

WHAT IS SOCIAL ENTREPRENEURSHIP?

Overview:

Students will define social entrepreneurship and compare this model of entrepreneurship to social responsibility. Students will understand that their school's real food business is a social enterprise.

Duration: 50/minutes

Objectives:

- ✓ Students will define social entrepreneurship and social responsibility.
- ✓ Student will identify the qualifiers of social enterprise businesses.
- ✓ Evaluate businesses using the B-Lab Impact Assessment framework.

Materials:

-  Lesson Slide Deck
-  Computer and internet access, if needed
-  Pencil or Pen
-  Real Food Business Plan (see regional Garden Educator for more information)

Beforehand:

- Review the capstone project, slide deck, and lesson
- Review your school's real food business plan

Teacher Notes:

- **Real Food Business Plan:** Your TKC Garden Educator will work with you to make sure you understand the real food business that your school will be implementing during the summer practicum. Your school will receive a tailored real food business plan that will outline the details of your school's real food business
- **Summer Practicum:** During the summer practicum, students will have the opportunity to participate in a 6-week program that focuses on developing real-world social entrepreneurship skills through the growing, harvesting, and selling of your school's garden produce in your local community.

Lesson Vocabulary:

- **Social Responsibility:** Developing business practices that create a positive relationship with the populations they serve
- **Social Entrepreneurship:** The use of the techniques by start-up companies and other entrepreneurs to develop, fund, and implement solutions to social, cultural, or environmental issues. This concept may be applied to a variety of organizations with different sizes, aims, and beliefs.
- **Social Enterprise:** An organization that uses commercial practices to maximize improvements to human or environmental well-being, alongside generating profits for their stakeholders
- **Stakeholders:** A person or group that can be affected by the actions of a business
- **Shareholders:** A person or group that owns part of a business

BELL RINGER (5 minutes)

1. On the second day of the capstone project, reintroduce students to the real food business that will be happening at your school this summer.
2. Allow students 5 minutes to complete the bell ringer. Students will brainstorm all of the words and phrases that come to mind when they hear the term **social entrepreneurship**.
3. Explain that the school's real food business is a **social enterprise**. Ask students if they know the difference between **social responsibility** and a **social enterprise**? Allow students to share their ideas.
4. Introduce vocabulary. Use slide notes to help students understand the progression of business practices within this field.
4. Ask students to record their reaction to learning about B-Corp certification in Step 2 of their Student Workbooks.
5. Break students into groups. Let students know that they will be using the B-Lab Impact Assessment to analyze a business they are familiar with.
6. In Step 3 of their Student Workbooks, each group will brainstorm popular businesses (it can be anything relevant to them).
7. After they've created a list of businesses, student groups will select one business to further analyze. Students will use the B-Corp Impact Assessment to analyze and rate the business they selected as a group.

Note: Remind students that they do not need to answer or know the answer to every question in the B-Corp Impact Assessment. Encourage students to have a conversation about the business they selected and as a group decide on a B-Corp score.

LESSON (40 minutes)

1. Introduce students to B-Corp: The B-Corp Certification is a way that we can determine if a business is really living up to the high standard of being a **social enterprise**. Without a framework, **social enterprise** remains a concept and not a practice. Though it is not required to be a certified B-Corp to create and run a **social enterprise**, The B-Lab (who certifies B-Corps) has done a lot of work to provide structure and a way for entrepreneurs and customers alike to participate in business for good.
2. Play the B-Corp introduction video: <https://youtu.be/V-VFZUFJwt4>
3. Ask the class if they are familiar with any of the companies mentioned in the video. Allow time for sharing. What is their experience with the company? Did they know about their business practices? Do they care?

STUDENT REFLECTION (5 minutes)

1. In Step 4, students will be prompted to discuss the following:
 - a. How can the ideas discussed today apply to your school's real food business?
 - b. Who are the **stakeholders** of your real food business?
 - c. How do the different **stakeholders** experience the effect of decisions made for your school's real food business?

Standards Alignment:

*See Real Food Lab Standards Alignment for additional details on each standard.

Entrepreneurship 9th - 12th Grade

- Entrepreneurial Process - Discovery: A.01, A.02
- Entrepreneurial Process - Concept Development: A.09, A.11, A.13, A.16
- Entrepreneurial Process - Actualization: A.24, A.31, A.34
- Entrepreneurial Traits/Behaviors - Leadership: B.02, B.03, B.04, B.05, B.06, B.07, B.08
- Entrepreneurial Traits/Behaviors - Personal Assessment: B.12, B.14, B.15, B.16
- Entrepreneurial Traits/Behaviors - Personal Management: B.18, B.19, B.20, B.21, B.22, B.24, B.26, B.27
- Communication and Interpersonal Skills - Business Concepts: C.01, C.02, C.03, C.04, C.09
- Communication and Interpersonal Skills - Fundamentals of Communication: D.02, D.03, D.08, D.11
- Communication and Interpersonal Skills - Group Working Relationships: D.25, D.26

Common Core State Standards 9th - 10th Grade

- ELA- Writing: W.9-10.2, W.9-10.4, W.9-10.7
- ELA- Speaking and Listening: SL.9-10.1, SL.9-10.3, SL.9-10.4
- ELA - Language: L.9-10.1, L.9-10.2, L.9-10.6

Common Core State Standards 11th - 12th Grade

- ELA - Writing: W.11-12.2, W.11-12.4, W.10-12.7
- ELA - Speaking and Listening: SL.11-12.1, SL.11-12.3, SL.11-12.4
- ELA - Language: L.11-12.1, L.11-12.2, L.11-12.6