# SOCIAL ENTERPRISE & ENTREPRENEURSHIP

Strengthening Students to
Strengthen Communities
by Empowering Our Students
through Social Enterprise and
Entrepreneurship

**What are my opportunities?**

**DAY 2** What Are My Opportunities?

Post-Secondary Education

## OVERARCHING THEME: MATCH STUDENT STRENGTHS, INTERESTS, AND PASSIONS TO A COMMUNITY OPPORTUNITY. CHOOSE THE PROJECT, BUSINESS, AND INITIATIVE.

### INTRODUCTION, OVERVIEW, AND PURPOSE (WHAT/WHY)

Students will have the opportunity to put themselves in the shoes of an entrepreneur; using the findings acquired from self-exploration activities on Monday, students can work individually, in small groups, or as a class to identify a community "need" that aligns with how they see themselves.

By identifying a real-world problem and seeking solutions to the problem, students will think like entrepreneurs providing them with opportunities to demonstrate their competency in critical thinking, innovation, risk taking, leadership, and teamwork.

### FACILITATION/SUGGESTIONS (HOW)

Students will be asked to generate ideas to solve a real problem for real people. In beginning the process, it is important for students to remain focused on the problem or need and not to get caught up in finding solutions. By spending time asking questions to ensure their focus is on a real problem, they are better positioned to create a solution that is creative, feasible, and impactful. Students may choose to collectively brainstorm, research, and collaborate in their class (or school or community) about needs while continuously staying focused on asking questions. Students should also collectively decide at the outset how they will access the needs/ problems before making their go-forward plan. Providing students with autonomy in exploring and presenting their ideas and reaching conclusions is important.

Examples of how brainstorming may be done

Jigsaw          Graffiti Wall          Inspiration          Wordle          Mind map

### RESOURCES (HOW)

Faculty/instructors and students may choose to create a visual of the needs using technology or a display on the wall of a classroom. Using technology or Post-it notes, students can visually create connections between themselves and the need to help guide discussions on decisions the class or student groups will make regarding supporting a particular need. Students are encouraged to use Monday's activity and reflections to make that personal link to a need they feel strongly about.

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## REFLECTION

The learning experience on Tuesday lends to considerable discussion and more reflection. Consider using an exit card or journaling to engage students using the following sample questions as a guide:

- Was my voice heard—how do I feel about how my ideas were shared or how I contributed to the discussions?

- What did I learn about myself (my interests, strengths, connection to the need/ problem)?

- Do I have characteristics commonly attributed to an entrepreneur (risk taker, problem solver, flexible and adaptable, leader, team player, motivated, resilient)?

- How can I contribute to finding a solution to our need/ problem?

- Why is it important for an entrepreneur to be reflective?

## RESOURCES

https://ccednet-rcdec.ca/en/what_is_ced

http://www.csef.ca/organizations.php

http://canadabusiness.ca/starting/start-and-grow-a-social-enterprise/

## OPTIONAL STANDALONE SOCIAL ENTREPRENEURSHIP ACTIVITY

Students will participate in a facilitated discussion around the UN's Sustainable Development Goals (SDGs) (http://www.un.org/sustainabledevelopment/sustainable-development-goals/) and challenged to develop a social enterprise able to address one or more SDGs through a sustainable social enterprise. Students are encouraged to find a provincial-based example of a social enterprise.

## AGENDA

1. What is a social enterprise?

2. What are the SDGs?

3. Brainstorming ideas

4. Who benefits?

5. Team presentations

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In teams of 3–4, students will discuss the SDGs and identify one or more they are passionate about. Once teams have settled on their SDGs, they will discuss challenges faced within their own communities along with potential community-based groups who might benefit from the social enterprise. Students will explore ways to ensure a portion of their revenues directly impacts the group they wish to support.

Questions to consider:

- What are the SDGs the team hopes to address?

- What is a community-based issue the team cares about?

  - How does the social enterprise connect the two?

- What is the concept for a social enterprise?

  - What is the product/service?

  - What is the target market?

  - How does it address the UN SDGs?

  - How do profits address a local social need?