



# Entrepreneurship Curriculum & Teacher's Manual

For Grade 6-8

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## **Introduction of the Entrepreneurship Curriculum:**

This entrepreneurial curriculum is intended to help primary school children enhance their business acumen. It is inspired from the Single National Curriculum of Pakistan. As the overall health and well-being of a society is to a large degree influenced by economic factors. A significant driving force in creating and maintaining a healthy economy is entrepreneurship. Entrepreneurs are individuals who look at the world around them and see opportunities - and are willing to take calculated risks to develop ventures to seize those opportunities.

The entrepreneurial spirit is the heart of private enterprise. It is also a force that works within existing organizations - both private and public - to help improve the world in which we live.

This entrepreneurship curriculum is designed to provide students with the knowledge, understanding, skills and desire that will empower them to use entrepreneurship as a means to achieve a preferred future, not only in relation to the world of business and economics but also in their personal and community lives.

A unique feature of this course is that students are constantly challenged to consider the ethical and moral implications of entrepreneurship. In particular, they will explore the theme of social entrepreneurship and learn to transfer ideas from the world of business to address social issues, both locally and globally.

## **Curriculum Summary:**

This entrepreneurship curriculum introduces students to the role of business and entrepreneurship in society. The course begins with an examination of foundational business and economic concepts these concepts are also introduced by the single national curriculum of Pakistan. Students will gain an understanding of these concepts as well as a vocabulary and framework to discuss entrepreneurial opportunities. Students will look at the characteristics of successful entrepreneurs and successful businesses. They will also engage in the process of venture opportunity identification and evaluation. To create a deeper understanding of the entrepreneurial process, students will identify a potential venture opportunity and develop a marketing plan.

In addition to entrepreneurship in business, students will also examine social entrepreneurship. That is, they will identify social issues and look at how these issues can be addressed by applying entrepreneurial solutions. They will research a social issue and apply entrepreneurial skills and knowledge to create a solution to ameliorate the issue.



## Course Outline

### **Unit One: Building of an understanding of Business and the Marketplace**

- 1.0: The student will be expected to demonstrate an understanding of essential concepts
- 1.1 Explain what a business is
  - 1.2 explain who is a consumer, and what are their needs, wants, and how they are related to business
  - 1.3 Build an understanding of supply, demand, and price
  - 1.4 identify and build an understanding of economic sectors
- 2.0: The student will be expected to demonstrate an understanding of how a business functions
- 2.1 compare types of business organization
  - 2.2 explain the primary tasks involved in running a business
  - 2.3 explain how businesses change over time
- 3.0: The student will be expected to demonstrate an understanding of factors that affect the success of a business
- 3.1 explain the qualities of successful businesses
  - 3.2 explain the significance of effective leadership
  - 3.3 explain the relationship between consumer choice and competition
  - 3.4 explain the significance of ethics, social responsibility, and sustainability

**Unit Two:  
Entrepreneurship and  
New Business**

- 4.0: The student will be expected to demonstrate an understanding of entrepreneurship
  - 4.1 Explain and describe what entrepreneurship
  - 4.2 describe the characteristics and skills of effective entrepreneurs
  - 4.3 evaluate the risks and benefits of entrepreneurship
  - 4.4 develop a personal profile of entrepreneurial characteristics
  
- 5.0: The student will be expected to demonstrate an understanding of business potential
  - 5.1 identify sources of ideas for new business
  - 5.2 evaluate new businesses that have been developed to meet consumer demand
  - 5.3 identify business opportunities
  - 5.4 evaluate business opportunities

**Unit Three: Creating a  
Business**

- 6.0: The student will be expected to demonstrate an understanding of business planning
  - 6.1 explain the purpose of a business plan
  - 6.2 explain the benefits of project planning and strategic planning
  - 6.3 explain the need for flexibility and adaptability in business planning and implementation
  
- The student will be expected to create a business marketing plan
  
- 7.0:
  - 7.1 describe a business opportunity
  - 7.2 improve a business opportunity
  - 7.3 present a business marketing plan to an audience

**Unit Four: Social  
Entrepreneurship**

- The student will be expected to demonstrate an understanding of social entrepreneurship
  
- 8.0:
  - 8.1 recognize social issues
  - 8.2 explain the significance of social objectives
  - 8.3 use entrepreneurial principles to provide a systemic and sustainable solution to achieve a social issue

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## Unit One – Business and the Marketplace | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

1.0 The student will be expected to demonstrate an understanding of essential economic concepts in business

- 1.1 explain the relationship between consumer needs and wants, and business
- 1.2 explain the relationship between supply, demand, and price
- 1.3 identify and describe economic sectors

### Elaboration Of Unit One

There can be a few assumptions in terms of students' formal prior knowledge in relation to business and economics. It is likely that many students will have significant misinformation in relation to business and economics. It is essential that students have an opportunity to develop a deeper understanding of these foundational concepts/ideas:

- *Needs and Wants* — Students should be able to differentiate between these concepts and provide examples of each for a variety of settings (e.g., a child, young adult, a skilled trade worker, homemaker)
- *Economic Systems* — Students should be briefly introduced to the field of economics (i.e., the exploration of how we use our [relatively scarce] resources to meet our [relatively unlimited] needs and wants), and be able to explain how various systems have evolved over time, focusing specifically on *substance*, *barter* and *market* economies. As part of this discussion students should consider why these changes occurred and the positive and negative consequences of each. Additionally, the introduction and use of money as a means of exchange will be central to this exploration.
- *Marketplace* — Students should be able to explain and give examples of the contemporary marketplace, as well as explain the benefits and weaknesses of this model to enable individuals to meet their needs and wants.
- *Business* — It will be critical that students develop a working definition (and synonyms, e.g., company, enterprise, firm). In simplest terms, a business can be understood to be the process of using resources to provide a good or service to help meet the needs and wants of consumers with the intent of earning a profit.
  
- explain a supply and demand through market examples
- differentiate between elastic and inelastic demand; and
- explain how consumers can respond to changes in price for both elastic and inelastic goods and services (e.g., use of substitutes, delayed purchases, etc.)

Inquiry and analysis should include:

- *Use Information* — Which economic sectors are most important in relation to Gilgit Baltistan? Has this in anyway changed over time?
- *Make Comparisons* — What are the similarities and differences between the four main economic sectors?
- *Identify Cause and Consequence* — What is the relationship between primary and secondary industries?
- *Consider Perspective* — What types of issues might be important in a particular industry?
- *Determine Significance* — At various times in our past, have some industries been more important than others? What might account for this?

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## Unit One – Business and the Marketplace | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

2.0 The student will be expected to demonstrate an understanding of how a business functions

2.1 compare types of business organization

2.2 explain the primary tasks involved in running a business

2.3 explain how businesses change over time

### Elaboration

Students should be able to know the difference and relative strengths and weaknesses of the following forms of business organization:

- Sole Proprietorship
- Partnership
- Corporation

While each of these areas has considerable depth and detail, teachers are advised to keep the discussion focused on the broader responsibilities associated with each area.

- *Marketing and Advertising* — includes the product, price, place, promotion, competition, and customers
- *Production* — what constitutes the factors of production; various ways and considerations in relation to how businesses produce goods / services
- *Management and Human Resources* — planning, organizing and controlling business operations; improving overall productivity and efficiency; finding and retaining employees
- *Financial Planning and Analysis* — basic accounting concepts
- *Legal Issues and Responsibilities* — what regulations govern the business; are there ethical and moral obligations

Business is a dynamic and ever-changing area. In some ways, it reflects how the world is changing every day. New products and services enter the marketplace, others change, and some disappear, all in response to the needs and wants of humans.

As students complete their inquiry in relation to essential business concepts, it will be important that they consider ways in which businesses change over time. This idea can be exemplified in three different ways:

- *product life cycle* — virtually all products have a limited life; most products pass through the following stages: market introduction, growth, maturity, saturation and, decline
- *business life cycle* — there are several descriptions in relation to this concept (e.g., establishment, growth, expansion, maturity, decline); however, regardless of the actual model that students engage with, the ‘big idea’ is that businesses grow, and then often age; the challenge for businesses is to remain relevant in the marketplace as they mature
- *economic (business) cycle* — refers to economy-wide fluctuations in economic activity over months or years, involving economic growth (expansion or boom), and periods of decline (recession).



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## Unit One – Business and the Marketplace | Lesson planning Guidelines for Teachers

Curriculum Outcome	Elaboration
<p>3.0 - The student will be expected to demonstrate an understanding of factors that affect the success of a business</p> <p>3.1 explain the qualities of successful businesses</p> <p>3.2 explain the significance of effective leadership</p> <p>3.3 explain the relationship between consumer choice and competition</p> <p>3.4 explain the significance of ethics, social responsibility, and sustainability</p>	<p>In simplest terms, a successful business earns a profit while meeting a need in the marketplace. However, there are many factors which form part of this premise. Students should investigate how the following factors relate to business success:</p> <ul style="list-style-type: none"> <li>• filling a market niche,</li> <li>• understanding demographics, and</li> <li>• responsiveness to change.</li> </ul> <p>Effective leadership in any business organization, at all levels, is also a significant determining factor in running a successful business. Desirable traits include:</p> <ul style="list-style-type: none"> <li>• Calculated risk-taking,</li> <li>• Vision and passion,</li> <li>• Perseverance, and</li> <li>• Teamwork</li> <li>• Strategic Thinking</li> <li>• Critical Thinking</li> </ul> <p>Successful businesses work diligently to attract and retain customers. In particular, these businesses pay careful attention to:</p> <ul style="list-style-type: none"> <li>• providing excellent customer service,</li> <li>• determining customers’ wants and providing it, and</li> <li>• producing quality products.</li> </ul> <p>Consumer and public expectations in terms of ethical behavior and social responsibility over the past several decades have increased. There is a greater awareness that consumer choice can influence how a business operates. Consumers use this influence to help change business practices to ensure that businesses behave in an ethically and socially responsible manner. The actions of consumers also help ensure that businesses function and adopt practices to ensure economic, environmental, and social sustainability.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Make Comparisons</i> — In what ways do successful businesses differ from less successful ones?</li> <li>• <i>Identify Cause and Consequence</i> — How might be attentive to customer service/satisfaction influence a business?</li> <li>• <i>Consider Perspective</i> — Why do businesses sometimes ignore or dismiss customer feedback?</li> <li>• <i>Make Value Judgements</i> — What are some of the ethical and moral values that people consider when purchasing a product? Why might these values be considered important by the consumer?</li> </ul>

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## Unit Two – Entrepreneurship and New Business | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

4.0 - The student will be expected to demonstrate an understanding of entrepreneurship

4.1 *describe the characteristics and skills of effective entrepreneurs*

4.2 *evaluate the risks and benefits of entrepreneurship*

4.3 *develop a personal profile of entrepreneurial characteristics*

### Elaboration of Unit Two

This outcome transitions students from an examination of basic business concepts and briefly introduces the concept of entrepreneurship. The approach used throughout the remainder of this course requires that students begin to think and interpret the world around them as an entrepreneur, where they learn to identify and evaluate opportunities.

It will be useful for students to examine the stories of various entrepreneurs and identify from this analysis the characteristics that successful entrepreneurs possess.

Students should consider the benefits of entrepreneurship in relation to the economy. This would include:

- the economic spin-off of individual New businesses (e.g., hiring employees, purchasing, etc.), and
- the influence of new thinking/innovation / competition on other businesses (e.g., some of the positive effects of competition include lower prices for consumers, higher quality products and services, etc.).

Finally, students are asked to reflect on their individual abilities, interests and strengths. It is not necessary, nor perhaps desirable, at this point to ask students if they see themselves as an entrepreneur. Rather, they are asked to consider how their individual traits can be used in relation to entrepreneurship. In the context of this course, the aspect of entrepreneurship that is of particular interest is the process by which opportunities are recognized to introduce new products, processes or improvements to meet needs and wants. It will be important to point out with students that the abilities to engage in creative and evaluative processes are not typically innate, but rather are learned. In subsequent sections of the course, students will be provided opportunity to deepen their ability in both creative and critical thinking.

Inquiry and analysis should include:

- *Use Information* — After reading a case study, identify evidence in the story that speaks to the individual's entrepreneurial ability.
- *Make Comparisons* — How do entrepreneurs differ from other business leaders?
- *Identify Cause and Consequence* — How does entrepreneurship affect the economy?
- *Consider Perspective* — When an entrepreneur looks at the world around them, how do they identify opportunities?

### Enduring Understanding

By the completion of this section, students should understand that entrepreneurs look at the world around them and see opportunities.

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## Unit Two – Entrepreneurship and New Business | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

5.0 - The student will be expected to demonstrate an understanding of business potential

5.1 *identify sources of ideas for new business*

5.2 *evaluate new businesses that have been developed to meet consumer demand*

### Elaboration

Generally, new ideas for a business come from two sources:

- a new *idea or innovation*, or
- identified demand in the marketplace.

The point to be reinforced with students is that new businesses are successful when they satisfy a demand in the marketplace.

In this section, students should develop and/or analyze case studies in which they describe and critique the success of new business in the marketplace. The following outline is suggested:

- ✓ identify the product or service and identify the need that it filled
- ✓ describe the company
- ✓ describe the target market
- ✓ include or link to samples of advertising used
- ✓ analyze how well the product or service meets consumer demand in the short and long term
- ✓ provide suggestions for the business if it is to remain relevant in the marketplace
- ✓ if the business no longer exists, explain what happened

It is recommended that students develop four case studies from different areas in the marketplace (e.g., food service, recreation, clothing and apparel, etc.). Three case studies should be success stories and one should be a failed business.

It is important to note that as students develop their case studies and investigate different areas in the marketplace they are broadening and deepening their knowledge of target markets. This learning will be invaluable as they work through the remainder of the course.

Inquiry and analysis should include:

- *Make Comparisons* — What commonalities were there among new businesses that succeeded? What differentiated successful New Business from unsuccessful New Business?
- *Identify Cause and Consequence* — What tends to happen to a business when it introduces a successful product or service? What happens to a business when it introduces a new product or service that fails in the marketplace?
- *Consider Perspective* — Why do some businesses pursue ideas that ultimately fail in the marketplace?

### Enduring Understanding

By the completion of this section, students should understand that new businesses are successful to the degree to which they satisfy demand in the marketplace.

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## Unit Two – Entrepreneurship and New Business | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

5.3 *identify business opportunities*

5.4 *evaluate business opportunities*

### Elaboration

In order to think deeply about what constitutes a viable business, students need to engage in authentic learning experiences that allow them the opportunity to work through various business scenarios. This involves two distinct phases. Phase one should be designed to enable students to think creatively as they brainstorm and flesh out a broad range of opportunities in different target markets. Phase two should ask students to critique business ideas to determine which are most likely to be successful.

It will be important to distinguish between these two phases, and be careful to avoid critiquing business potential (i.e., evaluating) during the creative process in phase one. In fairness, this is a difficult requirement. Nonetheless, it is essential if students are to truly deepen their creative abilities.

The projects outlined in column three are intended to help students further develop their creative and critical thinking abilities. Additionally, these projects will help students become better prepared for the development of a business plan in Unit Three.

Finally, this outcome also helps students develop proficiency in both communication and participation / collaboration. The ability to communicate effectively using a variety of mediums, and to work cooperatively with others to achieve common goals, are essential skills not only in the context of business and entrepreneurship, but also in many other “real life” settings.

Inquiry and analysis should include:

- *Use Information* — Identify and describe a business opportunity in relation to a specific target market.
- *Make Comparisons* — How do various businesses compete for customers in relation to a particular target market?
- *Consider Perspective* — What does the customer want?
- *Make Value Judgements* — Is this an ethical approach to use in meeting customer demand?

### Enduring Understanding

By the completion of this section students should understand that creativity and careful analysis are essential in establishing a viable business.

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## Unit Three – Creating a Business | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

6.0 - The student will be expected to demonstrate an understanding of business planning

- 6.1 explain the purpose of a business plan
- 6.2 explain the benefits of project planning and strategic planning
- 6.3 explain the need for flexibility and adaptability in business planning and implementation

### Elaboration of Unit Three

Research indicates that effective planning is essential to project success. The amount of planning, and detail required, is very much situational.

In the context of this course, two points are important to make:

- The more carefully a business opportunity is developed through planning, the greater the likelihood of success. It is the process of asking questions and generating responses — often multiple times — that help to minimize risk.
- Planning is not a substitute for a poorly conceived business idea nor for a product or service that does not satisfy a demand in the marketplace.

A business plan that is well developed will help an entrepreneur start and run a business successfully. Frequently it is used to help secure loans and solicit other investors if the plan clearly lays out a process that will yield a return on investment.

In general terms, plans are developed in the context of achieving a goal. Therefore, having a clearly articulated goal is foundational to all activities. In situations where there are multiple individuals involved, the organizational goal and related plans help to ensure an alignment of resources and efforts to maximize the potential of reaching the target.

Students should be introduced to the concept of strategic planning as a particular means to achieve a goal.

Finally, given that entrepreneurship is a highly creative and dynamic process, highly effective businesses use data (e.g., market demographics) and feedback (e.g., feedback from customers) to refine and even alter their plans as they work to achieve their goals. Therefore, students are encouraged to develop habits of mind that allow for flexibility in thinking.

Inquiry and analysis should include:

- *Use Information* — What do I want to achieve?
- *Make Comparisons* — What is the best way for me to reach my goal?
- *Identify Cause and Consequence* — Is this plan really helping me achieve my target?
- *Consider Perspective* — Is there another way of looking at this problem?
- *Determine Significance* — What are the most important factors in helping achieve success?
- *Make Value Judgements* — Am I compromising my core values while working to achieve my goal?

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## Unit Three – Creating a Business | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

7.0 - The student will be expected to create a business marketing plan

7.1 describe a business opportunity

### Elaboration

Building on their learning to date, students are now asked to complete a business marketing plan. All students are required to use the following development process:

1. identify a business opportunity,
2. conduct primary research to improve the business opportunity,
3. create written marketing plan (including a sample advertisement), and
4. present the business opportunity to a group of adjudicators.

As students work through this outcome they will continue to deepen their understanding of some of the critical ideas related to success in business which they have studied in outcomes 1 through 6, including:

- factors that contribute to a successful business
- identifying opportunities in the marketplace, and
- creating products and/or services to satisfy consumer demand.

In preparing to develop a formal marketing plan, students should be encouraged to pursue a business opportunity where they already possess some background knowledge (e.g., an area they studied earlier in the course) and / or an area of personal interest (e.g., a hobby). Note that:

- the idea does not need to be based on a new invention, but it does need to have an element of novelty or uniqueness,
- the idea does not necessarily need to match their personal profile, although the individual should be able to explain how their personal abilities can contribute to the success of the business, and
- the business does not need to be carried out, however, prototypes, models and samples should be created / used as appropriate.

In order to satisfy delineation 7.1 students must submit a written description of the initial business idea. This report should detail both the product and the target market (limited to 150-200 words).

Comments provided by teachers should help students with the next phase (delineation 7.2). Remind students that as they conduct more in-depth research —, particularly primary research — their business ideas should begin to evolve and improve. This research will help students clarify their vision and work to ensure a better fit to satisfy consumer demand. For some students there will be a significant shift in thinking between the description of the business opportunity and the submission of the marketing plan.

Inquiry and analysis should include:

- *Use Information* — What needs or wants are you fulfilling? What is your product / service? Who is your target market?
- *Make Comparisons* — How is your business different from the competition?
- *Identify Cause and Consequence* — Why should people purchase your product / service? What needs to happen to ensure that your business is viable?
- *Consider Perspective* — What will potential customers find attractive about your product / service?

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## Unit Three – Creating a Business | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

7.2 improve a business opportunity

### Elaboration

This delineation requires that students utilize both secondary and primary research to improve their business opportunity.

In the preceding delineation (7.1) students will have used some secondary data (and possibly primary data, although this was *not* required) as the basis for their product or service description. During this phase of the development process, students are asked to research their idea more thoroughly with the view to refining their idea to ensure a tighter fit as they strive to satisfy market demand. Students should be directed to utilize the following data:

- **Secondary Data:** Trade journals, news stories, etc., related to the industry.
- **Primary Data:** This data will be the most useful in terms of refining the actual product or service to meet consumer expectations. Students should utilize the following sources, although the degree to which each is used will vary according to the nature of the business opportunity:
  - ✓ **Survey** - It is recommended that students construct a survey and collect data from a sufficient number of potential consumers in order to be statistically significant (15-20 surveys is usually adequate).
  - ✓ **Customer Interviews** - While quantitative data is useful, qualitative data will provide more specific information to help improve the business idea. It is suggested that students interview at least six potential customers between the two rounds of data collection.
  - ✓ **Businessperson Interview** - Teachers should assist students by inviting businesspeople to the school so that interviews can take place during the school day. Local businesspeople will often be very willing to assist with this type of activity.
  - ✓ **Competition Analysis** - Examine similar products and/or businesses to identify strengths, weaknesses, new opportunities, etc.

In relation to the use of primary data, students should conduct two rounds of surveys: (i) customer interviews, and (ii) businessperson interviews. After each round the student should consider how the feedback may be used to improve the product / service. However, do remind students that it is not necessarily possible, nor desirable, to address the comments of all interviewees.

Inquiry and analysis should include:

- **Use Information** — What did you learn about your target market from your survey? What did your interviews tell you about the needs of potential customers?
- **Identify Cause and Consequence** — How can the advice of the businesspeople you interviewed help improve your business?
- **Consider Perspective** — How do potential customers currently meet this need? Will your business prove to be a better fit?
- **Make Value Judgements** — What values should guide your business?



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## Unit Three – Creating a Business | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

- 7.3 present a business marketing plan to an audience

### Elaboration

This outcome concludes with students consolidating their ideas and learning through the submission of a written business marketing plan and the delivery of a presentation/demonstration of the business opportunity.

In brief, this report will be judged primarily on the quality of the ideas and research presented. Students will need to ensure that they clearly explain how they used primary (and secondary) research to help improve their business opportunity.

When presenting the business opportunity to adjudicators, assessment should be based primarily on ability of the presenter to clearly explain how his/her business will be viable in the marketplace.

The scoring by adjudicators may be organized as follows:

- believes that the business should not advance as presented, and will not invest (score range 4, 5, or 6 points out of 10)
- think its an interesting idea that has potential, but needs further changes / improvements in more than one critical area, and will not invest (score range 6, 7 or 8 points out of 10), or
- believes strongly in the business potential, and is willing to invest (score range 8, 9 or 10 points out of 10).

The submission of the written business marketing plan and the presentation of the business idea require the inclusion of a sample advertisement. The same advertisement may be used for both purposes.

Inquiry and analysis should include:

- *Make Comparisons* — How does my business do a better job than the competition in satisfying consumer demand and being more viable?
- *Identify Cause and Consequence* — What is the most compelling / important information that I need to communicate in order to convince an audience of the potential of this business?
- *Consider Perspective* — How will a potential investor view this opportunity? What will they see as strengths? As weaknesses?
- *Make Value Judgements* — Is this a viable business?

### Enduring Understanding

By the completion of this section students should understand that effectively communicating ideas is critical in business.

### Sample performance indicator(s)

- Examine a business opportunity. Decide if you would be prepared to invest Rs 1,000 in this proposal. Explain your decision



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## Unit Four – Social Entrepreneurship | Lesson planning Guidelines for Teachers

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### Curriculum Outcome

8.0 - The student will be expected to demonstrate an understanding of social entrepreneurship

8.1 recognize social issues

8.2 explain the significance of social objectives

8.3 use entrepreneurial principles to provide a systemic and sustainable solution to achieve a social objective

### Elaboration of Unit Four

This course concludes with a consideration of how entrepreneurial principles can be used to help address social issues. For the purposes of this course, social issues refer to problems that affect individuals or groups of people. (Note that social issues are distinct from economic issues, but may be related. For example, high crime rates are frequently associated with high unemployment rates.) Some examples of social issues include: access to clean drinking water, ageism, bullying, body image, capital punishment, civil rights, crime, disability rights, discrimination, environmental degradation, health care, poverty, privacy, racism, school drop-out rates, violence, and war.

Social objectives refer to activities that target the reduction or elimination of a social issue. (Note that this is not the same as corporate social responsibility.)

It will be useful for students to spend some time reflecting on issues that are of interest and concern to them. Students should be given the opportunity to examine a smaller number of issues in some depth, as opposed to covering a wide range of issues superficially.

Before moving on to delineation 8.3 it is recommended that students look at the various organizations that work to achieve social objectives, such as the reduction of poverty or increased access to education or health care.

Inquiry and analysis should include:

- *Use Information* — What current social issues affect our community, province, country, and the planet? What are examples of organizations and projects that have social objectives? What are examples of businesses acting in a socially responsible manner?
- *Identify Cause and Consequence* — What happens when people don't behave ethically? What should be the consequence of inaction or unethical behavior on the part of a business?
- *Consider Perspective* — How might a social issue be viewed differently depending on a person's age, sex, ethnicity, employment status, political views, or religious views?
- *Make Value Judgements* — In what ways do businesses affect the local community? What are the strengths and weaknesses of this influence?

### Enduring Understanding

By the completion of this section students should understand that social problems can be solved.

### Sample performance indicator(s)

- Identify the three most significant social issues that need to be addressed in order to improve the lives of citizens (i) in your area/province, and (ii) globally. Explain.

**Curriculum Outcome**

8.3 use entrepreneurial principles to provide a systemic and sustainable solution to achieve a social objective

**Elaboration**

Extending from the previous delineation, students are now asked to apply their learning in relation to entrepreneurial thinking to help achieve a social objective.

It is important for students to realize that they have enormous potential to help deal with and solve social issues. By applying the skills they have developed in this course — identifying needs and using creative and critical thinking to satisfy those needs — students can deepen their understanding of how entrepreneurial thinking can be of great value in other contexts.

Extending from their work in 8.1 and 8.2, students should work to develop a sustainable solution to a specific social issue. Issues can be local or global. Students should create a brief report that outlines:

1. the issue,
2. the causes and consequences,
3. a suggested plan to resolve the problem.

It is recommended that students work individually or in small groups. Reports can be presented using a variety of formats (e.g., a mini- documentary.)

Although not required, if circumstances allow, it may be desirable for the class to carry out one or more of the plans. A variety of organizations would be eager to assist students and teachers in this regard. Such cooperation may result in the creation of lasting and mutually beneficial partnerships.

As a final note, discuss with students the value of the corporate social entrepreneur (CSE). A CSE is defined as “...an employee of the firm who operates in a socially entrepreneurial manner; identifying opportunities for and/ or championing socially responsible activity; in addition to helping the firm achieve its business targets.”

Inquiry and analysis should include:

- *Use Information* — What does it mean to say that a solution is systemic and sustainable?
- *Identify Cause and Consequence* — What role can entrepreneurship play in improving the quality of life of other people and places?
- *Consider Perspective* — What resources do others have / need to deal with their social issues?
- *Determine Significance* — What social objectives should we as a group, school or community focus on? What are the benefits of social entrepreneurship in attempting to improve the lives of others?
- *Make Value Judgements* — How should we decide who needs our help?

**Enduring Understanding**

By the completion of this section, students should understand that social problems can be solved through entrepreneurship.

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## Reference Materials:

- **Authorized Resources - The World of Business**, Book by Alyson Pownall, Jack WILSON, and John Pownall
- **Internet Sources**
- **Business, Economics and Entrepreneurship Course for Middle School Students** – Course Book