

Mission 11: Community Tour Enterprise

Role: Tour Enterprise Manager **Duration:** 60 minutes

Learning Intentions & Success Criteria

We are learning to:

- Build a simple budget for a small enterprise, combining several costs.
- Calculate profit and express it as a percentage of revenue (profit margin).
- Compare two business options using evidence, and make a recommendation.

Success criteria — I can:

- I can calculate total cost and total revenue for a plan.
- I can calculate profit and profit margin as a percentage.
- I can compare two options and justify a recommendation using more than one factor.

Curriculum focus: Number — budgeting, profit and profit margin (percentage), multi-step reasoning to compare options

Materials

- Calculator
- Whiteboard
- Printed worksheet

Lesson Flow & Scripted Questions

Use these prompts rather than explaining the maths yourself — let students reason first.

Stage	Ask students
Context	"Have you heard of a tour that visitors pay to join — an art centre tour, a Grand Final day trip?" "What do you think a tour business needs to plan for, besides just 'having a good day'?"
Student Exploration	"Here are two possible ticket prices, and how many people are expected to book at each. Before we calculate anything, which do you think will make more money — and why?"
Discussion	"Did higher price always mean more money? Why or why not?" "What costs does the business have to pay no matter what?"
Introduce the Maths	"How do we calculate profit?" "How do we turn profit into a percentage of revenue — what does that percentage actually tell us?"
Reflection	"Was your first guess about which price was better correct? What changed your thinking?"

Do Not Default To

- Assuming the higher ticket price is automatically the better option — let the maths decide.
- Treating profit margin as just 'another number' — discuss what the percentage actually means for comparing options.
- Reducing the final decision to money alone — the Make a Decision step should also consider non-money factors.

 Differentiation**Extra support:**

- Provide the total cost per tour already calculated, so students focus on the revenue and profit comparison.
- Round all figures to the nearest \$10 for a first attempt.

Extension / mentor track:

- Ask students to find the ticket price that would give exactly a 50% profit margin at each group size.
- Have students design a third package and test whether it beats both existing options.

 Adapting This Mission To Your Community

- Replace the art centre tour with a real type of enterprise relevant locally — a fishing charter, Grand Final day trip, or cultural workshop.
- Discuss with community members and the art centre which stories, places, or knowledge, if any, are appropriate to share with visitors, and keep the mission's content general unless real content has been explicitly approved to share.
- If a real local tourism venture exists, invite someone involved to speak with the class about how they actually price and plan.

This mission uses a placeholder context. Please localise names, places, and any cultural knowledge in consultation with local Traditional Owners, Elders, or community members, and only include specific cultural knowledge that has been given permission to share.