



Hot Sauce Hustle

Created: 11/2025 by the National FFA Organization

Description of Lesson: In this lesson, students explore entrepreneurship and school-based enterprises through the lens of a real FFA chapter’s hot sauce business. Using the video, students work in teams to develop and pitch their own value-added agriculture product while connecting classroom learning to SAE opportunities.

Student Learning Objectives:

After completing these activities, students will ...

- 1. Analyze the components of a successful school-based enterprise.
- 2. Develop a creative school-based enterprise proposal.
- 3. Evaluate how a school-based enterprise can meet local needs and create connections between classroom learning and community impact.

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/1108190745>

Related Resources:

- 1. SAE for All School-Based Enterprise resources, <https://FFA.box.com/s/fj9uxsi4nr1x2dltzdume9z83ilp8ist>

Equipment and Supplies Needed:

- 1. A copy of the “Hot Sauce Hustle” 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. Business plan
- 2. SAE
- 3. School-based enterprise

Cross-Curricular Connections:

English/Language Arts
• Create a business plan for a school-based enterprise. • Present school-based enterprise ideas to peers.

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/r53u9czx9slp3a2a0w2o5z8whtp2ilyr> (Word)

<https://ffa.box.com/s/hv6dgiosgauxwi9rmy69owds5pebar3t> (PDF)

https://docs.google.com/document/d/1_9Lwunss9sf2INM62liwCOSqETLUeELQSWmlwwKX4fc/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:** If you could own your own business, what would it be and why?
2. **Introduction:** *Have you ever wondered how a simple idea, like growing peppers, could turn into a full-blown business? In this lesson, you'll explore how one FFA chapter turned their school garden into a hot sauce enterprise, creating a unique way to raise funds, gain real-world experience and grow their SAEs. You'll watch their story, then plan your own school-based enterprise that could make an impact right here in your school or community. Get ready to think like an ag entrepreneur and turn up the heat on your creativity!*
3. **Activity:** Each student needs a copy of the worksheet "Hot Sauce Hustle."
 - a. **Part 1:** Direct students to view the video, <https://vimeo.com/1108190745>. 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 read about what a school-based enterprise is and then fill out the table on their student activity sheets based on community businesses and how those could be matched with school-based enterprise ideas.
 - c. **Part 3:** Students will create a business plan for a school-based enterprise and then present their proposals to the class. You may choose to have students work individually or in groups for this. When done with their presentations, direct students to complete the reflection questions.
4. **Follow-up:** Have students give peer feedback on their school-based enterprises and then review their plans based on that feedback.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Have students present their school-based enterprise ideas to local community members for feedback and/or funding opportunities.
6. **Exit Ticket:** What resources or tools would you need to actually launch your school-based enterprise at school?

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?

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

KEY: 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.

They have a garden and greenhouse. They sell the products at their local farmers market. They also use the products to make their own hot sauce that they sell at the farmers market too.

2. What state are the students in the video from? Draw and label it below.

North Carolina

3. What are four or five daily tasks associated with the SAE?

Planting, harvesting, watering, taking care of pests, looking over the leaves and soil, selling at the farmers market, picking stems off of peppers, making hot sauce

4. What safety measures are needed for the SAE?

Covering their hands and eyes to prevent injury from the peppers, making sure hoses are put away and water turned off to prevent tripping

5. Why did Jayden join the FFA?

She liked the togetherness and leadership aspects of FFA.

6. How has FFA made Destiny proud to be in agriculture?

She has been able to make a lot of friends and has built connections with other members and her agriculture teachers.

7. How has being involved in FFA impacted Thomas's life?

His grades and GPA have increased. He has also gained a lot of friends from his involvement.

Name: _____

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Example: Lincoln Garden Center	Sell plants from greenhouse year-round
Answers will vary.	Answers will vary.
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What is your business?

Answers will vary.

What are the top goals of your business?

Answers will vary.

What makes your SBE unique to your community?

Answers will vary.

List the products/services that your business will provide.

Answers will vary.

Name: _____

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Reflection Questions:

1. How does your SBE idea meet a real need in your school or community?

Answers will vary.

2. If this SBE were launched at your school, what role would you want to play? Why?

Answers will vary.

3. What skills would you gain or improve by participating in this SBE?

Answers will vary.

4. How would you promote your SBE to students, staff or your community?

Answers will vary.

5. What is one challenge you think your SBE might face? How would you handle it?

Answers will vary.

6. By creating an SBE or other SAE, how are you working to set yourself up for success in the future?

Answers will vary.