



# Real Food Lab Curriculum and Practicum

## Teacher Guide





## **DESIGN CHALLENGE**

The 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 based on being socially responsible, encouraging healthy behaviors, promoting a public service, or building community awareness of real food.

Essential questions for the design challenge:

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?

## **INTRODUCTORY NOTES TO TEACHER**

**Design Challenge:** The design challenge concepts need to be reinforced throughout the curriculum. Reinforcing these concepts will keep students focused on being able to explore the Essential Questions and will give a structure to their learning experience. Through this, your students will create a more robust presentation at the end of the curriculum.

**Lesson Sequence:** Each lesson is built with the following model in mind:

- Self-discovery or reflection
- Information processing, led by teacher
- Checking for understanding using real food case studies
- Collaboration
- Reflection

**Supporting Lessons:** On a few occasions, the teacher will be directed to offer supplemental lessons from the Johns Hopkins FoodSpan series. These lessons are well-designed and augment the concepts from this curriculum. FoodSpan offers several other lessons and activities the instructor can select if time allows in the course.

**Case Studies:** Throughout the curriculum, students will use real-world examples of individuals, businesses, and organizations that are using entrepreneurship as a way to make a difference in our food systems. Case studies will be used both to introduce new concepts and as a reflective tool.

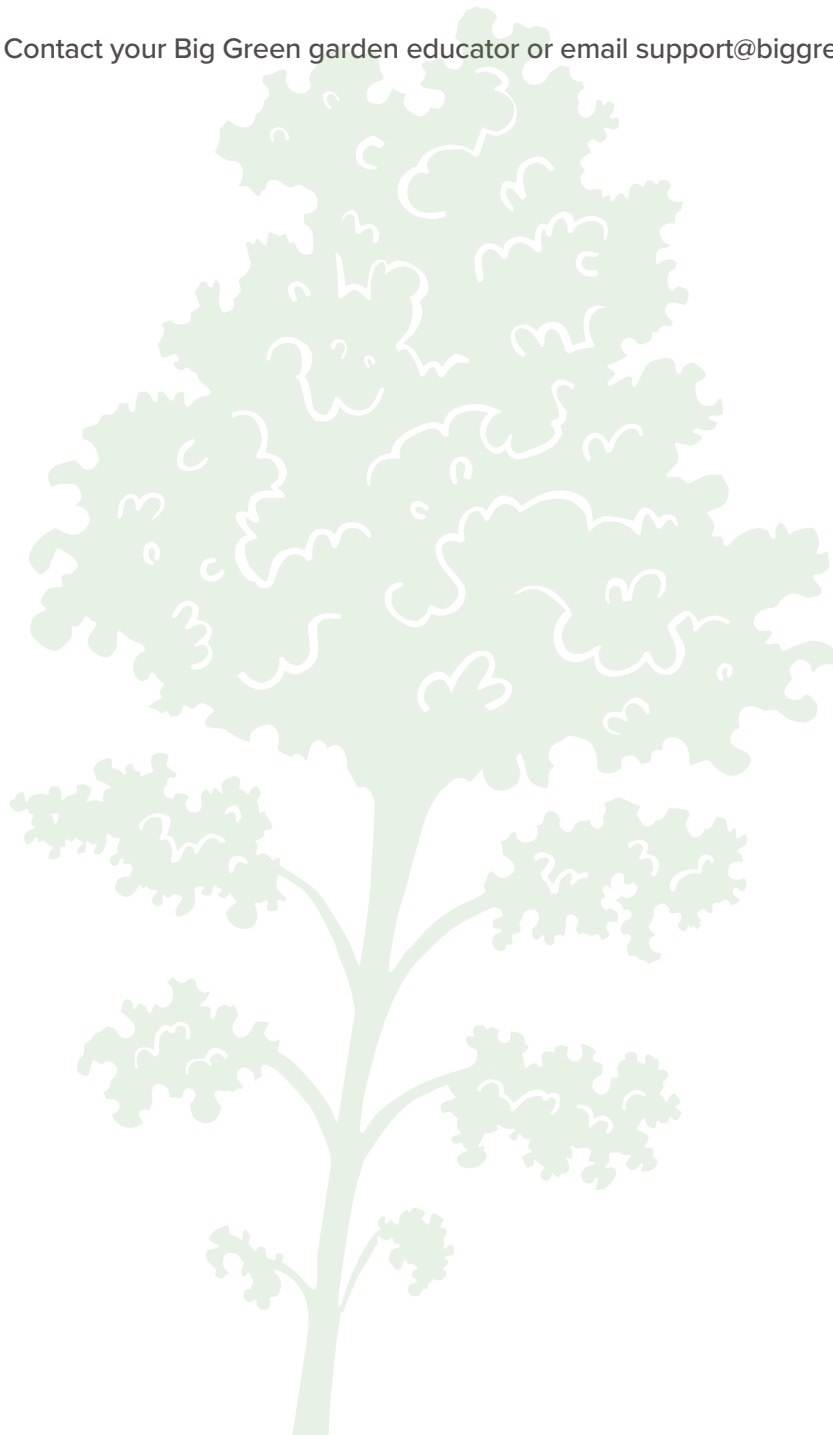
**Final Presentations and Classroom Expo:** At the end of the lesson sequence, your students will have a final presentation that will be part of a classroom exposition. Time is made available in the lesson sequence to allow for preparation of the presentations. It is recommended that guests of honor be invited to the expo as a way for students to showcase their work. Invitees may include: families, other educators, community members, local representatives from the local food scene, or chamber of commerce members. Make additional accommodations as needed to complete all final presentations. The final presentation deck has been modeled after Guy Kawasaki's 10-slide pitch deck.



## **DESIGN CHALLENGE**

The materials offer an option for judging presentations that could also be part of a competition to see which group's idea ranks the highest and/or which idea might become part of an actual real food event that will occur during the practicum phase.

- 1. Lesson Modification:** Individual lessons are open for adaptation, but all students are required to use the same final presentation deck outline.
- 2. Vocabulary** is bolded in the Teacher Guide and Student Workbook for easy reference.
- 3. Questions?** Contact your Big Green garden educator or email [support@biggreen.org](mailto:support@biggreen.org)





## **TABLE OF CONTENTS**

<b>Lesson 1:</b> Exploring Our Food System.....	5
<b>Lesson 2:</b> Social Entrepreneurship.....	16
<b>Lesson 3:</b> Entrepreneurship Introduction.....	18
<b>Lesson 4:</b> Case Study Problem & Solution.....	21
<b>Lesson 5:</b> Case Study Business Opportunity.....	23
<b>Lesson 6:</b> Business Development #1.....	26
<b>Lesson 7:</b> Case Study Target Market.....	28
<b>Lesson 8:</b> Business Marketing Persona.....	30
<b>Lesson 9:</b> Business Expenses Part 1.....	32
<b>Lesson 10:</b> Business Expenses Part 2.....	34
<b>Lesson 11:</b> Business Development #2.....	36
<b>Lesson 12:</b> Business Promotion & Marketing.....	38
<b>Lesson 13:</b> Elevator Pitch.....	40
<b>Lesson 14:</b> Business Presentation Prep.....	42
<b>Lesson 15:</b> Final Presentation Practice.....	44
<b>Appendix I:</b> Final Presentation Scoring Rubric.....	47
<b>Appendix II:</b> Lesson Vocabulary.....	48



## LESSON 1: EXPLORING OUR FOOD SYSTEM

**Duration:** 55 minutes

**Overview:** Use FoodSpan Lesson – Exploring Our Food System. Students will use their Student Workbooks during this lesson. The food system is a complex network that is deeply connected to health, society, and the environment. This lesson lays the groundwork for understanding food through an integrated, systems-thinking lens.

**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.





# LESSON 1: EXPLORING OUR FOOD SYSTEM



## Lesson A: Exploring the Food System

### Brainstorm Teacher Guide

	Prompts	Examples
Activities	<ul style="list-style-type: none"> <li>What activities are involved in getting these ingredients to our plates?</li> <li>How are the raw ingredients transformed into something we could eat?</li> <li>Who are the people involved at each step?</li> </ul>	<ul style="list-style-type: none"> <li>Growing and harvesting crops</li> <li>Breeding, feeding, housing, transporting, and slaughtering animals</li> <li>Processing, packaging, transporting, storing, marketing, selling, preparing, eating, disposing of, and composting food</li> </ul>
Resources	<ul style="list-style-type: none"> <li>What resources are used in each activity?</li> <li>Consider both natural and human resources.</li> </ul>	<ul style="list-style-type: none"> <li>Natural resources, (e.g., land, water, soil, fossil fuels)</li> <li>Labor, knowledge, money, machinery, fertilizers, pesticides, animal feed</li> </ul>
Effects on health, society, environment	<ul style="list-style-type: none"> <li>How could each activity affect health, society, and the environment?</li> <li>Consider both positive and negative impacts.</li> <li>For positive impacts, think about the reasons we process food (e.g., to preserve it), for example, or why we transport it long distances (e.g., to provide year-round variety).</li> </ul>	<ul style="list-style-type: none"> <li>Positive impacts: feeding people, promoting health, creating jobs, strengthening communities, convenience, enjoyment, cultural expression</li> <li>Negative impacts: chronic disease, foodborne illness, worker injuries, hunger, greenhouse gases, air and water pollution, resource depletion, biodiversity loss, animal suffering</li> </ul>
Influences	<ul style="list-style-type: none"> <li>What are some factors that influence each activity?</li> <li>Consider both societal and ecological factors.</li> <li>Think about how farmers decide what crops to grow, for example, or why we eat what we eat.</li> </ul>	<ul style="list-style-type: none"> <li>Influences on the supply chain: consumer demand, government policy, technology, worldview, climate, geology, biodiversity</li> <li>Influences on what we eat: taste, cost, values, family, friends, culture, food availability, marketing, government policy</li> </ul>



# LESSON 1: EXPLORING OUR FOOD SYSTEM

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

FOODSPAN

This page left blank for double-sided printing





Lesson A: Exploring the Food System

**Food System Connection Cards (p.1 front)**



**Fish**

**Crop**

**Water**

**Pathogen**

**Chicken**

**Soil**

**Compost**

**Cow**

**Climate**

## Lesson A: Exploring the Food System

<ul style="list-style-type: none"> <li>Essential members of aquatic ecosystems</li> <li>Needs freshwater or saltwater (depending on the species) and food</li> <li>May be eaten by humans or other animals</li> </ul>	<ul style="list-style-type: none"> <li>Disease-causing microorganism</li> <li>Some strains live in the guts of animals</li> <li>May be transported via air, water, soil, or food</li> </ul>	<ul style="list-style-type: none"> <li>Made by decomposing manure, food waste, plant matter, or other organic materials</li> <li>Can be applied to soil to make it more fertile, helping plants grow</li> </ul>
<ul style="list-style-type: none"> <li>Needs sun, water, fertile soil, carbon dioxide, and oxygen</li> <li>Produces food and oxygen</li> <li>Can be composted to enrich soil</li> </ul>	<ul style="list-style-type: none"> <li>Needs food, land, air, water, and humane living conditions</li> <li>Can be raised for meat or eggs</li> <li>Produces manure</li> </ul>	<ul style="list-style-type: none"> <li>Needs food, land, air, water, and humane living conditions</li> <li>Can be raised for meat or milk</li> <li>Produces manure and methane</li> </ul>
<ul style="list-style-type: none"> <li>Needed by plants, animals, and humans</li> <li>Used for irrigating crops</li> <li>May be contaminated by animal waste, chemical fertilizers, and other pollutants</li> </ul>	<ul style="list-style-type: none"> <li>Supports plant life</li> <li>Subject to contamination and erosion</li> </ul>	<ul style="list-style-type: none"> <li>The prevailing weather conditions in an area</li> <li>Affects what kind of plants and animals can survive in a region</li> </ul>

**Food System Connection Cards (p.1 back)**





Lesson A: Exploring the Food System

Food System Connection Cards (p.2 front)



**Food Citizen**

**Government**

**Supermarket**

**Corner Store**

**Food service  
worker**

**Truck Driver**

**Farm Worker**

**Chemical  
Fertilizer**

**Pesticide**



# LESSON 1: EXPLORING OUR FOOD SYSTEM

## Lesson A: Exploring the Food System

<ul style="list-style-type: none"> <li>• Often provides a wider variety of healthy options, at lower prices, than smaller stores</li> </ul>	<ul style="list-style-type: none"> <li>• Enacts policies that affect farming practices, food safety, hunger relief, minimum wage laws for food chain workers, and more</li> </ul>	<ul style="list-style-type: none"> <li>• Buys and consumes food</li> <li>• Takes action on food system issues by voting, organizing, and writing to governments</li> </ul>
<ul style="list-style-type: none"> <li>• Transports food in vehicles that use fossil fuel and produce pollution</li> <li>• Needs healthy food, air, water, safe working conditions, and a living wage</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and serves food in restaurants and cafeterias</li> <li>• Needs healthy food, air, water, safe working conditions, and a living wage</li> </ul>	<ul style="list-style-type: none"> <li>• Typically offers a smaller variety of options, at higher prices, than supermarkets</li> </ul>
<ul style="list-style-type: none"> <li>• Kills weeds, insects, fungi, or other pests that damage crops</li> <li>• Can contaminate food, soil, air, and water and cause health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Helps plants grow</li> <li>• Can contaminate water and cause health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Plants, tends, and/or harvests food crops</li> <li>• Needs healthy food, air, water, safe working conditions, and a living wage</li> </ul>

**Food System Connection Cards (p.2 back)**



## Lesson A: Exploring the Food System

### Washington Apple Supply Chain Cards



#### **Growing**

Apples grow in orchards

#### **Harvesting**

Apples are picked by hand

#### **Washing, grading, waxing**

A wax coating helps keep apples crisp

#### **Packing**

Apples are sorted and packed into 40-pound cartons

#### **Distributing**

Apples are transported up to thousands of miles in refrigerated trucks

#### **Processing**

Some apples may be canned or made into applesauce, pie filling, etc.

#### **Packaging**

Packaging depends on how the apples are processed, if at all

#### **Retailing**

Apples are sold in a variety of stores

#### **Preparing**

Apples can be eaten whole, added to salads, cooked in pies, etc.

#### **Consuming**

Apples are eaten

#### **Disposing**

Throughout the supply chain, some apples and parts of apples are discarded

#### **Composting**

Discarded apples can be composted and used to help grow more apples



# LESSON 1: EXPLORING OUR FOOD SYSTEM



*This page left blank for double-sided printing*

## Lesson A: Exploring the Food System

### Broiler Chicken Supply Chain Cards



#### Soy growing

Soybeans are grown for animal feed

#### Soy harvesting

Soybeans are harvested for animal feed

#### Corn growing

Corn is grown for animal feed

#### Corn harvesting

Corn is harvested for animal feed

#### Fish

#### harvesting

Fish are harvested for animal feed

#### Chick

#### hatching

Baby chickens are hatched and processed

#### Feed

#### processing

Soy, corn, fish, and other ingredients are combined to make poultry feed

#### Producing

Over 100,000 chickens are typically raised and fed in a single facility

#### Processing

Chickens are slaughtered, defeathered, and sanitized

#### Retailing

Packaged chicken products are sold in supermarkets and other stores

#### Preparing

Chicken products are cooked

#### Consuming

Chicken products are eaten



## LESSON 2: WHAT IS SOCIAL ENTREPRENEURSHIP?

**Duration:** 50 minutes

**Overview:** Students will define social entrepreneurship and compare this model of entrepreneurship to social responsibility. Students will understand that their school's real food business is a social enterprise.

**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.

**Materials:**

- Lesson slide deck
- Computer and internet access, if needed
- Pen or pencil

**Teacher Notes:**

- **Real Food Business Plan:** Toward the end of the Real Food Lab classroom experience, students will work together to create a real food local distribution site or event.
- **Summer or School-Year Practicum:** The practicum is designed to ensure that students have the opportunity to work in a production garden and consider various options to distribute the produce they harvest. During the practicum, students will develop real-world social entrepreneurship skills through the growing, harvesting, and selling of your school's garden produce in your local community. The practicum can be initiated after completing the classroom component of Real Food Lab or both can be done together.
- **Lesson Vocabulary:**
  - **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).
  - **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.
- Review the B Corp links below and process to become familiar with how B Corp promotes and certifies businesses that are committed to being socially responsible. Suggested links for exploration include:
  - B Corp: Overview
  - B Corp: B the Change
  - B Corp assessment process and additional case studies.





## LESSON 2: WHAT IS SOCIAL ENTREPRENEURSHIP?

### Launch (5 minutes):

1. Have students brainstorm all of the words and phrases that come to mind when they hear the terms social, entrepreneurship, and responsibility.
2. Explain that the school's real food business is a social enterprise. Ask students if they know the difference between social responsibility and social enterprise? Allow students to share their ideas.
3. Introduce vocabulary. Use slide notes to help students understand the progression of business practices within this field.

### Lesson (40 minutes):

1. Introduce students to B Corp: The B Corp Certification is a way that we can determine if a business is living up to the high standard of being a social enterprise. Without a defined framework, social enterprise remains a concept and not a practice. Though it is not required to be a certified B Corp to create and run a social enterprise, B Lab (which certifies B Corps) has done a lot of work to provide structure and a way for entrepreneurs and customers alike to participate in business for good.
2. Play the B Corp introduction video: <https://youtu.be/V-VFZUFJwt4>
3. Ask the class if they are familiar with any of the companies mentioned in the video. Allow time for sharing. What is their experience with the company? Did they know about their business practices? Do they care?
4. Ask students to record their reaction to learning about B Corp Certification in Step 2 of their Student Workbooks.
5. Break students into groups. Let students know that they will be using the B Corp Impact Assessment to analyze a business they are familiar with or one they choose from the B Corp site.
6. In Step 3 of their Student Workbooks, each group will brainstorm popular businesses (they can be anything relevant to them).
7. After they've created a list of businesses, student groups will select one business to further analyze. Students will use the B Corp Impact Assessment to analyze and rate the business they selected as a group.

**Note:** Remind students that they do not need to answer or know the answer to every question in the B Corp Impact Assessment. Encourage students to have a conversation about the business they selected and as a group decide on a B Corp score.

### Student Reflection (5 minutes):

In Step 4 of their Student Workbooks, students will be prompted to discuss the following:

1. How can the ideas discussed today apply to your school's real food business planning?
2. Who are the stakeholders of your real food business?
3. How do the different stakeholders experience the effect of decisions made for your school's real food business?



**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:**

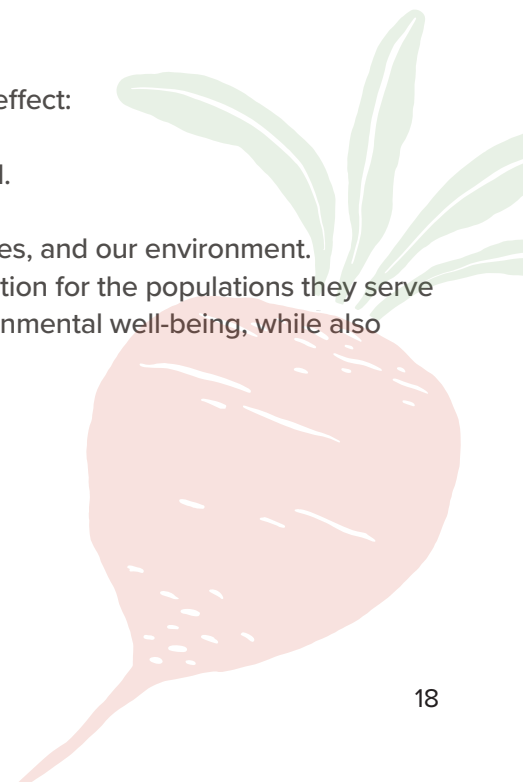
- Student Workbooks
- Lesson slide deck
- Pencil or pen

**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.



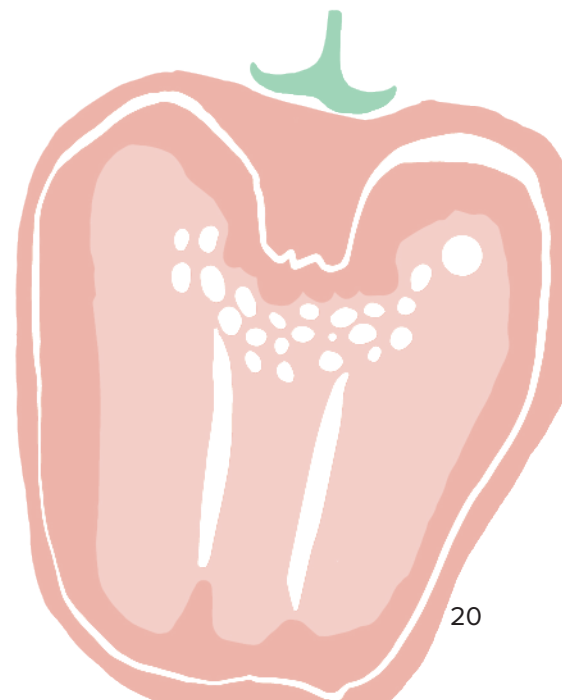
### Classroom Lesson (30 minutes) Cont'd

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





## 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.



**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).

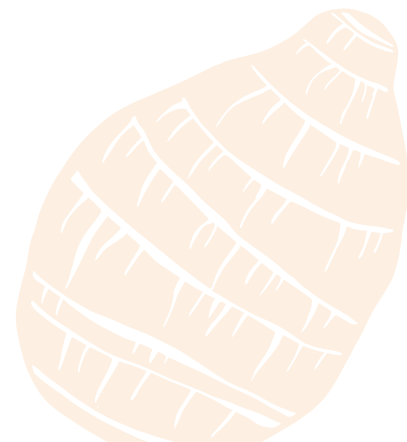


### Introduction (10 minutes)

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.





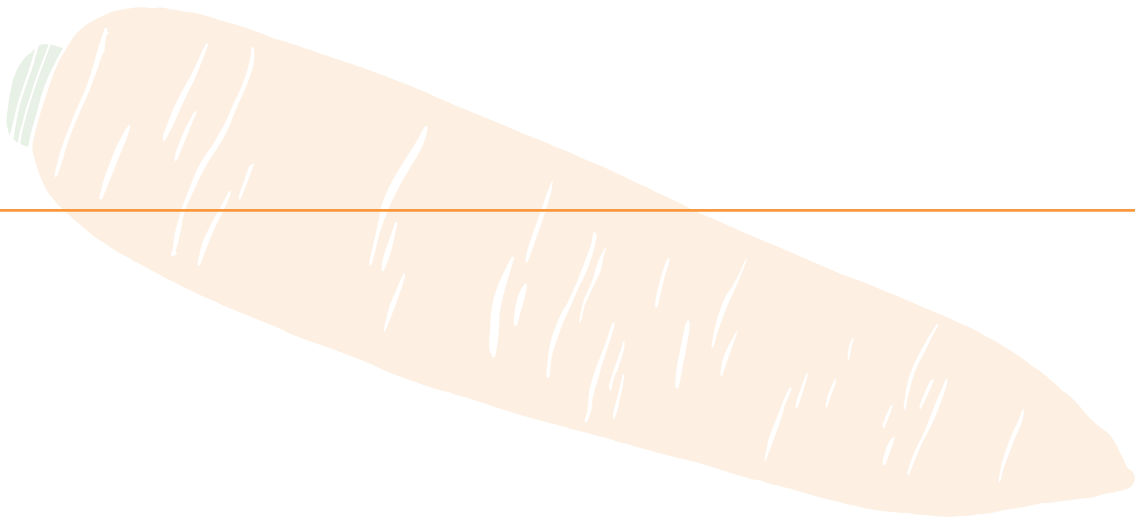


**Student Presentation (10-30 minutes):**

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.





**Duration:** 50 minutes

**Overview:** Student groups will begin to outline an overview of their real food business in line with the design challenge. Students should be given the flexibility to meet this challenge as they see fit; however, the design challenge must be met. Ensure that groups are solving a problem, embracing real food, and that their business is a viable opportunity and not just an idea.

**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.

**Materials:**

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

**Beforehand:**

- Gather easel paper, coloring materials and tape or PowerPoint/Google Slides
- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

Students will continue to develop 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. Be sure to have students print their slides, post them in the classroom, and complete the silent gallery walk.

**Introduction (10 minutes)**

1. If needed, ask for a student (or several students) 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 6. Review today’s Essential Question and let your students know that we will be working on today’s Launch.
3. Students will start thinking of business opportunities that meet the design challenge criteria. Using a Think-Pair-Share for this process would encourage full engagement. Ultimately, students will work in groups to select a real food business opportunity to develop into a business plan.



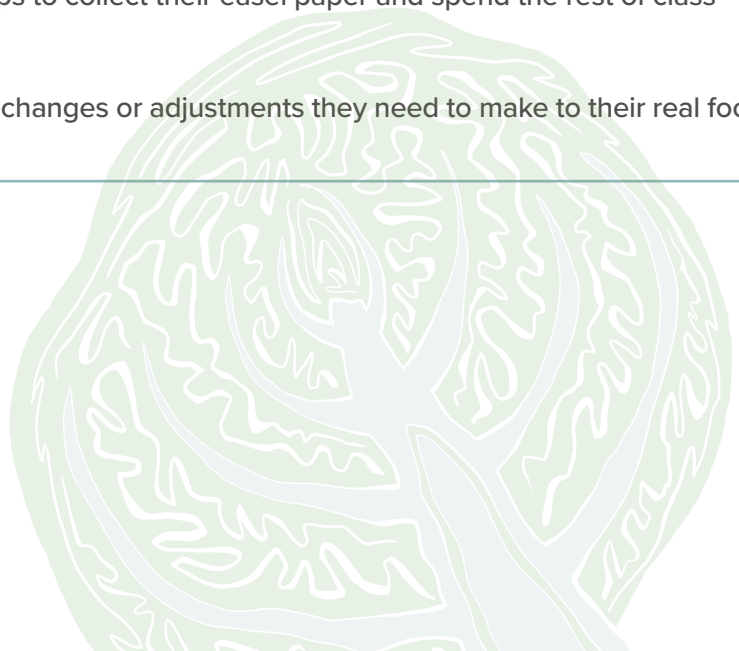
4. An optional activity would be to play the first 6 minutes of the Simon Sinek TED Talk, “Start with Why.” In this excerpt, he talks about how successful companies and people lead with a clear and compelling understanding of why they are doing what they are doing, followed by how they will do it and what they will do as the last phase. The student task is arranged through this lens. Here’s the video link: [https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action) operating model: <https://www.natifs.org/>

### Classroom Lesson (30 minutes):

1. Break students into working groups and distribute easel paper and markers to each group.
2. Direct students to Steps 1, 2, and 3 in their Student Workbooks. Review each step with students prior to starting the day’s lesson.
3. In Step 1, students will work with their groups to design the initial concept of their real food business. Students will be asked to develop various components of their business and display those on their group’s easel paper.
4. In Step 2, students will participate in a silent gallery walk and will provide feedback in the form of questions to the other groups.
5. In Step 3, groups will review the feedback provided by their peers and discuss changes or adjustments they can make to their business concepts.
6. Give students 20 minutes to complete Step 1 using the easel paper to record their ideas.
7. While students are working, distribute sticky notes for the silent gallery walk. After 20 minutes have passed, review the instructions for the silent gallery walk and have students begin.
8. Give students 10 minutes to complete Step 2, the silent gallery walk.

### 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.
2. Groups should be encouraged to discuss changes or adjustments they need to make to their real food businesses.





## LESSON 7: CASE STUDY TARGET MARKET

**Duration:** 50 minutes

**Overview:** Students will be introduced to the term target market and then they will create a marketing persona that would fit their real food case study target market.

**Essential Question: How can our social enterprise best serve our 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.

**Materials:**

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

**Beforehand:**

- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

- Lesson Vocabulary:
  - **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.

**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. Guide students to open their Student Workbooks to Lesson 7 and review the Essential Question and Objectives.
3. Provide 1-5 minutes for students to complete the Launch. They should look at the three products and make guesses about the target market using various describing terms. To save time, this could be done as a jigsaw where each student or pair of students does only one.
4. Select students from the class to offer suggestions. Note that students will probably disagree about some of the traits, which is productive. You could also probe to see if students would identify any specific traits associated with age, gender, race, or economic status. To guide this discussion, you might offer other examples to consider, such as recent advertisements. Guide each segment by asking, Who is this company trying to reach? What are their traits or characteristics? Example ads from Super Bowl 2020: <https://youtu.be/tzEM7fkWqS8>



## LESSON 7: CASE STUDY TARGET MARKET

5. Transition by letting students know that all businesses define a market they are trying to serve. That is how they determine many other business decisions that allow them to be successful. In the design challenge, students will need to define the target market for their business or event.

### **Classroom Lesson (30 minutes):**

1. Review lesson vocabulary with students: consumer, target market, demographics, psychographics, and geographics. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Lead students in a discussion to generate examples or rephrase into their own words. Some examples are provided in student notes.

2. To prepare for Step 1, identify with the class various ages for having a birthday party: 1, 6, 12, 25, 50, 75, 100, etc. This will allow students to clearly see that, depending on the age of a person, some of the desired supplies will change, while others may be similar. Have students complete Step 1 in their Student Workbooks. Give students 5 minutes to complete this task. Review answers as a class, selecting one reporter from each group.

3. Regroup students into their case study groups and distribute the appropriate case study to each group

4. Let students know that they will be using their group's case study to complete Step 2 in their Student Workbook to define the target market of their case study.

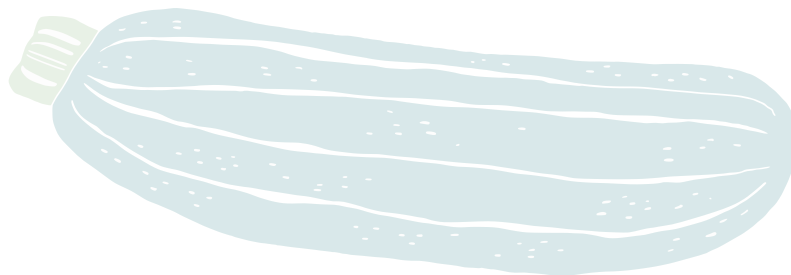
5. Give students 15 minutes to complete this task.

6. After 15 minutes have passed, let students know that they will be sharing their case study target market with the class in a 1- to 2-minute mini-presentation. The presentation will include: the case study business name, the problem it solves, and details about the target market. It is important to tell students that, because at this point they have not conducted any market research, they are going to need to make some guesses based on the information available.

7. Have each group whip around and share out their findings in 1-2 minutes.

### **Student Reflection (10 minutes):**

Ask students to return to their Student Workbooks and, individually or in pairs, respond to the summary prompt about the target market activity: What are some benefits and challenges related to identifying a target market? What could a business gain by narrowing its market or focus? What might be some drawbacks or risks associated with this process?





## LESSON 8: BUSINESS MARKETING PERSONA

**Duration:** 50 minutes

**Overview:** Students will take their knowledge of target market and extend their learning into their real food businesses. Student groups will create marketing personas for their real food businesses. This exercise gives businesses a visual of their typical customer and helps the business remain focused to ensure that their marketing, products, and services are well targeted.

**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.

**Materials:**

- Student Workbooks
- Lesson slide deck
- Pencil or pen
- Easel paper or blank 8½x11 paper, 2-3 per student group
- Coloring materials
- Tape
- Optional: computer for final presentation deck

**Beforehand:**

- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

- Students will continue to develop concepts of their real food business plan. The information they develop will be used in their final presentation deck. You may choose to have student groups work directly on their final presentation deck in PowerPoint or Google Slides.
- Lesson Vocabulary:
  - **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.

**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 8. Review today's Essential Question and let your students know that we will be working on today's Launch.



## LESSON 8: BUSINESS MARKETING PERSONA

3. Give students 2 minutes to complete the Launch during which students will generate adjectives to describe their business's typical customers. (Note: Consider providing a list of adjectives to your students and having them choose appropriate adjectives.)

Allow each student to share two terms from their lists in a whip around. Continue until all the adjectives are listed. It is not necessary to agree on these terms at this point, but the list can be revisited later in the process to see which terms seem to have the most consensus.

### Classroom Lesson (30 minutes):

#### Step 1:

Review lesson vocabulary with students: consumer, target market, demographics, psychographics, and geographics. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Lead students in a discussion to generate examples or rephrase into their own words. Some examples are provided in student notes.

#### Step 2:

1. Divide the class into two groups. Group A will be assigned to read and summarize the article, "Difference Between Market Segmentation and Stereotyping." Group B will read and summarize the article, "How to Create a Concrete Buyer Persona." Direct students to Step 2 in their Student Workbooks. Select or allow students to select a reading strategy and guide students to record a summary in their workbooks.

2. Allow time for students to read the material. Then cue students in each group to find a partner and review their notes and summaries. They can add to their own summaries. Next, have students join another pair from the other group. Provide time for each pair to share the summaries with the other pair and record notes appropriately.

3. Debrief with the class to close this section as needed.

**Optional Activity:** If students need more practice with this process, allow students to create personas of themselves using the website: <https://xtensio.com/user-persona/> (A log-in is needed to use this site. Follow your district's guidelines for creating student accounts). This could be a great way for students to consider the new vocabulary introduced in the process. This will likely add the length of one entire lesson period to create and share, but it could be well worth the time!

#### Step 3:

Guide students to Step 3 in their Student Workbooks. Students will use the template linked above to create a draft persona for their real food business or event. This should be done in pairs or small groups. If access to technology is limited, consider a poster as an alternative option.:

### Student Reflection (10 minutes)

1. Pair up partners to make a group of four. Each pair will have 2 minutes to present their persona to the other pair. The listening pair will use Praise, Question, Suggest to offer feedback. Then switch roles and repeat the process.

2. If time permits, return to the brainstorm list from the beginning of class and review which terms showed the most consensus. Add new adjectives if needed.



## LESSON 9: BUSINESS EXPENSES PART I

**Duration:** 50 minutes

**Overview:** Students will understand the following terms: startup expenses, fixed expenses, and variable expenses. These terms are easily confused. Ensure that students are mastering each definition before moving on. After students understand each term, connect all three terms together so students understand how they are different and how they relate.

**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.

**Materials:**

- Student Workbooks
- Lesson slide deck
- Pencil or pen
- Optional: computer for final presentation deck

**Beforehand:**

- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

- Lesson Vocabulary:
  - **Startup Expenses:** Expenses that a business owner needs to pay before they can provide their product or service.
  - **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.
  - **Variable Expenses:** Expenses that a business owner needs to pay that will vary or change depending on how much is produced.
- 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 deck in PowerPoint or Google Slides.

**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 9. Review today's Essential Question and Objectives.
3. Guide students to complete the Launch.. Students will be brainstorming a list of expenses for a pizza business.
4. After 3-5 minutes have passed, call on students to share ideas about expenses and record a list on the board or chart paper.





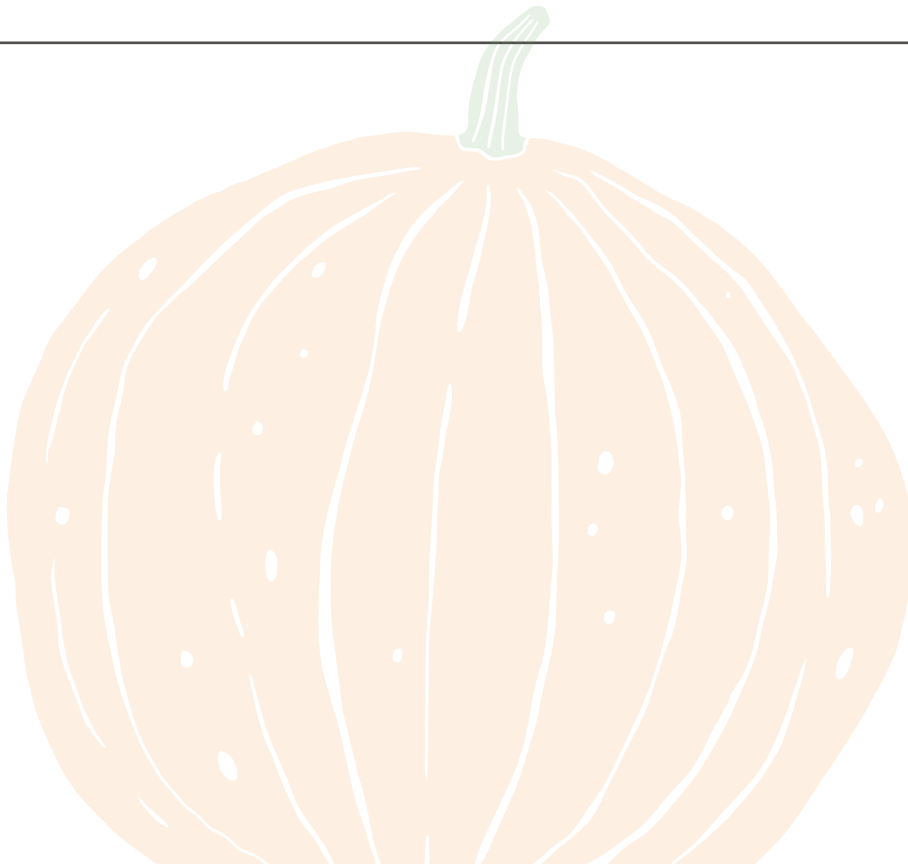
## LESSON 9: BUSINESS EXPENSES PART I

### Classroom Lesson (30 minutes):

1. Review lesson vocabulary with students: startup expenses, fixed expenses, and variable expenses. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Use the prompts about the pizza business to help them make sense of different types of expenses.
2. Have students complete Step 2 in their Student Workbooks. Give students 10 minutes to complete this task. Review answers as a class to create one master process that the class has consensus on.
3. Break students into their working groups and let them know they will now begin working on Steps 2 and 3, which will ask them to develop a timeline and then a basic supply chain for their real food business concepts.
4. Remind students to reference previous lessons as needed to ensure they are thinking of all parts of the process.
5. Give students 20 minutes to complete Steps 2 and 3 in their working groups.

### Student Reflection (10 minutes)

1. Let students know they will now be doing a pair-and-share for feedback on their supply chains.
2. Have students pair with someone from another group. Give pairs 10 minutes to complete Step 4 in their Student Workbooks.





## LESSON 10: BUSINESS EXPENSES PART II

**Duration:** 50 minutes

**Overview:** Students will learn about a unit of sale. The concept of a unit of sale can be complicated because one object does not necessarily equal one unit of sale; a unit of sale can vary. For example: Imagine a pencil factory. It could sell just one pencil in its gift shop. That is its unit of sale. It could also sell a pack of 12 pencils. The unit of sale is not 12. The unit of sale equals one pack. It could also sell a box of 10,000 pencils to a school, and the unit of sale would still be one.

**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).

**Materials:**

- Student Workbooks
- Lesson slide deck
- Calculator
- Pencil or pen
- Optional: computer for final presentation deck

**Beforehand:**

- Gather Student Workbooks
- Gather calculators
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

- Lesson Vocabulary:
  - **Unit of Sale:** What a consumer gets when they pay for something.
  - **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:  $\text{Unit price} - \text{variable costs} = \text{contribution margin}$ .
- Students will continue developing concepts of their real food business plans. The information they develop will be used in their final presentations. You may choose to have student groups work directly on their final presentation decks in PowerPoint or Google Slides.

**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 10. Review today's Essential Question and Objective.
3. Give students 5 minutes to complete the Launch, during which students will review the expense vocabulary using their own words. This challenge could be played like the game Taboo. Students would need to write new definitions without using any words from the original definition.
4. After 5 minutes have passed, ask for teams of students to share their answers. Ensure that all student groups share at least one term's definition.



### Classroom Lesson (30 minutes):

1. Review lesson vocabulary with students: unit of sale and contribution margin. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Lead a discussion so students can generate examples or definitions that make sense to them.
  2. Have students complete Step 2 in their Student Workbooks. Give students minutes to complete this task. Review answers as a class. All examples are true.
  3. Break students into their working groups and let them know they will now begin working on Step 3, which will ask student groups to define their unit of sale. Give groups 5 minutes to discuss and decide on their unit of sale. This may also be unique to specific items in the garden such as: three cucumbers, four tomatoes, one pound of potatoes. Allow students to compare these answers until consensus is reached (alternatively, certain groups could be responsible for setting a unit of sale based on what is in a particular garden bed).
  4. Assign each group a column in the expenses table to complete based on the activity from the previous lesson. Let students know that groups will pair up and share their expenses with other students.
  5. Give students 5-10 minutes to complete Step 3. (Students may need access to additional resources in order to accurately predict the cost of some of these items.) Then ask students to form groups of three with one member from each column of expenses and share with each other, or share as a whole group.
- \*Note:** This entire activity could be done as a large group or led by a guest speaker who may have direct knowledge of some of these costs.
6. Break students back into their working groups. Let students know that they will now complete Step 4 by calculating their contribution margins.

### Student Reflection (10 minutes)

Students should consider the outcome of the expenses activity, reflect on the following questions, and record adjustments in the Student Workbook:

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





**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.





**Duration:** 50 minutes

**Overview:** Students will be introduced to different ways that businesses promote their products or services. Students will use their own experiences and inspiration from their case studies to apply examples to these promotional tactics. Allow students to develop high-level marketing plans for their businesses—the sky is limit!

**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.

**Materials:**

- Student Workbooks
- Lesson slide deck
- Pencil or pen

**Beforehand:**

- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

- Lesson Vocabulary:
  - **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).

**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 12. Review today’s Essential Question and Objectives.
3. Give students 5 minutes to complete the Launch, during which students will identify how their case study uses promotions to create awareness for its services or products.
4. After 5 minutes have passed, ask for students to share their answers.

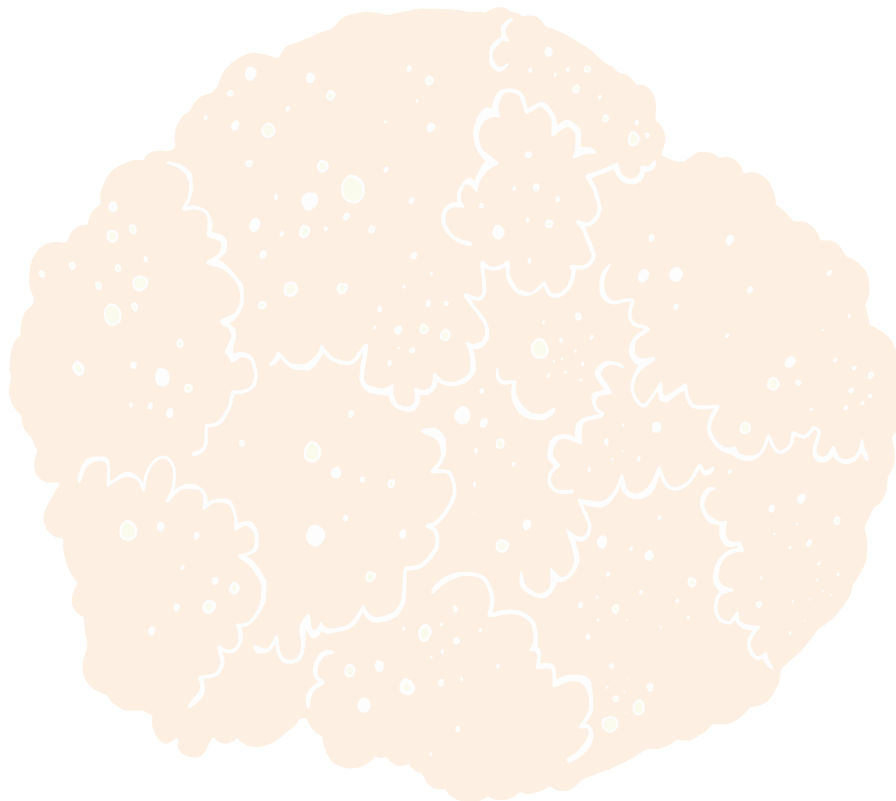


### **Classroom Lesson (30 minutes):**

1. Review lesson vocabulary with students: advertising, visual merchandising, public relations, publicity, personal selling, sales promotion. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Lead students in a discussion of the terms to generate examples or rephrase the terms.
2. Break students into their working groups and let them know that they will now begin working on Steps 2 and 3 in their Student Workbooks. Allow 20 minutes to complete these tasks.
3. In Step 2, students will complete a promotional planning chart to determine if they will offer a promotional service for their real food business.
4. In Step 3, students will develop collateral (this term may need some development for students) in the form of written materials, mock-ups, and visual aids to showcase their promotional materials.

### **Student Reflection (10 minutes):**

1. After 20 minutes have passed, invite groups to share their promotional mix with the class.
2. If time allows, allow for a feedback opportunity for each group using Praise, Question, Suggest.





## LESSON 13: ELEVATOR PITCH

**Duration:** 50 minutes

**Overview:** Students will dissect the anatomy of a pitch and craft their own elevator pitch for their real food business. Students will deliver their pitches within their student groups.

**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.

**Materials:**

- Student Workbooks
- Lesson deck
- Pencil or pen
- Optional: video/audio recording device

**Beforehand:**

- Gather Student Workbooks
- Review lesson, lesson deck, and teacher notes

**Teacher Notes:**

- Lesson Vocabulary:
  - **Elevator Pitch:** A succinct and persuasive sales pitch.
  - **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.
- You may choose to take pitch practice one step further by recording students' pitches and playing them back. This will make some students uncomfortable but is a great way for them to gain their own feedback on their pitches!

**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 13. Review today's Essential Question and Objectives. Let your students know that we will be working on today's Launch.
3. Give students 5 minutes to complete the Launch, during which students will describe their businesses in 10 words or less in preparation for creating an elevator pitch for their real food businesses.
4. After 5 minutes have passed, ask students to share their answers.



**Classroom Lesson (30 minutes):**

1. In preparation for this section and the upcoming presentation, there may be value in showing one or more videos to help students see a pitch in action or hear people talking about how the pitch becomes part of their business plan. While not all the pitches have exactly the same elements, they will present concrete examples for students:

- [https://www.youtube.com/watch?v=8qwmH94BTiw&feature=emb\\_logo](https://www.youtube.com/watch?v=8qwmH94BTiw&feature=emb_logo)
- <https://youtu.be/AqEHJMK9QsM>
- <https://www.cnn.com/2017/12/05/six-tips-for-perfecting-the-elevator-pitch.html>

2. Review lesson vocabulary with students: elevator pitch and the anatomy of a pitch. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Lead students in a discussion to find examples or rephrase the definitions.

3. Let students know they will be working on Steps 2 and 3 in their Student Workbooks. Give students 20 minutes to complete these tasks.

4. In Step 2, students will be designing their own 1-minute elevator pitch using the anatomy of a pitch as a guiding reference.

5. In Step 3, students will develop the pitch script and prepare to deliver their pitches to their business plan group.

**Student Reflection (10 minutes):**

1. After 20 minutes have passed, break students into their working groups and let them know they will be completing Step 4 in their Student Workbooks.

2. In Step 4, students will deliver their pitches to their working groups and give each other feedback using Two Stars and a Wish. Students offer two positive or affirming comments and one advancing comment to presenters. Ex: "I really like the example you used to show the 'why' and also how you used descriptive words to show the future vision. I wish there had been more evidence from people to show how it will be helpful."





## LESSON 14: BUSINESS PRESENTATION PREP

**Duration:** Two 50-minute class periods

**Overview:** Students will have time to work in their group to finalize their presentation.

**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.

**Materials:**

- Computers, one per student group or student
- Lesson slide deck
- PowerPoint or Google Slides for presentation deck preparation
- Student Workbooks
- Pencil or pen

**Beforehand:**

- Gather Student Workbooks
- Review lesson, lesson deck, and teacher notes

**Teacher Notes:**

Keep students focused and on task by having check-ins, checkpoints, pacing guides, and task lists.

**Introduction (10 minutes)**

1. Instruct students to open their Student Workbooks to Lesson 14. Review today's Essential Question and Objectives.
2. Give students 5 minutes to complete the Launch, during which students will think about the design challenge and describe how their business meets the design challenge requirements.
3. After 5 minutes have passed, ask one person from each group to share their answers.

**Presentation Prep (40 minutes):**

1. Guide students through the presentation rubric. First they will work in pairs or their groups to review the rubric and generate questions using this process:
  - Underline any terms you need clarification on.
  - Highlight the parts of the presentation 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.
2. Take time for each group to share their questions and identify terms. Determine the best strategy to address those questions. It may be appropriate for this to be a whole group activity for part or all of the Q and A. It may also be good to connect with individual groups to address specific questions during work time.



3. Guide students to their devices and open the slide deck. Clarify the ways that the slides can be altered or customized. This is a local decision, but ensure that all students understand the distinction between required content and optional extensions or customizations.
4. Presentations should be up to 10 minutes long.
5. All students in the group are required to participate in the presentation.
6. Provide remaining time for students to begin creating the presentation.

**Student Reflection (10 minutes):**

With 5 minutes remaining, ask students to save their work and log out. Guide groups to complete the reflection in their Student Workbooks.





**Duration:** 50 minutes

**Overview:** Students will practice presenting their final presentations to the class and generate expectations for how to make the presentation day professional and welcoming.

**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.

**Materials:**

- Computer and projector
- Lesson slide deck
- Student Workbook
- Final presentations, one per group
- Scoring rubric, one rubric per student or guest for each presentation
- Pen or pencil

**Beforehand:**

- Prepare for classroom presentations
- Print and copy scoring rubric, see Appendix I
- Review lesson, slide deck, and teacher notes

**Teacher Notes:**

- 50 minutes may not allow enough time for all student groups to present. Plan accordingly.
- Help students create a professional and welcoming atmosphere for presentation day. Encourage students to dress up and invite guests to attend and participate in the judging of each group.
- You may choose to make this a business plan competition and provide incentives for the top scoring groups. Do so in accordance with your school's policies on classroom incentives.

**Launch:**

Students will brainstorm the prompt to prepare for and set expectations for how the group will greet guests and create a welcoming environment. If there is an option for students to prepare a snack using produce from the garden, that would be an excellent way to showcase their skills in the garden as well as focus on real food.

**Step 1: Presentation Practice**

- Set up a rotation in which each group will hear and present to two other groups.
- Select a strategy to provide feedback using the rubric. Students could score in pairs and/or compare ratings to ensure all students understand the expectations in the same way. They could also use strategies previously learned such as Praise, Question, Suggest.

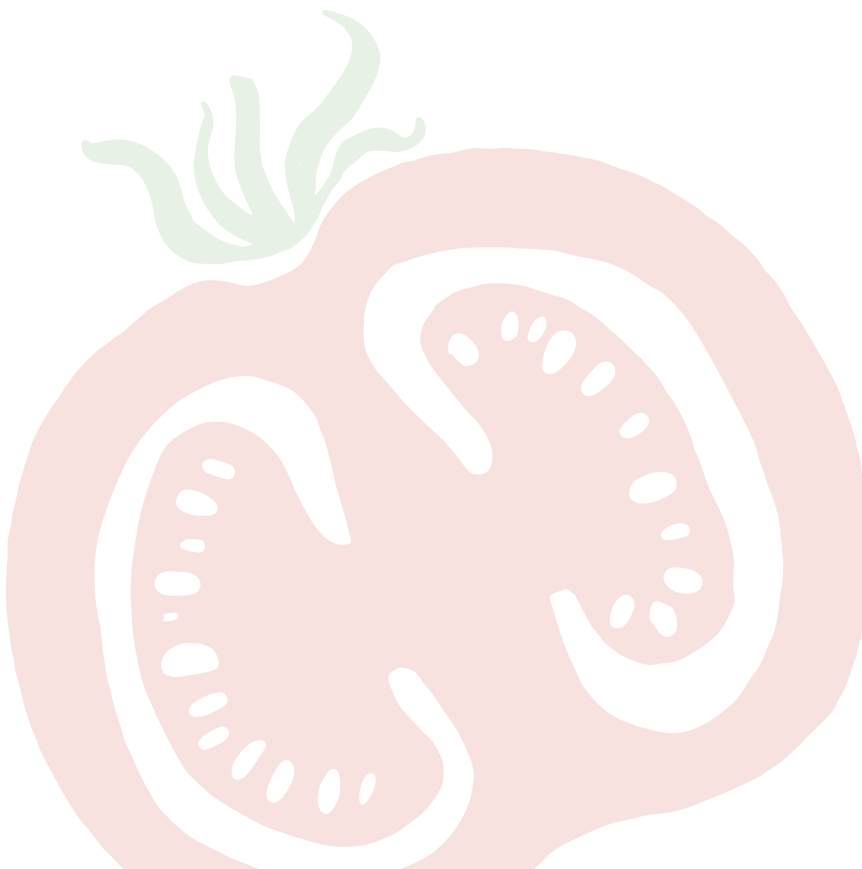


**Step 2:** Use remaining time to assign roles and set up the room for presentation day. Examples of roles could be:

- Greeting at the door (shaking hands with guests could be part of this).
- Welcome in the room with a personal introduction. This may need to be practiced with sentence stems: Welcome to our classroom, my name is: \_\_\_\_\_. We are glad you are here. Are you participating as a judge or special guest today?
- Snack station serving. Practice interactions here where students introduce themselves and offer/explain the snack available.
- Handing out a program or agenda.
- Preparing judges with the rubric.
- Directing guests to a coat room or the restrooms.
- Seating guests.

### **Student Reflection:**

Allow students time to connect with their group members and ensure they have discussed their dress code, exchanged contact information in whatever way is appropriate for the school or site, and have a plan for connecting and supporting each other on presentation day.





**Duration:** 50 minutes or longer as needed depending on the number of groups

**Overview:** Students will present their final presentations to the class, special guests, and judges.

**Materials:**

- Computer and projector
- Student slide decks
- Student Workbook
- Final presentations, one per group
- Scoring rubric, one rubric per student or guest for each presentation
- Pen or pencil

**Beforehand:**

- Prepare for classroom presentations
- Print and copy scoring rubric, see Appendix I
- Load and cue student presentations from one device to avoid losing time for transition. Review presentations and ensure content is appropriate and professionally displayed (grammar, spelling, etc.) and teacher notes

**Teacher Notes:**

- 50 minutes may not allow enough time for all student groups to present. Plan accordingly.
- Help students create a professional and welcoming atmosphere for presentation day. Encourage students to dress up and invite guests to attend and participate in the judging of each group.
- You may choose to make this a business plan competition and provide incentives for the top scoring groups. Do so in accordance with your school's policies on classroom incentives.
- Make sure that technology is working and any additional media links function.
- Test sound if needed.
- Support students to get into their roles to welcome guests.

**Presentations (50 minutes):**

1. Have groups present their real food business plans (5-10 minutes per group).
2. Determine which guests will complete a scoring rubric for each presentation and make sure they have clear instructions about how additional feedback can be provided.
3. Allow time, if available, for questions and answers.

**Student Reflection and Closing:**

Ideally, there will be one day to close the sessions before launching the actual real food business or event. If not, ensure that time is available for students to debrief with one another and the adult teachers/leaders.





# APPENDIX I. FINAL PRESENTATION SCORING RUBRIC

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

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

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

### 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**



**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.

**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).

**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).