Social Entrepreneurship: Connecting Communities

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

Grades 7 to 8
Canadian Edition
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 16,000 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 20 years ago, we learned how incorporating traditional business strategies and techniques could help us create innovative, sustainable solutions to social issues.

Through this classroom resource, 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 resource is also designed to prepare your students to participate in the WE Schools WE Are Rafikis fundraising initiative, developed in collaboration with ME to WE. Through the generous support of DHL, 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,

Craig and Marc Kielburger
Co-Founders, WE
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 16,000 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.

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.

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.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: 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 conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programing 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.
Social Entrepreneurship: Connecting Communities 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.

Rationale

This classroom resource 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 study examples of successful social enterprises and consider the impacts of social entrepreneurship on local and global development and the future of business. Students will apply their knowledge by creating a plan for their own social enterprise aimed at addressing an issue or problem within their school community. Finally, students can choose to get involved with the WE Are Rafikis fundraising initiative, 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 also in the best position to anticipate the habits of mind that will make this classroom successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

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

Strategies for assessment include exit tickets; Know, Want to Know, Learned (KWL) chart; discussions and presentations.

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

Explore our resources and current campaign offerings at WE.org
Subject(s): Geography, Language

Grade Level: Grades 7 to 8

WE Learning Framework Skills:

Essential Questions:

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

Word Bank

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneur</td>
<td>A person who sets up a business or businesses, taking on financial risks in the hope of profit.</td>
</tr>
<tr>
<td>Issue</td>
<td>An important topic or problem for debate or discussion.</td>
</tr>
<tr>
<td>Social Entrepreneur</td>
<td>Someone who recognizes a social problem and uses entrepreneurial principles to organize, create and manage a venture to make social change.</td>
</tr>
<tr>
<td>Social Enterprise</td>
<td>A business that sells goods and services for the purposes of generating income and achieving a social, cultural and/or environmental mission.</td>
</tr>
</tbody>
</table>

Sources for definitions:

• Oxford Dictionary [www.oxforddictionaries.com](http://www.oxforddictionaries.com)
• Canadian Social Entrepreneurship Foundation [www.csef.ca/what_is_a_social_entrepreneur.php](http://www.csef.ca/what_is_a_social_entrepreneur.php)
• Toronto Enterprise Fund [www.torontoenterprisefund.ca/about-tef/what-is-the-toronto-enterprise-fund](http://www.torontoenterprisefund.ca/about-tef/what-is-the-toronto-enterprise-fund)

Materials And Resources

• Chart paper or craft paper
• Writing utensils
• Computers or tablets with Internet access
• Appendix 1: Provincial Curriculum Correlations
• Appendix 2: Classroom Observation Forms
• Appendix 3: Social Entrepreneurs
• Blackline Master 1: Social Enterprise Case Study
• Blackline Master 2: Action Plan
Lesson 1:  
**What Is a Social Entrepreneur?**

---

**Suggested Time:**
120 minutes (or 2 x 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

**Investigate and Learn**

1. Explain to students that the following video and activity will introduce them to the topic of the lesson package. Show students "William Kamkwamba: How I Harnessed the Wind," [www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind](http://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

3. In partners, ask students to brainstorm the relationships between these 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?

   **Educator’s Note:** To create a word cloud, display the key words listed on the front board or on a piece of chart paper. Write the words in different directions and orientations and consider using different colours to make the display visually engaging for students. As an alternative, create a digital word cloud using online word cloud software.

4. **Recommended Assessment For Learning:** As students are discussing, use a clipboard and one of the forms from Appendix 2: Classroom Observation Forms, circulate around the class to make observations about students’ prior knowledge of the topic.

5. Confirm that students will be learning about what it means to be a social entrepreneur and about the social enterprises they create. On chart paper, create a KWL chart by drawing three columns and labelling them **Know,** **Want to Know** and **Learned.** As a class, 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:** 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.

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 Entrepreneurs to support their inquiry.

7. Once students have collected enough information about their social entrepreneur, ask them to return to their home group and share what they learned with their group members.

8. **Recommended Assessment As Learning:** Explain to students that each group will create a mind map to define what it means to be a social entrepreneur. Give each group a large 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 finished recording their ideas, challenge them to summarize what they have learned by completing the following: “A social entrepreneur is...” Ask students to write their definition at the bottom of their mind map.

9. 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.

10. **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: Classroom 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.

**Educator’s Note:** For more information about mind maps, visit [www.mindmapping.com](http://www.mindmapping.com).
Lesson 2:
Becoming a Social Entrepreneur

Suggested Time:
120 minutes (or 2 x 60 minutes)

Learning Goals:
Students will develop an understanding of:

• What motivates a social entrepreneur
• The barriers or challenges social entrepreneurs face
• The impact that social enterprises have on the local or global community

1. Explain to students that they will watch a video about another social entrepreneur. Post the following questions on the board and ask students to think about them as they watch the video.

   • Who is the social entrepreneur?
   • What motivates this social entrepreneur? What problem are they trying to solve?
   • What traits or skills do they have that help them to be successful as a social entrepreneur? (Refer to the mind maps from Lesson 1.)
   • What products or services does the social enterprise provide?
   • Why do people support this social enterprise?
   • What effects does the social enterprise have on the local or global community?

2. Show students “Tom Osborn from Kenya - A Social Entrepreneur of Tomorrow,” www.youtube.com/watch?v=uRllIVI8T_s (2:54).

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. Introduce students to Blackline Master 1: Social Entrepreneur Case Study by projecting it on the front board or giving each student a copy. Tell students that, in partners, they will choose a social entrepreneur from Appendix 3: Social Entrepreneurs and investigate the social entrepreneur and the work they do using the resources provided or articles and videos from reputable sources. Share with students that once they have completed their investigation they will present the results to the class to raise awareness for this social entrepreneur and their enterprise.

5. **Recommended Assessment As Learning:** As students are working, use a clipboard and one of the forms from Appendix 2: Classroom Observation Forms and circulate around the class to monitor each pair’s progress and to observe and document student learning. This is an opportunity to gauge where students are in their understanding of social entrepreneurship before moving on to the next lesson.

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

7. **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 one they investigated) and describe how this person represents the definition of a social entrepreneur. What skills or traits do they have? What motivates them? What impact are they having? Ask students to post their responses on the Learn section of the KWL chart. Record student responses on one of the forms from Appendix 2: Classroom Observation Forms to determine whether all students understand what it means to be a social entrepreneur.

Educator’s Note: It is also important to model for students how to document the sources where the information comes from and how to take notes in their own words to avoid plagiarism.

Educator’s Note: For more information on Tom Osborn and GreenChar please see Appendix 3: Social Entrepreneurs.
Lesson 3:

The Power of Social Enterprises

Suggested Time: 180 minutes (or 3 x 60 minutes)

Learning Goals

Students will:

- Create an action plan to design their own social enterprise
- Build research and presentation skills

Action Plan

1. Explain to students that, now that they understand more about the power of social entrepreneurs, they will have an opportunity to 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 and create a plan for their own social enterprise that could address this problem or issue.

   **Educator’s Note:** The objective of this activity is for students to create a plan or proposal for their own social enterprise to understand how they can become social entrepreneurs and have an impact on their local community. It’s not necessary for students to implement their plan; however, if you would like students to take this activity further, see the Extension section below.

2. Show students one or more of the videos from Appendix 3: Social Entrepreneurs to help students understand more about how a social enterprise is developed. How did the social entrepreneur discover what motivated them? How did they decide what action to take? Who supported them along the way?

3. 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, etc.).

4. 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.

5. 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.

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

6. Recommended Assessment As Learning: As students are working, use a clipboard and one of the forms from Appendix 2: Classroom 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.

7. Recommended Assessment Of Learning: Organize a Social Enterprise Fair so students can present the social enterprises they have created. This will be an opportunity to assess students’ understanding of how social entrepreneurs create social change and also whether students apply their research, organization and presentation skills to effectively inform their audience.

   **Educator’s Note:** Ensure that students understand that the purpose of this presentation is to encourage the audience to support the social enterprises they have designed. Build a rubric or a list of criteria with students before they begin preparing their presentation so they understand the expectations. Students should be able to clearly and concisely identify what their issue is and why it’s important, explain the social enterprise and what it does and, most importantly, how the social enterprise supports their issue. The pitch should not be a lecture on the topic and should use thoughtful questions to engage the audience. Remind students that the pitch should only be 20-30 seconds so that they don’t lose their audience’s attention, so it’s important to practice ahead of time. Consider using an elevator pitch structure to help students prepare for the presentation (Crafting an Elevator Pitch, www.mindtools.com/pages/article/elevator-pitch.htm).

Take Action

Educator’s Note: If students are uncertain about creating their own social enterprise give them an example. If they are concerned about students going without snacks at recess, they could make and sell baked goods or snacks at school events and use the profits to provide recess snacks for the entire class. 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.
8. Invite staff and students to attend the fair and learn about organizations that are supporting social issues locally and globally.

**Extension**: Help students put their plan into action by providing the time and resources they would need to run a short trial of their social enterprise. This will allow students to experience the process that social entrepreneurs go through when creating their enterprises and recognize the tools and skills they need to resolve challenges along the way.

**Reflect and Celebrate**

9. **Recommended Assessment Of Learning**: As a class, ask students to reflect on the learning and experiences from the Action Plan and Take Action 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 a voice 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.

10. 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 fundraising initiative. This initiative 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 fundraising initiative, students can help to empower female entrepreneurs and their families within WE Villages communities. Sign up for the fundraising initiative by filling out the registration form at [www.wearerafikis.com](http://www.wearerafikis.com).
# Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by NELSON

<table>
<thead>
<tr>
<th>Alberta</th>
<th>Alberta</th>
</tr>
</thead>
</table>
| **Social Studies (2005)**  
  - Canadian Expansions  
  The Social Entrepreneurship: Connecting Communities lesson package addresses a goal of the Alberta Social Studies curriculum, to understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels.  
  The Social Entrepreneurship: Connecting Communities lesson package can also help address the Alberta Social Studies curriculum strands:  
    - Economics and resources  
    - Global connections  
| **Social Studies (2005)**  
  The Social Entrepreneurship: Connecting Communities lesson package addresses a goal of the Alberta Social Studies curriculum, to understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels.  
  The Social Entrepreneurship: Connecting Communities lesson package can also help address the Alberta Social Studies curriculum strands:  
    - Economics and resources  
    - Global connections |
| **Language Arts (2000)**  
  - Present and Share  
  The Social Entrepreneurship: Connecting Communities lesson package addresses the aim of the Alberta Language Arts curriculum to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.  
| **Language Arts (2000)**  
  - Present and Share  
  The Social Entrepreneurship: Connecting Communities lesson package addresses the aim of the Alberta Language Arts curriculum to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning. |
### Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by NELSON

<table>
<thead>
<tr>
<th>Atlantic Canada</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 7</strong></td>
<td><strong>Grade 8</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>• Individuals, Societies, Economic decisions, and Interdependence</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> 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.</td>
<td></td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to reflect critically on ethical issues.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>• Speaking and Listening, Reading and Viewing</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses the Atlantic Canada Language Arts curriculum, enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</td>
<td></td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses essential learnings of the Atlantic Canada Language Arts curriculum specifically to:</td>
<td></td>
</tr>
<tr>
<td>- Access, process, evaluate and share information.</td>
<td></td>
</tr>
<tr>
<td>- Present information and instructions clearly, logically, concisely and accurately for a variety of audiences.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts (2010)</strong></td>
<td>• Speaking and Listening, Reading and Viewing</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses the Atlantic Canada Language Arts curriculum, enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</td>
<td></td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses essential learnings of the Atlantic Canada Language Arts curriculum specifically to:</td>
<td></td>
</tr>
<tr>
<td>- Access, process, evaluate and share information.</td>
<td></td>
</tr>
<tr>
<td>- Present information and instructions clearly, logically, concisely and accurately for a variety of audiences.</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

| British Columbia |
|------------------|------------------|
| **Grade 7**  | **Grade 8**     |
| **Social Studies (2016)** | **Social Studies (2016)** |
| The *Social Entrepreneurship: Connecting Communities* lesson package addresses several core competencies of the B.C. curriculum, specifically:  
- Communication  
- Critical thinking  
- Social responsibility  
| The *Social Entrepreneurship: Connecting Communities* lesson package addresses several core competencies of the B.C. curriculum, specifically:  
- Communication  
- Critical thinking  
- Social responsibility  
| The *Social Entrepreneurship: Connecting Communities* lesson package can also help address the B.C. Social Studies curriculum goals:  
- 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.  
- Develop an understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests.  
| The *Social Entrepreneurship: Connecting Communities* lesson package can also help address the B.C. Social Studies curriculum goals:  
- 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.  
- Develop an understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests.  
| **Language Arts (2016)** | **Language Arts (2016)** |
| - Comprehend and Connect, Create and Communicate  
| The *Social Entrepreneurship: Connecting Communities* lesson package addresses several core competencies of the B.C. curriculum, specifically:  
- Communication  
- Critical thinking  
- Personal awareness and responsibility  
- Social responsibility  
| The *Social Entrepreneurship: Connecting Communities* lesson package also help address the B.C. Language Arts curriculum goals to:  
- Become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social, and career aspirations.  
- Use language to design and share information interpersonally, interculturally and globally.  
|
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by NELSON

<table>
<thead>
<tr>
<th>Manitoba</th>
<th>Manitoba</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>Grade 8</td>
</tr>
<tr>
<td><strong>Social Studies (2003)</strong></td>
<td><strong>Social Studies (2003)</strong></td>
</tr>
<tr>
<td>• Global Quality of Life</td>
<td></td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses several goals of the Manitoba Social Studies curriculum, specifically to:</td>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses several goals of the Manitoba Social Studies curriculum, specifically to:</td>
</tr>
<tr>
<td>- Develop global awareness and a sense of global citizenship.</td>
<td>- Develop global awareness and a sense of global citizenship.</td>
</tr>
<tr>
<td>- Develop a commitment to social justice and quality of life for all the world’s peoples.</td>
<td>- Develop a commitment to social justice and quality of life for all the world’s peoples.</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package can also help address several other goals of the Manitoba Social Studies Curriculum, to enable students to:</td>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package can also help address several other goals of the Manitoba Social Studies Curriculum, to enable students to:</td>
</tr>
<tr>
<td>- Engage in disciplined inquiry, applying research skills, critical thinking and decision-making.</td>
<td>- Engage in disciplined inquiry, applying research skills, critical thinking and decision-making.</td>
</tr>
<tr>
<td>- Critically analyze and research social issues.</td>
<td>- Critically analyze and research social issues.</td>
</tr>
<tr>
<td>- Develop openness to new ideas and think beyond the limits of conventional wisdom.</td>
<td>- Develop openness to new ideas and think beyond the limits of conventional wisdom.</td>
</tr>
<tr>
<td><strong>Language Arts (2016)</strong></td>
<td><strong>Language Arts (2016)</strong></td>
</tr>
<tr>
<td>• Present and Share</td>
<td>• Present and Share</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package enables each student to read and produce a wide range of texts, including media, transactional and literary texts.</td>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package enables each student to read and produce a wide range of texts, including media, transactional and literary texts.</td>
</tr>
</tbody>
</table>
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<table>
<thead>
<tr>
<th>Ontario</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 7</strong></td>
</tr>
<tr>
<td><strong>Geography (2013)</strong></td>
</tr>
<tr>
<td>• Natural Resources around the World: Use and Sustainability</td>
</tr>
<tr>
<td>The Social Entrepreneurship: Connecting Communities lesson package addresses the goal for Geography, specifically being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.</td>
</tr>
<tr>
<td>The lesson package also supports the development of citizenship education and can help make connections to current issues and events.</td>
</tr>
<tr>
<td><strong>Language Arts (2006)</strong></td>
</tr>
<tr>
<td>• Oral Communication, Reading, Writing, Media Literacy</td>
</tr>
<tr>
<td>The Social Entrepreneurship: Connecting Communities lesson package addresses the principle for Language Arts, specifically using language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens.</td>
</tr>
<tr>
<td>The Social Entrepreneurship: Connecting Communities lesson package also addresses the Ontario Language Arts curriculum expectations incorporating the use of analytical, critical, and metacognitive thinking skills.</td>
</tr>
</tbody>
</table>
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<table>
<thead>
<tr>
<th>Saskatchewan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 7</strong></td>
<td><strong>Grade 8</strong></td>
</tr>
<tr>
<td><strong>Social Studies (2010)</strong></td>
<td><strong>Social Studies (2010)</strong></td>
</tr>
<tr>
<td>• Resources and Wealth: Investigate</td>
<td>• Resources and Wealth: Investigate</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students to have a sense of themselves as active participants and citizens in an inclusive, culturally diverse and interdependent world.</td>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students to have a sense of themselves as active participants and citizens in an inclusive, culturally diverse and interdependent world.</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> 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.</td>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> 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.</td>
</tr>
<tr>
<td><strong>Language Arts (2010)</strong></td>
<td><strong>Language Arts (2010)</strong></td>
</tr>
<tr>
<td>• Comprehend and Respond</td>
<td>• Comprehend and Respond</td>
</tr>
<tr>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package helps students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.</td>
<td>The <em>Social Entrepreneurship: Connecting Communities</em> lesson package helps students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.</td>
</tr>
</tbody>
</table>
## Appendix 2: Classroom Observation Forms

<table>
<thead>
<tr>
<th>Classroom Observation Form 1</th>
<th>Lesson/Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Classroom Observation Form 2

<table>
<thead>
<tr>
<th>Lesson/Activity:</th>
<th></th>
</tr>
</thead>
</table>

## Learning Outcomes

<table>
<thead>
<tr>
<th>Student Names</th>
<th></th>
</tr>
</thead>
</table>

Appendix 2: Classroom Observation Forms
### Classroom Observation Form 3

<table>
<thead>
<tr>
<th>Lesson/Activity:</th>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Social Entrepreneurs

Catlin Powers—One Earth Designs

- [www.oneearthdesigns.com](http://www.oneearthdesigns.com)
- “One Earth Designs’ Catlin Powers at Unreasonable Barcelona,” [www.youtube.com/watch?v=DHTbJJz8csU](http://www.youtube.com/watch?v=DHTbJJz8csU) (4:40)

Chase Adam—Watsi

- [watsi.org](http://watsi.org)

Craig Kielburger and Marc Kielburger—ME to WE

- [www.WE.org/about-we-charity/our-story/?gclid=CNHw0b-_rNQCFRdWDQodRk0OGQ](http://www.WE.org/about-we-charity/our-story/?gclid=CNHw0b-_rNQCFRdWDQodRk0OGQ)
- *Me to We: Finding Meaning in a Material World*, by Craig Kielburger and Marc Kielburger, September 18, 2007, Touchstone

Ilana Ben-Ari—Twenty One Toys

- [twentyonetoys.ca](http://twentyonetoys.ca)

Jordyn Lexton—Drive Change

- [drivechangenyc.org](http://drivechangenyc.org)

Mikaila Ulmer—Me & the Bees Lemonade

- “BeeSweet Lemonade’s Mission to Save the Bees,” [www.youtube.com/watch?v=xYwTAJMbfy8](http://www.youtube.com/watch?v=xYwTAJMbfy8) (3:17)
Appendix 3: Social Entrepreneurs

Tom Osborn—GreenChar

- “Tom Osborn” www.echoinggreen.org/fellows/tom-osborn
- “Tom Osborn from Kenya - A Social Entrepreneur of Tomorrow,”
  www.youtube.com/watch?v=uRliIv8T_s (2:54)
- GreenChar. vc4a.com/ventures/greenchar

William Kamkwamba

- “William Kamkwamba: How I Harnessed the Wind,”
  www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind#t-22221 (5:59)
- “Teen’s DIY Energy Hacking Gives African Village New Hope,”
  www.wired.com/2009/10/kamwamba-windmill
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?

<table>
<thead>
<tr>
<th>What do we already know about our issue?</th>
<th>What skills or traits of a social entrepreneur do we have?</th>
<th>What do we still need to find out? Who do we need to help us?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Blackline Master 2: Action Plan

<table>
<thead>
<tr>
<th>What action could we take to provide a solution to the problem?</th>
<th>What products or services could we provide?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What materials would we need?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What results do we expect?</td>
<td>What barriers or challenges could we face?</td>
</tr>
<tr>
<td></td>
<td>How would we overcome them?</td>
</tr>
</tbody>
</table>