

Making Your Own Job

LESSON DESCRIPTION AND BACKGROUND

Not everyone works for someone else. Some people make jobs for themselves. They are called entrepreneurs. This lesson focuses on entrepreneurs. It identifies characteristics of entrepreneurs, compares advantages and disadvantages of becoming an entrepreneur, and examines potential areas for success through entrepreneurship.

Lesson 5 correlates with national standards for economics and personal finance as shown in Tables 1-2 in the introductory section of the publication.

ECONOMIC AND PERSONAL FINANCE CONCEPTS

- Entrepreneurship
- Incentives
- Risk

OBJECTIVES

At the end of this lesson, the student will be able to:

- Identify the characteristics of **entrepreneurs**.
- Compare the conditions of employment for entrepreneurs and people who work for someone else.
- Identify opportunities for entrepreneurs in service, retail, and franchising businesses, including Internet-related opportunities.

TIME REQUIRED

One 45-minute class period

MATERIALS

- A transparency of **Visual 5.1** and **5.2**
- A copy of **Activity 5.1** for each group of 3-4 students (see **Procedure 6**)

- A copy for each student of **Exercise 5.1** and **5.2** from the *Student Workbook*
- A copy of **Exercise 5.3** from the *Student Workbook* for each group of 3-4 students
- Several pieces of poster board and markers for students to use in completing **Exercise 5.3**
- A small prize for the group with the best commercial in **Exercise 5.3**

ADDITIONAL RESOURCES



To download visuals, find related lessons, correlations to state standards, interactives, and more visit <http://fffl.councilforeconed.org/9-12/lesson5>.

PROCEDURE

1. Tell the students that the purpose of this lesson is to help them learn about entrepreneurs and to explore the advantages and disadvantages of being an entrepreneur—of working for yourself. Many Americans enjoy the challenge of starting up their own businesses. They want to make their own jobs.
2. Give each student a copy of **Exercise 5.1** from the *Student Workbook*. Ask the students to complete the questionnaire. When they have completed the questionnaire, ask them to total up their points. Tell them to write their point totals anonymously on a small piece of paper. Collect the pieces of paper.
3. Display **Visual 5.1**. Record the number of student scores in each of the categories. Stress the point that this survey is mainly intended to focus the students' attention on some key characteristics of people who are entrepreneurs. Discuss the overall profile of scores from the class.
 - a. Were the students in our class little inclined, somewhat inclined, inclined, or very inclined toward being entrepreneurs? (**Answers will vary.**)
 - b. Why might people differ in their inclinations on this matter? (**Answers will vary. Possible**

points of emphasis: Being an entrepreneur involves risk of failure; it is not for the faint of heart; it typically involves working very hard. But entrepreneurship offers the prospect of many rewards, including the satisfaction some people find in creating a business of their own, and of making their own decisions about how to sustain what they have created. Also, entrepreneurs who succeed may earn excellent incomes.)

4. Give each student a copy of **Exercise 5.2** from the *Student Workbook*. Ask the students to read the information and examine the chart, paying particular attention to the differences between working for oneself and working for someone else. When they have finished reading the chart, they should answer the questions at the end of the exercise. Discuss their answers in class:

- a. What are some of the characteristics of entrepreneurs? **(Entrepreneurs tend to be independent. They tend to be confident, hard-working, well organized, risk-takers, and self-starters.)**
- b. Name at least three important elements of working for someone else. **(When you work for someone else, your job stability and success will depend in part on others; your work hours will generally be predictable; your salary will be set in a pre-determined range; and you will not be in control over your work or the workplace environment.)**
- c. Name at least three important elements of working for yourself. **(If you work for yourself, your job stability will depend on your own effort and talent; your work hours may be long, but you will determine your schedule; you will succeed only if your business succeeds; your income may be low early on, but it may increase a great deal over time; you will have a large measure of control over the work you do and the workplace environment.)**

- d. What is best for you? Working for someone else or working for yourself? **(Answers will vary. Additional considerations may include the nature of compensation packages, with or without healthcare and retirement plans.)**
 - e. Identify some entrepreneurs in your community—if possible, ones that you know personally. How might they be able to help you if you decided to become an entrepreneur? **(Local entrepreneurs may have important advice for aspiring entrepreneurs—regarding financing a new business, taxes, regulatory compliance, accessing benefits, understanding the competitive landscape, etc.)**
5. Explain that entrepreneurs often run small businesses. Small businesses can be found throughout the economy, in the service sector as well as in retail, franchising, and services provided via the Internet.
6. Distribute a set of cards from **Activity 5.1** to each group of 3-4 students. Ask the students to match the entrepreneur to the company she or he founded. When they have finished, display **Visual 5.2**. Discuss the students' answers and the correct answers shown on the visual.

CLOSURE

1. Use the following questions to review the lesson:
 - What are some of the key characteristics of entrepreneurs? **(Entrepreneurs tend to be energetic, hard-working, independent, creative, versatile, and self-confident. They take risks; they achieve results, and sometimes fail to achieve results, by individual effort. They find it rewarding to make money.)**
 - What are some of the advantages of being an entrepreneur? **(The entrepreneur is his or her own boss, enjoying more freedom than one might expect as someone's employee. Entrepreneurs who succeed may earn an excellent income.)**

2. What are some of the disadvantages of being an entrepreneur? (**Entrepreneurs face risks, responsibilities, and hard work that can be daunting.**)

ASSESSMENT

Distribute a copy of **Exercise 5.3** to each group of 3-4 students. Ask each group to respond to the questions in this exercise. Furnish each group with a posterboard and markers to help them prepare their commercial. When they are done, ask each group to present its commercial, illustrating the good or service to their potential customers—the members of the class. You may wish to give a small prize to the group(s) with the best commercials.

EXTENSION

Have each student research an entrepreneur and his or her business. Each student then should give a brief report to the class about the entrepreneurial characteristics, how or why the business was started, the goods and services the business provides, and the contribution of the business to the economy.

Survey Results

Score	Category	Number of Students
1-9	Little inclination toward being an entrepreneur	
10-19	Somewhat inclined toward being an entrepreneur	
20-29	Inclined toward being an entrepreneur	
30-40	Very inclined toward being an entrepreneur	

Answers to Activity 5.1

Founder	Business	Founder	Business
Anita Roddick	The Body Shop	W. Berry Fowler	Sylvan Learning Centers
Debbie Fields	Mrs. Fields Cookies	Robert Johnson	BET - Black Entertainment TV
Reed Hastings	Netflix	Richard Branson	Virgin Records
Ingvar Kamprad	IKEA - home furnishings	Jeff Bezos	Amazon.com
Pierre Omidyar	eBay	Joyce Hall	Hallmark Cards
Philip Knight	Nike	Jay Pritzker	Hyatt Hotels
Ray Kroc	McDonalds	Maxine Clark	Build-A-Bear Workshop
Larry Page and Sergey Brin	Google, Inc.	Steve Case	America Online
Theo and Karl Albrecht	Aldi - grocery chain	Ralph Roberts	Comcast
Steve Jobs	Apple	Robert McNeil	Tylenol/McNeil Labs
Fred Smith	Federal Express	Howard Schultz	Starbucks Coffee

Hear a Business Opportunity Knocking on Your Door? These People Did

Instructions for Teachers: Photocopy this page and cut out one set of cards for each group of 3-4 students in your class. There should be 22 entrepreneurs and 22 businesses in each set of cards.

Instructions for Students: Match each entrepreneur with the business he or she founded.

Anita Roddick	W. Berry Fowler	Netflix	Comcast
Debbie Fields	Robert Johnson	Aldi - grocery chain	Hallmark Cards
Reed Hastings	Richard Branson	Amazon.com	Google, Inc.
Ingvar Kamprad	Jeff Bezos	Hyatt Hotels	Build-A-Bear Workshops
Pierre Omidyar	Joyce Hall	Tylenol/McNeil Labs	Apple Computers
Philip Knight	Jay Pritzker	Starbucks Coffee	Federal Express
Ray Kroc	Maxine Clark	America Online	Mrs. Fields Cookies
Larry Page and Sergey Brin	Steve Case	Virgin Records	IKEA - home furnishings
Theo and Karl Albrecht	Ralph Roberts	BET - Black Entertainment TV	Sylvan Learning Centers
Steve Jobs	Robert McNeil	McDonalds	The Body Shop
Fred Smith	Howard Schultz	eBay	Nike