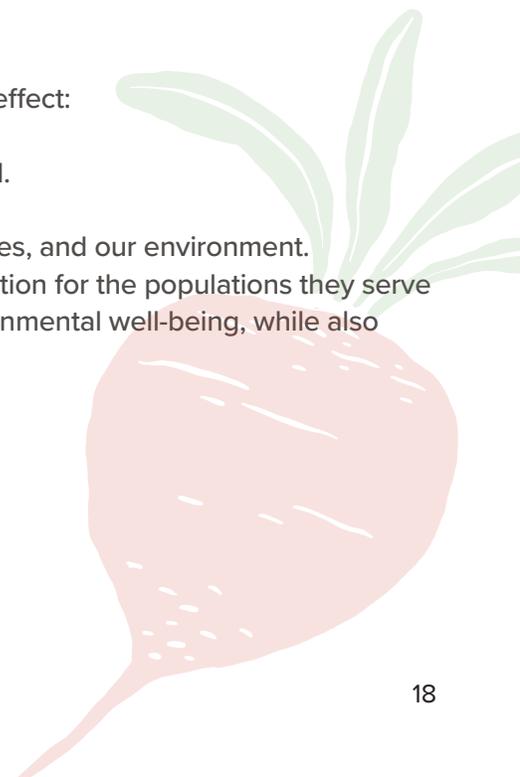
Introduction (10 minutes)

1. Welcome your students and tell the class that today we will focus on entrepreneurship and real food.

2. Let your students know that during the curriculum, they will be introduced to the basics of entrepreneurship (note: if your students already understand the basics, adjust the language to reflect the depth of knowledge) and dive into the definition of real food and why real food is important to them and their communities.

3. Continue to introduce the curriculum by letting your students know they are now participating in a design challenge. The design challenge is to create a socially responsible real food business using inspiration from real food case studies and your Learning Garden. Their business concept should be one that is socially responsible and encourages healthy behaviors, promotes a public service, or fosters community awareness of healthy food choices.

    NOTE: It is suggested that the design challenge concept be referenced daily. It is further suggested that a visual be created

4. Using the Student Workbooks, ask your students to turn to Lesson 3. Review today's Essential Question and allow students to begin their Launch. Ensure that all students have a Student Workbook and understand how to navigate it.

5. In today's Launch, students will be presented with a simple problem/solution scenario. Students will be asked to solve the problem by considering a business concept.

6. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers. Remember, students may need guidance here. Use the problem/solution relationship detailed in Teacher Notes to guide students through the Launch scenario.

Classroom Lesson (30 minutes)

1. Your students will be working in groups (approximately three students per group) throughout the curriculum. Break students into groups or let students select their group.

2. In student groups or individually, have students complete Steps 1 and 2 in their Student Workbooks.

3. In Step 1, students will identify four products and four services that they may need to solve the neighbor's problem.

4. In Step 2, students will brainstorm similarities among the foods pictured. Give students 10 minutes to complete Steps 1 and 2.

5. Bring students together to discuss the food similarities. Using a whiteboard or electronic board, guide students by grouping and categorizing the foods pictured. Lead students to an understanding that the food pictured is real, whole, and unprocessed.

6. As a classroom, create a definition for real food. Students may use words and phrases like from the earth, healthy, natural, etc. Have students record the classroom definition or characteristics in Step 3. Visually display this definition or parts of the definition somewhere in your classroom.

Classroom Lesson (30 minutes) Cont'd

7. Transition the classroom by introducing the two videos that showcase two real food businesses that provide either a product or a service. Define socially responsible and answer any questions about this definition.

8. View each video and have students complete Step 4 after they have viewed each video.

9. Connect the videos to what students practiced in Step 1, identifying products and services.

10. For each video, review as a class the problem and how the businesses or organizations are solving it.

Student Reflection (10 minutes):

Ensure that students can define and explain the following terms by using an exit ticket or other vocabulary review game or allow students to reflect on the prompt in their workbooks. Thus far, the terms that have been used or introduced in Real Food Lab include:

- Social Responsibility, Social Entrepreneurship, Social Enterprise, Stakeholder, Shareholder, Problem/Solution, Product, Service, Real Food

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