

Drawing your own business comic strip

Students explore entrepreneurship by reading a story about entrepreneurs and drawing a comic strip about starting a business.

Learning goals

Big idea

Understanding what it takes to be an entrepreneur can help you decide whether you'd like to start your own business.

Essential questions

- What are some personality traits, skills, or characteristics that are helpful for entrepreneurs?
- Would you consider starting your own business?

Objectives



- Identify some personality traits, skills, or characteristics that are helpful for entrepreneurs
- Consider whether they'd like to start their own business

NOTE

Please remember to consider your students' accommodations and special needs to ensure that all students are able to participate in a meaningful way.

KEY INFORMATION

Building block:

-  Financial habits and norms
-  Financial knowledge and decision-making skills

Grade level: Elementary school (4-5), Middle school (6-8)

Age range: 9-11, 11-14

Topic: Earn (Becoming an entrepreneur, Learning about careers, Making money)

School subject: CTE (Career and technical education), English or language arts, Fine arts and performing arts, Social studies or history

Teaching strategy: Personalized instruction, Project-based learning

Bloom's Taxonomy level: Analyze, Create

Activity duration: 75-90 minutes

National Standards for Personal Financial Education, 2021

Earning income: 4-4, 8-2, 8-9, 12-11

These standards are cumulative, and topics are not repeated in each grade level. This activity may include information students need to understand before exploring this topic in more detail.

What students will do

- Read the *Money Monsters Start Their Own Business* chapter book.
- Identify some personality traits, skills, or characteristics that are helpful for entrepreneurs.
- Draw their own comic strip about starting a business.
- Consider whether they'd like to start their own business and why.

Preparing for this activity

- While it's not necessary, completing the "Exploring careers in your community" activity for grades 6–8 or the "Matching interests and talents to careers" activity for grades 4–5 first may make this one more meaningful.
- Have students read *Money Monsters Start Their Own Business* before doing this activity.
 - If there's time, you can order free copies of this book at <https://go.usa.gov/xhWBV> or other books in the Money Monster series from <https://go.usa.gov/xAfnS>. Shipping takes three to four weeks.
 - You also can direct students to the PDF version of the book at https://files.consumerfinance.gov/f/documents/cfpb_building_block_activities_money-monsters-start-their-own-business_book.pdf.
- Print copies of all student materials for each student, or prepare for students to access them electronically.
- Obtain examples of short comic strips to show the students or show them the example in this guide.
- Gather art supplies or computers/tablets with design software for students to create their comic strips.
 - If students create the comic strips digitally, obtain access to a printer so they can print them.

NOTE

The book includes questions at the end of each chapter. The questions are designed to give students the chance to reflect on the theme of the chapter and apply it to their own lives.

What you'll need

THIS TEACHER GUIDE

- Drawing your own business comic strip (guide)
[cfpb_building_block_activities_drawing-your-own-business-comic-strip_guide.pdf](#)
- Examples of short comic strips (or use the one in this guide)

STUDENT MATERIALS

- Drawing your own business comic strip (worksheet)
[cfpb_building_block_activities_drawing-your-own-business-comic-strip_worksheet.pdf](#)
- *Money Monsters Start Their Own Business* (book)
[cfpb_building_block_activities_money-monsters-start-their-own-business_book.pdf](#)
[cfpb_building_block_activities_money-monsters-start-their-own-business_book.epub](#)
- Art supplies or computers/tablets with design software

Exploring key financial concepts

Being an entrepreneur means you start your own business and earn money from the product or service your company provides. When you have your own business, you're responsible for making it successful so that you can make enough money to pay yourself and any people who may work for you. Often, adults take business classes or get a business degree before they become entrepreneurs. Sometimes people start a business based on an idea, talent, or passion they have. Adults who start their own business usually do best when they have financial support, mentors, confidence, and leadership skills that help them solve problems, work with people, and do excellent work.

TIP

Because financial products, terms, and laws change, students should be encouraged to always look for the most up-to-date information.

Teaching this activity

Whole-class introduction

- Students should read *Money Monsters Start Their Own Business* before doing this activity.
 - The ideal time to do this activity is after students have read to the end of chapter eight, where the characters achieve their goals for their business.

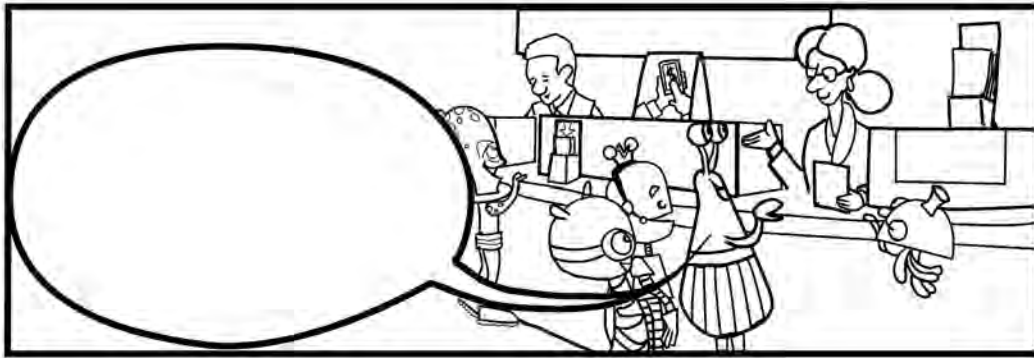
- Ask students to name any entrepreneurs they might have heard of.
 - Examples may include LeBron James, Oprah Winfrey, Steve Jobs, or Walt Disney.
- Ask students to name any entrepreneurs in their neighborhoods or any they know personally.
 - Some examples may include a local restaurant owner, barber/hair stylist, or auto repair shop owner.
- Read the “Exploring key financial concepts” section to students.
- Ask students to think of some personality traits, skills, or characteristics that entrepreneurs likely have and explain why they think those things are related to being entrepreneurial.
 - Explain that a personality trait is a quality that makes one person or thing different from another. Shyness and being outgoing are two examples of personality traits.
 - Examples of personality traits, skills, or characteristics may include confidence (you have to believe you can do it), being hard-working (starting your own business requires a lot of work), creativity (you have to come up with original ideas), and perseverance (continuing to do something or try to do something even though it’s difficult).
- Write the qualities on the board so students can refer to them later.
- Ask students what traits, skills, or characteristics they think Foozil and Gibbins showed and how those qualities helped them with their dog-washing business.
 - Examples appear throughout the book and may include Foozil being creative at the competition when she designed the logo and the sign (chapter two) and Gibbins being hard-working (in chapter five).
- Be sure students understand key vocabulary:
 - **Business:** The activity of making, buying, or selling goods or providing services in exchange for money.
 - **Entrepreneur:** Someone who organizes, manages, and assumes the risks of a business or enterprise.

TIP

Visit CFPB’s financial education glossary at consumerfinance.gov/financial-education-glossary/.

Individual work

- Ask students if they know what a comic strip is.
 - If necessary, explain that a comic strip is a series of cartoon drawings that tell a story or part of a story. A comic strip can be funny or tell a joke, but it doesn't have to. Some students may be familiar with graphic novels that use a lot of comic strips to tell a serious story.
- Introduce students to the basic elements of a comic strip by showing them examples of short comic strips or drawing your own sample on the board.
 - You can also show students the sample comic below.



- Ask students to discuss the following:
 - How do the frames work together to tell the story?
 - How does the artist tell the reader what the characters are doing?
- Tell students they'll create their own comic strip about starting a business.
- Give students the "Drawing your own business comic strip" worksheet and the art supplies or computers/tablets with design software.
- Tell students to use the instructions on the worksheet to plan their comic strip.
 - Explain that their comic strip's characters or story should reflect at least two personality traits, skills, or characteristics of an entrepreneur.
 - Students can refer to the list on the board or add their own.
 - The comic strip's characters or story also should include or refer to someone who is providing money or other resources to help the entrepreneur start the business.
 - If necessary, use the worksheet to introduce speech bubbles often used in comic strips.

Wrap-up

- Ask volunteers to share whether they'd want to start their own business and the reasons for their choice.
- If time allows, consider having students view their classmates' work by taking an "art walk":
 - Have them hang their comic strips in a line in a designated area of the classroom.
 - Hanging the comic strips along the board, across a blank wall, or even on their lockers or cubbies may work well.
 - Have students begin at their own comic strip.
 - Tell them to move to the next comic strip on the right.
 - Give students time to review the comic strip and then have them move to the next one on the right.
 - Repeat until students are back at their own comic strip.

Suggested next steps

Consider searching for other CFPB activities related to earning, including becoming an entrepreneur, learning about careers, or making money. Suggestions include "Exploring opportunity costs," "Exploring entrepreneurship," and "Playing a business game."

Measuring student learning

Students' comic strips and answers during discussion can give you a sense of their understanding. **Keep in mind that students' comic strips may vary, as there may not be only one right approach.** The important thing is for students to have reasonable justification for their approach.

Scoring rubric

If you choose to use the scoring rubric below to grade this activity, be sure to share it with all students so they know what criteria matter most and they can plan accordingly.

Criteria	Possible points	Points earned
Content: Reflects at least two personality traits, skills, or characteristics of an entrepreneur and includes or refers to someone who is providing money or other resources to help the entrepreneur start the business	25	
Images: Uses visuals that help tell the story	25	
Characters: Ensures that the characters' roles are clear	25	
Comic strip features: Uses comic strip features (speech bubbles, story sequence, etc.) properly	25	
Total points	100	