



LESSON 2: WHAT IS SOCIAL ENTREPRENEURSHIP?

Duration: 50 minutes

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.

Essential Question: How can businesses and organizations support food justice?

Objectives – Students will:

- Define and provide examples of **social entrepreneurship** and **social responsibility**.
- Identify how a social enterprise business is similar to and different from other kinds of businesses.
- Evaluate businesses using the B-Lab Impact Assessment framework.

Materials:

- Lesson slide deck
- Computer and internet access, if needed
- Pen or pencil

Teacher Notes:

- **Real Food Business Plan:** Toward the end of the Real Food Lab classroom experience, students will work together to create a real food local distribution site or event.
- **Summer or School-Year Practicum:** The practicum is designed to ensure that students have the opportunity to work in a production garden and consider various options to distribute the produce they harvest. During the practicum, students will develop real-world social entrepreneurship skills through the growing, harvesting, and selling of your school's garden produce in your local community. The practicum can be initiated after completing the classroom component of Real Food Lab or both can be done together.
- **Lesson Vocabulary:**
 - **Social Responsibility:** Developing business practices that create a positive relationship with the populations served.
 - **Social Entrepreneurship:** Startup companies and other entrepreneurs that develop, fund, and implement solutions for social, cultural, or environmental issues. This includes many types of organizations with different sizes, goals, and beliefs.
 - **Social Enterprise:** An organization that uses business practices to maximize improvements to human or environmental well-being, while also generating profits for its owners or shareholders (for profit) or reinvesting profits back into the organization and its mission (nonprofit).
 - **Stakeholder:** A person or group that can be affected by the actions of a business or organization
 - **Shareholder:** A person or group that owns part (shares) of a business.
- Review the B Corp links below and process to become familiar with how B Corp promotes and certifies businesses that are committed to being socially responsible. Suggested links for exploration include:
 - B Corp: Overview
 - B Corp: B the Change
 - B Corp assessment process and additional case studies.



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Launch (5 minutes):

1. Have students brainstorm all of the words and phrases that come to mind when they hear the terms social, entrepreneurship, and responsibility.
2. Explain that the school's real food business is a social enterprise. Ask students if they know the difference between social responsibility and social enterprise? Allow students to share their ideas.
3. Introduce vocabulary. Use slide notes to help students understand the progression of business practices within this field.

Lesson (40 minutes):

1. Introduce students to B Corp: The B Corp Certification is a way that we can determine if a business is living up to the high standard of being a social enterprise. Without a defined 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, B Lab (which 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?
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 Corp Impact Assessment to analyze a business they are familiar with or one they choose from the B Corp site.
6. In Step 3 of their Student Workbooks, each group will brainstorm popular businesses (they 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.

Student Reflection (5 minutes):

In Step 4 of their Student Workbooks, students will be prompted to discuss the following:

1. How can the ideas discussed today apply to your school's real food business planning?
2. Who are the stakeholders of your real food business?
3. How do the different stakeholders experience the effect of decisions made for your school's real food business?