



Duration: 90-100 minutes

Overview: Students will be introduced to the concept of a business idea versus a business opportunity. From there, students will read the real food case studies in their entirety and create a poster and/or presentation to showcase their understanding of the business's opportunities as well as its connection to real food and social responsibility.

Essential Question: How does an idea become a socially responsible business?

Objectives – Students will:

- Define the differences between ideas and business opportunities.
- Analyze a real food case study and determine specific details about how the business works.
- Connect a definition of real food to the real food case study.
- Summarize the key takeaways for the group.

Materials:

- Real food case study overviews
- Lesson slide deck
- Student Workbooks
- Chart paper
- Markers
- Pencil or pen

Beforehand:

- Print real food case study overviews if needed (each student should have a copy of their case study)
- Gather Student Workbooks
- Group students based on similar case studies
- Review lesson, slide deck, and teacher notes

Teacher Notes:

- Students will be closely reading their chosen real food case studies today. Selecting a classroom reading strategy is up to the teacher. Teachers may consider the following: Text Marking, SQ3R (survey, question, read, recite, and review), Jigsaw method, or Cornell Notes (a.k.a. Focused Notes - AVID).
- Lesson Vocabulary: Use the slide deck to review these terms and allow discussion so students can generate examples or rephrase these terms in their notes.
 - **Types of Business Opportunity:**
 - **Problems:** A problem that needs to be solved by a service or product (Ex: the hybrid car to reduce gas consumption and emissions).
 - **Changes:** A change in trends, laws, customs, etc., produces a new need or want (designing an app for the bus or train instead of using cash or a pass because fewer people carry cash).
 - **New Discoveries:** Creation of a totally new product or service (iPod, Netflix, Roku).
 - **Existing Products or Services:** Improve existing products or services (Uber/Lyft made accessing transportation easier than calling a cab and paying with cash).
 - **Unique Knowledge:** One-of-a-kind experiences or expertise (auto mechanic, music production, pottery studio, escape room).

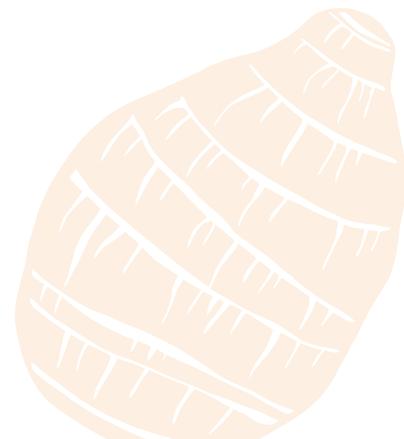


Introduction (10 minutes)

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 3. Review today's Essential Question and let your students know that we will be working on today's Launch.
3. Give students 5 minutes to complete the Launch in which students will identify business opportunities versus other ideas and highlight the differences between these two concepts. The key here is that for something to be a good business idea, there needs to be interested customers and a solution that people want to invest their money into.
4. After 5 minutes have passed, ask for 1-2 students to raise their hands and share their answers.

Classroom Lesson (60 minutes):

1. Bring your students' attention to Step 1. Review the vocabulary with your students. Ensure that students understand each type of business opportunity. Project the definitions or write them on the whiteboard. Then allow students time to generate examples of these types of business, or rephrase the terms so they make sense to the students. See teacher notes for examples.
2. Break students into their working groups and have students complete Step 2. Determine if there are things the students want to add to their earlier definition of real food based on this chart. Later, as students review the case studies, they will probably further refine their own definitions and the class definition may also change.
3. In Step 3, students will work in groups to annotate their real food case study using a reading strategy listed above or another one that students are familiar with. Then, they will complete a graphic organizer in their workbook.
4. Let students know that at the end of today's lesson, their group will be expected to create a poster and/or present their real food case study. Review the components of the poster/presentation with students before reading. The critical components are listed in the Student Workbook. They include: connection to real food, connection to social responsibility, explanation of the business opportunity, description of the founder or owner, connection between problems and the business solution, meeting presentation expectations determined by the teacher/class, The presentation should be approximately 2-3 minutes long and it should convey all the important details in the organizer.
5. Give students 30 minutes to complete this task.





Student Presentation (10-30 minutes):

1. Determine whether students will present or if there will just be a gallery walk. Have groups hang their case study posters in the classroom before a gallery walk or after presentations are complete. Since students will be doing presentations at the end of the program, it is good to provide practice along the way.
2. Students will use a simple checklist while they view each poster or presentation as a way to reinforce concepts.
3. The teacher could allow a Q&A opportunity or other form of feedback if students need support to develop presentation and feedback skills.
4. Students should keep their case studies in a safe place, or you may collect the case studies. Students will need continued access to their case studies.

Student Reflection:

Bring your students' attention to Step 1. Review the vocabulary with your students. Ensure that students understand each type of business opportunity. Project the definitions or write them on the whiteboard. Then allow students time to generate examples of these types of business, or rephrase the terms so they make sense to the students. See teacher notes for examples.

