

Module 2 | Social Enterprise Ideation

Module Name:	Social Enterprise Ideation
Age or Grade:	Secondary 2.0 (Mixed age group)
Discipline:	Career & Community Development
Level:	Intermediate
Duration:	4 weeks

Dear Teacher,

During this module students explore the design process and develop many social enterprise ideas that have a social or environmental mission.

- Purpose
- Competencies, Indicators, Skills, and Concepts
- Module Overview
- Background Information
- Assessment
- Module Deliverables
- Resources
- Workshops and Lessons

Purpose

The purpose of **Module 2 - Social Enterprise Ideation** is for students to ideate business ideas that have a social or environmental purpose. Based off of the ideas they come up with in class, they will build a brand for their social enterprise and present on how it uses business to create positive change.

Use of Time

Time is relative. You may adjust the time recommended for each activity and assessment based on your class size and dynamic. Leave room for authentic moments of learning and flexibility. Each Module is designed so that you can apply the learning to real life situations.

A possible calendar timeline for the course is:

Module 1 - August 15 to September 15
Module 2 - September 16 to October 16
 Module 3 - October 16 to November
 Module 4 - December to April 15
 Module 5 - April 15 to May 15
 Capstone Event Show What You Know - End of May

Competencies, Indicators, Skills, Concepts

Competency

- Identifies current opportunities within the community
- Ideates a social enterprise concept with a social impact mission
- Creates a brand that reflects a social impact mission

Indicators

- Identifies an impact-driven market opportunity
- Ideates a social enterprise
- Brands a social enterprise

Critical Skills

Communication

Entrepreneurship & Creativity
and Innovation

Concepts

Challenge Mapping

Social Enterprise

Brand Identity

Module Overview

In **Module 2: Social Enterprise Ideation** students will begin by taking an in depth look at the market, trends and demographics of their community and region. As a group, they will determine their communities strengths, weaknesses, opportunities and threats. Instead of focusing solely on problems in their community, students will be asked to identify opportunities and community members who are making strides to bring about positive change. Students will also be introduced to the concept of systems thinking - a holistic approach to analyzing their communities by looking at systems as a whole, instead of breaking them down into separate entities.

Using this knowledge and expertise of their community, students will begin to develop a number of social enterprise ideas that have a social impact mission. To do this, they will learn about the [social economy](#) - how to do good using business - and explore different social enterprise models. Through ideation, design

process and community involvement, the class should develop many ideas for potential social enterprises. If students have trouble coming up with ideas, use the resource guide to expose them to examples of social enterprise from the across the Arctic, Canada and the world.

Finally, students will learn how to create an effective brand identity for their social enterprise ideas that seamlessly conveys its social impact mission.

Big Questions

- What are some of the opportunities in our community?
- Which of these opportunities has a market solution?
- What similar social enterprise models that currently exist?
- Who are the individuals in our community who are creating solutions?
- How can a brand represent a social impact mission?

Inspirational Quote

Post this in your classroom

“Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don’t quit.”

- Conrad Hilton

Background Information

Social Economy

Defined by the Chantier de l'économie sociale in Quebec, the Social Economy is made up of association-based economic activities that meet some or all of the following values:

- Serving its members/community, rather than only generating profits
- Not government controlled
- Democratic decision making
- Based on participation, empowerment, and individual and collective responsibility.

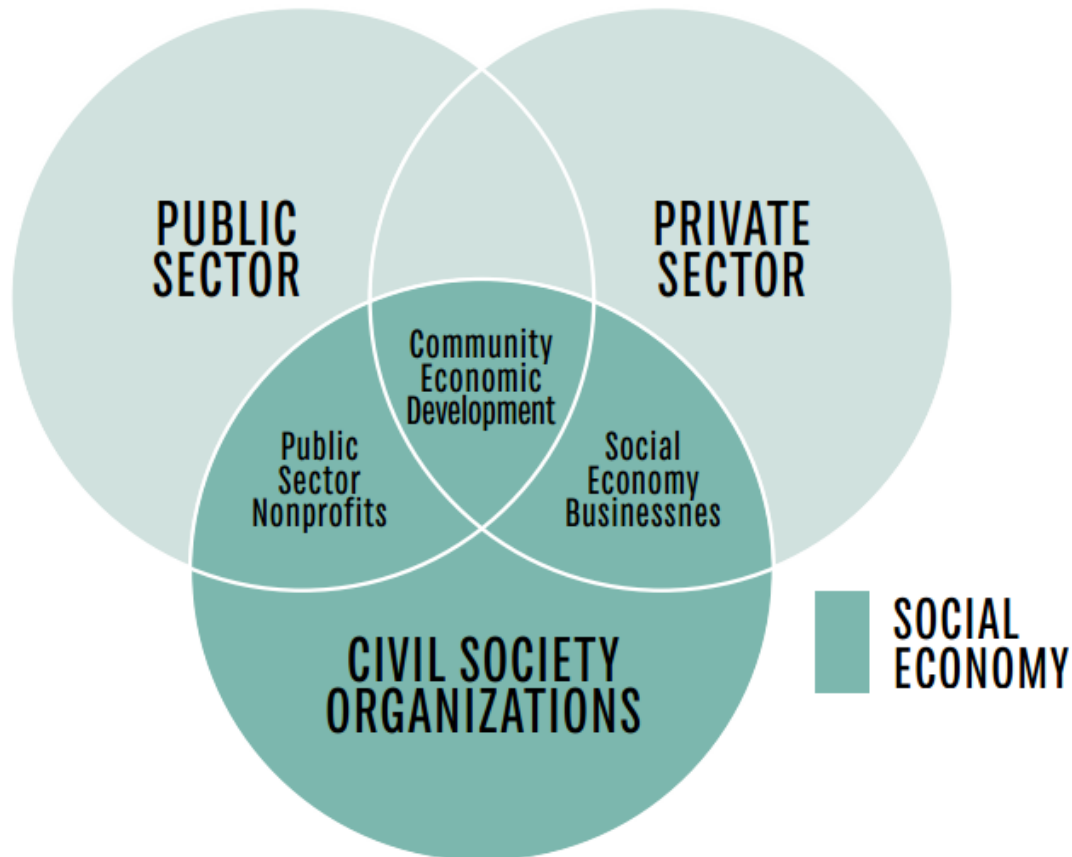
The Social Economy includes:

- Social assets (housing, childcare centers, etc)
- Community organizations
- Social enterprises
- Co-operatives
- Revenue-generating programs of nonprofits

- Credit unions

Social economies can be referred to as the third sector, and tend to develop when there is an issue that has been ignored or improperly solved by the public or private sector.

<https://ccednet-rcdec.ca/en/page/social-economy-0>



<https://seontario.org/social-enterprise-in-ontario/>

[Video French](#)

[Video English](#)

Ideation

An important step in entrepreneurship is idea generation - the process of coming up with a business idea. Every business or project starts with an idea. There are ideas buried within everyone, and they come out in different ways.

People with good ideas usually have an ability to see relationships between people, places, trends and other general information about life and events. Being curious and always asking questions to a teacher,

parent, or even Google are great ways to gather information about these relationships. Once you're learning about the current situation of a problem or event, you'll start to put different pieces of information together to see how they fit even when you're not thinking about it.

Ideas can come from a number of different places, such as personal interest or passion where an entrepreneur loves doing something so much they can see themselves doing it 24/7; or from a market gap, where there is a product or service that people in your community want or need but is not readily available.

Some tips for idea generation include:

- Speaking to other people and asking thoughtful questions
- Using a pen and paper instead of a computer. This activated different parts of your brain that will help when generating ideas.
- Researching problems that need to be solved.
- Doing creativity exercises you find online.
- Researching other interesting ideas and trying to apply them to new settings.
- Creating pro and con lists.

For more information on ideation, go to Chapter 3 of the Student Guide.

Opportunity Identification (Impact Gaps Canvas)

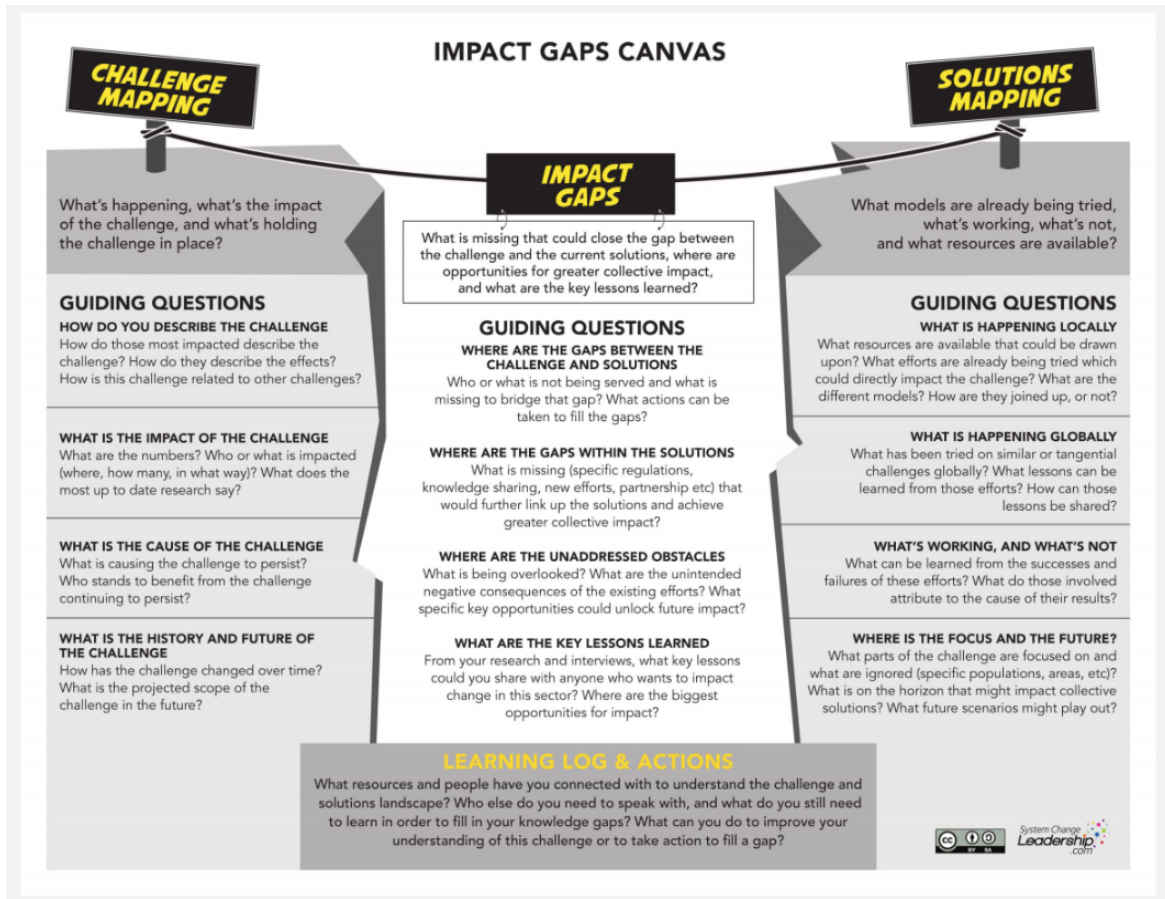
For people interested in improving their communities, it is important to take the time to understand a challenge and what solutions have been tried so you can pursue well-suited actions. The Impact Gaps Canvas is a tool developed by Daniela Papi-Thornton which can be used by anyone to better understand a community challenge, what's been tried before, and what solutions can be implemented. This is an opportunity to reward students for their deep understanding of complex challenges and all their moving pieces, rather than for solutions they come up with solely based on their own experiences.

There are three main sections in the canvas. On the left, the section is called Challenge Mapping. On the right, the section is called Solutions Mapping. And in the center we have Impact Gaps.

Challenge Mapping is a way of saying “summary of the community challenge”. The questions on the left side of the Impact Gaps Canvas can help you understand the community challenge you are interested in (who or what is affected, what is holding the current status quo in place, and who stands to be negatively affected in the problem is solved, etc.) and write out a summary. Remember, the community operates like one large system. For example, if you wanted to learn about why there is less country food, you may have discovered a connection to less youth hunting and fishing, or a connection to increase in prices of hunting gear, or a decline in the population of certain animals due to a variety of reasons.

Solutions Mapping is all about getting a good sense of what solutions have already been tried by others or currently being tried by others. The questions on the right side of the Impact Gaps Canvas help you map out the “solutions landscape” (what has already been tried, what has worked and what hasn't, and how these efforts are connected and built upon each other.)

Impact Gaps aim to identify the gaps that exist between the left side and right side, including what types of efforts are missing. What could better connect efforts? These gaps hold the key to new opportunities for you to take action. You can blend what you have discovered about the system with your skills and passions to work on a new opportunity.



are

For more information on the Impact Gap Canvas, go to page 25 of the Student Guide.

Mission & Vision

Mission statements and vision statements help define and guide your company's purpose and actions. A **mission statement** declared the organization's purpose. For example, what do you do, how do you do it and why do you do it. A **vision statement** provides direction and describes where the company wants to be in the future.

Example: La Fédération des Coopératives du Nouveau-Québec (FCNQ)

Mission: "Get its members to work on their own development through social and economic activities that are financially sustainable."

Vision: *“Protect and promote the cooperative approach to development by being financially strong and strive to improve our services to strengthen the co-op movement now and for the future.”*

Example: Inuit Tapiriit Kanatami (ITK)

Mission: *“Serve as a national voice protecting and advancing the rights and interests of Inuit in Canada.”*

Vision: *“Canadian Inuit prospering through unity and self-determination.”*

For more information on mission statements and vision statements, go to page 148 of the Student Guide.

Brand Identity

Your **brand** is how a person sees a product, service, experience, or organization. It’s like the personality of a business. It tells them what a business stands for, and what they can expect from their product or service. Your brand is shaped by things such as your values, strengths and attributes. It’s also how you communicate the spirit of your brand and the feeling that customers get when they interact with your brand.

A **brand identity** is a visual identity, comprised of a name, logo, colours, font and images. A good brand identity communicated the core values of your organization, is attractive to your target audience (the people you want as customers), is easy to understand (it shouldn’t be messy, confusing, or complicated), and is consistent.

The purpose of your brand identity is to remind your target audience what you stand for. In a social enterprise, your brand identity should be in line with your social impact mission.

For more information on how to create a successful brand for your social enterprise, go to Chapter 6 of the Student Guide.

Assessment Overview for CCD

Overall Strategy

Students will be able to

- Explain the expectations and learnings of the CCD Modules
- Use various online and digital platforms to communicate learning
- Identify and achieve individualized Critical Skills benchmarks

Process

Although students will drive the direction of the project, it is the teacher’s responsibility to manage the process and frame expectations for communication and assessment. Prior to choosing a project, students

must understand what is expected of them in terms of skill development and deliverables, and through what medium(/media) they will communicate to demonstrate, reflect upon and share learnings.

Communication

Explore the following with your students:

- Google Drive and Google Classroom - to share documents and links, send out reminders and other notifications, and assign tasks
- Digital Tools - cameras, video equipment, laptop, SD card etc.
- Workplace - for instant messaging and sharing with KI schools
- Wordpress or Medium - to share with the wider (global) community
www.wordpress.com / medium.com

CCD Deliverables

Deliverables differ depending on the age range of the group and/or programme type. However, in all cases students are assessed on their engagement throughout the programme based on their reflections and your feedback.

Secondary students are expected to submit:

- Personal goal setting and self assessment of Critical Skills development
- 1 Multimedia Reflection per module (5 total).
- 1 Final Reflection about their learning journey - what they learned, how they grew, challenges, next steps. Includes a self-assessment.

Multimedia Reflection Assignments

Multimedia assignments are to be completed throughout the course where students reflect on an experience they had in CCD. Students can choose when they do these assignments, and in what format.

These are created to be publically shared on Workplace - unless otherwise stated. Some possibilities include:

- Written reflection (500 - 700 words)
- Photo journal (10 - 20 photos that tell a story)
- Podcast (5 - 10 minutes)
- Vlogs (2-4 minutes)
- Infographic

Notes

- Students can choose to do all assignments the same, but are encouraged to change it up
- Students can work alone, in pairs, or in a group
- Students may come up with alternative modes of presentation, but must discuss with their teacher

- To get a variety of experiences, students are asked to sign up in advance in a shared Google Document

Module 2 Deliverables

Impact Gaps Canvas
Mission and Vision Statement
Brand Identity

Tools for Giving Feedback and Gathering Evidence of Success

Student Journals
One-on-One Conferences
Peer and Self-Assessment
Checklists
Rubrics

Suggested Resources

Impact Gaps Canvas
Business Model Canvas
Examples of Social Enterprises
Mission and Vision Statement Worksheet
Brand Workshop
Brand Identity Worksheet
Brand Identity Workshop
Customer Validation Workshop
Idea Generation Workshop
Idea Viability Worksheet
Business Model Canvas Workshop

Workshops and Lessons

2.1 Social Economy

What is an example of a social enterprise economy?
Youth Opportunities Unlimited Case Study
1 hour

2.2 Impact Gaps Canvas

What challenges are currently being faced by our community? What solutions have already been tried or are currently being tried to solve these challenges? What types of efforts are missing and where are the opportunities?

Building an Impact Gap Canvas

2-3 hours

2.3 Ideation

What challenges/issues are you most passionate about? What are some of the potential solutions?

Idea Generation

1-2 hours

2.4 Mission & Vision

What is the mission of what we are trying to accomplish? What is our long-term vision?

Crafting a Mission & Vision

1.5 hours

2.5 Brand Identity

How does our brand showcase our mission and vision?

Creating a Strong Brand

2-3 hours

2.1 The Social Economy

Guiding Question

What is an example of a social economy?

Outcomes

Understand the social economy

Identify challenges and solutions in the community

Vocabulary

Social Economy

Agenda

Warm Up exercise - 10 minutes

Youth Opportunities Unlimited - Case Study - 1 hour

Debrief - 10 minutes

Next Steps - 10 minutes

Warm Up

Customize an ideation warm up activity for your group, such as the following:

Mission Impossible: Generate ideas using seemingly impossible questions

1. Come up with a challenge that seems impossible, such as “how do we build a house in one day?” or “how do we get to the other side of the river with no boat?”
2. Encourage students to come up with ideas and ways to make the impossible, possible and to come up with new features or benefits that would be needed to make it happen

Brainwriting: Building on each others ideas

1. Have students write down three social enterprise ideas on a piece of paper
2. Students then pass their ideas to the person on their right
3. The next student expands on the idea and adds improvements
4. Pass the ideas to the right 3 or 4 times or until students receive their original ideas back

Speedboat: Identify problems and how to overcome them

1. Draw a speedboat on a whiteboard or a large sheet of paper
2. Ask students to identify roadblocks that would slow down the boat
3. After all of the roadblocks have been identified, ask students to find solutions on how to keep the boat moving

<https://www.entrepreneur.com/article/287568>

Experiential Activity: Youth Opportunities Unlimited - Case Study

Youth Opportunities Unlimited (YOU) focuses on providing training, skills, and employment opportunities to disadvantaged youth. Operating out of London, Ontario, the youth they work with come from a wide variety of backgrounds but for one reason or another have not had access to the proper opportunities, mentorship, education, or family support that would lead them to success.

YOU aims to break the cycle of poverty, lack of education, homelessness and addiction. Their training and employment opportunities allow youth to gain confidence, experience, skill-sets and references. YOU runs a number of different social enterprises to help achieve their mission. All the revenue that they earn from the sale of products or services is reinvested back into their social enterprise to help provide more opportunities to more youth.

Youth who participate in the program take part in a 13-16 week training program where they receive hands-on learning and experience working in one of YOU's five social enterprises, including the following:

YOU Made it Cafe: A cafe that offers healthy and fresh meals, snacks and coffee. Participants who work at the YOU Made it Cafe gain many different skills and experiences in the food sector and help provide healthy meals for the community. The YOU Made it Cafe is more than just a coffee shop - the building also provides affordable housing, training, support programs and primary healthcare.

YOU Made it Recycling: This recycling collection and processing facility serves over 200 businesses in the London area. Participants are responsible for picking up recyclables, sorting, operating equipment, interaction with customers as well as a number of other roles. Participants are trained on how to use the heavy machinery needed to sort and compact recyclables and they are taught about the environmental importance of recycling.

YOU Made it Woodworking: This wood manufacturing facility creates a number of different products from recycled wood. Working with experienced carpenters, participants go through each of the woodworking stages, from acquiring the raw materials to manufacturing the final product. Once the participants have created products with their new knowledge of tools, machinery and techniques, they sell a wide variety of wooden-goods, such as: Muskoka chairs, benches, foot stools and cutting boards.

Each year, YOU works with over 22 partners and 3600 youth. They provide everything from health and dental care, to housing, to education, to on-the-job skills training. YOU helps turn the perception of disadvantaged youth from a hindrance to a resource. After the program, local businesses will be able to take advantage of youth's experience, confidence and skill sets that they acquired with YOU. YOU helps youth build up their social and business networks and provides them with the expertise and ambition they need to be successful.

1. Begin by reading the case study to the class. The following links will provide you more information about Youth Opportunities Unlimited
 - o <https://www.you.ca/>
 - o <https://seontario.org/stories/youth-opportunities-unlimited/>
2. Then, show the following videos:
 - o [Video 1](#)
 - o [Video 2](#)
3. Split the class into small groups and have them discuss and write down the answers to the following questions:
 - o What issues is YOU trying to solve?
 - o How does YOU service the community of London? What types of opportunities do they provide?
 - o What makes the businesses that YOU runs social enterprises?
 - o What are some ways that YOU might fund their programs and social enterprises?
 - o How are participants of YOU empowered once they finish the program? What types of new skills or knowledge might they have acquired?
 - o What are some of the challenges that YOU might have faced?
 - o What types of services or social enterprises could be started in your community to help youth?
4. Have each group present their answers and discuss as a class.

Debrief and Reflection

1. **What?** What types of challenges are we passionate about solving in our community?
2. **So what?** What different types of groups could come together to create a solution?

3. Now what? What would that solution look like?

Next Steps

Now that students have an understanding of the social economy and social enterprise, they will begin to develop an idea for a social enterprise that they can run as a class.

2.2 Impact Gap Canvas

Guiding Question

What challenges are currently being faced by our community? What solutions have already been tried or are currently being tried to solve these challenges? What types of efforts are missing and where are the opportunities?

Outcomes

Identify challenges, solutions and gaps

Vocabulary

Challenge Mapping
Solutions Mapping
Impact Gaps

Agenda

Warm Up exercise - 10 minutes
Impact Gap Canvas - 2 hours
Debrief - 10 minutes
Next Steps - 10 minutes

Warm Up

Customize an ideation warm up activity for your group, such as the following:

Mission Impossible: Generate ideas using seemingly impossible questions

1. Come up with a challenge that seems impossible, such as “how to we build a house in one day?”

2. Encourage students to come up with ideas and ways to make the impossible, possible and to come up with new features or benefits that would be needed to make it happen

Brainwriting: Building on each others ideas

1. Have students write down three social enterprise ideas on a piece of paper
2. Students then pass their ideas to the person on their right
3. The next student expands on the idea and adds improvements
4. Pass the ideas to the right 3 or 4 times or until students receive their original ideas back

Speedboat: Identify problems and how to overcome them

1. Draw a speedboat on a whiteboard or a large sheet of paper
2. Ask students to identify roadblocks that would slow down the boat
3. After all of the roadblocks have been identified, ask students to find solutions on how to keep the boat moving

<https://www.entrepreneur.com/article/287568>

Experiential Activity: Impact Gap Canvas

Have the students complete a blank version of the Impact Gap Canvas. The Impact Gap Canvas can be completed individually or as a group. Blank templates can be found with the link below.

Teacher Support: <http://tacklingheropreneurship.com/the-impact-gaps-canvas/>

1. Begin by working on the left hand side of the Impact Gap Canvas - Challenge Mapping. Here, students will be asked to identify a challenge that is currently being faced in their community. Use the guiding questions to describe:
 - The overall challenge
 - The impact of the challenge
 - The cause of the challenge
 - The history and future of the challenge

Allow students the time to research online, ask community members and/or brainstorm as a class.

2. Next, move to the right hand side of the Impact Gaps Canvas - Solutions Mapping. In this section, students will identify what solutions to their given challenge have already been tried, what has worked, and what has not. Use the guiding questions to describe:

- What is happening locally?
- What is happening globally?
- What is working and what is not?
- Where is the focus now and in the future?

3. Finally, complete the middle section of the Impact Gaps Canvas - Impact Gaps. This section aims to identify the gaps that exist between the left side and the right side. These gaps hold the key to new opportunities to create solutions. Use the guided questions to describe:

- Where the gaps between the challenge and solutions are
- Where the gaps within the solutions are
- What the unaddressed obstacles are
- What the key lessons are

Debrief and Reflection

- 1. What?** What were the challenges that students identified? Were there more challenges faced in the community than you originally thought? Which of these challenges is most important?
- 2. So what?** Is there anything currently being done about these challenges? If no, why not? If yes, are these solutions proving to be successful or are they failing? What can be done differently to ensure that there are proper solutions to these challenges?
- 3. Now what?** What resources are available in your community to create these solutions? What individuals are there in the community that would be beneficial to speak to? What steps can you take to better understand the challenge or to take action to create a solution?

Next Steps

As a group, identify one or a few solutions that will be the basis of the social enterprise(s) the class will be working on as a group(s). Be sure to encourage open dialogue and discussion about the thoughts and ideas developed using the Impact Gaps Canvas.

2.3 Ideation

Guiding Question

How do we take the challenges and solutions identified and turn them into viable business ideas?

Outcomes

Develop a social enterprise idea

Vocabulary

Idea Generation
Market Gap

Agenda

Warm Up exercise - 10 minutes

Idea Generation - 1 hour

Debrief - 10 minutes

Next Steps - 10 minutes

Warm Up

Customize an ideation warm up activity for your group, such as the following:

Mission Impossible: Generate ideas using seemingly impossible questions

3. Come up with a challenge that seems impossible, such as “how to we build a house in one day?”
4. Encourage students to come up with ideas and ways to make the impossible, possible and to come up with new features or benefits that would be needed to make it happen

Brainwriting: Building on each others ideas

5. Have students write down three social enterprise ideas on a piece of paper
6. Students then pass their ideas to the person on their right
7. The next student expands on the idea and adds improvements
8. Pass the ideas to the right 3 or 4 times or until students receive their original ideas back

Speedboat: Identify problems and how to overcome them

4. Draw a speedboat on a whiteboard or a large sheet of paper
5. Ask students to identify roadblocks that would slow down the boat
6. After all of the roadblocks have been identified, ask students to find solutions on how to keep the boat moving

<https://www.entrepreneur.com/article/287568>

Experiential Activity: Idea Generation

The goal of this activity is to identify community challenges and/or social/environmental/cultural issues that students are passionate about. Once these issues and potential solutions have been discussed, students will use the Impact Gaps Canvas to further investigate. Before beginning, ensure to review the concept of social enterprise - a profit generating business that aims to achieve social, cultural, community and/or environmental outcomes. Social enterprises have a social, cultural, or environmental mission embedded in their business model. The more money the business generates, the more they increase their impact in these areas.

Teacher Support: <http://ismotion.co/2014/06/five-step-activity-to-develop-social-entrepreneurship/>

1. Ask the class to share challenges in the community or social/environmental issues that they are passionate about. Write each challenge on a large sheet of paper and post them on the walls around the classroom.
2. Using post-it notes, have each student write down as many solutions or social enterprise ideas for any given challenge. The goal here is to get as many ideas down as possible. Have students post their ideas on the challenge(s) they are looking to solve.
3. Have students stand beside the challenge or issue they feel most passionate about solving.

4. In groups, have students read through all of the ideas and select the most viable ones. Groups then discuss how they would turn these ideas into reality. What types of resources would they need? Who would they need to collaborate with in the community? Would there be a possible revenue stream to ensure financial stability?
5. Have each group share challenge and their best solution with the class. Allow other groups to contribute ideas and suggestions.

Debrief and Reflection

1. **What?** Was it easy to come up with solutions for these challenges and/or issues? Why do you think some of them will work better than others?
2. **So what?** What do you think the most viable solution for each challenge would be?
3. **Now what?** As a class, which challenges are you most passionate about solving? How do we learn more about why these challenges exist and if our potential solution would work?

Next Steps

After one or a few top social enterprise ideas have been generated, work on creating a mission and vision statement for each.

2.4 Mission and Vision

Guiding Question

What is the mission of what we are trying to accomplish? What is our long-term vision?

Outcomes

Develop a mission and a vision

Vocabulary

Mission
Vision

Agenda

Warm Up exercise - 20 minutes
Crafting a Mission and Vision - 1 hour
Debrief - 10 minutes
Next Steps - 10 minutes

Warm Up

Hair Salon Mission & Vision: Create a mission and vision statement for a hair salon.

1. Begin by giving students the definition of a mission statement and vision statement.
 - A mission statement declares the organization's purpose. For example, what do you do, how do you do it, and why do you do it?
 - A vision statement provides direction and describes where the company wants to be in the future.
2. Show [examples](#) of mission and vision statements.
3. Give students the following scenario:
 - Pretend that you are the owner of a hair salon that cares a lot about their customers and offers great service at a great price. Your hair salon is small and local, but you'd like to open up other locations in the future and offer other services like massages, nail care, and spa treatments.
4. Ask students to create a mission statement and a vision statement.
5. Have students share their statements with the class.

Experiential Activity: Crafting a Mission and Vision

The purpose of this activity is to have students create a mission statement a vision statement for their social enterprise.

1. Print off the [Mission and Vision Statement worksheet](#)
2. Read through the first two pages as a class and answer any questions about Mission and Vision Statements
3. Have students complete pages 3 and 4, resulting in a Mission and Vision statement
4. As a class, share and write down statements on the whiteboard
5. Discuss and decide which Mission Statement and Vision Statement best represents the classes social enterprise

Debrief and Reflection

1. **What?** What is our Mission Statement? What is our Vision Statement?
2. **So what?** How will these help guide or organization? What values does this mean we have?
3. **Now what?** What will we need to accomplish to say we are successful?

Next Steps

Now that we have a mission and vision for our organization, we will work on creating a strong brand identity around our core value

2.5 Creating a Strong Brand

Guiding Question

How does our brand showcase our mission and vision?

Outcomes

Create a logo and a brand

Vocabulary

Brand Identity

Logo

Agenda

Warm Up exercise - 10 minutes

Create a Brand - 2 hours

Debrief - 10 minutes

Next Steps - 10 minutes

Warm Up

Brand Recognition: Showcase the power of brands and the message they portray

1. Using the projector, pull up a number of well-known company logos (ie. Apple, Nike, Northwest Company, Tim Hortons, etc.)
2. Ask students to write down three things that come to mind when they see each logo
3. Share reflections with the class
4. Explain that brand is how a person *sees* a product, service, experience, or organization. It's like the personality of a business. It tells them what a business stands for, and what they can expect from their product or service. A brand is what comes to mind when you think about a certain business. How do you see the business? What does it represent? Do you like it? Why or why not?

Experiential Activity: Creating a Brand

The goal of this exercise is to create a brand identity (name, logo, colours, fonts and images) that represents the social mission of the ideas generated using the Impact Gaps Canvas. See the Brand Identity Worksheet in the [Resources folder](#).

1. Start by doing a brainstorm of a company name for the selected social enterprise(s). Encourage as many ideas as possible - there are no bad ideas! Write down one or a few favorite names that the class came up with on the whiteboard or a large sheet of paper. Students can select whichever name they want to create their brand identity.
2. Explain to students what a logo is. A logo is the symbol made up of text, symbols, images, colours and fonts that represents a business or an organization. A logo should encapsulate the spirit of your brand, what you want to be known for, and what image you want to put out into the world. Your logo is how people will recognize your brand. The elements that go into your logo must be chosen wisely. As a class, look over the examples of the logos for UasaU Soap, Inuuvuga, Hinaani Design, Ugly Fish, and the Qarjuit Youth Council found in Chapter 6 of the student guide.
3. Individually, or in small groups, have students create a mock drawing of a logo that they think will best represent the social enterprise idea(s) the class is working on.
4. Next, explain that the colours you select for your brand can have a big impact on your brand identity. You should choose your colours carefully and make sure the colours you choose represent your business. Students can refer to the colour wheel on page 144 of the Student Guide for examples.
5. Have students either write down the colours which they would include in their logo and overall brand identity, or using pencil crayons, allows students to colour in their logos and showcase the colours they would use to represent their brand.
6. Explain to students that font is the style of lettering you use. This typically applies to your logo and other design-based business communications (like your website and advertisements). Like colours, the fonts you select for your brand influence the look and feel of your brand identity. Choose your fonts carefully and make sure they represent your business.
7. Allow students to visit <https://www.dafont.com> and find a font that well represents their business.
8. Students should now have selected a business named, created a mockup logo, selected their brand colours, and chosen a font that represents their brand.
9. In small groups or individually, ask students to present their brand identities and share with the class what thoughts led them to each selection. Encourage feedback and collaboration with other students.

Debrief and Reflection

1. What? What were the common themes from doing this activity? Were there certain logos, colours and/or fonts that had similarities?

2. So what? Did these brand identities do a good job in showcasing the mission of the social enterprise? If someone was to see the business logo, would they have a good idea of the general idea of what the business stands for or what they can expect from its product or service?

3. Now what? Which brand identity will the class select to represent their social enterprise?

Next Steps

The class has now narrowed it down to one or a select few social enterprise ideas to move forward with. They should have successfully created a mission statement and a brand identity and select one of the brand identities created to represent their social enterprise. (This can always be changed later). Moving into Module 3, they will begin to validate, test, and build the social enterprise(s) within the community.

2.6 Reflective Assessment

Students will create a short Digital Story about the Module 2 experience, using all of the footage and notes that they have collected in the previous weeks activities. (50 minutes)

There are many ways that you can approach digital stories but the outcome for this class can be the following:

- 2-minute film's of spoken word, songs, drama, or documentary.
- Blog entry - journal style or photo journal style

The Digital story should not exceed 250 words in script, and should include a personal or community story. These will be written and recorded using classroom editing and desktop filmmaker tools, photos taken in class, and can include video, animation and music. Any external images included must be copyright free.

Develop the **specific criteria for success** for your students in these areas:

- Story outcome - length, media type, content specifics, topic
- Skills - use of digital tools, collaboration, communication

Bibliography

- AIM Secretariat - *What is Social Economy?* Retrieved from <https://www.youtube.com/watch?v=V1Aili1DVwY>
- CFAmeriques (November 28, 2014) *Qu'est-ce que l'économie sociale?* Retrieved from <https://www.youtube.com/watch?v=k5nEI0bMMdc>
- Dipika Mallya (January 10, 2017) *Eureka! Four Ideation Techniques To Get Your Team Thinking.* Retrieved from <https://www.entrepreneur.com/article/287568>
- Isomotion - *Five Step Activity to Develop Social Entrepreneurship.* Retrieved from <http://ismotion.co/2014/06/five-step-activity-to-develop-social-entrepreneurship/>

- PillarNonprofit (November 21, 2013) *Community Collaboration Award Recipients: Meals on Wheels London and Youth Opportunities Unlimited*. Retrieved from https://www.youtube.com/watch?time_continue=58&v=C-zmlVwfYbY
- SEontario - *An overview of the development of social enterprise within the context of the Social Economy and a summary of key supports for social enterprise in the province*. Retrieved from <https://seontario.org/social-enterprise-in-ontario/>
- SEontario - *Youth Opportunities Unlimited*. Retrieved from <https://seontario.org/stories/youth-opportunities-unlimited/>
- Skolls Center (2017) *Using the Impact Gaps Canvas*. Retrieved from <https://vimeo.com/193582920>
- The Canadian CED Network - *The Social Economy*. Retrieved from <https://ccednet-rcdec.ca/en/page/social-economy-0>
- Tom J Law (December 24, 2018) *15 Seriously Inspiring Mission and Vision Statement Examples*. Retrieved from <https://www.oberlo.com/blog/inspiring-mission-vision-statement-examples>
- YOU.IST@you.ca (2016) *YOUth at the Centre*. Retrieved from <https://vimeo.com/148120278>