

Bake^(NO) Sale

Student Booklet

Introduction.

Your class has decided to plan a one-day trip to a place in Maryland where students can learn more about the state's history or culture.

The class will hold a “(no)bake sale” to help pay for the cost of the trip. The reason it will be a “(no)bake sale” is because there is no oven in your classroom. However, you will still be able to make food products that are delicious and easy to sell.

In this task you will:

- gather information about places in Maryland your class might visit and chose one.
- determine how much the trip will cost.
- choose recipes for the (no)bake sale that can be made in your classroom.
- design and conduct a survey to determine which products people would buy.
- determine the cost of producing the food products using those recipes.
- decide on the selling price.

If these activities are completed, then you will be able to go on your chosen trip.

Activity 1 (Option A).

Step A. With your group, using the map of Maryland, brainstorm some ideas of places your class could visit on a one-day trip. Choose five sites in Maryland that played an important role in the historical, cultural or political development of Maryland or United States history and list them on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____

Step B. Your group will choose one of these sites to describe to the others in your class. This is to help them decide which site the class should visit. In order to do this, follow the directions from your teacher to gather information on each of the sites you listed above. Read all the information your group has gathered and complete a Class Trip Worksheet for each site.

Activity 1 (Option B).

Step A. With your group, using the map of Maryland, brainstorm some ideas of places your class could visit on a one day trip. Choose and list sites in Maryland that played an important role in the historical, cultural or political development of Maryland or United States history.

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Step B. Each member of your group will select one site to find out more about. Your teacher will give you the address you need to write a letter to get an information brochure about your chosen site.

Step C. Once you have received an information brochure on the site you chose, read it to help you decide if the site would be a good place for your class to visit.

Complete a Class Trip Worksheet, which your teacher has given you, for your site.

Activity 2.

Step A. In your group, review the information from each Class Trip Worksheet and choose the one site the group thinks the class should visit. In the space below, identify the site and explain the reasons why your choice is important historically, culturally or politically.

Site: _____

Reasons:

Step B. Select one person to present your group's choice and reasons to the class. Follow the directions of your teacher for making the group presentations.

Activity 3.

Step A. You have heard many different ideas about which site your class might visit. How can your class make a decision in a way that is fair to everyone? Write your answer on the lines below.

Step B. Now follow the directions from your teacher to make the decision on which site your class will visit.

Activity 4.

Now that you have decided on the site for the trip, follow your teacher's directions to figure out how much money your group needs to make from the (no)bake sale to cover the costs of your trip.

When you have determined the total amount of money needed, fill in the blank below.

The total amount of money needed for the trip is _____ .

Activity 5.

Now you must decide what food products to sell at your (no)bake sale. To make your choice easier, your teacher has provided a few recipes for you to review. Follow the directions from your teacher to preview the materials and to preread the recipes.

When you read recipes, you are reading to perform a task. When you read to perform a task you should:

- Read the materials once and then again.
- Stop and make a picture in your mind of each step as you finish reading it.
- Pay close attention to the materials and how you are to use them.

Activity 7.

Step A. Now that *you* have chosen three recipes on your own, *your group* must agree on which three recipes to make. How will your group do this?

On the lines below, list the steps your group will follow to decide which three recipes the class should make for the (no)bake sale.

Step B. Follow the decision-making process from Step A to choose three recipes to make. Write your group's choices on the lines below.

Activity 12.

As a class, work with your teacher to design a survey questionnaire. Write the final survey questions in the space below.

Activity 13.

Step A. On the lines below, explain why you designed the survey the way you did.

Activity 16.

Step A. You need to figure out how much it will cost to make a single batch of each recipe you have decided to make.

Reread the recipes your class has chosen to find out how much of each ingredient you need. Go to the store or get a price list to help you complete a chart for each recipe. You may take notes in the space below.

Recipe 1

(No)Bake Sale Recipe for:		
Ingredient	Quantity Needed	Cost of Ingredient

Recipe 2

(No)Bake Sale Recipe for:		
Ingredient	Quantity Needed	Cost of Ingredient

Recipe 3

(No)Bake Sale Recipe for:		
Ingredient	Quantity Needed	Cost of Ingredient

Step B. Now that you have figured out the cost for each ingredient, figure the total cost per batch for each recipe for your sale.

Total Cost	
Recipe 1	per batch
Recipe 2	per batch
Recipe 3	per batch

Step C. Other than the ingredients, what human and capital resources will be needed to produce each batch? Make a list on the lines below.

Needed Resources

Human	Capital

Activity 17.

Remember that you must make enough money from the (no)bake sale to cover the cost of your trip. You need to figure out the selling price for each food product and how many batches of each recipe you need to make. (You may want to figure the selling price so that you will make a little extra profit so that you will be able to cover a few extras.)

Step A. If the demand for your product is high, how might this affect the price?

Step B. If you have a greater supply of food product than there are customers to buy it, how might this affect your price?

Step C. Explain how you arrived at your selling price.
