

Bake Sale Lesson 5: The Finale

SUBMITTED BY: WGYP Summer Educator

SUBJECT(S): Entrepreneurship

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

In the overall project, Bake Sale, the class will become a company. In this section of the unit, students wrap up the unit by going over the final accounting of the costs, revenue and profits. They will work as a class to develop a presentation and write a letter to the charity/organization to which they are presenting the proceeds.

≡ NBEA STANDARD(S):

- Entrepreneurship, V. Accounting

Standards:

- Recognize that entrepreneurs must establish, maintain and analyze appropriate records to make business decisions.

Common Core Standard(s):

- CCM Standard for Probability Overview: Summarize, represent, and interpret data on two categorical and quantitative variables.
- CCR Standard for Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- CCR Standard for Speaking and Listening: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCM Standard for Number and Quantity Overview: Reason quantitatively and use units to solve problems.
- CCR Standard for Writing: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Objectives/Purposes: Students will learn about organizing revenue and spending for the bake sale. Students will also spend time designing marketing tools for the bake sale.

Other Resources/Materials:

- Computers if available
- Calculator
- Poster board or Newsprint
- Markers

Activity:

1. Do Now: On your own, write answers to the following questions: What did you learn from the bake sale experience? What did you enjoy most? What would you have done differently? Did this make you want to go into business, why or why not? (5 min)
2. Students from the class will share answers. The teacher or student can record some of the big ideas on the board. This will be used later as they write a letter to their charity. (5 – 10 min)
3. Break the class into small groups. Each group will be responsible for one of the following:
 - Writing a letter to the charity explaining that they want to donate money. Explain how they earned the money and what they learned from the experience. End by saying what they hope this money will provide.
 - Finish the accounting spread sheet and make tables and graphs to represent the information.
 - Put together a presentation for either a school board or principal demonstrating what they learned and what they did.

Before groups start to work, it is important for the teacher to go through each component. It is also important that everyone has the same ideas because even though not everyone is going to write the letter, it is important that it expresses the ideas of the class. The same holds true for the other groups. (10 min).

4. Group work. (30 min)

5. Wrap Up: Each person will share one thing they learned from the experience. (5 min)

Practice Outside of the Classroom:

Students could continue the work that they did in class by either coming up with their own businesses or doing some volunteer work for the charity they selected (or a different one that wasn't selected that they would like to help).

If possible, it would be a valuable extension to get a small group of students to do the presentation for the principal or school board.

What Worked and What I Would Do Differently:

The teacher might want to think about how to put students into groups and make sure the tasks are manageable for each group to complete.

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