
Becoming a Social Entrepreneur

This lesson is designed for social studies, communication arts, current events, and business education classes in grades 9-12.

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Lesson Objectives:

Students will:

1. Learn the definition of social entrepreneurship through discussion and reading activities
2. Utilize critical listening, reading, and thinking skills to analyze information related to social entrepreneurs
3. Participate in class activities designed to illustrate the importance of working with others to solve problems by using creative thinking and sharing resources
4. Participate in group brainstorming activities
5. Work in small groups to formulate action plans for addressing school-related problems in a manner similar to the social entrepreneurs they have learned about
6. Work as a class to implement one of the action plans presented in order to address a school-related problem
7. Assess the success of their action plan by answering a series of questions related to the implementation of the plan and the measurable results of their actions

Estimated Time:

Three 90-minute class periods or five 50-minute class periods, not including time needed to implement the selected action plan.

Materials Needed:

1. Access to the internet for viewing NOW reference materials and the audio files listed below:
 - a. NOW's 'Enterprising Ideas' <http://www.pbs.org/now/enterprisingideas/what-is.html>
 - b. NOW's 'Entrepreneurs In Depth' available at <http://www.pbs.org/now/enterprisingideas/entrepreneurs-depth.html>
 - c. NOW on the News interview with Bill Drayton (approx. 8 minutes in length) available at <http://www.pbs.org/now/news/321.html>

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2. Famous Social Entrepreneurs research handout (included with lesson plan)
 3. Becoming a Social Entrepreneur project handout (included with lesson plan)

* Internet access

Backgrounder for Teachers:

The idea that social entrepreneurs are critical to our society and our ability to provide solutions to the vast number of social problems that plague us on a worldwide level is not new. However, the belief in the potential of social entrepreneurship is gaining support as neither the government nor the market alone prove effective at solving pressing social problems.

Assumed Student Prior Knowledge:

Students will need to be familiar with the term entrepreneur, and they will need a broad understanding of worldwide, national, and local problems that need to be addressed in order for all people to have quality life experiences.

Teaching Strategy:

Part 1: What is a Social Entrepreneur?: 90 minutes

1. Write the term 'social entrepreneur' on the board or overhead so students can see it as they enter the classroom.
2. Facilitate a short class discussion/brainstorming session using questions such as:
 - * How would you define the word entrepreneur?
 - * Based on your definition, what do you think a social entrepreneur is?

Share the definition of a social entrepreneur found at NOW's 'Enterprising Ideas' <http://www.pbs.org/now/enterprisingideas/what-is.html> and share the definitions of social entrepreneurs provided by the other reputable sources listed on the page.

3. Provide students with examples of social entrepreneurs by sharing or having students access the content of NOW's 'Entrepreneurs In Depth' available at <http://www.pbs.org/now/enterprisingideas/entrepreneurs-depth.html>. Here, students will hear/read about CFW Shops that provide Kenyans with accessible and affordable health care, Appalachian Sustainable Development that sells sustainably harvested lumber and organic produce in Tennessee and Virginia, and the Primavera Foundation of Tucson that helps the homeless and former prisoners find jobs and affordable housing.

4. As students learn about each of the programs profiled on 'Entrepreneurs In Depth', discuss questions such as:

- * What was the problem(s) that was identified by this social entrepreneur?
- * What was the solution(s) this social entrepreneur found for the problem?
- * Describe the success of each social entrepreneur's program in terms of the number of people they have helped and the positive outcomes all of us can experience as a result of the program.
- * In what ways do the programs profiled illustrate the importance of social entrepreneurs in today's society?

5. Facilitate a short discussion that addresses the following questions:

- * For many years, people in our country and throughout the world have felt that solving major problems like hunger, fighting disease, poverty, education, etc. should be left to government. Do you agree or disagree with this statement? Why?
- * How can social entrepreneurs work with the U.S. and other world governments to conquer the large and small social problems that plague the world? Give examples.
- * When someone is referred to as a ‘changemaker’, what does that mean?

6. To help students get a better understanding of how social entrepreneurs and government can work together and why all people need to think of themselves as ‘changemakers’, listen to the NOW on the News interview with Bill Drayton (approx. 8 minutes in length) available at <http://www.pbs.org/nw/news/321.html>. This is available in audio format. After listening, facilitate a short classroom discussion using questions such as:

- * What do social ‘changemakers’ do according to Bill Drayton?
- * Why does Drayton believe that social entrepreneurs are the government’s best friend?
- * What does Drayton think that having social entrepreneurs is critical at this point in history?
- * How do all of us benefit from social entrepreneurs?

7. To help students see the historical significance of social entrepreneurs, break them into small groups to conduct research about famous social entrepreneurs using the Famous Social Entrepreneurs research activity provided with the lesson plan.

8. When students have completed their projects, provide each group with 3-5 minutes to present their poster and discuss what they learned about the social entrepreneur they researched.

9. Work as a class to display the posters in a common area of the school so other students can learn about social entrepreneurship.

Part 2: Focusing on the Issues: 30 minutes

1. Now that students have an understanding of what it means to be a social entrepreneur and how they find solutions to pressing problems, explain to students that they will get an opportunity to practice being social entrepreneurs. Place students into groups of 4-6. Provide them with 10-15 minutes to brainstorm and record a list of what they feel are the most important school-based problems that they are faced with today.
2. When brainstorming has been completed, record the responses of each group on the board or overhead. Call on each group to share the ideas on their list one at a time. Go around to each group until all ideas have been listed. Keep this list on the board/overhead for use in Part 3.

Part 3: Forming an Action Plan: 90 minutes plus time to implement selected action plan

1. Assign students to work in pairs or small groups to complete the Becoming a Social Entrepreneur project using the guidelines provided with the lesson plan. Provide at least one 50-minute class period for students to work together to formulate their plan for action.

NOTE: As part of the planning process, students will need time to schedule and meet with school administrators/personnel to discuss their proposal specifics and feasibility of their plan. To accommodate schedule, students may need several days to complete this step.

2. Once action plans are formed and students have discussed them with school personnel, they may need an opportunity to modify the plans. Provide time for this and then have students share their action plans with classmates before they begin implementation
3. When all plans have been shared, provide class time as needed for each group to implement its action plan. Be sure each student has a specific job or responsibility in executing the plan.

Part 4: Evaluating Your Results: 30 minutes

1. Direct students to respond in writing to each of the following questions:

- * How successful do you think your group was at implementing its action plan and making positive steps toward solving the problem that was the center of the project? Why?
- * What additional action do you believe should be taken to continue to address this problem or make further positive impact in relation to this problem?
- * What roadblocks kept you from achieving everything that you wanted to with the action plan that was implemented?
- * How did the school benefit from your group's attempt to implement its action plan and address the problem?
- * How did you feel about your role in the implementation of the action plan?
- * How did you benefit, directly or indirectly, from the implementation of the action plan?
- * Based on this experience and what you learned from this series of activities, do you believe you will continue to be an active citizen in the arena of social entrepreneurship? Why?
- * Based on your experience with this project, do you agree with Bill Drayton's comments that we all need to be 'changemakers' and that social entrepreneurship will change the world dramatically as you move toward adulthood?

2. After students have had time to record their written responses, facilitate a class discussion that will allow students to share their thoughts and feelings about these questions either in a large group discussion or in small groups of 4-6.

Assessment Suggestions:

1. Assign participation grades for class discussion and brainstorming activities.
2. Assign completion grades for the formulation of action plans and presentation of this plan to classmates.

3. Assign a completion, percentage, or letter grade for each student's individual work on the implementation of the action plan.

4. Assign a completion, percentage, or letter grade for each student's written responses to the questions presented in the 'Assessing Your Results' portion of the lesson.

Extension Ideas:

1. Help students become involved in social entrepreneur projects by starting a social entrepreneurs club at your school or by working with social entrepreneurs from the community to address local problems. Find a directory of social entrepreneurs under 'Tools and Tips' on the Enterprising Ideas website:

<http://www.pbs.org/now/enterprisingideas/tools-tips.html>

Related Resources:

NOW on the News

‘Bill Drayton on Social Entrepreneurs’

<http://www.pbs.org/now/news/321.html>

NOW

‘Enterprising Ideas’

<http://www.pbs.org/now/enterprisingideas/>

NOW

‘Social Entrepreneurs In Depth’

<http://www.pbs.org/now/enterprisingideas/entrepreneurs-depth.html>

The New Heroes

‘What is Social Entrepreneurship?’

<http://www.pbs.org/opb/thenewheroes/whatis/>

Frontline

‘Social Entrepreneurs’

<http://www.pbs.org/frontlineworld/stories/socialentrepreneurs.html>

Ashoka

The global association of the world’s leading social entrepreneurs

<http://www.ashoka.org/>

The Skoll Foundation

A group committed to advancing systemic change to benefit communities around the world by investing in, connecting and celebrating social entrepreneurs.

<http://www.skollfoundation.org/>

Relevant National Standards:

Language Arts:

Writing:

Standard 1: Uses the general skills and strategies of the writing process

Reading:

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes

Media

Standard 10: Understands the characteristics and components of the media

Behavioral Studies

Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Thinking and Reasoning:

Standard 1: Understands and applies the basic principles of presenting and argument

Standard 5: Applies basic trouble-shooting and problem-solving techniques

Standard 6: Applies decision-making techniques

Working With Others

Standard 1: Contributes to the overall effort of a group

Standard 4: Displays effective interpersonal communication skills

Standard 5: Demonstrates leadership skills

About the Author:

Lisa Prosocki is an independent educational consultant who taught middle school and high school English, social studies, reading, and technology courses for twelve years. Prosocki has worked extensively with PBS authoring and editing many lesson plans for various PBS programs and TeacherSource. In addition to conducting workshops for teachers at various state and national meetings, Prosocki also works with many corporate clients creating training programs and materials, facilitating leadership and operations workshops, and providing instructional support for new program rollouts. Prosocki has authored one book and also serves as an editor for other writers of instructional materials.

Famous Social Entrepreneurs

Directions: Working as a group, conduct research about a famous social entrepreneur using Internet and library resources. Create a display reflecting your research by following the guidelines below.

Research

- * A historically significant social entrepreneur
- * Summarize the problem that was identified by this social entrepreneur.
- * Describe the solution this social entrepreneur found for the problem.
- * Discuss the steps this social entrepreneur took to implement his/her ideas for addressing the problem.
- * Describe the success of the social entrepreneur's program in terms of the number of people they have helped and the positive outcomes all of us can experience as a result of their ideas.
- * Discuss how this person embodies the idea of being a 'changemaker'.
- * Select a quote from this social entrepreneur that reflects their ideas about social entrepreneurship.
- * Include any other information you believe is relevant to this person's role as a social entrepreneur.

Create

- * A poster that can be part of a display designed to teach others about social entrepreneurs and their significant contributions throughout history. The poster should include:
 - o a picture of the social entrepreneur
 - o a 2-3 paragraph summary or bulleted list that describes the research information you learned
 - o a copy of the quote reflecting this person's ideas about social entrepreneurship
 - o your opinions about the importance of this social entrepreneurs contributions as a 'changemaker' and problem solver

Name: _____

Date: _____

Becoming a Social Entrepreneur

You have learned about the important role social entrepreneurs play in our country and throughout the world when it comes to solving the social problems that are currently being neglected throughout the world. You've seen examples of the positive effects that can be made by one person focusing on a problem and using entrepreneurial spirit to find a solution to the problem.

With your partner/group, select a school-related problem to solve from the list generated by your class during the brainstorming session. Use your creative thinking skills to form an action plan of specific things you can do to be a 'changemaker' within the school and address this problem in way the positively impacts the school community. Use the list below to guide your planning.

* The problem we are going to address is:

* Our solution for addressing this problem includes:

* Important people (i.e. administrators, school personnel, etc.) to consult and interview about the specifics and feasibility of our proposal include:

* Specific, measurable steps we can take to implement this solution are listed below
(Note that you may not need all 10 steps, or you may need to add additional steps)

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Step 9:

Step 10:

* Create a short written and oral presentation (2-4 minutes) that summarizes the problem, your proposed solution, and the specific action steps that would need to be implemented in order to address this problem effectively. Be sure to include the following information as you formulate this presentation:

- o How long will your action plan take to implement?
 - o What resources, materials and costs will you have to consider as you implement your plan?
 - o How many people will be directly affected by your plan? Indirectly affected?
 - o What authorities will you need to speak with before implementing your plan? (i.e. principals, school board, advisors, etc.)
 - o How can you involve other students and the school community in your action plan?
 - o How long do you think it will take for you to see measurable changes that you attribute to your action plan?
 - o How will you measure the success of your plan?
 - o Other: Any other important information you need to include in your plan
- * Practice your presentation so that all members of your group are involved in the presentation and can answer specific questions about implementing the plan.
- * Interview/meet with the administrators and school personnel specified above to discuss the specifics and feasibility of your proposal using the presentation you have practiced.