



STAGE 5

CREATE AND PITCH

In this final stage, students learn about pricing, determine a cost for their product, and have the opportunity to showcase their business. There are several ways to do this, whether your students make pizza or not.

Lesson 1 • Pricing

Overview

In this lesson, students will take on the role of business owners as they calculate the costs of ingredients, packaging, and other expenses for their pizza business. They will apply financial literacy and math skills to determine a fair selling price and explore how businesses balance costs, revenue, and profit.

Learning Goals Needed

Students will:

- Analyze pricing strategies
 - Consider a budget, debt, and loans
 - Calculate the cost of making our pizza
 - Decide on a selling price for our pizza
-

Materials Needed

- [Stage 5 Lesson 1 Teaching Slides](#)
 - [Student Resource Packet](#) (all lessons, printable)
 - [STEMterprise Deliverables Tracker](#)
 - Video: [What is Social Entrepreneurship?](#)
 - Resources: [Selling Price Doc](#) and [Pizza Recipe Shopping List](#)
-

Teachers' Notes

Now that students have analyzed the data from their survey to determine their pizza recipes, it is time to set a price. Students will determine what it costs to make each pizza.

This lesson includes many Financial Literacy topics and the opportunity to extend math problem-solving through unit rate, tax, and other budget and ingredient shopping calculations. A “*Would You Rather*” relating to grams of mozzarella cheese is provided for discussion about the best buy. *Slide 11* considers coupons, charities and loyalty programs. This may be of interest to your students' business; if not, consider skipping it to save time.



Idea! Consider using online shopping platforms for students to search for the cost of their ingredients. [Flipp](#) allows searching multiple flyers on one app. They could also search various grocery store sites, e.g. [Real Canadian Superstore](#), [Costco](#), [Metro](#). Print ads or flyers would also be a source for costing ingredients.

Time: Approximately **60 minutes + time to calculate price** of product and cost of recipe. Consider using 2 periods to break up the learning and the task.

Career Connection

There is an optional Career Connection at the end of this and all lesson slides and the [Career Connections Slides](#) can be found at this link. Career: Accountant

Curriculum Expectations

Mathematics - Strand F Financial Literacy

F1.2 estimate and calculate transaction costs

F1.3 design sample basic budgets to manage finances

F1.4 explain the concepts of credit and debit, how they impact financial decisions

F1.5 calculate unit rates for goods and services

Transferable Skills:

- Estimating
- Wise consumerism
- Entrepreneurship

Agriculture/Agri-Food Themes:

- Understanding the costs and considerations of doing business, including operating a farm or ag business

STEMterprise References for Educators

STEMterprise Webpage: <https://goodineverygrain.ca/ontario-farming-stemterprise/>

Video Links

- [Ontario Farming STEMterprise: Grade 5 Pizza Shop Business](#)
- [Students: Are you ready for your own pizza business?](#)

STEMterprise Teacher Support Resources

- [Ontario Farming Grade 5 Educator Information Packet](#)
- [STEMterprise Grade 5 Assessment Planning](#)
- [Project Overview](#)
- [Combined Grade Activities](#)
- [Career Connections Slides](#)
- [Coding Connections Slides](#)
- [Good in Every Classroom Education Blog](#)
- [Good in Every Classroom Newsletter Sign-Up](#)

Stage 5 | Lesson 1: Pricing

Slide 5: Business Connection	This Business Connection slide is intended to get kids thinking about the learning ahead as it specifically relates to their pizza business. Encourage the students to make early connections about the learning goals and the connection to their business. These simple signposts give students a sense of where they are on their learning journey. You can note the number of stages and which lesson you're on in that particular stage.
Slide 6: Minds On!	Allow students to share ideas about what they believe needs to be considered when deciding on a price. Write these ideas down as they share so any possible connections can be made during the lesson.
Slide 7: Would you Rather?	<i>Would You Rather</i> questions are an effective way to have a math conversation about the better buy. In this example, shredded mozzarella from Walmart provides a discussion opportunity about how many grams in a kilogram. Students can estimate that the 1 kg package is a better deal because 3 packages of the 320g cheese would equal 960g and cost over \$21. This discussion should emphasize the importance of consumer awareness to find the best value and how this will apply to shopping for ingredients for their pizzas.
Slide 8: Cost of Ingredients	Show the video about interest on loans and read the slide defining a loan. Discuss with students how the costs will be covered and that the price of their pizzas will need to be more than their expenses. Teachers will need to consider how they will pay for the pizza and packaging costs.
Slide 9: Budgets, Credit and Debit	Ask students if they have heard of and what they understand about these terms, in particular budget, credit and debt. Discuss their understanding of these concepts. Have the students identify that their STEMterprise as many possible expenses for their business. Consider reviewing other terms from the project listed below from the Bank of Canada. • Goods are things people can buy or trade. • Services are jobs people do for others. • A business sells goods or services to make money. • An entrepreneur is someone who starts or owns a business.

	• A consumer is someone who buys and uses goods or services. • A target market is the group of people you want to sell your goods or services to. • Resources are things you need to run your business, like workers, supplies and materials. • Expenses are things you have to pay for to run your business, like wages, taxes and electricity. • Revenue is the money your business makes from selling goods or services. • Profit is the money left after you subtract expense from revenue The Bank of Canada provides excellent financial literacy resources. If you're looking to extend your students' learning, check out this budgeting resource.
Slide 10: Breakeven	Students may find the concept of "breaking even" challenging. Emphasize that a business must first recover all of its costs before it can begin making money. At the break-even point, the business has earned enough revenue to cover its expenses, but has not made a profit. This is a good opportunity to connect to real-world businesses and discuss why most businesses set prices above their break-even point in order to earn a profit, save for future expenses, or invest in growth.
Slide 11: Profit	Students often think that all of the money earned from sales is profit. Reinforce that businesses must first pay for ingredients, materials, and other expenses. Profit is the money that remains after all costs have been subtracted from the revenue earned through sales. Consider working through a simple example as a class to demonstrate the difference between revenue, expenses, and profit.
Slide 12: Cost of Business Materials	Before calculating the cost of the recipe, as a class, determine an estimate of packaging, promotion and other costs for the businesses. Teachers may want to keep this step simple and have a total that applies to all teams. This total will vary from class to class depending on the packaging and business showcase decisions.
Slide 13: Let's Consider Other Costs	Discuss that Loyalty Programs, coupons and charitable donations are used by businesses to attract customers and they are a cost for the business. Students should consider whether these are things they want to

	include in their business and should analyse the cost before deciding. They should understand that it may cause their business to make less money or it may bring more customers. This is an opportunity to discuss What is social entrepreneurship? and consider having students donate a portion of their profits to a charity.
Slide 14: Calculating Costs	Introduce the pizza price calculation task to the class by reviewing this slide. For this task, let the students know it is their job to decide on a selling price for their pizza. They will engage in three steps that are noted on the selling price doc: calculate the cost of the pizza ingredients, determine how much it will cost to make one pizza, and decide on a selling price. The tax “did you know” has been included as an opportunity to discuss taxes as an extension and a consideration for the costs of their pizza (i.e., taxes included). The cost of making the Good in Every Grain Homemade dough has been calculated for you on the next slide. For reference: Selling Price Doc and Pizza Recipe Shopping List
Slide 15: Calculating Costs	Show students the cost of the dough and consider looking at one of the calculations as a sample - these are complex and it may be challenging for some. The flour is the most straightforward to review - 2.5 cups of flour was needed which is 300g. The Whole Wheat Flour ad shows the flour costs \$0.16/100g so the calculation is $0.16 \times 300 = \\$0.48$ As a class, calculate the cost of cheese and pizza sauce and add it to the doc. This is a great opportunity to discuss per unit costs. Next, have the students calculate the cost of their chosen ingredients. You can direct them to go to one site for prices or if time allows, and to get the best buy, students could compare prices at other grocery stores by going directly to their sites or from the Flipp app. The pricing of dough ingredients is from the Real Canadian Superstore website. Note that the search on their website gives a /100g price which will be helpful for the students to calculate the cost of some of the ingredients.
Slide 16: Wrap Up	Now is a great time to continue the THINGS TO CONSIDER chart for your class. Provide students with sticky notes, one per business group or pair. Have them add one thing they need to remember (in

	relation to this lesson) as they develop their pizza business. This is a great time to review what they have learned e.g., how will we make sure food has nutrients, how will we protect people with allergies? You might consider asking the class, “Was there an item that was a better buy?” before you write their sticky notes. Have a few students share answers with the class.
Slide 17: What’s Next?	The “What’s Next?” slide is intended to be flexible and may be customized or filled in by teachers based on their classroom needs, pacing, and next steps.
Slide 19: Career Connection	Go to the AgScape Accountant link for the Career Connection.