



# School-Based Enterprise Module

## Lesson Plans



### DESCRIPTION & GOALS

This four-day lesson plan will help high school students understand the concept of a school-based enterprise and how to propose a business.

### OBJECTIVES

- Evaluate the purpose and benefits of a school-based enterprise.
- Critique examples of school-based enterprises.
- Generate ideas for a viable school-based enterprise at their school.
- Anticipate challenges and benefits of starting a school-based enterprise.
- Identify the basic components of a business proposal
- Construct a business proposal for a School-Based Enterprise idea

### PREPARATION & MATERIALS

#### Essential Materials

- Whiteboard or computer with internet access and projector
- School-based enterprise introductory slide deck
- School-based enterprise handout
- Tools and materials for groups to present (flip chart paper or digital devices)
- Business proposal template slide deck or handout
- DECA resources



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### PROCEDURES

#### Day One

#### Warm-up: Defining a School-Based Enterprise: Challenges and Benefits | Whole Class

##### Teacher

- Distribute handouts and other materials.
  - Ask students:
    - if they have ever thought about starting a business; what types of goods or services they would like to see offered at their school; to identify the potential challenges and benefits of a school-based enterprise.
  - Define school-based enterprise (see School-Based Enterprise Slide Deck)

#### MAKE IT FUN!



Think-pair-share

#### Slide Deck: Examples of School-Based Enterprises | Whole Class

##### Teacher

- Show student slide deck with examples of school-based enterprises.
- Emphasize products, services, and benefits to the school community.
- Ask what skills students need to develop in order to run the enterprises effectively.

##### Students

- Write down ideas for school-based enterprises on their handout, prioritizing by goods and services students in the school community need and want.

#### Brainstorm: Potential School-Based Enterprises | In Groups

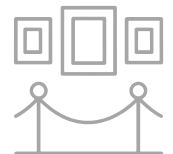
##### Students

- Create a paper or digital poster to pitch an idea for a school-based enterprise with the following criteria:
  - Includes an illustration depicting the school-based enterprise; highlights their illustration with a captivating title; explains skills students believe are necessary for their enterprise to run smoothly; demonstrates their most creative and practical ideas; shows how they anticipate potential challenges and benefits

#### Gallery Walk & Commentary | In Groups

##### Students

- View the poster boards silently and observe the work as a whole.
- Evaluate each group's pitches on their handout and discuss their reactions in small groups/whole class.



Gallery Walk

#### 5. Reflection

- Students complete a brief reflection on the school-based enterprise handout, sharing with the class if time permits.

### ASSESSMENTS

Assessments can be based on participation, completion, quality of students' reflections on their handouts, or on the persuasiveness of their posters.



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### PROCEDURES

Day Two: Review School-Based Enterprise and Introduce Proposal Basics

Warm-up: Review School-Based Enterprises | Whole Class

Teacher

- Review the concept of SBEs and their benefits, emphasizing real-world business experience by having a whole-class discussion.
  - Use School-Based Enterprise Slide Deck as needed

Introduction: Business Proposal Components | Whole Class

Teacher

- Introduce the importance of creating a business proposal when creating an SBE.
- Present the key components of a business proposal, including business description, products/service specifics, market analysis, and marketing plan. The slide deck or handout adapted from the DECA SBE guide will be useful.

Brainstorm and Planning: Review Day One SBE Brainstorm and Organize Proposal Ideas | In

Groups

Students

- Use the school-based enterprise ideas generated from Day One and select one SBE idea to work with. As a group, create a graphic organizer to brainstorm ideas for a business proposal for the SBE. Be sure the graphic organizer includes the key components of a business proposal.

Teachers

- Confer with each group as they create their graphic organizers. Be sure to guide students to be sure they include the proposal basics introduced at the start of class.
- Tell students they will spend next class completing their organizers and researching in order to draft a business proposal.

MAKE IT FUN!



Think-pair-share



Graphic Organizer

### ASSESSMENT IDEAS

Varying assessments can keep your lessons fun while making sure they meet your specific objectives. Try **exit tickets**, either written or oral | **Interactive games**, whether digital or in-person. **Multimedia projects**, including slide decks, videos, posters, drawings, or diagrams | **Quizzes** with formats like true/false, multiple choice, or short answer questions | **Written responses**, which can take the form of short essays, poems, or advertisements | **Discussions**, such as small-group, individual, or whole-class Socratic seminars | **Oral presentations**, either planned or impromptu | **Polls**, digital or analog | **Ranking activities**, which encourage critical reasoning | **Observation**, involving both teacher and student perspectives, along with self-reflection and peer feedback | **Rubrics** keep students apprised of how well they are meeting expectations along assignment criteria.



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## PROCEDURES

### Day Three: Developing a School-Based Enterprise Proposal

#### Warm-up: Review Business Proposal Components | Whole Class

##### Teacher

- Ask students what they remember from the previous lesson on what to include in a business proposal.
- Answer any questions students may have related to their work last class.
- Refer students to the slide deck from day two and #2 from [this link](#) from DECA to assist them in their work.

#### Activity: Research and Development of Business Proposal | In Groups

##### Teachers

- Show students the business proposal sample from the DECA guide (page 7).
- Check in with each group to answer questions and ensure progress.

##### Students

- Use the graphic organizer from last class to continue researching and drafting a business proposal for SBEs. Each group member should take on a task to work efficiently.
- Use today's class time to research specific information to begin drafting SBE proposals. Students can use one of the DECA models to complete their work.

#### Conclusion: Prepare for Next Class | Whole Class

##### Teachers

- Allow students to ask any questions about the process of writing a proposal.
- Instruct students that they will finalize their proposals next class and present their completed product to the class.
- Homework: Allow students to finish any needed research or drafting.

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## ASSESSMENTS

Assessments can be based on participation and progress on their research and drafting.



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### PROCEDURES

#### Day Four: Finalizing business proposals and presentations

##### Warm-up: Review Business Proposal Components | Whole Class

###### Teacher

- Recap key business proposal components.
- Offer guidance on effective presentation techniques.

##### Activity #1: Develop Proposal and Prepare for Presentation | In Groups

###### Students

- Finalize business proposal drafts, ensuring clarity, completeness, and professionalism
- Rehearse presentations, focusing on clear communication and key points

##### Activity #2: Presentations | Whole Class

###### Students

- Each group presents their mock SBE to the class, covering the key components of a business proposal: business description, products/services, market analysis, plan, etc.

##### Conclusion: Feedback and Discussion | Whole Class

###### Teachers

- Facilitate a brief discussion and feedback session, encouraging constructive criticism from classmates.
- Optional: Have the class pretend they are investors and then have them vote on the most effective business proposal, one they would choose to invest in.

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### RELATED ASCA STANDARDS

#### American School Counselor Association Standards

##### Mindset

- M3. Positive attitude toward work and learning

##### Learning Strategies

- B-LS 1. Critical thinking skills to make informed decisions
- B-LS 2. Creative approach to learning, tasks, and problem solving

##### Self-Management Skills

- B-SMS 3. Independent work

##### Social-Emotional Skills

- B-SS 7. Leadership and teamwork skills to work effectively in diverse groups

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### RELATED OARS

#### Oregon Administrative Rules, Division 22\*

- Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (581-022-2000: 6a)
- Students should design, monitor, and adjust a course of study that meets their interests and goals. (581-022-2000: 6a,D)
- Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (581-022-2000: 6b,A)
- Students must participate in career-related learning experiences outlined in the education plan. (581-022-2000: 8)
- School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K-12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e; 581-022-2055; 581-022-2060, 1a)

\*The full text of the American School Counseling Association (ASCA) standards can be accessed at [schoolcounselor.org](http://schoolcounselor.org). The original text of Division 22 of the Oregon Administrative Rules is available at [oregon.gov](http://oregon.gov). For your your convenience, we have created a one-page document with both resources you can retrieve at [careerconnectoregon.com](http://careerconnectoregon.com).