
Agriscience and Biotech 4: Agricultural Solutions

Unit 7: Agricultural Microeconomics

Lesson 12: Business Plan Presentations

For Teachers

Grade Level: 12

Brief Introduction: In this lesson, students will use their business plans to create a formal business presentation to potential lenders.

Creator(s)

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Precedents

Students must have completed Lessons 1-11 in the 12th grade Agricultural Microeconomics Unit 7. In addition, it is recommended that students have completed Units 1 – 6 of the 12th grade Agriscience and Biotechnology strand. Students should also have some experience creating presentations using visual aids (such as PowerPoint) and with public speaking.

Brief Summary: In this lesson, students will use the business plans they developed in Lesson 11 to create a formal presentation to lenders from the local community bank. Students will work in small teams to design a 7-10 minute presentation that includes visual aids and an overview of the farm, as well as the SWOT analysis, market analysis, and financial summary. The students will present their plan to their classmates and instructor.

Keywords (Metadata):

Agriculture | Economics | Business Planning | Public Speaking | Financing | Capital Expenditure

Learning Outcomes

1. Students will be able to synthesize and summarize information and analysis from multiple sources to create a persuasive presentation.
2. Students will develop and practice public speaking skills.



Class Time Required

3-5 90 minute class periods

Materials Needed (if not indicated in lesson documents)

Copies of the following for the teacher:

1. Business Plan Presentation Evaluation Rubric (docx)

Copies of the following handouts for students:

1. Presenting Your Business Plan Student Instructions (docx)
2. Business Plan Presentation Evaluation Rubric (docx)
3. Piedmont Farm Case Study (from previous lesson)
4. Solar on Piedmont Farm (from previous lesson)
5. Piedmont Farm Cost - Benefit Worksheet (from previous lesson)
6. SWOT Analysis worksheet (from previous lesson)
7. Marketing Plan worksheet (from previous lesson)
8. Piedmont Farm case study (from previous lesson)
9. Know Your Customer worksheet (from previous lesson)
10. Assess Your Competition worksheet (from previous lesson)
11. Cash Flow worksheet (from previous lesson)
12. Piedmont Farm pro forma (from previous lesson)
13. Piedmont Farm Business Plan (from previous lesson)

LCD Projector

Computers/Laptops for Student Research

Computer Software and Technology Needed

Internet, word processing, spreadsheet software, presentation software

Teacher Instructions for Conducting Lesson**Day 1: Part 1 (10 minutes):**

Begin by introducing the purpose of presenting a business plan and ask students to provide a recap of the most important parts of a business plan.

Goal for Part 1: Create a list of the most important components of a business plan.

Days 1 - 2: Part 2(80 minutes):

Use the same groups that prepared a business plan in Lesson 11. Hand out the “Presenting Your Business Plan” instructions and the “Business Plan Presentation” Rubric. Ask the students to take the rest of the class period to work with their team to create their presentation following the guidelines and rubric. Encourage students to use materials and worksheets from previous lessons. During the class period, check in periodically with each team to provide guidance and address questions. If students need more time to develop and practice their presentations, Part 2 can be extended to cover an additional class period.



Goal for Part 2: Students will develop a presentation and practice presenting their business plan.

Day 3: Part 1 (90 minutes):

Assign a presentation order and ask each group to perform their presentation for the class. Use the presentation rubric to score each presentation. Instruct students to act as potential lenders when they are not presenting their own business plans and to ask questions of each team. Allow 5 minutes for each group to answer questions. If necessary, presentations can be extended to cover an additional class period.

Goal for Part 3: Students will present their business plans to the class and answer questions about their business plans.

Additional resources for teachers and students

“Farm to Fork: A Direct-to-the-Consumer Beef Marketing Handbook,” by Annette Dunlap, Geoffrey Benson, and Matt Poore, Agricultural Marketing Resource Center, October 2008. www.ncsu.edu/fvsi/beefhandbook/docs/NCSU-BeefHandbook-0510.pdf

“From Farm to Fork: A Guide to Building North Carolina’s Sustainable Local Food Economy,” Jennifer Curtis, et. al., Center for Environmental Farming Systems, April 2010.
<http://www.cefs.ncsu.edu/resources/stateactionguide2010.pdf>

Original version (if legally derived from somewhere else)

Portions of the Piedmont Farm case study are adapted from the background and history of Ranney Ranch.

Portions of the materials are adapted from “Farm to Fork: Direct-to-the-Consumer Best Marketing Handbook,” By Annette Dunlap, Geoffrey Benson, and Matt Poore, Agricultural Marketing Resource Center, October 2008.

Portions of the Business Plan Presentation Evaluation Rubric were adapted from the “iDesign Business Plan Rubric,” by the National Society of Black Engineers. www.nsbe.org

