

Social Entrepreneurs: Classroom Lesson Plan

Lesson Topic:

Thinking Like a Social Entrepreneur

Lesson Objective:

Students will be able to define social entrepreneur and creatively solve a social problem in a variety of ways.

Materials:

- Writing utensils
- Blank paper
- Whiteboard or overhead
- Copies of **The Beach Problem**, one per student
- Projector or other method to watch the movie

Advanced Preparation:

- Preview the [video](#) before sharing it with your students [3:32].
- Make copies of **The Beach Problem** worksheet, enough for one per student.

Warm-up Activity:

1. Before the beginning of the lesson, write the following list of problems on the whiteboard or overhead.

- A kitchen with a leaky faucet
- Poverty

- A community without enough affordable housing
 - A father who loses his job
 - A park with a broken swing set
 - Air pollution caused by cars or factories
 - A community that doesn't have enough jobs
2. Give students a minute to read the list of problems. Then direct them to discuss the similarities and differences between these problems with a nearby partner.
 3. Bring the class together to discuss students' ideas.
 4. Work together to classify the problems into "social problems" and "other problems". Note that social problems are those that impact a large number of people.
 5. Come to a class definition of the term "social problem" (e.g., "A condition or behavior that has negative consequences for a large number of people.") Ensure this definition is written on the whiteboard, overhead, or chart paper for reference later in the lesson.

View the Video: "Social Entrepreneurs"

1. Tell students they will be watching the video titled, "Social Entrepreneurs" to learn about social problems and the types of businesses entrepreneurs create to solve them.
2. Explain that the video presents role models describing social entrepreneurship and the businesses that they have developed.
3. View the video together. Invite students to formulate questions or comments about the ideas discussed in the video and to be prepared to discuss these after viewing the video.

4. *Depending on the level of your students, you may choose to view the video a second time asking students to focus on specific role models or social problems. Younger students, especially, may benefit from a second viewing before continuing with the lesson.*

Video Follow-up:

1. Ask students to offer their questions, comments, reactions, and responses to the video.
2. Direct students to turn and talk with a partner about the social problems discussed in the video. Then bring the class together to list these problems. Problems can be listed verbally or written on the whiteboard or overhead.
3. Guide students to understand that each of these role models noticed a social problem in their community or the world. Then, they created their business to address this problem.
4. Tell students that they will be reading about a social problem and then working together to brainstorm solutions like a social entrepreneur.
5. Pass out copies of **The Beach Problem**, one per student.
6. Give students a few minutes to read **The Beach Problem**. Then ask, "What is the social problem present in the story?"
7. Allow students to discuss and guide them to the understanding that the beach pollution is a social problem. It is caused by humans, and it negatively impacts the community.
8. Divide students into small groups of 3-4 individuals.
9. Distribute blank paper and writing utensils to each group.
10. Tell students that they will be working as a team to brainstorm solutions to the social problem in **The Beach Problem**. Students should come up with a list of possible solutions. For example, a



beach cleanup, an educational campaign, the installation of trash and recycle cans on the beach, etc.

11. Bring the class back together to list the solutions that the students thought of. Ensure each group has a chance to share at least a few of their possible solutions.
12. End by telling students that the solutions they came up with today are exactly the types of solutions social entrepreneurs focus on in their businesses. Remind students that anyone can become a social entrepreneur! Encourage students to look for problems in their community and spend time thinking about how they could solve them.

Extension Activities:

1. Direct students to keep a journal listing problems they notice in their community over the course of a few days or a week. Then, brainstorm possible entrepreneurial solutions.
2. Encourage students to do additional research on social entrepreneurs and their career paths. Note that entrepreneurs often don't have a straightforward career path!
3. Use the "Related Questions to Explore" as discussion springboards or writing prompts to help students further explore social entrepreneurship.

Related Questions to Explore:

- Becoming a social entrepreneur is one way to help people and solve problems, but it's not the only way. What other careers can you think of that focus on helping people or solving problems? Which of these careers is the most interesting to you? Why?
- What differences are there between entrepreneurs and social entrepreneurs? Do you need different traits or characteristics to become a social entrepreneur? Why or why not?
- Businesses often focus on profit, or the amount of money they are making, to decide if they are successful. But social entrepreneurs and their businesses aren't focused on profit. How can they decide if their business is successful if they can't look at profit numbers? What other ways might they measure success?
- Many people notice problems in their community or the world, but social entrepreneurs take action to make change. Why doesn't everyone take action to solve problems in their communities or the world? How are social entrepreneurs different?

The Beach Problem

Angel was excited to spend a day at the beach. She had collected her beach towel, a new magazine, and plenty of sunscreen. She was ready for a fun day with some of her friends!

After laying out her towel, Angel noticed that there was quite a bit of trash near her spot. Empty food wrappers, plastic cups, and straws littered the ground. She even saw a small crab trapped in a soda bottle down by the water.

“Yuck! When did the beach get so dirty?” Angel asked her friend Jada.

“I don’t remember it being this dirty last summer...” replied Jada.

After carefully stepping over the trash, Angel and Jada waded out into the warm, salty water. While they were swimming, Jada suddenly screamed, “Something is touching my leg! Help!!”

Jada reached down and pulled out an old piece of fishing net. “Wow, there is even garbage in the water!” she muttered.

After drying off, Angel, Jada, and their friends started talking about the state of the beach.

“It wasn’t like this last year. I wonder what happened?” said Angel.

“I don’t know. But it makes me feel sad for the animals and all the people who want to come here to swim and have fun. We should do something about it. What do you guys think?” asked Jada.



Ideas for Future Lessons/Activities Related to Social Entrepreneurs:

1. What Does It Take to Be a Social Entrepreneur? Skills, Qualities, and Characteristics
2. Literature-Based Learning: Autobiographies and Memoirs of Famous Female Entrepreneurs
3. History Connection: Entrepreneurs and Their Impact Over Time
4. Who's Who? Exploring Well-Known Social Entrepreneurs and Their Inspirations
5. What is the Entrepreneurial Mindset and How Can You Harness It for Success?
6. Mastering the Art of the Pitch: Explaining Your Ideas and Inspiring Others to Action
7. Entrepreneurs Vs. Social Entrepreneurs: Similarities, Differences, and Definitions