



A national partnership for excellence  
in agriculture and education.

Work-Based Learning Through  
**SUPERVISED AGRICULTURAL  
EXPERIENCE**

**OWNERSHIP/  
ENTREPRENEURSHIP**  
IMMERSION SAE

**SAE for All  
INDEPENDENT  
LEARNING GUIDE**  
*Teacher Edition*

# LAUNCHING OWNERSHIP/ ENTREPRENEURSHIP SAEs

Once students have established their career plans through Foundational SAEs and identified specific AFNR pathways of interest, it is time to introduce students to the Immersion SAE resources. Immersion SAEs give students the chance to build their knowledge and skills in a specific AFNR pathway and practice their career readiness skills. If you have students who prefer to work for themselves and be their own boss, an Ownership/Entrepreneurship SAE might fit them best. The Ownership/Entrepreneurship SAE Independent Learning Guide is an easy way to get your students started with Ownership or Entrepreneurship SAEs.

In an Ownership SAE, students will create, own and operate a business which provides goods and/or services to the marketplace. Their business can range from starting a mowing service to developing mobile apps. They make the operational and risk management decisions on how goods and/or services are provided. Some facilities, resources and equipment necessary for the SAE operation can be provided from friends and family. The operation must be of sufficient scope to enable development of skills and abilities aligned to the AFNR Technical Standards and Career Ready Practices.

In addition to providing the labor for an Ownership SAE, students keep records of both their time and money involved in the project. They will conduct a simple analysis of productivity and profitability at the end of each production or business cycle to see where they are making and losing money and how they might improve the operation. Throughout the experience, they will document the knowledge and skills they gained and add them to the Career Plan and portfolio created through the Foundational SAE.

As they grow, it is hoped that students will transition their Ownership SAE to an Entrepreneurship SAE by meeting a few additional criteria. This begins by incorporating all aspects of an Ownership SAE. Then they identify and account for, either financially or non-financially, all resources used in the business. They will maintain and analyze financial records just like any other business owner. In this process, they will become familiar with common financial tools like, balance sheet, income statement and cash flow. Through experience, students will become skilled at using these tools to grow their business.

The Entrepreneurship SAE includes a Business Plan which provides for the continued growth and expansion of their operation. A student's Business Plan will be reviewed and updated annually to reflect the changes in the operation. The Entrepreneurship SAE is where students get serious about business.

To get them started, consider having the students watch the How to Launch an Ownership/Entrepreneurship SAE sketch video. Then, provide the students with the Ownership/Entrepreneurship SAE Independent Learning Guide.

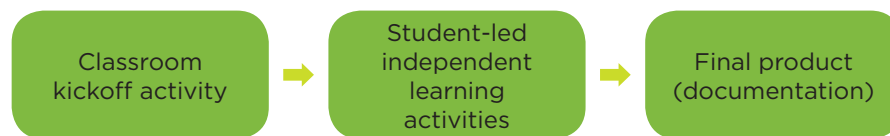
The guide will instruct students to complete five activities, each of which also incorporate authentic experience. The activities are aligned to the Agriculture Food and Natural Resources (AFNR) content standards and Career Ready Practices. Additionally, they continue to reinforce the five Foundational SAE components, which include:

- Career Exploration and Planning
- Employability Skills for College and Career Readiness
- Personal Financial Management and Planning
- Workplace Safety
- Agricultural Literacy

That said, students should still, simultaneously, return to the Foundational SAE Independent Learning Guide to complete specific activities for each of the core Foundational SAE areas of growth.

## How to Use the Independent Learning Guides

Each guide contains:



The set of resources is intended to serve as a semester-long project.

Activities in this independent learning guide will likely require effort both during and outside of class. Sample task evaluation rubrics and point values are included for ease of implementation. However, feel free to adjust the activities and grading system to fit your program and school requirements.

Bell ringer and enrichment activities are also included to help you maintain student interest and SAE momentum throughout the semester.

## Instructional Resources

### Connecting SAE to Your School's Career Development Program

Many states and school districts are now requiring that students have some form of individualized career and academic plan prior to graduation. With the addition of the Foundational and Immersion SAEs and their required career exploration and planning, agricultural education students can meet or exceed district requirements through their SAEs.

Prior to teaching the unit introducing Ownership/Entrepreneurship SAEs, visit with your administrator and school counselor about how SAE can support the college and career readiness work within the school district.

### Classroom Kickoff (15 - 20 Minutes)

1. Show students The future of youth entrepreneurship: Stephen Ou at TEDxPaloAltoHighSchool Ted Talk <https://www.youtube.com/watch?v=HPd1jUFJlkO>
2. Ask students to respond to the following question.
  - In what ways do you agree with Stephen's ideas about entrepreneurship?
  - In what ways do you disagree?
  - What advantages did you hear about an entrepreneurial future?
  - Who are the entrepreneurs in our community and school?
  - What characteristics do they share with Stephen?

3. Reinforce the potential of all students to start businesses in high school that will make the world a better place.
4. Have students watch the Ownership/Entrepreneurship SAE Video individually or as a group.
5. Introduce students to the Ownership/Entrepreneurship SAE Independent Learning Guide. Explain that the activities in this guide will be a graded component of their class. All items must be complete by the end of the semester or as set by you, the instructor.

Video Link

[https://www.ffa.org/ffa-video-center/sae-for-all/?vimeography\\_gallery=20&vimeography\\_video=306198561](https://www.ffa.org/ffa-video-center/sae-for-all/?vimeography_gallery=20&vimeography_video=306198561)

# OWNERSHIP/ ENTREPRENEURSHIP

## SAE INDEPENDENT LEARNING PLAN OVERVIEW

Students will follow the following plan throughout the semester – during or outside of class. It is recommended that you provide bi-weekly guidance and feedback to students on their progress. A suggested format for these conversations is included in the Supervision section of the SAE for All Teacher Guide. For more information on each of the independent learning activities, see the student version of the Ownership/Entrepreneurship SAE Independent Learning Guide.

<b>Activities</b>	OE1	Opportunity Identification - Finding a Market <i>Task: Identify possible products or services to sell and conduct a market analysis</i>
	OE2	Career Plan Connection - Life as an Entrepreneur <i>Task: Interview two entrepreneurs with established businesses in your career areas of interest.</i>
	OE3	Career Plan Connection - Elevator Pitch <i>Task: Create a one-minute verbal summary (i.e. elevator speech) of the planned ownership/entrepreneurship SAE.</i>
	OE4	Outcome Brainstorming - Career Plan Alignment <i>Task: Align Career Plan to Ownership/Entrepreneurship opportunity using information created in prior activities.</i>
<b>Final Product (Documentation)</b>		Required Documentation
	OEFP	<i>Task: Create SAE Agreement or Business Plan and complete SAE Risk Assessment using information created in prior activities.</i>

## Ownership/Entrepreneurship SAE Evaluation Grading Rubric

Activity	Below Standard (69% or less points)	At Standard (70-89% of points)	Above Standard (90-100% of points)
<b>OE1</b>	Student identified and prioritized less than five products and services. Their market analysis was incomplete and lacked clarity.	Student identified and prioritized five products and services and a brief market analysis.	Student identified and prioritized five products and services and a comprehensive market analysis.
<b>OE2</b>	Student captured a limited number of the entrepreneurial skills critical to starting a business.	Student captured a few of the entrepreneurial skills critical to starting a business and one area for improvement in their market analysis.	Student documented the entrepreneurial skills critical to starting a business and noted areas for improvement in their market analysis.
<b>OE3</b>	Student's thoughts on the value of the SAE lacked reflection, and the student's verbal summary was disorganized and less than one minute in length.	Student briefly reflected on the value of the SAE and described the value through a one-minute verbal summary.	Student thoroughly reflected on the value of the SAE and described the value through an organized, thoughtful, one-minute verbal summary.
<b>OE4</b>	Student identified fewer than five intended outcomes for the SAE and did not create a visual representation of the outcomes.	Student identified five intended outcomes for the SAE and created a visual representation of the outcomes.	Student identified five specific, measurable intended outcomes for the SAE and created an organized, professional visual representation of the outcomes.
<b>OEFP</b>	Student did not complete the required documentation or additional planning needed to initiate a Ownership/Entrepreneurship SAE.	Student completed all required documentation and additional planning needed to initiate a Ownership/Entrepreneurship SAE, and established a record-keeping system to use throughout the duration of the SAE.	Student completed all required documentation and additional planning needed to initiate a Ownership/Entrepreneurship SAE, and established a record-keeping system to use throughout the duration of the SAE.

## Foundational SAE Grading Plan

*NOTE: Please refer to the Foundational SAE Independent Learning Guide for activities to complete for this section of the grading plan.*

A1. Career exploration and planning	20 points
A2. Employability skills for college and career readiness	20 points
A3. Personal financial management and planning	20 points
A4. Workplace safety	20 points
FP. Career plan	60 points

## Ownership/Entrepreneurship SAE Grading Plan

OE1-4. Activity Completion	20 points
OEFP. Document Completion	40 points

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Total	200 points
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\*It is recommended that all students complete the Foundational SAE - Awareness activities even if they have already started an Immersion SAE. The activities will help students verify that the Immersion SAE aligns to their career areas of interest. Additional points or an alternative evaluation system can be established for students that have an Immersion SAE.

## BELL RINGER & ENRICHMENT ACTIVITIES

### **OE1: Opportunity Identification - Finding a Market**

A-Z Ideas- Divide the class into three or four groups. Ask each group to brainstorm potential products or services that a high school student could use to start a business in your community. Students will use the letters of the alphabet as the beginning letter of each idea. They are only allowed one answer per letter. The team with the most ideas wins.

### **OE2: Career Plan Connection - Life as an Entrepreneur**

Profile an Entrepreneur - Ask students to search online and identify a high school entrepreneur. Instruct them to create a one page profile of that individual. Required items to include in the profile:

- Photo of entrepreneur
- How they came up with their idea
- Obstacles they overcame
- Key successes
- Status of the business

### **OE3: Career Plan Connection - Elevator Speech**

Practice Makes Perfect - Ask one student every other week to share their business elevator speech. The class will provide feedback for the student to use in perfecting their pitch.

*Adaptation* - Ask students to share their business elevator speech with at least two entrepreneurs in the community. Students should ask for feedback and revise their speech based on the input.

### **OE FP: Document Completion**

Small Business Administration Learning Center Young Entrepreneur Course - This course introduces young entrepreneurs to the basics of creating and financing a successful business. Students will learn to evaluate your ideas, choose the best financing options and legally register your business. The course will point you to the resources you need on your entrepreneurial journey. Link: <https://www.sba.gov/tools/sba-learning-center/training/young-entrepreneurs>

### **HP LIFE**

HP LIFE offers the free self-paced online course, Starting a Small Business. This course helps students understand how to start a small business and create a business plan. Students may complete the courses as individuals or groups. Students can access the course at HP Life <http://www.life-global.org>. Educator resources for the curriculum can be accessed by establishing a user name and password at <https://hplife.edcast.com/channel/hp-life-educator-resources>.

### **Bonus Activities**

*Business Start-up Challenge* - This is a project-based learning activity that will take a couple of weeks with limited class time for the students to complete. It allows them to create a business in small groups and have one day of sales at the school. Full details available at EntreEd - <http://www.entre-ed.org/teacher-classroom-resources/business-start-simulation/>

Provide students an opportunity to showcase their “vision boards” from OE4: Envisioning SAE Outcomes. For example, host an SAE fair, put them on display at the chapter banquet, etc.

\*NOTE: Students should be encouraged to maintain their verbal SAE summaries and vision boards, as these could be helpful when completing documentation or follow-up items required for SAEs.