

### LESSON

A lesson in innovation and agribusiness for grades 9-12.

### PREFACE

Agriculture Business students will be participating in their very own “AgriShark Tank.” It is designed to promote problem-solving and creative-thinking skills. Students will use innovation skills to create a new product or service or make a product or service better in this event. Students will be creating one business idea and develop a sales pitch deck. Each student, and their group, will be required to create and present their business proposal in front of a panel of your choosing.

This lesson can be used in many different ways. It could be a good introduction lesson while you pause and teach the students about different key agribusiness components throughout the lesson. It could also be used as a capstone project at the end, allowing students to take what they have learned throughout the year and showcasing it in this project.

### EDUCATION STANDARDS ADDRESSED

#### Agribusiness Management

- AM-1.6 Research new and emerging technologies and their impact on the economy
- AM-9.1 Apply principles of entrepreneurship in businesses
- AM-9.4 Analyze the information needed and strategies to obtain the information to complete an AFNR business plan (e.g., SMART goals and objectives, needs assessment, cash flow projection, etc.).
- AM-12.1 Analyze and describe the role of trade and price in the market structure as it related to AFNR businesses.
- AM-13.1 Apply the sales process to AFNR businesses and communicate ways of accomplishing the businesses’ goals and objectives
- AM-14.1 Assess and select appropriate alternative marketing strategies (e.g. value-adding, branding, niche marketing, etc) for AFNR businesses using established marketing principles
- AM-15.2 Evaluate and explore agribusiness career opportunities in agriculture

#### Economics

- E.3.1 Explain the advantages and disadvantages of various types of firms including sole proprietorships, partnerships, and corporations.

- E.3.2 Identify ways firms raise financial capital.
- E.3.3 Demonstrate how firms determine optimum levels of output by comparing marginal cost and marginal revenue. E.3.5 Explain how competition in markets affects price and quantity.

### Strategic Marketing

- STM-2.1 Investigate the consumer decision-making process in relation to consumer buying habit
- STM-4.3 Establish the relationship between personality and emotion on consumer involvement and buying motives
- STM-4.4 Understand the effects marketing strategies have on influencing consumer attitudes

### Principles of Marketing

- PMK-3.1 Determine strategy, image and position
- PMK-3.2 Identify company's brand promise
- PMK-3.3 Determine ways of reinforcing the company's image through employee performance
- PMK-3.4 Demonstrate a customer-service mindset
- PMK-6.1 Differentiate types of advertising media, both traditional and electronic
- PMK-10.1 Investigate the nature of marketing research
- PMK-10.2 Recognize and explain the nature of marketing research problems/issues
- PMK-14.5 Review the use of technology in selling
- PMK-15.1 Make and support data-driven decisions using the sales processes and techniques

### Principles of Business Management

- PBM-4.1 Develop a vision, mission statement, and goals for strategic plans within a business
- PBM-4.2 Explore opportunities for business development based on trends in the global marketplace
- PBM-4.3 Apply the decision-making process to a business situation
- PBM-4.4 Outline specific ways in which a company can help its community
- PBM-4.5 Explain the importance of computer knowledge on the success of the organization
- PBM-4.6 Describe the roles of goals and goal setting in the planning process and identify barriers that may interfere with goal setting



- PBM-4.7 Explain the strategic planning process and the process of strategy implementation
- PBM-4.8 List, describe, and apply the steps in the decision making process
- PBM-5.4 Discuss social responsibility, the meaning of ethics in the business setting, and the social audit

### Entrepreneurship and New Ventures Capstone

- ENV-1.1 Establish entrepreneurship as a method to establish and operate a business
- ENV-1.2 Analyze the characteristics of an entrepreneur
- ENV-3.3 Assess entrepreneurial opportunities by applying concepts of market research for entrepreneurial ventures
- ENV-4.1 Evaluate where innovation can be found within a organization, how to recognize it, and how it can be used as a competitive advantage
- ENV-4.2 Identify current trends in entrepreneurship
- ENV-4.4 Synthesize idea generation through case studies for cultivating the entrepreneurial mindset
- ENV-6.4 Formulate a marketing strategy that connects the product, price, promotion and location of a new venture
- ENV-6.5 Differentiate product development strategies for appropriate business needs
- ENV-6.6 Design and conduct analysis of the Strength, Weakness, Opportunities, and Threats (SWOT) for a new venture
- ENV-7.2 Explore Internet, social media and communication technologies for business promotion
- ENV-7.3 Research available technology resources for all phases of business creation and operation
- ENV-8.1 Understand and build the framework of a business plan
- ENV-8.2 Define organizational structure as well as the human and financial capital requirements of a new venture
- ENV-8.3 Evaluate forms of business ownership
- ENV-8.4 Synthesize tools, techniques, and systems needed to plan, recruit, lead, and organize human resources for a new venture
- ENV-8.5 Articulate mechanisms to mobilize financial resources for a new venture
- ENV-8.6 Confirm an operations plan with a timeline, deliverables and milestones ENV-8.7 Identify risks in implementation process
- ENV-8.8 Design a succinct communication strategy (including an “elevator pitch”) to articulate the core value propositions of the new venture to potential funders, partners and customers

### LEARNING OBJECTIVES

- Students will be able to apply basic principles of entrepreneurship in an agriculture business
- Students will be able to analyze research and write comprehensible business plans that describe their business with domain-specific terms and relevant content
- Students will be able to create a persuasive sales pitch deck script and presentation
- Students will write persuasive letters to potential investors using the appropriate components and business language

### LESSON PLAN

#### Interest Approach: (Also can be used as a mini-lesson)

- Put students into groups of two to three. Give them a random object. You will need to have these ahead of time. Give students 5-10 minutes to observe the object and develop a quick, persuasive one-minute sales pitch. This pitch can be funny and creative. They must answer the following questions:
  - What is the name of the object?
  - What purpose does the object serve?
  - Why do people need to buy the object?
- When everyone presents, have students go back to their seats. Start a class discussion about which object they would be more willing to purchase. Who had the best pitch? Have them explain their reasoning. You will then guide the conversation into the shark tank project.

*Allotted Time - 30 minutes*

#### Shark Tank Project Teacher Notes:

- Have students fill out the pre-test questions.

*Allotted Time - 5 minutes*

#### Local Connection:

- Have students choose one of the following business leader podcasts:
  - Brad Fruth, Director of Innovations, Becks Hybrids [Cutting-Edge-Technology](#) (14 minutes)
  - Aaron Schacht, Executive VP Innovation, Regulatory & Business Development, Elanco Animal Health [Our-Partners-Continue-to-Collaborate-Lead-Agbioscience](#) (10 minutes)
  - Ronda Hamm, Global Academic Relations, Corteva [Agbioscience-Careers-Welcome-all-Talents](#) (11 minutes)

*Allotted Time - 20 minutes*

- Have students fill out the questions on the worksheet titled **Indiana Business Leader Podcast Interviews**. When they are finished, have them find the other students that picked the same podcast. They will compare their answers and put together a 1-2 minute quick overview of the podcast. Allow each group to share.
- Show the following AgriNovus video clip: [Indiana: A state that works for your agribusiness](#) Allotted Time - 15 minutes
- Lead the discussion on how Indiana is at the forefront of bioscience and how inventions of products and services have helped our state be a leader. Encourage students to think about this video, businesses like AgriNovus, and the growing need as they plan their project. There are four sectors that AgriNovus focuses on when it comes to innovation – plant science and crop protection, animal health and nutrition products, value-added human food and nutrition products, and agricultural equipment technologies and systems. There is a reference sheet below titled **AgriNovus Major Sectors Quick Reference** to give you or the students a quick overview of each of the sectors. Guide students to pick a product or service that can relate to one of these four sectors.
- It will be helpful to review all student worksheets attached to this lesson plan as they provide more details and guide the students through each step.
  - Make AgriShark Tank Entrepreneur Packets available to students electronically or printed. For the actual project, you can choose to assign students groups or allow them to choose their own groups. There are benefits to both. Groups of 3-4 work the best, so all students remain active and engaged but not overwhelmed. Before students are put into groups, it would be helpful to explain the project in its entirety.
  - It may also be helpful to assign due dates to each part of this lesson, so students stay on task, and the teacher can monitor progress along the way.
- Many students have probably seen an episode of Shark Tank, however, they may not have watched it while thinking like an entrepreneur. As the teacher, you can choose the number of episodes you assign the students to watch. However, it is Allotted Time - 55 minutes

recommended that students analyze at least three different Shark Tank presentations within a given episode as a class to begin the unit. Students will fill out the **Shark Tank Episode Investigation Sheet** for each presentation. They will need a new paper for each presentation or instruct them to make a copy if they are completing the Investigation Sheet electronically.

- Use the following website to select the Shark Tank episode you would like to show: <https://abc.com/shows/shark-tank> There are multiple presentations in one episode.
- After each presentation have students share their thoughts along with how they answered the questions on the Shark Tank Episode Investigation Sheet. This helps students share ideas and bring attention to certain questions about the products that other students may not have thought about initially.
- Once students know what groups they are working with and have been given exposure to some Shark Tank episodes, they are ready to begin working through the **Project Procedures and Requirements**. Have each group get together and look at Part 1 under Procedures and Requirements. They will start to think about ideas for their agricultural product or service. They can complete the **Group Brainstorming Worksheet** together, having one person be the secretary and record ideas. If they use Google Docs, all group members could contribute to one document as an alternative. Remind students they must share their final idea with the teacher for approval, and their ideas must fit into one of the four sectors that AgriNovus focuses on. Set a due date if desired. *Allotted Time - 1.5 hours*
- After final approval of the product or service, students will move to Part 2 under Procedures and Requirements. They will begin to work on their **Agriculture Executive Summary Worksheet**. This is going to require students to start conducting research. They may also consider completing the **SWOT Analysis** before or during the development of the Executive Summary. This activity is designed to help students focus on what type of business might be suited for their group, which is a question on the Executive Summary Worksheet. Remind students to delete the helpful website links and directions under each subheading when they are finished. They will only leave their answers under each subheading. Set a due date for Part 2 if desired. *Allotted Time - 2 hours*

- Students will move on to Part 3 under Procedures and Requirements. Students need to understand how to properly use persuasion to gain Shark interest. They will use the **Persuasive Techniques Worksheet** to allow them to gain exposure to 16 techniques. (This could be assigned for homework.) You may choose to have each student complete this worksheet initially. Then they can compare with group members. This will allow them to gather more information on different techniques. The alternative is assigning the worksheet as a group grade. Consider posting the Shark Tank episode links electronically where students have easy access to them.
- Each student will watch one more episode of Shark Tank on their own. (This could be assigned for homework.) They will each complete the **Persuasive Identification and Question Worksheet**. This will allow students the opportunity to identify what persuasive techniques were being used during two presentations of their choosing during the episode. They will also come up with questions they had about the product as they watch. This will be recorded on the same paper. This will then be used to discuss with group members. They need to try to make sure they have answered these types of questions in their presentation.
- Students will start to put their presentations together. Specific requirements are on the **Shark Tank Business Project- Rubric and Checklist**. They are aiming for a 5-8-minute Sales pitch deck. They will use their Media Presentation to help aid them during their pitch. Remind them that their Media Presentation should not be wordy. It should only have short bullet points. They will need to elaborate during their pitch. Their presentation should also not be word-for-word their Executive Summary. They will type up a script to help them practice but also ensure equal presentation parts. The script should not be read from during the actual pitch. Set a due date if desired.
- Students will also complete a one to two-minute commercial or social media advertisement. This could be completed before or after they make the presentation and script. Specific Requirements are on the **Shark Tank Business Project- Rubric and Checklist**. Set a due date if desired. Post your commercial to your Instagram using the #agbioscience hashtag and @agrinovusin.
- Students will present their sales pitch deck to the Sharks and the class. Ideally, the lesson was designed to bring in community

*Allotted Time - 4-5 hours*

*Allotted Time - \*2 hours-  
\*Time will depend on how  
many students and groups  
were created.*

members for “Sharks.” However, you can have other teachers come in or have the students become sharks if needed.

- Students will fill out a Peer Evaluation form as each student presents. This will hold students accountable and keep them from talking but will also help them learn how to improve their pitch.
- When all the groups have presented their product, the students will complete a follow-up letter to the Sharks in part 4. They will thank them for their time and use proper business language to persuade the Sharks one more time that their product is better and the one they should invest their money in. *Allotted Time - 30 minutes*
- Have students complete the **Shark Tank Group Evaluation Worksheet**. This will allow them to explain their role in the project as well as their group members’ roles. Make sure group members are not seated next to each other as they fill out the evaluation to get more honest feedback.
- Have students fill out the post-test questions. *Allotted Time - 5 minutes*
- **Optional**
  - There is also an optional long-term aspect of the lesson. Students can analyze an entire season. While they watch each episode, they would fill out a **Shark Tank Analysis Worksheet** for each presentation in each episode. Once they have finished a season, they would then complete the **Track the Shark Tank Season Worksheet**. You could assign an episode or two throughout the course of this project as homework. If students get done early with a task, they could also use this time to watch an episode on their own while others are working.



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### AgriNovus Major Sectors Quick Reference

#### Plant science and crop protection

- This sector includes organizations and companies engaged in crop improvement and crop protection via the application of plant science, biotechnology, chemistry, and other scientific disciplines.
- These companies engage in seed genetics and development, crop hybridization, and the development and production of agricultural chemicals (fertilizers, herbicides, pesticides).
- A key goal of businesses in this sector is to enhance the productivity of production agriculture through creating crops with higher yields, resistance to stress (such as drought or frost tolerance), and resistance to pests and plant diseases.
- Enhancements may be generated through traditional breeding/hybridization techniques and advanced genomics technologies. Innovators in this sector may also work to introduce crop varieties with enhanced functional characteristics (nutrition content, color, flavor, shape, downstream processability characteristics, etc.).
- Chemistry is also an important area of activity in this sector, with companies engaged in developing targeted crop protection chemicals, fertilizers, soil inoculants, and other chemical and biologic inputs to production.

#### Animal health and nutrition products

- The animal health and nutrition market focuses on providing the therapeutics, diagnostics, biologics, and nutrition/feed products to maintain the health and productivity of the more than 3 billion livestock and more than 50 billion poultry found worldwide.
- It also focuses on ensuring the nutritional value of the food it produces, as well as the health and well-being of companion animals.
- Although the animal health and nutrition market is large in terms of the volume of livestock and poultry, it should be noted that the human healthcare market is 30 times larger monetarily than the combined market for all nonhuman species.
- On average, the world spends only about one-fortieth of the amount it devotes to human medicines on animal medicines. Still, animal health-related therapeutics and diagnostics must undergo similar testing and strict regulations found for human health products.
- The animal health and nutrition sector includes industries engaged in all aspects of animal health and nutrition, including medicines and vaccines, diagnostic and testing services, veterinary and breeding services, and animal nutrition products. In contrast to human blockbuster-oriented pharmaceuticals, animal health is dominated by a large



- number of products with small revenues. Although there are hundreds of products offered in the animal health market, only a couple of dozen products have sales exceeding \$100 million per year.
- In an increasingly risky environment for new product development, the difference between success and failure in the future usually lies in successfully identifying the next growth segment, developing the right product candidates, and being the first to market.

### Value-added human food and nutrition products

- The value-added food and nutrition industry encompasses an entire food-related “value chain.” This encompasses a holistic set of value-adding industry activities from research and development of new products and ingredients and other inputs, on through food processing and manufacturing, into packaging technologies related to food safety and shelf-stability as the food is distributed.
- The Value-Added Food and Nutrition Industry Businesses and innovators in this sector work to add value to basic agricultural commodities by changing or transforming a product from its original state to a more valuable, further-processed state.
- Many raw commodities have intrinsic value in their original state. For example, field corn grown, harvested, and stored on a farm and then fed to livestock on that farm has value. In fact, value usually is added by feeding it to an animal, which transforms the corn into animal protein or meat. In this sector, however, the focus is on downstream, post farm-gate processing of agricultural output into value-added food, nutrition, and health products, such as processing wheat into flour, soybeans, and milk whey into infant formula, and tomatoes into tomato paste.
- The application of biotechnology, the engineering of food from raw products to manufactured consumer goods, and innovations in packaging for distribution all provide opportunities for adding value.
- The value-added food and nutrition products innovation sector includes industries engaged in significant food processing activities and other value-added food products, as well as industries engaged in developing food processing equipment, both the machinery and equipment that is used to turn raw plant and animal inputs into goods for consumption, and the machinery and equipment used to package the food products.

### Agricultural equipment technologies and systems

- Modern agricultural production is equipment and technology intensive. Large, midsize, and small companies are active in the U.S. in the design, engineering, and manufacturing of specialized agricultural production equipment and systems, while multiple major research universities are likewise engaged in R&D for production technologies (particularly within agricultural engineering departments at major Land Grant Universities).



- Agricultural equipment technologies and systems represent a highly diverse market, with distinctive products and technologies required for different crops, livestock, and materials handling. Individual farms need specialized equipment to handle field preparation, soil maintenance, planting, application of crop protection chemicals, irrigation, and harvesting.
- Similarly in livestock agriculture, specialized systems are needed for livestock feed handling, livestock watering, housing, and other applications, such as milking or egg handling.
- Materials handling and storage is also another major component of the farm equipment sector. Finally, because of the rugged construction and long service life of many farm machines, replacement parts represent a significant industry segment as well.



## Indiana Business Leader Podcast Interviews

**Directions:** Listen to an assigned business leader podcast and complete the following questions. You will then create a 1-2 minute summary of the interview and present the information to your class.

1. What Indiana company does the business leader work for?
2. How does the company use technology to advance their business?
3. How does the company use/promote agbioscience?
4. What was the most interesting/surprising thing you learned from this podcast?



## AgriShark Tank Entrepreneur Project

Group names: \_\_\_\_\_  
\_\_\_\_\_

### Task

If you have ever watched Shark Tank, you will notice that the products or services that the Sharks invest in have a clear purpose and is something that fills a need for the public. People will want to buy the product. For this assignment, students will use innovation skills to create a new product or service or make a product or service better to showcase in our own “AgriShark Tank.” The more creative and imaginative the better this project will turn out.

Throughout the course of this project you will have deadlines to meet that will help your group create a plan as entrepreneurs. You will use this plan to persuade the shark judges (teacher and members of the community) to invest your product. The groups that are able to professionally persuade the sharks, teacher, and classmates will have their product/service invested in.

Remember this is an agriculture class; more consideration will be given to products and services that can be related to agriculture, agbioscience, and/or technology. Specifically, products and services should relate to one of the four sectors that AgriNovus focuses on when it comes to innovation. These sectors include:

- Plant science and crop protection
- Animal health and nutrition products
- Value-added human food and nutrition products
- Agricultural equipment technologies and systems

We will start the project by watching a couple episodes of Shark Tank. As you brainstorm, consider what you’ve learned from these episodes. What products did the sharks invest in? Why? What products did the sharks reject?



## Procedures and Requirements

### Part 1: Brain Storm:

The first thing that you and your group must do is decide what your business idea is going to be. Start brainstorming together and begin filling out the “Group Brainstorming Sheet.” Collaborate with your group on which idea your group likes best and then **share the idea with your teacher for approval.** It may be useful to get approval after you have picked which idea you plan to pursue before filling out the rest of the Group Brainstorming Sheet.

- Begin the Group Brainstorming Sheet
- Choose final idea
- Get approval for idea
- Complete the Group Brainstorming Sheet

### Part 2: Research and Development

Once your idea is approved, your group can begin creating your Executive Plan. This plan is a typed document that will describe the type of business as well as goals in growing and maintaining the business. It will serve as a road map for the future.

- Complete the Executive Summary Worksheet together as a group
  - Start a list of any resources you use to complete Executive Summary
- Review the Starbucks Coffee SWOT example
- Complete SWOT Analysis Worksheet

### Part 3: Presentation Research and Preparation

After the Executive Summary and SWOT worksheet are complete, you can start preparing for the Shark Tank Presentation. Investors want to make sure they are going to get their money back out of a company in which they are investing. They will ask a lot of questions. The more prepared you are with your Executive Summary and presentation, the better it will help eliminate some questions. However you must be prepared for any questions they may ask.

- Research and Complete Persuasive Techniques Worksheet
- Watch one more episode of Shark Tank and complete the Persuasive Identification and Questions Worksheet
- One the same worksheet, Persuasive Identification and Questions Worksheet, create a list of 5-10 questions based on the Shark Tank episodes you have watched.
  - Discuss these questions with your group. If you have these questions, chances are that the investors will have the same questions about



your product or service. Make sure you answer these types of questions within your Executive Summary and presentation.

- Advertisement Commercial/Social Media Video
- Media Presentation (PowerPoint, Google Slides, Etc.)
- Presentation Script
- 5-8 minute Sales Pitch Deck

### **Part 4: Follow-Up**

Now that the ‘Sharks’ or investors have seen all the presentations, Investors still have to decide what they want to invest in and who is best for them to work with. Write a follow-up letter that convinces the Shark to choose YOUR product or service instead of the other products/services from your class.

- Begin the letter with “Dear Potential Investor”
- Remind the investor of your product’s best features, as well as what you plan to change to make your product even better
- Describe why your product is better than your competitors’. Consider the projects seen in your class and/or products that currently exist in the same market. Write a one page, typed, single spaced
- Include a minimum of two persuasive techniques you researched.
- Underline or highlight your persuasive techniques.



## Shark Tank Business Project – Rubric and Checklist

Use this to double check and make sure you have all components of this extensive project. Each group member will initial each item when you know it is complete. This will help ensure all members are on the same page.

<b>Project Components</b>			<b>Student Initial</b>	<b>Score</b>
<b>GROUP GRADE</b>			<b>Check off</b>	
<b>Group Brainstorming Worksheet</b> - Remember to get teachers approval on final project idea				___ / 5
Group Brainstorming Worksheet is fully completed on time with few errors. Effort is evident. (5)	Group Brainstorming Worksheet is partially completed or lacks effort in completely answering some questions (3)	Group Brainstorming Worksheet was late and is missing many key components. (1)		
<b>Agriculture Executive Summary Worksheet</b> <i>The Executive Summary completely describes your product or service. All questions are thoroughly answered from the Executive Summary template.</i>				
The Executive Summary includes detailed and thorough descriptions, answers and explains all questions required. Original guiding questions are deleted, leaving subtitles with answers that are incomplete sentences. (10)	The Executive Summary describes the product and addresses most aspects required, but does not include detailed descriptions. Questions may have not been deleted or thoughts are not in complete sentences. (8)	The Executive Summary does not cover all aspects required, and/or only minimally addresses each required aspect. Questions may have not been deleted or thoughts are not in complete sentences. (5)		
<u>Teacher Comments:</u>				



<b>SWOT Analysis Worksheet</b>				___ / 5
SWOT Analysis Worksheet is fully completed on time with few errors. Effort is evident. (5)	SWOT Analysis Worksheet is partially completed or lacks effort in completely answering some questions (3)	SWOT Analysis Worksheet was late and is missing many key components (1)		
<b>Persuasive Techniques Worksheet</b>				___ / 5
Persuasive Techniques Worksheet is fully completed on time with few errors. Effort is evident. (5)	Persuasive Techniques Worksheet is partially completed or lacks effort in completely answering some questions (3)	Persuasive Techniques Worksheet was late and is missing many key components. (1)		
<b>Persuasive Identification and Questions Worksheet</b>				___ / 5
Persuasive Identification and Questions Worksheet is fully completed on time with few errors. Effort is evident. (5)	Persuasive Identification and Questions is partially completed or lacks effort in completely answering some questions (3)	Persuasive Identification and Questions was late and is missing many key components. (1)		
<b>Shark Analysis Worksheets-</b> <i>The number needing complete will depend on how many your teacher assigns.</i>				___ / 5
Shark Analysis Worksheets are fully completed on time with few errors. Effort is evident. (5)	Shark Analysis Worksheets are partially completed or lacks effort in completely answering some questions (3)	Shark Analysis Worksheets were late and is missing many key components or all answers are generic. (1)		
<b>Commercial Advertisement</b> <i>Commercial is meant to be creative and showcase your product. Any media platform can be used; commercial is 1-2 minutes long, Commercial needs to use at least 2 types of techniques from the persuasive techniques worksheet</i>				___ / 15
The commercial is clean and neat, free of errors and clearly advertises the product. It includes at least 2 techniques from the persuasive techniques. It meets the 1-2 minute time requirement (15)	The commercial advertisement may not fill the whole time requirement or seems incomplete. However, it does include the 2 required persuasive techniques or claims. (10)	The advertisement is not neatly done. It does not use the persuasive claims or techniques effectively. The		



		commercial was 30 seconds or more short on time.(5)																								
<u>Teacher Comments:</u> 																										
<p><b>Presentation-</b> <i>The presentation is 5-8 minutes, includes some sort of visual presentation such as Google Slides. Media Presentation should NOT be WORDY- give important bullet point and elaborate more during your sales pitch deck. Group members know their product and are energetic and excited about their business. Components should include (does not have to be in this order):</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Opening/hook</td> <td><input type="checkbox"/> Why investment money will help</td> </tr> <tr> <td><input type="checkbox"/> Group name(s)</td> <td><input type="checkbox"/> Target audience</td> </tr> <tr> <td><input type="checkbox"/> Product/Service</td> <td><input type="checkbox"/> Market (selling) plan</td> </tr> <tr> <td><input type="checkbox"/> Business name</td> <td><input type="checkbox"/> Competition and why yours is better</td> </tr> <tr> <td><input type="checkbox"/> Business logo and slogan</td> <td><input type="checkbox"/> Consumer Need</td> </tr> <tr> <td><input type="checkbox"/> Cost to make</td> <td><input type="checkbox"/> Closing</td> </tr> <tr> <td><input type="checkbox"/> Selling price</td> <td><input type="checkbox"/> References</td> </tr> <tr> <td><input type="checkbox"/> Profit margin</td> <td><input type="checkbox"/> Visually appealing</td> </tr> <tr> <td><input type="checkbox"/> Amount of money asking for</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Amount of Equity giving</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Supplies and Materials needed</td> <td></td> </tr> </table>			<input type="checkbox"/> Opening/hook	<input type="checkbox"/> Why investment money will help	<input type="checkbox"/> Group name(s)	<input type="checkbox"/> Target audience	<input type="checkbox"/> Product/Service	<input type="checkbox"/> Market (selling) plan	<input type="checkbox"/> Business name	<input type="checkbox"/> Competition and why yours is better	<input type="checkbox"/> Business logo and slogan	<input type="checkbox"/> Consumer Need	<input type="checkbox"/> Cost to make	<input type="checkbox"/> Closing	<input type="checkbox"/> Selling price	<input type="checkbox"/> References	<input type="checkbox"/> Profit margin	<input type="checkbox"/> Visually appealing	<input type="checkbox"/> Amount of money asking for		<input type="checkbox"/> Amount of Equity giving		<input type="checkbox"/> Supplies and Materials needed			
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<input type="checkbox"/> Selling price	<input type="checkbox"/> References																									
<input type="checkbox"/> Profit margin	<input type="checkbox"/> Visually appealing																									
<input type="checkbox"/> Amount of money asking for																										
<input type="checkbox"/> Amount of Equity giving																										
<input type="checkbox"/> Supplies and Materials needed																										
Presentation was well thought out and includes all components of the presentation requirement. Everyone speaks equally. The pitch deck effectively uses at least four persuasion techniques they researched. Presentation lasted between 5-8 minutes. (30)	Presentation includes all components of the presentation requirement. Everyone speaks and participated but not equally. The pitches uses at least four persuasion techniques but were not used effectively. Presentation was 30 seconds short or long. (20)	Presentation is missing components of the presentation requirement. It appeared not well thought out. Some group members chose not to speak. Presentation time is shorter than 4 minutes or longer than 9 minutes.(15)		____ / 30																						
<u>Teacher Comments:</u> 																										
<p><b>Typed Script-</b> <i>The typed script is well thought out. Includes and elaborates on all components of presentation without being word for word the Executive Summary. All group members have equal speaking parts.</i></p> <input type="checkbox"/> Everyone has equal speaking parts. Everyone must talk!																										



<input type="checkbox"/> Allows group members to be outgoing, energetic, and excited about what you are selling <input type="checkbox"/> Spend time rehearsing script to ensure presentation runs smoothly			___ / 10
The script includes all components of presentation requirements. It is typed, detailed, includes speaking roles for all group members. Script elaborates are parts of the non-wordy visual presentation (10)	The script includes is missing components of presentation requirements. It is typed, but lacks detail OR script is word for word the Executive Summary. All group members may be included, but length of speaking roles are uneven.(8)	The script is missing several components of the presentation requirements. It is not typed, but handwritten. Not all group members have speaking parts.(5)	
<u>Teacher Comments:</u>			
<b>Product or Service Concept</b> <i>A prototype is built if realistic to do so. Otherwise a colored visual describing the product or service is created and used in presentation.</i>			___ / 15
The prototype accurately portrays the idea being advertised. Otherwise the colored visual is well designed and neatly displayed in presentation. (15)	The prototype is used in the presentation but does not accurately portray be the product being advertised. Otherwise the colored visual is not completed neatly or has little detail. (10)	The prototype or visual is poorly put together. It lacks detail, color, professionalism. (5)	
<u>Teacher Comments:</u>			
<b>Letter to Potential Investor</b> <i>The letter to the investor includes all requirements and considers all of the other presentation that they watched and evaluated. The letter tries to convince the Sharks that their product or service is the best choice for their money investment. It uses appropriate business language while also incorporating at least two persuasive techniques.</i>			___ / 5
The letter uses appropriate business language and attempts to convince the investor that their group product or service is best for the investment. It effectively uses at least two persuasive techniques. It follows all letter requirements and is free from errors. (5)	The letter uses good logic on why their product is the best, but doesn't use the persuasive techniques effectively. The letter may have grammatical errors and is of average quality. (3)	The letter provides little argument for why their product is the best. There are less than two persuasive techniques used. There may be several grammar issues, letter may not be typed. They are not used effectively. (1).	



INDIVIDUAL GRADE			
<b>Sales Pitch Deck Presentation- Audience Engagement &amp; Enthusiasm</b>			___ / 10
Presenters completed their sales pitch deck with enthusiasm and it was also engaging. (10)	Presenters demonstrated some enthusiasm, and were somewhat engaging. (8)	Presenters were not able to keep the audience engaged, or showed no enthusiasm. (5)	
<b>Sales Pitch Deck Presentation -Speech Delivery</b>			___ / 10
Presenters maintained good volume, appropriate body language, eye contact and spoke loud and clear. (10)	Presenters needs to improve on one of these areas: (8) <ul style="list-style-type: none"> <li>• eye contact</li> <li>• speaking loudly and clearly</li> <li>• Posture/Body Language</li> </ul>	Presenters were difficult to hear, did not make enough eye contact with the audience and/or spoke unclearly. (5)	
<b>Overall Project Contribution &amp; Effort</b> <i>Grade based on what teacher observed throughout the course of the project as well as peer evaluations</i>			___ / 10
Student was actively involved in the entire project process. They worked well with others and did their fair share. (10)	Student was somewhat involved in the collaborative planning process. However they were not on task 100% of the time. (8)	Student helped with a couple aspects of the project. However did not contribute much to the planning process. (5)	
<b>Shark – Peer Evaluations</b> <i>The Shark evaluation includes questions about classmates’ projects. Questions are appropriate and evaluation form is filled out completely for each group. During other group presentations, the student is quiet and respectful.</i>			___ / 10
The questions on the evaluation form were genuine, appropriate, and complete. During other group presentations, the student did not talk and is behaved respectfully (10).	Parts of the Peer evaluation are incomplete. Questions are generic. Student did not pay attention to all presentation or was talking with others presented. (8)	Student did not fill out most of the peer evaluations. They were very disrespectful and talked while others classmates presented. (5)	
Overall Comments:			<b>Total Grade:</b> ___ / 150



### Group Brainstorming Sheet

- 1) Choose your group/partners for your Shark Tank project. Groups should consist of 3 to 4 students.

\_\_\_\_\_

\_\_\_\_\_

- 2) Choose 3 ideas for your project. Give a brief description of the product/service and its purpose.

Idea #1 \_\_\_\_\_

\_\_\_\_\_

Idea #2 \_\_\_\_\_

\_\_\_\_\_

Idea #3 \_\_\_\_\_

\_\_\_\_\_

- 3) Research your ideas. Choose the final idea as a group, and provide details on if the product/service already exists. If so why is your product going to be better? How will you improve it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4) What will you need to create your product or service? You may add additional lines if needed.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5) How much time is needed to bring this product/service to life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) Why would consumers want the product/service? What is the need?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7) Do you have competition for your product/service? List them below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



8) How do you plan to achieve market shares?

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9) How is your product unique, compared to the other products out there that are similar to your idea?

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10) Is your product eligible for a patent? What kind(s) of patents will you need?

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11) How did your group choose this as your final business decision? What was your thought process?

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12) What skills will you need to make this business successful?

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## Agriculture Executive Summary

**Directions:** As a group, type your answers below in complete sentences. This will serve as your template; **you will delete the questions and helpful websites and have your answers only under each subheading.** You will need to use more than just these websites listed below.

### Helpful Websites:

- <https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck>
- <https://articles.bplans.com/writing-an-executive-summary/>
- <http://www.allbusiness.com/writing-small-business-plan/16689921-1.html>.
- <https://executiverepublic.blogspot.com/2014/09/how-to-present-business-plan-to-venture.html>.
- <https://ezinearticles.com/?5-Tips-To-Writing-A-Good-Business-Plan&id=5507982>.
- <http://www.businessknowhow.com/marketing/5marktech.htm>.
- <https://www.designhill.com/design-blog/powerful-tips-for-effective-logo-design/>.
- <http://www.myownbusiness.org/s8/index.html>.
- [http://www.ehow.com/how\\_107753\\_finance-business-idea.html](http://www.ehow.com/how_107753_finance-business-idea.html).
- [http://www.ehow.com/list\\_7199584\\_tips-writing-business-plan.html](http://www.ehow.com/list_7199584_tips-writing-business-plan.html).
- <https://www.entrepreneur.com/article/243805>.
- <https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan>.
- <https://www.vistaprint.com/hub/business-name-ideas?couponAutoload=1>.

### BUSINESS NAME

**What is the name of your agriculture business?** As you select your name it needs to be memorable and embody your product or service. It should remind your employees and customers why you started the business in the first place.

### BUSINESS DESCRIPTION

**What will your business do?** Do not make the description complicated. You are shooting for 35 words or less. If you are having a hard time, try explaining it to a friend or family member out loud. This may help you group your thoughts.

### BUSINESS OWNERSHIP STRUCTURE

**What mode of business ownership will your business take?** The three main types include sole proprietorship, partnership, or corporation. Why is this type of ownership best for your company?

### CONSUMER BASE

**Who is your target audience?** Describe your idea customer and list the demographics of your target audience.

### WHY OUR PRODUCT?

**Why will consumers want to purchase your product/service, rather than from your competition?** Describe what makes your business different, special, and better compared to the other businesses in your market.

### BUSINESS MISSION STATEMENT

**Create a mission statement for your company.** Mission statements are the rock of the company. It allows you to showcase why your business stands out. It allows stakeholders to focus on the future goals of your business. This should not be too lengthy. The average mission statement is 30 words. Be sure to include your business name.

### BUSINESS GOALS

**Business Goals go hand in hand with creating a mission statement. Determine three short term goals for your company (think nine weeks)? What are two intermediate to long-term goals (think semester and school year)?** Consider using a SMART goal template. Your teacher will give you a time frame for your goals. If you are able to sell during school you may consider a shorter time frame such as nine week intervals.

### CODE OF ETHICS

**Ethical issues arise in any business.** Creating a code of ethics can help eliminate or address potential issues. Your mission statement can help guide you. List three bottom line principles that your business will follow.

### STAKEHOLDER RESPONSIBILITY

**A business must respect all of its stakeholders. What steps will you take to create a responsible business to all stakeholders? Do you need a partnership/employee contact? What would you do if you received a bad review from a customer?** A stakeholder is a person with an interest or concern in something, especially a business. Consider also how you may need to be responsible toward your customers and, if applicable, investors, employees, and suppliers.



### BUSINESS LOGO

**Create a graphic design element that catches the eye of your consumers.** It should be something that one automatically associates with your product or service. Logos often include a name, symbol or trademark, representing the business, product, or service. A logo can send the right business message to your potential customers. A well designed logo has can create loyal customers.

### BUSINESS SLOGAN

**Create a business slogan for your business.** A business slogan brings awareness to your product. It also helps consumers remember your business easier. Research other business slogans to get an idea. However, make sure your slogan is original.

### MANAGEMENT

**Who will be the spokesperson for your company? Who will manage the business? Define your roles.** Consider the type of business ownership your group selected. Determine the different levels of management and types of managers your company will need. Also, who is going to be on the forefront, as the “Face” of the company? This could be more than one person.

### QUALITY ASSURANCE

**Maintaining the quality of the product or service.** Quality Assurance allows companies to prevent mistakes or defects in their products. It also ensures that there are no issues with delivering a product or service to the consumer. Determine the steps that your business will take to guarantee the quality of the product or service? You may need to incorporate this role into your management question above.

### MATERIALS AND SUPPLIES

**Determine and explain what types of materials and supplies that you need to get your idea started.** How will you manufacture your product? Is there special equipment needed? Where would you get the startup fund required? How much can you afford to give away in equity? What do you need to continue production?



### SWOT Analysis Worksheet

**Directions:** A SWOT Analysis can be used to think about the Strengths, Weaknesses, Threats, and Opportunities. Use this template to identify the **Strengths** your group possess and as well as the strengths of your business. Next looks at the **Weaknesses** that limit your group members and business, the **Opportunities** that are available to your group to take advantage of, and any possible **Threats** against your business. Make plans to help your company through the possible struggles. This activity is designed to help you focus on what type of business might be suited for your group. (Consider finding and taking an online leadership style quiz if you are unsure how to answer some of these questions.)

**Strengths:**

- What activities do you do well/excel at?
- What relevant knowledge, experience or natural capability do you bring to your role?
- What are your personality strengths?
- What activities do you have a passion for?
- What do others see as your strengths?
- Which strengths are req'd for success in your role?

**Weaknesses:**

- What could you improve?
- What are your limitations?
- Which activities are in conflict with your natural style?
- What are others likely to see as weaknesses?
- What tasks or responsibilities do you dread?
- Where do you feel over committed?

**Opportunities:**

- How can you turn your strengths into opportunities?
- What knowledge or experience could you gain to address current weaknesses?
- What resources do you have available to you to increase your capacity to act?
- How can your peers help you?

**Threats:**

- What trends could harm you?
- What threats do your weaknesses expose to you?

**Reference:** *Thirteen+ Personal SWOT Analysis Templates.* Template.net. (2020).

<https://www.template.net/business/analysis-templates/personal-swot-analysis/>.



### Starbucks Coffee SWOT Example

*Starbucks' mission statement is:*

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>● Starbucks Corporation is a very profitable organization, earning in excess of \$600 million in 2004. The company generated revenue of more than \$5000 million in the same year.</li> <li>● It is a global coffee brand built upon a reputation for fine products and services. It has almost 9000 cafes in almost 40 countries.</li> <li>● Starbucks was one of the <i>Fortune Top 100 Companies</i> to work for in 2005. The company is a respected employer that values its workforce.</li> <li>● The organization has a strong ethical values and an ethical mission statement as follows: 'Starbucks is committed to a role of environmental leadership in all facets of our business.'</li> </ul>	<ul style="list-style-type: none"> <li>● Starbucks has a reputation for new product development and creativity. However, they remain vulnerable to the possibility that their innovation may falter over time.</li> <li>● The organization has a strong presence in the United States of America with more than three quarters of their cafes located in the home market. It is often argued that they need to look for a portfolio of countries, in order to spread business risk.</li> <li>● The organization is dependent on a main competitive advantage, the retail of coffee. This could make them slow to diversify into other sectors should the need arise.</li> </ul>
 <ul style="list-style-type: none"> <li>● Starbucks are very good at taking advantage of opportunities. In 2004 the company created a CD-burning service in their Santa Monica (California USA) café with Hewlett Packard, where customers create their own music CD.</li> <li>● New Products and services that can be retailed in their cafes, such as Fair Trade products.</li> <li>● The company has the opportunity to expand global operations. New markets for coffee such as India and the Pacific Rim nations are beginning to emerge.</li> <li>● Co-branding with other manufactures of food and drink, and brand franchising to manufactures of other goods and services both have potential.</li> </ul>	<ul style="list-style-type: none"> <li>● Who knows if the market for coffee will grow and stay in favor with customers, or whether another type of beverage or leisure activity will replace coffee in the future?</li> <li>● Starbucks are exposed to rises in the cost of coffee and dairy products.</li> <li>● Since its conception in Pike Place Market, Seattle in 1971, Starbucks' success has led to the market entry of many competitors and copy cat brands that pose potential threats.</li> </ul>

***"Establish Starbucks as the premier purveyor of the finest coffee in the world while maintaining our uncompromising principles while we grow.***

**Disclaimer:** This case study has been compiled from information freely available from public sources. It is merely intended to be used for educational purposes only.

**Reference:**

SWOT Analysis Starbucks. SWOT Analysis Samples. <https://web.ics.purdue.edu/~pbawa/421/SWOT%20ANALYSIS%20SAMPLES.htm>.



## Persuasive Techniques

**Directions:** List and define 16 persuasive techniques. You will research this information. Eight techniques have been listed for you, to help you get started. You must still define these techniques.

Helpful website: <https://www.activecampaign.com/blog/persuasion-techniques-and-methods>

1. The Power of Because \_\_\_\_\_

\_\_\_\_\_

2. Address Objections \_\_\_\_\_

\_\_\_\_\_

3. Stories & Social Proof \_\_\_\_\_

\_\_\_\_\_

4. Stress & Solve \_\_\_\_\_

\_\_\_\_\_

5. Repetition \_\_\_\_\_

\_\_\_\_\_

6. Consistency \_\_\_\_\_

\_\_\_\_\_

7. An invitation & Glimpse into the Future \_\_\_\_\_

\_\_\_\_\_

8. Interesting or Unusual Comparisons \_\_\_\_\_

\_\_\_\_\_



9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

11. \_\_\_\_\_

\_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_



### Persuasive Identification and Questions

**Directions:** Watch one episode of Shark Tank. Choose two presentations in the episode, write the product name and at least three advertising technique that is used in the presentation. Next, state how they use that technique by quoting the presenter or explaining what they are doing to use that particular technique. Also, explain if those techniques were effective or how you would have done it differently. Come up with questions you have about their product or service as you watch. You should have about 5-10 questions total by the end of the assignment.

**Product Name (1):** \_\_\_\_\_

Adversiting Techniques Used:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Episode Notes:

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Questions about Product or Service:

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**Product Name (2):** \_\_\_\_\_

Adversiting Techniques Used:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Episode Notes:

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Questions about Product or Service:

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Name: \_\_\_\_\_ Episode/Season/Product: \_\_\_\_\_

### Shark Tank Episode Investigation

You will make as many copies as you need. Use a new investigation worksheet with each presenter.

1. Tell me about the entrepreneurs. (Name, age, background, etc)  
\_\_\_\_\_  
\_\_\_\_\_
  
2. What financing are the entrepreneurs asking for?
  - a. How much investment are the entrepreneurs asking for? \_\_\_\_\_
  - b. Percent of business entrepreneurs offered to the Sharks? \_\_\_\_\_
  - c. Calculate the starting valuation of the business (asking price / person) \_\_\_\_\_
  
3. What financial deal was made?
  - a. What investment deal was accepted? \_\_\_\_\_
  - b. What equity did the entrepreneurs agree to? \_\_\_\_\_
  - c. What royalty did the entrepreneurs agree to? \_\_\_\_\_
  - d. Calculate the final valuation that was offered (asking price / person) \_\_\_\_\_
  
4. About the episode...
  - a. How much does it cost to make the product / service? \_\_\_\_\_
  - b. What is the retail selling price of the item / service? \_\_\_\_\_
  - c. What is the profit (mark-up) they are making for each item? \_\_\_\_\_
  - d. What is the gross profit? \_\_\_\_\_
  - e. What is the net profit? \_\_\_\_\_
  - f. What is the percent mark-up? \_\_\_\_\_
  - g. What stores or markets are the entrepreneurs already in? \_\_\_\_\_  
\_\_\_\_\_
  - h. Describe the business concept that was presented. \_\_\_\_\_  
\_\_\_\_\_
  - i. What are they planning on doing with the money the sharks give them? \_\_\_\_\_  
\_\_\_\_\_
  - j. List the strengths of the business proposal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



k. List the weaknesses or areas of improvement with the business proposal. \_\_\_\_

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l. List any deals that were presented to the seller. Where there any counter-offers?  
(List by name of Shark)

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m. What are the responses of the Sharks? Do you agree? (List by name of Shark)

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n. Would you have invested? Why or why not? What would have been your offer?  
Explain.

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o. Where are they now? Research the product and provide an update for the  
business.

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2. Give a brief rundown of the investment trends for each Shark. What type of products or services did they buy, and if they did not buy, what was their reason.

**Robert:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Kevin:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Barbara:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Mark:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lori:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Daymon:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Peer Evaluations

Name: \_\_\_\_\_

**Directions:** You will complete an evaluation for each group presentation. This is part of your grade. Make sure your questions are appropriate.

**Product Name:** \_\_\_\_\_

**List 2 or 3 questions you have about the product:**

- 1.
- 2.
- 3.

**Circle and describe how this project fits into one of the Innovation categories:**

- Plant science and crop protection
- Animal health and nutrition products
- Value-added human food and nutrition products
- Agricultural equipment technologies and systems

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**Use a scale of 1 (not likely) to 5 (very likely) to answer the two questions below:**

1. How likely are you to 'invest' your money in this new product? 1 2 3 4 5
2. How likely are you to buy or recommend this new product? 1 2 3 4 5

**On a scale of 1 (low) to 10 (high), give this presentation an overall score: \_\_\_\_\_ / 10**





**Ag Business PRE-TEST**

Name: \_\_\_\_\_

1. How familiar are you with basic principals of entrepreneurship?

Very            Mostly            Somewhat            A little            Not at all

2. Do you have an understanding of the importance of innovation in agriculture?

Very            Mostly            Somewhat            A little            Not at all

3. On a scale of 1-10, what is your understanding of Agribusiness? (1=little, 10=a lot)

1      2      3      4      5      6      7      8      9      10

4. Are you comfortable writing an executive summary?

Very            Mostly            Somewhat            A little            Not at all

5. Are you comfortable creating a persuasive sales pitch?

Very            Mostly            Somewhat            A little            Not at all

6. Are you confident pitching your ideas to a group of people?

Very            Mostly            Somewhat            A little            Not at all

7. Are you comfortable writing a persuasive letter?

Very            Mostly            Somewhat            A little            Not at all



## Ag Business POST-TEST

Name: \_\_\_\_\_

1. How familiar are you with basic principals of entrepreneurship?

Very          Mostly          Somewhat          A little          Not at all

2. Do you have an understanding of the importance of innovation in agriculture?

Very          Mostly          Somewhat          A little          Not at all

3. On a scale of 1-10, what is your understanding of Agribusiness? (1=little, 10=a lot)

1      2      3      4      5      6      7      8      9      10

4. Are you comfortable writing an executive summary?

Very          Mostly          Somewhat          A little          Not at all

5. Are you comfortable creating a persuasive sales pitch?

Very          Mostly          Somewhat          A little          Not at all

6. Are you confident pitching your ideas to a group of people?

Very          Mostly          Somewhat          A little          Not at all

7. Are you comfortable writing a persuasive letter?

Very          Mostly          Somewhat          A little          Not at all