THE ♥ SOCIALPRENEURSHIP PROJECT

TEACHER GUIDE

Note for teachers:

The Socialpreneurship Project was developed in Langley, British Columbia in alignment with the BC Career Life Education 10 curriculum by Michelle Allen.

The Socialpreneurship Project School Guideline:

1. CLE classes complete the project and present in class. One group per class is chosen to present in school-wide finals. Smaller schools may choose to send two groups per class to the finals. Schools may choose to do school-wide or grade-wide presentations.
2. The final presentation should be done in front of a panel of judges consisting of both adults and students.

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Socialpreneurship and entrepreneurship are important skills to learn for anyone interested in working for themselves, or for those interested in helping others. This Socialpreneurship Project will help you learn about philanthropy, social issues, charities, fundraising and public speaking. It will also help you develop confidence, connect you to your community and help you build teamwork skills.

The Socialpreneurship Project is a team project that you will work on in class, as well as out in the community. Your goal is to not only learn about important community issues and philanthropy, but to develop ways of raising awareness and funding for your community issue. Together with your team, you have the chance to make a real difference.

Developed by M. Allen c. 2018

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1. Project Parameters

GUIDELINES

1. Needs to serve the needs of the local community
2. Improves community/society/world
3. Clear goals (awareness or fundraising)
4. Charity/Cause must be verified as legitimate
5. Final presentation/follow through with idea
6. Reflection/Interview

PROJECT TIMELINE

Understanding Philanthropy
- Learn about community issues
- Learn about values/vision statements
- Choose a team of 4

Community Issues
- Choose a community issue
- Present to the class about your community issue and how it connects to your values

Understanding Entrepreneurship & Socialpreneurship
- Learn about socialpreneurship, philanthropy and altruism
- Research instances of socialpreneurship

Research Organizations/Charities/Causes
- Understanding charities
- Choose a charity/cause/organization
- Research your charity/organization

Make a plan
- Brainstorm main issue for your organization
- How can your best support your organization?
- Ideas

Activity/Project Presentation
- Idea and organizational benefits
- Timeline/budget/plans
- Presentation/pitch

Conclusion
- Judging criteria
- Reflection

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2. My Values

"What do I Value?" is the beginning of The Socialpreneurship Project to start the conversation of altruism amongst your students. Learning about themselves leads them to really start thinking about what is important to them, what they care about and inevitably, where they want to give back.

Time: 1-2 classes

The "My Values" worksheet is meant to be done as an individual activity. Some key questions for students prior to beginning the assignment:
   1. How do you spend your time?
   2. What are you most worried about?
   3. What struggles have you or your friends encountered in your daily lives?
   4. Who do you look up to? Why?
   5. If you could change one thing about the world, what would it be?

The discussion questions can be done in partners or as a class. You can choose how you want your students to tackle those questions, whether it be a Think-Pair-Share or otherwise.

3./4. Values Statements

The Value Statement activity is the beginning of the group work for The Socialpreneurship Project. As a class, review the example value statements that are both in this guide, and in the student package. Compare each value statement with the students and talk about similarities and differences.

Time: 2-3 classes

This is a good opportunity to discuss value, vision and mission statements from your school and school district, and have students look at ways that your school and district has worked to align with those statements.

All kinds of organizations and teams have statements summarizing their vision and values. Vision statements describe long-term desired changes that result from the work that's done. Values statements describe the principles, beliefs or ethics that guide the behaviours or actions of an organization or team.

Here are some examples of vision/values statements from charitable organizations. These organizations are being used to give examples of value statements and are not necessarily eligible for The Socialpreneurship Project.

5. Choosing a Community Issue

Students should now brainstorm community issues that relate to the value statement they have selected for their team. There should be a clear link from these community issues and how their team and team member values connect.

Time: 1 class

Example: Team #1 values a safe place to live.

Related community issues: crime, littering, public works (pathways, parks) in disrepair.

It may be difficult for some teams to brainstorm 3 community issues that relate to their value statement, but sometimes groups may choose a broad issue that has sub-issues that are better related instead.

In the above example, for instance, "crime" is a broad community issue. It could be broken down into more specific examples such as "gang activity," "vandalism," "youth safety," etc.

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6. Researching our Community Issue

Now that teams have chosen community issues, they should choose one to specifically research. One of the purposes of this research is to look at organizations that they may align with for the purposes of their activity and final presentation.

Time: 3-4 classes

Students should use any resources that are available, including technology, newspaper articles, interviews with community members, etc. Students will be asked to create a presentation on their community issue.

Suggestions for Additional Thoughts:

- What major solutions are being put in place or proposed for this issue?
- What are some obstacles to these solutions?
- What values do the solutions promote? What values do the solutions challenge? (E.g. values related to the economy, the environment, politics or appearances)? Is it possible for different values to conflict?
  - Example: One solution for integrating individuals with mental health and homelessness issues into society may be to plan housing in neighbourhoods to include these individuals. This solution may challenge some people's values about 'safe neighbourhoods'.
- Beyond changes to attitudes or behaviours, what is a step you could take to address the issue?

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7. Community Issue Mini-Presentations: Peer Feedback Form

Presentation Guidelines:

- 3-4 minutes in length
- Visuals (poster, video or Keynote/Powerpoint/Prezi)
- Students should present on their community issue with facts, examples and causes. They can also highlight what is being done to support the issue.

The peer feedback form, group and self-reflections should be used as tools to help groups build better presentation skills for their final presentations/pitch.

Time: 2-3 classes, including presentations and reflections

Names of Presenters: _____

Community Issue: _____

Watch the social issue presentation, check for content, take notes for each section & give helpful feedback.

Check:

☐	The team discussed how the community issues links to their group.
☐	The team explained the cause or causes of the community issue
☐	The team explained how the issue impacts the community on a daily, weekly and yearly basis.
☐	The team explained how the community issue relates to other issues.

7. Community Issue Mini-Presentations: Peer Feedback Form

☐	The team described what companies or organizations are doing to help the issue.
☐	The team described how someone could help change the issue.
☐	The whole team participated in the presentation.

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8. Community Issue Mini-Presentations: Reflection

Names of Team Members:

_____

_____

Community Issue: _____

- How does your team rate your own presentation skills and teamwork so far?

_____

_____

_____

_____

- What do you think could improve, to make your final presentation compelling?

_____

_____

_____

_____

- What similarities /differences do you notice between the community issues you've heard about?
  (e.g. in root causes, effects, attitudes/behaviours, possible ways to address them)

_____

_____

_____

_____

- Which organizations are you interested in putting on your team's shortlist?

_____

_____

_____

_____

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8. Community Issue Mini-Presentations: Reflection

Self-Reflection:

Name:

_____

Community Issue: _____

- How have you contributed to your team so far?

_____

_____

_____

_____

- What do you think could improve, to contribute more to your team?

_____

_____

_____

_____

- What connection do you have personally to the community issue your team has chosen?

_____

_____

_____

_____

- Which organizations are **you** interested in putting on your team's shortlist?

_____

_____

_____

_____

9. Philanthropy, Altruism & Socialpreneurship

Once students have chosen their community issue, they may also have an idea of what types of organizations are working toward solving or bettering that particular issue. Many students will have been exposed to philanthropy and charities in general (either via leadership classes, personal experience or otherwise) but others may not have had the chance to learn about their types of organizations. It is important to talk about how organizations that are considered "not-for-profit" as well as those who donate a proceed of sales are important to society.

Time: 1-2 classes

You may want to profile some famous or well-known companies and people who are examples of philanthropists, and socialpreneurs.

Photo Credit: Sebastian Vital

The Bill & Melinda Gates Foundation (Gates Foundation) started in 2000, and is one of the largest foundations of its kind in the USA. The aims of the foundation are to, globally, enhance healthcare and reduce poverty. In the USA, the foundation works to give educational opportunities and access to technology.
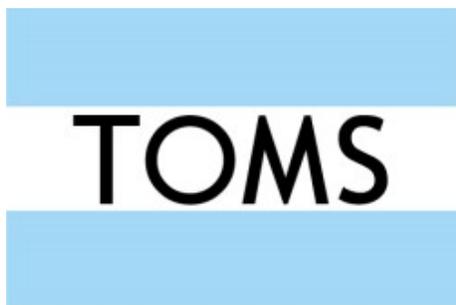
Toms Shoes was founded in 2006, and what began as a "One for One" shoe company, where one pair of shoes purchases translated into a pair given to impoverished children world-wide, they now also sell sunglasses (part of the profit goes to eye care to those in need) and now they sell coffee (clean drinking water is provided with the purchase).

Both of these examples are excellent demonstrations of how philanthropy and entrepreneurship work together to make a difference and make a profit.

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10. Exploring Charities

Students will now be researching charities, and understanding how the operate on a daily basis, with a focus on the **stewardship** of each charity. The website, "Charity Intelligence" organizes information about charities in a way that is easily accessible and understandable.

Time: 2-3 classes

Choose charities that are:
1. Local (British Columbia)
2. Serves the need of the community
3. Verifiable (Does not have to be CRA registered; however, they at least need to have a website or some other way to be considered legitimate).

You may also want to talk about how charitable donations can positively impact people financially (tax receipts). Students should have a clear idea of how an organization utilizes its donations before choosing it. You may go through the charity profiles as a class or chose to do them in groups.

11. Comparing Charities

	Charity #1	Charity #2	Charity #3	Charity #4
Name				
Services Provided				
Where do they spend the MOST of their funding?				
How would $2000 be spent?				
What is something interested about how they use their money?				
Would you donate to this charity? Why or Why not?				

13. Our Team's Organization

What are some things you feel that all charities would need to spend money on?

_____

_____

_____

Why do you think some charities have issues when it comes to managing funding?

_____

_____

_____

Why can't charities just spend all their money on their services or causes?

_____

_____

_____

What would you look for when considering a donation to a charity or cause?

_____

_____

_____

What do you think makes a charity a good steward?

_____

_____

_____

What are some different types of charities that you've had contact with before?

_____

_____

_____

13. Our Team's Organization

Teams will now focus on their chosen organization. Teams should spend some time researching their organization online, including on social media. If they cannot find out certain answers about their charity from either of these sources, they may choose to contact the organization via phone or email.

Time: 2-3 classes

How to mitigate multiple organizations being chosen:

Oftentimes students will gravitate to organizations that they have heard of before, or have a connection to personally. This means that organizations, such as the SPCA, may be chosen by multiple groups. As a school, it is important to limit the number of groups choosing certain organizations to "spread the wealth" and give students exposure to multiple organizations.

14. Brainstorm: Finding ways to Help &

15. Our Activity

Students will begin to look at ways that they can positively impact their chosen organization, and therefore positively change their community. By looking at what their organization needs, they can begin to plan their activities.

Time: 5-6 Classes

Awareness: Some organizations do not necessarily have a presence in their community, despite the fact that they offer services or otherwise to those living in it. A good example may be a community centre for seniors—they may offer classes, put on events and have daily meals available for local seniors; however, perhaps not a lot of people are aware of their existence. This organization may need help spreading awareness of the work they do, not only to attract more people to use their services but also to attract donations and volunteers.

Funding: Some organizations have many volunteers and have a lot of people who access their services; however, they struggle on a daily basis with funding their operations. An example of this may be a dog rescue organization—they have many people willing to foster and adopt, however they may need more funding for vet bills.

Both: Some organizations struggle with both funding and awareness. Smaller community organizations would likely fall into this category.

One way that students may want to determine the answer to this question is to call or email the organization to ask where they need the most help. Students will then brainstorm ideas and plan their activity.

16. Tips for Creating Your Pitch
Adapted with permission from YPI Canada

Presentation/Pitch

Students will now use their planning to create a 8-10 minute presentation/pitch to showcase their community issue, organization and activity. There are no sample presentations because that would limit creativity! Students can choose to do anything.

Time: 2-3 classes

Presentations should include the following:

1. Media (Posters/Digital Presentations/Videos/Music/Skit/Brochure/etc)
2. Information about:
   a. Your community issue (causes, effects)
   b. Your organization (how they operate, how big they are, how they impact the community and the community issue)
   c. Your idea (Who/What/How/When)
3. Prototypes of your product (if applicable) **or** Mock-ups of your event idea (photos)

Once your class has presented, choose one (or two) groups to send to the finals.

16. Tips for Creating Your Pitch

10 GREAT TIPS FOR PRESENTATIONS: Lifehack.org

1. **Be Entertaining** – Speeches should be entertaining and informative. I'm not saying you should act like a dancing monkey when giving a serious presentation. But unlike an e-mail or article, people expect some appeal to their emotions. Simply reciting dry facts without any passion or humor will make people less likely to pay attention.
2. **Slow Down** – Nervous and inexperienced speakers tend to talk way to fast. Consciously slow your speech down and add pauses for emphasis.
3. **Eye Contact** – Match eye contact with everyone in the room. I've also heard from salespeople that you shouldn't focus all your attention on the decision maker since secretaries and assistants in the room may hold persuasive sway over their boss.
4. **15 Word Summary** – Can you summarize your idea in fifteen words? If not, rewrite it and try again. Speaking is an inefficient medium for communicating information, so know what the important fifteen words are so they can be repeated.
5. **Don't Read** – This one is a no brainer, but somehow Powerpoint makes people think they can get away with it. If you don't know your speech without cues, that doesn't just make you more distracting. It shows you don't really understand your message, a huge blow to any confidence the audience has in you.
6. **Speeches are About Stories** – If your presentation is going to be a longer one, explain your points through short stories, quips and anecdotes. Great speakers know how to use a story to create an emotional connection between ideas for the audience.
7. **Project Your Voice** – Nothing is worse than a speaker you can't hear. Even in the high-tech world of microphones and amplifiers, you need to be heard. Projecting your voice doesn't mean yelling, rather standing up straight and letting your voice resonate on the air in your lungs rather than in the throat to produce a clearer sound.
8. **Breathe In Not Out** – Feeling the urge to use presentation killers like 'um,' 'ah,' or 'you know'? Replace those with a pause taking a short breath in. The pause may seem a bit awkward, but the audience will barely notice it.
9. **Put Yourself in the Audience** – When writing a speech, see it from the audiences perspective. What might they not understand? What might seem boring? Use WIIFM (What's In It For Me) to guide you.
10. **Have Fun** – Sounds impossible? With a little practice you can inject your passion for a subject into your presentations. Enthusiasm is contagious.

17. Pitch Criteria

Organization Name: _____ Community Issue Addressed:_____

Note: Presentations are meant to be 5-8 minutes in length. Videos used in presentations should be original creations by students. Limited use of professional/charity-produced media is permitted, but whether their use was effective will be at the discretion of the judging panel.	Very Effective	Effective	Neutral	Not Effective	Not Present
Content of the Presentation - How Effective is the Team at:					
Connecting with the audience and judges					
Clearly explaining the community issue and how it impacts those who live and work in the community					
Demonstrating their knowledge of their organization:					
-Services and activities					
-Financial stewardship of the organization					
-The benefits the community receives from the organization					
Explaining their activity and how it aligns with the organization					
Demonstrating how their chosen activity will work, with clearly laid out plans for its execution					
Presentation Skills					
Does the team make a passionate case for their chosen issue?					
Is the presentation clear, effective and well-structured?					
Have they effectively added creative elements to their presentation?					
Do the speakers speak with clarity, confidence and enthusiasm, using eye contact and body language effectively?					
Are all team members actively involved?					
Overall Impressions:					

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18. Reflection

Allowing students to reflection is an important part of this overall project, and it gives them the opportunity to consider how their research and presentation has impacted their community.

Even though students who are sent to the finals have the opportunity to win funding towards their activity, students can still do their activity if they want to! Help them find alternative ways to raise funding (if needed) and encourage them to keep pursuing their philanthropic or socialpreneurial goals!

THANK YOU FOR PARTICIPATING AND MAKING A DIFFERENT IN THE WORLD IN WHICH WE LIVE.

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