## **Entrepreneurship 30: Teaching Franchises with Graphic Novels**

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Grade 11 and 12

**Outcomes: Module 11:** Forms of Business Ownership

**11.3** To explore the implications, opportunities, advantages, and disadvantages of owning a franchise.

## **Summary:**

The students were starting a lesson on franchising and how it can be considered a form of entrepreneurship. We discussed the benefits and drawbacks of being either a franchisor or a franchisee. To engage the students into some heavier content I found a graphic novel, "Tales of G arc on, The Franc hise P layers", on the website Teachers pay Teachers. This was a great resource meant for business/ economics students. I found the first 2 chapters fit perfectly into an entrepreneurship course. The first chapter was a free download and examined the concept of franchising. It outlined the history of franchises, the players involved, discussed business terminology and ended in a dramatic fashion forcing the students to ask themselves the following:

- Potential risks involved in franchising
- Legalities of franchising
- Protection available to both parties





To follow up the reading of the graphic novel and to segue into the next chapter, the resource suggested a couple of activities. The one below is what I chose:

1. Divide the class into small groups of 3-4 students, given them following scenario: You own a restaurant specializing in burritos, and you have been approached by classmates who want to become franchisees. Role-play negotiations with each to see if you can reach an agreement. Do not stop at fees and royalties. How are you going to set standards and make sure they are being followed? What kinds of on-going services are you going to provide, and who is going to pay for them? Have one student play the role of the owner of the burrito restaurant, and the other students act as potential franchisees. After they perform the role play in groups, you could have one or two of the groups repeat their discussions in front of the entire class.

## **Demonstration of creativity:**

The graphic novel approach was an excellent opportunity to engage students who might otherwise have a difficult time processing ideas and text in a more rigid and text-heavy medium. Furthermore, graphic novels provided a context for students and allowed them to relate to the material on a more personal level.

The role-play activity was an excellent opportunity for students to display what they know as well as come up with questions they still might have.

Some of the students chose the type of businesses they wanted to base the discussion of franchising around. This was good because it also meant a higher level of engagement.

## **Evidence of learning:**

This is an example of one groups role-play. This demonstrated to me that some of the students understood the content and were beginning to feel comfortable talking about franchising while using business terminology.

