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?

Public Schools

INTRODUCTION, OVERVIEW, AND PURPOSE (WHAT/WHY)

The focus of Social Enterprise and Entrepreneurship is to support personal growth and empowerment by providing students with opportunities to create a connection between themselves, their interests and strengths, and the entrepreneurial mindset. From the perspective of social enterprise or a social entrepreneurship approach, it is about helping students make connections between themselves and needs in their community. It should be noted that in defining *community*, different meanings will exist for students (student bodies) enabling them to identify and make connections to their culture, school, local organizations, neighbourhoods, towns/cities, or even a national or international context. Through an entrepreneurial lens, all activities developed for this week will be student centred and support career development.

These learning experiences will provide students with freedom of choice in developing their entrepreneurial venture. Understanding entrepreneurship in different contexts will help them identify their approach and focus on their identified community need. As part of the learning experience(s), students may wish to investigate traditional entrepreneurship which places an emphasis on making a profit—ensuring the "bottom line" is positive. Their inquiries could also extend to social entrepreneurship **https://www.youtube.com/watch?v=mjUktWQ8cFk&t=4s** which is seen as making a difference by bringing about social, cultural, environmental, or global change. These two approaches to entrepreneurship do not need to be seen as separate and distinct—it is possible for social entrepreneurship to exist within the context of change while creating earnings and making a profit.

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.

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Examples of how brainstorming may be done

| Jigsaw | Graffiti Wall | Inspiration | Wordle | Mind map |

RESOURCES (HOW)

Teachers 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.

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?