



LESSON 9: BUSINESS EXPENSES PART I

Duration: 50 minutes

Overview: Students will understand the following terms: startup expenses, fixed expenses, and variable expenses. These terms are easily confused. Ensure that students are mastering each definition before moving on. After students understand each term, connect all three terms together so students understand how they are different and how they relate.

Essential Question: What will it cost to start our business or event?

Objectives – Students will:

- Explain three expense types: startup, fixed, and variable.
- Identify the types of expenses their business or event will have.

Materials:

- Student Workbooks
- Lesson slide deck
- Pencil or pen
- Optional: computer for final presentation deck

Beforehand:

- Gather Student Workbooks
- Review lesson, slide deck, and teacher notes

Teacher Notes:

- Lesson Vocabulary:
 - **Startup Expenses:** Expenses that a business owner needs to pay before they can provide their product or service.
 - **Fixed Expenses:** Expenses that a business owner needs to pay on a regular basis even if they don't sell any products or services for an entire month.
 - **Variable Expenses:** Expenses that a business owner needs to pay that will vary or change depending on how much is produced.
- Students will continue developing concepts of their real food business plan. The information they develop will be used in their final presentation. You may choose to have student groups work directly on their final presentation deck in PowerPoint or Google Slides.

Introduction (10 minutes)

1. If needed, ask for a student to raise their hand and restate the design challenge set forth during the first lesson. Ensure that students can articulate the design challenge concept.
2. After you've reintroduced the design challenge, instruct students to open their Student Workbooks to Lesson 9. Review today's Essential Question and Objectives.
3. Guide students to complete the Launch.. Students will be brainstorming a list of expenses for a pizza business.
4. After 3-5 minutes have passed, call on students to share ideas about expenses and record a list on the board or chart paper.



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Classroom Lesson (30 minutes):

1. Review lesson vocabulary with students: startup expenses, fixed expenses, and variable expenses. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Use the prompts about the pizza business to help them make sense of different types of expenses.
2. Have students complete Step 2 in their Student Workbooks. Give students 10 minutes to complete this task. Review answers as a class to create one master process that the class has consensus on.
3. Break students into their working groups and let them know they will now begin working on Steps 2 and 3, which will ask them to develop a timeline and then a basic supply chain for their real food business concepts.
4. Remind students to reference previous lessons as needed to ensure they are thinking of all parts of the process.
5. Give students 20 minutes to complete Steps 2 and 3 in their working groups.

Student Reflection (10 minutes)

1. Let students know they will now be doing a pair-and-share for feedback on their supply chains.
2. Have students pair with someone from another group. Give pairs 10 minutes to complete Step 4 in their Student Workbooks.

