

Growing Your Business for a Sustainable Future

Year Level(s): 12

<p>Activity Objective:</p> <p>Students will form a small 'business group', based on providing a sustainable future and making a monetary profit through a horticultural enterprise of their choosing.</p>																																												
<p>The Learning Context:</p> <p>In small groups (3 or 4) students invest the sum of \$10 each to provide working capital for a horticulture production based business. Each group is to choose a particular plant or combination of plants, which could support the ideals of a sustainable future.</p>																																												
<p>Curriculum Reference:</p> <p>Horticulture/Science Students use current scientific knowledge and skills for problem solving and developing further knowledge.</p>																																												
<p>Key competencies and enterprising attributes:</p> <table border="1"> <thead> <tr> <th><i>Competencies</i></th> <th><i>Enterprising Attributes</i></th> <th><i>Indicators</i></th> </tr> </thead> <tbody> <tr> <td>Relating to others</td> <td>1. Generating, identifying, and assessing opportunities</td> <td>1. Opportunities identified in business plan</td> </tr> <tr> <td>Using language symbols and texts</td> <td>2. Identifying, assessing</td> <td>2. Identified in business plan</td> </tr> <tr> <td>Managing self</td> <td>3. Managing risks</td> <td>3. Identified in business plan and report</td> </tr> <tr> <td>Participating and contributing</td> <td>4. Collecting, organizing, and</td> <td>4. Ongoing teacher observation, student diary of activities</td> </tr> <tr> <td>Thinking</td> <td>5. analyzing information</td> <td>5. Group dynamics in planning and growing the operation</td> </tr> <tr> <td></td> <td>6. Identifying, solving, and preventing problems</td> <td>6. Salesmanship and enthusiasm in tasks and success in growing the venture</td> </tr> <tr> <td></td> <td>7. Working with others</td> <td>7. Student diary final report</td> </tr> <tr> <td></td> <td>8. Negotiating and influencing</td> <td>8. Group dynamics and social responsibility</td> </tr> <tr> <td></td> <td>9. Using initiative and drive</td> <td></td> </tr> <tr> <td></td> <td>10. Monitoring and evaluating</td> <td></td> </tr> <tr> <td></td> <td>11. Communicating and receiving ideas and information</td> <td></td> </tr> <tr> <td></td> <td>12. Planning and organizing</td> <td></td> </tr> <tr> <td></td> <td>13. Being fair and responsible</td> <td></td> </tr> </tbody> </table>			<i>Competencies</i>	<i>Enterprising Attributes</i>	<i>Indicators</i>	Relating to others	1. Generating, identifying, and assessing opportunities	1. Opportunities identified in business plan	Using language symbols and texts	2. Identifying, assessing	2. Identified in business plan	Managing self	3. Managing risks	3. Identified in business plan and report	Participating and contributing	4. Collecting, organizing, and	4. Ongoing teacher observation, student diary of activities	Thinking	5. analyzing information	5. Group dynamics in planning and growing the operation		6. Identifying, solving, and preventing problems	6. Salesmanship and enthusiasm in tasks and success in growing the venture		7. Working with others	7. Student diary final report		8. Negotiating and influencing	8. Group dynamics and social responsibility		9. Using initiative and drive			10. Monitoring and evaluating			11. Communicating and receiving ideas and information			12. Planning and organizing			13. Being fair and responsible	
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<p>Learning Outcomes:</p> <p>Students demonstrate the appropriate horticultural skills associated with each 'business' venture. Students also have the opportunity to demonstrate: problem solving, working with others (and possible conflict resolution), financial recording, market research, report writing and presentation as well as bearing responsibility for actions.</p>																																												
<p>Resource Requirements:</p> <ul style="list-style-type: none"> • Horticultural area including plastic house and garden plots. • Potting mix. • Containers – seed trays, punnets. • Garden tools – as required. 																																												

Teaching and Learning Sequence

1. Evaluation of skills and knowledge within group, research and evaluate possible horticultural ventures, make decisions and implement a plan. Maintain records, both monetary and production. Market end product and critically evaluate the group's performance.
2. After brainstorming potential projects in groups and researching possible enterprises, students develop a business plan. This business plan should provide an evaluation of the potential demand for the product and how the group might go about marketing the product. Following formative feedback from the teacher regarding their plan, the student groups carry out their business activity for the duration of approximately 23 weeks. The horticulture 'product' is marketed and expenses incurred during production offset against monetary gains.
3. A full report is submitted at the conclusion of this project. The report includes the business plan, cash flow, diary of production events and critical evaluation of their group's activity.

Reflective Questions:

- How realistic is the business plan?
- Was a range of opportunities considered?
- Is there a fair 'division of labour' within each group?
- Were there any parts of your business that could have been better?
- How does this enterprise support the ideals for a sustainable future?

Possible Assessment Activities:

Formative

- Feedback of each business plan and consultative modification, if necessary.
- Ongoing teacher observation and guidance.
- Evaluation of final business report with particular reference to the group's critical evaluation of their performance, using self and peer assessment techniques.

Summative

This activity is related to the Unit Standard: Agricultural and Horticultural Science – Practise and explain plant propagation techniques.