

# M102B Performance Task

## Breaking Even with Side Hustle Businesses

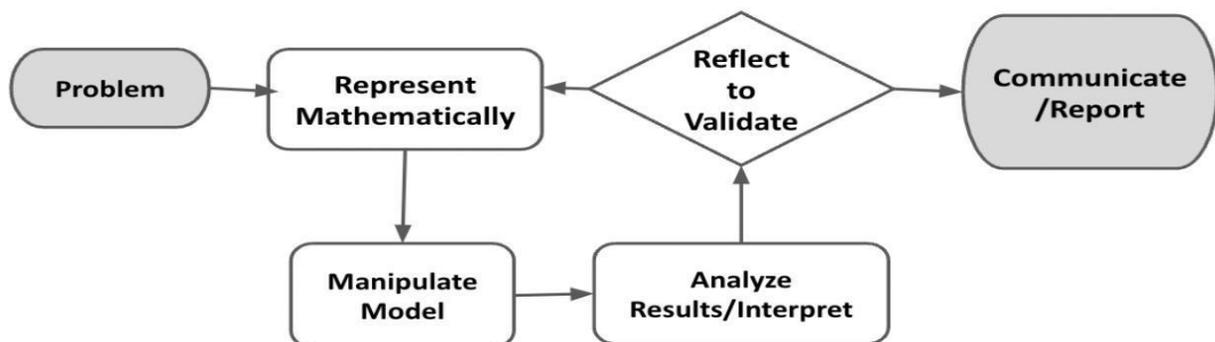
### The Modeling Cycle

You are looking to make some extra cash, and you decide to invest in a side hustle business. Side hustle businesses are a wonderful way to make money outside of school hours. Explore the two side hustle options below and choose one that is a best fit for you. Once you choose an option, you will need to complete the following:

- Create **two** different equations to model the **cost** and **profit** of your side hustle.
- Graph these equations to determine the “break-even point.”
  - The “break-even” point is where the total expenses (cost) and total revenue (profit) are equal.
- Present your findings to the class. (Remember this is a business and you must put your best foot forward.)

Mathematical models are used to make sense of ideas and phenomena in our world. As illustrated in the image below, the modeling cycle is a process of collecting data about an idea or problem, creating models of that data, analyzing the story told by those models, and reporting the results to the appropriate audience. In this task, you will be engaging with the mathematical modeling cycle to analyze the difference between an individual and a group knowing the correct answer to a particular question.

Your process and final products from this task will be shared with the greater class as a pitch for the side hustle. There will be time for them to probe and ask clarifying questions. Be prepared to answer them, including what you have not yet resolved. Their job is to decide whether your business is a wise investment.



**Source:** *Diagram of Modeling Process*. From “Progressions for the Common Core State Standards for Mathematics”

# Breaking Even with Side Hustle Businesses

## Launch

There are several ways that students can make money outside of school hours. Important factors to consider when thinking about a business are the expenses involved as well as how much revenue could be earned. Not all side hustles, or business ventures, are the same.

### QUESTION 1



What are some ways that students can make money?

*[This question is not meant to be scored. Look for reasonable responses (see teacher-facing guide for ideas). Expect students to answer individually on their own forms, as well as participate in a class discussion.]*

*The following students' responses are typical of what a teacher might expect.*

#### Student A

- Babysitting
- Selling food
- Selling old clothes
- Tutoring

#### Student B

Lemonade Stand, mowing the lawn, getting a job.

#### Student C

Students can make money through summer Jobs or regular Jobs along with chores and babysitting.

## Problem, Formulate, and Represent Mathematically

In the **Problem**, **Formulate**, and **Represent Mathematically** sections, you will determine weekly cost factors, availability, and weekly revenue for your side hustle. This will allow you to formulate your weekly profit, which will be the difference between your costs and revenue. The **Problem, Formulate, and Represent Mathematically Checklist** can be used to ensure you have the necessary components before moving on to the remaining parts of the task.

### ACTION 1

You were just gifted \$500 to kick start your side hustle (except in Option A). Consider this “seed money.” **Seed money** is money given to a business in its initial stages which you do not have to pay back. You must consider this a cost of the side hustle regardless of which one you choose. Each side hustle also has factors and constraints that will impact your business. These are things that you need to keep in mind as you start earning, so you can break even and then start making a profit.

**Choose** one of the two side hustle businesses listed in the pages below. Each side hustle has specific considerations to think about as you start your business.

Use the slope-intercept equation to help create your equations,  $y = mx + b$ , where:

$y$  = total cost

$m$  = slope, (e.g., hourly rate)

$x$  = the variable (e.g., time, items, lawns)

$b$  = the y-intercept

### Option A - Rideshare Driver

No seed money needed.

Choose to drive for either UberX with a compact car or UberXL with an SUV in your existing, gas-powered car. You must drive during after-school hours or weekends.

*[Expect students to complete all 3 questions. They may show their work in a combination of ways. See the sample student responses which follow.]*

Vehicle: \_\_\_\_\_

1. Determine weekly expenses (will vary week by week based on the price of gas and the vehicle you select):
  - Gas (use the mega formula below to help with this)
  - Weekly full car insurance coverage (find the monthly car insurance and divide that by 4.3)
2. Determine weekly income:
  - Hourly rate
  - \$40 in tips per week
3. Using your availability, plan out your work week in the calendar template located after the options.

Use the following resources to research your side hustle and plan accordingly!

[How Much Do Ubers Drivers Make?](#)  
[Ride Share Guy](#)  
[Uber Pay Schedule](#)

Considerations:

- For your location, what is the average number of rides you can complete per hour?
- How many hours are you available to drive?
- Where are you going to Uber?
- What is your car's average miles per gallon (MPG) gas rating?

#### Calculating Weekly Gas Cost Mega Formula (for Rideshare Driver path ONLY)

$$\frac{\text{_____}}{\text{(Total Hours Worked)}} \times 30 \text{ miles per hour} = \frac{\text{_____}}{\text{(Total Weekly Miles Driven)}}$$

$$\frac{\text{_____}}{\text{(Total Miles Driven)}} \div \frac{\text{_____}}{\text{(MPG gas rating)}} = \frac{\text{_____}}{\text{(Total Gas Used)}}$$

$$\frac{\text{_____}}{\text{(Total Gas Used)}} \times \frac{\text{_____}}{\text{(gas rate \$/gal)}} = \frac{\text{_____}}{\text{(Total Gas Expenses)}}$$

## Student A

The **vehicle** should be labeled here, but not all answers need to be included here as long as they are included in the sections which follow. For example, while this student did specify both car insurance and hourly rate here, they could have just made it clear in question #3.

Look for the number of hours worked to match the schedule of hours in question 2. The MPG rating and gas rate should be reasonable for the vehicle chosen and current gas prices based on research. Check to make sure the calculations are correct. (The calculations match but the number of hours does not.)

Vehicle: Jeep Grand Cherokee

- Determine weekly expenses (will vary week by week based on the price of gas and the vehicle you select):
  - Gas (use the mega formula below to help with this)
  - Weekly full car insurance coverage (find the monthly car insurance and divide that by 4.3)
  - \$115/4.3=\$26.74
- Determine weekly income:
  - Hourly rate \$25
  - \$40 in tips per week
- Using your availability, plan out your work week in the calendar template located after the options.

**Calculating Weekly Gas Cost Mega Formula (for Rideshare Driver path ONLY)**

$$\begin{array}{rcl} \underline{\quad 13 \quad} & \times & 30 \text{ miles per hour} & = & \underline{\quad 390 \quad} \\ \text{(Total Hours Worked)} & & & & \text{(Total Weekly Miles Driven)} \\ \\ \underline{\quad 390 \quad} & \div & \underline{\quad 19 \quad} & = & \underline{\quad 20.5 \quad} \\ \text{(Total Miles Driven)} & & \text{(MPG gas rating)} & & \text{(Total Gas Used)} \\ \\ \underline{\quad 20.5 \quad} & \times & \underline{\quad 3.51 \quad} & = & \underline{\quad 72 \quad} \\ \text{(Total Gas Used)} & & \text{(gas rate \$/gal)} & & \text{(Total Gas Expenses)} \end{array}$$

## Student B

The **vehicle** should be labeled here, but not all answers need to be included here as long as they are included in the sections which follow. For example, while this student did specify both car insurance and hourly rate here, they could have just made it clear in question #3.

Look for the number of hours worked to match the schedule of hours in question 2. The MPG rating and gas rate should be reasonable for the vehicle chosen and current gas prices based on research. Check to make sure the calculations are correct. (These are.)

Vehicle: Toyota Prius

[Uber Pay Schedule](#)

- Determine weekly expenses (will vary week by week based on the price of gas and the vehicle you select):
  - Gas (use the mega formula below to help with this)
  - Weekly full car insurance coverage (find the monthly car insurance and divide that by 4.3)
  - \$64.65
- Determine weekly income:
  - Hourly rate \$40
  - \$40 in tips per week
- Using your availability, plan out your work week in the calendar template located after the options.

**Calculating Weekly Gas Cost Mega Formula (for Rideshare Driver path ONLY)**

$$\begin{array}{rcl} \underline{\quad 15 \quad} & \times & 30 \text{ miles per hour} & = & \underline{\quad 450 \quad} \\ \text{(Total Hours Worked)} & & & & \text{(Total Weekly Miles Driven)} \\ \\ \underline{\quad 450 \quad} & \div & \underline{\quad 57 \quad} & = & \underline{\quad 7.89 \quad} \\ \text{(Total Miles Driven)} & & \text{(MPG gas rating)} & & \text{(Total Gas Used)} \\ \\ \underline{\quad 7.89 \quad} & \times & \underline{\quad 3.51 \quad} & = & \underline{\quad \$27.69 \quad} \\ \text{(Total Gas Used)} & & \text{(gas rate \$/gal)} & & \text{(Total Gas Expenses)} \end{array}$$

## Student C

The **vehicle** is all that is required to be completed in this section. Students can answer the remaining elements throughout the actions and questions which follow.

Look for the number of hours worked to match the schedule of hours in question 2. The MPG rating and gas rate should be reasonable for the vehicle chosen and current gas prices based on research. Check to make sure the calculations are correct (the last calculation is **not** correct...  $28.13 \times 4.28$  is **120.40**, not **125.36**). Notice this student calculated the weekly car insurance and added it to the bottom of the page.

Vehicle: **Cadillac Escalade**

- Determine weekly expenses (will vary week by week based on the price of gas and the vehicle you select):
  - Gas (use the mega formula below to help with this)
  - Weekly full car insurance coverage (find the monthly car insurance and divide that by 4.3)
- Determine weekly income:
  - Hourly rate
  - \$40 in tips per week
- Using your availability, plan out your work week in the calendar template located after the options.

### Calculating Weekly Gas Cost Mega Formula (for Rideshare Driver path ONLY)

$$\begin{array}{rcl} 15 & \times & 30 \text{ miles per hour} & = & 450 \\ \text{(Total Hours Worked)} & & & & \text{(Total Weekly Miles Driven)} \\ \\ 450 & \div & 16 & = & 28.13 \\ \text{(Total Miles Driven)} & & \text{(MPG gas rating)} & & \text{(Total Gas Used)} \\ \\ 28.13 & \times & \$4.28 & = & 125.38 \\ \text{(Total Gas Used)} & & \text{(gas rate \$/gal)} & & \text{(Total Gas Expenses)} \end{array}$$

(weekly car insurance: \$102.79)

## QUESTION 2



What do you need to consider when scheduling your hours? Complete the calendar to plan your week.

*[Students should fill out this calendar to show their availability. Understand that students may include all aspects of their weekly schedule, not just their work availability for their side hustle. The totals shown were computed by the teacher to check for consistency throughout the task.]*

### Calendar

	Student A	Student B	Student C
Sunday	Sunday 1 pm-3 pm	Sunday 0 hour	Sunday Work from 4pm - 7pm
Monday	Monday 4 pm-7 pm	Monday 3 hours	Monday Work from 4pm - 7pm
Tuesday	Tuesday 4 pm-6 pm	Tuesday 3 hours	Tuesday Work from 4pm - 7pm
Wednesday	Wednesday 4 pm-6 pm	Wednesday 3 hours	Wednesday Work from 4pm - 7pm
Thursday	Thursday 4 pm-5 pm	Thursday 3 hours	Thursday Work from 4pm - 7pm
Friday	Friday 5 pm-8 pm	Friday 3 hours	Friday Not working
Saturday	Saturday 1 pm- 2 pm	Saturday 0 hour	Saturday Not working
	14 hours total - Does not match what student indicated above.	15 hours total - matches	15 hours total - matches
Friday			
Saturday			

### QUESTION 3



What are your weekly costs, revenue, and profit? Clearly show the values you used to determine the total expenses, revenue, and profit in the table below.

*[The number of hours students determined they could work in Question #2 should be factored into their Weekly Revenue below.]*

#### Student A

Weekly Expenses	Weekly Revenue	Weekly Profit
Gas-\$69	\$325	\$229.26
Weekly Insurance-\$26.74		

*The revenue shown is a product of 13 hours at \$25 per hour, which is consistent with the student's answers in Action 1 (but not consistent with the schedule which adds up to 14 hours). The insurance expense matches the work from Action 1, but the calculations show \$72 for the gas expense, not \$69. This student's response needs to be clarified. The teacher should prompt the student to connect the expenses, revenue, and profit via an explanation or correct their work.*

#### Student B

Weekly Expenses	Weekly Revenue	Weekly Profit
Insurance + Gas per week \$60.50	\$40 x 30 \$600	\$53.95

*The student did carry the \$40 per hour and 30 hours over in the column for Revenue, but it is not clear how the profit was obtained, and the expenses don't match up to the stated cost of weekly insurance (\$64.65) + gas per week (\$27.59) from Action 1. This student's response needs to be clarified. The teacher should prompt the student to connect the expenses, revenue, and profit via an explanation or correct their work.*

#### Student C

Weekly Expenses	Weekly Revenue	Weekly Profit
Insurance: \$102.79 Gas: <b>\$28.13</b> (add)	Hourly Rate: \$25 Hours Worked: 15 (multiply)	Income: \$375 Expenses: \$130.92 (subtract)
Total Weekly Expenses: \$130.92	Total Weekly Income: \$375	Total Weekly Profit: \$244.08  Uber take money: 25%  Total Profit: \$183

*The student did a really nice job of being very clear for each component of this task. Remembering that Uber takes a percentage of the gross profit (25%) and subtracting that from 244.08 to get a net profit of \$183 shows strong understanding of the Rideshare business. However, the student did incorrectly use \$28.13 as the weekly gas expense (which was gallons used, not cost). This is considered a transcription error and should be corrected when conferencing with the student. The total weekly expenses should be \$223.19 if this is corrected.*

## Problem, Formulate, and Represent Mathematically Checklist

Requirement	Fulfilled?
Determine availability, expenses (consider all factors), and weekly revenue.	<input type="checkbox"/>
Determine weekly profit.	<input type="checkbox"/>
<b>Teacher Consultation:</b>	_____

### Manipulate Model

In the **Manipulate Model** section, you will create different representations to help you analyze your profit. The **Manipulate Model Checklist** can be used to ensure you have the necessary components before moving on to the remaining parts of the task.

#### QUESTION 4



How can you represent your weekly expenses, revenue, and profit? Write three different equations to model your data using  $y = mx + b$ . Then, interpret each variable ( $m$ ,  $x$ , and  $b$ ) for each equation, including units.

	Equation #1	Equation #2	Equation #3
Variable	Expenses $y =$ _____	Revenue $y =$ _____	Profit $y =$ _____
<b>y</b>	Total <b>expenses</b> in dollars	Total <b>revenue</b> in dollars	Total <b>profit</b> in dollars
<b>m</b>			
<b>x</b>			
<b>b</b>			

**Student A**

Variable	Expenses $y = 95.74$	Revenue $y = 25x + 40$	Profit $y = 25x - 55.74$
<b>y</b>	\$95.74	\$325	\$229.26
<b>m</b>	0	25	25
<b>x</b>	None	Total hours worked = $x$	$13 = x$
<b>b</b>	95.74	40	55.74

*Equation 1: The student correctly carried over the total expense from Question 3 here (\$95.74) even though the gas expense didn't match their calculation in Action 1. This disconnect still needs to be explained, but it wouldn't be counted against the student twice.*

*Equation 2: The revenue equation and description of each variable is clear and consistent (even though all units weren't specified (e.g., hourly wage, tip in dollars)).*

*Equation 3: The descriptions of the variables for the profit equation are correct. Not indicating **b** is -55.74 in the table is a minor flaw since it is correctly indicated in the equation, but it's worth mentioning to the student.*

**Student B**

Variable	Expenses $y = \$60.50$	Revenue $y = 40x + 40$	Profit $y = 40x + 20.50$
<b>y</b>	Total expenses in dollars	Total revenue in dollars	Total profit in dollars
<b>m</b>	0	\$40	\$40
<b>x</b>	None	15 hours	15 hours
<b>b</b>	60.50	\$40	\$20.50

*Equation 1: The student correctly carried over their stated expenses from Question 3 here (\$60.50) even though the expenses didn't match earlier work in Action 1. This disconnect still needs to be explained, but it wouldn't be counted against the student twice.*

*Equation 2: The revenue equation and description of each variable is clear and consistent.*

*Equation 3: The descriptions of the variables for the profit equation are correct, but the equation should reflect a negative value for **b**, as the expenses should be subtracted from the revenue ( $y = 40x - 20.50$ ).*

**Student C**

Variable	Expenses $y = 183$	Revenue $y = 25x + 75$	Profit $y = 25x - 108$
<b>y</b>	Total expenses in dollars	Total revenue in dollars	Total profit in dollars
<b>m</b>	0	25	25
<b>x</b>	none	$x$	$x$
<b>b</b>	183	\$75 tips	-108 (expense - tip)

*Equation 1: The student incorrectly used the net profit after deducting the Uber 25% from gross profit instead of \$130.92 as their weekly expense total indicated in Question 3. This error needs to be corrected as it affects the profit equation.*

*Equation 2: The revenue equation and description of each variable is clear except  $x$  isn't labeled as hours.*

*Equation 3: The descriptions of the variables for the profit equation are correct but is based on an incorrect entry for total expenses.*

## QUESTION 5



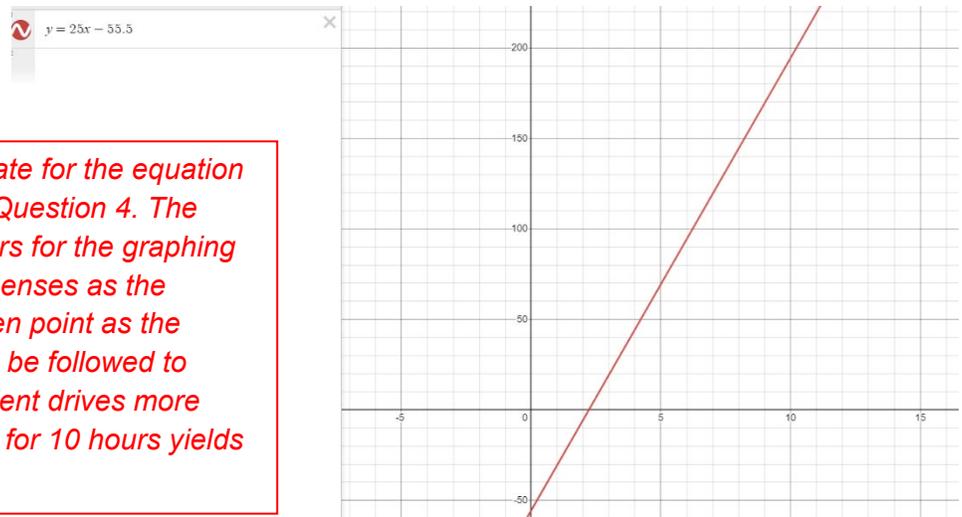
Graph your generated line for profit in **Desmos**. Use your graph to determine the point where you will break even (*i.e.*, how many hours you should drive or how many lawns should you mow?). Include your graph to support your response.

What is your identified break-even point? Explain your reasoning.

*[Students do not have to use Desmos, but it is helpful in terms of manipulating the variables. Since Option A did not require the use of the \$500 seed money, expect the break-even point to be the point where the graph crosses the x-axis (where the profit is 0).]*

### Student A

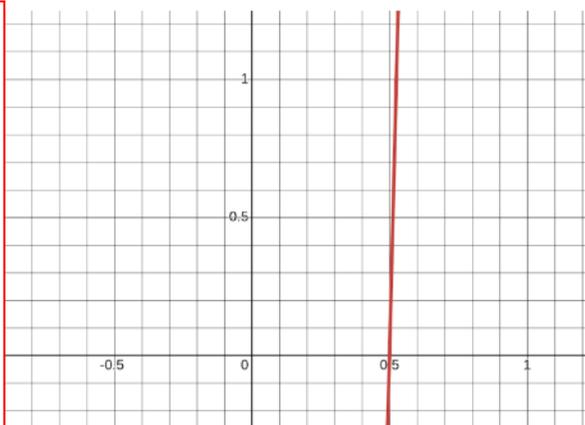
My break-even point is 2.23. The number of hours I should drive a week.



*The student's graph is accurate for the equation  $y = 25x - 55.74$  identified in Question 4. The student's choice of parameters for the graphing window nicely shows the expenses as the y-intercept and the break-even point as the x-intercept. The line can also be followed to show the profit once the student drives more than 2.23 hours (e.g., driving for 10 hours yields a profit of \$194.50).*

### Student B

I would break even after half an hour as I charge quite a lot for my services and am a great driver. To be more specific I would break even after 0.5 hours of driving and everything after that is profit.

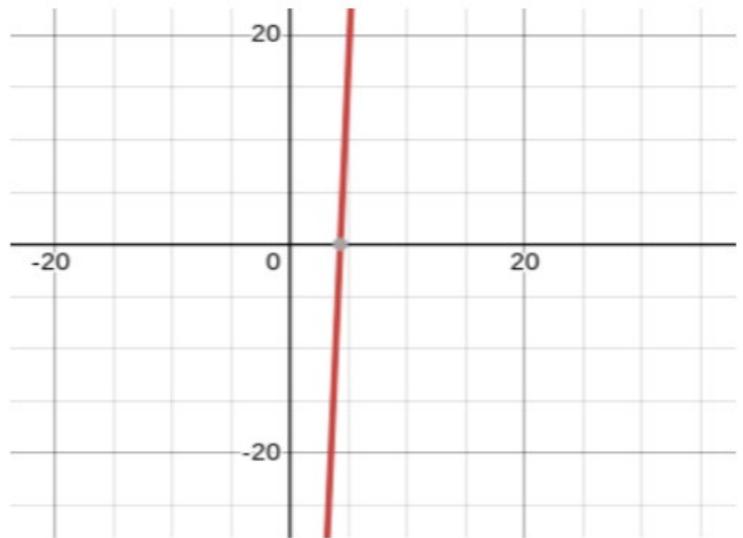


*The student's graph is accurate for the equation  $y = 40x - 20.5$ , even though the profit equation they identified in Question 4 had a positive b value (20.50). The student understood the break-even point to be 0.5 hours, given the information gathered up to this point. However, a conversation with the student about changing graphing window (e.g.,  $0 < x < 20$  and  $-25 < y < 100$ ) would help make the costs and profit clear for more than just the break-even point.*

**Student C**

The student's graph is accurate for the equation given in Question 4:  $y = 25x - 108$ . The student understood the break-even point to be 4.32 but mistook this to mean number of **rides** rather than number of **hours**. In addition to encouraging the student to correct their error in the expenses and rewriting the equation, a conversation with the student about changing the graphing window (e.g.,  $0 < x < 20$  and  $-25 < y < 100$ ) would help make the costs and profit clear for more than just the break-even point.

My break-even point was: (4.32, 0) 4 rides



**Manipulate Model Checklist**

Requirement	Fulfilled?
Write equations accurately representing revenue and expenses using the $y = mx + b$ format.	<input type="checkbox"/>
Each equation's variables are accurately interpreted, using correct units.	<input type="checkbox"/>
The Desmos profit line is accurately graphed and used to determine and identify a break-even point.	<input type="checkbox"/>
The model is interpreted to identify costs, how income is generated, and how profit might be maximized weekly.	<input type="checkbox"/>

This last requirement doesn't need to specifically address **maximizing** weekly profit for Option A. This requirement is meant to prompt a conversation between the teacher and student to make sure their model connects costs, revenue, and profit.

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## Reflect and Report

In the **Reflect and Report** sections, you will reflect on and provide valuable feedback about the task you chose and completed. You will also use what you learned about that particular side hustle business to create a persuasive presentation in which you try to convince your classmates that your side hustle is a profitable investment! The **Reflect and Report Checklist** can be used to ensure you have completed all the necessary components of this final part of the task.

### Reflect

#### QUESTION 6



Which side hustle did you undertake? What surprised you as you completed this task?

*[This question is to prompt students to reflect on what they uncovered during their research. Teachers should look for meaningful responses, but they are not meant to be “scored.”]*

#### Student A

The side hustle I undertook was ride-share driver my expenses to start my business were 95.74. What surprised me as I completed this task was how much money I had to send to get a full gas tank. That and the insurance takes money out of the weekly amount I would make.

*Sufficient response.*

#### Student B

I chose the Uber side hustle and I was surprised to see how quickly I not only broke even but made way over even though Uber took a cut of my money. Despite only being able to work 15 hours per week I can still make a good sum of money without having to illegally work overtime. This leads me to believe that Rideshare is the correct option for a side hustle.

*Adequate response, but the teacher might ask the student to elaborate on what was meant by “Uber took a cut of my money.” This particular element was not addressed in the profit equation and should have been if it affects the profit.*

#### Student C

I did the Rideshare driver side hustle. I was surprised by how much money was involved. I would need a lot of money for how many things I would need to pay for.

*Sufficient response.*

## QUESTION 7



What was the most challenging part of this task? *[Again, this question is to prompt students to reflect on the task and indicate where more work with any math concepts might be needed.]*

### Student A

The most challenging part of this task was just researching the insurance cost and gas price of the Jeep Grande Cherokee. And calculating the expenses and the profit I would be making stating the amount of money I would lose and gain from starting the business.

*Sufficient response.*

### Student B

The most challenging part of the task was trying to get the graph onto the slide and trying to figure out how much car insurance and gasoline prices cost. This was difficult for me as I am a minor and therefore labor laws are different and stricter compared to adults.

*Adequate response, but the teacher might ask the student to elaborate on what was meant by "...I am a minor and therefore labor laws are different and stricter compared to adults."*

### Student C

The most challenging part was doing all the math. I had to find out how much I would have to pay for expenses. Also how much my weekly revenue is, and my total weekly profit.

*Sufficient response.*

## QUESTION 8



What was the most fun part of this task? *[Again, this question is to prompt students to reflect on the task.]*

### Student A

The most fun part of this task was choosing which car and deciding the number of hours I could work a week. But also made me consider things young adults must consider if they want to work at a young age.

### Student B

The most fun part of the task was the beginning whenever we got to read through each different option and then choose which we would want to do. This was fun as it led to us thinking of the many paths we could take and how we would complete and solve how much money we could gain by doing such a task.

## QUESTION 8 continued

### Student C

My favorite part was the start. I liked getting to pick my side hustle, car, how much I will charge. Also how many hours I would work.

## Report

### ACTION 2



**Convince** your classmates to invest or not invest in your side hustle (Shark Tank style). Use your findings—your data on cost and income. Be sure to be persuasive, as there is investment money at stake!

Considerations:

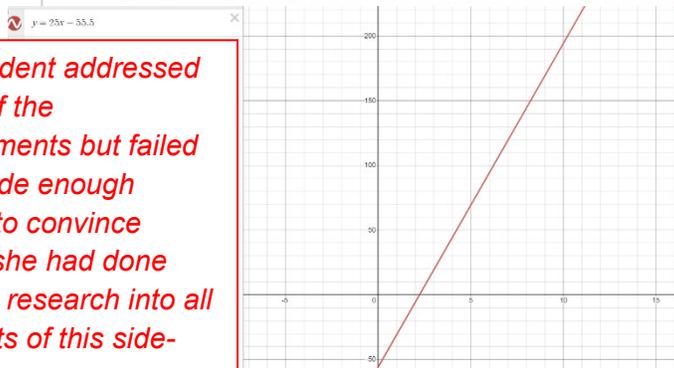
- How does your break-even point differ from those who chose the other side hustle option?
- After looking at your data, will you stick with your chosen side hustle business, or choose another?

### Student A

## Why should you invest in my business?

You should invest in my business because I can work any hours i want and get to choose the time i work each week and i don't work a huge amount of hours each week. My expenses from starting my business were my insurance and gas price equaled up to \$95.74 which went into the amount of money \$325.

*The student addressed some of the requirements but failed to provide enough details to convince others she had done enough research into all the costs of this side-hustle.*



## Student B

*The student presented this slide to the class and justified his selection of Rideshare as a side hustle. However, he didn't adequately explain how his profit of \$53.95 connects to his revenue of \$600 and expenses. More data should have been included.*

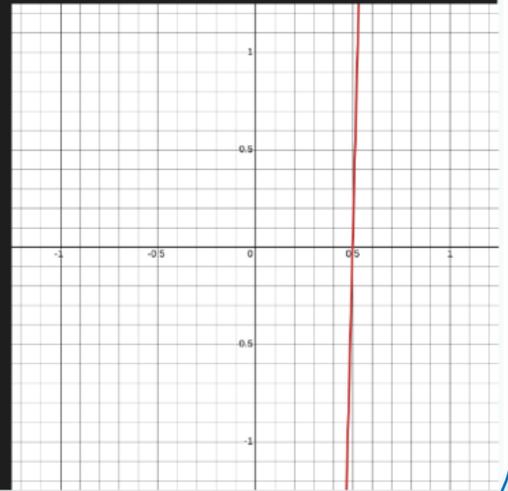
### Why you should invest in Hilton Driving Inc.

Uber

I'm here offering a 25% stake in my company for \$500,000.

Here are some of the reasons why!

- My work hours are within child labour laws
- I make a profit of \$53.95
- Despite only being able to work 3 hours every day after school and 15 hours per week i still break even within Half of one drive
- This means that my company is more successful than others
- My weekly revenue is \$600
- Unlike other companies which might offer their services to you we are a simple company as we only need money for Gasoline and to pay our drivers!
- People can always be in need of a ride, weather they don't have a car or simply had too much to drink, our services will always be required!
- Our company is safer than resellers and pays more than lawn mowing which makes it the best option



## Student C

**Hello Sharks,**  
**My business, Ride with a Friend, is the best rideshare business in the world. We charge our passengers \$25 per ride. After Just 4 rides you will make \$183. That will cover your car insurance and gas, and you will still have money left over. My business is way better than a, lawn mowing business. They have more to pay for, which will cost more money for them. Also, Not everyone has a lawn. If you live in an apartment, you need a way around town.**



*The student presented this slide to the class and justified the selection of Rideshare as a side hustle. However, the student showed a fundamental misunderstanding of the way a driver earns money in this business. Specifically, the \$25 is supposed to reflect the typical hourly wage for a driver, not the cost per ride. The break-even point is meant to align to the number of hours of driving, not the number of rides. This student needs to do more research and perhaps collaborate with a partner to better understand how to interpret the expenses and profits of a rideshare side hustle.*

## Reflect and Report Checklist

Requirement	Fulfilled?
Provide specific, detailed feedback on the side hustle business that was researched during this task.	<input type="checkbox"/>
Presentation includes accurate, pivotal factors from the related data collection and analysis that include weekly profit calculations based on expenses and revenue and the break-even point for the business.	<input type="checkbox"/>
Presentation is persuasive, articulate, and demonstrates entrepreneurial creativity alongside mathematical precision and a business mindset.	<input type="checkbox"/>
Presentation is convincing to the audience with compelling evidence for investing or not investing in that side hustle business.	<input type="checkbox"/>
<b>Teacher Consultation:</b>	_____

### Extension *[Not required]*

Keep thinking about your side hustle business—the best entrepreneurs are always seeking ways to improve...or to move on to new things! Challenge yourself and awaken your entrepreneurial genius by responding to the following reflective questions.

1. Did you make the wrong choice? Is there another side hustle business that you think will be better? Prove it!
2. Consider unexpected additional factors and how they would impact on your profit and other additional decision making.

#### Student A

1. Did you make the wrong choice? Is there another side hustle business that you think will be better? Prove it! No, I didn't make the wrong choice i believe this side hustle was the best choice because it was interesting to learn about everything with being a rideshare driver.
2. Consider unexpected additional factors and how they would impact on your profit and other additional decision-making. The unexpected factors that impacted my profit were insurance and gas costs that would come out of the packet to begin my process of starting my process.

#### Student B

*This student did not complete any extensions (which is not required).*

#### Student C

*This student did not complete any extensions (which is not required).*