



# How to Create a Social Business

A lesson plan designed by *Dr. Jeff Shea*

5

Estimated  
class periods

In this activity, students will learn about the importance of social entrepreneurship in solving global problems. They'll also create their own social businesses, which they'll then be able to pitch to the rest of the class.

### Directions:

#### CLASS 1: CREATE A SOCIAL BUSINESS PLAN PROPOSAL

- Step 1: Discuss why social entrepreneurship is helpful when trying to solve global issues. Have students fill out the "Social Entrepreneurship Exploration" worksheet. Then, have students read the "Organizational Models" worksheet to get more familiar with the subject.
- Step 2: Go over the concepts of Social Business Ventures and Triple Bottom Line. Then, have students peruse the [B Corps website](#) to learn more about their certification requirements.
- Step 3: Have students read the "Market Opportunities" worksheet to help them envision the different types of issues they can address. Then, have each student choose an issue to focus on.

#### CLASS 2: WRITE THE SOCIAL BUSINESS PLAN PROPOSAL

- Step 4: Find students who chose a similar issue and group them together. Then, have them work as a team to complete the "Social Business Plan Proposal" worksheet for their one chosen issue. One proposal must be submitted per group.

#### CLASS 3: START WRITING THE SOCIAL BUSINESS PLAN

- Step 5: Working in their teams, students should begin to write a social business plan that includes text and visuals (images, graphics, charts, symbols, etc.) and builds off the social business plan proposal they developed. Students can use the "Social Business Project" worksheet as a template.

#### CLASS 4: CREATE THE BUSINESS' MARKETING MATERIALS AND PRACTICE PITCHES

- Step 6: Have each group develop marketing materials they think they'll need in order to attract "investors" when they pitch their business idea to the class.
- Step 7: Each group should practice pitching their Social Business Plan.

### ABOUT THE TEACHER

Dr. Jeff Shea is committed to turning each of his students into global citizens, and aims to help them understand how they can make a difference in the world—no matter what type of career they're interested in. He's currently a social studies teacher at Belmont High School, where he was named the 2015 Massachusetts Teacher of the Year. He also leads Global Leadership, an elective he developed to increase the global awareness among the students at his school. This lesson plan shares an activity from that class, where students create social businesses to solve global issues.

### MATERIALS

- Worksheet: [Social Business Plan Proposal](#)
- Worksheet: [Social Business Project](#)
- Worksheet: [Market Opportunity](#)
- Worksheet: [Social Entrepreneurship Exploration](#)
- Worksheet: [Organizational Models](#)

### STANDARDS

Dr. Shea believes this lesson plan could address the following national Common Core guidelines:

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



### Directions:

#### CLASS 5: HOST A SOCIAL BUSINESS INVESTMENT DAY

- Step 8: Provide each student with three (fake) one hundred dollar bills. They can invest this money however they'd like, giving it to the teams/businesses they believe in the most.
- Step 9: Students should present their social businesses to the class. Each group should get four minutes, and should not be allowed to use slides. However, they should present the marketing materials they've developed.
- Step 10: After all of the presentations, students should leave their work up so the rest of the class can walk around and learn more about their ideas. Give the class fifteen minutes to complete this activity.
- Step 11: After the fifteen minutes have passed, give students one minute to make "investments."
- Once this has been completed, tally up who has the most money.
  - Debrief with class.

### STANDARDS CONT.

#### CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

#### CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

#### TAKE IT A STEP FARTHER.

Deepen your students' understanding of global citizenship by taking them on our upcoming Global Leadership Summit in Berlin. Learn more at [eftours.com/summit](http://eftours.com/summit)