



## Teacher Tool – The Seven Pillars for Social Entrepreneurs

### Exercise I - Teaching Seven Pillars - Imagine Another Pillar...

By asking students, simply, “If you were to develop an eighth pillar, what would it be?” students are asked to really contemplate whether the seven pillars feel complete for them. Whatever they come up with, they will surely have understood the pillars more fully, as a result of having tried to find an additional pillar. Allow for approximately 15 minutes of classroom time for brainstorming and presentations. Prepare to be impressed at the energy and creativity your students may pour into this add-on exercise.

**Prompts:** What would you call your 8<sup>th</sup> Pillar and how might you represent it? What would be the rationale or logic behind your choice? How would you apply it & in what contexts?

**Process:** Convene your pillar group to brainstorm together to come up with a potential “8<sup>th</sup> Pillar” including the above prompts in your process. Be prepared to share your process and outcome with the class. Incorporate the language and lessons you gained in this course as you develop and present your outcomes.

**Real-Life Student Examples:** Here are a few actual student concepts, from Dr. Watson’s classes at CSUMB:

8th Pillar	Image	Concept
Growth	Blossoming Tree	Go beyond staying power, go beyond own organization and build vision into other communities and applications. Integrate goals in a broader context.
Grounding	Rooted Tree	Stay realistic, don’t over-reach, stay in your lane. Dream but get real, stick to what you know and what you’re good at. Develop your own resources and strengths, and then branch out.
Perspective	Curtain on Stage	Learn to step back to see who you are, what roles you play, what you’ve done, and what needs to be done. Get clear on who your audience or market or client is, and what they need and expect. Learn to look with fresh eyes.
Expansion	Slinky - Tight then Expanded	Expand your initial vision, dream big or bigger. Once you have accomplished some level of vision or certain goals, go out of your comfort zone to expand your plan and your reach
Strike a Balance	Yin & Yang	Strike a Balance Image – Yin & Yang or Vintage Scales Concept – Eight is a balanced number. Don’t over or under do. Balance your investments of time and money and energy and people. Give and take.
Map it Out	Blueprint	Start with a foundation and build on it. Plan, gain support, create structure.
Focus	Spy glass	Focus on what’s important.
Recharge	Battery	You need to recharge for staying power.
Equilibrium	Scales	Seek balance.
Harmony	music staff	Stay in harmony.

Additional student concepts include: reflection (mirror, prism, pond); volunteerism (people holding hands); self-love (arms outstretched towards the heart); cultural competency (a rainbow of people holding hands around the world); and adaptability (a pillar on fire). Our thanks to Professor Lisa Watson of CSUMB for these assignments.

### Exercise I - Teaching Seven Pillars – If Not Pillars...

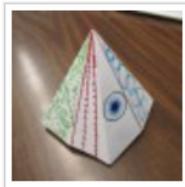
By asking “how would you represent the methodology, if you were to use something other than pillars?” you will solidify student understanding as they picture the seven core concepts in a new way. Prepare to be astonished and delighted by your students’ creativity. **Premise:** If you were to convey the concepts in the **Seven Pillars** some other way than by pillars, how would you do this? **Prompts to incorporate into your presentation:**

- Did you remember to incorporate all seven core concepts?
- What would be the rationale or logic behind your choice?
- Did you change the order of the concepts? For what reason?

**Teacher Note:** This is best given as a take-home exercise. Then, allow for approximately 15 minutes of classroom time for presentations. As the students explain their work to each other, as well as the core concepts behind their art, the entire class will benefit from the exercise. **Real-Life Student Examples:** Just take a look at some actual – *wonderful!* – student projects we have seen, over the years. They’re just a sample, but they definitely give you a flavor of the delights you have in store, when you assign such a project. And the research on this sort of teaching technique is conclusive: students retain knowledge best when they make it their own!



*Students Imaginations Soar*



*3-D Art*



*Mobiles*



*Animations*



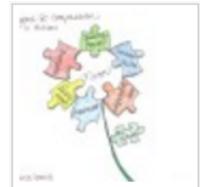
*Artistic Inclination*



*Examples from Life*



*Computer Imagery*



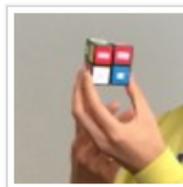
*Imaginative Drawings*



*Clay Creations*



*Seeing the Forest for the Trees*



*Puzzling it Out – A “Rubric Cube”*



*Students are the Cat’s Meow!*

Student projects have also included culinary masterpieces, a vivid landscape that lights up, and kinetic art. Students have also grasped how the methodology can be used in other realms of life. Our thanks to Dr. Watson and her students for sharing these materials with us!