



Lesson Plan 8 of 8

Delivering the Product

Created: 02/2020 by the National FFA Organization

Description: Valent USA is a leader in sustainable solutions for a changing world, and maintaining the ability to continue feeding the growing population requires sustainability. Through this lesson series, students will have the opportunity to learn about the importance of sustainability throughout the Agriculture, Food and Natural Resources Value Chain.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Identify key components of a product pitch.
2. Identify how to answer questions during a presentation.
3. Develop and deliver a pitch for their product.
4. Consider consumer feedback and determine if their product is viable.
5. Demonstrate mastery of the content presented throughout this lesson series.

TIME REQUIRED: 120 minutes

RESOURCES:

1. "Shark Tank Bistro Morgan Clip," <https://youtu.be/SVY4YxO9d4s>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "To Donut or Not to Donut?" worksheet for each student
2. A copy of the "Delivering the Pitch" worksheet for each student
3. A copy of the "Effectively Answering Questions" worksheet for each student
4. A copy of the "The Pitch Rubric" for each team
5. A copy of the "What, So What, Now What" worksheet for each student
6. A copy of the "Exit Ticket: Going Shopping" worksheet for each student
7. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
8. A panel of community members
9. Student groups will need a sample of the trail mix product they developed.
10. A copy of the "Sustainability Evaluation" for each student

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. A lesson in a public speaking unit.
2. A lesson in an agribusiness marketing unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are

appropriate to purpose, audience, and task.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1. *Bell Ringer: (5 minutes)*
 - a. Consider the things you have learned regarding sustainability and product development during this series of lessons. How has your understanding of sustainability in agriculture grown or changed?
2. *Introduction: (10 minutes)*
 1. Over the course of the past seven lessons, students have learned about sustainable agriculture, developed a food product (trail mix) and created a marketing plan for their product. In this lesson, students will deliver a product pitch to a group of consumers, provide the group with a sample of their trail mix, and then solicit and evaluate the feedback provided by the consumers.
 2. Hand out the "To Donut or Not to Donut?" worksheet to each student. Show the "Shark Tank Bistro Morgan Company" video, <https://youtu.be/SVY4YxO9d4s>, (stop the video at 7:00 minute mark), and have students answer the questions on the worksheet.
 - a. As students watch the video, they need to look for the following items:
 - i. What is the mission of Bistro Morgan?
 - ii. What is the problem or need that was filled with this product?
 - iii. What other observations did they have about the presentation?
 - b. After students have had the opportunity to capture their thoughts from the video, lead a brief reflective conversation. Possible questions to ask:
 - i. What did you notice about the Bistro Morgan pitch?
 - ii. Did the Sharks seem interested in the product? How do you know if they were interested?
 - iii. What did you like and dislike about the pitch? If you were presenting a pitch, what would you do differently?
3. *Activity 1: (20 minutes) The Pitch*
 - a. In the previous lesson, students developed the mission and vision of their product, and they will use that information to help develop their pitch.
 - b. Students will work in their groups to develop a product pitch presentation that is one to three minutes in length. Students may use any presentation platform they would like (Ex. Powerpoint, Slide Deck, etc.). This product pitch should include the following information:
 - i. Mission
 - ii. Problem or need they address with their product
 - iii. How their product incorporates sustainability? (Ex. All ingredients are sourced from sustainable growers, packaging is recyclable, etc.)
 - iv. Anything else that makes their product unique and marketable
 - v. Students may create additional marketing materials such as a product brochure to provide the

- judges.
- c. After developing the pitch, students will spend ten minutes practicing their team delivery of their product pitch.
4. **Activity 2: (30 minutes) Answering Questions**
 - a. It is very important to be able to field questions from those you are selling your product to. By answering questions effectively you can increase the chances of selling your product while fostering a professional relationship with the buyer. In this activity, we are going to learn how to best answer questions.
 - i. Hand out the "Effectively Answering Questions" worksheet to each student. Have students begin by reading through the types of questions they could be asked. Students will then construct questions they could be asked that would fit into each type. Have students share the questions they constructed with the class, and have a discussion about the purpose of each question.
 - ii. Next, students should read through the steps to construct question responses. Students will then read four scenarios and select the best response. Students should describe why they selected the response that they did. Have students think-pair-share (think of their own responses, pair with their neighbor and then share) the answers they selected and why. After students think-pair-share, have students share and discuss as a class the correct response and why it is correct.
 5. **Activity 3: (60 minutes) Delivering the Pitch**
 - a. The instructor should have a panel of community members (three to five people) for students to pitch their trail mix product to. A potential list of panel members can be brainstormed in class and then contacted by students through phone calls. Examples of community members would include local alumni and supporters, individuals from local industry, local extension educators, etc. If a panel of community members is not available, consider using other staff, support staff or students on campus to serve as the panel.
 - i. Another option for this portion of the lesson is to have students video their pitch, and the instructor can then score the pitch from the video.
 - b. In groups, students will enter the room, deliver their pitch to the panel and offer the panel members a sample of their trail mix.
 - c. After the students deliver the pitch, judges will have an opportunity to ask questions of the team. Questions may include the following:
 - i. Tell us about your product price. How did you determine the retail price of the product?
 - ii. Have you considered how your trail mix may be impacted if there is a shortage of one or more of the ingredients used (such as almonds, or raisins, etc.)?
 - d. The panel members will score the pitch with the provided rubric and then provide students with consumer feedback about their product.
 6. **Assessment:** At the completion of this lesson set (Lessons 1 through 8 in this series), have students complete the final "Sustainability Evaluation" summative assessment to demonstrate what they have learned throughout the unit. Students will be assessed on items learned in all eight lessons.
 7. **Follow-up: What, So What, Now What**
 - a. Students review feedback from panel members and share the feedback they received about their product. Additionally, they should consider the panel feedback and determine how they would move forward with product development. For example, is the product ready for market? Does the team need to refine the product prior to taking it to market? etc.
 - i. *A worksheet is provided to help guide the reflective thought process. The instructor may choose to have students complete this activity individually or have students work with their team and reflect on their learning.*
 8. **Leveling Up:** Have students deliver their presentation to a local organization such as the Farm Bureau. Students can also be encouraged to enter their projects into a state FFA event such as agriscience fair.
 9. **Exit Ticket:** Going Shopping: Have students list the concepts they have learned throughout this series of lessons and then describe their learning in 50 words or less.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG.J; FFA.CS-M; FFA.CS-N;
CCSS.SL.9-10.1; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4;
CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.06; CRP.08

To Donut or Not to Donut?

DIRECTIONS:

Watch the clip of the Bistro Morgan Shark Tank presentation and answer the following questions.

1. What is the mission of Bistro Morgan?
2. What is the problem, or need, that the inventor of Bistro Morgan is trying to solve?
3. What information is provided to the Sharks during this clip to help persuade them to invest in this product?
4. If you are writing a pitch for your trail mix product, what information would you include to help persuade the consumer to buy the product?



NAME: _____

To Donut or Not to Donut?

DIRECTIONS:

Watch the clip of the Bistro Morgan Shark Tank presentation and answer the following questions.

1. What is the mission of Bistro Morgan?
2. What is the problem, or need, that the inventor of Bistro Morgan is trying to solve?
3. What information is provided to the Sharks during this clip to help persuade them to invest in this product?
4. If you are writing a pitch for your trail mix product, what information would you include to help persuade the consumer to buy the product?



Developing the Pitch

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG.J; FFA.CS-M; FFA.CS-N; CCSS.SL.9-10.1; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.06; CRP.08

DIRECTIONS:

As a team, you will develop a one- to three-minute product pitch for your trail mix. You must include the following items in your pitch:

- i. What is your product? What problem or need are you trying to solve with your product?
- ii. Mission
- iii. How does your product incorporate sustainability? (Ex. All ingredients are sourced from sustainable growers, packaging is recyclable, etc.)
- iv. Anything else that makes your product unique and marketable



What is your product, and what problem or need are you trying to solve with your product?

What is your company's mission?

How has your team incorporated sustainability into your product?

What else that makes your product unique and marketable?

The Script: Using the information above, create a script for your pitch. Keep in mind you will deliver your pitch "Shark Tank style."

Effectively Answering Questions

DIRECTIONS:

Answering questions of your potential customers is a very important step in being able to sell your product effectively. Complete the following activities to learn about how best to answer questions

People ask questions for four general reasons:

1. Clarification: They need more information to understand.
2. Interest: They want more information because there is a genuine interest.
3. To test your knowledge: They want to know how much you know.
4. Disagreement: They want to see if you are consistent with your information.



What might someone ask if they want to learn more about your product?

What question could be asked from someone interested in your product?

What might someone ask that wants to see what you know about your product?

What might someone ask that does not like or agree with your product?

What role do these types of questions have in the overall sales process?

Which type of question do you feel is the most challenging to answer? Why?

What is the best way to prepare for these types of questions so that you will be prepared during *your* pitch?



There are four simple steps you can use to answer questions:

1. Listen first.
 - a. What was said?
 - b. Was there non-verbal communication?
2. Analyze what was said.
 - a. What was the cause of the question?
 - b. What information does the person want to know?
3. Construct your thoughts.
 - a. What is the best way to answer the question?
 - b. Will my answer give the information he or she wants?
 - c. Will my answer deal with the cause of the questions?
 - d. Am I being truthful with my answer?
4. Give the answer.



Select the best answer to each question below. Describe why you selected the answer that you did.

I am not sure this seems like a healthy snack. Why should I choose this product for my snack?

- a. Our trail mix meets all nutritional guidelines.
- b. Our trail mix is USDA organic.
- c. Our trail mix snack tastes great.
- d. Our trail mix snack is balanced with a variety of tree nuts and dried cranberries.

Why did you select the answer that you did?

What makes your trail mix any different from the competitors?

- a. Our trail mix is just simply the best!
- b. Our trail mix is a careful mixture of salty and sweet that includes a large variety of tree nut varieties blended with chocolate pieces and dried cranberries.
- c. Our trail mix is very colorful and well-blended.
- d. Our trail mix comes in a cool package.

Why did you select the answer that you did?

Brainstorm two additional questions you may be asked during the pitch of your trail mix product. Then, identify how you will respond.

1.

2.

What, So What, Now What

DIRECTIONS:

Review and consider the feedback you received from the panel of judges. Using the provided feedback, consider how you will move forward with product development.



Is the product ready for market? If yes, what are the next steps you would take? If no, how will you refine the product?



What? Reflect on the process of developing a product and the pitch. What have you learned?



So What? Think about the feedback you received. What have you learned, and what does it mean for you?



Now What? Now what are you going to do with what you have learned?

Exit Ticket: Going Shopping!



If you were to fill this grocery cart with key concepts from this series of lessons, what would they be?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Summarize your experience in 50 words or less.

Exit Ticket: Going Shopping!



If you were to fill this grocery cart with key concepts from this series of lessons, what would they be?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Summarize your experience in 50 words or less.

Sustainability Evaluation

DIRECTIONS:

Complete the following questions to the best of your ability using what you have learned throughout this unit. Circle the best answer.

1. Match each term with its correct description.

_____ Integrated Pest Management	a. Individuals working to reach a common goal without the use of machines
_____ Crop Rotation	b. Putting practices into place to prevent soil loss
_____ Crop Diversity	c. Combining the use of livestock and crops
_____ Managed Grazing	d. A resource that is naturally replenished
_____ Agroforestry	e. Differences in the genetics of plants
_____ Integrated Crop-Livestock Production	f. A segment of agriculture that looks at how trees are managed
_____ Renewable Energy	g. Different crop growth patterns
_____ Avoiding Soil Erosion	h. A way to safely and effectively control different kinds of pests
_____ Natural Pest Eliminators	i. A method in which herds or flocks are systematically moved to ensure proper forage growth for animal consumption
_____ Manual Labor	j. A balance of organisms to help decrease damage-causing pests and thus reduce some chemical usage

2. Which of the following best describes the term "sustainable agriculture"?
- Practices that meet the needs of society without damaging the resources needed to continue meeting those needs through agriculture
 - Practices that ensure society can maintain status as the highest employer in the industry
 - Practices that only maintain soil fertility characteristics for future crops
 - Practices that meet the needs of farmers and their profits while not considering direct needs of consumers in the long-term
3. Which of the following is not a part of the Sustainably Grown Standards framework?
- Economic
 - Environmental
 - Production
 - Social
4. Which company below was highlighted in this unit as being committed to their work in agricultural sustainability?
- Valent USA
 - Agricorp
 - Michigan State University
5. What is the role of research and development in sustainable agriculture?
- To develop foods that will be sold directly to consumers
 - To study soil and how it will be able to grow the next crop of plants
 - To create innovative processes, products and solutions to solve problems
 - Working in a lab to answer questions important to the industry

6. While thinking about what you have learned about surveys and survey question development, identify if each of the following survey questions are written correctly or incorrectly by circling "correct" or "incorrect." If incorrect, write how the question needs to be corrected.

Correct/Incorrect

How many years have you been a part of the YMCA?

- a. 1-2 years
- b. 2-3 years
- c. 3-4 years
- d. 4-5 years
- e. 5-6 years

Correct/Incorrect

Which snack is your favorite?

- a. Cheez-Its
- b. Graham Crackers
- c. String cheese
- d. Applesauce
- e. Trail mix

7. Place the number 1 to 5 on each of the terms below to indicate the correct order of how money flows through the food supply chain.

___ Retailer ___ Farmer ___ Consumer ___ Processor ___ Distributor

8. Which of the following is important when considering product packaging?
- a. Protection
 - b. Convenience
 - c. Image
 - d. Sustainability
 - e. Fresh and safe
 - f. All of the above
9. During the production of your trail mix, you learned about features and benefits. Give an example of a product and a feature and benefit of that product.

10. What is the purpose of a SWOT analysis?

11. What is the purpose of a marketing plan?
- a. An overall plan written to share with other employees of a company that helped to produce a product.
 - b. An overall plan that covers the breadth of your product and how you are going to share that product with the intended market.
 - c. An overall plan to send your product to market and ensure the product is manufactured according to plan.
12. Describe the process that a product goes through from the research and development stage all the way through deployment into the market.

KEY: Effectively Answering Questions

DIRECTIONS:

Answering questions of your potential customers is a very important step in being able to sell your product effectively. Complete the following activities to learn about how best to answer questions.

People ask questions for four general reasons:

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2. Interest: They want more information because there is a genuine interest.
3. To test your knowledge: They want to know how much you know.
4. Disagreement: They want to see if you are consistent with your information.



What might someone ask if they want to learn more about your product?

Answers will vary.

What question could be asked from someone interested in your product?

Answers will vary.

What might someone ask that wants to see what you know about your product?

Answers will vary.

What might someone ask that does not like or agree with your product?

Answers will vary.

What role do these types of questions have in the overall sales process? **These types of questions help the potential buyer determine if the product will meet their individual needs or their client's needs.**

Which type of question do you feel is the most challenging to answer? Why? **Answers will vary.**

What is the best way to prepare for these types of questions so that you will be prepared during *your* pitch? **Practice and anticipate the questions you may receive.**



There are four simple steps you can use to answer questions:

1. Listen first.
 - a. What was said?
 - b. Was there non-verbal communication?
2. Analyze what was said.
 - a. What was the cause of the question?
 - b. What information does the person want to know?
3. Construct your thoughts.
 - a. What is the best way to answer the question?
 - b. Will my answer give the information he or she wants?
 - c. Will my answer deal with the cause of the questions?
 - d. Am I being truthful with my answer?
4. Give the answer.



Select the best answer to each question below. Describe why you selected the answer that you did.

I am not sure this seems like a healthy snack. Why should I choose this product for my snack?

- a. Our trail mix meets all nutritional guidelines.
- b. Our trail mix is USDA organic.
- c. Our trail mix snack tastes great.
- ☒ d. Our trail mix snack is balanced with a variety of tree nuts and dried cranberries.

Why did you select the answer that you did?
Answers will vary.

What makes your trail mix any different from the competitors?

- a. Our trail mix is just simply the best!
- ☒ b. Our trail mix is a careful mixture of salty and sweet that includes a large variety of tree nut varieties blended with chocolate pieces and dried cranberries.
- c. Our trail mix is very colorful and well-blended.
- d. Our trail mix comes in a cool package.

Why did you select the answer that you did?
Answers will vary.

Brainstorm two additional questions you may be asked during the pitch of your trail mix product. Then, identify how you will respond. *Answers will vary.*

1.

2.

The Pitch Rubric

	Points Allowed	Points Earned	Comments
<i>A description of the product was included.</i>	10		
<i>The purpose of or problem being solved by the product was clearly stated in the product pitch.</i>	10		
<i>The mission of the company was clearly stated in the product pitch.</i>	10		
<i>The product pitch focused on the sustainability of the product. The team directly addressed the sustainability aspects of the product.</i>	10		
<i>The product pitch was longer than one minute and no more than three minutes in length.</i>	5		
<i>Each group member played an active role in delivering the product pitch to the consumer panel.</i>	5		
<i>A sample of the trail mix product was provided for the panel.</i>	5		
<i>Questions Session</i>	15		

Total: ____/70

Team Feedback: Provide feedback on the product pitch and the product.

KEY: Sustainability Evaluation

DIRECTIONS:

Complete the following questions to the best of your ability using what you have learned throughout this unit. Circle the best answer.

1. Match each term with its correct description.

<u>h</u> Integrated Pest Management	a. Individuals working to reach a common goal without the use of machines
<u>g</u> Crop Rotation	b. Putting practices into place to prevent soil loss
<u>e</u> Crop Diversity	c. Combining the use of livestock and crops
<u>i</u> Managed Grazing	d. A resource that is naturally replenished
<u>f</u> Agroforestry	e. Differences in the genetics of plants
<u>c</u> Integrated Crop-Livestock Production	f. A segment of agriculture that looks at how trees are managed
<u>d</u> Renewable Energy	g. Different crop growth patterns
<u>b</u> Avoiding Soil Erosion	h. A way to safely and effectively control different kinds of pests
<u>j</u> Natural Pest Eliminators	i. A method in which herds or flocks are systematically moved to ensure proper forage growth for animal consumption
<u>a</u> Manual Labor	j. A balance of organisms to help decrease damage-causing pests and thus reduce some chemical usage

2. Which of the following best describes the term "sustainable agriculture"?

- ☒ a. Practices that meet the needs of society without damaging the resources needed to continue meeting those needs through agriculture
- b. Practices that ensure society can maintain status as the highest employer in the industry
- c. Practices that only maintain soil fertility characteristics for future crops
- d. Practices that meet the needs of farmers and their profits while not considering direct needs of consumers in the long-term

3. Which of the following is not a part of the Sustainably Grown Standards framework?

- a. Economic
- b. Environmental
- ☒ c. Production
- d. Social

4. Which company below was highlighted in this unit as being committed to their work in agricultural sustainability?

- ☒ a. Valent USA
- b. Agricorp
- c. Michigan State University

Valent USA cares about sustainable agriculture because they understand the importance of needing to meet the needs of agriculture while maintaining and trying to improve the environment.

5. What is the role of research and development in sustainable agriculture?

- a. To develop foods that will be sold directly to consumers
- b. To study soil and how it will be able to grow the next crop of plants
- ☒ c. To create innovative processes, products and solutions to solve problems
- d. Working in a lab to answer questions important to the industry

6. While thinking about what you have learned about surveys and survey question development, identify if each of the following survey questions are written correctly or incorrectly by circling "correct" or "incorrect." If incorrect, write how the question needs to be corrected.

Correct/Incorrect

How many years have you been a part of the YMCA?

- a. 1-2 years
 - b. 2-3 years
 - c. 3-4 years
 - d. 4-5 years
 - e. 5-6 years
- A person with 3 years experience would have a hard time selecting an answer.
Correct: 1-2, 3-4, 5-6

Correct/Incorrect

Which snack is your favorite?

- a. Cheez-Its
 - b. Graham Crackers
 - c. String cheese
 - d. Applesauce
 - e. Trail mix
- There needs to be another category. What if someone does not like any of the options given?

7. Place the number 1 to 5 on each of the terms below to indicate the correct order of how money flows through the food supply chain.

2 Retailer

5 Farmer

1 Consumer

4 Processor

3 Distributor

8. Which of the following is important when considering product packaging?

- a. Protection
- b. Convenience
- c. Image
- d. Sustainability
- e. Fresh and safe
- f. All of the above

9. During the production of your trail mix, you learned about features and benefits. Give an example of a product and a feature and benefit of that product.

Answers will vary. Example:

Diet Coke: Feature = low calorie

Benefit = Will not gain as much weight as non "diet" soda

10. What is the purpose of a SWOT analysis?

A SWOT analysis allows a person to evaluate a product, company, etc. from all angles to see the strengths, weaknesses, opportunities and strengths. By completing a SWOT analysis, you gain a better understanding of how to improve and move forward while also gaining a better understanding of the positives that exist.

11. What is the purpose of a marketing plan?

- a. An overall plan written to share with other employees of a company that helped to produce a product.
- b. An overall plan that covers the breadth of your product and how you are going to share that product with the intended market.
- c. An overall plan to send your product to market and ensure the product is manufactured according to plan.

12. Describe the process that a product goes through from the research and development stage all the way through deployment into the market. Answers will vary but should include steps within each of the following: research and development, pre-production, production, supply chain, end product, sales/service/support and consumers.