



Lesson Plan

Marina

Created: 07/2020 by the National FFA Organization

Ben Walker's supervised agricultural experience (SAE) program is working at a local marina. Learn about the many daily tasks involved with an outdoor recreation business.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Determine how outdoor recreation businesses and agriculture are connected.
2. Develop ideas for outdoor recreation businesses.
3. Speculate on what resources and roadblocks they need to start their business.
4. Create a logo for their business idea.

TIME REQUIRED: 120 minutes

RESOURCES/REFERENCES:

1. Video: "Marina SAE | Ben Walker," <https://vimeo.com/377156789>
2. Article: "The Four Most Important Features of a Professional Logo Design," <https://www.freelogoservices.com/blog/2017/10/03/the-4-most-important-features-of-a-professional-logo-design/#:~:text=An%20effective%20logo%20should%20have,and%20a%20relevant%20color%20choice.>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "At the Docks" worksheet for each student
2. A copy of the "Outdoor Recreation" worksheet for each student
3. A copy of the "Logo Design Rubric" for each student
4. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management system or printing for classwork.

<https://ffa.box.com/s/072w5sspnxm2z8xo55dqxhmexjwy8vur> (Word)

<https://ffa.box.com/s/c93zdmp5b13k7jbalqovtahbwbx089gq> (PDF)

CROSS-CURRICULAR CONNECTIONS:

English/Language Arts	Social Studies
Examine preconceived ideas through written responses.	Identify what types of community members would be interested in an outdoor recreation business and create a logo that appeals to them.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- ABS.04. Develop a business plan for an AFNR business.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG-BIZ4 Develop a business plan for an AFNR business.

NASDCTEC

- AGPG01.01 Employ leadership skills to accomplish goals and objectives in an AFNR business environment.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core – Language

- CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core – Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Flexibility and Adaptability
- Implement Innovations
- Productivity and Accountability
- Think Creatively

LESSON PLAN:

1. *Bell Ringer:* What kind of outdoor activities do you like to do? Why?
2. *Introduction:* Today, we will watch a video about an FFA member whose supervised agricultural experience (SAE) program is working at a marina. If the student applied for an FFA proficiency award, his SAE would fall under the category of outdoor recreation. This is an area of agriculture that we don't always think about. However, it should not be overlooked because it is an excellent way to connect the general public to agricultural activities in a relaxed and fun environment.
3. *Activity:* Each student needs a copy of the worksheet "At the Docks." Have students complete the worksheet as they watch the video "Marina SAE | Ben Walker," available at <https://vimeo.com/377156789>. When they are done, give each student a copy of the worksheet "Outdoor Recreation." Students will consider how agriculture and outdoor recreation businesses are connected, and then they will brainstorm ideas for outdoor recreation businesses that would work well in their home area (or in their dream location). After brainstorming, students will choose two ideas to explore. Finally, they will choose one business idea and create a business logo for it. It is suggested that you give students the "Logo Design Rubric" before they begin working.
4. *Follow-up:* Have several students share their outdoor recreation business ideas. If some students have similar ideas, have them get into groups to see if there were any resources, potential customers or roadblocks plus solutions that they might have missed.
5. *Optional – Extended Learning Opportunities (Not factored into time requirement):*
 - a. If anyone in your area has an outdoor recreation business, invite the owner to come speak to your classes. This would be a great way for students to connect with local businesses, and it might even provide someone

with an SAE opportunity.

6. *Exit Ticket:* List three business ideas, different from your own, that your classmates came up with.

NAME: _____

Aligned to the following standards:
ABS.04; PL-A.; PL-C.; PG-J.; CS-M.; CS-N.; AG-BIZ4; AGPG01.01;
CCSS.W.9-10.2; CCSS.L.9-10.6; CCSS.RST.9-10.4; CCSS.WHST.9-10.2;
CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

At the Docks

DIRECTIONS:

Answer the questions below as you watch the video "Marina SAE | Ben Walker," available at <https://vimeo.com/377156789>.

Describe the facilities at the marina where Ben works.

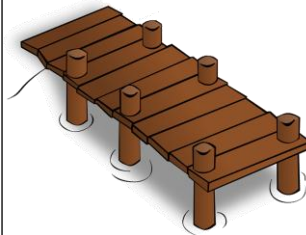
What are his daily tasks?



What records do they keep at the marina and when is that information collected?



What has Ben learned the most through his SAE?



How has this SAE impacted his future?

NAME: _____

Aligned to the following standards:
ABS.04; PL-A.; PL-C.; PG-J.; CS-M.; CS-N.; AG-BIZ4; AGPG01.01;
CCSS.W.9-10.2; CCSS.L.9-10.6; CCSS.RST.9-10.4; CCSS.WHST.9-10.2;
CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

Outdoor Recreation

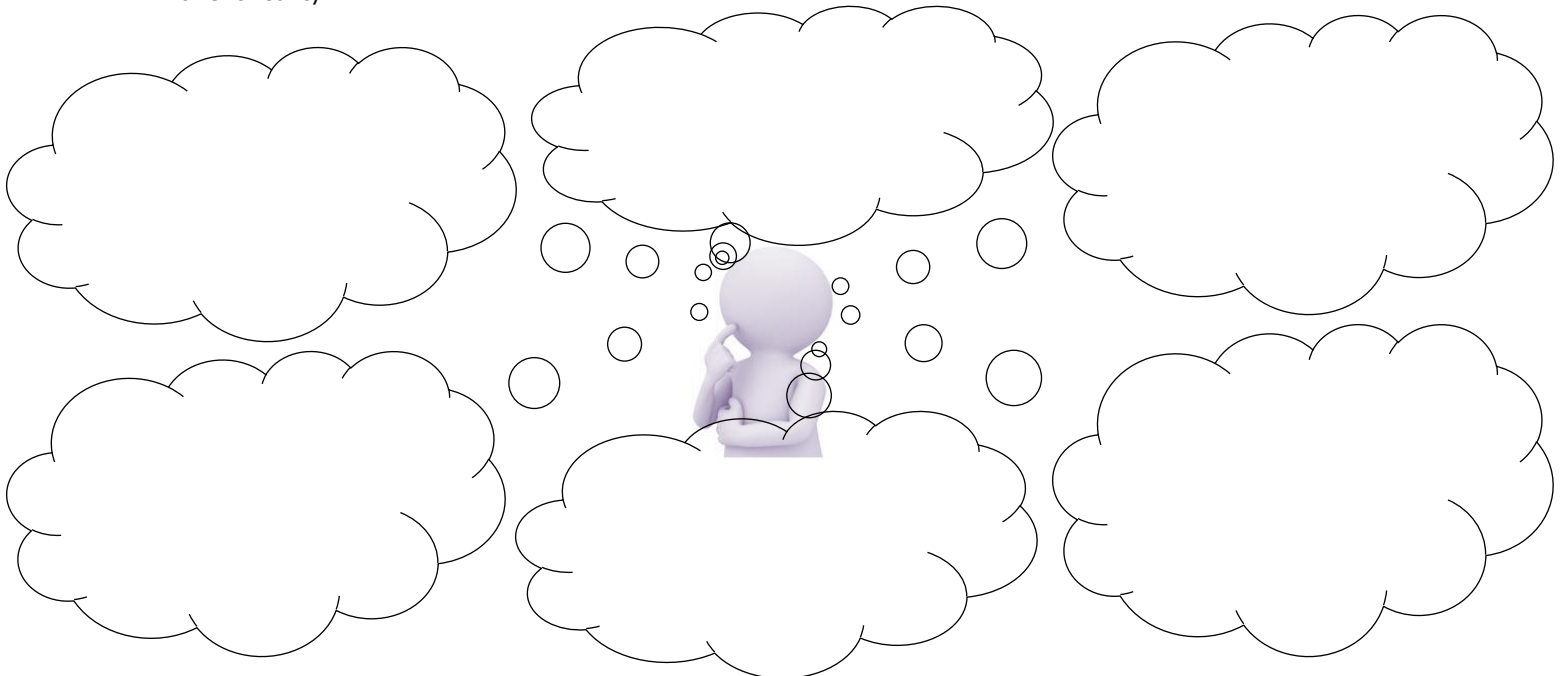
DIRECTIONS:

If Ben Walker applied for an FFA proficiency award, his SAE would fall under the category of outdoor recreation. This is an area of agriculture that often gets overlooked. Complete the following activities to explore the concept of outdoor recreation and agriculture.

The National FFA Outdoor Recreation Proficiency Award description:

The member owns the enterprise or works for a business that develops or provides outdoor recreational activities for public or family use as experiential or income-producing enterprises. These enterprises could include agro-tourism, vacation cabins and cottages, camping and/or picnic areas, recreational fishing and/or hunting areas, winter sports, shooting preserves, guide services, riding stables, trail rides (ATV, horseback, etc.), vacation farms and guest ranches, natural scenic or historic areas, and running petting zoos and rodeo events where the member does not own or manage animals.

1. Read the outdoor recreation description above. Were you surprised that any of these activities are potential supervised agricultural experiences (SAEs)? If you were surprised, why? If you were not surprised, what originally made you aware of opportunities available in outdoor recreation?
2. Do you know of any similar enterprises in your own area? If yes, describe them. If not, do you think this is a missed opportunity in your area? Why or why not?
3. Use the diagram below to brainstorm outdoor recreation businesses you could start in your area (or in the area you wish to live in one day). Even if being involved in this type of business is of no interest to you, brainstorm what could appeal to people who do enjoy those types of activities. Your goal is to come up with ideas for a successful outdoor recreation business; even if you don't want to do it, you might meet someone who would love to take your idea and make it reality!



NAME: _____

4. Choose **two** of the ideas you came up with in Question 3 and fill in the table below for each of those ideas.

Business Idea	Business Description	Potential Customers (consider people who live locally and those who might travel for the experience)	Resources Needed to Get the Business Started	Roadblocks to Starting This Business	Potential Ways to Overcome Roadblocks

NAME: _____

5. Sometimes looking at the roadblocks for an idea can be discouraging. Let's motivate ourselves by designing a logo for our potential outdoor recreation business! Choose one of the ideas from Question 4, and create a business name and logo that clearly indicates what your business is. It should be something that would catch a potential customer's eye. Be sure to refer to the "Logo Design Rubric" for additional details.

Not sure what a logo should look like? Check out these suggested resources:

- "The Four Most Important Features of a Professional Logo Design,"
<https://www.freelogoservices.com/blog/2017/10/03/the-4-most-important-features-of-a-professional-logo-design/#:~:text=An%20effective%20logo%20should%20have,and%20a%20relevant%20color%20choice.>



NAME: _____

Aligned to the following standards:
ABS.04; PL-A.; PL-C.; PG-J.; CS-M.; CS-N.; AG-BIZ4; AGPG01.01;
CCSS.W.9-10.2; CCSS.L.9-10.6; CCSS.RST.9-10.4; CCSS.WHST.9-10.2;
CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

KEY: At the Docks

DIRECTIONS:

Answer the questions below as you watch the video "Marina SAE | Ben Walker," available at <https://vimeo.com/377156789>.

Describe the facilities at the marina where Ben works.

The property is 13 acres with 52 camp sites, 158 boat slips, 11 motel rooms, four different rentals and a duplex.

What are his daily tasks?



Walking the docks to check customers' boats to make sure no lines broke and that boats are not hitting the dock or taking on water



Checking the structure of the docks below and above the water to make sure there are no busted boards, no broken tin and no bad bracings



Checking all electrical panels to make sure it is safe for customers and workers

What records do they keep at the marina and when is that information collected?



Check fuel tanks every day to see how much gas and diesel they have and record numbers so they know when to order fuel



At the first of the month, they check all meters so they can meter and bill for electrical usage.



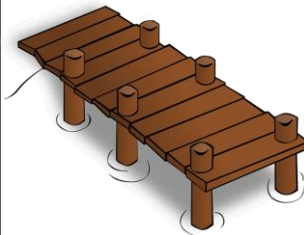
Record the employees' hours daily



Every weekend they do inventory of food and drink at the dock store.

What has Ben learned the most through his SAE?

Customer relations and how to work with different people and work through differences of opinion to have one common goal



How has this SAE impacted his future?

His SAE impacted his future because he got to work with his family and he also learned so much, like plumbing and electrical.

NAME: _____

Logo Design Rubric

	25–19 Points	18–12 Points	11–6 Points	5–0 Points
Attractiveness	The overall appearance of the logo is pleasing. Titles, text, colors and graphics are exemplary. The logo is attractive and stimulates the viewers interest.	Overall graphic balance and organization of the logo is acceptable. There is an appropriate balance of easy to read titles, text, colors and graphics. The logo is attractive but promotes limited viewer interest.	Colors, backgrounds and/or text are not used effectively, but are readable. Icons and other graphical elements don't seem to serve any useful purpose other than for decoration. The logo is unattractive or distracting.	The colors or background are too busy, which makes the text hard to read. There are few icons or graphical elements. The project is unattractive.
Layout/Design	There is unity and consistency among text and graphic elements. Text and graphic elements are arranged to create an organized white space.	There is adequate unity but some inconsistency among text and graphic elements. Text and graphic elements are arranged but lack appropriate white space, appearing cluttered.	Project has text and graphics; however, they lack or have too much white space. There is little unity and consistency among the text and graphic elements.	Project lacks text or graphics with no organized white space. There is no unity or consistency among text and graphic elements.
Detail and Difficulty	Student is very attentive to detail, and level of difficulty is high.	Student is attentive to detail, and level of difficulty is medium.	Some detail is shown. Level of difficulty is medium.	Very little detail is shown, and level of difficulty is low.
Content and Originality	The design is unique and original. The student can recognize a logo and the elements that make up a logo.	Design is original but similar in one way to another logo. Student can recognize a logo and the elements that make up a logo.	The design is similar in several ways to another logo. Student appears to have recognized a logo and some of the elements that make up a logo.	The logo looks like it has been copied from someone or somewhere else. Student can describe something about a logo but cannot be sure of what a logo is.

Modified from "Personal Logo Rubric" created by I Teach You Stuff.com and available at <http://www.iteachyoustuff.com/plogo.html>.