

Social Entrepreneurship: Connecting Communities

A classroom resource that explores businesses with a social mission. This lesson package can also be used as a companion to the WE Are Rafikis campaign.

Lesson Package for Grades 9 to 12
Canadian Edition

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Dear Educator,

Welcome to the WE Movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 12,300 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

Social entrepreneurship is a practice that is integral to the WE Movement and is an approach that we believe has the power to influence the future of international development and of business. When we began ME to WE, a social enterprise that supports the development goals of WE Charity, almost twenty years ago we learned how incorporating traditional business strategies and techniques could help us create innovative, sustainable solutions to social issues.

Through this lesson package, your students will be introduced to what it means to be a social entrepreneur and the skills and attributes that social entrepreneurs need to develop their enterprise while maintaining their commitment to social change. They will be encouraged to become social entrepreneurs and find solutions to issues within their school and local community. By drafting a proposal or actually running a trial of their social enterprise, students will recognize the challenges social entrepreneurs face, as well as the positive impact they can have on their local and global communities. We hope that by the end of this experience your students will be able to see themselves as future social entrepreneurs who feel empowered to use their passions, skills and abilities to contribute to meaningful social change.

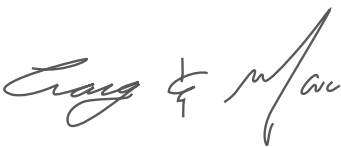
This lesson package is also designed to prepare your students to participate in the WE Schools WE Are Rafikis campaign, developed in collaboration with ME to WE. Through the generous support of Staples, students can use their social entrepreneurial skills to sell handmade rafiki bracelets that help Kenyan artisans earn fair-wages through ME to WE and also raise funds for projects in WE Villages communities.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools Program into your class.

We are honoured and encouraged to work with such a dedicated and enthusiastic group. We are stronger together.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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Essential Question:

What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 12,300 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

1.

Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

3.

Take Action

Students implement their action plan.



4.

Report and Celebrate

Students present the results of their service-learning initiatives.

Setting Students Up For Success: In school, the workplace and in life.

WE Schools Introduction: www.WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on "me" and more on "we"—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflict and make responsible decisions.

Global Mindset is the ability to operate comfortably across borders, cultures and languages. The WE Schools program promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument
formation



Information
literacy



Leadership
skills



Organization



Action
planning



Research and
writing



Critical
thinking



Reflection

Social Entrepreneurship: Connecting Communities Package Overview

Currently, our local and global communities are facing a wide range of complex and challenging social issues. These issues require creative and motivated people to develop innovative solutions that will contribute to long-term, sustainable change. Social entrepreneurs are people who can identify problems or issues within communities and build profit-generating businesses that address these issues and support lasting social change.

This lesson package includes links to and suggestions for a variety of books, videos and other resources designed to deepen student engagement and understanding. Before beginning the lesson package, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

■ Rationale

This lesson package will help students understand how social entrepreneurs apply business strategies to help solve social issues and strengthen local and global communities. By incorporating business and charity into one enterprise, social enterprises can create these sustainable solutions. Students will discover the skills and traits that help social entrepreneurs to be successful. They will also study examples of successful social enterprises and consider the impacts of social entrepreneurship on local and global development and the future of business. This lesson package can be used on its own or as a culminating activity where students apply their understanding of social entrepreneurship and participate in an experiential service-learning project. In groups, students will design their own social enterprise aimed at addressing an issue or problem within their school community and run a trial of their enterprise to understand the impact social entrepreneurship can have on a community and the challenges social entrepreneurs must overcome in order to run a successful enterprise. Finally, students can choose to get involved with the WE Are Rafikis campaign, which exemplifies social entrepreneurship and allows students to apply their skills and knowledge by selling Rafiki bracelets and raising funds for WE Villages partner communities.

■ Assessing The Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

We are mindful that students in your class are at different levels, including English Language Learners (ELL) and students with learning differences. Be sensitive to students' needs and continue to provide necessary accommodations for students who require additional assistance and support.

Teaching strategies include word clouds, jigsaw, mind map and mini-inquiry projects.

Strategies to assess learning include exit tickets, Know, Want to Know, Learned (KWL) chart, discussions and presentations.

► Explore our resources and current campaign offerings at [WE.org](https://www.wecanmakeadifference.org)

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WE Are Rafikis

Social Entrepreneurship: Connecting Communities

Subject(s): Business Studies, Canadian and World Studies

Grade Level: Grades 9 to 12

We Learning Framework Skills:



Essential Questions:

- ▶ What motivates a social entrepreneur?
- ▶ How does social entrepreneurship lead to sustainable social change?

Word Bank

Entrepreneur—A person who sets up a business or businesses, taking on financial risks in the hope of profit.

Issue—An important topic or problem for debate or discussion.

Social Entrepreneur—Someone who recognizes a social problem and uses entrepreneurial principles to organize, create and manage a venture to make social change.

Social Enterprise—A business that sells goods and services for the purposes of generating income and achieving a social, cultural and/or environmental mission.

Sustainable—Able to be maintained at a certain rate or level.

Materials and Resources

- Chart paper or craft paper
- Writing utensils
- Computers or tablets
- Audio/Video Recorder
- Appendix 1: Provincial Curriculum Connections
- Appendix 2: Classroom Observation Forms
- Appendix 3: Social Enterprises
- Blackline Master 1: Examining Social Enterprises
- Blackline Master 2: Action Plan
- Blackline Master 3: Reflections of a Social Entrepreneur

Sources for definitions:

- **Oxford Dictionary** www.en.oxforddictionaries.com
- **Canadian Social Entrepreneurship Foundation** www.csef.ca/what_is_a_social_entrepreneur.php
- **Toronto Enterprise Fund** www.torontoenterprisefund.ca/about-tef/what-is-a-social-enterprise

Lesson 1:

What Is A Social Entrepreneur?



Suggested Time:

60 minutes

Learning Goals:

Students Will:

- Develop an understanding of what it means to be a social entrepreneur
- Develop an awareness of how social entrepreneurs contribute to positive social change locally and globally

Investigate and Learn

1. Tell students that the following video and activity will introduce them to the topic of the lesson. Show students **"William Kamkwamba: How I Harnessed the Wind"** www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind (5:51).
2. On a large piece of chart paper, create a word cloud using the following words to activate students' prior knowledge and introduce them to the key vocabulary for the lesson package.

Social	Risk	Impact
Issue	Business	Global
Change	Mission	Entrepreneur
Local	Enterprise	Profit

Educator's Note: To create a word cloud, display the key words listed, on the front board or on a chart paper. Write the words in different directions and orientations and consider using different coloured markers or writing the words on different coloured cards to make the display more visually engaging. Alternatively, create a digital word cloud.

3. In partners, ask students to brainstorm the relationships between the listed words. Are there any words that are unfamiliar to you? How do the words connect to the story in the video? Are you able to infer what we will be investigating in this lesson package?
4. **Recommended Assessment For Learning:** As students are discussing, use a clipboard and one of the forms from **Appendix 2: Classrooms Observation Forms** and, circulate around the class to make observations about students' prior knowledge of the topic.

Educator's Note: If students are unfamiliar with the key vocabulary, a mini-lesson around this terminology may be necessary before continuing with the lesson package. It may also be helpful to create a topic-specific word wall to record new vocabulary as students are introduced to it.

5. Confirm that students will be learning about social entrepreneurs and the impacts their enterprises have on the local and global community. On a chart paper, create a KWL chart by drawing three columns and labelling them Know, Want to Know and Learned. Brainstorm what students already know about social entrepreneurs and social enterprises and record their ideas in the Know section. Then brainstorm the questions that students have about the topic or the aspects of the topic they would like to know more about. Encourage students to consider what a social entrepreneur does, what makes them different from other people in business, what motivates them and how their enterprises contribute to their local and global community.

Educator's Note: Display this KWL chart in an area of the class that is easily accessible so that it can be updated and used for reference throughout the lesson package.

6. Using the jigsaw strategy, divide students into home groups of four students. Give students in each group a number from one to four and have students join others with the same number to form expert groups. Ask each expert group to use the questions from the KWL chart as a guide to explore the story of a young social entrepreneur and the social enterprise they created. Provide students with the articles, videos and books from **Appendix 3: Social Enterprises** to support their inquiry.
7. Once students have collected enough information on their social entrepreneur, ask them to return to their home group and share what they learned with the members in their groups.

8. **Recommended Assessment As Learning:** Tell the students that each group will create a mind map to define what it means to be a social entrepreneur. Give each group a piece of chart paper and ask them to write Social Entrepreneur in the middle. Ask students to discuss the similarities they found between the social entrepreneurs they investigated.

- What was similar about their stories?
- What skills and traits did they have in common?
- How do they have an impact on the local or global community?

Ask students to organize and record their thinking on their mind map using words, phrases and images. As an alternative, students can create a digital mind map using online software.

When students have recorded their ideas, challenge them to summarize what they have learned by completing the following phrase: "A social entrepreneur is...". Ask students to write their definition at the bottom of their mind map.

Educator's Note: For more information about mind maps, visit www.mindmapping.com.

Using the gallery walk strategy, display the mind maps around the classroom. This will give students an opportunity to examine each group's maps in order to clarify and deepen their understanding of what it means to be a social entrepreneur.

9. **Recommended Assessment Of Learning:** Give students two sticky notes to use as exit tickets. Ask them to write one thing they have learned about social entrepreneurs and one question they still have. Ask them to sign their name and post the sticky notes on the KWL chart. Record students' responses on one of the forms from **Appendix 2: Classrooms Observation Forms** and use this information to assess where students are in their understanding of what it means to be a social entrepreneur. In the following lesson, provide clarification or more information for those who may still have questions.

Lesson 2:

Building A Social Enterprise



Suggested Time:

120 minutes (over two classes)

Learning Goals:

Students Will:

- Examine social enterprises and identify how they differ from commercial businesses or charities.
- Use research and presentation skills to share information

1. Tell students they will watch a video that tells the story of Tom Osborn of GreenChar. The video explains why he became a social entrepreneur and how he developed his business or his social enterprise. Post the following questions on the board and ask students to think about them as they watch the video. Provide students with blank paper if they prefer to draw or write about what they're thinking as they watch the video.

- What motivates this social entrepreneur? What problem is he trying to solve?
- What skills or traits of a social entrepreneur does he have? (Refer to the mind map from Lesson 1)
- What is a social enterprise?
- How does this social enterprise differ from other businesses in the same industry?
- How is a social enterprise different from a charity?
- How does this social enterprise have an impact on the community?

2. Show students "Tom Osborn from Kenya — A Social Entrepreneur of Tomorrow" www.youtube.com/watch?v=uRlilVf8T_s (2:54).

Educator's Note: For more information on Tom Osborn and GreenChar please see Appendix 3: Social Enterprises.

3. **Recommended Assessment For Learning:** Discuss students' responses to the questions and ask students to update the KWL chart with any new knowledge they have acquired.

4. Tell students that what can set a social enterprise apart from other businesses in the same industry is the fact that financial success is only one of the factors that motivates them. Social entrepreneurs focus on the triple bottom line or the 3 P's, which means that, while they measure their success by "profit," they also measure it by "people" (how socially responsibly they are--consider: pay, benefits, professional development, etc.) and "planet" (how environmentally conscious they are). According to **The Economist**, "Only a company that produces a [triple bottom line] is taking account of the full cost involved in doing business" (www.economist.com/node/14301663).

5. In pairs, ask students to discuss whether GreenChar has a triple bottom line or not. Does it value profit, people and planet? How do you know? How does it reflect what motivates Tom Osborn? How does it contribute to a sustainable solution to the problem he is trying to solve?

Educator's Note: For more information on the triple bottom line and how it applies to social entrepreneurship, see the following article: "The Triple Bottom Line: What Is It and How Does It Work?" www.ibrc.indiana.edu/ibr/2011/spring/pdfs/article2.pdf

6. In small groups, have students research different social enterprises. Assign each group one of the social enterprises from Appendix 3: Social Enterprises or one of their choosing and ask them to use **Blackline Master 1: Social Enterprise Case Study** to record their information.

7. **Recommended Assessment As Learning:** As students are researching their social enterprises circulate around the room and check in with students to gauge where they are in their understanding of social entrepreneurship. Use one of the forms from Appendix 2: Classrooms Observation Forms to document student learning. This is an opportunity to gauge student understanding of social enterprises before moving on to the next lesson.

8. Ask students to present the results of their investigation to the class. Encourage students to create visual, digital, or oral presentations.

9. **Recommended Assessment Of Learning:** After the presentations, provide each student with a sticky note. Ask them to choose one of the social entrepreneurs they learned about from the presentations (other than the one they investigated) and describe how this business represents the definition of a social enterprise. What motivates the founder(s)? How are they measuring the triple bottom line? What impact are they having on the local or global community? Ask students to post their responses on the Learned section of the KWL chart. Record student responses on one of the forms from Appendix 2: Classrooms Observation Forms to determine whether all students understand what it means to be a social entrepreneur and how a social enterprise differs from other commercial businesses.

Lesson 3:

Supporting Social Issues Through Social Enterprises



Suggested Time:

180 minutes (over three classes)

Learning Goals:

Students Will:

- Create an action plan to develop and operate a social enterprise within the school
- Build organization, research and action planning skills

Action Plan

1. Tell students, now that they understand more about the power of social entrepreneurs, they will have an opportunity develop their own social enterprise to find a solution to a problem or issue they care about. Challenge students to identify a problem or issue within the school. They will then create a plan to develop their own social enterprise that could address this problem or issue. Finally, they will put their plan into action.
2. As a class, create a list of the problems or issues facing students in their school (e.g., students coming to school hungry because they don't have breakfast to eat, students not having warm clothes for the winter, students not having money to go on field trips or participate in sports and clubs, etc.).
3. Once students have had a chance to brainstorm, write each problem or issue on a piece of paper and post them around the room. Divide students into groups by asking them to sign up for the issue they would like to address. If more than four students choose the same issue, divide students into separate groups.
4. Give each group a copy of **Blackline Master 2: Action Plan** (or project it on the front board and distribute later). Discuss the expectations for each section of the action plan to make sure students are ready to work independently.

Educator's Note: If students are uncertain about creating their own social enterprise give them an example: if they are concerned about students coming to school hungry, they could make and sell baked goods at school events and use profits to support a school-wide breakfast program. Remind students that they would need to use part of their profit to buy ingredients to bake for the next event and to incorporate that into their plan.

Allow students two or three classes to research, brainstorm and create a plan for their social enterprise.

Educator's Note: Students may assume that all social enterprises are technology-based or that they must invent a product to be a social entrepreneur. It's important to emphasize that the motivation to work towards a solution to a problem affecting local or global communities as well as the desire to create a successful business is what makes a social entrepreneur different. Social enterprises can be large, global organizations that develop sophisticated products, but they can also be small businesses that offer services that support a local community. A social entrepreneur is defined by their willingness to take risks and find solutions to social issues.

5. **Recommended Assessment As Learning:** As students are working, use a clipboard and one of the forms from **Appendix 2: Classrooms Observation Forms** and circulate around the class to monitor each group's progress and to observe and document student learning. This is an opportunity to help students resolve doubts or misconceptions they have about developing their own social enterprise.

Take Action

6. Give students an opportunity to run a trial or experiment of their social enterprise. Challenge students to run their social enterprise for two weeks (or up to one month, if possible) and document their experiences using **Blackline Master 3: Reflections of a Social Entrepreneur**.

Educator's Note:

- There may be start-up costs associated with students' social enterprises. It's important consider if there is funding available for this project and to make students aware of what their budget is. For lessons on budgeting, check out our **It All Adds Up** financial literacy curriculum.
- If funding is not available, consider having students present their action plans to the administration or parent council to potentially secure funding. This will provide an opportunity to assess students' understanding of social entrepreneurship, as well as their skill development.

7. **Recommended Assessment Of Learning:** Schedule regular, weekly check-ins with each group and use one of the forms from **Appendix 2: Classrooms Observation Forms** to monitor their progress. Take time to discuss each student's reflections and any doubts or concerns they are having. Ask students to submit both their group action plan and their individual reflections for their final assessment.

Reflect and Celebrate

8. As a class, ask students to reflect on the learning and experiences from the Action Plan and Take Actions sections. Have students write a reflective paragraph to describe whether their understanding of social enterprises and the impacts they have on their local and global communities will influence their future decisions as consumers or their career choices. Alternatively, students can prepare their response and record it using an audio/video recorder.

Educator's Note: Give students the opportunity to share and celebrate their learning experiences and the results of their actions with others. This can be done in person by sharing with staff and student groups or the parent council, or it can be done online through the school website or other social media platforms. Review your school or school district's Internet-use guidelines before engaging with social media.

9. Now that students have a deeper understanding of social entrepreneurship and the impact it can have on local and global communities, they can go further by participating in the WE Are Rafikis campaign. This campaign encourages students to sell handmade Rafiki bracelets created by Kenyan artists who can earn money to send their children to school. Through participating in the WE Are Rafikis campaign, students can help to empower female entrepreneurs and their families within WE Villages communities. Sign up for the campaign by filling out the registration form at www.WE.org/we-schools/program/campaigns/we-are-rafikis.

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Alberta

Social Studies (2017)

Issues for Canadians: Governance and Rights, 9.1, Grade 9
 Perspectives on Globalization, 10.1, Grade 10
 Living in a Globalizing World, 10.2, Grade 10
 Perspectives on Ideology, 30.1, Grade 12
 Understandings of Ideologies, 30.2, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the Alberta Social Studies curriculum goal to provide opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens.

The *Social Entrepreneurship: Connecting Communities* lesson package specifically helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

Social Sciences (2017)

Microeconomics 30, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package can provide opportunities to experience the emotive qualities inherent to an interest-motivated approach to the study of a discipline.

The *Social Entrepreneurship: Connecting Communities* lesson package specifically helps students focus on the structure, concepts and methodologies of specific social science disciplines.

Atlantic Canada

Social Studies

P.E.I. - Global Studies, Grade 11, GEO521A
 P.E.I. - Geography - Global Issues, Grade 12, GEO621A
 P.E.I. - Geography - Global Issues, Grade 12, GEO631A
 N.S. - Global Geography 12, Grade 12
 N.L. - Canadian Geography 1202, Grade 10
 N.B. - Social Studies 9, Grade 9
 N.B. - World Issues 120, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the Atlantic Canada Social Studies curriculum, enabling and encouraging students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

The *Social Entrepreneurship: Connecting Communities* lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to:

- Reflect critically on ethical issues.
- Determine the principles and actions of just, pluralistic, and democratic societies.

Business Studies

P.E.I. - Accounting, Grade 11 or 12, ACC801A
 N.S. - Business Management 12, Grade 12
 N.S. - Entrepreneurship 12, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the Atlantic Canada Business Studies curriculum, to reflect change in economic and business environments and to develop students' analytical, problem solving, and communication skills through and understanding of how companies operate and are managed from both employer and employee perspectives.

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the Atlantic Canada Business Studies curriculum, specifically a relationship to the community and workplace with a focus on using real community and workplace problems and situations as practical contexts for the application of knowledge and skills and for further learning.

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

British Columbia

Social Studies (2016)

Social Studies 10, Grade 10
Political Studies 11, Grade 11
Social Justice 12, Grade 12
Urban Studies 12, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the B.C. Social Studies curriculum goal, specifically to develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views.

The *Social Entrepreneurship: Connecting Communities* lesson package also helps to prepare students to participate in society as responsible citizens.

Applied Design, Skills, and Technologies (2016)

Applied Design, Skills, and Technologies, Grade 9
Entrepreneurship and Marketing 10, Grade 10
Entrepreneurship 11, Grade 11
Marketing and Promotion 11, Grade 11
E-Commerce 12, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the goal for Applied Design, Skills, and Technologies, specifically to build an understanding of business skills and concepts in the context of current technology, ethical standards, and an increasingly global economy, empowering students with economic, financial, consumer, and communication skills for lifelong participation in local and global contexts.

The *Social Entrepreneurship: Connecting Communities* lesson package also helps to prepare students to develop a lifelong interest in designing, making, and evaluating products, services, and processes, and contributing through informed citizenship, volunteer work, or their careers, to finding and solving practical problems.

Manitoba

Social Studies (2010)

Canada in the Contemporary World, A Foundation for Implementation, Grade 9
Geographic Issues of the 21st Century, Grade 10
Global Issues: Citizenship and Sustainability, Grade 12 (40S)
Agriculture: A Cornerstone Industry, Grade 11
World Geography - A Human Perspective, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the vision of the Manitoba Social Studies curriculum to encourage students to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

The *Social Entrepreneurship: Connecting Communities* lesson package addresses some specific goals of the Manitoba Social Studies curriculum, including:

- Develop a commitment to social justice and quality of life for all the world's peoples.
- Respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons.

Business and Marketing Education (2010)

Visions and Ventures Entrepreneurship, Grade 11
Economics, Grade 12
Retailing, Grade 10
Futures/Start your Own Business, Grade 10

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the vision of the Manitoba Social Studies curriculum to provide students with opportunities for solving problems, designing, making and doing, and addressing current trends and issues.

The *Social Entrepreneurship: Connecting Communities* lesson package addresses some specific goals of the Manitoba Social Studies curriculum in Technology Education including:

- Use and study technology to create practical solutions to problems – individually or in groups.
- To adapt to a changing technological society and to accept social responsibility.

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Ontario

Business Studies (2006)

Introduction to Business, Grade 9 or 10, Open (BBI10, BBI20)
 Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)
 Entrepreneurship: The Enterprising Person, Grade 11, Open (BDP30)
 Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation (BDV4C)
 International Business Essentials, Grade 12, Workplace Preparation (BBB4E)
 Marketing: Goods, Services, Events, Grade 11, College Preparation (BMI3C)

The *Social Entrepreneurship: Connecting Communities* lesson package can help meet the goals of the Business Studies curriculum by providing students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, postsecondary education or training and daily life.

The *Social Entrepreneurship: Connecting Communities* lesson package also helps students develop the skills, including critical thinking skills, and strategies required to conduct research and inquiry and communicate findings accurately, ethically, and effectively.

Canadian and World Studies (2015)

World Issues: A Geographic Analysis, Grade 12, University Prep. (CGW4U)
 The Environment and Resource Management, Grade 12, University/College (CGR4M)
 World Issues: A Geographic Analysis, Grade 12, College Prep (CGW4C)
 Living in a Sustainable World, Grade 12, Workplace Preparation (CGR4E)
 The Individual and the Economy, Grade 11, University/College Preparation (CIE3M)
 Making Personal Economic Choices, Grade 12, Workplace Preparation (CIC4E)
 Politics in Action: Making Change, Grade 11, Open (CPC30)

The *Social Entrepreneurship: Connecting Communities* lesson package can help address the goals for Canadian and World Studies in the Ontario curriculum, specifically:

- Develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life
- Build collaborative and cooperative working relationships

The *Social Entrepreneurship: Connecting Communities* lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.

Saskatchewan

Social Studies (2010)

Social Studies 9, Grade 9
 Social Studies 10, Grade 10
 Social Studies 20, Grade 11
 Economics 20, Grade 11
 Geography 20, Grade 11
 Geography 30, Grade 12
 Native Studies 30, Grade 12

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.

The *Social Entrepreneurship: Connecting Communities* lesson package addresses the goal of the Saskatchewan Social Studies curriculum, to examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.

Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity: _____

Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

[illegible]

Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Appendix 3: Social Enterprises

Brother Vellies

- brothervellies.com
- "Brother Vellies Makes Shoes With a Conscience,"
www.businessoffashion.com/articles/spotlight/brother-vellies-makes-shoes-conscience
- "6 Fashion Social Enterprises Started by Women of Color,"
fashionista.com/2016/08/ethical-fashion-brands-women-of-color

Drive Change

- drivechangenyc.org
- "Drive Change: Ending Mass Incarceration Jordyn Lexton TEDxDaltonSchool,"
www.youtube.com/watch?v=6VsI6MWYaL4 (18:06)

GreenChar

- www.greenchar.org
- "Tom Osborn from Kenya - A Social Entrepreneur of Tomorrow,"
www.youtube.com/watch?v=uRlilVf8T_s (2:54)
- GreenChar vc4a.com/ventures/greenchar

Lufa Farms

- montreal.lufa.com/en
- "How a Rooftop Farm Feeds a City Mohamed Hage, TEDxUdeM,"
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Appendix 3: Social Enterprises

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- twentyonetoy.com
- "A test of patience: Toy company on verge of big breakthrough after three long years"
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- "TEDxConcordia - Ilana Ben-Ari - Toys as Tools for Communication"
www.youtube.com/watch?v=ap-ihBjFpL8 (15:23)

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- watsi.org
- "Chase Adam: Startup Founder. CEO. NGO Innovator. Global Seeker"
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Blackline Master 1: Social Enterprise Case Study

Identify the social enterprise you will investigate and use the questions as a guide.
If you need more space, continue your plan on another piece of paper.

What motivates this social entrepreneur?
What problem are they trying to solve?

What products or services does the social enterprise provide?

What is the social enterprise?

How would you describe their triple bottom line? (3 P's)

What effects does the social enterprise have on the local or global community?

Sources:

Blackline Master 2: Action Plan

Use this action plan to design your own social enterprise. If you need more space, continue your plan on another piece of paper.

What problem would we like to address?

Who does this problem affect? Why is it important?

What do we already know about our issue?	What skills or traits of a social entrepreneur do we have?	What do we still need to find out? Who do we need to help us?

Blackline Master 2: Action Plan

What action could we take to provide
a solution to the problem?

What products or services could we
provide?

What materials will we need?
What costs would be involved?

What will our triple bottom line look like?

Profit: _____

People: _____

Planet: _____

What barriers or challenges could we
face? How will we overcome them?

Blackline Master 3: Reflections of a Social Entrepreneur

	What Did I Learn?	How Did I Support My Community?
Week 1		
Week 2		
Week 3		
Week 4		