

Name: _____

Aligned to the following standards:

CS.05.; FFA.PL-C; FFA.PL-E; FFA.PG-I; FFA.CS-P; AG5; AGC08.01; AGC09.02; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9.10.6; CRP.02.; CRP.04; CRP.07

Hot Sauce Hustle

Part 1

Directions:

Answer the questions below as you watch the video available at <https://vimeo.com/1108190745>.

1. Describe the school-based enterprise highlighted in the video in two or three sentences.
2. What state are the students in the video from? Draw and label it below.
3. What are four or five daily tasks associated with the SAE?
4. What safety measures are needed for the SAE?
5. Why did Jayden join the FFA?
6. How has FFA made Destiny proud to be in agriculture?
7. How has being involved in FFA impacted Thomas's life?

Name: _____

Part 2

Directions:

Now is your chance to plan for your own school-based enterprise like the one you learned about in the video! Start out by reading more about school-based enterprises (SBE) below and then complete the table. As you read the passage, do the following: highlight the definition of “school-based enterprise,” circle the location this project would take place and underline the person/group that takes on the risk.

School-Based Enterprise SAEs are student-led business enterprises that provide goods or services. They are operated from the school campus utilizing facilities, equipment and other resources, such as a greenhouse, mechanics lab, land lab or school drone, provided by the agricultural education program or the school in general. For a school-based enterprise, you will be working with one or more of your peers in the operation of the enterprise. The business itself may be “owned” by the school or FFA chapter, meaning that the organization bears the risk of the business that is managed by students. Alternatively, the business may be structured as a partnership or cooperative between students. You will use partnership or cooperative agreements to define how you distribute responsibilities and profits.

While school-based enterprise SAEs are operated from the school, they often mirror goods and services similar to those of existing agricultural businesses.

Using the table below, identify and match existing businesses with potential school-based enterprise SAEs (both in your AFNR area of interest) that would offer similar goods and services. List at least three. Submit the list to your instructor.

Community Business	School-Based Enterprise (SBE) SAE
Example: Lincoln Garden Center	Sell plants from greenhouse year-round



Name: _____

Part 3

Directions:

Take one of your school-based enterprise ideas from Part 2 and complete the business plan below. When done, you will be presenting your plan to your classmates. Use the rubric to guide you in your presentation creation.

School-Based Enterprise Business Name: _____

Business Description: Write down the main goal of your business and what makes it special. Use the space below to plan what your business will do and the products or services you will offer. Then, explain how your products/services solve a problem or meet a need people have.

What is your business?

What are the top goals of your business?

What makes your SBE unique to your community?

List the products/services that your business will provide.

Name: _____

Presentation Rubric

Qualification	Very strong evidence of skill is present. (5–4 pts)	Moderate evidence of skill is present. (3–2 pts)	Weak evidence of skill is present. (1–0 pts)	Total Points (20 possible)
Presentation Skills	Is thorough and maintains eye contact	Somewhat professional and depends on the presentation	No evidence of preparation	
Grammar/Punctuation/Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.	
Time	Two minutes or more	Between one and two minutes	Under one minute	
Overall Impression	Presentation was professional, and presenter thoroughly explained the plan/idea.	Presentation was complete but lacked some detail.	The presentation lacked polish and information.	
			Total	

Reflection Questions:

1. How does your SBE idea meet a real need in your school or community?
2. If this SBE were launched at your school, what role would you want to play? Why?
3. What skills would you gain or improve by participating in this SBE?
4. How would you promote your SBE to students, staff or your community?
5. What is one challenge you think your SBE might face? How would you handle it?
6. By creating an SBE or other SAE, how are you working to set yourself up for success in the future?