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 4 to 6
American 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. 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 honored 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.

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 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 programming 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 resource 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.

Assessment strategies 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 center to get access to the resources listed in the Appendices.

► Explore our resources and current campaign offerings at WE.org
Subject(s): Social Studies, English, Language Arts

Grade Level: Grades 4 to 6

WE Learning Framework Skills: 

Essential Question:

► What makes a person a social entrepreneur?

Word Bank

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<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>
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<tr>
<td>Issue</td>
<td>An important topic or problem for debate or discussion.</td>
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<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>
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<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>
<tr>
<td>Trait</td>
<td>A distinguishing quality or characteristic.</td>
</tr>
</tbody>
</table>

Sources for definitions:

• Oxford Dictionary [www.oxforddictionaries.com](http://www.oxforddictionaries.com)

• Canadian Social Entrepreneurship Foundation [www.cset.ca/what_is_a_social_entrepreneur.php](http://www.cset.ca/what_is_a_social_entrepreneur.php)

Materials and Resources

• Chart paper or craft paper
• Writing utensils
• Computer or tablet with Internet access
• Appendix 1: Classroom Observation Forms
• Appendix 2: Resource List
• Appendix 3: Social Entrepreneurs
• Blackline Master 1: Social Enterprise Case Study
• Blackline Master 2: Action Plan
Lesson 1: How Can I Help?

Suggested Time:
40 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.4.3 - Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- CCSS.ELA-LITERACY.SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.6.3 - Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
- CCSS.ELA-LITERACY.SL.6.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Learning Goals:
Students will:

- Develop an awareness of social issues affecting local and global communities and how members of those communities are addressing them.

Investigate and Learn

1. Read one of the books from Appendix 2: Resource List to introduce students to young social entrepreneurs and assess their prior knowledge of the subject.

2. Recommended Assessment For Learning: Discuss:
   - What are the problems affecting the main character’s community?
   - How did the main character’s actions affect their community?
   - Which of the character’s personality traits or skills contributed to the outcomes?

3. Recommended Assessment As Learning: As a class, create a T-chart on a chart paper or the front board and label it Skills and Traits. Distribute markers around the class and ask students to add words and images to the T-chart to describe the skills and traits the main character had that helped them to create change. What characteristics or abilities did they have that helped them to achieve success?

   As an alternative, ask students to create a character sketch by drawing a quick sketch of the main character(s) from the story in the middle of a blank page and then writing the words and phrases that represent the traits and skills around it.

   Educator’s Note: According to Schwab Foundation for Social Entrepreneurship, a social entrepreneur can be described as:
   - Passionate—Has a desire to make things happen.
   - Positive—Has a belief in all people’s ability to contribute to social change.
   - Innovative—Tries new things that others would be afraid to.
   - Impatient—Doesn’t sit back and wait for change to happen, drives the change.

   Source: www.weforum.org/agenda/2015/12/explainer-what-is-a-social-entrepreneur
Lesson 2:
What Does it Mean to Be a Social Entrepreneur?

Suggested Time:
80 minutes (or 2 x 40 minutes)

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-LITERACY.SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.SL.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CCSS.ELA-LITERACY.SL.6.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.
- CCSS.ELA-LITERACY.SL.6.3 - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Learning Goals:
Students will:

- Develop an awareness of the skills and attributes that are necessary to become a social entrepreneur.

1. Return to the book from Lesson 1 and share with students that the main character in the book is a social entrepreneur.

2. On a large chart paper or the front board, write the words social entrepreneur in the center. Tell students that they will watch a video about another social entrepreneur.

3. Show students “BeeSweet Lemonade’s Mission to Save the Bees,” www.youtube.com/watch?v=xYwTAJMbFy8 (3:17). As students are watching the video, ask them to think about how Mikaila’s story compares to the story they read in Lesson 1.

4. Recommended Assessment As Learning: On the chart paper or front board, begin to build a collective mind map or a visual representation of students’ understanding of what it means to be a social entrepreneur.

Discuss:

- What skills or traits do the character in the book and Mikaila from Me & the Bees Lemonade have in common?
- How did these skills and traits help them to create change?
- What motivated them to take action and create a social enterprise?
- How did their actions affect their communities?
- What is a social enterprise? How is it like a business? As students share their responses and ideas, write them on the chart or board and use different colors, fonts and branches or connecting lines to organize students’ thinking. This is an opportunity for clarification and to ensure that all students have a strong understanding of the concepts of social entrepreneurship before moving to the next activity.

5. Create a collective definition of social entrepreneur and write it at the bottom of the mind map. Post the mind map in the classroom to continue to add to or to use for reference.

Educator’s Note: As students become familiar with the vocabulary related to social entrepreneurship, it may be helpful to also create a topic-specific word wall to record new vocabulary as students are introduced to it.

6. Introduce students to the graphic organizer on Blackline Master 1: Social Entrepreneur Case Study by projecting it on the front board or creating a large copy on a piece of chart paper. This activity will be an opportunity to model the research process and how to use the organizer before students begin their mini-inquiry project in Lesson 3.
7. Explain to students that, as a class, they will choose another social entrepreneur from Appendix 3: Social Entrepreneurs to research together. Explore the links and videos in Appendix 3: Social Entrepreneurs and model how to answer the following questions and record the information on the organizer:

- Who is the social entrepreneur?
- What motivated them to become a social entrepreneur? What issue or problem are they trying to address?
- What traits or skills do they have that help them to be a social entrepreneur? (Refer to the skills and traits from the T-charts and the mind map.)
- What products or services does the social enterprise provide?
- Why do people support their social enterprise?
- What effects does the social enterprise have on the local or global community?

**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.

As an alternative, divide students into pairs or small groups and give each pair or group one of the questions to investigate and then bring back to share with the class.

8. **Recommended Assessment Of Learning:** Provide students with three sticky notes or cards to use as exit tickets. Ask students to write three things they have learned about social entrepreneurship, two things that surprised them about what they have learned and one question they still have. Collect the notes or cards and use this information to assess where students are in their understanding of social entrepreneurship and provide clarification or more information for those who may still have questions.
Lesson 3: Creating Change Through Social Enterprise

Suggested Time: 120 minutes (3 x 40 minutes)

Common Core Alignment (Grades 4–6)
- CCSS.ELA-LITERACY.W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.W.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

Learning Goals:
Students Will:
- Create an action plan to raise awareness for a social enterprise or 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 investigate a social entrepreneur they are interested in or develop their own social enterprise to address a problem or issue that exists within the school.

Option 1:
a. Invite students to use the same process as they did in Lesson 2 to investigate a social entrepreneur of their choice. They will then have an opportunity to raise awareness for this social enterprise within the school.
b. Provide students with the links and resources from Appendix 3: Social Entrepreneurs or allow students to choose a social entrepreneur who inspires them. Students can work individually or in small groups with other students who are interested in the same social entrepreneur or the same issue. Each student or group will research their social entrepreneur and collect their information on a graphic organizer, including the sources they used.
c. Provide each pair or group with a copy of Blackline Master 1: Social Enterprise Case Study to support their research.
d. Recommended Assessment As Learning: As students are working, use a clipboard and one of the forms from Appendix 1: Classroom Observation Forms and circulate around the class to monitor each group’s progress and to observe and document students’ understanding of social entrepreneurship. This is an opportunity to help students resolve doubts or misconceptions they have about developing their own social enterprise.

Option 2:
a. Challenge students to identify a problem or issue within the school and create a plan to develop their own social enterprise that could address these problems or issues.

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 students would like to take this activity further, see the Extension section below.
b. As a class, create a list of all 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.).
c. 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 or five students choose the same option, divide students into two groups.
d. 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?
e. Give each group a copy of Blackline Master 2: Action Plan (or project it on the front board and distribute it later). Discuss the expectations for each section of the action plan to make sure students are ready to work independently.
f. Give 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 toward a solution to a problem affecting local or global communities as well as the desire to create a successful business are what make 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.

Recommended Assessment As Learning: As students are working, use a clipboard and one of the forms from Appendix 1: Classroom Observation Forms and circulate around the class to monitor each group’s progress and to observe and document students’ understanding of social entrepreneurship. This is an opportunity to help students resolve doubts or misconceptions they have about developing their own social enterprise.
Take Action

2. **Recommended Assessment Of Learning:** Organize a Social Enterprise Fair, where students can present and raise awareness for the social enterprises they investigated or created. This will be an opportunity to assess students’ understanding of how social entrepreneurship creates social change and to assess how students apply their research, organization and presentation skills to effectively inform their audience.

**Educator’s Note:** Ensure students understand that the purpose of this presentation is to encourage the audience to support the social enterprises they’re advocating for. Build a rubric or a list of criteria with students before they begin to prepare 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](http://www.mindtools.com/pages/article/elevator-pitch.htm)).

3. Invite staff and students to attend the fair and learn about social enterprises that students have investigated and want to raise awareness for or to hear the plans for the social enterprises students have created.

**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

4. As a class, ask students to reflect on the learning and experiences from the Action Plan and Take Actions sections.

5. 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 consumer decisions and career choices. Alternatively, students could prepare their response and record it using a voice recorder.

6. 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).

**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.
## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 1

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## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 2

<table>
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<tr>
<th>Student Names</th>
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<td>Next Steps</td>
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Appendix 1: Classroom Observation Forms
Appendix 2: Resource List

Picture Books about Social Entrepreneurs

- *Beatrice’s Goat*, by Page McBrier, Aladdin, 2004

Novels about Social Entrepreneurs

- *Me to We: Finding Meaning in a Material World*, by Craig Kielburger and Marc Kielburger, Touchstone, 2007
Appendix 3: Social Entrepreneurs

Catlin Powers—One Earth Designs
- www.oneearthdesigns.com
- “One Earth Designs’ Catlin Powers at Unreasonable Barcelona,” www.youtube.com/watch?v=DHTbJZz8csU (4:40)
- “Cooking Up Innovation,” news.mit.edu/2013/scot-frank-one-earth-designs-0624

Chase Adam—Watsi
- watsi.org

Craig Kielburger and Marc Kielburger—ME to WE
- www.metowe.com/about-us/our-story
- 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, Sep 18, 2007, Touchstone

Ilana Ben-Ari—Twenty One Toys
- twentyonetoys.ca
- “A Test of Patience: Toy Company on Verge of Big Breakthrough After Three Long Years,” business.financialpost.com/entrepreneur/a-test-of-patience-toy-company-on-verge-of-big-breakthrough-after-three-long-years

Jordyn Lexton—Drive Change
- drivechangeny.org
Appendix 3: Social Entrepreneurs

Mikaila Ulmer—Me & the Bees Lemonade
- “BeeSweet Lemonade's Mission to Save the Bees,” www.youtube.com/watch?v=xYwTAJMbfY8 (3:17)

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=uRliIVf8T_s (2:54)
- GreenChar, vc4a.com/ventures/greenchar

William Kamkwamba
Blackline Master 1: Social Enterprise Case Study

Who is the social entrepreneur?

What motivates them?
What problem or issue do they care about?

What traits or skills of a social entrepreneur do they have?

Why do people support the social enterprise?

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

Sources (where did you get your information from?):
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>
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## Blackline Master 2: Action Plan

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<th>What action could we take to provide a solution to the problem?</th>
<th>What products or services could we provide?</th>
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<th>What materials will we need? What costs would be involved?</th>
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<tr>
<th>What will our triple bottom line look like?</th>
<th>What barriers or challenges could we face? How will we overcome them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profit:</td>
<td></td>
</tr>
<tr>
<td>People:</td>
<td></td>
</tr>
<tr>
<td>Planet:</td>
<td></td>
</tr>
</tbody>
</table>