**Create a Business Plan for a Bake Sale**

**Description**

In this activity, students will choose a baked product to make and sell. In the process, they will write a business plan that reflects their chosen product and account for the costing, production, marketing, and sale of the baked product.

## Lesson Objectives

Students will be able to:

* select a product to make for a bake sale
* consider market safety and food safety for production on a larger scale
* scale a recipe
* cost the recipe
* produce the recipe
* package, price, and present the items for sale
* select locations for resale, sell and collect profits, and
* evaluate the results.

## Safety Considerations

* Basic food and kitchen safety
* Market safety

## Assumptions

* This Activity Plan happens at the end of the module.
* The student understands ingredient measurement, food handling safety, and appropriate clothing and personal attire in kitchens.

## Terminology

**Market safe**: Safety guidelines for selling food at temporary locations. More information can be found at <http://www.foodsafe.ca/courses/marketsafe.html>

**Scale a recipe**: Change the yield of a recipe to suit your needs by calculating the new amounts of each ingredient in a recipe.

**Cost a recipe**: Based on the required amounts and purchase price of each ingredient, a cost can be calculated for each ingredient required in a recipe. The calculated cost is then used to determine the sale price for the product.



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## Estimated Time

15 minutes: Introduction

15–30 minutes: Planning and research of product 10–15 minutes: Recipe scaling

30 minutes: Costing

60–120 minutes: Production

30 minutes: Packaging, pricing, and presentation (photo of final product) 60 minutes: Selling

15–20 minutes: Reflection/evaluation

## Recommended Number of Students

This activity should be done individually or in pairs.

## Facilities

Home Economics lab or cafeteria kitchen

## Resources

**Market Safe**

<http://www.foodsafe.ca/courses/marketsafe.html>

**Demonstrating Skills And Knowledge**

**Procedure**

1. Introduce the topic to class.
2. Show an example of a finished product. Discuss appropriate packaging for different types of products (e.g., cakes go in boxes, cookies can go on a small plate or in a bag) keeping in mind food safety.
3. Hand out the working sheets: Costing Worksheet and Baking Business Plan Worksheet.
4. Go over an example of how to use the sheets.
5. Have students research a recipe, bring one in, or give them mock orders for packaged baked goods to fill. Students can work backwards and calculate the cost and price to charge.
6. Instruct the students to cost out at least two dozen pieces. Students need to keep in mind the “hidden” costs like time, electricity (approximately $0.25/hour), advertising, and packaging when calculating the final cost of the products.
7. Have students make a market order of any special ingredients. Instruct that they can only use the basics in the class, or they may bring items from home (items must be safely handled).
8. Have students prepare the goods to be sold including any decorations on the product or around it.
9. Prepare posters or literature to advertise the sale if needed.
10. Have students package, price, and sell/distribute their products. (The more variety

in venue, the better their chances of selling more. If they are sold outside the school environment, they won’t be competing with each other.)

1. Have students submit all working copies of the project either on paper or digitally.
2. Have students fill in their journal/portfolio for the activity, as well as the Reflections and Evaluation of Bake Sale.

13. (Optional) Have students orally present on the results of their sale.

## Evaluation Guidelines

Consider co-creating the assessment criteria with your students at the beginning of the activity/ project. You may want to include the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Performs professionally in the kitchen following health and safety guidelines; considers market safety and food safety for production on a larger scale. |  |  |  |  |
| Applies mathematical principles to appropriately scale recipe to desired yield. |  |  |  |  |
| Costs the recipe (may use the Costing Worksheet). |  |  |  |  |
| Makes and bakes the product. |  |  |  |  |
| Packages and prices the items for sale. |  |  |  |  |
| Selects the location for the sale; sells, and collects profits. |  |  |  |  |
| Evaluates the bake sale process (may use Reflections and Evaluation of Bake Sale); adds reflections and photo to journal/ portfolio. |  |  |  |  |

# Costing Worksheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Ingredient** | **Cost of Package** | **Cost per unit measure** | **Cost for amount needed for recipe** |
| Flour AP | $6.98 | 10 kg package  7 cups In 1 kg  $6.98 ÷ 70 cups = $0.0997/cup | Recipe calls for 2 cups = $0.199 rounded to $0.20 |
| Eggs | $2.97 per dozen | $2.97 ÷ 12 = $0.2475 each | Recipe calls for 2 eggs = $0.50 |
| Sugar |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Baking Business Plan Worksheet**

### Student Name: Product Name:

Recipe

Scaled

Cost to Make worksheet

Price to sell

Equipment sheet

Packaging – Samples

List of locations to sell product

Health regulations considered (HACCP) – Do I need an inspection of my kitchen?

Do I need a business license? (check based on product and volume)

Sample – Evaluated, photographed and uploaded

Profit? Sales minus the cost to produce

# Reflections and Evaluation of Bake Sale

Write a few paragraphs about this experience and submit to your instructor either in person or online.

1. What were some of the challenges or difficulties you faced?
2. What was the best part of this assignment?
3. What would you change or improve on?
4. Was the bake sale successful? Did you make a profit?

### Presentation Name: Student Name:

|  |  |  |
| --- | --- | --- |
|  | **Notes** | **Score** |
| Organized and prepared for the presentation, started on time. |  | **/5** |
| Followed a logical progression of information. |  | **/5** |
| Understands the materials presented. |  | **/5** |
| Demonstrated time management skills by keeping to the time limit given. |  | **/5** |
| Quality of materials, handouts, images, power point etc. |  | **/10** |
| Quality of presentation, enough information was given for understanding. |  | **/10** |
| Quality of speech: audible, paced correctly, engaging, not monotone |  | **/10** |
| **Total** |  | **/50** |