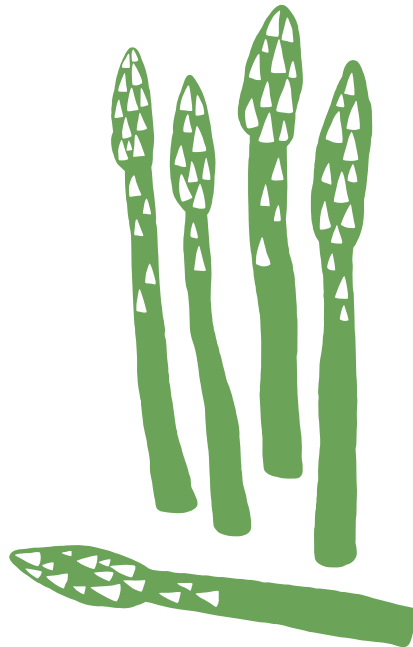




# Real Food Lab Curriculum and Practicum

## Student Workbook



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**STUDENT NAME:**

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**TEACHER NAME:**



### **A BIT ABOUT BIG GREEN**

Our mission at Big Green is to strengthen the community through food. We join communities to accelerate real food culture at scale. That’s why we’ve developed the Learning Garden, an outdoor classroom that supports students as they connect to real food through participating in gardening tasks, academic content, and community stewardship. Learning Gardens are 21st-century education tools that honor each student’s unique perspective and experience.

### **A BIT ABOUT NFTE**

The Network for Teaching Entrepreneurship’s mission is to provide programs that inspire young people from low-income communities to stay in school, recognize business opportunities, and plan for successful futures.

Through entrepreneurship, young people discover that what they are learning in the classroom is relevant to the real world. By teaching the entrepreneurial mindset, NFTE provides young people with tools and attitudes to overcome adversity and address future personal, economic, community, and global challenges.

### **DESIGN CHALLENGE**

Create a real food business using inspiration from the real food case studies and your Learning Garden. The real food business concept should be centered around being socially responsible and encouraging healthy behaviors, promoting a public service, or fostering community awareness of real food.

#### **Things to keep in mind as you work toward a solution-oriented real food business:**

1. **WHY** are you creating this business? Is it in the service of others and is it socially responsible?
2. **WHAT** impact will your business have on your community?
3. **WHO** will benefit the most from the outcomes of your business?
4. **HOW** does this business effectively solve social problems?

### **GROUP MEMBERS**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**REAL FOOD BUSINESS NAME:** \_\_\_\_\_



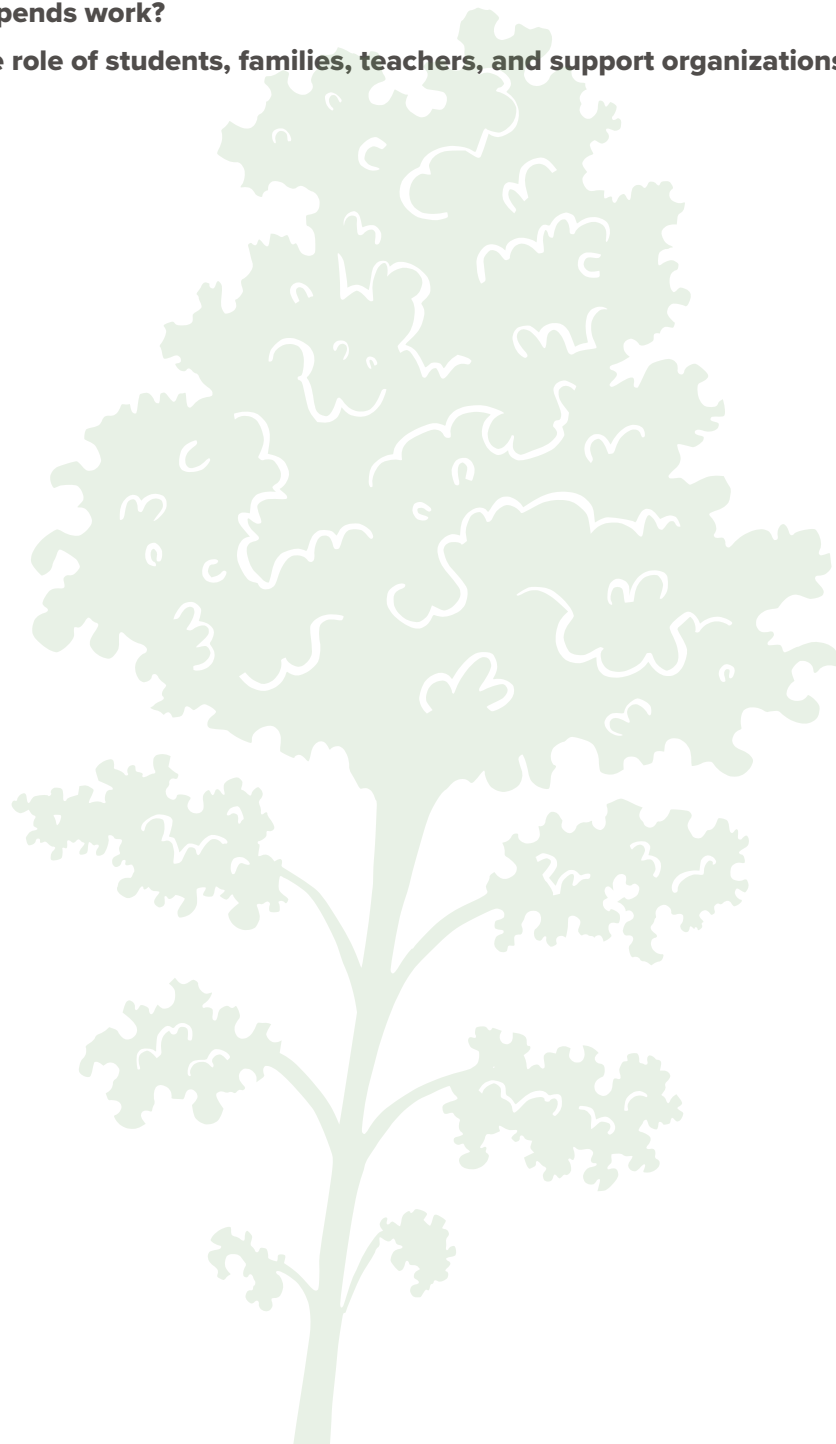
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## ***INTRODUCTION TO REAL FOOD LAB***

- **Paperwork (application, work permit if needed, financial institution options)**
- **Presentation slide deck**
- **Who is Big Green**
- **Who is NFTE**
- **What is a Learning Garden and a local food distribution event**
- **What is a practicum?**
- **How do stipends work?**
- **What is the role of students, families, teachers, and support organizations?**





**Essential Question: Where does my food come from and why does it matter?**

**Objectives – Students will:**

- Describe the journey of a food item through the supply chain.
- Analyze and explain the relationships among food, health, society, and the environment.
- Explain why studying the food system is important.

**STEP 1. List the ingredients of a recent meal you ate.**

**Think about and record:** What activities are involved in getting these ingredients to our plates? For example, how are the raw ingredients transformed into something we could eat? Who are the people involved at each step?

**Step 2: In your group, brainstorm one or more of the following themes.**

1. What resources (human, natural, financial) are involved in each activity?
2. What are the effects of each activity on health, society, and the environment?

*Be prepared to share your responses with the classroom.*



# LESSON 1: EXPLORING OUR FOOD SYSTEM





## LESSON 1: EXPLORING OUR FOOD SYSTEM

**STEP 3.** After you review the FoodSpan Infographic, prepare to discuss the following:

- What would you add to or change about our diagram(s)?
- What would you add to or change about the FoodSpan Infographic?
- Are any parts of the infographic surprising?
- Why is it important to look at every part of the food system?
- What part are you most interested in learning more about?

**Activity: John Muir Quote**

*“When we try to pick out anything by itself, we find it hitched to everything else in the universe.”* –John Muir

**STEP 4.** Pair up and discuss the quote above using the following questions. Record your thoughts below.

- What did Muir mean?
- What examples can you think of that support his claim about connections in nature?
- How does it relate to the food system?
- What is one example of how food is connected to everything else?

**Activity: Exploring Connections in the Food System**

**STEP 5.** After you finish the food system connection activity, prepare to discuss the following c

- What did this activity show you about the food system?
- What connections stood out to you?
- What connections do you want to learn more about?

**Wrap-Up: Why Does the Food System Matter to Me?**



## LESSON 1: EXPLORING OUR FOOD SYSTEM

**STEP 6.** Reflect on the following questions in the spaces below.

**How does the food system affect me?**

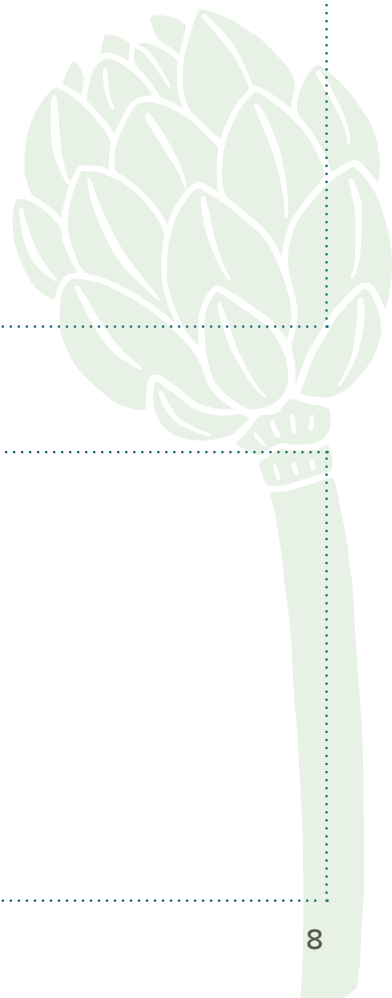
A large rectangular area with a dotted border, intended for a student's response to the question "How does the food system affect me?".

**Why does the food system matter to me?**

A large rectangular area with a dotted border, intended for a student's response to the question "Why does the food system matter to me?".

**Which part(s) of the FoodSpan Infographic do I relate to the most?**

A large rectangular area with a dotted border, intended for a student's response to the question "Which part(s) of the FoodSpan Infographic do I relate to the most?".







**Essential Question: How can businesses and organizations support food justice?**

**Objectives – Students will:**

- Define and provide examples of **social entrepreneurship** and **social responsibility**.
- Identify how a social enterprise business is similar to and different from other kinds of businesses.
- Evaluate businesses using the B-Lab Impact Assessment framework.

**Launch:** Brainstorm all of the words or phrases that come to mind when you hear the terms **social, entrepreneurship, and responsibility**.

**STEP 1. Vocabulary – Review the definitions. In the space provided, write examples or reword the definition in a way that makes most sense to you.**

**Social Responsibility:** Developing business practices that create a positive relationship with the populations served.

**Social Entrepreneurship:** Startup companies and other entrepreneurs that develop, fund, and implement solutions for social, cultural, or environmental issues. This includes many types of organizations with different sizes, goals, and beliefs.

**Social Enterprise:** An organization that uses business practices to maximize improvements to human or environmental well-being, while also generating profits for its owners or shareholders (for profit) or reinvesting profits back into the organization and its mission (nonprofit).



## LESSON 2: SOCIAL ENTREPRENEURSHIP

**Stakeholder:** A person or group that can be affected by the actions of a business or organization.

**Shareholder:** A person or group that owns part (shares) of a business.

**STEP 2.** B Corp businesses are a new type of business that put a formal name and certification to the idea of social enterprise.

After watching the video about why the B Corp Certification was started, record below if you think this is a positive development for business. Explain why or why not?

**STEP 3.** Below list five businesses that you know well. These can be businesses that you shop at frequently or select an example business from B The Change (<https://bthechange.com/>).

1

2

3

4

5



## LESSON 2: SOCIAL ENTREPRENEURSHIP

1. In a group, select one business and analyze how this company would do in the B Corp Impact Assessment using four of the questions below. You may not have an answer for each question. You just need to think about each question as it relates to the business you selected.

2. Business Name:

**Workers:**

- Are they paid at or above market wages for their industry?
- Are they offered reimbursement for ongoing education?
- When surveyed, what percentage of their employees are “satisfied” or “engaged”?
- Do they have a safety committee that helps monitor and advise on health and safety programs?

**Community:**

- Do they evaluate the environmental impact of their suppliers?
- Do they use local suppliers whenever possible?
- Does their management team include people from underrepresented populations?
- Do they have a community service program that does not negatively impact employee salaries?
- Does the business impact or target underserved populations?

**Environment:**

- Do they share their environmental reviews transparently?
- Do they work with the landlord/city planning board to improve the environmental conditions of the property that their business works from?
- Do they have energy efficiency plans in place at their corporate office?
- Do they use renewable energy sources?
- Do they monitor and record their waste production?

Consider how B Corps are assessed by visiting this link: <https://bimpactassessment.net/>. There you can find case studies of companies from around the world who completed and earned a B Corp Certification.

3. Why would a business or organization want to get certified? What are some ways these companies stand out as socially responsible?



### STEP 4. Answer the following questions.

1. How can the ideas discussed today apply to your school's real food business planning process?

A large rectangular area with a dotted border, intended for the student's answer to question 1.

2. Who are the stakeholders of your real food business?

A large rectangular area with a dotted border, intended for the student's answer to question 2.

3. How do the different stakeholders experience the effects of decisions made for your school's real food business?

A large rectangular area with a dotted border, intended for the student's answer to question 3.





**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.

**Launch:** Your neighbor is a retired man who lives alone. He recently decided to visit family out of state for the summer. He is worried about what will happen to his garden while he is gone. He has asked you to care for his garden and is willing to pay you. You are a busy person and may not be able to do all the work yourself. How might you solve this problem?

1. Identify the problem.

2. Brainstorm ideas for how you can help solve the problem.

3. Based on your ideas for solving the problem, how much will you charge your neighbor to ensure the garden remains in great shape over the summer?



## LESSON 3: ENTREPRENEURSHIP INTRODUCTION

**STEP 1.** Congratulations! Now you are thinking like an entrepreneur! An entrepreneur is someone who creates and runs a business that solves a problem they have observed. This can be either a product or a service. Use the table below to brainstorm four products and four services that already exist that are related to the neighbor's problem. If you know some, write down the names of companies that provide the products and services.

Product:	Product:	Product:	Product:
Business Name:	Business Name:	Business Name:	Business Name:
Service:	Service:	Service:	Service:
Business Name:	Business Name:	Business Name:	Business Name:

**STEP 2.** On the first day you report to work in the garden, you enter the apartment to get the notes your neighbor left behind and notice there is a lot of food out on his counter and in the refrigerator.



What do these foods have in common? Use the box below to brainstorm your ideas.



What do these foods tell you about what your neighbor might believe or value about food?

**STEP 3.** What are some words you would use to define real food?

**STEP 4.** Watch both videos and gather information about the real food businesses featured. Answer the questions below for each of the real food businesses.

What is social responsibility? Developing business practices that create a positive relationship with the populations served.

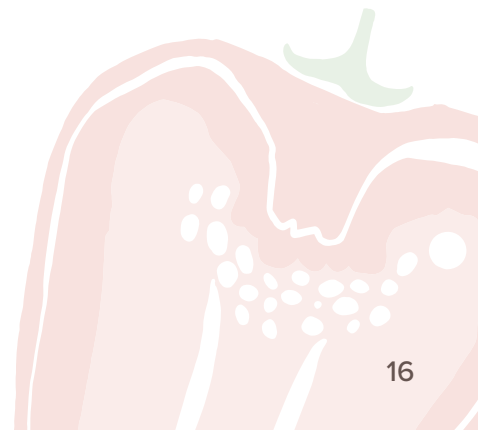
	FoodCorps
What problem is it solving?	
How does it solve this problem?	
Does this business or organization provide a product or a service?	
How is this business or organization socially responsible?	



## Karen Washington: Garden of Happiness / BUG: Black Urban Gardeners

<p><b>What problem is it solving?</b></p>	
<p><b>How does it solve this problem?</b></p>	
<p><b>Does this business or organization provide a product or a service?</b></p>	
<p><b>How is this business or organization socially responsible?</b></p>	

**Student Reflection:** What inspired you about the entrepreneurs you saw in this video? Use some of the words we are learning to describe how this connects to our garden and what we can do to create a social enterprise (socially responsible, social entrepreneurship, social enterprise, stakeholder, shareholder, problem/solution, product, service, real food).







**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.

**Launch:** View the video clip on The Sioux Chef and answer the following questions.

1. What are the products or services offered by The Sioux Chef?:

2. Based on the products or services The Sioux Chef provides, what problem(s) is the business trying to address?

3. What solutions does The Sioux Chef use to address those problems?



## LESSON 4: CASE STUDY PROBLEM & SOLUTION

**STEP 1.** You will have about 20 minutes to review five Real Food Case Studies. As you read them, complete the chart below. You will share your results with other students.

BUSINESS NAME	BUSINESS PROBLEM	PRODUCT OR SERVICE	BUSINESS SOLUTION

**STEP 2.** Select a real food case study that you are most interested in or inspired by. Keep in mind, the case study you select will be used throughout the unit and will serve as inspiration for your real food business.

1. My real food case study business name:

2. Why did you select this case study? Include what is important and/or inspiring about it.



**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.

**Launch:** Read the following paragraph and answer the questions below using evidence from the paragraph.

Two high school seniors are successful students who earn great grades. One student realizes that a lot of other students are struggling in math and wonders how to help. He imagines a scenario where all students were assigned to a math teacher during their study hall or free period to get extra help. The other student also sees that many students are struggling in math. She organizes a 30-minute tutoring session in the lunch room and charges \$2 per person.

1. Which of these two students has a business opportunity? Explain.

[Dotted-line response box for question 1]

2. Which of these two students has an idea? Explain.

[Dotted-line response box for question 2]

3. Describe the difference between an idea and a business opportunity?

[Dotted-line response box for question 3]



**STEP 1. Vocabulary – Five sources of business opportunities. Review the definitions. In the space provided, write examples or reword the definition in a way that makes the most sense to you**

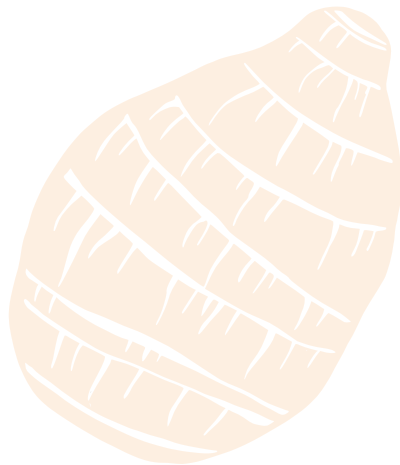
**Problems:** A problem that needs to be solved by a service or product.

**Changes:** A change in trends, laws, customs, etc., produces a new need/want.

**New Discoveries:** Creation of a totally new product or service.

**Improved Products or Services:** Improve existing products/services.

**Unique Knowledge:** One-of-a-kind experiences/expertise.





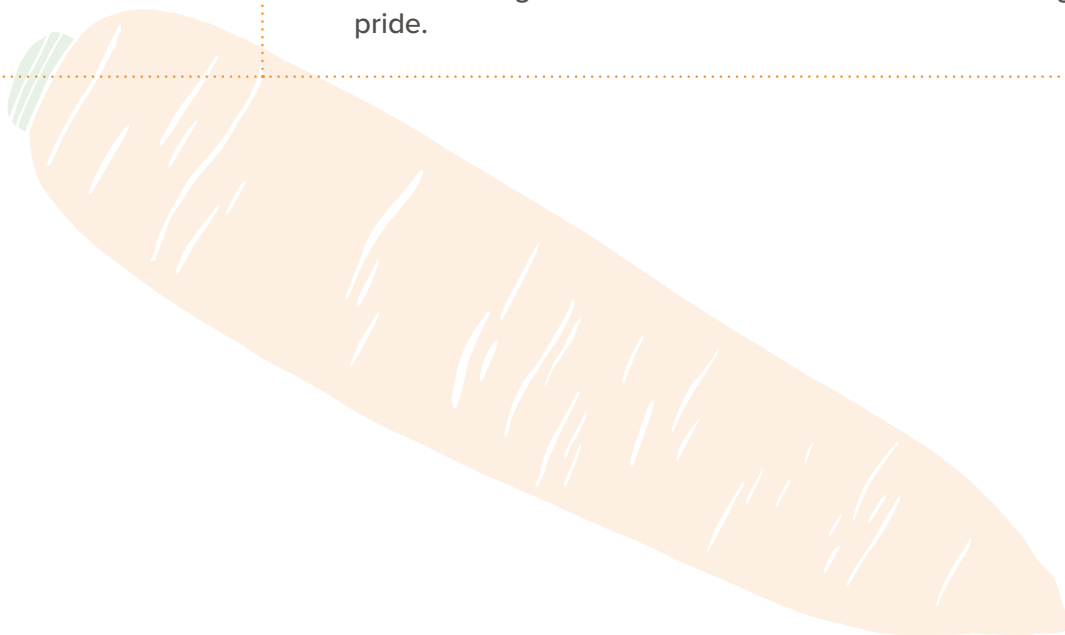
**STEP 2. Further define real food.**

Read the following definitions of **real food** and check the ones you agree with.

**Check If You Agree**

**Real Food Definition**

	Food we trust to nourish our bodies, our farmer, our planet.
	Real food tastes good. It is grown or produced in a way that is ecologically sound and helps promote the security of our environment.
	Real food supports farmers and provides their families with a good quality of life.
	Real food is composed of ingredients most people can pronounce and recognize.
	Real food tastes good and requires only minimal processing.
	Real food, in moderation, is healthy for you and provides your body
	Real food remains close to its original, harvested form, instead of being developed in a lab. with what it needs to fuel your life.
	Food that is grown for nutrition and taste. Food that is grown with pride.





**STEP 3.** Read your case study using the strategy recommended by your teacher. Then, complete the Case Study Graphic Organizer below to determine the business opportunities and its connection to real food. This organizer will be used to prepare a poster and brief presentation to the class.

<b>Case Study Business Name:</b>	
<b>Case Study Business Problem:</b>	
<b>Case Study Business Solution:</b>	
<b>How does your case study demonstrate a business opportunity and not just an idea?</b>	
<b>What type of business opportunity does your case study represent? (problem, change, new discovery, improvement, unique knowledge) Explain.</b>	
<b>How is your case study socially responsible?</b>	
<b>What is your group's definition of real food (all members must agree on the most critical elements of this definition).</b>	



**How is your definition of real food similar to or different from the one in your case study?**

**What specific steps were taken in the case study that were effective?**

**What experiences did the founder(s) of the business or organization have that helped them be successful? Did anything surprise you about this person/people?**

**What other information is important for others to know about the business or its founder(s) that has not already been reported?**

**STEP 4.** Create a poster that highlights the information in the organizer. The poster should be visually appealing, complete, and use correct grammar and spelling.

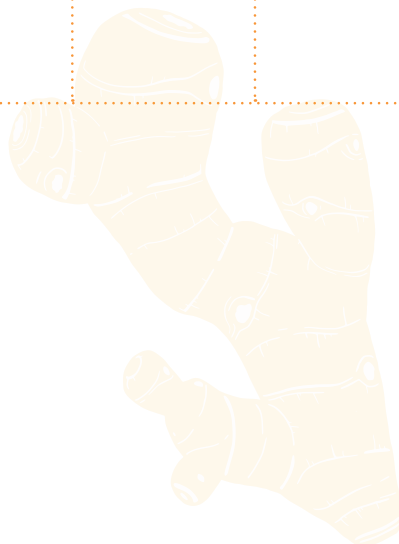


**STEP 5.** Hang your poster in the classroom and review the other posters. Your teacher will determine how the posters will be shared by the groups. Complete the grading rubric below for each poster.

For each case study, place a check in the box if the group successfully met the criteria during their presentation and/or on their poster.

**Case Study Grading Rubric:**

Case Study Name	Explains connection to real food	Explains connection social responsibility	Explains the business opportunity	Description of the founder or owner	Connects problem to solutions	Meets presentation expectations







### Essential Question: How can we create a social enterprise using our garden?

#### Objectives – Students will:

- Identify several ideas that could become a business opportunity using the school's garden.
- Create and evaluate a draft business plan for one or more of the business opportunities identified by the group.

**Launch:** Brainstorm a list of business opportunities that would meet the following design challenge.

Create a real food business using inspiration from the real food case studies and your Learning Garden. The real food business concept should be one that encourages healthy behaviors, promotes a public service, or fosters community awareness of healthy food choices.

#### STEP 1. Business formation.

Your task today will be to propose a business that meets the design challenge. Your group will need to share the following information using the provided easel paper. All must be included.

- Name of your business and sample logo or image
- Describe why the business or event will exist or is important. Students can use the sources of business opportunity to consider this statement.
  - Addressing a problem
  - Responding to changes in laws, trends or customs
  - Creating an entirely new service/product
  - Improving an existing product or service
  - Providing a unique experience or using expert knowledge
- Describe how your business is going to be socially responsible.
- Explain what steps the group needs to take to make the event or business real.

Note: The next page is blank for planning purposes.

#### STEP 2. Silent gallery walk.

1. Hang your group's easel paper on the wall.
2. Take a few sticky notes from your teacher.
3. Walk around the room reading other groups' plans.
4. Provide feedback to the group by using these prompts:
  - Praise something about the group's work.
  - Ask a question to clarify something you don't understand or that the group should think about.
  - Offer a suggestion that could improve the draft plan to make it more successful.





**STEP 3. Feedback.**

Below, summarize the feedback you received from the silent gallery walk and record actions you will take to improve your plan.

A large, empty rectangular area defined by a dotted line, intended for students to write their feedback summary and action plan.





## LESSON 7: CASE STUDY TARGET MARKET

**Essential Question: How can our social enterprise best serve the community?**

**Objectives – Students will:**

- Explain how businesses develop target markets.
- Analyze and evaluate the target market of their selected case study.
- Identify benefits and challenges of developing a target market.

**Launch:** Look at the pictures below. Write descriptions or traits about the people you think would purchase the product that is being shown. Be as descriptive as you can and be prepared to share your reasoning.

Ex: Apple - health-conscious, parent, etc. There are no right or wrong answers.



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**STEP 1. Vocabulary – Review the definitions. In the space provided, write examples or reword the definition in a way that makes the most sense to you.**

**Consumer:** Someone who purchases products or services for personal use.

**Target Market:** A group of consumers that businesses aim their products or services toward.



**Demographic:** Objective social, personal, and economic facts about people.

**Psychographic:** Personal traits, attitudes, opinions, interests, hobbies, habits, and values.

**Geographic:** Where someone lives—city, country, region, or rural, suburban, urban.

**STEP 2.** Consider the following situation and respond to the prompts.

1. You are planning a birthday party for someone in your family or community. What supplies should you buy?

[Dotted-line response box for question 1]

2. Who is the consumer? .....

3. Describe the target market.

[Dotted-line response box for question 3]





## LESSON 7: CASE STUDY TARGET MARKET

**STEP 3.** Look at each category that companies use to target their products and services. As a group, try to determine who your target market is for your case study. Remember to think about who is buying this product or service.

CATEGORY	ATTRIBUTES OF THE TARGET BUYER
<p><b>Demographic:</b> Objective social, personal, and economic facts about people.</p>	Age:
	Race:
	Gender:
	Occupation:
	Education:
	Income:
<p><b>Psychographic:</b> Personal traits, attitudes, opinions, interests, hobbies, habits, and values.</p>	Attitude about life:
	Opinion about healthy foods:
	Hobbies or interests:
	Personality:
<p><b>Geographic:</b> Where someone lives—city, country, region, or rural, suburban, urban.</p>	Neighborhood:
	Other details about where your buyer lives that are important:

**STEP 4.** Select one member of your group to present your case study for 1-2 minutes.

1. The name of your case study.
2. The problem that it solves.
3. Details about your target market: demographics, psychographics, and geographics.



**Student Reflection:** In the space provided, consider:

1. What are some benefits and challenges related to identifying a target market?
2. What could a business gain by narrowing its market or focus?
3. What might be some drawbacks or risks associated with this process?





**Essential Question:** How do we make sure that we effectively reach our target market for our business or event?

**Objectives – Students will:**

- Identify a marketing persona for their real food business or event.
- Describe the difference between a generalization about the target market and/or market segmentation and stereotyping.
- Evaluate their ideas and marketing personas to best reach that target market effectively.

**Launch:** When thinking about your real food business’s customer, what adjectives come to mind? Remember, adjectives are words that describe something: smart, athletic, creative, etc. How is your target market population different from people who aren’t in your target market?

**Step 1: Vocabulary – Review the definitions. In the space provided, write examples or reword the definition in a way that makes the most sense to you.**

**Marketing Persona:** A fictional, or generalized, representation of your ideal customer.

**Market Segmentation:** Breaking up a larger market into smaller, homogeneous/similar sections to maximize marketing efforts.

**Stereotyping:** Making a generalization or assumption based on very limited information about a person or group. Stereotypes usually have a negative connotation.





### Step 2: What do you need to know about making a marketing persona for your business or event?

Read the article assigned to you by your teacher. Annotate the article using the assigned strategy or another one you know. Use the space below to record the key ideas from the article you read to share with your group.

Use the space below to take notes from the second article.

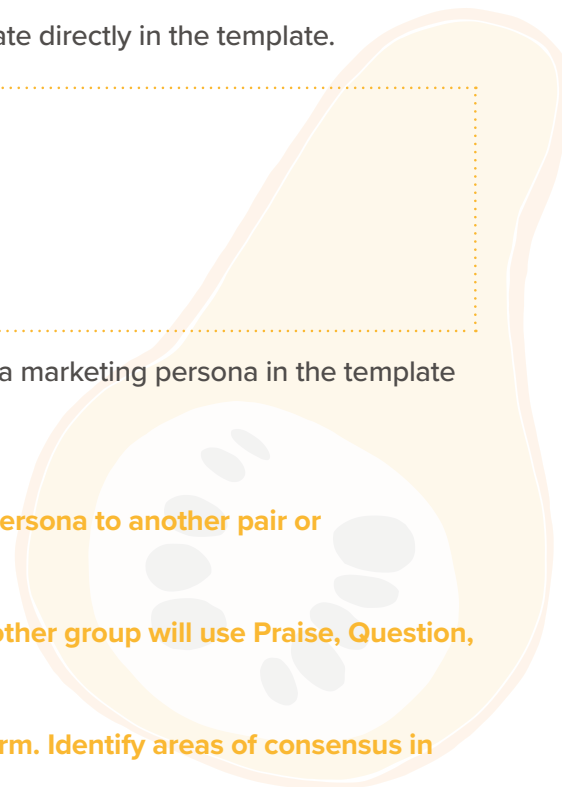
### Step 3: Apply the concept of a target market to your real food business by creating a marketing persona that represents a fictional, generalized customer. Individually or with a partner, use the template to identify important characteristics of your potential customers. Template source: <https://xtensio.com/user-persona/>

1. Use this marketing persona as a guide to creating your business's own marketing persona.
2. Use the space below to brainstorm your marketing persona or create directly in the template.

3. Once you've finalized your thoughts, as a group or in pairs, create a marketing persona in the template or create a poster if technology is not available..

### Step 4:

1. Select someone to present your real food business's marketing persona to another pair or small group.
2. Each pair/group will have 2 minutes to share their persona. The other group will use Praise, Question, Suggest to offer feedback for 2 minutes. Then switch roles.
1. Discuss how the personas have changed from the initial brainstorm. Identify areas of consensus in your class.





**Essential Question: What will it cost to start our business or event?**

**Objectives – Students will:**

- Explain three expense types: startup, fixed, and variable.
- Identify the types of expenses their business or event will have.

**Launch:** You own a local pizzeria. What kinds of things will you need to buy to operate each day? Each month? Each year? Brainstorm a list in the box below:

**Step 1: Vocabulary - Use the space below to apply the vocabulary term.**

**Startup Expenses:** Expenses that a business owner needs to pay before they can provide their product or service.

What expenses would a pizzeria incur before they open their doors to customers?

**Fixed Expenses:** Expenses that a business owner needs to pay on a regular basis even if they don't sell any products or services for an entire month.

What fixed expenses would a pizzeria have regularly when they open their doors to customers?

**Variable Expenses:** Expenses that a business owner needs to pay that will vary or change depending on how much is produced.

How would expenses vary if a pizzeria had to make one pizza versus 1,000 pizzas?



**Step 2:** To figure out what expenses your real food business will have, you'll need to think about the timeline and each step that you will need to take to get your product or service to your buyer.

**Example:** The pizzeria needs to first make dough, cut meat, vegetables, and shred cheese, and then put it all into a refrigerator. The pizzeria then needs to warm the ovens up, receive an order on the phone, write the order down, and pay someone to take this order. The pizzeria then needs to pay an employee to make the pizza. To make the pizza, the employee must spread the dough on a pizza pan, assemble the pizza, cook the pizza, and then put the pizza into a box. Then, the pizzeria needs to pay an employee to drive the pizza to the customer.

Describe your production/planning process below.

It can help to work in chronological order to make sure you don't forget any steps!



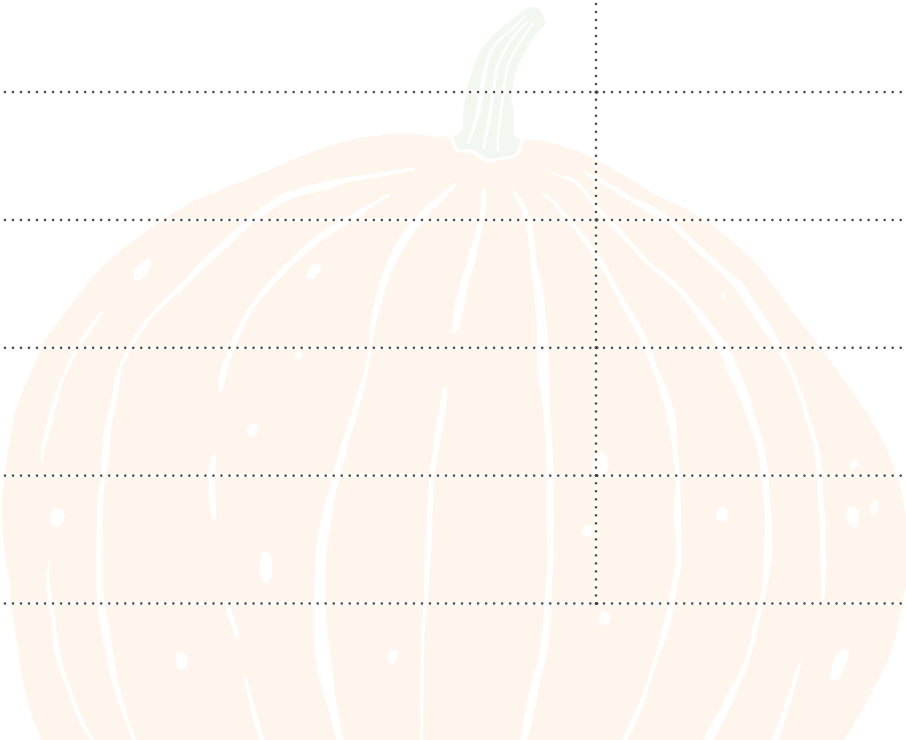
## LESSON 9: BUSINESS EXPENSES PART I

**Step 3:** Your production process will help you uncover what your expenses will be to create and deliver your product or service to your customers.

Create a materials list for your real food business using the process you have agreed on as a class.

**Tip:** There might be more than one material for one part of the production process. Challenge your brain to think of all possible materials for each step.

Process (Action or Step)	Material(s)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	





## LESSON 9: BUSINESS EXPENSES PART I

**Step 4:** Share your materials list with another group. Was there anything that you forgot to include?

1.

2.

3.

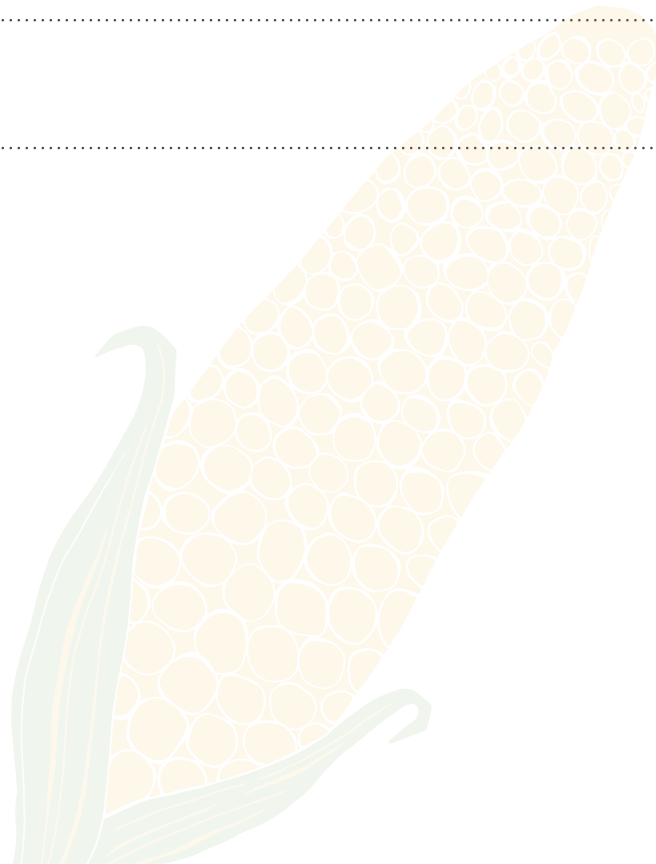
4.

5.

6.

7.

8.



## Essential Question: How do we decide how much to charge?

### Objectives – Students will:

- Identify specific types of expenses to analyze and establish units of sale (or a fundraising target, if appropriate).

**Launch:** Thinking about what you learned in Lesson 9 about startup, fixed, and variable expenses, define each one in your own words. Try not to use words that are used in the original definition.

### What are startup expenses?

### What are fixed expenses?

### What are variable expenses?

**Step 1: Vocabulary – Review the definitions. In the space provided, write examples or reword the definition in a way that makes the most sense to you.**

**Unit of sale:** What a customer gets when they pay for a product or service.

**Contribution margin:** The amount of money made after selling one unit of sale and subtracting the variable costs. What remains are funds to cover fixed costs or become profit. This is calculated using the following formula:  $\text{Unit price} - \text{variable costs} = \text{contribution margin}$ .



# LESSON 10: BUSINESS EXPENSES PART II

Business	Unit of Sale	True or False
Pizzeria	One piece of pizza	
Pizzeria	One whole pizza	
Grocery Store	One pound of strawberries	
Grocery Store	One strawberry pie	

**Step 2: What is your real food business's unit of sale? What will your customers receive?**

Share your unit of sale and adjust based on peer feedback.

**Step 3: To create or produce the products or services that make up a unit of sale, your real food business will have expenses. Thinking about your supply chain and your unit of sale, list the variable expenses that your business will incur for each type of expense. Try to estimate how much they will cost.**

<b>Startup Expenses:</b> Expenses that a business owner needs to pay before they can provide their product or service.		<b>Fixed Expenses:</b> Expenses that a business owner needs to pay on a regular basis even if they don't sell any prod-		<b>Variable Expenses:</b> Expenses that a business owner needs to pay that vary or change depending on how	
Startup Expenses:	Estimated \$	Fixed Expenses	Estimated \$	Variable Expenses	Estimated \$
Add up your expenses and estimate your total startup expenses: \$		Add up your expenses and estimate your total fixed expenses: \$		Add up your expenses and estimate your total variable expenses: \$	
This is how much it costs to open your business.		This is how much it costs to keep your business open <i>each month</i>		This is how much it costs to create a product or provide a service.	



**Step 4:** Your contribution margin is the amount of money that a business makes per sale to cover your variable expenses (the cost to produce the item).

1. What is the contribution margin you will need to cover your variable expenses?

Unit selling price - variable expenses = contribution margin for one unit of sale.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

2. How many units will you need to sell to cover your fixed expenses?

Fixed expenses / contribution margin = \_\_\_\_\_ units

**Note:** This is the number of units that must be sold to cover your monthly fixed expenses.

**Student Reflection:** It is important in entrepreneurship to be okay with changing parts of your business plan! Now that you see how many units you'll need to sell each month, think about the following questions:

1. Do you need to change your price?
2. Can you lower your variable expenses?
3. Can you lower your fixed expenses?





**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.

**Launch:** How did your case study influence or inspire your real food business plan?

A large rectangular area with a dotted border, intended for students to write their responses to the launch question.

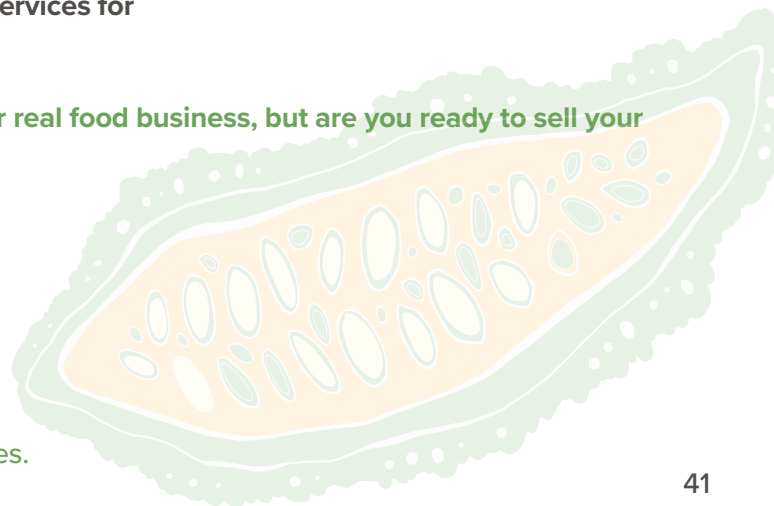
**Step 1: You have designed most of the elements of your real food business, but are you ready to sell your product or service?**

Create a presentation on easel paper and gather peer feedback. On your easel paper, include:

1. Name of your business
2. Description of your business
3. The direct connection to your Learning Garden
4. Your target market
5. Your unit of sale
6. Your total fixed expenses
7. Your total variable expenses
8. How much you will sell your product or services for

**Step 2: You have designed most of the elements of your real food business, but are you ready to sell your product or service?**

Note: The next page is a blank page for planning purposes.





A large, empty rectangular area defined by a dotted green border, intended for student work or notes.



**Essential Question: How can we promote our real food business or event to our target market?**

**Objectives – Students will:**

- Evaluate the needs, wants, and characteristics of their target market.
- Create a promotional strategy and materials for their real food businesses.

**Launch:** All businesses promote themselves, and they do so in a variety of ways. Review your case study overview and, if possible, look at your case study's website. Describe below how your case study promotes its brand.

**Step 1: Review the definitions. In the space provided, write examples or reword the definition in a way that makes the most sense to you.**

**Advertising:** A public, promotional message paid for by a company (print advertising, direct mail, radio, television, internet, social media advertisements).

**Visual Merchandising:** Using artistic displays to attract customers into a store and/or how products are visually promoted in the store (storefront windows, impulse buy products, fancy and eye-catching packaging).

**Public Relations** Activities aimed at creating goodwill toward a product or company (fundraisers, community events, company volunteerism).

**Publicity:** A form of promotion for which a company does not pay, sometimes referred to as “free advertising” (news articles, referrals through reviews or testimonials).

**Personal Selling:** Direct one-to-one selling made by a company's sales representatives to get sales and build customer relationships (telemarketing, consultations, demonstrations).

**Sales Promotion:** A short-term activity or buying incentive (coupon, free sample, product demos).



## LESSON 12: BUSINESS PROMOTION & MARKETING

**Step 2: Create your real food business's promotional mix. Complete the chart below.**

Promotional Tools	Describe how your business could use this tool.
Advertising	
Visual Merchandising	
Public Relations	
Publicity	
Personal Selling	
Sales Promotion	





**Step 3:** Use the space below to mock up your business’s promotion mix. Either write out or create mock-ups of your ads, visual merchandising, social media plan, or other ways to visually promote your plan.

A large, empty rectangular area defined by a dotted red border, intended for students to create mock-ups of their business promotion mix.



**Essential Question:** How can I communicate quickly and directly about my real food business or event?

**Objectives – Students will:**

- Consider the most important information to share about their business or event.
- Use concise language to convey their business pitch.
- Evaluate the effectiveness of pitches with peers.

**Launch:** Describe your business in 10 words or less.

**Step 1: Vocabulary -** After viewing sample videos, review the terms below and provide examples or rephrase the terms in ways that make the most sense to you.

**Elevator Pitch:** A succinct and persuasive sales pitch.

**Anatomy of a Pitch:**

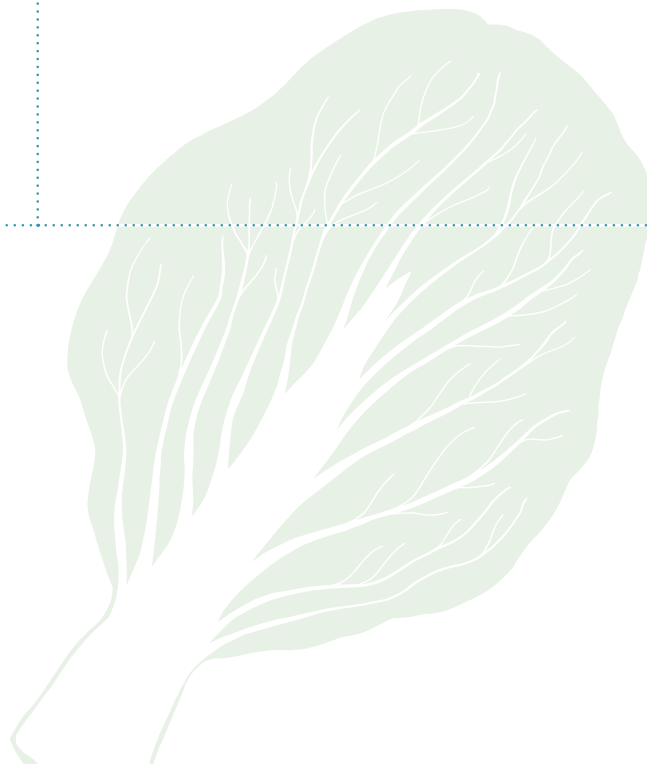
1. Identify the problem. What changes are happening or what changes need to happen?
2. Explain why now. Why should I care and why now?
3. Show the future vision. Paint a picture of what happens when your business is successful. Don't talk about your business products or services, yet!
4. Reveal that your business is the key. Talk about the work you do and the products or services you offer.
5. Present the evidence. Use testimonials or reviews to highlight and personalize your pitch.



## LESSON 13: ELEVATOR PITCH

**Step 2: Vocabulary** - Your group will need to create a 1-minute elevator pitch that will highlight your product or service, drive interest, and explain why your business is an important one that meets the needs of its customers. Use the anatomy of a pitch as your guide. Complete the chart below individually.

<b>What is the problem?</b>	
<b>Why now?</b>	
<b>What is the future vision?</b>	
<b>Why is your business the key?</b>	
<b>What evidence do you have?</b>	





**Step 3:** Create your elevator pitch. Remember everyone does their own!

A large, empty rectangular area defined by a dotted line, intended for participants to write their elevator pitches.

**Step 4:** Present your elevator pitches to your business group and gather feedback using a feedback strategy called Two Stars and a Wish. Each participant gives two pieces of affirming feedback (stars) and one piece of advancing feedback (wish). Example: I really like how you talked about the vision so clearly and that your “why” is very important. I wish there was more evidence from people included in the last step of the pitch.





**Essential Question: What business or event will be most effective for our class?**

**Objectives – Students will:**

- Review the concepts learned during Real Food Lab.
- Summarize the critical elements of their real food business into a presentation.
- Collaborate with team members to determine how to effectively convince the audience to select their idea to move forward into implementation.

**Launch:** Revisit the following questions that were presented at the start of this experience in order to help students focus on the presentation and final decisions for their real food business proposal.

**1. WHY** are you creating this business? Is it in the service of others and is it socially responsible?

**2. WHAT** impact will your business have on your community?

**3. WHO** will benefit the most from the outcomes that stem from your business?

**4. HOW** does this business effectively solve social problems?



**Step 1:** Locate the Final Presentation Scoring Rubric in your Student Workbook. With a partner or as a group, review the parts of the rubric.

- Underline any terms you need clarification on.
- Highlight the parts of the presentation you feel you may need assistance with or that will be most difficult for you.
- Record questions in the margin about any part of the presentation you would like the teacher to talk about with you or your group.

**Step 2:** With guidance from your teacher, access the presentation slide deck. Take time in your group to assign slides to each group member and begin working on the slide deck.

**Student Reflection:** What was accomplished today? What tasks must be done tomorrow?





**Essential Question: How do we make a professional presentation and special event?**

**Objectives – Students will:**

- Prepare and practice your final presentations to your peers.
- Provide and gain feedback from peers.
- Agree on and understand classroom roles and norms for presentation day.

**Launch:** How do we need to prepare for a professional presentation today to ensure that we are effective and our guests feel welcome?

A large rectangular area with a dotted border, intended for student responses to the launch question.

**Step 1: Presentation practice.**

Follow the directions of your teacher to organize group rotations. Each group will present and provide feedback to two other groups.

1. When presenting, assume the audience is your formal audience and present as you would for the official presentation day. If you need to pause or work on a particular section, now is the time to do so.
2. When listening to other presentations, you will use the scoring rubric and rate the presentation individually. Then, you will compare results with a partner or the group as directed by your teacher. This will help make sure all students know the expectations in the rubric. You might also use the Praise, Question, Suggest method to offer specific feedback to the group.
3. Repeat this process with one other group.



### Step 2: Presentation day preparation.

Follow the direction of your teacher to identify important roles and expectations to prepare for a welcoming and effective presentation day.

**Student Reflection:** Connect with your group and make sure you all agree on the following items. Record any important details below.

Dress code for our group:

Contact information and method:

How will you support each other on presentation day?

A stylized illustration of a tomato, shown in a light pinkish-red color. The tomato is sliced horizontally, revealing its internal structure with white seeds and a white membrane. A green stem with several leaves is attached to the top of the tomato.

**GOOD LUCK TO ALL TEAMS!**



# APPENDIX I. FINAL PRESENTATION SCORING RUBRIC

Date: \_\_\_\_\_ Your Name: \_\_\_\_\_

Real Food Business Name: \_\_\_\_\_

Group Member Names: \_\_\_\_\_

One question I have for the group is:

### Scoring Rubrick (circle one)

	Excellent	Good	Average	Needs Improvement
Business Overview	(5)	(4)	(3)	(2)
Solution to Problem	(5)	(4)	(3)	(2)
Business Opportunity	(5)	(4)	(3)	(2)
Social Responsibility	(5)	(4)	(3)	(2)
Marketing Persona	(5)	(4)	(3)	(2)
Marketing Plan	(5)	(4)	(3)	(2)
Business Financials	(5)	(4)	(3)	(2)
Overall Presentation	(5)	(4)	(3)	(2)
Real Food Inspiration	(5)	(4)	(3)	(2)
Shared Presentation Responsibilities	(5)	(4)	(3)	(2)

**(5) Excellent:** In-depth research is evident, creative communication, meets the design challenge, focused on real food

**(4) Good:** Research is evident, clear communication, meets the design challenge, focused on real food

**(3) Average:** Research is evident, simple communication, misses the design challenge, not focused on real food

**(2) Needs Improvement:** Lack of research, incomplete, misses the design challenge, not focused on real food

**TOTAL SCORE: \_\_\_\_/50**

**APPENDIX II FINAL PRESENTATION SCORING RUBRIC – TEACHER** for grades 9-12; Common Core State Standards ELA

The scoring rubric is a clear and concrete way of assessing Common Core State Standards (CCSS) commonly used in project based learning (PBL). The Real Food Lab final presentation emphasizes communication skills, a core component of project based learning (PBL). Communication skills emphasized include: developing an effective presentation, presenting to an audience, and evaluating peer presentations. **This rubric has been designed to help teachers evaluate student presentations using CCSS. Note: a copy of all completed rubrics will be submitted to TKC upon completion, please omit student names.**

**Student Name(s):**

**Date:**

Communication Skills in PBL	No Credit (0 points)	Below Standard (2 points)	Approaching Standard (6 points)	At Standard (12.5 points)	Above Standard (Extra Credit)
<p><b>Explanation of Ideas and Information</b></p> <p>SWBAT create an original business plan using entrepreneurial skills and knowledge gain through the Real Food Lab curriculum.</p>	<p>Does not speak during presentation.</p> <p>Group does not create a presentation.</p>	<p>Does not present information clearly, concisely, and logically; audience cannot follow the line of reasoning.</p> <p>Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience.</p> <p>Selects information that convey ideas, concepts, and information unclearly and inaccurately.</p>	<p>Presents information that is not always clear, concise, and logical; line of reason is sometimes hard to follow.</p> <p>Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience, but does not fully succeed.</p> <p>Attempts to select information that convey ideas, concepts, and information clearly and accurately, does not succeed.</p>	<p>Presents information clearly, concisely, and logically; audience can easily follow the line of reasoning. <b>(9-12.SL.4)</b></p> <p>Selects information, develops ideas and uses a style appropriate to the purpose, task and audience. <b>(9-12.W.4)</b></p> <p>Selects information that conveys ideas, concepts, and information clearly and accurately. <b>(9-12.W.2)</b></p>	
<p><b>Organization</b></p> <p>WBAT develop a clear, concise, and informative presentation that meets the design challenge.</p>	<p>Group does not create a presentation.</p>	<p>Does not meet requirements for what should be included in the presentation.</p> <p>Uses time poorly. The whole presentation, or a part of it, is too short or too long.</p> <p>Presentation provides no evidence of research that addresses the design challenge.</p>	<p>Meets most requirements for what should be included in the presentation.</p> <p>Generally, times presentation well, but may spend too much or too little time on a topic or an idea.</p> <p>Presentation provides minimal evidence of research that addresses the design challenge.</p>	<p>Meets all requirements for what should be included in the presentation.</p> <p>Organizes time well, no part of the presentation is too long.</p> <p>Presentation provides evidence of research that addresses the design challenge. <b>(9-12.W.7)</b></p>	

This rubric was developed from The Buck Institute for Education, Presentation Rubric for Project Based Learning. **Note: The scoring rubric may be used on a student by student basis, or may be used to assess an entire group presentation. It is up to the teacher's discretion to implement and use scoring rubric in a manner that is best fit for their classroom.**

APPENDIX II FINAL PRESENTATION SCORING RUBRIC – TEACHER

for grades 9-12; Common Core State Standards ELA

Student Name(s):

Date:

	No Credit (0 points)	Below Standard (2 points)	Approaching Standard (6 points)	At Standard (12.5 points)	Above Standard (Extra Credit)
<p><b>Communication Skills in PBL</b></p> <p><b>Presentation Aids</b> SWBAT design a presentation using technology to effectively communicate ideas.</p>	Does not use visual aids or media.	Attempts to use visual aids or media, but they do not add to or may distract from the presentation	Uses visual aids or media, but they may sometimes distract from or not add to the presentation.  Sometimes has trouble incorporating visual or media aids smoothly into the presentation.	Uses well-produced visual aids or media to enhance understanding of reasoning and to add interest. (9-12.SL.5)  Smoothly incorporates visual aids or media into presentation.  Uses technology, including the internet, to produce an effective presentation. (9-12.W.6)	
<p><b>Response to Audience Questions</b></p> <p>SWBAT interpret inquires and synthesize a cohesive response.</p>	Does not respond to audience questions.	Attempts to address audience questions (goes off topic or misunderstands without seeking clarification).	Answers audience questions, but not always clearly or completely.	Answers audience questions clearly and completely. (9-12.SL.3)  Seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question. (9-12.SL.1)	
<p><b>Participation in Team Presentation</b></p> <p>SWBAT collaborate effectively to produce an effective presentation.</p>	Group does not present.	Not all members participate, only one or two speak.	All team members participate, but not equally.	All team members participate for about the same length of time.  All team members can answer questions about the topic, not just their part of it. (9-12.SL.1)	

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APPENDIX II FINAL PRESENTATION SCORING RUBRIC – TEACHER

for grades 9-12; Common Core State Standards ELA

Student Name(s):

Date:

	No Credit (0 points)	Below Standard (2 points)	Approaching Standard (6 points)	At Standard (12.5 points)	Above Standard (Extra Credit)
<p><b>Communication Skills in PBL</b></p> <p><b>Peer Evaluation Perspective</b></p> <p>SWBAT assess their peers' presentations using the student rubric.</p>	<p>Does not ask questions.</p> <p>Completes zero student scoring rubrics.</p>	<p>Does not ask questions.</p> <p>Attempts to complete all student scoring rubrics.</p>	<p>Asks questions that are not clear or complete.</p> <p>Asks questions that distract from the presentation topic.</p> <p>Completes all student scoring rubrics.</p>	<p>Asks questions clearly and completely and provides clarification, as needed. <b>(9-12.SL.3)</b></p> <p>Develops questions that are relevant to and build upon the presentation topic. <b>(9-12.SL.1)</b></p>	
<p><b>Usage of Curriculum Vocabulary</b></p> <p>SWBAT generate original thoughts and ideas using Real Food Lab curriculum vocabulary.</p>	<p>Does not speak during presentation.</p>	<p>Does not use domain-specific words and phrases during the presentation.</p>	<p>Attempts to use domain-specific words and phrases during the presentation, but does not succeed.</p>	<p>Acquires and uses accurately domain-specific words and phrases during the presentation. <b>(9-12.L.6)</b></p>	
<p><b>Usage of Standard English Conventions</b></p> <p>SWBAT develop and deliver presentation text that is free of spelling, capitalization, grammar, and punctuation errors.</p>	<p>Does not speak during presentation</p>	<p>Does not demonstrate command of the conventions of standard English grammar.</p> <p>Does not demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p>	<p>Demonstrates command of the conventions of standard English grammar and usage in presentation text and while speaking, most of the time.</p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling in presentation text, most of the time.</p>	<p>Demonstrates command of the conventions of standard English grammar and usage in presentation text and while speaking. <b>(9-12.L.1)</b></p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling in presentation text. <b>(9-12.L.2)</b></p>	

This rubric was developed from The Buck Institute for Education, Presentation Rubric for Project Based Learning **Note: The scoring rubric may be used on a student by student basis, or may be used to assess an entire group presentation. It is up to the teacher's discretion to implement and use scoring rubric in a manner that is best fit for their classroom.**





**APPENDIX II FINAL PRESENTATION SCORING RUBRIC – TEACHER** for grades 9-12; Common Core State Standards ELA

Summary Table:

Student Name(s):

Date:

	No Credit (0 points)	Below Standard (2 points)	Approaching Standard (6 points)	At Standard (12.5 points)	Above Standard (Extra Credit)	Notes:
Communication Skills in PBL						
Explanation of Ideas and Information						
Organization						
Presentation Aids						
Response to Audience Questions						
Participation in Team Presentation						
Peer Evaluation Perspective						
Usage of Curriculum Vocabulary						
Usage of Standard English Conventions						
						<b>/100</b>

This rubric was developed from The Buck Institute for Education, Presentation Rubric for Project Based Learning **Note:** The scoring rubric may be used on a student by student basis, or may be used to assess an entire group presentation. It is up to the teacher's discretion to implement and use scoring rubric in a manner that is best fit for their classroom.



**Advertising:** A public, promotional message paid for by a company (print advertising, direct mail, radio, television, internet, social media advertisements).

**Anatomy of a Pitch:**

- **Identify the problem.** What changes are happening or what changes need to happen?
- Explain why now. Why should I care and why now?
- **Show the future vision.** Paint a picture of what happens when your business is successful. Don't talk about your business products or services, yet!
- **Reveal that your business is the key.** Talk about the work you do and the products or services you offer.
- **Present the evidence.** Use testimonials or reviews to highlight and personalize your pitch.

**Business Opportunities:**

- **Problems:** A problem that needs to be solved by a service or product.
- **Changes:** A change in trends, laws, customs, etc., produces a new need or want.
- **New discoveries:** Creation of a totally new product or service.
- **Existing products or services:** Improve existing products or services.
- **Unique knowledge:** One-of-a-kind experiences or expertise.

**Consumer:** Someone who purchases products or services for personal use.

**Contribution Margin:** The amount of money a business makes per sale to cover the fixed expenses.

**Demographic:** Objective social, personal, and economic facts about people.

**Elevator Pitch:** A succinct and persuasive sales pitch.

**Fixed Expenses:** Expenses that a business owner needs to pay on a regular basis even if they don't sell any products or services for an entire month.

**Food Deserts:** Areas with limited access to healthy food, often defined using these four criteria: household income, distance from a supermarket, vehicle ownership, availability of healthy food in local stores.

**Food Security:** Consistent access to enough safe, nutritious food for an active, healthy life, without resorting to emergency food programs, scavenging, or stealing.

**Geographic:** Where someone lives—city, country, region, or rural, suburban, urban.

**Hunger:** References the pain, discomfort, weakness, or illness caused by a long-term lack of food.

**Marketing Persona:** A fictional, or generalized, representation of your ideal customer.

**Personal Selling:** Direct one-to-one selling done by a company's sales representatives to get sales and build customer relationships (telemarketing, consultations, demonstrations).

**Psychographic:** Personal traits, attitudes, opinions, interests, hobbies, habits, and values.



**Publicity:** A form of promotion for which a company does not pay, sometimes referred to as “free advertising” (news articles, referrals through reviews or testimonials).

**Real Food:** Food we trust to nourish ourselves, our communities, and our environment.

**Sales Promotion:** A short-term activity or buying incentive (coupon, free sample, product demos).

**Social Enterprise:** An organization that uses commercial practices to maximize improvements to human or environmental well-being, alongside generating profits for their stakeholders.

**Social Entrepreneurship:** The use of the techniques by startup companies and other entrepreneurs to develop, fund, and implement solutions to social, cultural, or environmental issues. This concept may be applied to a variety of organizations with different sizes, aims, and beliefs.

**Social Responsibility:** Businesses that operate with consideration for the triple bottom line (social, economic, and environmental issues).

**Startup Expenses:** Expenses that a business owner needs to pay before they can provide their product or service.

**Target Market:** A group of consumers that businesses aim their products or services toward.

**Unit of Sale:** What a consumer gets when they pay for something.

**Variable Expenses:** Expenses that a business owner needs to pay to create their product or service.

**Visual Merchandising:** Using artistic displays to attract customers into a store and/or how products are visually promoted in the store (storefront windows, impulse buy products, fancy and eye-catching packaging).