THE COUNCIL

A national partnership for excellence in agriculture and education.

Work-Based Learning Through

SUPERVISED AGRICULTRUAL EXPERIENCE

SCHOOL-BASED ENTERPRISE

IMMERSION SAE

SAE for All INDEPENDENT LEARNING GUIDE

Teacher Edition

LAUNCHING
SCHOOL-BASED ENTERPRISE 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 enjoy collaborating with other students and would benefit from the available resources of your school and/or FFA chapter, a School-Based Enterprise SAE might fit them best. The School-Based Enterprise SAE Independent Learning Guide is an easy way to get your students started with School-Based Enterprise SAEs.

In a School-Based Enterprise SAE, students lead business enterprises that provide goods or services. The businesses are operated from the school campus utilizing facilities, equipment, and other resources provided by the agricultural education program or the school in general. Additionally, they are owned by the school or FFA chapter, meaning that the organization bears the risk of the business that is managed by students. Businesses may be structured as a partnership or cooperative between students. After generating ideas and conducting market research, students will write a business plan, gain appropriate school board and administration approval, and then launch their School-Based Enterprise. Throughout the business cycle, students will report to a Board of Directors who will review financial and operational records.

It is important to remember that School-Based Enterprises are student led. While you, as the instructor, will be available to provide guidance, you are not the primary decision maker of the business. With regular input from the Board of Directors, the student leadership team will be able to facilitate the ongoing processes and growth of the business.

To get students started, consider having them watch the How to Launch a School-Based Enterprise SAE sketch video. Then, provide the students with the School-Based Enterprise SAE Independent Learning Guide.

The guide will instruct students to complete several 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 Experiential Learning Guides

Each guide contains:

| Classroom kickoff activity | → | Student-led independent learning activities | → | Final product (documentation) |

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 School-Based Enterprise 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. Divide students into groups of 2-3.

2. Having pre-cut the cards, pass out approximately 10 SAE Idea Cards (from various AFNR systems) to each group: https://www.ffa.org/my-journey/saeideas

3. Pass out a map of the school classrooms and facilities to each group. (Alternatively, have a digital map of the school classrooms and facilities projected onto a whiteboard or screen.)

4. Instruct students to assume each SAE idea card could become a School-Based Enterprise. Then, instruct them to pair their SAE idea cards with potential locations around the school (by physically placing them on or near that area of the map) that those School-Based Enterprises could be operated from.

5. Ask students to respond to the following questions.
   - Were there any SAE ideas that couldn't fit on the map? Which ones, and why?
   - Where, if any, are locations around the school that are "hot spots" for potential businesses?
   - Which of the ideas that you were given generated the most excitement in you? Why?
   - Which of the ideas that you were given seemed the most realistic? Why?
   - Why is it important to consider existing school resources (greenhouse, mechanics lab, land lab, school drone, etc.) when thinking of School-Based Enterprises?

- What are other factors to consider when selecting a School-Based Enterprise?
- Pick one "top" idea. What skills and experiences could you bring to that specific SAE idea, if it were enacted?

6. Reinforce the potential of all students to make a positive difference in the community and school by starting or contributing to a meaningful and viable School-Based Enterprise.

7. Have students watch the School-Based Enterprise SAE Video individually or as a group.

8. Introduce students to the School-Based Enterprise 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.

SCHOOL-BASED ENTERPRISE

SAE INDEPENDENT LEARNING PLAN OVERVIEW – NEW SBE

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 School-Based Enterprise SAE Independent Learning Guide.

Activities	SE1	Opportunity Identification – Listening Potential School-Based Enterprises
		Task: List 3 existing businesses that relate to your AFNR system(s) of choice and a corresponding potential School-Based Enterprise.
	SE2	Opportunity Identification – Feasibility Study
		Task: Utilizing one of the generated ideas for potential School-Based Enterprise SAEs, conduct a feasibility study to determine if the School-Based Enterprise idea is a wise choice. With instructor guidance, determine final idea to initiate.
	SE3	Career Plan Connection – Explain Benefits of School-Based Enterprise
		Task: Create a 90 second "quick pitch" asking for the business of school and community members by explaining the benefits of the School-Based Enterprise to both the potential customer and yourself.
	SE4	Outcome Brainstorming – Identify Skills to be Gained
		Task: Consider your career and financial goals as well as training, knowledge, and skills needed for your future career. Create a list of skills and knowledge this School-Based Enterprise could equip you with to progress toward achieving those goals.
Final Product (Documentation)	SEFP1	Required Documentation – Analyze the Market
		Task: Create and distribute a survey to explore marketplace needs and buyer preferences.
	SEFP2	Required Documentation – Develop a Business Plan
		Task: Consider business description, market analysis, competitor assessment, marketing plan, operating plan, and financial plan to write your business plan.
	SEFP3	Required Documentation – Identify Board of Directors
		Task: Generate a list of potential Board of Director members and discuss with agricultural instructor.
	SEFP4	Required Documentation – Prepare Presentation
		Task: Prepare presentation containing key elements of your business plan and present to school-board.

School-Based Enterprise SAE Evaluation Grading Rubric

Activity	Below Standard (69% or less points)	At Standard (70-89% of points)	Above Standard (90-100% of points)
SE1	Student identified less than three potential School-Based Enterprise SAEs.	Student identified three potential School-Based Enterprise SAEs corresponding to existing agricultural businesses.	Student identified three School-Based Enterprise SAEs corresponding to existing agricultural businesses. Ideas as realistic and fit within their identified AFNR area of interest.
SE2	Student's feasibility study was incomplete and lacked clarity.	Student submitted a brief and somewhat vague feasibility study, lacking components.	Student completed a comprehensive feasibility study containing each of the required component areas.
SE3	Student did not complete the assigned tasks.	Student completed self-reflection and 90 second "quick pitch."	Student completed a thoughtful self-reflection. 90 second "quick pitch" which asks for business of school and community members is creative and convincing.
SE4	Student did not complete the assigned tasks.	Student completed analysis of skills and knowledge they will gain through the School-Based Enterprise SAE. Responses are general or lacking thoughtfulness.	Student completed thoughtful analysis of skills and knowledge they will gain through the School-Based Enterprise SAE. Responses are specific.
SEFP1	Survey is incomplete or lacking key elements.	Student developed a simple survey. Survey is sent out and results are briefly summarized.	Student developed a detailed survey including questions related to demographics and consumers usage and preferences of goods/services. Survey is sent out and results are summarized in detail.
SEFP2	Business plan is lacking important components.	Business plan is complete but vague.	All components of the business plan were included in detail. Plan is realistic.
SEFP3	List is incomplete.	List of Board of Directors is developed, but could be improved.	List of appropriate and realistic potential Board of Directors is developed.
SEFP4	Presentation is lacking components.	Student prepared a basic presentation.	Student prepared an engaging and thorough presentation describing key elements of the business plan.

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

School-Based Enterprise SAE Grading Plan

SE1-4.	Activity Completion	20 points
SEFP1-4.	Document Completion	40 points
_____		
Total		200 points

*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.

SCHOOL-BASED ENTERPRISE
SAE INDEPENDENT LEARNING PLAN OVERVIEW – EXISTING SBE

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 School-Based Enterprise SAE Independent Learning Guide.

Activities	SE5	Opportunity Identification – SWOT Analysis
		Task: Conduct a SWOT Analysis of the existing School-Based Enterprise
	SE6	Career Plan Connection – Explain Benefits of School-Based Enterprise
		Task: Create a 90 second "quick pitch" asking for the business of school and community members by explaining the benefits of the School-Based Enterprise to both the potential customer and yourself.
	SE7	Career Plan Connection – Interest Inventory
		Task: Conduct an interest inventory the aligns your interests with the needs of the existing School-Based Enterprise.
	SE8	Outcome Brainstorming – Identify Skills to be Gained
		Task: Consider your career and financial goals as well as training, knowledge, and skills needed for your future career. Create a list of skills and knowledge this School-Based Enterprise could equip you with to progress toward achieving those goals.
Final Product (Documentation)	SEFP5	Required Documentation – Evaluate the Business Plan
		Task: Evaluate the current business plan and make recommendations for improvements.

School-Based Enterprise SAE Evaluation Grading Rubric

Activity	Below Standard (69% or less points)	At Standard (70-89% of points)	Above Standard (90-100% of points)
SE5	SWOT Analysis was incomplete.	SWOT Analysis was complete but lacked detail or was inaccurate.	SWOT Analysis was complete and outlined accurate strengths, weaknesses, opportunities, and threats.
SE6	Student did not complete the assigned tasks.	Student completed self-reflection and 90 second "quick pitch."	Student completed a thoughtful self-reflection. 90 second "quick pitch" which asks for business of school and community members is creative and convincing.
SE7	Student did not rank list of activities.	Student obtained list of roles and responsibilities and ranked them.	Student obtained list of roles and responsibilities, ranked them, and initiated a conversation with student-leadership of existing School-Based Enterprise related to these desired roles.
SE8	Student did not complete the assigned tasks.	Student completed analysis of skills and knowledge they will gain through the School-Based Enterprise SAE. Responses are general or lacking thoughtfulness.	Student completed thoughtful analysis of skills and knowledge they will gain through the School-Based Enterprise SAE. Responses are specific.
SEFP5	Student feedback on existing business plan was incomplete.	Student feedback on existing business plan was complete but was vague, unconstructive, or impractical.	Student feedback on existing business plan was complete as well as specific and constructive.

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

School-Based Enterprise SAE Grading Plan

SE5-8.	Activity Completion	20 points
SEFP5.	Document Completion	40 points
_____		
Total		200 points

*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

SE1: Opportunity Identification – Listing Potential School-Based Enterprises

Utilizing their AFNR system (s) of interest as a foundation, challenge students to list as many needed goods/services that can be provided through a School-Based Enterprise in this career pathway as they can.
Example: Animal Systems needed goods/services: animal food, dog walkers, pet grooming and care

SE2: Opportunity Identification – Feasibility Study

Students conduct an initial "short survey" (1-2 questions) designed to get quick feedback regarding their School-Based Enterprise's intended goods/services. Survey could be hard copy or digital and distributed at local businesses with drop boxes for submission or online.

SE3 and SE6: Career Plan Connection – Explain Benefits of School-Based Enterprise

Ask students to present their "quick pitch" to school administrators or other school faculty. Students should ask for feedback and revise their pitch based on the input.

SE4 and SE8: Outcome Brainstorming – Identify Skills to be Gained

1. Ask students to envision they are interviewing for a job within their AFNR career interest area. With a partner, have students respond to the following potential interview question: "What sets you apart from other candidates applying for this job?" Discuss that the School-Based Enterprise SAE will bring value to the student's career plan and equip them with a more specific and complete set of skills and experiences (and therefore, interview question response.)

2. Show students photos of various agricultural occupations. Challenge them to brainstorm a list of "tools" (skills/experiences) necessary to successfully work in that career field. Ask how these tools are acquired. Lead into discussion of value of Immersion SAE.

SE5: Opportunity Identification – SWOT Analysis

Ask students to brainstorm a list of local businesses that fit within the same industry as the existing School-Based Enterprise. After identifying these key businesses, circle or highlight the business that is the greatest competitor to the School-Based Enterprise. Discuss as a class or with a partner why this business is the greatest competition. Utilize this business when completing the competitor SWOT Analysis.

SE7: Interest Inventory

Have students answer the following questions either by writing them down or sharing verbally with a partner or the class:
  *   What drew you to this type of Immersion SAE?
  *   What most interests you about this existing School-Based Enterprise SAE?
  *   What contribution do you feel you can bring to the business?
  *   What do you least look forward to doing in this business?

SE FP1: Required Documentation – Analyze the Market

Set up stations around the room with photos of various agricultural goods/services comparisons, such as small vs. large business, one brand vs. another brand, type of packaging, etc. Ask students to travel to each station with a partner and make their consumer selection, explaining their preference

to their partner. Discuss as a class:
- Were your selections always the same as your partner's? Why or why not?
- What does this exercise teach us about consumer preferences?

SE FP2: Required Documentation – Develop a Business Plan

Read "10 Reasons Small Companies Fail," found at: https://smallbiztrends.com/2016/07/small-companies-fail.html

Discuss the following questions in groups or as a large class:
- Who comes to mind immediately as a potential candidate for a board of directors?
- Which of the specified criteria do you believe to be most important for our School-Based Enterprise? Why or why not?

SE FP3: Required Documentation – Identify Board of Directors

Read, "How to Select Your Corporation's Board of Directors" https://www.thebalance.com/how-to-select-your-corporation-s-board-of-directors-398864 Ask students the following questions:
- Who comes to mind immediately as a potential candidate for a board of directors?
- Which of the specified criteria do you believe to be most important for our School-Based Enterprise? Why or why not?

SE FP4: Required Documentation – Prepare Presentation

Students will create a short (3-5 minute) video featuring key components of the business plan. Video should feature the actual location and/or good/services to be provided by the School-Based Enterprise. Video could be shown on school media outlets (webpage, tv's around the school) or presented in lieu of presentation at a school board meeting.

SE FP5: Evaluating the Business Plan

Instruct students to create a list of 10 questions that encompass things they do not know about the existing School-Based Enterprise.

Show students photos of optical illusions. Some examples can be found at: https://www.mindmotivations.com/resources/free/optical-illusions-test-2
Discuss using the following processing questions:
- Did we all see the same things in the same pictures? Why or why not?
- How does the idea of different perspectives relate to our existing School-Based Enterprise?

Conclude to encourage students that everyone's perspective, though potentially different, is valuable. New perspective on existing business practices or principles is how growth and improvement happen.

Bonus Activities

1. Play tower blocks. Discuss with students how the tower gets weaker and the foundation becomes unstable as you remove individual blocks. This parallels the idea in teams (and in this School-Based Enterprise SAE) that everyone's strengths are needed, or the team becomes weak and unstable. Optional: Have students write 3-5 of their strengths/passions on mailing labels. Stick the labels to the blocks and then play. This gives an more powerful representation.

2. Students collaboratively create "human bingo" template by including tasks and responsibilities that must be completed in the School-Based Enterprise SAE. All students then mingle around the classroom/small group and ask one another to sign their names to squares based on roles they would be willing to do or possess strengths in.