

Mission 5: Art Centre Market Day

Role: Art Centre Enterprise Manager **Duration:** 50 minutes

Learning Intentions & Success Criteria

We are learning to:

- Calculate the cost of a single item from a batch total.
- Compare selling prices to work out which gives the best profit.
- Calculate a percentage of an amount for a community contribution.

Success criteria — I can:

- I can divide a total cost by a quantity to find a unit cost.
- I can calculate profit as revenue minus cost.
- I can find 10% of an amount.

Curriculum focus: Number — money, division, multiplication, and percentage of an amount

Materials

- Calculator
- Whiteboard
- Printed worksheet
- Play money (optional, for modelling transactions)

Lesson Flow & Scripted Questions

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

Stage	Ask students
Context	"Has anyone been to a market stall, fete, or fundraiser?" "What does a stallholder need to think about before selling day?"
Student Exploration	"If it costs \$96 to make 24 tote bags, how would you work out the cost of just one bag? Try it with your group."
Discussion	"What operation did you use, and why?" "If we don't know the cost per bag, can we set a fair price?"
Introduce the Maths	"What's the difference between the money coming in (revenue) and the money that was spent (cost)?" "What is profit, and how do we calculate it?"
Reflection	"Why might a stall choose a lower price even if it means less profit per bag?" "What could 10% of the profit actually do for the art centre?"

Do Not Default To

- Handing students the unit cost instead of letting them divide it out themselves.

- Treating 'higher price' as automatically 'better' — selling fewer bags at a high price can earn less overall.
- Skipping discussion of what the community contribution is actually for.

Differentiation

Extra support:

- Pre-fill the cost-per-bag calculation and focus the lesson on the profit comparison table.
- Use rounder numbers (e.g. \$80 for 20 bags) for a first attempt.

Extension / mentor track:

- Ask students to find the exact price that would give a 50% profit margin.
- Introduce a second cost (e.g. \$15 for a market stall fee) and have students factor it into the decision.

Adapting This Mission To Your Community

- Replace 'screen-printed tote bags' with whatever the local art centre actually makes — fabric, carvings, paintings, pottery.
- Use real pricing if a local art centre is willing to share rough figures.
- Check with the art centre about which designs, if any, are appropriate to name or show — otherwise keep it general.

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.