



Lesson Plan

High Pressure, High Potential

Created: 11/2025 by the National FFA Organization

Description of Lesson: *This lesson introduces students to the power of turning a hobby into a business through the story of a student-run pressure washing SAE. Students will analyze the SAE in action, explore their own interests and community needs and design their own business.*

Student Learning Objectives:

After completing these activities, students will ...

1. Analyze a real-world entrepreneurship SAE.
2. Connect personal interests and community needs to potential business opportunities.
3. Develop a plan for launching a student-led business.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 60 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Video: <https://vimeo.com/1108190780>

Related Resources:

1. SAE for All Ownership/Entrepreneurship resources, <https://FFA.box.com/s/pohkxu0xswbx9rd85ld2sojkqi8ukgqw>

Equipment and Supplies Needed:

1. A copy of the "High Pressure, High Potential" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Budget
2. Business plan
3. Entrepreneurship
4. Ownership
5. Pressure washing
6. SAE

Cross-Curricular Connections:

English/Language Arts	Technology
Create a business plan.	Create a video advertisement.

Student Activity Sheets:

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

<https://ffa.box.com/s/tfngic77ixpowzzkec7c5smhkq7n5ol2> (Word)

<https://ffa.box.com/s/6oeq9mv6pki7clxi6vwjg4xrzny84j8l> (PDF)

https://docs.google.com/document/d/1_5_JXKp6bs9cqOrQw-C7mIG69eSVC0tflgwkUITKgeO/copy (Google)

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-C. Vision: Visualize the future and how to get there.
- FFA.PL-E. Awareness: Understand personal vision, mission and goals.
- FFA.PG-I. Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-P. Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTec

- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

Common Core – Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership

Lesson Plan:

1. **Bell Ringer:** What is a skill or hobby you enjoy that could be turned into a business?
2. **Introduction:** *We all know how exciting it is to turn something you're good at into something great, but what if that hobby could become a real business? What if the skills you already have could lead to an SAE and maybe even a career? Today, we're going to explore how one student took pressure washing from a weekend task to a successful entrepreneurship SAE. You'll learn how interests and talents can grow into a business that serves your community and builds your future.*
3. **Activity:** Each student needs a copy of the worksheet "High Pressure, High Potential."
 - a. **Part 1:** Direct students to view the video, <https://vimeo.com/1108190780>. Have them complete Part 1 as they watch the video. You can choose to show the video to the entire class or have students view it individually on their own devices.
 - b. **Part 2:** Students will brainstorm their hobbies and interests and determine how they could turn those into a business. When done, they will choose one to complete the planning document about in their student activity sheets.
 - c. **Part 3:** Students will create a video advertisement for their business using the provided rubric on their student activity sheets.
4. **Follow-up:** Have students share their videos with their classmates and provide each other feedback.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Have students explore and apply for a [National FFA SAE grant](#) to help fund their own SAE.
6. **Exit Ticket:** What is one skill or interest you have that could grow into a business like James's? How could it serve your community or school?

Name: _____

High Pressure, High Potential

Part 1

Directions:

Answer the questions below as you watch the video available at <https://vimeo.com/1108190780>

1. Describe James's SAE in two or three sentences.
2. What state is James from?
3. What types of equipment does James pressure wash?
4. How did James get started with his SAE?
5. What are James's daily tasks?
6. What safety precautions are needed for this SAE?
7. What has James learned most from his SAE?
8. What are James's favorite parts of his SAE?

Name: _____

Part 2

Directions:

Congratulations! You have been given \$5,000 to launch your own business. Complete the planning document below as you work.

The first step in launching an ownership/entrepreneurship SAE is identifying a product or service that meets a need for your community and aligns with your career interests.

On the left side of this chart, make a list of all the things you are good at and love to do. Add to the list your talents, skills and abilities. On the right side of the chart, make a list of things that would make your life and the lives of those in your community better. List as many as you can, but write at least five in each chart. Match your interests and talents to needs to find business opportunities by highlighting/underlining strong business ideas from your list.

What are you good at? What do you love to do? What are your talents, skills and abilities?

What product or service would make your life better? What product or service would make the lives of those in your community better?

Name: _____

Choose one idea from the list you brainstormed above and fill out the document below.

Business Idea: What product or service will your business offer? Why did you choose this idea?

Business Name and Slogan: Give your business a creative name and a catchy slogan or tagline.

Name:

Slogan:

Target Customers: Who will buy your product or service? Describe your ideal customer (age, location, interests, needs).

Budget: How will you spend your \$5,000?

Start-up Item	Cost

What Makes You Unique? What sets your business apart from others?

Promotion Plan: How will you advertise or promote your business to customers?

Where Will You Operate? Where will your business be based? (At school, home, online, mobile unit, etc.)

Goals

List two or three goals you have for your business

Reflection

What skills do you already have that will help you succeed? What do you still need to learn?

Name: _____

Part 3

Directions:

Now is your chance to share your business with the world! Create a video advertisement for your new business using the rubric below to guide you.

VIDEO RUBRIC

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Creativity	The video is easy to understand, and all elements are clearly written or spoken. Creativity was used.	The video is easy to understand, and most elements are clearly written or spoken. Some creativity was used.	The video is hard to understand with very quiet speaking or very hard to read writing. Little creativity was used.	The video is hard to understand, and one cannot follow the thought process. No creativity was used.
Narration and Preparedness	The video is clearly rehearsed and presented with no mistakes. Student spoke slowly and clearly.	One mistake is heard in the video.	Two mistakes are heard in the video.	Three or more mistakes are heard in the video. Student spoke very fast and was unclear.
Time	Student stayed in the one- to two-minute time frame.			Student was either under or over the allotted time frame.

Total: _____

Comments:

Name: _____

Key: High Pressure, High Potential

Part 1

Directions:

Answer the questions below as you watch the video available at <https://vimeo.com/1108190780>

1. Describe James's SAE in two or three sentences.

James has his own pressure washing business with his dad. They pressure wash agricultural equipment.

2. What state is James from?

North Carolina

3. What types of equipment does James pressure wash?

Farm equipment, fleet services, heavy equipment, dump trucks

4. How did James get started with his SAE?

His grandpa started it, and then, he and his dad took it over.

5. What are James's daily tasks?

Pouring and mixing chemicals, running the line, washing

6. What safety precautions are needed for this SAE?

Safety glasses, gloves, proper footwear, raincoats, hats

7. What has James learned most from his SAE?

Communication and working with customers

8. What are James's favorite parts of his SAE?

Working with customers, seeing satisfaction with customers, getting the equipment really clean

Name: _____

Part 2

Directions:

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What are you good at? What do you love to do? What are your talents, skills and abilities?

Answers will vary.

What product or service would make your life better? What product or service would make the lives of those in your community better?

Answers will vary.

Name: _____

Choose one idea from the list you brainstormed above and fill out the document below.

Business Idea: What product or service will your business offer? Why did you choose this idea?

Answers will vary.

Business Name and Slogan: Give your business a creative name and a catchy slogan or tagline.

Name: Answers will vary.

Slogan: Answers will vary.

Target Customers: Who will buy your product or service? Describe your ideal customer (age, location, interests, needs).

Answers will vary.

Budget: How will you spend your \$5,000?

Start-up Item	Cost
Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.

What Makes You Unique? What sets your business apart from others?

Answers will vary.

Promotion Plan: How will you advertise or promote your business to customers?

Answers will vary.

Where Will You Operate? Where will your business be based? (At school, home, online, mobile unit, etc.)

Answers will vary.

Goals

List two or three goals you have for your business

Answers will vary.

Reflection

What skills do you already have that will help you succeed? What do you still need to learn?

Answers will vary.

Name: _____

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Directions:

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Comments: