



STAGE 5

CREATE AND PITCH

In this final stage, students learn about pricing, determine a cost for their product, and have the opportunity to showcase their business. There are several ways to do this, whether or not your students make pizza.

Lesson 4 • Business Showcase

Overview

In this culminating lesson, students will showcase their STEMterprise businesses through a format that best suits their classroom. Whether presenting to judges, hosting guests, creating media, or sharing their products, students will celebrate their learning, reflect on their successes and challenges, and demonstrate what they have learned about entrepreneurship, food systems, and collaboration.

Learning Goals Needed

Students will:

- Showcase their STEMterprise businesses demonstrating what they've learned about food, health, business, and working together as a team
 - Evaluate their business and review their budgets to ensure they successfully stayed on track
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Materials Needed

- [Stage 5 Lesson 4 Teaching Slides](#)
- [Student Resource Packet](#) (all lessons, printable)
- [STEMterprise Deliverables Tracker](#)
- [Pizza Shop Business Showcase To-Do List](#) (From Stage 5, Lesson 2)
- See the notes below for additional resources and suggestions, depending on

how you choose to wrap up the project.

Teachers' Notes

A Business Showcase can take many forms. By planning the finale at the start of the project, you give your students the best platform to share their learning. Use these teacher-tested tips as a starting point, and don't hesitate to use your own creative ideas!

Showcase suggestions:

- Have students pitch their pizza shop businesses in a **STEM Den** competition. (slide 7)
- Who will be the star baker? Students host a **cooking show** to show off their recipes. (slide 9)
- Invite people in to vote on the business with **voting resources** (slide 11)
- Students write a **food blog** with pictures or food vlog showcasing their recipes. (slide 13)
- Class **pizza restaurant** with parent customers (slide 15).

**All available resources for these showcase suggestions can be found in the speaker notes on slides 6 - 16 of the [Stage 5, Lesson 4 Teacher Slides](#).*



Idea! Did your class grow the Good in Every Grain seeds? Use your plants as part of the Business Showcase.

Time: *This requires more than one period.*

Career Connection

There is an optional Career Connection at the end of this and all lesson slides and the [Career Connections Slides](#) can be found at this link. Career: Food Service Manager and Event Planner.

Curriculum Expectations

F1 Money and Finances: demonstrate the knowledge and skills needed to make informed financial decisions

F1.2 Money Concepts: estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies

F1.3 Financial Management: design sample basic budgets to manage finances for various earning and spending scenarios



Tip! Since, many other curriculum expectations can be covered depending on the business showcase format, co-create learning goals that apply to the chosen showcase option and consider summative assessment options for the project.

STEMterprise References for Educators

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

Video Links

- [Ontario Farming STEMterprise: Grade 5 Pizza Shop Business](#)
- [Students: Are you ready for your own pizza business?](#)

STEMterprise Teacher Support Resources

- [Ontario Farming Grade 5 Educator Information Packet](#)
- [STEMterprise Grade 5 Assessment Planning](#)
- [Project Overview](#)
- [Combined Grade Activities](#)
- [Career Connections Slides](#)
- [Coding Connections Slides](#)
- [Good in Every Classroom Education Blog](#)
- [Good in Every Classroom Newsletter Sign-Up](#)

Stage 5 | Lesson 4: Business Showcase

Slide 5: Business Connection	This Business Connection slide is intended to get kids thinking about the learning ahead as it specifically relates to their pizza business. Encourage the students to make early connections about the learning goals and the connection to their business. These simple signposts give students a sense of where they are on their learning journey. You can note the number of stages and which lesson you're on in that particular stage.
Slide 6: Minds On!	Create a "To Do" list (use Pizza Shop Business Showcase To-Do List from Stage 5, Lesson 2) with your class based on the event you have chosen for your Business Showcase. The following slides have samples of teacher-tested Business Showcase ideas. Choose to celebrate this project in whatever way best fits your class.
Slide 7/8: STEM Den	Educators are having great success wrapping up their STEMterprise project with a scaled down <i>Dragons' Den</i> approach called STEM Den, and they have shared many great resources. This approach gives students an opportunity to make a pitch to "investors." How it works: 1. It's best to decide how you will wrap up the project and share this with students at the onset of the project. 2. Consider watching an episode of Dragons' Den with your students. (Sign in to watch a full episode. This video link features 3 pitches from youths. Discuss what makes the successful pitches different from the unsuccessful ones. Highlight how applicants share their ideas rather than what they think of the quality of the ideas. 3. Discuss persuasive strategies, using facts and logic, emotion, and testimonials from respected and trustworthy people. 4. Have students complete the STEMterprise project. 5. If you are making the pizzas, bake them ahead of the Dragons Den event. Consider cutting samples. 6. Invite a group of "Dragons" to the event - consider school staff, people in the community, older students. 7. Have students develop a pitch and script for their

	projects (use our STEM Den Script template). Give them time to practise and prepare their pitches. Encourage them to be creative, prepared and practised before their pitch! ● Student to do list for pitches: ○ Create pizza samples ○ Create a visual (slide, poster, video etc.) to present alongside their pizza shop idea. ○ Practise 8. On the day of the event, business groups will get their opportunity to “pitch” to the Dragons. Students can watch the presentations. 9. The Dragons will make their decisions and award students with STEMterprise Awards (pdf).
Slide 9/10: Cooking Show	Who will be ‘Star Baker’? Just like on the Great Canadian Baking Show, pizzas are baked and judged. Groups compete to become the “star bakers.” One group, perhaps including those with dietary restrictions, may choose to be on the tech team, filming/photographing the event, interviewing the chefs, and/or putting together the final clip for sharing with families and/or school website. Alternatively, pizzas may be baked at home and brought in. For a technical challenge, each group could bake their own group’s recipe at home, bring it in, and have a taste test within each group to see which student in each group is the “star baker.” How it works: 1. Consider watching an episode of the Great Canadian Baking Show with your students. (Sign in to watch) 2. Determine the baking groups or individuals. 3. Decide on the judges—an uneven number avoids a tie, if desired. 4. Determine a prize for the star baker(s)--something tangible like a gift card or a ribbon or trophy. (Creating a trophy could be an extension activity.) 5. Create a list of test criteria—presentation, cheesiness, yummy crust, etc. 6. Make pizzas at school or at home. 7. Conduct blind taste test, as on the show, by putting the bakers’ names on the front of the pizza samples where the judges won’t be able to see them. 8. Have the judges confer on the pizza samples based on the established criteria and vote on the winner.

**Slide 11/12:
Business
Showcase
Voting**

We've had educators come up with very creative ways of wrapping up the STEMterprise project! A teacher in Waterloo developed this voting system, which was a huge success (and avoided the need for a bake sale).

[Business Showcase Voting resources can be found here](#) and include a Business Showcase Invitation, Business Showcasing Voting Card Instructions & Business Voting Card.

How it works:

1. Students complete the STEMterprise project (baking is optional)
2. School administrators, parents/caregivers (or other adults) are invited to come view, taste test, and vote on the students' pizza shops.
3. Visitors are provided a voting card and asked to rate each group individually from 1-10 on the following categories: looks, taste, marketing.
4. Votes are tallied followed by a celebration of the best in each category and overall

**Slide 13/14:
Food Blog or
Vlog**

Students write a blog post of their pizza recipe with photos or create a video for a food vlog featuring their pizza and business.

How it works:

BLOG - Students write a blog post for a cooking blog, including the recipe and a write-up with photographs of the cooking process. Depending on where/how it gets 'published', people could also write reviews below the post. Students could use a variety of platforms for their blogs including Google Docs, Book Creator or other platforms available to students in your school board. [A sample Book Creator book from another STEMterprise project has been linked](#). Book Creator allows students to add videos, images and text for a dynamic presentation.

VLOG - a video format might be the best way for some of your students to share their projects. Schools have access to a variety of video creation tools such as WeVideo, Canva, iMovie and YouTube. This slide links to WeVideo and [sample WeVideo educational templates](#) to give your students ideas. If your school uses Google

	Classroom, you can also consider Google Vid. When encouraging video creation we need to be mindful of the impact of social media. YouTube, TikTok and Instagram reels are used by chefs and home cooks to share recipes and cooking videos and might be great examples of food vlogs. As educators, we need to be mindful and cautious about using or encouraging social media platforms and creating content that is in the style of social media that may be harmful to youth mental health. Note that, <i>“A new CHEO Research Institute study links heavy social media use to increased psychological distress among adolescents, with younger adolescents being the most vulnerable.”</i> source
Slide 15/16: Restaurant	Students host parents, guardians or guests to their class restaurant. The Classroom Restaurant can be an amazing event and opportunity for students to proudly share their hard work with their parents and guests.
Slide 17: Growing our Pizza	If your class grew the Good in Every Grain seeds, include the plants in your Business Showcase. Show off your learning about food origins and the grains that are grown in Ontario.
Slide 18: Recognition	It's time to recognize your students. These student awards can be presented at the Business Showcase.
Slide 19: Wrap Up	This is a great time for reflection. Consider a variety of questions that could be asked as a wrap up to this project. About Your Project & What You Did • What was your most important job in the team? How did you do it? • What part of the project makes you most proud? Why? • If you could start over, what's one thing you'd do differently? Why? • What did this project teach you about starting your own business? What You Learned & Got Better At • What new skills did you learn or get much better at during this

	project? (Like talking to people, planning money, making things, or working with others). • What was the hardest part for you, and how did you make it through? • What was the most surprising thing you found out? • How did what you learned in other classes (like math or art) help you with this project? • What business words or ideas (like "customer" or "making money") do you understand better now? Working with Your Team • How well did your team work together? What was your team good at? • What problems did your team have, and how did you fix them? • How did you help your team, even beyond your own job? • What did you learn about working with other people? • How did your team handle it when people had different ideas? Solving Problems • Tell about a big problem your team ran into. How did you try to solve it? • What creative or new ideas did your team come up with to fix problems? • How did you change your plans when things didn't go as expected? • What did you learn about not giving up when things got tough? Looking Ahead • What was the biggest success of your business? • If you kept this business going, what would be your next steps? • How might what you learned from this project help you in the future at school or in a job? • What advice would you give to another student who is about to start an entrepreneurship project?
Slide 20: What's Next?	The "What's Next?" slide is intended to be flexible and may be customized or filled in by teachers based on their classroom needs, pacing, and next steps.
Slide 22: Careers Connection	Go to the AgScape Food Service Manager and Event Planner link for the Career Connection.

