



Curriculum



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Seasonal Food Truck Design Curriculum



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Seasonal Food Truck Design Curriculum

Nothing is more rewarding than brining a business dream to fruition. Food truck operation has become a popular method for entrepreneurs in the food industry to recognize their dreams on a smaller scale. Along with the traditional elements of running a restaurant—developing recipes, working with the public, and maintaining a site—food truck operation also brings unique benefits with it. These benefits include flexibility of location and less overhead cost.

The purpose of this curriculum is to serve as a guide for future restauranteurs who envision a similar dream for themselves. Special emphasis will be placed on developing food trucks for holidays, events, and themes.

Author



Annissa Furr has over a decade of experience in e-learning and online course design, including objectives, course overviews, and course material. She has designed and written many courses and content for universities, high schools, and textbook publishers.

Furr understand how individuals learn and has a deep understanding of learning styles, allowing her to reach a broad audience with the materials she develops. She earned her Master of Arts (MA) and Bachelor of Applied Science (BASc) from Arizona State University. Furr also earned her Doctor of Philosophy (PhD) in Microbiology from South Dakota State University.

Curriculum Structure

The *Seasonal Food Truck Design Curriculum* is composed of the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
One	Food Truck Brand Development	120-160 minutes
Two	Exterior Food Truck Design	130-170 minutes
Three	Menu Development	145-180 minutes
Four	Business Plan Know-How	165-195 minutes
Five	Fall Food Truck	120-170 minutes
Six	Winter Food Truck	120-170 minutes
Seven	Spring Food Truck	120-170 minutes
Eight	Summer Food Truck	130-170 minutes
Nine	Seasonal Food Truck	140-180 minutes
	Total	19-27 hours

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table, which lists activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which contains the sections described below.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, game, demonstration, or review of previous lesson information. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

REVIEW

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Lesson One – Food Truck Brand Development

Lesson Overview

In this lesson, participants will learn the role of branding in food truck development and successfully create a logo and name for a food truck operation.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the importance of branding in the food truck industry
- Develop a unique name and logo for a food truck concept
- Explain the role of brand identity in attracting customers
- Identify key vocabulary related to branding and logo design

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Exploring Color and Emotion for Logo Design</i> worksheet • Optional: Colored images of popular logos (e.g., Amazon, Pepsi, Google, Facebook)	1. Print/photocopy the <i>Exploring Color and Emotion for Logo Design</i> worksheet (one per participant).	20 minutes
LEARN	• <i>Lesson 1</i> slide presentation • <i>Food Truck Brand Development Notes</i> • <i>Food Truck Brand Development Notes – Answer Key</i> • <i>Food Truck Name and Logo Assignment</i> • <i>Food Truck Color Psychology</i> handout • Coloring tools (markers, colored pencils, or crayons)	1. Print/photocopy the <i>Food Truck Brand Development Notes</i> , <i>Food Truck Name and Logo Assignment</i> , and <i>Food Truck Color Psychology</i> handout (one of each per participant). 2. Prepare the <i>Lesson 1</i> slide presentation for viewing. 3. Gather coloring tools.	90-120 minutes
REVIEW	• <i>Food Truck Brand Quiz</i> • <i>Food Truck Brand Quiz – Answer Key</i>	1. Print/photocopy the <i>Food Truck Brand Quiz</i> (one per participant).	10-20 minutes

Lesson One – Food Truck Brand Development

FOCUS: Exploring Color and Emotion for Logo Design

20 minutes

Purpose:

Participants explore the association between colors and the emotions associated with them.

Materials:

- *Exploring Color and Emotion for Logo Design* worksheet
- Optional: Colored images of popular logos (e.g., Amazon, Pepsi, Google, Facebook)

Facilitation Steps:

1. Distribute the *Exploring Color and Emotion for Logo Design* worksheet and address any questions.
2. Discuss the answers to the worksheet questions as a group and ask participants to share their answers as time permits.

Note: There is no answer key for this worksheet as answers will vary among participants and will serve as a learning experience.

3. Optional: Share images of popular logos and analyze the color choices, hypothesizing about the intentions behind their decisions.

Exploring Color and Emotion for Logo Design

Part 1	Personal Color Reflections
Think of the colors listed and write down the first emotion or memory that comes to mind for each.	Red: _____ Blue: _____ Yellow: _____ Green: _____ Orange: _____ Purple: _____ Black: _____ White: _____
Choose three colors that you feel strongly connected to. Share an example from your life, a place, or an object that you associate with each one.	Color 1: _____ Memory or Association: _____ Emotion: _____ Color 2: _____ Memory or Association: _____ Emotion: _____ Color 3: _____ Memory or Association: _____ Emotion: _____

Part 2	Exploring Color in Logo Design	
Match the color with the emotions it typically represents in logo design. Draw a line to connect each color to the emotion(s) it is commonly associated with. Hint: Colors often have multiple associations, so you might have more than one correct answer!	Color	Emotions
	Red	Calmness, Trust, Professionalism
	Blue	Energy, Excitement, Passion
	Yellow	Creativity, Luxury, Imagination
	Green	Cheerfulness, Optimism, Warmth
	Orange	Health, Growth, Nature
	Purple	Innovation, Creativity, Playfulness
	Black	Elegance, Sophistication, Power
	White	Purity, Simplicity, Cleanliness
Choose a color that you think would be effective for each type of business logo. Explain your choice briefly.	A children’s toy store: _____	
	Why? _____	
	An eco-friendly cleaning company: _____	
	Why? _____	
	A high-tech security firm: _____	
	Why? _____	
	A cozy coffee shop: _____	
Why? _____		

Lesson One – Food Truck Brand Development

LEARN: Food Truck Brand Development

90-120 minutes

Purpose:

Participants will learn the fundamentals of branding and apply their knowledge when creating a name and logo for their food truck.

Materials:

- *Lesson 1* slide presentation
- *Food Truck Brand Development Notes*
- *Food Truck Brand Development Notes – Answer Key*
- *Food Truck Name and Logo Assignment*
- *Food Truck Color Psychology* handout
- Markers, colored pencils, or crayons

Facilitation Steps:

1. Distribute the *Food Truck Brand Development Notes* to participants and ask them to fill it out as they follow along with the slide presentation.
2. Distribute the *Food Truck Color Psychology* handout and let participants know that it will be reviewed during the slide presentation.
3. Share the following information with the participants as you go through the *Food Truck Brand Development* slide presentation.

Slide 1: Introduction slide

Slide 2: Let's Discuss

This is a great topic to discuss ahead of the lesson and foreshadow what is to come. It may be helpful to have a few examples to share with the group to start the conversation.

You may want to write the names and observations on a poster or whiteboard to refer to during the lesson.

Slides 3-4: Naming Your Food Truck

Discuss the importance of a name, and what the name will convey to the public. Talk about the food truck names you identified in slide two, if possible.

Slide 5-11: 8 Steps to Choosing a Name

Discuss each step and review the examples and tips provided. As with the logo creation, encourage students to use creativity and feedback during the process.

Slide 12: Branding Vocabulary

Provide examples of each term and ask participants for additional examples.

Examples:

- Branding: Nike
- Brand Identity: Nike orange
- Target Audience: Target audience for Nike is athletes
- Logo: Nike swoosh

Slides 13-16: Which Companies Do These Logos Represent?

Ask participants to identify the brand based on the logo. Answers are on the next slide. Allow some time for the participants to consider their answers.

Slide 17: Let's Discuss

Ask participants to identify elements of the logos that are easy to remember and identify.

Slide 18: Color Psychology

Color psychology is the study of how colors influence human emotions, behaviors, and perceptions, often used in branding and design to evoke specific reactions or associations.

Slide 19: How Colors Influence Your Choices and Feelings

Video Link:

<https://youtu.be/OM4fXB23pCQ?si=ZlfzarK5LrIpjD6b>

Slide 20: Tips for Choosing Food Truck Logo Colors

Talk participants through the steps, reflecting on points from the video. Review the *Food Truck Color Psychology* handout with participants and let them know they will use this information later, when they create their own logo.

Note: Participants will use the *Food Truck Color Psychology* handout in the next lesson as well when they design the exterior of their food truck. Ask participants to retain their copy of the handout for the next lesson.

Slide 21: Creating a Logo

Let participants know that you are moving into a discussion about creating a logo for their food truck.

Slides 22-24: Steps to Creating a Logo

Participants should use the process outlined in these steps as they create their logo. Enforce the importance of using a creative process and getting feedback along the way.

Slide 25: Taglines

Discuss the definition of taglines and how they might add to the effectiveness of branding. Ask what feelings or values the provided taglines convey, and how it helps the brand.

Slide 26: Case Study 1: Starbucks

Review the logo, target audience, tagline, and color psychology. Ask participants how Starbucks branding is different than other coffee shops, to encourage them to see branding as unique and personalized.

Slide 27: Case Study 2: McDonald's

Review the logo, target audience, tagline, and color psychology. Ask participants about the color psychology behind McDonald's color choices.

Slide 28: Time to Get Creative!

Provide participants with instructions and guidance to create their own food truck logo and name.

4. Review the *Food Truck Brand Development Notes – Answer Key* with participants to ensure that all participants have the correct answers and understand all topics. Ask participants if any topics need to be reviewed or clarified.
5. Distribute the *Food Truck Name and Logo Assignment* and review the instructions. Make markers, colored pencils, or crayons available for use.
6. Refer participants to the *Food Truck Color Psychology* handout they received earlier. Ask them to consider their color choices, using the handout, when they create their logo.
7. Ask participants to share their chosen name and logo with the group and talk through any final questions or observations about the activity.
8. Let participants know that the next activity will be designing the exterior of the food truck and ask them to start thinking about the design and theme of their food truck for the next class.

Name: _____

Class: _____

Food Truck Brand Development Notes

Instructions: Answer the questions in the notes below as information is provided in the slide presentation and discussion on this topic.

Question	Notes
What makes a brand name stand out to customers? Provide at least three examples.	
Briefly list the eight steps to choosing a name for your food truck.	
Define the terms “branding,” “brand identity,” “target audience,” and “logo.”	Branding: Brand Identity: Target Audience: Logo:
Define “color psychology.”	Color Psychology:

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List three ways that color can influence choices and feelings after viewing the color psychology video.	
List the four tips for choosing colors for a food truck.	
Outline the seven steps for creating a logo for a food truck.	
Explain the differences between the following types of logos: wordmark, icon or symbol, and combination mark.	
Define “tagline.”	Tagline:
Describe at least two attributes of a successful tagline.	

Food Truck Brand Development

Notes – Answer Key

Instructions: Answer the questions in the notes below as information is provided in the slide presentation and discussion on this topic.

Question	Notes
What makes a brand name stand out to customers? Provide at least three examples.	Answers will vary based on group discussion.
Briefly list the eight steps to choosing a name for your food truck.	1. Reflect the brand's identity 2. Make it memorable and simple 3. Be unique and avoid clichés 4. Consider your target audience 5. Use language creatively 6. Think about social media and branding 7. Test the name with potential customers 8. Keep it legal
Define the terms "branding," "brand identity," "target audience," and "logo."	Branding: Connecting a company's product with a specific name, symbol, logo, etc. Brand Identity: The visual representation of a brand that can include colors, design, and logo Target Audience: The population that a product is marketed to or designed for Logo: A symbol or design that represents a specific brand
Define "color psychology."	Color Psychology: Connecting emotions and colors in branding to elicit a response or feeling toward a brand

List three ways that color can influence choices and feelings after viewing the color psychology video.	Answers might include: Colors can be stimulating or calming, make you tired or awake, be tied to cultural norms, mean different things to different people, make you feel more confident or attractive, impact your appetite, be matched to scents, and encourage happiness or unhappiness.
List the four tips for choosing colors for a food truck.	1. Understand the audience 2. Combine colors thoughtfully 3. Think about the environment 4. Consider branding consistency
Outline the seven steps for creating a logo for a food truck.	1. Define your brand 2. Gather inspiration 3. Choose your logo style 4. Select colors and fonts 5. Design and test 6. Get feedback and refine 7. Finalize
Explain the differences between the following types of logos: wordmark, icon or symbol, and combination mark.	Wordmark: Just the name Icon or Symbol: A food-related icon Combination Mark: Text with an icon
Define “tagline.”	Tagline: Short, catchy phrases that quickly describe a product or company
Describe at least two attributes of a successful tagline.	Answers may vary based on group discussion but may include: Quickly summarizes brand or product, message is easy to understand, creates a good vibe or mission, and evokes feelings or emotions.

Name: _____ Class: _____

Food Truck Name and Logo Assignment

Instructions: Follow the steps below to create a name and logo for your food truck.

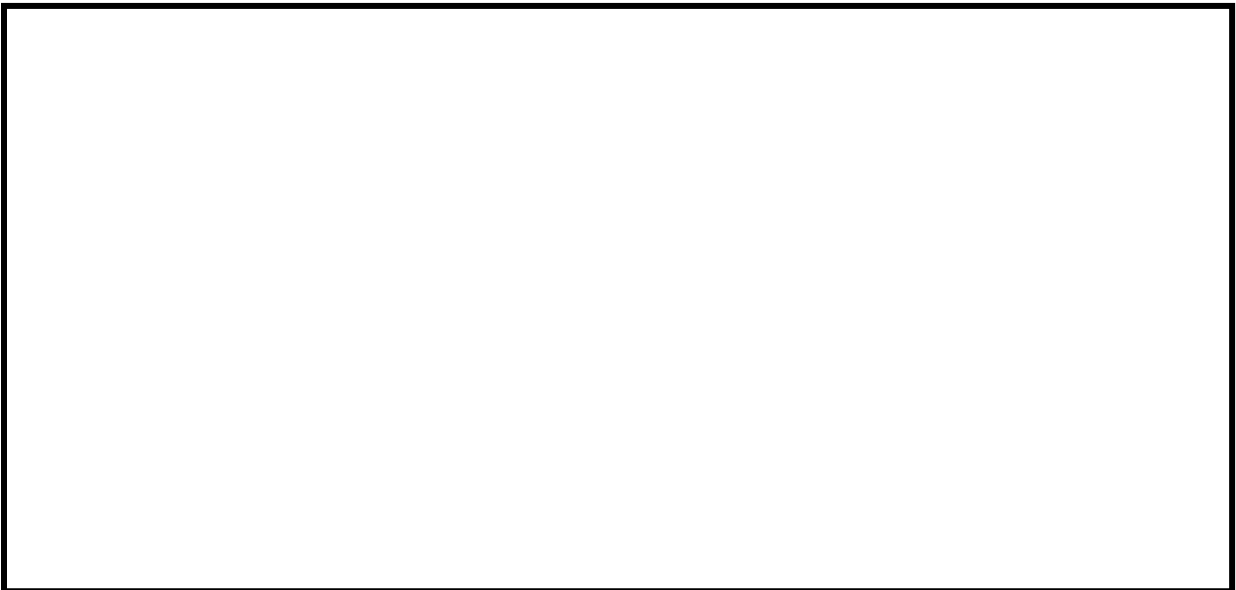
Step 1: Choose a name for your food truck, following the eight tips for choosing an effective name in your notes. If possible, do a quick check on social media and the internet to ensure that the name is not currently being used in your state. Enter the name of your food truck in the space below.

Food Truck Name: _____

Step 2: Create a two-to-three-word tagline that conveys a clear message about your food truck.

Tagline: _____

Step 3: Create a food truck logo in the space below. You can create a logo that is a wordmark, icon or symbol, or a combination mark. Use at least one color in your design.



Food Truck Color Psychology

Red

- Associations: Energy, excitement, passion, and hunger stimulation
- Impact: Red is a powerful choice in food branding as it stimulates appetite and creates a sense of urgency, often seen in fast-food logos
- Best for: Food trucks aiming for a bold, high-energy vibe—like those serving burgers, spicy foods, pizza, or BBQ

Yellow

- Associations: Warmth, happiness, and friendliness
- Impact: Yellow is inviting and cheerful, often paired with red to enhance appetite appeal
- Best for: Trucks that want a welcoming feel and/or serve comfort foods, like sandwiches or desserts

Orange

- Associations: Creativity, playfulness, and adventure
- Impact: Orange combines the appetite-stimulating effects of red with the warmth of yellow, ideal for drawing attention
- Best for: Adventurous or unique foods, like fusion cuisines or international flavors

Green

- Associations: Freshness, health, nature, and sustainability
- Impact: Green is associated with fresh ingredients, vegetarian or vegan options, and environmentally friendly practices
- Best for: Health-focused or organic food trucks, like those offering salads, smoothies, or plant-based options

Blue

- Associations: Calmness, trust, and reliability
- Impact: Blue is less common in food branding because it can suppress appetite, but it works well for food trucks looking to convey a refreshing and reliable brand
- Best for: Seafood trucks or those offering refreshing, hydrating drinks (like water-based smoothies)

Black

- Associations: Sophistication, elegance, and modernity
- Impact: Black can give a logo a chic, upscale feel, great for attracting a mature, sophisticated audience
- Best for: Upscale or gourmet food trucks, such as those selling premium coffee, artisanal products, or fine dining-inspired dishes

Brown

- Associations: Earthiness, warmth, and stability
- Impact: Brown conveys natural and wholesome qualities, making it suitable for rustic or organic brands
- Best for: Trucks offering baked goods, coffee, or earthy foods (like organic, farm-to-table, or meat-heavy options)

White

- Associations: Cleanliness, simplicity, and purity
- Impact: White adds a sense of space, cleanliness, and simplicity, often used in minimalist or modern logos
- Best for: Trucks emphasizing a clean or “light” eating experience, such as healthy bowls, frozen yogurt, or juices

Purple

- Associations: Creativity, luxury, and uniqueness
- Impact: Purple can give the impression of creativity and uniqueness, as it is less common in food branding but eye-catching
- Best for: Dessert trucks, especially those serving treats or confections, where a sense of indulgence or imagination is key

Lesson One – Food Truck Brand Development

REVIEW: Food Truck Brand Quiz

10-20 minutes

Purpose:

Assess participants' knowledge and understanding of the terminology and concepts associated with food truck branding.

Materials:

- *Food Truck Brand Quiz*
- *Food Truck Brand Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Food Truck Brand Quiz* and allow participants approximately 10 minutes to complete it.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____

Class: _____

Food Truck Brand Quiz

Instructions: Read each question below carefully and choose the best answer to each question.

1. What should a food truck name convey about the brand?
 - a. The price of the food
 - b. The brand's identity and vibe
 - c. The type of vehicle used
 - d. The location of the food truck
2. Which is a key reason to choose a memorable and simple food truck name?
 - a. So customers can easily recall and recommend it
 - b. To make the name longer and more detailed
 - c. To attract only specific customers
 - d. To easily identify the owners
3. How does color psychology help in branding a food truck?
 - a. By matching the color to the season
 - b. By using colors that evoke emotions and influence customer perceptions
 - c. By following traditional colors for trucks
 - d. By avoiding all bright colors
4. Which of the following is a recommended step in creating a logo for a food truck?
 - a. Choose random colors
 - b. Avoid looking at other logos for inspiration
 - c. Define the brand's theme and audience first
 - d. Use only one type of font
5. Why is it important to test a food truck name with potential customers?
 - a. To ensure they can spell it correctly
 - b. To get feedback on how the name resonates with them
 - c. To confirm they like food trucks
 - d. To guarantee no one else uses the name
6. What type of logo would use only the name of the food truck without additional icons?
 - a. Icon
 - b. Wordmark
 - c. Combination mark
 - d. Symbol

7. Which term refers to the specific group of people a brand wants to attract?
 - a. Logo
 - b. Target audience
 - c. Brand identity
 - d. United illustration
8. Why is it essential to make sure your food truck's name is legally available?
 - a. To avoid confusion when parking
 - b. To prevent legal issues and trademark conflicts
 - c. To ensure customers remember it easily
 - d. To secure social media followers
9. What should be considered when selecting colors for a food truck's logo?
 - a. Colors that match nearby food trucks
 - b. Colors that blend into the surroundings
 - c. Colors that align with the food truck's brand and theme
 - d. Using only black and white
10. Which of the following best describes "branding"?
 - a. Connecting a product with a specific name, symbol, or logo
 - b. Deciding where to park the food truck
 - c. Choosing only one font for marketing materials
 - d. Selecting specific menu items based on the season

Food Truck Brand Quiz – Answer Key

Instructions: Read each question below carefully and choose the best answer to each question.

1. What should a food truck name convey about the brand?
 - a. The price of the food
 - b. The brand's identity and vibe**
 - c. The type of vehicle used
 - d. The location of the food truck
2. Which is a key reason to choose a memorable and simple food truck name?
 - a. So customers can easily recall and recommend it**
 - b. To make the name longer and more detailed
 - c. To attract only specific customers
 - d. To easily identify the owners
3. How does color psychology help in branding a food truck?
 - a. By matching the color to the season
 - b. By using colors that evoke emotions and influence customer perceptions**
 - c. By following traditional colors for trucks
 - d. By avoiding all bright colors
4. Which of the following is a recommended step in creating a logo for a food truck?
 - a. Choose random colors
 - b. Avoid looking at other logos for inspiration
 - c. Define the brand's theme and audience first**
 - d. Use only one type of font
5. Why is it important to test a food truck name with potential customers?
 - a. To ensure they can spell it correctly
 - b. To get feedback on how the name resonates with them**
 - c. To confirm they like food trucks
 - d. To guarantee no one else uses the name
6. What type of logo would use only the name of the food truck without additional icons?
 - a. Icon
 - b. Wordmark**
 - c. Combination mark
 - d. Symbol

7. Which term refers to the specific group of people a brand wants to attract?
 - a. Logo
 - b. Target audience**
 - c. Brand identity
 - d. United illustration

8. Why is it essential to make sure your food truck's name is legally available?
 - a. To avoid confusion when parking
 - b. To prevent legal issues and trademark conflicts**
 - c. To ensure customers remember it easily
 - d. To secure social media followers

9. What should be considered when selecting colors for a food truck's logo?
 - a. Colors that match nearby food trucks
 - b. Colors that blend into the surroundings
 - c. Colors that align with the food truck's brand and theme**
 - d. Using only black and white

10. Which of the following best describes "branding"?
 - a. Connecting a product with a specific name, symbol, or logo**
 - b. Deciding where to park the food truck
 - c. Choosing only one font for marketing materials
 - d. Selecting specific menu items based on the season

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Lesson Two – Exterior Food Truck Design

Lesson Overview

In this lesson, participants will learn the basics of effective exterior food truck design and design the exterior of a food truck.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify and explain key design elements that make a food truck visually appealing to customers
- Recognize the importance of branding and visual identity in attracting customers
- Apply design fundamentals, such as color, typography, and imagery, to create a unique food truck exterior design concept

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Large index cards (or half-sheets of paper) • Coloring tools (markers, colored pencils, or crayons) • List of food truck themes (listed below) written on a whiteboard or printed on paper: tacos, pizza, cupcakes, vegan food, sushi, waffles, Kansas City BBQ, grilled cheese, ice cream sundaes, Indian food, salads, coffee • Optional: Whiteboard	1. Gather coloring tools and index cards or paper. 2. Obtain a whiteboard or paper to print the list of food truck themes on and prepare the list ahead of time, if possible.	20 minutes
LEARN	• Coloring tools (markers, colored pencils, or crayons) • <i>Exterior Food Truck Design Student Notes</i> • <i>Food Truck Design Preparation and Instructions</i> • <i>Exterior Food Truck Design Template</i> • Seasonal Food Truck Models • <i>Food Truck Color Psychology</i> handout from Lesson 1 • <i>Lesson 2</i> slide presentation	1. Print/photocopy the <i>Exterior Food Truck Design Student Notes</i>, <i>Food Truck Design Preparation and Instructions</i>, and <i>Exterior Food Truck Design Template</i> (one of each per participant). 2. Print/photocopy the <i>Food Truck Color Psychology</i> handout, if needed. 3. Prepare the <i>Lesson 2</i> slide presentation for viewing.	90-120 minutes
REVIEW	• <i>Exterior Food Truck Design Quiz</i> and <i>Exterior Food Truck Design Quiz – Answer Key</i>	1. Print/photocopy the <i>Exterior Food Truck Design Quiz</i> (one per participant).	20-30 minutes

Lesson Two – Exterior Food Truck Design

FOCUS: Food Truck Theme Design

20 minutes

Purpose:

Participants will work in groups to design the color scheme, typography, and imagery for a themed food truck.

Materials:

- Large index cards (or half-sheets of paper)
- Coloring tools (markers, colored pencils, or crayons)
- List of food truck themes (listed below) written on a whiteboard or printed on paper.
 - Tacos
 - Pizza
 - Cupcakes
 - Vegan food
 - Sushi
 - Waffles
 - Kansas City BBQ
 - Grilled cheese
 - Ice cream sundaes
 - Indian food
 - Salads
 - Coffee
- Optional: Whiteboard

Facilitation Steps:

1. Explain that the class will explore how food truck exteriors are designed to be eye-catching and inviting. Start by asking if anyone has seen a food truck with a cool design, and what they liked about it.
2. Divide students into groups of three or four and give each group an index card, coloring tools, and a food theme.
3. Each group has 10 minutes to sketch out a quick concept for a food truck exterior based on their theme. Encourage them to think about:
 - Colors: What colors would fit their theme? (e.g., bright colors for ice cream, earthy tones for a vegan truck)
 - Typography: How would the text or name look? (e.g., playful fonts for a dessert truck, elegant fonts for a coffee truck)
 - Imagery: What images or icons would they add to show the type of food? (e.g., a taco graphic for a taco truck, coffee beans for a coffee truck)
4. After 10 minutes, have each group briefly present their design to the class. They should explain:
 - The theme of their food truck
 - The color scheme they chose and why
 - Any images or icons they included to represent their food type
 - How they want their truck to “feel” to a customer (e.g., fun, fresh, traditional)
5. Initiate a brief class discussion after each presentation, asking:
 - What part of this design makes you want to try the food?
 - What could they add to make the design even more clear or inviting?
6. Conclude the activity and clean up.

Lesson Two – Exterior Food Truck Design

LEARN: Food Truck Exterior Design

90-120 minutes

Purpose:

Participants will learn the basics of design that they will use to design the exterior of their own food truck.

Materials:

- Coloring tools (markers, colored pencils, or crayons)
- *Exterior Food Truck Design Student Notes*
- *Food Truck Design Preparation and Instructions*
- *Exterior Food Truck Design Template*
- Seasonal Food Truck Models
- *Food Truck Color Psychology* handout

Facilitation Steps:

1. Distribute the *Exterior Food Truck Design Student Notes* and ask participants to use it as a guide to take notes on during the slide presentation.
2. Share the following information with the participants as you go through the slide presentation.

Slide 1: Introduction slide

Slide 2: Introduction Questions

Take a few minutes to discuss the questions with participants and ask them to keep these questions in mind as you proceed through the slide presentation.

Answers may be high level at this point but will serve as an introduction to the design conversation.

Slide 3-4: A Brief History of the Food Truck Industry

Discuss the evolution of food trucks and remind students that the idea of food trucks is centuries old, but they have changed significantly through the years.

Catering trucks were often referred to as roach coaches because they had very low cleaning standards often led to cockroach infestations.

Slide 5: Where Is the Food Truck Industry Today?

Today, the food truck industry is very different than previous decades, especially with the advancement of social media. Discuss how competitive the food truck industry is and why the design of the truck is vital to promote their product and attract customers.

Slides 6-7: Food Truck Design

The steps listed on slide six are important to keep in mind as participants are designing their own food trucks.

Make the connection here between design and success of the food truck. You can ask participants to imagine standing in a parking lot full of food trucks and ask them how they would choose where to spend their money.

Slide 8: 4 Basics of Exterior Food Truck Design
Inform participants that you will explore four basic tenants for effective food truck design.

Slide 9: 1. Color Psychology

Remind participants that this topic was covered in Lesson 1. You can pause here and review the *Food Truck Color Psychology* handout, if you wish.

Slide 10: 2. Typography and Readability
Discuss the importance of font and readability.

Slide 11: Which Name is Easiest to Read?
Demonstrate the importance of readability.

Slide 12: 3. Imagery and Iconography

Ask participants to think about the images that they might want to use in their own design and ask them to critique the images on the screen.

Seasonal Food Truck Design Curriculum

Ask participants to suggest what type of food truck might use these images, and if they would be effective.

Slide 13: 4. Branding and Visual Identity

This slide should tie the rest of the basics together. Remind participants that all the elements come together to create the brand.

Slide 14: Additional Design Tips

These additional tips can serve as suggestions when creating effective branding.

Slide 15: Case Study 1

Discuss the case study as a group. Answers may vary. Ask participants what they would do differently if they do not like the choices pictured.

Slide 16: Case Study 2

Discuss the case study as a group. Answers may vary. Participants will likely indicate that the design reflects water or the ocean. This is a seafood truck, so the menu items will likely be seafood.

3. Distribute the *Food Truck Design Preparation and Instructions* and *Exterior Food Truck Design Template*.

4. Review the instructions with participants and make the coloring tools available.
5. Ask participants to locate their *Food Truck Name and Logo Assignment* and *Food Truck Color Psychology* handout from Lesson 1 to use as a reference for this activity.
6. Give each student the *Exterior Food Truck Design Template*. They should use this to sketch a few ideas before transferring it to the Seasonal Food Truck Model.
7. Give each student one Seasonal Food Truck Model. They should completely design the exterior of their food truck using the planning documents they have completed. To construct the truck, fold along the scored lines provided.
8. If time permits, ask participants to share their completed project.

Name: _____ Class: _____

Food Truck Exterior Design – Student Notes

What makes some food truck designs stand out?

Are there elements that seem universally effective?

Current Status of the Food Truck Industry

Trends:

Food Truck Design

Why Design Matters:

First impression and deciding factor for customers.

Strategic business decision that drives _____

Benefits of Strong Design:

Attract Attention: _____

Convey Brand Identity: _____

Foster Memorability: _____

Compete Effectively: _____

4 Basics of Food Truck Exterior Design

1. Color Psychology:
2. Typography and Readability:
3. Imagery and Iconography:
4. Branding and Visual Identity:

Question: How would branding differ between an ice cream truck and a vegan truck?

Additional Design Tips

Case Studies

Case Study 1:

Why do you think they chose these colors?

Did they use an appropriate font?

Case Study 2:

Were the images appropriate for the brand?

Guess two menu items based on their branding.

Name: _____ Class: _____

Food Truck Design Preparation and Instructions

Instructions: Complete parts one through four below to prepare for the final exterior design of your food truck. Refer to your assessment from lesson one and handouts you have received in lessons one and two to help with your design process.

Part 1: Background Information

1. What is the general theme of your food truck menu? For example, will it be a dessert truck, Mexican food, pizza, etc.?

2. What type of food will you serve on your food truck? List at least **two** items that you would offer on your menu.

3. What is the name of your food truck (from lesson one)?

Part 2: Color Choices

4. Choose **two to three** colors for the exterior of your food truck and explain what message or emotion you are trying to convey with your color choices. Write the colors below along with your explanation.

Part 3: Font Choices

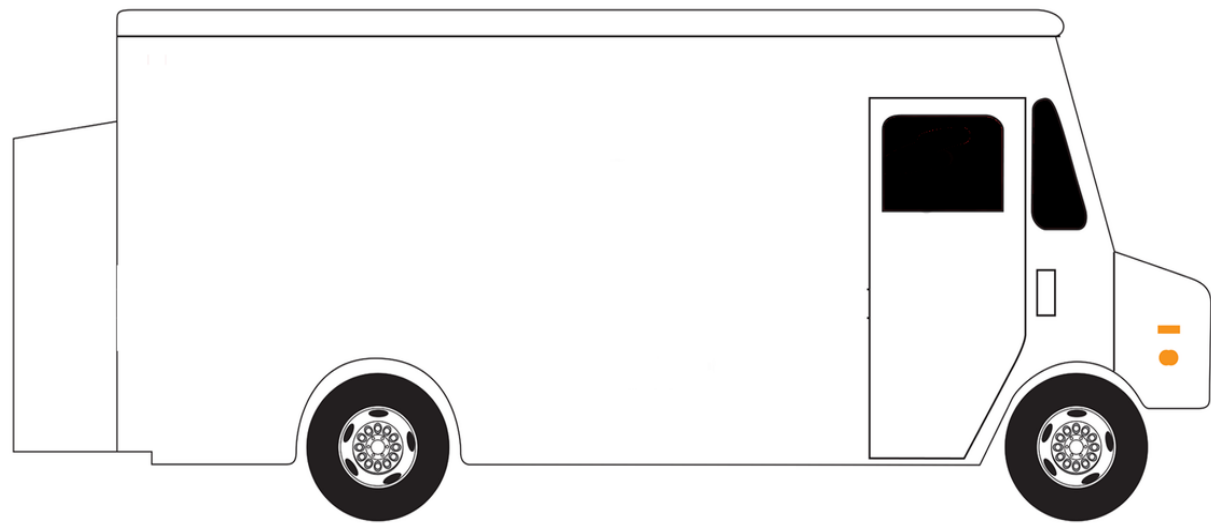
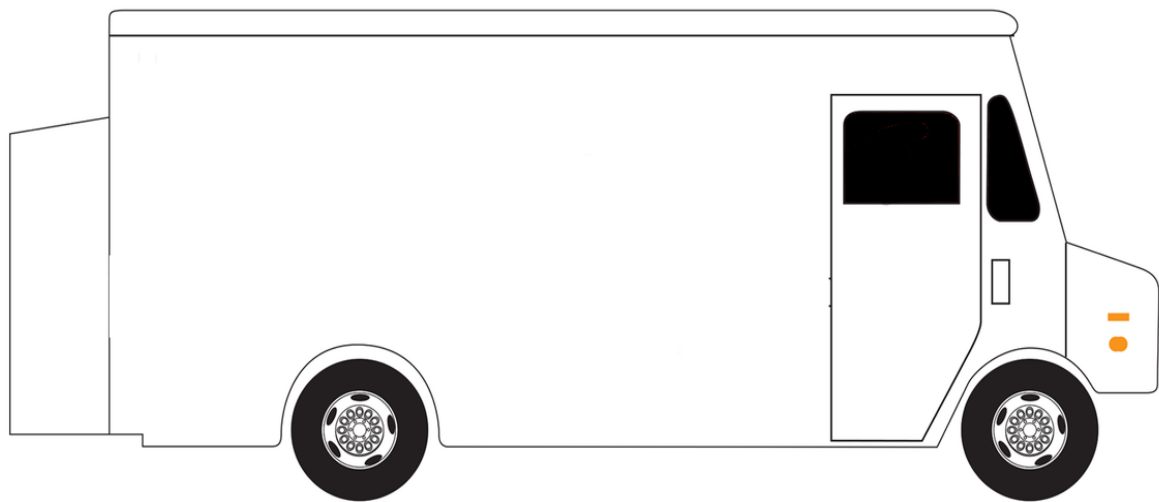
5. What type of font will you use for the wording on your food truck? What color font will you use? Will you use a tagline?

Part 4: Logo and Final Design

6. Review your logo design from lesson one and make any desired revisions in the space below. When you are satisfied with your logo, begin the design of your food truck using the *Exterior Food Truck Design Template*.

Name: _____ Class: _____

Food Truck Exterior Design Template



Lesson Two – Exterior Food Truck Design

REVIEW: Food Truck Design Quiz

10-20 minutes

Purpose:

Assess participants' knowledge and understanding of the terminology and concepts associated with exterior food truck design.

Materials:

- *Food Truck Exterior Design Quiz*
- *Food Truck Exterior Design Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Exterior Food Truck Design Quiz* and allow participants approximately 10 minutes to complete the quiz.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____

Class: _____

Food Truck Exterior Design Quiz

True/False Questions

Instructions: Circle the correct answer for each question.

1. Social media had no impact on the rise of modern food trucks. (True/False)
2. Branding elements of a food truck should align with the truck's theme and target audience. (True/False)
3. Green is a color often associated with unhealthy, fast food. (True/False)
4. The use of imagery on a food truck should communicate the type of food offered. (True/False)
5. Balance in design refers to using random, uneven visual elements. (True/False)

Short Answer Questions

Instructions: Answer each question using complete sentences.

1. List three benefits of having an eye-catching food truck design.

2. Explain the importance of color psychology in food truck branding.

3. How can white space be used effectively in a food truck design?

4. What are two ways imagery contributes to a food truck's visual identity?

5. Why is contrast an essential element of design for food trucks?

Food Truck Exterior Design Quiz – Answer Key

True/False Questions

Instructions: Circle the correct answer for each question.

1. Social media had no impact on the rise of modern food trucks. (True/**False**)
2. Branding elements of a food truck should align with the truck's theme and target audience. (**True**/False)
3. Green is a color often associated with unhealthy, fast food. (True/**False**)
4. The use of imagery on a food truck should communicate the type of food offered. (**True**/False)
5. Balance in design refers to using random, uneven visual elements. (True/**False**)

Short Answer Questions

Instructions: Answer each question using complete sentences.

1. List three benefits of having an eye-catching food truck design.
Attracts attention, communicates brand identity, fosters memorability
2. Explain the importance of color psychology in food truck branding.
Colors can attract specific audiences by evoking certain emotions or expectations
3. How can white space be used effectively in a food truck design?
White space ensures a clean, uncluttered design, highlighting important elements like logos and text.
4. What are two ways imagery contributes to a food truck's visual identity?
Imagery communicates the type of food offered and enhances the brand's visual identity
5. Why is contrast an essential element of design for food trucks?
Contrast makes specific design elements stand out, such as white text on a dark background

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Lesson Three – Menu Development

Lesson Overview

In this lesson, participants will learn to plan their food truck menu, create a food budget, and design an appealing menu for their food truck.

Lesson Objectives

After completing this lesson, participants will be able to:

- Articulate the relationship between a food truck’s theme and menu design
- Identify and develop menu items aligned with a food truck’s branding
- Understand and apply the fundamentals of menu costing, including ingredient costs, pricing strategies, and food cost percentages
- Design a visually appealing and branded food truck menu
- Reflect on the challenges of balancing profitability and creativity in menu development

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Markers or pens • Optional: Stopwatch or timer • <i>Mash-Up Cards</i> • <i>Menu Template</i> (one per group)	1. Print/photocopy the <i>Mash-Up Cards</i> (one copy) and <i>Menu Template</i> (one per group).	15-20 minutes
LEARN	• Coloring tools (markers, colored pencils, or crayons) • <i>Menu Design</i> worksheet • <i>Cooking Lab</i> worksheet • <i>Lesson 3</i> slide presentation • <i>Menu Development Student Notes</i>	1. Print/photocopy the <i>Menu Development Student Notes</i>, <i>Menu Design</i>, and <i>Cooking Lab</i> worksheets (one of each per participant). 2. Prepare the <i>Lesson 3</i> slide presentation for viewing.	120-140 minutes
REVIEW	• <i>Food Truck Menu Design Quiz</i> • <i>Food Truck Menu Design Quiz - Answer Key</i>	1. Print/photocopy the <i>Food Truck Menu Design Quiz</i> (one per participant). 2. Access the answer key.	10-20 minutes

Lesson Three – Menu Development

FOCUS: Mash-Up Menu

15-20 minutes

Purpose:

Introduce participants to the concept of creating a cohesive menu that aligns with a theme by blending unrelated food concepts in a creative way.

Materials:

- Markers or pens
- Optional: Stopwatch or timer
- *Mash-Up Cards*
- *Menu Template*

Facilitation Steps:

1. Divide the participants into teams of two to five and distribute the *Menu Template* to each group.
2. Cut out the *Mash-Up Cards* and assign one from each set to each group or have a member of each group choose one card from each set.
3. Instruct groups to create three items that reflect their mash-up theme.

Each item must include a:

- Creative dish name
- Brief dish description
- Reasonable price

4. Encourage creativity! For example:

For “Barbeque + Fine Dining”

Dish: Smoked Brisket Risotto

Description: Creamy risotto topped with tender smoked brisket

Price: \$14

For “Mexican + Comfort food”:

Dish: Taco Pot Pie

Description: Layers of spiced beef, black beans, and cheese baked under a golden tortilla crust.

Price: \$8

5. Assign a set time (15-20 minutes), if desired.
6. Review menu templates as a group, if time permits.

Mash-Up Cards

SET 1: FOOD CATEGORIES	SET 2: FOOD CONCEPTS
Italian Food	Carnival Food
Sandwiches	Healthy Food
Mexican Food	Fine Dining
Barbeque	Comfort Food
Breakfast	Fast Food
Pizza	Miniature/Bite-Size
Desserts	Raw (uncooked) Food

Names: _____ Class: _____

Menu Template

1. Choose a mash-up card from set one and another card from set two. This will be your mash-up food truck theme. Record your chosen theme below.

2. Create a mini-menu with **three** items that reflect your mash-up theme. Each item must contain:

- A creative **menu item name**
- A brief **description** of the dish
- A reasonable **price**.

3. List your menu items below.

	Menu item name	Description	Price of item
1			
2			
3			

Answer the following questions:

4. Was it challenging to combine two unrelated food concepts? How did you make it work?

5. How did you decide on pricing for your dishes?

Lesson Three – Menu Development

LEARN: Food Truck Menu Development

120-140 minutes

Purpose:

Participants will learn how to plan a menu for their food truck to make it appealing to customers and profitable for their business.

Materials:

- Coloring tools (markers, colored pencils, or crayons)
- *Menu Design* worksheet
- *Cooking Lab* worksheet
- *Lesson 3* slide presentation
- *Menu Development Student Notes* worksheet

Facilitation Steps:

1. Distribute the *Menu Development Student Notes*, *Menu Design*, and *Cooking Lab* worksheets.
2. Make a note that the *Cooking Lab* worksheet will require participants to acquire recipe items and a place to cook.

Accommodations can be made if space is unavailable, and may require preparation of cold foods only, or some or all items at home.

3. Share the following information with the participants as you go through the *Lesson 3* slide presentation. Students should take notes on the worksheets provided.

Slide 1: Introduction slide

Slide 2: Questions to Consider

Take a few minutes to discuss the questions with participants and ask them to keep these questions in mind as you proceed through the slide presentation and they begin to design their own menu.

Slide 3: Creating a Menu and Food Budget for a Food Truck

Slide 4: Step 1: Define Your Menu

Remind participants of the importance of writing all menu items and thinking carefully about the add-ons needed for all customers. For example, hot dogs require various condiments, including onions, mustard, ketchup, and relish.

Slide 5: Step 2: Break Down Recipes

Breaking down a recipe to an ingredient list will prevent surprise expenses down the road. This includes a realistic prediction of the amount of each ingredient as well.

Slide 6: Step 3: Calculate Ingredient Costs

Take some time to complete a few examples here to demonstrate the process of cost calculation. If possible, look at local pricing and explore different grocery store and bulk buying options.

Slide 7: Step 4: Include Overhead Costs

Remind participants that there are costs other than food that should be considered when determining food prices.

Slide 8: Understanding Food Costs

Practice different calculation examples and ask participants to brainstorm a list of possible expenses that should be considered.

Slide 9: Determine Your Selling Price

Demonstrate the selling price calculation and remind participants about percentages and how to convert them to a decimal by dividing by 100. Share examples that are easy to understand visually, such as 10 percent of 100.

Slide 10: Video

How to Calculate Food Cost Percentage (1:11)

<https://youtu.be/4Bb1rOiQcLk?si=Dz9Nhnz46mtEBDcC>

Slide 11: Setting Profitable Prices

Additional tips to consider when making final decisions about food prices.

Slide 12: Step 6: Create a Budget Spreadsheet

Ask participants how a budget spreadsheet could be helpful and assist in keeping costs on track.

Slide 13: Step 7: Adjust and Refine

Remind participants that it is important to reassess and adjust in regular intervals to react to price changes, expenses, and budget changes.

Slide 14: Food Truck Menu Design

Slides 15-16: Identifying Menu Items and Menu Design Basics

Tips for successful menu creation. Ask participants why each point is important to the ultimate success of the food truck.

Slide 17: Common Mistakes to Avoid

Slide 18-19: Case Studies

Ask participants to critique the menu. Answers may vary but can include making the menu more readable, using different colors, and using a font that is more readable.

4. Ask participants to locate the *Menu Design* activity and review the instructions. Make coloring tools available to the group. If time permits, work through some example calculations for the budget to demonstrate to the group.

5. As participants work to identify recipes and food prices, note some suggested local grocery stores, and review online searches for finding recipes.

6. Review the instructions on the *Cooking Lab* worksheet. If participants are using the recipe from the *Menu Design* worksheet, ask them to copy it on the *Cooking Lab* worksheet. If they are finding a new recipe, guide them to the internet or library to find full recipes and cooking instructions.

The cooking lab asks students to prepare a dish with four servings; this can be adjusted, if needed. If applicable, ask students to share their dishes with the class.

NOTICE: Ask all participants to identify any food allergies or sensitivities to you in advance, and review recipes for any allergies or sensitivities students have.

Name: _____ Class: _____

Menu Development Student Notes

Instructions: Answer the following questions as you go through the slide presentation.

As a customer, what makes a food truck menu stand out to you?

What challenges do you think food truck owners face when setting menu prices?

Creating a Menu and Food Budget for a Food Truck

Take notes in the space provided.

Step 1: Define Your Menu

Step 2: Break Down Recipes

Step 3: Calculate Ingredient Costs

Step 4: Include Overhead Costs

Understanding Food Costs

Ingredients Cost: Calculate the cost of each ingredient for a _____ portion

Labor and Overhead: Factor in wages, packaging, and truck upkeep

Food Cost Percentage: Ideal is _____%

Formula: $(\text{Ingredient cost} \div \text{selling price}) \times 100$

Step 5: Determine Your Selling Price

Use the **food cost percentage formula** to set a price that ensures profitability:

Selling Price = Cost per serving $\div$ desired food cost percentage

The ideal food cost percentage is typically _____%

Setting Profitable Prices

Step 6: Create a Budget Spreadsheet

Step 7: Adjust and Refine

Identifying Menu Items

Focus _____ core items that align with your theme and appropriate sides.

Include a mix of _____.

Consider dietary preferences, such as:

Menu Design Basics

Keep it simple

Use appealing _____ and _____ that reflect your theme

Highlight _____ or _____.

Common Mistakes to Avoid

Case Study 1: How Would You Improve This Menu?

Case Study 2: How Would You Improve This Menu?

Name: _____

Class: _____

Menu Design

Instructions: For this activity, you will create the menu for your food truck, including the food item list and description, budget, and menu design.

Part 1: Creating the Menu

Choose **three to four** core items that you will have on your food truck menu and any sides that will come with the food item. List the core dishes and sides below, along with a brief description of the food items. Your menu items should align with your branding and chosen theme.

Part 2: Food Truck Budget

Choose one of your menu items and locate a recipe for the item. In the table, list all the ingredients you will need for the dish. Then, do some research to find prices for each item. Calculate the budget you would need to create one order.

Use the following in your calculations:

- **Ingredient Name:** For each ingredient in the recipe
- **Cost Per Unit:** How much does one unit (bottle, package) cost?
- **Servings Per Unit:** How many servings in one unit?
- **Cost Per Serving:** $\text{Cost per unit} \div \text{servings per unit}$
- **Selling Price:** $\text{Cost per serving} \div \text{desired food cost percentage}$
- **Profit Margin:** $\text{Selling price} - \text{cost per serving}$

Ingredient Name	Cost Per Unit	Servings Per Unit	Cost Per Serving

Add the cost per serving for all ingredients and list the total cost per serving: _____

If the desired food cost percentage is 30%, what is the selling price for this menu item?

Calculate the profit margin for this menu item: _____

List one upgraded item you could add to this menu item and what you would charge for the upgrade:

Part 3: Menu Design

In the space below, design your menu. Imagine that the menu would be displayed on the side of your food truck or a sign in front of it. Use colors that match the exterior design and the theme of your food truck. Include a brief description and list any sides that come with the food item.

Name: _____ Class: _____

Cooking Lab

Instructions: Choose one of your listed food truck items and locate a recipe for the it. Copy the recipe and cooking instructions in the space below. Following your recipe, prepare the food item and scale it to **four** individual servings.

Recipe:

Cooking Instructions:

Answer the following questions:

How long did it take you to prepare the food item? Would you need to prepare this item ahead of time to serve customers promptly?

Was the item easier or harder to prepare than you expected? Is there anything you would change about the recipe?

Lesson Three – Menu Development

REVIEW: Food Truck Menu Design Quiz

10-20 minutes

Purpose:

Assess participants' knowledge and understanding of the terminology and concepts associated with food truck budgeting and menu design.

Materials:

- *Food Truck Menu Design Quiz*
- *Food Truck Menu Design Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Food Truck Menu Design Quiz* and allow participants approximately 10 minutes to complete the quiz.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____

Class: _____

Food Truck Menu Design Quiz

Instructions: Circle the correct answer for each question.

1. What is the ideal food cost percentage for setting menu prices?
 - a. 20-25%
 - b. 30-35%
 - c. 40-50%
 - d. 50-60%
2. What is the main purpose of the food cost percentage formula?
 - a. Determine the cost of packaging
 - b. Calculate profitability of a menu item
 - c. Set a competitive selling price
 - d. Decide how many items to include on the menu
3. Which of these is a good strategy for upselling?
 - a. Offering discounts on all menu items
 - b. Highlighting dietary preferences
 - c. Suggesting add-ons or combos for an extra charge
 - d. Using premium ingredients
4. What is one common mistake in menu design?
 - a. Including dietary preference options
 - b. Keeping the menu design simple
 - c. Overloading the menu with too many items
 - d. Using clear fonts and sections
5. Why is it important to research local competition?
 - a. To copy their menu items
 - b. To learn their branding strategies
 - c. To set competitive and realistic pricing
 - d. To minimize food waste

True/False Questions

6. A successful menu should include at least 10-15 items to appeal to all customers. (True/False)
7. Monitoring ingredient usage can help control food waste. (True/False)
8. Add-ons, like guacamole or bacon, can increase profitability. (True/False)
9. A menu's visuals and layout are not as important as its pricing. (True/False)
10. Overhead costs include labor, packaging, and utilities. (True/False)

Short Answer Questions

Instructions: Respond to the following questions using complete sentences.

11. Explain why it is important to align menu items with your food truck's theme.

12. Why is it important to periodically reassess your budget?

Food Truck Menu Design Quiz – Answer Key

Instructions: Circle the correct answer for each question.

1. What is the ideal food cost percentage for setting menu prices?
 - a. 20-25%
 - b. 30-35%**
 - c. 40-50%
 - d. 50-60%
2. What is the main purpose of the food cost percentage formula?
 - a. Determine the cost of packaging
 - b. Calculate profitability of a menu item**
 - c. Set a competitive selling price
 - d. Decide how many items to include on the menu
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 - c. Suggesting add-ons or combos for an extra charge**
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4. What is one common mistake in menu design?
 - a. Including dietary preference options
 - b. Keeping the menu design simple
 - c. Overloading the menu with too many items**
 - d. Using clear fonts and sections
5. Why is it important to research local competition?
 - a. To copy their menu items
 - b. To learn their branding strategies
 - c. To set competitive and realistic pricing**
 - d. To minimize food waste

True/False Questions

6. A successful menu should include at least 10-15 items to appeal to all customers. (True/**False**)
7. Monitoring ingredient usage can help control food waste. (**True**/False)
8. Add-ons, like guacamole or bacon, can increase profitability. (**True**/False)
9. A menu's visuals and layout are not as important as its pricing. (True/**False**)
10. Overhead costs include labor, packaging, and utilities. (**True**/False)

Short Answer Questions

Instructions: Respond to the following statement and questions using complete sentences.

11. Explain why it is important to align menu items with your food truck's theme.

Possible Answer: Aligning items with your theme reinforces your brand identity and attracts customers who are interested in that specific type of cuisine.

12. Why is it important to periodically reassess your budget?

Possible Answer: Ingredient prices can fluctuate, so regular reassessment ensures that pricing and profit margins remain accurate.

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Lesson Four – Business Plan Know-How

Lesson Overview

In this lesson, we will explore the concept of business plans—their purpose, benefit, and structure. Students will consider the role of a business plan in successfully developing any new start-up entity. We will review previous lesson content to see how that information should be used in a standard business plan model.

Lesson Objectives

After completing this lesson, participants will be able to:

- Assess their knowledge of food design and development
- Identify the components necessary to write a successful business plan
- Understand the role of a business plan in developing a strong and cohesive design model

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• A print-out of a city map or a projection of the map that all students can see simultaneously • A set of 3-5 questions for navigating to various points on the map	1. Locate any close-up city-style map, such as the one found here: https://www.enchantedlearning.com/geography/mapreading/city/ 2. Print out the map, if needed (one for each group).	45 minutes
LEARN	• <i>Understanding the Business Plan</i> worksheet • <i>Lesson 4</i> slide presentation • Executive Summary Video (https://youtu.be/bgM8flqiN9c?feature=s_hared) • Company Profile Video (https://youtu.be/TrBRfKvLQhY) • Marketing Structure Video (https://youtu.be/N3XX1QekLc4) • <i>Business Plan Vocabulary</i> worksheet • <i>Business Operations</i> handout • <i>Business Operations</i> Video (https://youtu.be/0Jd34WCmBMM) • <i>Business Operations</i> worksheet • <i>Business Plan Template</i> (https://tinyurl.com/4w74mdm5)	1. Print/photocopy the <i>Understanding the Business Plan</i> handout, <i>Business Plan Vocabulary</i> worksheet, and <i>Business Operations</i> handout (one of each per participant). 2. Prepare each video for viewing. Bookmark each link to access them quickly, if necessary. 3. Bookmark the template website for easy access. 4. Prepare the slide presentation for viewing.	90-120 minutes
REVIEW	• <i>Business Plans Assessment and Review</i> worksheet • <i>Business Plans Assessment and Review – Answer Key</i>	1. Print/photocopy the worksheet (one per participant).	30 minutes

Lesson Four – Business Plan Know-How

FOCUS: Introduction to Business Plans

45 minutes

Purpose:

Participants will discover that business plans operate similarly to a map for navigating quickly and safely from point A to point B.

Materials:

- Print-out or projections of an easy-to-read city street map
- Set of 3-5 questions for navigating to various point on the map

Facilitation Steps:

1. Randomly divide students into groups of equal size. This activity would work well with pairs, keeping all students are engaged. You also want the potential of many different answers.
2. Distribute the map or call students' attention to a large classroom projection of it.
3. Provide the groups with one question/scenario at a time. Tell them they will work within their group to decide the best route to the destination.
4. Have groups write step-by-step directions for each scenario. They should be able to note if they move north, south, east or west; what street(s) they use; and when to turn.
5. For an additional challenge, ask participants to estimate how long it will likely take them to get to the destination or if they see any possible problems along the route.
6. Repeat steps three through five until students have completed each of the pre-determined scenarios. Three questions/scenarios should be enough but feel free to put "problems" along the routes, such as road construction, a traffic jam, a burst water line, etc. Announce these issues randomly **after** students have begun to plan their routes. If you are using a projected map, place a red dot on the map to indicate each problem.
7. Ask a student group to share the route they chose for the first scenario. After making note of their plan, ask for a group with a different route to share.
8. Have the class to decide if one route was a better choice than the other. Allow for a few minutes of discussion.
9. Repeat steps seven and eight until all scenarios have been reviewed and discussed.
10. Explain to students that a map's purpose is to help you find your way from point A to point B. It can also help you navigate when problems arise or you need to find a different route.

Students might try to point out that they prefer to use a GPS. Explain that GPS has its place, but you learn things using a map that you might not have by following a predetermined route.

Seasonal Food Truck Design Curriculum

Explain that a business plan has a similar purpose. It helps a person who is starting a business make important decisions about the business.

It also helps highlight potential problems along the way. A business plan is a road map for the business.

Lesson Four – Business Plan Know-How

LEARN: Components of a Business Plan

90-120 minutes

Purpose:

Participants will develop an understanding of the various components involved in developing a business plan and the purpose for those components.

Materials:

Activity 1

- *Understanding the Business Plan* worksheet
- *Lesson 4* slide presentation
- Executive Summary Video:
<https://youtu.be/bgM8flqiN9c?feature=shared>
- Company Profile Video:
<https://youtu.be/TrBRfKvLQhY>
- Marketing Structure/Marketing Video:
<https://youtu.be/N3XX1QekLc4>
- *Business Plan Vocabulary* worksheet

Activity 2

- *Business Operations* handout
- Business Operations Video:
<https://youtu.be/0Jd34WCmBMM>
- *Business Operations* worksheet
- *Business Plan Template*:
<https://tinyurl.com/4w74mdm5>

Facilitation Steps:

1. Distribute the *Understanding the Business Plan* worksheet.
2. Using the handout, go over the basic information of a business plan in the reading.
3. Distribute the *Business Plan Vocabulary* worksheet. As time permits, students should fill in the worksheet as you review terms from the reading.

4. Use the *Lesson 4* slide presentation, to further review the components of a business plan. There are no additional notes for slides one through five.

Slide 6-7: Business Plan Parts

Go over each of the sections usually found in a formal business plan. Again, remind students that not every template will have all the exact same sections. In some cases, closely related sections may be combined.

There is no standard order for each section of the plan, except for the executive summary. The executive summary is **always** at the beginning of the plan.

5. Prepare students to watch several short videos and take notes regarding the various steps involved in writing a business plan.

Note: Do not rush through Activity 1. If necessary, save the company profile and marketing structure videos for Activity 2. Students should spend extra time, if possible, learning about the executive summary. This section is the “first impression” of the entire business plan.

6. For Activity 2, print out or project on an interactive board the *Business Plan Template*. Explain to students that the financial structure of the business plan usually covers several years into the future.

Students should notice that some of the information they collected in earlier lessons would be used to complete a financial plan.

7. Distribute the *Business Operations* handout. The diagram shows various topics covered in the operations section. Tell students that this section of the business plan will likely be one of the largest. It includes all the physical needs required to operate the business daily. The extra effort an owner puts in here will be worth it because an owner wants potential investors to see that they know what it will take to keep the business running smoothly.

Open a discussion with students to see if they understand that each area listed in the funnel has multiple layers. For example, employee information will include the number of workers, the hours necessary for them to keep the business open, the pay scale of the employees, etc. All this information affects the bottom line.

Note: As time permits, show students the *Business Operations* worksheet. If possible, business teams from earlier lessons could complete a copy of the worksheet to reflect their imaginary food truck business.

8. Briefly address the socioeconomic structure of a business plan. Point out that, while it is a good section to include, startups rarely have the means to give monetarily to the community in the early days of the company.

For the time being, it is good to note **ideas** students may have for improving the local community, such as only using 100 percent recycled paper goods or earmarking a percentage of sales to go to a local non-profit. The point here is that a business owner demonstrates that receiving a loan to start the business will ultimately help the entire community, not just the business.

Understanding the Business Plan

You may be wondering, “If I have done all the previous steps—deciding on a menu, laying out my truck, and figuring out the financing—why do I need a business plan?”

Depending on who you ask, you may receive various answers. So, let’s look at some basics.

The purpose of a **business plan** is to serve as a pathway from point A to point B. It records everything the owner has done so far, and documents steps still to take. A business plan can help an aspiring entrepreneur figure out all the details they must address throughout the process.

A business plan has many parts to it. It is essentially the explanation of the business. A good plan helps an owner determine the business’ **sustainability**. The percentage of failure hovers around 30 percent for all new businesses closing within two years. For that reason, understanding your business sustainability is necessary.

It is important to understand that the benefit of the business plan is primarily for the owner/manager of the business. The plan should be updated and edited as needed; this may be on a yearly basis but could be done monthly or quarterly, especially in the early stages. Any document that is used as a guide, but also gets edited along the way, is referred to as a **working document**.

If you will seek funding for your business from a bank or individual investors, you will want to show them some type of plan that proves you have truly thought through the business process. You will rarely find someone willing to invest in an entrepreneur who does not understand the **bottom line**, the financial needs of the business they plan to develop.

Depending on the amount of money you are asking to borrow and the type of investor, you may be asked to submit a business plan or a **pitch deck**. While a plan summarizes your overall business, a pitch deck is an even shorter summary, usually done in a presentation format, such as PowerPoint, Prezi, or Keynote.

If you are asked to provide a quick, 30-minute overview of your food truck dream, a pitch deck will be the best option. However, if someone wants to study your thought process, maybe in hopes of becoming a business partner, a business plan is the better choice.

When establishing your business plan format, you can find virtually hundreds of **templates** online. A template is a ready-made guide that allows you to simply insert information; the formatting has been done for you. Not every template will work for every type of business.

Some business plans can be the size a book with 80-100 pages of detailed information. In the case of a food truck business, you likely will not need such a complex format. A food truck with minimal food options, minimal employees, and less overhead cost would benefit from a much shorter business plan, probably 30 pages or less.

Some sections of a business plan serve as **best practices**. This means that you are briefly sharing what you will do as a business owner to maintain the quality of your product. Most industries have established the best practices for their business situation that successful owners adhere to in their day-to-day operations. Best practices are not the same as regulated areas of operation.

Other portions of a business plan include **milestones** for the development of the business. Milestones are the markers the owner works to achieve to get the business up and running in a specific timeframe. For example, an owner may set a milestone of three months for securing the funding for the business. After the three-month deadline, they can decide if the original time allotment for opening the business is still feasible, or if more time is needed. Obviously, if the owner still lacks funds, they need more time.

Still, other sections of the business plan serve as a means of **forecasting**. Forecasting is the act of looking over current trends within the business and making an educated guess as to how the business will grow in different areas or a set timeframe. For example, a food truck operator might take the first month of sales and make a forecast of the amount of revenue the truck will take in over the next six months.

Forecasting is not an exact science. It often cannot consider unforeseeable problems, such as a sudden rise in food cost or the unexpected addition of local competition. In cases like these, the truck operator would closely monitor the effect of new situations and adjust the forecast within the business plan.

Video Notes

A. Executive Summary

What is it?

Sections:

- 1.
- 2.
- 3.
- 4.
- 5.

6.

7.

8.

9.

B. Company Profile

What is it?

Steps:

1.

5.

2.

6.

3.

7.

4.

8.

Special Note: The executive summary and company profile have some similarities. However, the executive summary is a brief overview of the entire business plan and acts as the appetizer of a meal. You can first send it to potential investors to whet their appetite. If they are interested, they will ask to see the full business plan.

C. Marketing Structure/Marketing

What is it?

Steps:

1.

5.

2.

6.

3.

7.

4.

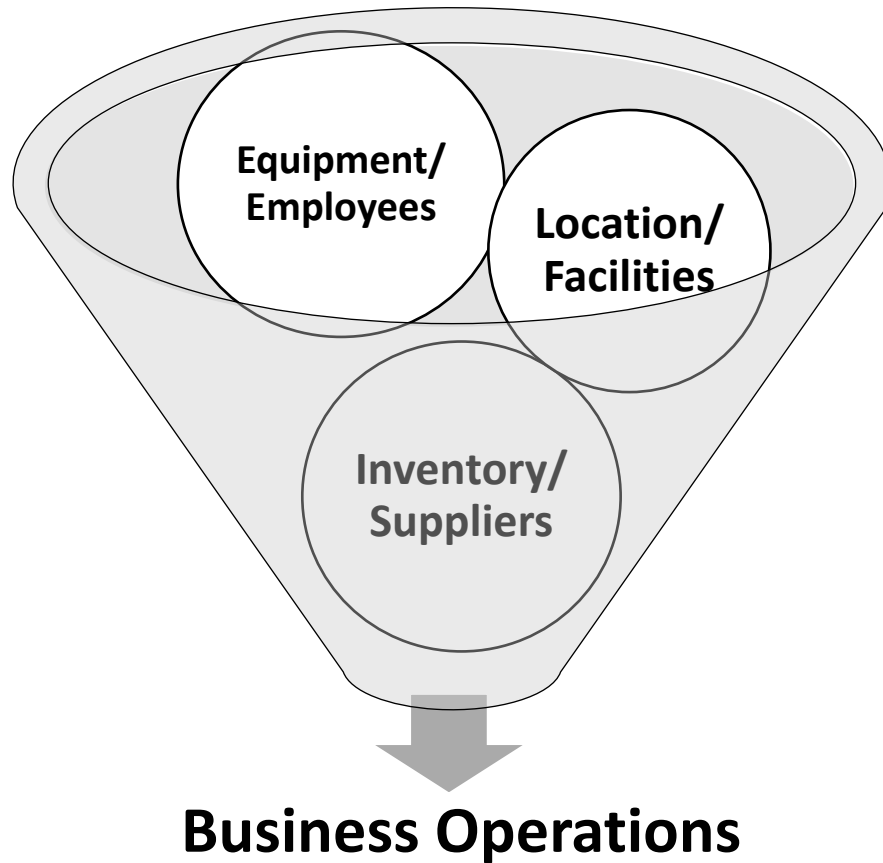
D. Business Operation

What is it?

1. Short Processes

2. Long-Term Processes

Business Operations



Business operations information should include all areas that are necessary in running the business each day. The goal is to show a potential investor what you have already accomplished as the owner/operator to get the startup off the ground. At the same time, you want the investor to know that you understand the expense involved in running the business and the capital (money) you will need.

What information would be included in the employees category listed above? Equipment? Suppliers?

Business Plan Vocabulary

Instructions: Define each of the terms below as you encounter them in the lesson activities.

1. Best Practices:
2. Bottom Line:
3. Business Operation:
4. Company Profile:
5. Executive Summary:
6. Financial Structure:
7. Forecast:
8. Marketing Structure:
9. Milestones:
10. Pitch Deck:
11. Socioeconomic Structure:
12. Sustainability:
13. Template:
14. Working Document:

Lesson Four – Business Plan Know-How

REVIEW: Business Plans Assessment and Review

30 minutes

Purpose:

Participants will assess what they have learned about business planning.

Materials:

- *Business Plans Assessment and Review*
- *Business Plans Assessment and Review – Answer Key*

Facilitation Steps:

1. Distribute the *Business Plans Assessment and Review* and give participants approximately 15-20 minutes to complete it.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____ Class: _____

Business Plans Assessment and Review

Instructions: Read each statement below carefully. Decide if it is true or false. T= true; F=false.

1. ____ All businesses must complete a business plan to receive a license.
2. ____ When looking to receive a loan to start your business, a business plan will help.
3. ____ A pitch deck and a business plan are used for the same purposes.
4. ____ A pitch deck is like a business plan only much shorter and usually in presentation format.
5. ____ The first section of a business plan is the financial structure.
6. ____ The financial structure and marketing can be combined in the business plan to save space.
7. ____ Not all business plan templates work for every business.
8. ____ A successful business plan includes best practices, milestones, and forecasts of various portions of the business.
9. ____ The executive summary can be sent ahead to a potential investor before presenting the rest of the business plan.
10. ____ A business plan serves as a working document, meaning it can be edited, as needed, to best reflect the growth of the business.

Instructions: Match each business term in the left column to its definition in the right column.

- | | |
|---------------------------|---|
| 11. Template ____ | A. Step-by-step markers to achieve |
| 12. Best Practices ____ | B. Prediction of how a business will grow |
| 13. Forecast ____ | C. Guidelines for optimal service |
| 14. Milestone ____ | D. Plan that can be continually edited |
| 15. Pitch Deck ____ | E. Pattern or design that can be followed |
| 16. Working Document ____ | F. Brief overview of a much larger plan |
| 17. Bottom Line ____ | G. Financial needs of a company for operation |

Instructions: Read each sample of the beginning paragraphs for an executive summary below. Decide which one is the best and explain why. Decide which one is the poorest example and explain why. Consider which one would hold the interest of a potential investor and explain why.

Sample Executive Summary 1:

Jumpin' Jap Flash! desires to be the go-to food truck establishment for all of City Central. We practice old-world Japanese cooking methods to produce the freshest Japanese delicacies to be found in the Metroplex.

The owners, Leonard Ho and Bernard Tanaka, became exhausted with trying to find Asian cuisine that reminded them of their family heritage. It occurred to them that many other Japanese Americans may have the same struggle. They decided to join forces, and Jumpin' Jap Flash! was born. They have been "jumping" ever since!

Because the food truck industry has exploded in the Metroplex area in recent years, Jumpin' Jap Flash! decided to become a part of the food truck community. The extra mobility helps the restaurant go into the narrow streets of the Asian community, bringing food to the people.

Sample Executive Summary 2:

Jumpin' Jap Flash is the newest restaurant in the food truck scene. We make delicious food at great prices. The food trucks of the Metroplex have new competition!

The owners wanted to find food that reminded them of their childhood homes. Instead, Leonard Ho and Bernard Tanaka decided to cook the food themselves. Early food tests convinced them that they knew the right steps to build a restaurant.

Food trucks help to keep expenses low. Jumpin' Jap Flash! wanted a way to supply good food without the necessity of a large storefront. After one month in business, they have proven that people will gladly come to them.

On the lines below, write an analysis that compares the two summaries.

Business Plans Assessment and Review – Answer Key

Instructions: Read each statement below carefully. Decide if it is true or false. T= true; F=false.

1. **F** All businesses must complete a business plan to receive a license.
2. **T** When looking to receive a loan to start your business, a business plan will help.
3. **F** A pitch deck and a business plan are used for the same purposes.
4. **T** A pitch deck is like a business plan only much shorter and usually in presentation format.
5. **F** The first section of a business plan is the financial structure.
6. **F** The financial structure and marketing can be combined in the business plan to save space.
7. **T** Not all business plan templates work for every business.
8. **T** A successful business plan includes best practices, milestones, and forecasts of various portions of the business.
9. **T** The executive summary can be sent ahead to a potential investor before presenting the rest of the business plan.
10. **T** A business plan serves as a working document, meaning it can be edited, as needed, to best reflect the growth of the business.

Instructions: Match each business term in the left column to its definition in the right column.

- | | |
|--|---|
| 11. Template <u> E </u> | A. Step-by-step markers to achieve |
| 12. Best Practices <u> C </u> | B. Prediction of how a business will grow |
| 13. Forecast <u> B </u> | C. Guidelines for optimal service |
| 14. Milestone <u> A </u> | D. Plan that can be continually edited |
| 15. Pitch Deck <u> F </u> | E. Pattern or design that can be followed |
| 16. Working Document <u> D </u> | F. Brief overview of a much larger plan |
| 17. Bottom Line <u> G </u> | G. Financial needs of a company for operation |

Instructions: Read each sample of the beginning paragraphs for an executive summary below. Decide which one is the best and explain why. Decide which one is the poorest example and explain why. Consider which one would hold the interest of a potential investor and explain why.

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Because the food truck industry has exploded in the Metroplex area in recent years, Jumpin' Jap Flash! decided to become a part of the food truck community. The extra mobility helps the restaurant go into the narrow streets of the Asian community, bringing food to the people.

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Jumpin' Jap Flash is the newest restaurant in the food truck scene. We make delicious food at great prices. The food trucks of the Metroplex have new competition!

The owners wanted to find food that reminded them of their childhood homes. Instead, Leonard Ho and Bernard Tanaka decided to cook the food themselves. Early food tests convinced them that they knew the right steps to build a restaurant.

Food trucks help to keep expenses low. Jumpin' Jap Flash! wanted a way to supply good food without the necessity of a large storefront. After one month in business, they have proven that people will gladly come to them.

On the lines below, write an analysis that compares the two summaries.

Answers will vary. Here is an example: Sample A is the more well-written summary. It seems to tell a story and uses wording to appeal to others. The summary shows that the owners are interested in enriching other people's lives, not just make money. Sample B sounds like they are only interested in being flashy and the most popular. Sample B does not show the business investing in people's lives, just making money.

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Lesson Five – Fall Food Truck

Lesson Overview

In this lesson, participants will learn about traditions that surround fall-themed foods and create a fall food truck menu.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the history and significance of food traditions associated with homecoming and football games
- Explore common food themes related to autumn
- Develop skills in menu planning, including incorporating themes and offering creative twists on classic foods
- Apply creative thinking to design a fall food truck menu

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Paper and writing utensil to keep score • Whiteboards or notebooks for answers • <i>Fall Food Trivia Questions</i>	1. Print/photocopy the <i>Fall Food Trivia Questions</i> (one copy). 2. Gather whiteboards or notebooks for trivia answers (one per team).	20-30 minutes
LEARN	• Coloring tools (markers, colored pencils, or crayons) • <i>Fall Food Truck Student Notes</i> • <i>Fall Food Truck Menu</i> activity • <i>Lesson 5</i> slide presentation	1. Print/photocopy the <i>Fall Food Truck-Student Notes</i> worksheet and <i>Fall Food Truck Menu</i> activity (one of each per participant). 2. Prepare the <i>Lesson 5</i> slide presentation for viewing. 3. Gather coloring tools.	90-120 minutes
REVIEW	• <i>Fall Food Truck Quiz</i> • <i>Fall Food Truck Quiz – Answer Key</i>	1. Print/photocopy the <i>Fall Food Truck Quiz</i> (one per participant).	10-20 minutes

Lesson Five – Fall Food Truck

FOCUS: Fall Food Trivia

20-30 minutes

Purpose:

Participants will test their knowledge of foods associated with fall by answering trivia questions on the subject.

Materials:

- Paper and writing utensil to keep score
- Whiteboards or notebooks for answers (1 per team)
- *Fall Food Trivia Questions*

Facilitation Steps:

1. Divide the class into groups of three to five students, depending on class size. Ensure each group has a team name.
2. Provide each team with paper and a pen, or mini whiteboards and markers, to write their answers.
3. Explain the rules to participants before starting. Teams have 30 seconds to write down their answer. Points are awarded for correct answers, with no penalty for wrong answers.
4. Read each question and give teams 30 seconds to answer. Then, ask each team to reveal their answers and share the correct answer.
5. Award each team with the correct answer one point.
6. Continue the game until the desired time has been reached or all questions have been asked.
7. Have teams total their points and declare a winner. In the case of a tie, ask additional tie-breaker questions from the list until a winner is established.

Fall Food Trivia Questions

1. Question: What fall fruit is the main ingredient in cider?

Answer: Apples

2. Question: Which orange vegetable is commonly carved into jack-o'-lanterns for Halloween?

Answer: Pumpkin

3. Question: What spice blend is famously associated with fall, often used in lattes and desserts?

Answer: Pumpkin spice

4. Question: What dessert features spiced apples baked under a buttery oat topping?

Answer: Apple crisp

5. Question: Which dessert is most associated with Thanksgiving?

Answer: Pumpkin pie

6. Question: What sweet, sticky treat, often found at fall festivals, is made by dipping an apple in caramel?

Answer: Caramel apple

7. Question: What is the name of the buttery, spiced drink made from fermented or fresh apple juice?

Answer: Apple cider

8. Question: What savory bread is made with a fall vegetable and pairs well with soups and stews?

Answer: Cornbread

9. Question: What fruit is typically used to make a sauce that pairs with turkey during Thanksgiving?

Answer: Cranberries

10. Question: What fall snack is made by roasting the seeds of a popular orange squash?

Answer: Roasted pumpkin seeds

11. Question: What baked dessert uses layers of apples and a flaky crust, often served warm with ice cream?

Answer: Apple pie

12. Question: What is the name of the fall root vegetable that is often mashed or roasted, similar to potatoes?

Answer: Turnips

13. Question: What snack is made of tortilla chips topped with melted cheese and various toppings?

Answer: Nachos

14. Question: What type of meat is traditionally used for Buffalo wings?

Answer: Chicken

15. Question: Which handheld food is a hot dog wrapped in pastry dough and baked?

Answer: Pigs in a blanket

16. Question: What creamy dip, often paired with chips, is made from mashed avocados?

Answer: Guacamole

17. Question: What grilled meat patty, usually served on a bun, is a tailgating favorite?

Answer: Hamburger

18. Question: What popular game day snack combines cheese, pasta, and often a breadcrumb topping?

Answer: Mac and cheese

19. Question: What salty snack is often served in large tubs or bags at sporting events?

Answer: Popcorn

20. Question: What type of sausage is often grilled and served on a bun with mustard and sauerkraut at tailgates?

Answer: Bratwurst

21. Question: What fried finger food, commonly served with marinara sauce, is a game day favorite?

Answer: Mozzarella sticks

22. Question: What pie filling is made from a fruit that is tart when raw but sweetens when cooked?

Answer: Cranberries

23. Question: What is the name of the Italian dish made with creamy cornmeal, often served with roasted vegetables in the fall?

Answer: Polenta

24. Question: What squash, shaped like a giant zucchini, is often stuffed and baked in fall recipes?

Answer: Acorn squash

25. Question: Which herb, commonly used in stuffing, has a strong, woodsy flavor and is associated with fall?

Answer: Sage

26. Question: What is the term for cooking meat or vegetables over an open fire, a method often used in fall festivals?

Answer: Roasting

27. Question: What fall dessert is made by coating fried dough in cinnamon sugar and twisting it into a spiral or stick?

Answer: Churros

28. Question: Which creamy, custard-like dessert is made with caramelized sugar and is a fall favorite?

Answer: Crème brûlée

29. Question: What type of nut is roasted and sold in paper cones at fall fairs and street markets?

Answer: Chestnuts

30. Question: Which thick, hearty stew, often featuring beef or lamb, is popular in fall and winter?

Answer: Irish stew

31. Question: What fall treat combines whipped egg whites, sugar, and spices, and is often toasted?

Answer: Meringues

32. Question: Which fall vegetable is known for its spaghetti-like strands when cooked?

Answer: Spaghetti squash

33. Question: What fall ingredient, made by boiling maple tree sap, is often used as a pancake topping?

Answer: Maple syrup

34. Question: What type of chips are traditionally served with queso dip?

Answer: Tortilla chips

35. Question: What snack combines soft pretzel dough with a hot dog in the center?

Answer: Pretzel dogs

36. Question: What finger food is made from chicken breast that are breaded and deep fried?

Answer: Chicken tenders

37. Question: What dessert, made of chocolate, marshmallows, and graham crackers, is popular at bonfires in the fall?

Answer: S'mores

38. Question: What is the name of the mini sandwiches, often served at parties or tailgates, made on Hawaiian rolls?

Answer: Sliders

39. Question: What crunchy, fried snack is made from sliced potatoes and commonly served at sporting events?

Answer: Potato chips

40. Question: What food, served in a casserole dish, combines beans, cheese, and chili for a hearty dip?

Answer: Chili cheese dip

Tie-breaker questions

1. In 30 seconds, list as many types of squash as possible.

Possible answers: Butternut squash, acorn squash, delicata squash, spaghetti squash, kabocha squash, Hubbard squash, carnival squash, turban squash, buttercup squash, sweet dumpling squash, zucchini, yellow squash, pattypan squash, crookneck squash, mellow yellow squash, maxima squash, banana squash, green stripe squash

2. In 30 seconds, create a list of spices that are commonly added to chili.

Possible answers: Chili powder, cumin, paprika, garlic powder, onion powder, cayenne pepper, oregano, ground black pepper, salt, ground coriander, cinnamon, bay leaves, crushed red pepper flakes, chipotle powder, allspice, cocoa powder, smoked paprika, turmeric, brown sugar, honey

3. In 30 seconds, create a list of fruits that can be made into cobblers.

Possible answers: Peach, apple, blueberry, blackberry, strawberry, cherry, pear, plum, rhubarb, raspberry, mango, apricot, nectarine, pineapple, kiwi, fig, pomegranate

Lesson Five – Fall Food Truck

LEARN: Fall Foods

90-120 minutes

Purpose:

Participants will learn associations between fall foods and events as well as their significance. Learners will use this knowledge to create a fall-themed food truck menu.

Materials:

- Coloring tools (markers, colored pencils, or crayons)
- *Fall Food Truck Student Notes*
- *Fall Food Truck Menu* activity
- *Lesson 5* slide presentation

Facilitation Steps:

1. Distribute the *Fall Food Truck Student Notes* to all participants. Ask them to use it as a guide to take notes on during the slide presentation.
2. Share the following information with the participants as you go through the *Lesson 5* slide presentation.

Slide 1: Introduction slide

Slide 2: Introduction Questions

These questions are meant to make the connection between fall foods and the emotions associated with them. Fall foods often evoke feelings of warmth and comfort, which could relate to the harvest of crops. As the temperature drops, people often begin baking and preparing for the colder months. The participants may also relate the feelings to football and going back to school.

Slide 3: Significance of Fall Food

Slide 4: Why Fall Foods Matter

Fall foods tend to evoke very strong emotions and a deep connection to the earth and the need for comfort.

Slide 5: Fall Foods

Spices also play an important role, and fall spices often add a layer of warmth and depth to fall foods.

Slide 6: Seasonal Ingredients

Pumpkins, squash, apples, and corn are connected to fall because these foods are harvested during the fall months, making them abundant and readily available.

Slide 7: Traditional Fall Dishes

Soups, stews, and chili are hearty meals that warm you up on a crisp fall day.

Slide 8: Fall Desserts

Fall desserts are also connected to pumpkins, squash, and apples, often including several spices that are common in fall foods. Ask participants to list their favorite fall desserts and explain how these desserts might have a different “feel” during the spring or summer.

Slide 9: Modern Fall Food Trends

Pumpkin spice has become synonymous with fall in America in the last decade. Ask participants to name different foods that are pumpkin spice flavored in the grocery store. Answers will likely include a long list of foods like coffee creamer, ice cream, pudding, and baked goods.

Slide 10: Homecoming and Game Day

Slide 11: History of Homecoming in America
Homecoming has become a strong tradition in high schools and colleges across America and is often tied to celebrations that include specific food and beverages.

Slide 12: Homecoming Traditions

Homecoming is a uniquely American tradition. Ask participants how that helps define the traditions around homecoming.

Slide 13: History of Game Day in America

Game day and tailgating are other strong American traditions. Participants might be surprised to learn that college football began in the 1800s.

Discuss the popularity of college football and ask participants to name some college teams that have a loyal and fierce fan base.

Slide 14: History of Game Day and Tailgating in America

Slide 15: Homecoming and Game Day Foods
Foods associated with football and tailgating are often very portable and meat is often grilled. Ask participants to think about the similarities between a concession stand at a football game and a food truck.

Slides 16-18: Example Menus

The example menus introduce ways to add a fall spin to traditional flavors and dishes. Ask participants to identify what the original food dishes might have been before adding a fall twist. This will serve as great practice for the Fall Food Truck Activity they will complete in this lesson.

3. Distribute the Fall *Food Truck Menu* activity and review the instructions with the class. Make coloring tools available to participants.
4. Ask participants to share their completed project if time permits.

Supplemental Cooking Lab Activity

1. Divide students into even numbers based on the number of kitchen labs available.
2. Within the lab group, have students choose one menu that they believe best represents the season or event.
3. From that menu, students should choose one menu item that they would like to prepare.
4. Student should research and find a recipe for this menu item. Next, they should submit a list of ingredients that they will need for their food truck menu item. They should plan to make enough for the whole class.
5. After ingredients are purchased, students should make this food truck menu item. They should share the menu item with the entire class.

This lab should give students four to six foods that represent the season of the event, which was the focus of the lesson.

Alternatively, post all menus that students developed in the lesson. Students could vote on the one menu that they like the best. Give each kitchen lab group one of the items on the menu to prepare. Then, follow steps four and five above.

Name: _____ Class: _____

Fall Food Truck Student Notes

Instructions: Use this worksheet to take notes on as you watch the slide presentation.

What are your favorite foods from fall festivals, fairs, or football games?

What emotions do these foods evoke?

Why Fall Foods Matter

Fall Foods and Ingredients

- Pumpkins and Squash:
- Apples:
- Corn:

Traditional Fall Dishes

Savory Dishes:

- Soups and stews with root vegetables
- Chili for tailgating and football events

Seasonal Food Truck Design Curriculum

Desserts:

- Pies (apple, pumpkin, pecan)
- Caramel apples and candies for Halloween traditions

Modern Fall Food Trends

Homecoming and Game Day Foods

Homecoming Foods:

Game Day Favorites:

Impressions of Sample Menus

1.

2.

3.

Name: _____ Class: _____

Fall Food Truck Menu

Part 1: Transforming Regular Dishes into Fall-Themed Dishes

Instructions: Select three regular dishes from the list below and transform them into a fall dish. Add a fall twist by incorporating seasonal ingredients, like pumpkin, apples, squash, cranberries, cinnamon, and maple syrup. Provide a brief description of each transformed dish.

Example:

Regular Dish: Mac and Cheese

Fall-Themed Dish: Butternut Squash Mac and Cheese

Description: Creamy mac and cheese infused with roasted butternut squash and topped with crispy sage breadcrumbs.

- a. Choose three foods from the following list as your regular dish:

Grilled cheese

Pepperoni pizza

Tuna melt

Ceaser's salad

Chicken taco

Ham sandwich

Vanilla cupcake

French fries

Cheeseburger

Cherry pie

- b. Transform your chosen regular dish into a fall-themed dish by adding fall foods or spices to the dish.

c. Give a brief description of each fall-themed dish.

Regular dish	Fall-themed dish	Description

Part 2: Create a Fall Food Truck Menu

Instructions: Imagine that your food truck has been booked for a fall festival before the big game at the local college, and they have requested a fall-themed food menu. Design a colorful and themed menu for your fall food truck, including a name, three main dishes with sides, and two beverages.

- a. Create a name for your food truck that reflects the fall theme (e.g., “Autumn Bites,” “Harvest on Wheels”).

- b. Create three fall-themed main dishes along with descriptions and include suggested prices. Each item should include fall-inspired ingredients and have a creative name. Include one side option for each main dish that complements the food items.

Example: Maple-Glazed Pork Belly Sliders (\$12.99) – Tender pork belly glazed with maple syrup, served on pretzel bread with apple slaw. Served with a side of crispy sweet potato wedges with nutmeg aioli.

- c. Create two fall-themed beverages with descriptions and prices.

Example: Spiced Apple Cider (\$4.50) – Warm apple cider infused with cinnamon, nutmeg, and cloves.

- d. **Visual Design:** Design your menu in the space below and include the name of the food truck, your three main dishes with sides, two beverages, and prices for all items.

- Use fall-themed colors (e.g., orange, red, yellow, brown)
- Add images, graphics, or illustrations (e.g., leaves, pumpkins, apples) to enhance the presentation
- Organize your menu into clear sections (e.g., entrees, sides, beverages)

Menu

Lesson Five – Fall Food Truck

REVIEW: Fall Food Truck Quiz

10-20 minutes

Purpose:

Assess participants' knowledge and understanding of the terminology and concepts associated with creating a fall-themed food truck menu.

Materials:

- *Fall Food Truck Quiz*
- *Fall Food Truck Quiz - Answer Key*

Facilitation Steps:

1. Distribute the *Fall Food Truck Quiz* and allow participants approximately 10 minutes to complete it.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____

Class: _____

Fall Food Truck Quiz

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. What crop is most associated with both fall foods and decorations?
 - a. Tomatoes
 - b. Pumpkins
 - c. Peaches
 - d. Potatoes

2. What is one of the most popular spices in pumpkin spice flavor?
 - a. Turmeric
 - b. Cumin
 - c. Cinnamon
 - d. Oregano

3. What is the origin of the term “tailgating”?
 - a. Sitting on the tailgate of a truck while eating and drinking
 - b. A style of barbecue grilling
 - c. A football term
 - d. A type of parking lot game

4. Which fall beverage has been enjoyed since colonial times?
 - a. Grape juice
 - b. Apple cider
 - c. Hot chocolate
 - d. Lemonade

5. Which university is credited with hosting the first homecoming event?
 - a. Harvard
 - b. University of Michigan
 - c. University of Missouri
 - d. Princeton

Short Answer Questions

Instructions: Answer each question using complete sentences.

6. What is the cultural significance of fall foods?

7. How did tailgating evolve into a social event?

8. What are some common fall foods harvested in September and October?

9. What makes game day foods, like nachos and chicken wings, so popular?

Fall Food Truck Quiz – Answer Key

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. What crop is most associated with both fall foods and decorations?
 - a. Tomatoes
 - b. Pumpkins**
 - c. Peaches
 - d. Potatoes

2. What is one of the most popular spices in pumpkin spice flavor?
 - a. Turmeric
 - b. Cumin
 - c. Cinnamon**
 - d. Oregano

3. What is the origin of the term “tailgating”?
 - a. Sitting on the tailgate of a truck while eating and drinking**
 - b. A style of barbecue grilling
 - c. A football term
 - d. A type of parking lot game

4. Which fall beverage has been enjoyed since colonial times?
 - a. Grape juice
 - b. Apple cider**
 - c. Hot chocolate
 - d. Lemonade

5. Which university is credited with hosting the first homecoming event?
 - a. Harvard
 - b. University of Michigan
 - c. University of Missouri**
 - d. Princeton

Short Answer Questions

Instructions: Answer each question using complete sentences.

6. What is the cultural significance of fall foods?

Answer: They reflect agricultural traditions, the natural cycles of the earth, and the human need for warmth and comfort as seasons change.

7. How did tailgating evolve into a social event?

Answer: Tailgating evolved in the 1950s and 1960s as fans began bringing grills, food, and decorations to stadium parking lots before games.

8. What are some common fall foods harvested in September and October?

Answer: Pumpkins, squash, apples, and corn

9. What makes game day foods, like nachos and chicken wings, so popular?

Answer: They are portable, easy to share, and flavorful.

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Lesson Six – Winter Food Truck

Lesson Overview

In this lesson, participants will learn about the history of foods associated with winter and New Year's Eve celebrations as well as create a New Year's Eve-themed food truck menu.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the history and cultural significance of foods associated with winter and New Year's Eve celebrations
- Identify common food themes and ingredients used during winter holidays
- Apply creative thinking to design a food truck theme and menu based on New Year's Eve celebrations
- Incorporate a unique twist to traditional New Year's Eve or winter foods

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Computers, tablets, or other internet-connected devices • <i>New Years Around the World Cards</i> • <i>New Years Around the World Cards – Answer Key</i>	1. Print/photocopy the <i>New Years Around the World cards</i> (one copy). 2. Cut out the <i>New Years Around the World Cards</i> (each group will get one card).	20-30 minutes
LEARN	• Coloring tools (markers, colored pencils, or crayons) • <i>Winter Food Truck Student Notes</i> • <i>New Year's Eve Food Truck Menu</i> activity • <i>Lesson 6</i> slide presentation	1. Print/photocopy the <i>Winter Food Truck Student Notes</i> worksheet and <i>New Year's Eve Food Truck Menu</i> activity (one per participant). 2. Prepare the <i>Lesson 6</i> slide presentation for viewing.	90-120 minutes
REVIEW	• <i>Winter Food Truck Quiz</i> • <i>Winter Food Truck Quiz – Answer Key</i>	1. Print/photocopy the <i>Winter Food Truck Quiz</i> (one per participant).	10-20 minutes

Lesson Six– Winter Food Truck

FOCUS: New Year's Eve Around the World

20-30 minutes

Purpose:

Participants will research and learn about New Year's Eve traditions around the world.

Materials:

- Computers, tablets, or other internet-connected devices
- *New Years Around the World Cards*
- *New Years Around the World Cards – Answer Key*

Facilitation Steps:

1. Divide the class into groups of three to five students, depending on class size, and randomly assign each group one of the *New Years Around the World Cards*.
2. Inform participants that they will learn about winter and New Year's Eve food in this lesson. During this activity, they will explore New Year's traditions and foods.

3. Ask groups to research their assigned country on the internet and write the country's traditions and associated foods on their chosen card. Set a time limit of 10-15 minutes for the research portion.
4. When the research is complete, ask groups to share their country along with the traditions and associated foods for their country.

Share additional information from the *New Years Around the World Cards – Answer Key*, if applicable.

5. After all groups have shared, ask students to identify the importance of food in New Year's Eve traditions, and compare the traditions with those practiced in America.

New Years Around the World Cards

Spain Traditions: Food(s):	Philippines Traditions: Food(s):
Denmark Traditions: Food(s):	Mexico Traditions: Food(s):
Scotland Traditions: Food(s):	Brazil Traditions: Food(s):

Italy Traditions: Food(s):	South Africa Traditions: Food(s):
Japan Traditions: Food(s):	Turkey Traditions: Food(s):

New Years Around the World Cards

– Answer Key

Answers may vary but can include:

Brazil

- **Tradition:** Wearing white for peace, jumping over seven waves for good luck, and offering flowers to the sea goddess Iemanjá
- **Food:** Lentils for prosperity and pork for progress; sparkling wine is also common

Denmark

- **Tradition:** Smashing plates or glasses on friends' doors as a gesture of goodwill and jumping off chairs at midnight to "jump" into the new year
- **Food:** Kransekage (a wreath-shaped cake made from marzipan)

Italy

- **Tradition:** Wearing red underwear for good luck and tossing old belongings out the window to signify a fresh start
- **Food:** Lentils for prosperity, often served with cotechino (a type of pork sausage)

Japan

- **Tradition:** Ringing temple bells 108 times to cleanse the 108 human desires that lead to suffering and visiting shrines for the first time in the new year
- **Food:** Toshikoshi soba (buckwheat noodles) for longevity and strength, osechi ryori (a bento box of symbolic foods), and mochi (rice cakes)

Mexico

- **Tradition:** Writing wishes on paper, burning them, and drinking the ashes in a toast; sweeping the house to get rid of bad energy; and carrying an empty suitcase around the block for travel opportunities
- **Food:** Tamales, ponche (a fruit punch), and buñuelos (fried dough with sugar)

Philippines

- **Tradition:** Serving 12 round fruits for prosperity, wearing polka dots for luck, and making loud noises to ward off evil spirits
- **Food:** Sticky rice cakes for unity and round fruits, like oranges or grapes

Scotland

- **Tradition:** First-footing, where the first visitor after midnight brings symbolic gifts like coal, bread, or whiskey to ensure prosperity for the household
- **Food:** Black bun (a dense fruitcake wrapped in pastry) and Scotch whiskey

South Africa

- **Tradition:** Throwing old furniture out the window to symbolize letting go of the past
- **Food:** Braai (barbecue) and traditional dishes, like pap (maize porridge) and chakalaka (spicy vegetable relish)

Spain

- **Tradition:** Eating 12 grapes at midnight, one for each chime of the clock, to bring luck for the 12 months ahead
- **Food:** Grapes are the main symbolic food and cava (sparkling wine) is often consumed for a celebratory toast

Turkey

- **Tradition:** Sprinkling salt on doorsteps to bring peace and abundance for the new year
- **Food:** Pomegranates for good luck, symbolizing abundance and fertility

Lesson Six – Winter Food Truck

LEARN: Winter Foods

90-120 minutes

Purpose:

Participants will learn the history of winter foods and the significance of New Year's Eve events. They will use this knowledge to create a New Year's Eve food truck menu.

Materials:

- Coloring tools (markers, colored pencils, or crayons)
- *Winter Food Truck Student Notes*
- *New Year's Eve Food Truck Menu* activity
- *Lesson 6* slide presentation

Facilitation Steps:

1. Distribute the *Winter Food Truck Student Notes* worksheet and ask participants to use it as a note-taking guide during the slide presentation.
2. Share the following information with participants as you go through the *Lesson 6* slide presentation.

Slide 1: Introduction slide

Slide 2: Introduction Questions

These questions tie the topics for the lesson together. As participants begin to think about challenges that may arise for obtaining food during the winter, they should also start to think about how that may impact food choices around the winter holidays, including New Year's Eve.

Additionally, ask participants to think about the connection between food, luck, and prosperity. What does it mean to be "rich" with resources or abundant food crops?

Slide 3: Significance of Winter Foods

Slide 4: History of Foods Associated with Winter

Winter foods are often preserved and reflect a bountiful harvest in the fall. These foods are also used in winter celebrations. Food preservation has been around for a long time before modern conveniences such as refrigerators. These methods, including salting and drying, were vital to populations surviving long winters.

Slide 5: Traditional Winter Foods

Stews, baked goods, and fermented drinks can be easily prepared using food that has been preserved from growing seasons. Note the absence of fresh foods, including most leafy greens and many fruits.

Slides 6-7: Importance of Foods Associated with Winter

Winter foods are prepared to bring warmth and comfort during the coldest months of the year. Given the numerous holidays that take place in winter, these foods are also often linked to cultural traditions.

Abundance during the winter months is an indication of preparation and planning since many of the foods are prepared and preserved during other seasons. Given this, having an abundant supply of food in the winter has historically been linked to prosperity and good fortune.

Ask participants to name several gold-colored dishes and ask if they are typically associated with wealth.

Slide 8: New Year's Eve Celebrations

Slide 9: History of New Year's Eve

Point out the deep origins of New Year's Eve traditions and discuss why the new year might be significant to humans. What might it symbolize?

Slide 10: Modern Traditions

Ask participants to share their own traditions and how they are connected to the meaning of New Year's Eve.

Slides 11-12: Foods Associated with New Year's Eve

Ask participants if they have heard of these food associations and ask them to share some foods they eat on New Year's Eve.

Ask how participants might incorporate these foods into a menu for a New Year's Eve food truck.

Slides 13-15: Example Menus

The example menus are good ways to introduce ideas for adding a winter/New Year's Eve spin to traditional flavors and dishes.

Ask participants to identify what the original dishes might be if they were not on a New Year's Eve menu. This will serve as great practice for the New Year's Eve food truck activity that they will complete in this lesson.

3. Distribute the *New Year's Eve Food Truck Menu* activity and review the instructions with the class. Make coloring tools available to participants.
4. If time permits, ask participants to share their completed project.

Supplemental Cooking Lab Activity

1. Divide students into even numbers based on the number of kitchen labs available.
2. Within the lab group, have students choose one menu that they believe best represents the season or event.
3. From that menu, students should choose one dish that they would like to prepare.
4. Student should research and find a recipe for this dish. Next, they should submit a list of ingredients that they will need for their dish. They should plan to make enough for the whole class.
5. After ingredients are purchased, students should make the dish, sharing with the entire class. This lab should give students four to six foods that represent the seasonal event, which was the focus of the lesson.

Alternatively, post all menus that students developed in the lesson. Students could vote on the menu that they like the best. Give each kitchen lab group one of the items on the menu to prepare. Then, follow steps four and five above.

Name: _____ Class: _____

Winter Food Truck Student Notes

Instructions: Use this worksheet to take notes on during the slide presentation.

How did people in the past adapt their diets and celebrations to make the most of what was available?

Why do people associate certain foods with good luck, prosperity, or new beginnings?

Traditional Winter Foods

Importance of Winter Foods

Foods Associated with New Year's Eve

Example Menus

Identify what the original dishes might be if they were not on a New Year's Eve menu for each one below.

1. **Menu 1 - Lucky Bites:**
2. **Menu 2 - Good Fortune Feast:**
3. **Menu 3 - Midnight Luxury:**

Reflection Questions

1. How did preserved and hearty foods help ancient societies adapt to winter?
2. Why do certain foods, like grapes and pork, symbolize good fortune or prosperity in various cultures?
3. Which example menu do you think best reflects the theme of a winter celebration? Why?

Name: _____ Class: _____

New Year's Eve Food Truck Menu Activity

Part 1: Times Square New Year's Eve Menu

Instructions: Congratulations! Your food truck has been invited to serve at the biggest New Year's Eve party in the country: Times Square in New York City. Design a colorful and themed menu for your food truck, including a name, three main dishes with sides, and two non-alcoholic beverages.

- a. Create a name for your food truck that reflects the New Year's Eve theme.
- b. Create three New-Year's-Eve-themed main dishes along with descriptions and suggested prices. Each item should include winter-inspired ingredients and have a creative and celebratory name.

- c. Include one side option for each main dish that complements the food items.

Example: Progress Pork Bao (\$14.99) – Steamed buns filled with soy-glazed pork belly and pickled cabbage. Served with collard greens stuffed with spiced rice and black-eyed peas.

- d. Create two celebration-themed nonalcoholic beverages with descriptions and prices.

Example: Lucky Cranberry Sparkler (\$5.50) – A fizzy mocktail made with cranberry juice, soda water, and a hint of lime, served with frozen cranberries and a sugared rim.

Visual Design: Design your menu in the space below and include the name of the food truck, your three main dishes with sides, two beverages, and prices for all items.

- Add images, graphics, or illustrations to enhance the presentation
- Organize your menu into clear sections

Menu

Part 2: New Year's Eve Cupcakes

Instructions: Create three cupcake designs that incorporate New Year's Eve symbolism. Each cupcake should reflect a unique theme tied to prosperity, renewal, or celebration. Incorporate colors (gold, silver, black, white, red, etc.) and symbols (grapes, clocks, stars, etc.) into your designs. Record the cupcake base flavor, frosting color, toppings/decorations, and menu description in the table below.

Example:

Base Flavor: Chocolate cake

Frosting Color: Gold buttercream

Topping/Decorations: A chocolate coin

Menu Description: A chocolate cupcake with gold buttercream frosting, topped with a chocolate coin for wealth and abundance in the coming year.

Base Flavor	Frosting Color	Topping/Decorations	Menu Description

Lesson Six – Winter Food Truck

REVIEW: Winter Food Truck Quiz

10-20 minutes

Purpose:

Assess participants' knowledge and understanding of the terminology and concepts associated with creating a winter-themed food truck menu.

Materials:

- *Winter Food Truck Quiz*
- *Winter Food Truck Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Winter Food Truck Quiz* and allow participants approximately 10 minutes to complete it.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____ Class: _____

Winter Food Truck Quiz

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. What does pork symbolize at New Year's celebrations in Germany and Eastern Europe?
 - a. Poverty
 - b. Progress
 - c. Microwaving
 - d. Vulnerability
2. Which root vegetable was a staple in winter diets?
 - a. Cucumbers
 - b. Carrots
 - c. Peppers
 - d. Tomatoes
3. What is the significance of eating long noodles in Japan or China during New Year's?
 - a. Wealth
 - b. Longevity
 - c. Prosperity
 - d. Peace
4. Which food symbolizes wealth and is popular in the Southern U.S. during New Year's?
 - a. Pork
 - b. Noodles
 - c. Black-eyed peas
 - d. Champagne
5. Why do Spaniards eat 12 grapes at midnight on New Year's Eve?
 - a. To celebrate the harvest
 - b. To bring good luck for each month of the year
 - c. To represent the apostles
 - d. To signify wealth
6. Which New Year's dessert traditionally contains a hidden coin?
 - a. Vasilopita
 - b. King cake
 - c. Chocolate mousse
 - d. Croissant

7. What does champagne traditionally symbolize?
 - a. Celebration and luxury
 - b. Peace and happiness
 - c. Health and prosperity
 - d. Warmth and comfort
8. Which winter festival involved celebrating the return of light?
 - a. Yule
 - b. Saturnalia
 - c. Both a and b
 - d. None of the above
9. Which dish would represent prosperity in a traditional menu?
 - a. Lentil fritters
 - b. Pork bao
 - c. Dumplings
 - d. Noodles
10. Which type of drink was popular in winter for its warming properties?
 - a. Mulled wine
 - b. Fruit juice
 - c. Herbal tea
 - d. Milk

Short Answer Questions

Instructions: Answer each question using complete sentences.

11. What were two ways ancient societies preserved food for winter?

12. How do traditional New Year's foods reflect the values of their cultures?

Winter Food Truck Quiz – Answer Key

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. What does pork symbolize at New Year's celebrations in Germany and Eastern Europe?
 - a. Poverty
 - b. Progress**
 - c. Microwaving
 - d. Vulnerability
2. Which root vegetable was a staple in winter diets?
 - a. Cucumbers
 - b. Carrots**
 - c. Peppers
 - d. Tomatoes
3. What is the significance of eating long noodles in Japan or China during New Year's?
 - a. Wealth
 - b. Longevity**
 - c. Prosperity
 - d. Peace
4. Which food symbolizes wealth and is popular in the Southern U.S. during New Year's?
 - a. Pork
 - b. Noodles
 - c. Black-eyed peas**
 - d. Champagne
5. Why do Spaniards eat 12 grapes at midnight on New Year's Eve?
 - a. To celebrate the harvest
 - b. To bring good luck for each month of the year**
 - c. To represent the apostles
 - d. To signify wealth
6. Which New Year's dessert traditionally contains a hidden coin?
 - a. Vasilopita**
 - b. King cake
 - c. Chocolate mousse
 - d. Croissant

7. What does champagne traditionally symbolize?
 - a. Celebration and luxury**
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 - c. Dumplings
 - d. Noodles
10. Which type of drink was popular in winter for its warming properties?
 - a. Mulled wine**
 - b. Fruit juice
 - c. Herbal tea
 - d. Milk

Short Answer Questions

Instructions: Answer each question using complete sentences.

11. What were two ways ancient societies preserved food for winter?

Salting, fermenting, pickling, or drying

12. How do traditional New Year's foods reflect the values of their cultures?

They emphasize abundance, prosperity, and cultural identity, often using symbolic ingredients.

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Lesson Seven – Spring Food Truck

Lesson Overview

In this lesson, participants will learn about the history and emotional connections of spring foods as well as the history of spring break in America. Participants will create a food truck menu for a spring break event on the beach.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the historical and cultural significance of foods commonly associated with spring and spring break
- Identify common themes and trends in springtime and spring break cuisine
- Develop a creative and cohesive food truck menu based on a spring break theme, incorporating seasonal ingredients and unique twists

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Magazines, newspapers, and/or printed images • Art supplies (colored paper, markers) • Blank piece of white paper or card stock	1. Gather magazines, newspapers, and/or printed images that can be cut up and used for the project. 2. Gather art supplies and one blank piece of paper or card stock for each participant.	20-30 minutes
LEARN	• Coloring tools (markers, colored pencils, or crayons) • <i>Spring Food Truck Student Notes</i> • <i>Spring Break Food Truck Menu</i> activity • <i>Lesson 7</i> slide presentation	1. Print/photocopy the <i>Spring Food Truck Student Notes</i> worksheet and <i>Spring Break Food Truck Menu</i> activity (one of each per participant). 2. Prepare the <i>Lesson 7</i> slide presentation for viewing.	90-120 minutes
REVIEW	• <i>Spring Food Truck Quiz</i> • <i>Spring Food Truck Quiz – Answer Key</i>	1. Print/photocopy the <i>Spring Food Truck Quiz</i> (one per participant).	10-20 minutes

Lesson Seven – Spring Food Truck

FOCUS: Food Mood Boards

20-30 minutes

Purpose:

Participants will creatively represent spring using artwork and images.

Materials:

- Magazines, newspapers, and/or printed images
- Art supplies (colored paper, markers)
- Blank piece of white paper or card stock

Facilitation Steps:

1. Distribute a blank piece of paper or cardstock to each participant.
2. Make magazines, newspapers, printed images, and art supplies available to participants.
3. Ask participants to create food mood boards to visually answer the question “What does spring taste like?”
4. Ask participants to use a combination of cut-out images, artwork, word art, and/or any other creative representation they wish to use to answer the question.
5. Give participants 20-25 minutes to work on their mood boards.
6. If time permits, have participants share their food mood boards.

Lesson Seven – Spring Food Truck

LEARN: Spring Foods

90-120 minutes

Purpose:

Participants will learn the history of spring foods and spring break. They will use this knowledge to create a spring break food truck menu.

Materials:

- Coloring tools (markers, colored pencils, or crayons)
- *Spring Food Truck Student Notes*
- *Spring Food Truck Menu* activity
- *Lesson 7* slide presentation

Facilitation Steps:

1. Distribute *Spring Food Truck Student Notes* worksheet to participants. Ask them to use it as a guide to take notes on during the slide presentation.
2. Share the following information with the participants as you go through the *Lesson 7* slide presentation.

Slide 1: Introduction slide

Slide 2: Discussion Questions

Encourage participants to think about the transition from the cold, dark days of winter to the warmer, longer days of spring. Ask them to think about some of the foods that are not often eaten during the winter but are reintroduced in the spring, and what feelings that brings about.

Slide 3: Significance of Spring Foods

Slides 4-5: History of Spring Foods

The transition from winter to spring always marks the beginning of a long growing season and is associated with the reawakening of nature after the cold winter.

Slide 6: Examples of Spring Produce

Spring produce is made up of crops that grow fast and are quick to harvest. These crops also tend to grow at lower temperatures, especially the spring nighttime lows.

Slide 7: Spring Culinary Trends

Spring food trends gravitate toward light and bright food, significantly contrasting the oranges and browns of fall and winter.

Slide 8: Significance of Spring Foods

Farm-to-table is a popular theme for modern food trucks, which cashes in on the popularity of organic and fresh fruits and vegetables.

Slide 9: Symbolism in Spring Foods

Ask participants how this symbolism represents the spring season and what emotions are tied to the symbolism.

Slide 10: Spring Break History and Traditions

Slide 11: Ancient Roots: Celebrating Spring

Ancient cultures set the tone for modern celebrations of life and renewal. A lot of ancient Greek and Roman mythology describes celebrating survival of winter and welcoming warmer weather.

Slide 12: Evolution in U.S. Academic Culture

Spring break has deep roots in academia, and most academic institutions take a break during the spring months.

Slides 13-14: The Rise of Modern Spring Break

Families often traveled together in sedans and station wagons to warm destinations across America. Travel by automobile was cheaper than air travel and allowed middle class families to travel in comfort.

Ask participants to think of other pop culture examples that are synonymous with spring break, including *Muscle Beach Party* and *Gidget* as well as and groups like the Beach Boys.

Slides 15-16: Global Expansion and Trends

In the 1980s and 1990s, spring breakers started to travel to locations outside the U.S. as travel became cheaper and more easily accessible.

In modern times, students and families seek out travel in the U.S. and across the world. Spring break travel has expanded on a global scale and continues to gain popularity.

Slide 17: Spring Break's Cultural and Economic Impact

Food trucks are especially successful in the spring, as people start to spend more time outside and look for quick ways to feed their families on the go. Outdoor events also ramp up and serve as perfect venues for food trucks.

Slide 18-20: Example Menus

Ask participants to identify differences in the sample menus that were not present in the fall and winter menus and how the spring menus evoke different emotions.

3. Distribute the *Spring Food Truck Menu* activity and review the instructions with the class. Make coloring tools available to participants.
4. If time permits, ask participants to share their completed project.

Supplemental Cooking Lab Activity

1. Divide students into even numbers based on the number of kitchen labs available.
2. Within the lab group, have students choose one group member's menu that they believe best represents the season or event.
3. From that menu, students should choose one menu item that they would like to prepare.
4. Students should research and find a recipe for this dish. Next, they should submit a list of ingredients that they will need for their food truck menu item. They should plan to make enough for the whole class.
5. After ingredients are purchased, students should make their dish. They should share the dish with the entire class. This lab should give students four to six foods that represent the season or event, which was the focus of the lesson.

Alternatively, post all menus that students developed in the lesson. Students could vote on the one menu that they like the best. Give each kitchen lab group one of the items on the menu to prepare. Then, follow steps four and five of the cooking lab activity.

Name: _____ Class: _____

Spring Food Truck Student Notes

Instructions: Use the worksheet as a guide for taking notes during the slide presentation.

Consider the foods and flavors associated with spring and why they are connected to the season.

Reflect on how people's eating habits change from winter to spring.

The Significance and Examples of Spring Foods

Spring Culinary Trends

Spring-Themed Menus

Example Menus Highlighting Spring Ingredients

- Tropical Breeze Bites: Includes dishes like Pineapple Pulled Pork Tacos, Coconut-Lime Slaw, and Mango Sunrise Cooler
- Farm Fresh Fiesta: Features Spring Herb Chicken Wraps, Pea and Asparagus Salad, and Strawberry Basil Lemonade
- Beachside Bliss: Includes Crispy Fish Po' Boy Sliders, Avocado Fries, and Cucumber Mint Cooler

Identify differences in the sample menus that were not present in the fall and winter menus and how the spring menus evoke different emotions.

- d. **Visual Design:** Design your menu in the space below and include the name of the food truck, your three salads, three non-alcoholic beverages, your signature menu item, and prices for all items.
- Use spring break-themed colors
 - Add images, graphics, or illustrations to enhance the presentation
 - Organize your menu into clear sections

Menu

Part 2: Budgeting and Pricing

Choose one of your salads and create a detailed budget analysis of the ingredients. Enter the values below and answer the questions below the table.

Use the following items for your calculations:

- **Ingredient Name:** For each ingredient in the recipe
- **Cost Per Unit:** How much does one unit (bottle, package) cost
- **Servings Per Unit:** How many servings in one unit
- **Cost Per Serving:** Cost per unit ÷ servings per unit
- **Selling Price:** Cost per serving ÷ desired food cost percentage
- **Profit Margin:** Selling price – cost per serving

Ingredient Name	Cost Per Unit	Servings Per Unit	Cost Per Serving

1. Add the cost per serving for all ingredients and identify the total cost per serving.

2. What is the selling price for this menu item if the desired food cost percentage is 30%?

3. Calculate the profit margin for this menu item. _____

Lesson Seven – Spring Food Truck

REVIEW: Spring Food Truck Quiz

10-20 minutes

Purpose:

Assess participants' knowledge and understanding of the terminology and concepts associated with creating a spring-themed food truck menu.

Materials:

- *Spring Food Truck Quiz*
- *Spring Food Truck Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Spring Food Truck Quiz* and allow participants approximately 10 minutes to complete it.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____

Class: _____

Spring Food Truck Quiz

True/False Questions

Instructions: Circle the correct answer for each question.

1. Strawberries are considered a winter fruit. (True/False)
2. Eggs symbolize the end of abundance and scarcity. (True/False)
3. Lamb is commonly associated with spring because it symbolizes sacrifice and rebirth. (True/False)
4. Spring foods are rarely associated with health and sustainability trends. (True/False)
5. Ancient Greek and Roman spring festivals often involved rituals celebrating fertility and growth. (True/False)

Matching

Instructions: Match each term with the correct description in by writing the term's number in the description's blank space. Each term has only one correct match.

Terms	Descriptions
1. asparagus	After winter, spring offers fresh, vibrant ingredients, like tender _____, root vegetables, and early fruits.
2. greens	_____ and dill are popular spring herbs.
3. flowers	_____, peas, and radishes are common spring vegetables.
4. mint	Edible _____, like violets and cherry blossoms, are used to celebrate spring's beauty and fleeting nature.

Spring Food Truck Quiz – Answer Key

True/False Questions

Instructions: Circle the correct answer for each question.

1. Strawberries are considered a winter fruit. (True/**False**)
2. Eggs symbolize the end of abundance and scarcity. (True/**False**)
3. Lamb is commonly associated with spring because it symbolizes sacrifice and rebirth. (**True**/False)
4. Spring foods are rarely associated with health and sustainability trends. (True/**False**)
5. Ancient Greek and Roman spring festivals often involved rituals celebrating fertility and growth. (**True**/False)

Matching

Instructions: Match each term with the correct description in by writing the term's number in the description's blank space. Each term has only one correct match.

Terms	Descriptions
1. asparagus	After winter, spring offers fresh, vibrant ingredients, like tender ____ 2 ____, root vegetables, and early fruits.
2. greens	____ 4 ____ and dill are popular spring herbs.
3. flowers	____ 1 ____, peas, and radishes are common spring vegetables.
4. mint	Edible ____ 3 ____, like violets and cherry blossoms, are used to celebrate spring's beauty and fleeting nature.

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Lesson Eight – Summer Food Truck

Lesson Overview

This lesson explores the history, cultural significance, and modern appeal of summer-themed foods. Participants will use their knowledge to create a 4th of July food truck menu.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the historical and cultural significance of foods associated with summer and the 4th of July
- Identify common food themes and ingredients popular during this time of year
- Use menu design principles to create a cohesive, themed menu for a food truck
- Incorporate creativity and unique twists into classic 4th of July dishes

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Timer • <i>Taste of Summer Fact Sheets</i>	1. Print/photocopy the <i>Taste of Summer Fact Sheets</i> (one copy).	30 minutes
LEARN	• Coloring tools (markers, colored pencils, or crayons) • <i>Summer Food Truck Student Notes</i> • <i>July 4th Food Truck Menu</i> activity • <i>Lesson 8</i> slide presentation	1. Print/photocopy the <i>Summer Food Truck Student Notes</i> worksheet and <i>July 4th Food Truck Menu</i> activity (one of each per participant). 2. Prepare the <i>Lesson 8</i> slide presentation for viewing.	90-120 minutes
REVIEW	• <i>Summer Food Truck Quiz</i> • <i>Summer Food Truck Quiz – Answer Key</i>	1. Print/photocopy the <i>Summer Food Truck Quiz</i> (one per participant).	10-20 minutes

Lesson Eight – Summer Food Truck

FOCUS: Taste of Summer Debate

30 minutes

Purpose:

Participants work in groups to create a persuasive debate about which summer foods are the most iconic.

Materials:

- Timer
- *Taste of Summer Debate Fact Sheets*

Facilitation Steps:

1. Divide the class into four groups and assign each group one fact sheet. Assign each group with one of the following food types:
 - Grilled food
 - Cold treats
 - Beverages
 - Fruits
2. Distribute the appropriate sheet from the *Taste of Summer Debate Fact Sheets* to each group.
3. Review the instructions and inform groups that they will have 15 minutes to review the information and prepare their two-minute debate speech.
4. When groups are ready, ask them to present their debate, setting a two-minute timer for each group.
5. Have each participant vote on which debate argument was the strongest and inform participants that they cannot vote for their own group.
6. If applicable, award the winning group.

Taste of Summer Debate Fact Sheets

Group 1 Fact Sheet: Grilled Foods

Instructions: Your group is tasked with convincing the class that your food group best represents summer. The fact sheet below provides some basic information about your food type. After some group discussion, add to the facts and create a **two-minute debate speech** to gain support. The class will vote on the most convincing speech, so make it count!

Overview: Grilled foods are a quintessential part of summer that are deeply tied to outdoor cooking traditions and community gatherings. The aroma of sizzling burgers and hot dogs evokes nostalgia and creates a festive atmosphere.

Historical Roots:

- Grilling is an ancient cooking method in which food is prepared over open flames
- In the U.S., grilling became synonymous with summer celebrations during the mid-20th century as backyard barbecues grew in popularity

Cultural Significance:

- Barbecues are central to summer holidays like the 4th of July, Labor Day, and Memorial Day
- Foods like kebabs have global appeal, with variations found in Middle Eastern, Mediterranean, and Asian cuisines

Why It Is Iconic:

- Grilled foods are versatile, easy to prepare, and perfect for large gatherings
- Popular items include burgers, hot dogs, chicken wings, steaks, and skewers with seasonal vegetables
- The act of grilling brings people together, whether at family cookouts or community events

Write additional facts and your two-minute debate outline on the back of this sheet.

Group 2 Fact Sheet: Cold Treats

Instructions: Your group is tasked with convincing the class that your food group best represents summer. The fact sheet below provides some basic information about your food type. After some group discussion, add to the facts and create a **two-minute debate speech** to gain support. The class will vote on the most convincing speech, so make it count!

Overview: Cold treats, like ice cream, popsicles, and sorbet, are summer staples, offering sweet relief from the heat. These desserts are fun, nostalgic, and widely loved across all ages.

Historical Roots:

- Ice cream originated in ancient China and Persia and became a luxury item in Europe during the 16th century
- Popsicles were invented by accident in 1905 by an 11-year-old boy
- Sorbet, made with fruit and ice, was used in ancient Rome

Cultural Significance:

- Cold treats are associated with childhood memories of summer vacations, fairs, and beach outings
- Ice cream trucks are iconic symbols of summer in neighborhoods across the U.S.

Why It Is Iconic:

- Offers cooling refreshment on hot days
- Comes in countless flavors and forms, from creamy ice cream to dairy-free sorbets
- Perfect for individual enjoyment or as part of festive celebrations

Write additional facts and your two-minute debate outline on the back of this sheet.

Group 3 Fact Sheet: Beverages

Instructions: Your group is tasked with convincing the class that your food group best represents summer. The fact sheet below provides some basic information about your food type. After some group discussion, add to the facts and create a **two-minute debate speech** to gain support. The class will vote on the most convincing speech, so make it count!

Overview: Summer beverages, like lemonade, iced tea, and sangria, are refreshing and hydrating, making them perfect companions for hot weather. These drinks often feature seasonal fruits and herbs.

Historical Roots:

- Lemonade has been enjoyed since ancient Egypt, where lemons were mixed with sugar and water
- Iced tea gained popularity in the U.S. during the 19th century, especially at summer fairs and events
- Sangria, a wine-based drink from Spain, dates back to the Roman Empire and features fruits abundant in summer

Cultural Significance:

- Lemonade stands symbolize entrepreneurship and summer childhood traditions
- Iced tea is a staple of southern U.S. culture and is often sweetened
- Sangria and summer cocktails are common at festive gatherings and outdoor parties

Why It Is Iconic:

- Provides essential hydration while being flavorful and refreshing
- Can be easily customized with fruits, herbs, and other ingredients
- Served at nearly all summer events, from backyard barbecues to weddings

Write additional facts and your two-minute debate outline on the back of this sheet.

Group 4 Fact Sheet: Fruits

Instructions: Your group is tasked with convincing the class that your food group best represents summer. The fact sheet below provides some basic information about your food type. After some group discussion, add to the facts and create a **two-minute debate speech** to gain support. The class will vote on the most convincing speech, so make it count!

Overview: Fruits, like watermelon, berries, and stone fruits, peak in summer, providing vibrant colors, sweet flavors, and hydrating benefits.

Historical Roots:

- Watermelon has been cultivated for over 5,000 years and was prized for its ability to quench thirst
- Berries have long been foraged and enjoyed in jams, desserts, and as fresh snacks
- Stone fruits, like peaches and cherries, were staples of summer harvests in ancient agricultural societies

Cultural Significance:

- Fruits are symbols of abundance and vitality in summer festivals and celebrations
- Many regions host fruit-themed events, like strawberry festivals or peach celebrations

Why It Is Iconic:

- They are naturally sweet and hydrating, making them perfect for hot days
- They are versatile, as they can be eaten fresh or used in salads, desserts, smoothies, and drinks
- Vibrant colors and flavors embody the essence of summer

Write additional facts and your two-minute debate outline on the back of this sheet.

Lesson Eight – Summer Food Truck

LEARN: Summer Foods

90-120 minutes

Purpose:

Participants will learn the history of summer foods and the significance of July 4th events. They will use this knowledge to create a July 4th food truck menu.

Materials:

- Coloring tools (markers, colored pencils, or crayons)
- *Summer Food Truck Student Notes*
- *July 4th Food Truck Menu* activity
- *Lesson 8* slide presentation

Facilitation Steps:

1. Distribute the *Summer Food Truck Student Notes* worksheet to all participants. Ask them to use it as a guide to take notes with during the slide presentation.
2. Share the following information with the participants as you go through the *Lesson 8* slide presentation.

Slide 1: Introduction slide

Slide 2: Discussion Questions

Ask participants to think of their own July 4th celebrations and what foods come to mind. Food associated with July 4th and summer are often grilled and convenient to cook and eat.

Slide 3: Significance of Summer Foods

Slide 4: History of Foods Associated with Summer

Crops associated with summer have deep ties to agriculture, and crops that are harvested for summer often carry populations through cold fall and winter months. Summer is the most common season for fresh fruits and vegetables.

Slide 5: Outdoor Cooking Traditions

Grilled foods are common in America, and grilling has become synonymous with summer celebrations. Ask participants to name different types of grills (gas, charcoal, electric, etc.)

Slide 6: Cultural and Social Significance

Social gatherings often revolve around freshly prepared food, and summer celebrations often have menus with a lighter variety of fruits and vegetables.

Slide 7: Global Influence

Summer foods can also be prepared to combat sweltering temperatures, as they are served raw or grilled outside.

Slides 8-9: Evolution of Summer Foods

Summer harvests are often preserved through fermentation or canning to be enjoyed in the fall and winter when fresh food is scarce.

Refrigeration allowed people to enjoy cold and frozen food, which is always welcome in the summer heat.

Slide 10: Modern Summer Food Trends

The farm-to-table movement is especially popular during the summer when crops can be harvested and served right away. Food trucks often adopt a farm-to-table approach in this season.

Slides 11-12: Symbolism of Summer Foods

Summer foods symbolize abundance, prosperity, and nostalgia. They are often shared as a community at gatherings and make people feel connected to nature.

Ask participants to think of some summer foods that remind them of their childhood.

Slide 13: Iconic Summer Foods

These foods are traditionally linked to summer and incorporated into many dishes on summer food truck and restaurant menus. Ask participants to think about how this is different from fall or spring foods.

Slide 14: 4th of July Celebrations

Slide 15: History and Significance of July 4th

Slide 16: Historical Background

Slide 17: July 4, 1776

The 4th of July being a federal holiday means that many people do not have to work and plan travel or celebrations with friends and family.

Slide 18: 4th of July Holiday

Slide 19: Evolution of Traditions

Ask participants to discuss 4th of July in their town or state and which traditions they practice.

Slide 20: Patriotic Symbols

Slides 21-23: Example Menus

The example menus introduce ways to add a July 4th spin to traditional flavors and dishes. Ask participants to think about marketing and how the wording on these menus might inspire feelings of patriotism and celebration. Talk about the importance of evoking emotion in sales.

3. Distribute the *July 4th Food Truck Menu* activity and review the instructions with the class. Make coloring tools available to participants.
4. Ask participants to share their completed project if time permits.

Supplemental Cooking Lab Activity

1. Divide students into even numbers based on the number of kitchen labs available.
2. Within the lab group, have students choose one group member's menu that they believe best represents the season or event.
3. From that menu, students should choose one dish that they would like to prepare.
4. Students should research and find a recipe for this menu item.
5. Have students submit a list of ingredients that they will need for their food truck menu item. They should plan to make enough for the whole class.
6. After ingredients are purchased, students should make this food truck menu item and share it with the class. This lab should give students four to six foods that represent the season or event, which was the focus of the lesson.

Alternatively, post all student menus and have them vote on the one menu that they like the best. Give each kitchen lab group one item on the menu to prepare. Then, follow steps four and five above.

Name: _____

Class: _____

Summer Food Truck Student Notes

Instructions: Use this worksheet as a guide for taking notes during the slide presentation.

Why do you think foods like hot dogs and hamburgers are iconic for the 4th of July?

How do they reflect American culture?

History of Foods Associated with Summer

Cultural and Social Significance

Evolution of Summer Foods

Modern Summer Food Trends

Farm-to-Table Movement:

Health and Hydration:

Symbolism of Summer Foods

Iconic Summer Foods

1. Grilled Foods:
2. Cold Treats:
3. Fruits and Salads:
4. Beverages:
5. Seafood:

Example Menus

How might the wording on these menus might inspire feelings of patriotism and celebration?

Name: _____ Class: _____

July 4th Food Truck Menu

Instructions: Hooray for the red, white, and blue! Your food truck has been hired by the town council to participate in the annual 4th of July celebration in the park. The event will serve mostly families and will be open all day, including through the fireworks celebration at 9 p.m. Design a colorful, themed menu for your food truck, including a food truck name, three sandwiches with sides, two desserts, and two non-alcoholic beverages.

Part 1: Theme and Concept

Choose a theme for your menu. Examples could include “American Feast,” “Stars and Stripes Bites,” or something unique that fits a July 4th vibe.

Theme:

Write a brief description for the town council application (50–100 words) explaining your theme and how it represents summer and July 4th.

Part 2: July 4th Menu

- a. Create a name for your food truck that reflects the 4th of July theme.
- b. Create three July-4th-themed sandwiches along with descriptions and suggested prices. Each item should include summer-inspired ingredients and have a creative, celebratory name.

- c. Include one side option for each sandwich that complements the food items.

Example: The All-American Burger (\$12.00) – A classic grilled beef patty topped with American cheese, crisp lettuce, juicy tomato, pickles, and a dollop of tangy ketchup and mustard on a soft, toasted bun. Served with Firecracker Fries and a side of cool ranch dipping sauce.

- e. Create two July-4th-themed desserts with descriptions and prices:

Example: Red, White, and Blueberry Cheesecake Cups (\$6.50) – Individual servings of creamy cheesecake topped with fresh strawberries, blueberries, and a hint of whipped cream in a convenient cup. Perfect for a sweet patriotic treat!

- f. Create two July-4th-themed nonalcoholic beverages with descriptions and prices:

Example: Freedom Lemonade (\$4.50) – A refreshing blend of tart lemonade with a splash of strawberry syrup and a few fresh mint leaves, served over ice in a mason jar.

Visual Design: Design your menu in the space below and include the name of the food truck, your three sandwiches with sides, two desserts, two beverages, and prices for all items.

- Add images, graphics, or illustrations to enhance the presentation
- Organize your menu into clear sections

Menu

Lesson Eight – Summer Food Truck

REVIEW: Summer Food Truck Quiz

10-20 minutes

Purpose:

Assess participants' knowledge of the terminology and concepts associated with creating a summer food truck menu.

Materials:

- *Summer Food Truck Quiz*
- *Summer Food Truck Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Summer Food Truck Quiz* and allow participants approximately 10 minutes to complete it.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____ Class: _____

Summer Food Truck Quiz

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. What is the cultural significance of summer foods in the U.S.?
 - a. They are inexpensive
 - b. They enhance outdoor dining and celebrate the harvest
 - c. They are exclusively traditional
 - d. They represent winter's scarcity
2. Which of these foods is iconic for Fourth of July celebrations?
 - a. Sushi
 - b. Tacos
 - c. Hot dogs and hamburgers
 - d. Pizza
3. What does ice cream symbolize in summer traditions?
 - a. Luxury
 - b. Childhood nostalgia and carefree days
 - c. Harvest abundance
 - d. Family unity
4. What is a key feature of farm-to-table summer food trends?
 - a. Preservatives
 - b. Imported produce
 - c. Sustainability and local produce
 - d. Exotic ingredients
5. When did the 4th of July become a federal holiday?
 - a. 1776
 - b. 1870
 - c. 1938
 - d. 1900
6. Why was grilling historically popular during summer?
 - a. For healthier meals
 - b. To avoid heating indoor spaces
 - c. As a luxury method
 - d. To cook faster

Short Answer Questions

Instructions: Answer each question using complete sentences.

7. What role does the farm-to-table movement play in summer food trends?

8. How did the increasing availability of ice impact summer eating habits?

9. Name two iconic summer foods associated with July 4th celebrations.

10. What historical factors contributed to the evolution of summer foods?

Summer Food Truck Quiz – Answer Key

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. What is the cultural significance of summer foods in the U.S.?
 - a. They are inexpensive
 - b. They enhance outdoor dining and celebrate the harvest**
 - c. They are exclusively traditional
 - d. They represent winter's scarcity
2. Which of these foods is iconic for Fourth of July celebrations?
 - a. Sushi
 - b. Tacos
 - c. Hot dogs and hamburgers**
 - d. Pizza
3. What does ice cream symbolize in summer traditions?
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 - b. 1870**
 - c. 1938
 - d. 1900
6. Why was grilling historically popular during summer?
 - a. For healthier meals
 - b. To avoid heating indoor spaces**

- c. As a luxury method
- d. To cook faster

Short Answer Questions

Instructions: Answer each question using complete sentences.

7. What role does the farm-to-table movement play in summer food trends?

It promotes sustainability and supports local farmers by emphasizing fresh, seasonal produce.

8. How did the increasing availability of ice impact summer eating habits?

It made cold foods and beverages more accessible, transforming cold treats, like ice cream, into staples.

9. Name two iconic summer foods associated with July 4th celebrations.

Hot dogs, hamburgers, corn, watermelon, ice cream, popsicles

10. What historical factors contributed to the evolution of summer foods?

Agricultural abundance, preservation methods, and advancements in ice availability

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Lesson Nine – Seasonal Food Truck

Lesson Overview

In this lesson, students will deepen their menu development skills by creating a scenario-based food truck menu, focusing on creativity and alignment with their chosen theme.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand how to strategically craft a menu tailored to a specific scenario
- Use thoughtful ingredients to creatively develop dishes for their food truck
- Apply knowledge of color psychology and branding to create an appealing exterior food truck design

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Ingredient Improv Challenge Cards</i> • <i>Ingredient Improv Template</i>	1. Print/photocopy the <i>Ingredient Improv Challenge Cards</i> (one copy) and cut them apart. 2. Print/photocopy the <i>Ingredient Improv Template</i> (one per group).	20-30 minutes
LEARN	• Coloring tools (markers, colored pencils, or crayons) • Seasonal Food Truck Design Challenge Cards • <i>Food Truck Scenario</i> activity • Food Truck Video (https://youtu.be/4CP3_T2Vpac?si=4OvQ4ZuVtZgdHvUv) • Food Truck Business Menu Video (https://youtu.be/N9Fo-2pESUc?si=pjg_2EuL-6ZJs1Fq) • Seasonal Food Truck Design Models	1. Gather the challenge cards and models. 2. Print/photocopy the <i>Food Truck Scenario</i> activity (one per participant). 3. Prepare to share the videos with the class.	90-120 minutes
REVIEW	• <i>Seasonal Food Truck Summative Quiz</i> • <i>Seasonal Food Truck Summative Quiz – Answer Key</i>	1. Print/photocopy the <i>Seasonal Food Truck Summative Quiz</i> (one per participant).	30 minutes

Lesson Nine – Seasonal Food Truck

FOCUS: Ingredient Improv

25-30 minutes

Purpose:

Participants work in groups to create a dish that matches a specific theme from a given list of ingredients.

Materials:

- *Ingredient Improv Challenge Cards*
- *Ingredient Improv Template*

Facilitation Steps:

1. Divide students into small groups of three to four people.
2. Provide each group with one of the *Ingredient Improv Challenge Cards* (have each group choose one card or randomly assign them) and one copy of the *Ingredient Improv Template*.
3. Ask participants to follow the instructions on the template to complete the activity.
4. Give participants 15-20 minutes to complete the task.
5. Ask participants to share their results with the group.

Ingredient Improv Challenge Cards

Theme: Breakfast Bonanza Pancake mix Bacon Maple syrup Avocado Pickled jalapeños*	Theme: Farmers Market Feast Fresh spinach Goat cheese Walnuts Beets Cotton candy*	Theme: Carnival Treats Corn dogs Kettle corn Funnel cake mix Pickles Wasabi peas*	Theme: Italian Night Lasagna noodles Ricotta cheese Marinara sauce Ground sausage Grape jelly*
Theme: Taco Time Corn tortillas Ground beef Cheddar cheese Hot salsa Marshmallow fluff*	Theme: Cozy Comfort Food Mashed potato mix Gravy Roasted chicken Green beans Lemon lime soda*	Theme: Backyard BBQ Hamburger buns Ground beef BBQ sauce Coleslaw mix Gummy worms*	Theme: Southern Charm Biscuits Fried chicken Honey butter Collard greens Pop rocks*
Theme: Brunch Vibes Bagels Cream cheese Smoked salmon Capers Fruit punch mix*	Theme: Veggie Lovers Zucchini Eggplant Ricotta Breadcrumbs Caramel sauce*	Theme: Cheese Lover's Dream Macaroni noodles Cheddar cheese Panko breadcrumbs Bacon bits Grape soda*	Theme: Italian Festival Flatbread Basil pesto Fresh mozzarella Cherry tomatoes M&Ms*

Seasonal Food Truck Design Curriculum

Theme: Mediterranean Magic	Theme: Spicy Fiesta	Theme: French Bistro	Theme: New York Deli
Pita bread	Tortilla chips	Croissants	Rye bread
Hummus	Queso dip	Brie cheese	Corned beef
Feta cheese	Jalapeños	Roast turkey	Sauerkraut
Kalamata olives	Sour cream	Dijon mustard	Swiss cheese
Grape lollipop*	Red licorice*	Cherry cola*	Chocolate pudding*

Ingredient Improv Template

Instructions: Are you ready for a challenge? Your group will be given one ingredient improv card that contains a theme and a list of ingredients. The ingredient list will have one unconventional ingredient (indicated by a *) that you must incorporate into your dish. Regular pantry items, including salt, sugar, flour, vanilla, nuts, and crackers will also be available.

Use all the ingredients to create a menu item for a food truck related to the given theme. You can create a main dish or dessert. List the ingredients and theme from your card below. Create a description of your dish and highlight the use of the unconventional ingredient.

Hint: Are you stuck on what to do with your unconventional ingredient? You can incorporate it into your dish or use it in a side dish, sauce, topping, or condiment.

Theme _____

Ingredients from card:

- 1.
- 2.
- 3.
- 4.
- 5.*

Food item description highlighting the use of the unconventional ingredient:

Lesson Nine – Seasonal Food Truck

LEARN: Food Truck Event Challenge

90-120 minutes

Purpose:

Participants will apply their knowledge and skills gained throughout the course to design a creative and visually appealing food truck exterior and craft a cohesive menu based on an assigned theme.

Materials:

- Coloring materials (markers, colored pencils, crayons)
- Seasonal Food Truck Design Challenge Cards
- *Food Truck Scenario* activity
- Food Truck Video
https://youtu.be/4CP3_T2Vpac?si=4OvQ4ZuVtZgdHvUy
- Food Truck Business Menu Video
https://youtu.be/N9Fo-2pESUc?si=pjg_2EuL-6ZJs1Fq
- Seasonal Food Truck Design Models

Facilitation Steps:

1. Distribute the *Food Truck Scenario* activity and one challenge card to each participant.
2. Either assign the cards randomly or ask participants to choose a card.
3. Review all the instructions for the activity.
4. Point participants to Part 1 in the *Food Truck Scenario* activity and ask them to complete it as they watch the videos.
5. As a group, review the Food Truck Video to inspire students as they work to create their food truck menus and designs.
https://youtu.be/4CP3_T2Vpac?si=4OvQ4ZuVtZgdHvUy
6. Review the Food Truck Business Menu Video as a group https://youtu.be/N9Fo-2pESUc?si=pjg_2EuL-6ZJs1Fq
7. Make coloring tools available to participants. Students should design the exterior of the food truck in the space provided.
8. Once they have a design drafted, have participants transfer the design to the models. Give participants 60-90 minutes to complete the activity.
9. If time permits, ask participants to share their completed project.

Food Truck Scenario

Instructions: Time to let your creativity shine! In this activity, you will design a food truck exterior and menu based on your scenario card. Design a colorful, themed design and menu for your food truck that includes two main dishes, two side dishes, two desserts, and one signature item of your choosing. Your signature item can be another main dish, side, dessert, or beverage.

Part 1: Brainstorming

As you review the videos, jot down some ideas in the table below. Keep your theme in mind and remember that there are no wrong answers during brainstorming sessions. Try to think of at least three to four menu items for each category. You can narrow them down before creating your final menu.

Main dishes (you need 2)	Side dishes (you need 2)	Desserts (you need 2)	Signature item (you need 1)

Part 2: Menu Design

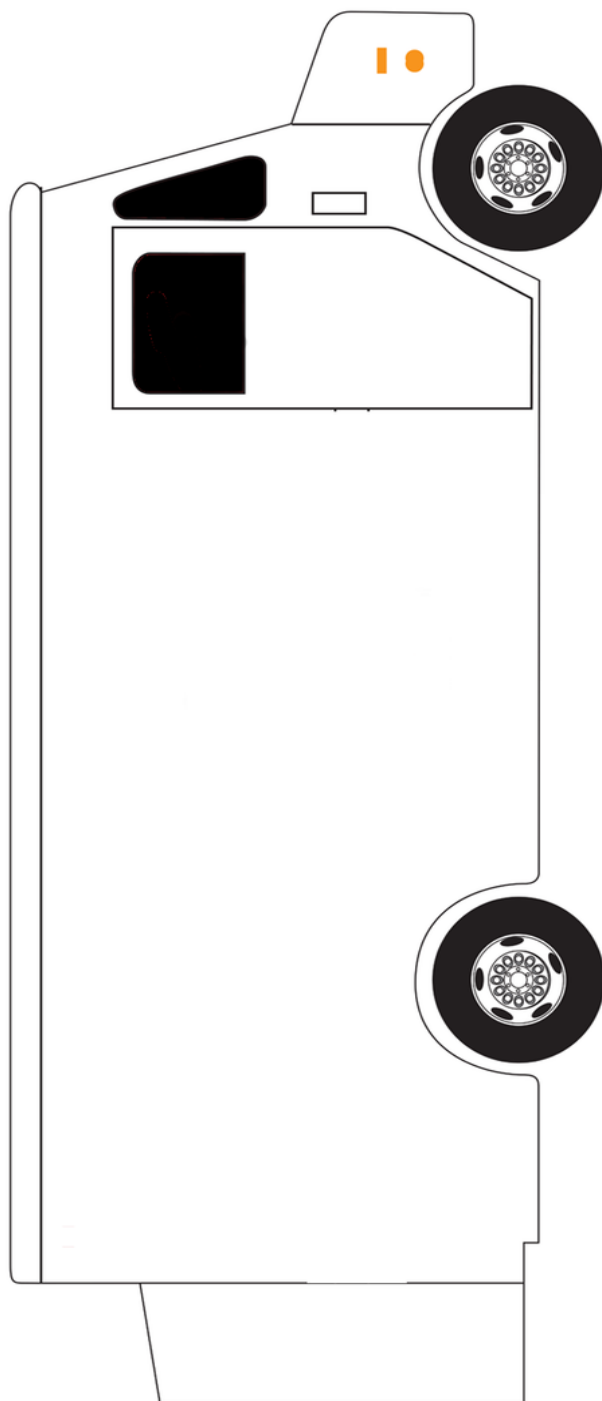
Design your menu in the space below and include the name of the food truck, two main dishes, two sides, two desserts, and one signature item. Be sure to use ingredients that are related to your chosen theme. Include a brief description of each menu item and a price for each.

Name of your food truck _____

Menu

Part 3: Visual Design

Design your food truck on the image below based on your chosen theme. Incorporate color psychology, thoughtful branding, and a focal point to create your design. Transfer your design to the model.



Lesson Nine – Seasonal Food Truck

REVIEW: Seasonal Food Truck Summative Quiz

30 minutes

Purpose:

Assess participants' knowledge and understanding of the terminology and concepts learned in earlier lessons.

Materials:

- *Seasonal Food Truck Summative Quiz*
- *Seasonal Food Truck Summative Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Seasonal Food Truck Summative Quiz* and give participants approximately 30 minutes to complete it.
2. Collect the assessment to be graded or review the answers as a group and ask participants to correct their answers.

Name: _____ Class: _____

Seasonal Food Truck Summative Quiz

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. Which of the following is **not** recommended when designing a food truck logo?
 - a. Using bold and appetizing colors
 - b. Ensuring fonts are readable
 - c. Creating a very detailed and intricate design
 - d. Testing the design with potential customers
2. What is the first step in creating a food truck menu?
 - a. Calculating ingredient costs
 - b. Defining your menu
 - c. Including overhead costs
 - d. Researching local competition
3. When pricing menu items, what is the ideal food cost percentage?
 - a. 10-15%
 - b. 20-25%
 - c. 30-35%
 - d. 40-50%
4. What is one key aspect of creating effective food truck typography?
 - a. Use elaborate, artistic fonts
 - b. Ensure readability from a distance
 - c. Match font styles with competitors
 - d. Avoid contrasting in fonts and background colors
5. What color is often used to stimulate appetite in food branding?
 - a. Green
 - b. Blue
 - c. Red
 - d. Purple

6. How can food truck owners set competitive prices?
 - a. Research local competition
 - b. Avoid upselling techniques
 - c. Exclude premium ingredients
 - d. Ignore customer feedback
7. What should be included in a food truck budget spreadsheet?
 - a. Store name and address
 - b. Ingredient name and cost per unit
 - c. Customer reviews
 - d. Employee availability
8. Which ingredient is commonly associated with spring menus?
 - a. Strawberries
 - b. Pumpkins
 - c. Collard greens
 - d. Corn
9. Which ingredient is a staple of fall menus due to its harvest season?
 - a. Strawberries
 - b. Pumpkins
 - c. Asparagus
 - d. Mangoes
10. What is a key design element for making food truck signage readable from a distance?
 - a. Bold fonts
 - b. Pastel colors
 - c. Low-contrast typography
 - d. Long, descriptive names
11. Why were foods like root vegetables important in winter menus throughout history?
 - a. They were expensive delicacies
 - b. They could be stored and preserved
 - c. They were high in sugar
 - d. They were easy to grow in cold weather
12. Which food is a symbol of fertility and new beginnings in spring?
 - a. Eggs
 - b. Lemons
 - c. Lentils
 - d. Peppers

13. Which fruit is iconic for summer menus?

- a. Mango
- b. Apple
- c. Pumpkin
- d. Peach

14. What food is commonly served at summer barbecues?

- a. Burgers
- b. Chili
- c. Pies
- d. Stews

15. What preservation technique became common for summer produce?

- a. Salting
- b. Freezing
- c. Drying
- d. Pickling

True/False Questions

Instructions: Circle the correct answer for each question.

16. A food truck's name should reflect its identity and target audience. (True/False)

17. Pumpkin spice became popular because of its introduction in Starbucks lattes in 2003. (True/False)

18. Branding for an ice cream food truck should emphasize warmth and heavy colors. (True/False)

19. Social media is not a significant driver for food truck popularity. (True/False)

20. Spring dishes often incorporate preserved ingredients only. (True/False)

Fill-in-the-Blank Questions

Instructions: Choose a word from the word bank that makes each sentence true. Each word will only be used once.

Word Bank: Fall, winter, color, green

21. Food trucks often use _____ psychology to attract customers and reflect their branding.

22. Chili is a popular _____ dish at tailgating events.

23. _____ menus often focus on hearty stews and baked goods.

24. Spring foods often emphasize _____ vegetables and citrus fruits.

Seasonal Food Truck

Summative Quiz – Answer Key

Multiple-Choice Questions

Instructions: Circle the correct answer for each question.

1. Which of the following is **not** recommended when designing a food truck logo?
 - a. Using bold and appetizing colors
 - b. Ensuring fonts are readable
 - c. Creating a very detailed and intricate design**
 - d. Testing the design with potential customers
2. What is the first step in creating a food truck menu?
 - a. Calculating ingredient costs
 - b. Defining your menu**
 - c. Including overhead costs
 - d. Researching local competition
3. When pricing menu items, what is the ideal food cost percentage?
 - a. 10-15%
 - b. 20-25%
 - c. 30-35%**
 - d. 40-50%
4. What is one key aspect of creating effective food truck typography?
 - a. Use elaborate, artistic fonts
 - b. Ensure readability from a distance**
 - c. Match font styles with competitors
 - d. Avoid contrasting in fonts and background colors
5. What color is often used to stimulate appetite in food branding?
 - a. Green
 - b. Blue
 - c. Red**
 - d. Purple

6. How can food truck owners set competitive prices?
 - a. Research local competition**
 - b. Avoid upselling techniques
 - c. Exclude premium ingredients
 - d. Ignore customer feedback
7. What should be included in a food truck budget spreadsheet?
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 - b. They could be stored and preserved**
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 - a. Eggs**
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 - d. Peppers

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14. What food is commonly served at summer barbecues?

- a. Burgers
- b. Chili
- c. Pies
- d. Stews

15. What preservation technique became common for summer produce?

- a. Salting
- b. Freezing
- c. Drying
- d. Pickling

True/False Questions

Instructions: Circle the correct answer for each question.

22. A food truck's name should reflect its identity and target audience. (True/False)

23. Pumpkin spice became popular because of its introduction in Starbucks lattes in 2003. (True/False)

24. Branding for an ice cream food truck should emphasize warmth and heavy colors. (True/False)

25. Social media is not a significant driver for food truck popularity. (True/False)

26. Spring dishes often incorporate preserved ingredients only. (True/False)

Fill-in-the-Blank Questions

Instructions: Choose a word from the word bank that makes each sentence true. Each word will only be used once.

Word Bank: Fall, winter, color, green

- 1. Food trucks often use color psychology to attract customers and reflect their branding.
- 2. Chili is a popular fall dish at tailgating events.
- 3. Winter menus often focus on hearty stews and baked goods.
- 4. Spring foods often emphasize green vegetables and citrus fruits.

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