

Social Responsibility

COURSE: (Intro Business, Personal Finance, Leadership, Computer Apps, Entrepreneurship)

CONTENT AREA: CTE

TEACHER: Burnett

STATE: MO

DURATION: 2-3 50 minute class periods,/1-2 90 minute class periods, depending on presentation option

CONTENT—What will students learn?

CAREER/TECHNICAL KNOWLEDGE AND SKILLS	ACADEMIC KNOWLEDGE AND SKILLS	21ST CENTURY SKILLS
<p>College and Career Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration</p> <p>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 - (if assigned to a team)</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Global Competency: Communicating ideas</p> <p>Soft skills: Oral presentation</p>	<p>Common CORE Literacy</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Listening, critical thinking, communication, information management, effective use of technology</p>

ESSENTIAL QUESTIONS

Social Responsibility

What does “Social Responsibility” mean?

Is it possible for a business to be both profitable and socially responsible?

If it IS possible for a business to be both profitable and socially responsible, what does that look like/how is it done?

ACTIVITIES & ENHANCEMENTS

Activities

1. Define Social Responsibility – (use as bell ringer, or have students use technology to look up and discuss orally or post to a class wiki, Google doc etc.) Discuss the definition. Ask if students can think of or provide examples – discuss. (Be sure to point out that it costs money, which eats into potential profits, to act with social responsibility. Also ask if this is the case, why would ANYONE do it?)
2. Ask **“Is it possible for a business to be both profitable and socially responsible?”**
If it IS possible for a business to be both profitable and socially responsible, what does that look like/how is it done?
3. Tell students they are going to conduct some research. (Depending on the size of the class and your other objects, this may be assigned to teams or individually).
4. Provide copy of grading criteria and explanation of expectations – (I always require students to provide a page of annotated URLs so I can quickly check their sources INCLUDING graphics)
5. Present results of research orally, time permitting. Results may also be posted/uploaded/linked to class wiki, blog, Google doc, Google Classroom etc. for review

Enhancements

1. Ask students what they can do to identify and support businesses that support social responsibility

ASSESSMENTS

FORMATIVE:

SUMMATIVE: One well-constructed written summary and visual /oral presentation identifying whether, based on the research, the company assigned is socially responsible. Defend the conclusion, providing evidence from the research.

RESOURCES NEEDED TO SUPPORT THE UNIT/LESSON

Research rubric link <http://rubistar.4teachers.org/index.php?ts=1439131334>
search for saved rubric #2553285, only use the last row of criteria if this is a team project

***Just a few examples to get you started, students will most certainly find others.**

Ben and Jerry's

<http://www.theguardian.com/sustainable-business/ben-jerrys-maverick-ideas-mainstream-business-values>

Tom's Shoes

http://www.huffingtonpost.com/maryellen-tribby/these-shoes-aint-just-mad_b_4030377.html

<http://www.toms.com/corporate-responsibility>

Habitat for Humanity

https://www.habitat.org/cd/giving/one/donate.aspx?link=271&source_code=DHQOW1407W1GGP&iq_id=86202156-VQ6-42874363281-VQ16-c&gclid=CJW-vrSr-sYCFQiDaQodMbQPIA

The Roasterie

<https://www.theroasterie.com/blog/responsible-coffee-usda-organic-vs-fair-trade-vs-direct-trade/>

<https://www.theroasterie.com/about/community/green-sustainability>

ATTACHED MATERIALS

MS Word doc Social Responsibility additional info including directions to student researchers

ADAPTATIONS—What will you do for students who already know it? What will you do for students who don't get it?

Reading through this brief explanation, and perhaps coming up with other examples
<http://www.economicshelp.org/blog/2436/economics/tragedy-of-the-commons/>

TEACHER REFLECTION – What worked? What would you change for the future?

***Strongly suggest using Instapaper, Pocket, Evernote or your favorite method of saving the articles to be used as URLs are dynamic, links become inactive etc.**