

Social Entrepreneurship Lesson #1

BACKGROUND INFORMATION FOR EDUCATORS

Individual Resiliency:

When a person is able to cope and succeed in the face of experiencing adversity.

Entrepreneur:

There are many different definitions of *Entrepreneurship* but for the purpose of this activity, the following are the most relevant:

- An entrepreneur is a person who started a new business where there was none before.
- Entrepreneurs are innovators who use a process of shattering the status quo of the existing products and services, to set up new products, new services.

Social Entrepreneurship:

Social entrepreneurship is different from Entrepreneurship in that it is not focused solely on providing goods or services to generate income. Social entrepreneurship focuses on creating positive social change. Common definitions include:

- Social entrepreneurship is identifying a social problem and using entrepreneurial principles to organize, create, and manage a social venture to achieve a desired social change.
- Social entrepreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions to change society for the better.

Important points to remember:

- An effective entrepreneur (social or otherwise) converts a source into a resource.
- While social entrepreneurship is often talked about on a large scale, you can be a social entrepreneur on a smaller scale, like in your own community. A couple of examples of small-scale local social entrepreneurship from Toronto are:
 - <http://www.notfarfromthetree.org/about/what-we-do> and
 - <http://secondharvest.ca/>

Thought prompts for students:

1. What are some social problems you know about that make you sad (or angry)?
Examples can be local, or abroad in developing countries.
2. If you could create any kind of business and part of that business was to help other people, what would that look like? What product or service would you sell?
3. Do you think it's important for a business to help make the world a better place in some way?

STUDENT TASKS

Task A

Inside/Outside Circle Activity. Place students in two circles – one within the other with each student in one circle facing a student in the other. Put the following question on the board: ***What do you think the word entrepreneur means?*** Give them 15 seconds wait time. Now persons on the inside share your thoughts with the person facing you. When you are finished say “pass” and then the outside person will share and extend the thought. When finished, have the outside people rotate to the left. They are now ready for the next question and interaction with a new person – ***“What do you think a social entrepreneur is?”*** Be ready to share after this activity!

Task B

Think-Pair-Share Activity. Have students share their ideas on the difference between entrepreneur and social entrepreneur with the class and write them on the board. Then write the real definition of entrepreneur or entrepreneurship on the board and compare their ideas with the definition. Discuss similarities and differences. Allow students to “think-Pair-Share” to come up with some examples of their own and have them share with the class.

Task C

To give the next activity context, show the following video and have a short discussion: **Water generation Video:**
<http://techland.time.com/2013/03/05/finally-a-billboard-that-creates-drinkable-water-out-of-thin-air/> How can you create a solution to a problem and offer people something they don't already have? Discuss.

Place Mat Activity. A large piece of paper is divided up into pieces based on the number of members in the group with a central square or circle. Ideally groups of two or four work best. On the board write the question ***“How do you think Social Entrepreneurship is important for the health of communities.”*** Each person in the group (in their space) writes what he or she thinks. They then circle two or three ideas and star the most important idea to consider. They then take turns reading their list to the group and identify the most important idea. They write that key idea in the box in the middle. Repeat for each person. When finished, the group has the key ideas of the group, with each person knowing their voice was heard and respected. **Walk About:** Have one student take the sheet and go to another group to

share key ideas in the square.

Task D

Reflection and Group Discussion Activity. Have students journal their thoughts on the following questions then discuss: Knowing what you learned about individual resiliency and social entrepreneurship, how are the two related? What connections can you make between being resilient and being a social entrepreneur? How are they or how are they not important to one another?

Extension of Lesson: Research and provide one example of a where social entrepreneurship has helped a person or community be more resilient in the face of hardship.