

# 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  
American Edition

AN INITIATIVE OF



# 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.

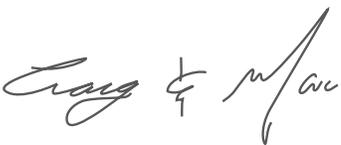
Through this classroom resource, your students will be introduced to what it means to be a social entrepreneur and the skills and attributes that social entrepreneurs need to develop their enterprise while maintaining their commitment to social change. They will be encouraged to become social entrepreneurs 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



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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 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.

**Local**



**Global**



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/](https://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 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.

## Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

## 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 Rafiki 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](https://www.we.org)

**Subject(s):** Social Studies, English Language Arts

**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?

## Materials And Resources

- Chart paper or craft paper
- Writing utensils
- Computers or tablets with Internet access
- Appendix 1: Classroom Observation Forms
- Appendix 2: Social Entrepreneurs
- Blackline Master 1: Social Enterprise Case Study
- Blackline Master 2: Action Plan

### 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 drives social innovation and transformation in various fields, including education, health, environment and enterprise development.

**Social Enterprise**—A for-profit entity or business that provides a social or ecological product or service; while profits are generated, the main aim is also to grow the social venture and reach more people in need.

**Sources for definitions:**

- Oxford Dictionary [www.oxforddictionaries.com](http://www.oxforddictionaries.com)
- World Economic Forum [www.weforum.org/agenda/2015/12/explainer-what-is-a-social-entrepreneur](http://www.weforum.org/agenda/2015/12/explainer-what-is-a-social-entrepreneur)

## Lesson 1:

# What Is a Social Entrepreneur?



### Suggested Time:

120 minutes (or 2 x 60 minutes)

### Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.SL.7.1.A - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
- CCSS.ELA-LITERACY.SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- CCSS.ELA-LITERACY.SL.8.1.A - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence under discussion.
- CCSS.ELA-LITERACY.SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

### 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? How do the words connect to the story in the video? Are students able to infer what they 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 chart paper. Write the words in different directions and orientations and consider using different colors 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 1: Classrooms Observation Forms**, 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 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 labeling 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:** 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 2: 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 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.

**Educator's Note:** For more information about mind maps, visit [www.mindmapping.com](http://www.mindmapping.com).

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 map 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 1: 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:

# Becoming a Social Entrepreneur



### Suggested Time:

120 minutes (or 2 x 60 minutes)

### Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.SL.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.
- CCSS.ELA-LITERACY.SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

### 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. Provide students with blank paper if they prefer to draw or write about what they're thinking 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=uRliLVf8T\\_s](https://www.youtube.com/watch?v=uRliLVf8T_s) (2:54).

**Educator's Note:** For more information on Tom Osborn and GreenChar please see **Appendix 2: Social Entrepreneurs**.

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 Enterprise Case Study** by projecting it on the front board or giving each student a copy. Share with students that, in partners, they will choose a social entrepreneur from **Appendix 2: 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.

**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.

5. **Recommended Assessment As Learning:** As students are working, use a clipboard and one of the forms from **Appendix 1: Classrooms 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 1: Classrooms Observation Forms** to determine whether all students understand what it means to be a social entrepreneur.

### Lesson 3:

## The Power of Social Enterprises



### Suggested Time:

180 minutes (or 3 x 60 minutes)

### Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.W.7.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- CCSS.ELA-LITERACY.SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- CCSS.ELA-LITERACY.W.8.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.W.8.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### 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 2: 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.

**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.

6. **Recommended Assessment As Learning:** As students are working, use a clipboard and one of the forms from **Appendix 1: 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.

**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.

## Take Action

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](http://www.mindtools.com/pages/article/elevator-pitch.htm)).

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 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 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: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

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# Appendix 1: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

| Learning Outcomes<br>Student Names |  |  |  |
|------------------------------------|--|--|--|
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# Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

| Observations | Questions/Concerns | Next Steps |
|--------------|--------------------|------------|
|              |                    |            |

## Appendix 2: 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](https://www.youtube.com/watch?v=DHTbJJz8csU) (4:40)
- “Cooking Up Innovation,” [news.mit.edu/2013/scot-frank-one-earth-designs-0624](http://news.mit.edu/2013/scot-frank-one-earth-designs-0624)

### Chase Adam—Watsi

- [watsi.org](http://watsi.org)
- “Chase Adam: Startup Founder. CEO. NGO Innovator. Global Seeker,” [www.techrepublic.com/article/chase-adam-startup-founder-ceo-ngo-innovator-global-seeker](http://www.techrepublic.com/article/chase-adam-startup-founder-ceo-ngo-innovator-global-seeker)

### Craig Kielburger and Marc Kielburger—ME to WE

- [www.metowe.com/about-us/our-story](http://www.metowe.com/about-us/our-story)
- [www.WE.org/about-we-charity/our-story/?gclid=CNHw0b\\_rNQCFRdWDQodRk00GQ](http://www.WE.org/about-we-charity/our-story/?gclid=CNHw0b_rNQCFRdWDQodRk00GQ)
- *Me to We: Finding Meaning in a Material World*, by Craig Kielburger and Marc Kielburger, Touchstone, 2007

### Ilana Ben-Ari—Twenty One Toys

- [twentyonetoy.com](http://twentyonetoy.com)
- “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](http://business.financialpost.com/entrepreneur/a-test-of-patience-toy-company-on-verge-of-big-breakthrough-after-three-long-years)
- “Toys as Tools for Communication,” Ilana Ben-Ari, TEDxConcordia, [www.youtube.com/watch?v=ap-ihBjFpL8](https://www.youtube.com/watch?v=ap-ihBjFpL8) (15:23)

### Jordyn Lexton—Drive Change

- [drivechangenyc.org](http://drivechangenyc.org)
- “Drive Change: Ending Mass Incarceration Jordyn Lexton TEDxDaltonSchool,” [www.youtube.com/watch?v=6Vsl6MWYaL4](https://www.youtube.com/watch?v=6Vsl6MWYaL4) (18:06)

### Mikaila Ulmer—Me & the Bees Lemonade

- “BeeSweet Lemonade’s Mission to Save the Bees,” [www.youtube.com/watch?v=xYwTAJMbFy8](https://www.youtube.com/watch?v=xYwTAJMbFy8) (3:17)
- “Shark Tank’ Lemonade Entrepreneur, 11-Year-Old Mikaila Ulmer, Lands Expansion Deal,” [www.today.com/money/shark-tank-lemonade-entrepreneur-11-year-old-mikaila-ulmer-lands-t83466](http://www.today.com/money/shark-tank-lemonade-entrepreneur-11-year-old-mikaila-ulmer-lands-t83466)

## Appendix 2: Social Entrepreneurs

### Tom Osborn—GreenChar

- “Tom Osborn” [www.echoinggreen.org/fellows/tom-osborn](http://www.echoinggreen.org/fellows/tom-osborn)
- “Tom Osborn from Kenya - A Social Entrepreneur of Tomorrow,” [www.youtube.com/watch?v=uRlilVf8T\\_s](http://www.youtube.com/watch?v=uRlilVf8T_s) (2:54)
- GreenChar, [vc4a.com/ventures/greenchar](http://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](http://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/kamkwamba-windmill](http://www.wired.com/2009/10/kamkwamba-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?

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What products or services does the social enterprise provide?

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

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

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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?

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Who does this problem affect? Why is it important?

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| 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

|                                                                                                                   |                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p>What action could we take to provide a solution to the problem?</p>                                            | <p>What products or services could we provide?</p> <p>What materials will we need?<br/>What costs would be involved?</p> |
| <p>What will our triple bottom line look like?</p> <p>Profit: _____</p> <p>People: _____</p> <p>Planet: _____</p> | <p>What barriers or challenges could we face? How will we overcome them?</p>                                             |