



STAGE 2: STARTING A BUSINESS

This stage will provide students with the background knowledge and skills to setting up their own granola bar business. They will design a brand and logo, and research and analyze the competition.

Lesson 1 - Analyzing the Competition (Taste Testing, optional)

Lesson 2 - Customer, Business Name and Logo

LESSON 1 - Analyzing the Competition

Overview:

In Lesson 2, students will taste test commercial granola bars to size up the competition and take a poll to determine favourites and least favourites among the sample set. The information they acquire will help students decide what ingredients to include in their own granola bars.

Learning Objectives

- Students will analyze existing granola bars in the market.
- They will participate in a poll to determine the most popular flavours.
- Students can use this information as a guide for creating our granola bars.

Materials Needed

- Lesson Slides
- A variety of granola bars
- Worksheets: Taste Testing Worksheet (one per student)
- Rulers/other measuring guides depending on the class's decision for measuring the bars



Time Frame: 40min

Curriculum Expectations

- Transferable Skills: Innovation, Creativity, and Entrepreneurship
 - demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity
- Ontario Health and Physical Education Curriculum Strand D Healthy Living.
 - D3.1 Explain how local foods and foods from various cultures can be used to expand the range of healthy eating choices
- Ontario Mathematics Curriculum Strand C Algebra - Modelling; D Data; and E Spatial Sense
 - D1.2 Collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using tables
 - E2.5 Use various units of different sizes to measure the same attribute of a given item
- Agriculture/Agri-Food Themes
 - Grains are an important part of a healthy diet.
 - Oats are a main ingredient in granola bars.
 - The nutritional benefits of grain are significant. Various grains help give healthy products their texture, flavour, and smell.



Teaching Notes

<p>Slide 7: Analyzing the Competition</p>	<p>Explain to students they will taste test some of the granola bars already available to buy so they can assess the competition and think of ways to improve the granola bars.</p> <p>Ask for suggestions on what they should analyze. Some examples could be taste, texture, flavour, size, moisture, shape, smell.</p> <p>Provide each student with a Taste Testing sheet.</p>
<p>Slide 8: Taste Testing</p>	<p>Take the granola bars out of their packaging, cut them into small pieces (enough for one for each child), and place them on the far left of their Taste Testing sheet.</p> <p>After the bars have been distributed, ask them to rate it out of five on the agreed-upon variables.</p> <p>Ask the students to expand on their ratings with comments and guess which grain they think has been used in each bar. What other ingredients can they taste?</p>
<p>Slide 9: Taste Testing Safety</p>	<p>Taste testing helps producers understand consumer preferences so they can make more appealing products. It helps determine which qualities a product should have.</p> <p>When we taste test, we want to be sure to keep ourselves and our classmates safe.</p> <p>We can do that by:</p> <ul style="list-style-type: none"> • Cleaning our desks before we start • Washing our hands • Only touching food we are going to eat • Organize our samples on top of our worksheet • Be aware of possible food allergies



**Slide 10:
Respecting
Others**

Let's be sure to use our good manners while taste testing:

- What do you say when you try a new food that you really like?
- What do you say when you try a new food that you do not like?
- If you do not like the taste of the bar -
 - Instead of using words like "yuck" or "gross," describe why you don't like it.
- If you don't like the bar, you don't need to finish it. Place remaining samples in your napkin and dispose in the trash or composting after the taste testing is done.

**Slide 11:
Adjectives**

If you are projecting the slides onto your white board, use this as a space to come up with adjectives that could be used to describe the samples.

Today we are going to use our senses to explore the granola bars. What adjectives might we use to describe the granola bars? This list is going to help us be specific in the notes we take during the taste testing.

Tip: If students are having a hard time coming up with adjectives, you could use these thought starters.

- How would you describe the taste?
- How would you describe its shape?
- How does it feel? Is it hard? Is it squishy? Is it sticky?

Adjective examples: sweet, salty, sour, bitter, hard, soft, crunchy, soggy, gooey, crumbly



<p>Slide 12: Measuring Size</p>	<p>Encourage students to be creative in determining how to measure the granola bars.</p>
<p>Slide 13: Action - Let's Taste!</p>	<p>Action: Let's Taste!</p> <p>Explain to students that taste testing is not eating. They will only get one sample and so need to follow the right steps so they are sure not to get confused.</p> <p>You can adjust this slide according to what will work best for your class.</p>
<p>Slide 15: Classroom Tally</p>	<p>Teachers have enjoyed keeping a tally of their classroom results and sending this information home to parents in a newsletter. Remember to take pictures!</p> <p>Get your students' opinions:</p> <p>We are going to figure out which bar was rated the highest in our class, and which was rated the lowest. You can only raise your hand once for your highest and once for the lowest.</p> <p>Raise your hands if your favourite bar was A... B... C... D... E</p> <p>Raise your hands if your least favourite bar was A... B... C... D... E</p>
<p>Slide 16: Interpreting the Data</p>	<p>Good in Every Grain would like to collect the classroom data through an online poll to produce a data-set that teachers could work with for extension lessons (ex. bar graphs). If you like this idea, please let us know! Email us at web@gfo.ca</p> <p>Extension Idea: Have students create a bar-graph with the data set.</p>



<p>Slide 17: Bonus! Ingredients</p>	<p>Ask the students to expand on their ratings with comments and guess which grain (barley, corn, oats, soybeans, wheat) they think has been used in each bar. What other ingredients can they taste?</p> <p>Use this as an idea starter as students begin thinking about what they will include in their bars.</p>
<p>Slide 18: Wrap Up</p>	<p>Ask the business groups to share their evaluations and discuss any initial ideas they have for improving the bars to make them really appealing to students (e.g., they might like to create a new shape or use a combination of the flavours they've just tried).</p>
<p>Slide 19: Check In - What's Next?</p>	<p>Stage 2: Starting a Business Lesson 2: Customer, Business Name and Logo</p>

Assessment Resources. Coming soon!

Please check the STEMterprise webpage at <https://goodineverygrain.ca/ontario-farming-stemterprise/>

Taste Testing Worksheet

You will be given a small piece of bars A - E.
Your task is to fill in the table and rate each bar out of five.



Granola Bar	Taste	Texture	Shape	Size	Star Rating
A					
B					
C					
D					
E					



Dear Families,

We are excited to start a new STEM program that will turn students into entrepreneurs! It is project-based, cross-curricular, and integrates STEM and other transferable skills. Students will become plant experts first as they learn about the ingredients for the food product they will develop and sell.

They will apply their STEM skills to engineer innovative farming equipment, design packaging, and ultimately “sell” their product in their own business. Students will apply the engineering design process; work in groups; and sharpen math skills. Ontario STEMterprise is a unique teaching opportunity that at the core of students’ learning is discovering where their food comes from and how it gets from field to fork. The project will take approximately many weeks to complete.

During our learning experience, the students will get the chance to try granola bars and ingredients currently on the market to determine what makes them good and what they ‘as a new company’ can improve on. I will be bringing in nut-free granola bars on _____ and would like for all students to participate.

Please let me know if you have any questions or concerns or would like your student not to participate in this stage of our planning.

Thanks for your support,

We look forward to inviting you to our granola bar business launching later this spring!

Teacher Name: _____

STEMterprise website: <https://goodineverygrain.ca/ontario-farming-stemterprise/>



Dear Families,

Next week students will learn about the engineering design process in relation to grain farming in Ontario. Students will have the chance to seek solutions to a problem that affects others and help farmers continue to protect the environment while farming with sustainable equipment.

They will design their own innovative farming machine to help farmers plant their crops while protecting the environment and fighting climate change.

To do this we would LOVE recycled materials (small cardboard boxes, cardboard tubes, tape, yogurt containers and lids). Basically, anything that can be used to build a model of innovative equipment.

We will be building on _____ so please have items for then!

Teacher Name: _____

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