



## LESSON 4: CASE STUDY PROBLEM & SOLUTION

**Duration:** 50 minutes

**Overview:** Students will use real food case studies to continue their investigation of the problem/solution relationship. After being introduced to the real food case studies, students will classify the real food case studies into either product- or service-based businesses. Students will accomplish this by reviewing the real food case study overviews and making notes in their Student Workbooks.

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

**Objectives – Students will:**

- Analyze real food business case studies.
- Determine the problem(s) the business is trying to solve and its solution to that problem.

**Materials:**

- Real food case study overviews, see Appendix III (note: there are several case studies to choose from that include regional and national representation; ideally, students will choose a business they personally connect to).
- Tape
- Student Workbooks
- Pencil or pen

**Beforehand:**

- Print real food case study overviews, 2-3 copies of each
- Tape real food case study overviews throughout the classroom to create the gallery for the gallery walk
- Gather Student Workbooks
- Review lesson and teacher notes

**Teacher Notes:**

Students will be introduced to all of the case studies before choosing a case study to focus on throughout the curriculum. Students will be working in groups with one case study. Encourage students to choose a case study that inspires them. It is okay if multiple groups use the same case study.

**Introduction (10 minutes)**

1. 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 Question and Objectives.
3. Today's Launch is a group activity responding to a video clip.
4. Remind students that the purpose of watching the video clip is to determine the problem(s) that Sean Sherman is trying to solve with his catering business called The Sioux Chef. What are his solutions? Play the clip from The Sioux Chef: <https://www.youtube.com/watch?v=w-V0uZfzX4>.
5. Discuss student's responses to the problems and solutions used by the business. Note that The Sioux Chef is a for-profit enterprise, but Sean Sherman also founded a related nonprofit organization called North American Traditional Indigenous Food Systems, which works toward a similar mission, but with a different operating model: <https://www.natifs.org/>

**Classroom Lesson (30 minutes):**

1. Guide students into the next part of the lesson by describing the gallery walk. Students will walk around the room/gallery and select five of the real food case studies to review. After reading each case study, students will complete the chart under Step 1 by recording the business name, whether the business is a product or a service, what problems it solves, and what the solutions to that problem are.
2. Let students know that the real food case studies have been taped around the room. Note that multiple copies of each real food case study should be taped to the walls to help expedite this activity. Have students move freely from case study to case study, or rotate groups on a timer.
3. Give students 20 minutes to complete this task, allowing about 4 minutes per case study.
4. After 20 minutes have passed, ask students form groups of three students and sit with their groups.
5. Instruct each working group to review their real food case study notes. Students who were not able to complete the entire chart can use their peers' notes to complete their charts.
6. If it seems appropriate, the teacher could facilitate a brief sharing session to ensure all the case studies are reviewed and heard by all students.

**Student Reflection (10 minutes):**

1. Instruct each student to select one real food case study to focus on. This case study will be the real food case study they focus on for the rest of the unit, and it will be used as an inspiration for their real food business. The teacher will form groups, as appropriate in future lessons, based on which case studies are selected.
2. Have students record their real food case study name and their rationale in Step 2 of their Student Workbooks.
3. Have students share their case studies and why they selected that case study if time permits.