

STARTING A SCHOOL-BASED ENTERPRISE: QUICK-START GUIDE

This quick-start guide is designed to assist educators in helping high school students understand the concept and process of a school-based enterprise. School-based enterprises can help a student gain first-hand employment experience based on their chosen field, strengths, skills and knowledge.



Source: DECA

Adapted by: Career Connected Learning Resources Team



INTRODUCTION

These school-based enterprise resources and lessons provide teachers with the tools to assist students in learning more about what a school-based enterprise is and how to start one. The multi-day lesson plans walk teachers and students through the process of creating a business proposal after being introduced to key ideas associated with school-based enterprises. These lessons allow for students to brainstorm and create a business proposal, both essential skills in career training.



RATIONALE



Relevant Application: Provides students with practical, hands-on experiences that combine academic knowledge and professional situations.

Career Exploration: Offers students the opportunity to explore different career paths and industries, discovering new interests and talents along the way.

Leadership and Collaboration: Encourages students to work in teams, promoting leadership, collaboration and essential communication skills.

Problem-Solving: Gives students a chance to encounter day-to-day challenges and learn how to analyze problems, generate solutions and make decisions.

Community Engagement: Promotes a sense of community engagement and social responsibility among students.

Planning and Innovation: Encourages creativity and detailed planning through multiple steps.

Career Readiness: Offers students practical skills and experiences that make them more competitive in the job market.

Engagement: Allows for student choice, collaboration and long-term planning.

PURPOSE AND OBJECTIVES



When introducing school-based enterprises to students, it's essential to communicate your purpose and objectives clearly. Start by outlining the overarching goal of the resources—connecting classroom learning to professional experiences. Detail the specific outcomes you hope to achieve, such as business idea brainstorming or ability to create business plans.

Additional objectives covered in this quick-start guide include:

- Evaluating the purpose and benefits of a school-based enterprise.
- Analyzing examples of school-based enterprises.
- Generating ideas for a viable school-based enterprise.
- Anticipating challenges and benefits of starting a school-based enterprise.
- Planning and developing a mock business proposal.



KEY CONCEPTS



School-based enterprise (SBE): An opportunity for students to manage and operate a revenue-generating business that produces goods or provides services for sale.

Business plan: A written document that clearly defines the goals of a business and outlines the methods for achieving them. A business plan describes what a business does, how it will be done, who has to do it, where it will be done, why it is being done and when it has to be done. Most importantly, it will tell you if your ideas make sound fiscal sense.

MATERIALS NEEDED



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

LESSON PLANS AND ENRICHMENT



The accompanying lessons in this module are designed to introduce students to the concept of school-based enterprises. Planning a school-based enterprise and creating an associated business plan provides students practice in a professional experience, including brainstorming, collaboration and research and effective communication.

For those teachers and schools who wish to move beyond introduction of basic concepts related to SBEs, you can visit the DECA resources on the following slide. According to DECA, “school-based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills.” Teachers may find they wish to give their students more practice in developing an SBE.

ACTION PLAN



Day 1: Intro to School-Based Enterprises

Day 2: Intro to Business Proposals

Day 3: Research and Drafting

Day 4: Presentations

See lesson plan accompanying this quick-start guide for more details.

STANDARDS OVERVIEW



Education standards provide a framework to ensure the lesson's effectiveness and relevance. The ASCA Standards integrated into this lesson focus on holistic student development. They stress the significance of the whole self, understanding the necessity of post-secondary education, critical thinking, perseverance, and effective communication, among other essential skills. On the other hand, the OAR Rules highlight the importance of tailoring education plans based on personal and career interests. They emphasize tracking academic progress, documenting achievements, and underscoring the value of comprehensive school counseling and career education.

DIVERSE LEARNING STYLES & COOPERATIVE STRATEGIES



Encourage students to explore different ways to organize information and cooperate with their peers. Each Career Connect Oregon lesson plan comes embedded with these strategies.

These tools can improve engagement in classrooms, trainings, in-services, and conferences, too!

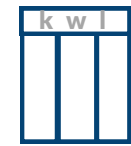
GRAPHIC ORGANIZERS



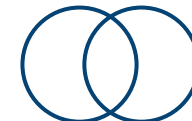
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD



CHARTS



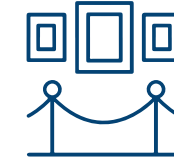
TIMELINE

COOPERATIVE LEARNING STRATEGIES



THINK-PAIR-SHARE

Students think, talk with peers, then share with the class.



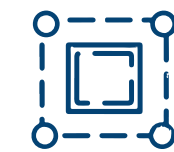
GALLERY WALK

Students walk around the room reflecting on one another's posted work.



3 STAY - 1 STRAY

One member from each group visits other groups, acting as a reporter and exchanging information.



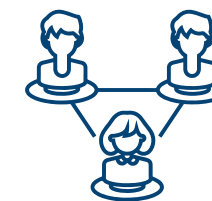
FOUR CORNERS

Students self-sort, moving near statements posted in the room they agree with and discuss reactions.



JIGSAW

Groups become "experts" in one aspect of a learning objective.



NUMBERED HEADS TOGETHER

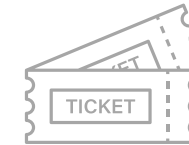
Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.

ASSESSMENT STRATEGIES

Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

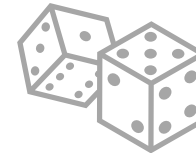
QUICK REFERENCE ASSESSMENTS

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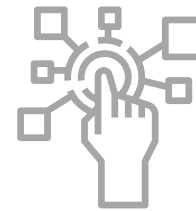
EXIT TICKET

Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.



INTERACTIVE GAMES

Students play an analog or digital game that tests their learning competitively or cooperatively.



MULTIMEDIA PROJECT

Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.



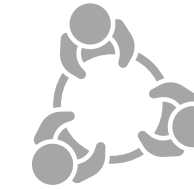
QUIZZES

True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.



WRITTEN RESPONSES

Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



DISCUSSION

Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.



ORAL PRESENTATIONS

Try planned or impromptu oral presentations. Students can develop these in groups or on their own.



POLLS

Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.



RANKING ACTIVITIES

Students rank items and explain their reasoning. A great way to measure critical thinking skills.



OBSERVATION

This can include both teacher and student perspectives, along with student self-reflection and peer feedback.

STUDENT REFLECTION USING EXIT TICKETS



Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!



SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infograph.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.



SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.



SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas**, and relate them to 3 different smells. Explain your reasoning.



TASTE

- **Create a recipe**, choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.



TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.



THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.

ABOUT THE CREATOR



ABOUT DECA



Distributive Education Clubs of America (DECA) is an organization that prepares emerging leaders and entrepreneurs in high schools and colleges for careers in marketing, hospitality, finance and management. Through experiential learning, DECA empowers students to develop essential skills such as leadership, teamwork, problem-solving and communication.

CONCLUSION

These resources provide students with an opportunity to explore the concept of school-based enterprises. By discussing existing school-based enterprise ideas and creating their own, students can gain practical experience to prepare them for future career roles. These resources encourage creativity, planning, and evaluation, all of which allow students to explore potential interests. In addition, students have a chance to practice creating a business proposal, which is an essential skill in entrepreneurial fields.

Note:

Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must ensure that Work-Based Learning experiences connected to a high school CTE Program of Study meet the criteria and types as outlined by the Oregon Department of Education (please visit the [WBL webpage](#) for resources and support).

The quick-start guide and lesson plan do not meet the requirements for Work-Based Learning experience in a secondary CTE Program of Study.

