

Donuts Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources Needed: none

Learning Goal:

- The student will understand the context of the key ideas related to the topic
 - Designing a donut box

- The student will understand the following vocabulary:
 - **Donut:** a piece of sweet, fried dough that is often shaped like a ring
 - **Cardboard:** a stiff, thick kind of paper that is often used for making boxes
 - **Dozen:** a group or set of 12

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

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[Purpose: The facilitator’s goal is to help the student understand the physical attributes and costs related to making donuts and donut boxes.]

Facilitator says: “Today we are going to talk about donuts and donut boxes. Who has ever been to a donut shop?” [Allow students to describe and discuss their experiences with donuts.]

Facilitator says: “Donuts come in many different shapes and sizes. Can anyone give me an example of a shape or size of a donut?” [Allow students to provide examples of different types of donuts. Make sure that students mention that donuts can be circular.]

Facilitator says: “Usually, donuts are purchased by the dozen, but they can also be purchased individually. What should be considered when someone is designing the box to hold a dozen donuts?” [Allow students to discuss different types of boxes that can be used to hold a dozen donuts and the requirements for the boxes. Make sure that students discuss cost, shape, and size as some considerations.]

Facilitator says: “Does anyone know how the owner of a donut shop decides the price to charge customers for a dozen donuts?” [Allow students to discuss setting product prices. Make sure that students discuss cost as a factor in price.]

Facilitator says: “What costs does an owner have to consider when setting donut prices?” [Allow students to elaborate on the costs to make and sell one dozen donuts. Make sure the students discuss the cost of the packaging and the cost of making the donuts when considering price.]

Facilitator says: “Today, we completed an activity about donuts and donut boxes. These ideas may help you when you complete your performance task.”

Facilitator says: “Are there any questions?” [Allow for student questions.]

Facilitator says: “You are ready to complete the Donuts Performance Task.”