



Scouts
4 Green App



Decent Work and Economic Growth



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DECENT WORK AND ECONOMIC GROWTH

Social enterprises trade in order to tackle social problems and improve communities, people's life chances, or the environment. They make their money from selling goods and services on the open market, but they reinvest their profits back into the business or the local community.

Guided by their teachers, students can explore examples of social enterprises started by children and adults around the world. By the end of this learning unit, students will have created their own social enterprise project.

These are designed to support students understanding of social enterprise and the United Nations' Global Sustainable

Development Goals. At the same time, they can develop a range of important core skills: citizenship, critical thinking and problem solving, creativity, imagination and innovation.

OVERVIEW

Since the early 2000's, millions of social enterprises have been set up in every corner of the world. Perhaps one of the most famous social entrepreneurs is Professor Muhammad Yunus, founder of Grameen Bank in Bangladesh, who was awarded the Nobel Peace Prize in 2006.

The idea of social enterprise is timely, because it is aligned with and reflects the values of many young people. Deloitte, a global consulting firm, recently conducted a survey of thousands of millennials in 29 countries around the globe. All participants were born after 1982. Half of all young people said they wanted to work for a business with ethical practices. Six out of ten millennials said they chose their workplace based on its purpose; taking an active interest in the positive difference their activities made to people's lives, rather than just the profits they made.

This change in values suggests that social enterprise may increasingly play a bigger role in the future, shaping how business is done and how social and environmental challenges are tackled.

An engaging way to learn about social enterprises is to get involved in running one. According to the Social Enterprise Academy, a global leader in social enterprise education and leadership, 'establishing a social enterprise engages young people in the practical and creative skills required to run a viable business, develops their skills for learning, life and work and enriches their sense of social justice.' Their work in schools is showing a clear link to improved attendance, behaviour, and enthusiasm among pupils.





LEARNING OBJECTIVES

This unit is designed to support the development of both knowledge and skills. Pupils will learn about the idea of social enterprise as well as the Sustainable Development Goals. At the same time, they will develop skills such as citizenship, critical thinking and problem solving, creativity and innovation. The materials can be used in a range of different subjects depending on where social enterprise education might best fit in your curriculum. Subject suggestions are made at the start of each lesson plan.

DRAFT LEARNING OBJECTIVES

As teachers you are encouraged to review these learning objectives and revise them, if necessary, to meet the needs of your pupils and your school's curriculum.

Citizenship: explore the needs of the community in the context of the Sustainable Development Goals (SDGs).

Critical thinking and problem solving: think about the reasons why these challenges exist and identify potential solutions.

Creativity and imagination: design innovative, business-like solutions to address human or environmental challenges.



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PLANNING THE UNIT AND ADAPTING THE MATERIAL

Summary

This resource pack has been developed with the intention of saving time for teachers so that materials don't have to be created from scratch.

However, you are welcome to adapt the resources to make sure they really meet the needs of your pupils. Feel free to use some or all of the resources. You can use them entirely or partially, based on your professional judgment.

Also, these resources can be used in collaboration with teachers and pupils in another school. Notes with ideas and suggestions have been included regarding how these resources could be used in a collaborative project.

Below are the suggested steps for planning the unit and collaborating with other teachers in your school or in a partner school either in your own country or internationally:

1. What do we want pupils to learn?
2. What would be the best way for them to learn this?
3. How will we know what they have learned?
4. What resources do we need?
5. What did pupils learn during the unit?
6. What other reflections do we have about the unit?



Football made in Africa by employees of Alive and Kicking. Alive and Kicking pay workers in areas of high unemployment a fair wage to create high-quality sporting equipment which they then sell at a profit to fund health awareness campaigns. They also donate equipment to schools and clubs.





LEARNING MATERIALS THAT HAVE BEEN CREATED FOR THIS UNIT:

Learn about examples of social enterprise projects set up by pupils and adults around the world that address various Sustainable Development Goals. Consider the needs and challenges in our community.



D.light design is pioneering an approach to providing Solar Energy packages to customers in Uganda on a pay-as-you-go basis

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TEACHER'S PLANNING TEMPLATE

This can be used individually, in collaboration with colleagues in your school or with teachers teaching the same unit in another country.

Question	Notes	Your thoughts
1. What do we want pupils to learn ?	<p>Think about the most important learning objectives for this unit.</p> <p>Read through the materials that have already been created and consider what is most important for your pupils to learn.</p> <p>Reflect on the objectives suggested around citizenship, creativity and imagination, critical thinking and problem solving. Revise them if necessary.</p> <p>Consider the standards of your National Curriculum and reflect: which standards can be met through this learning unit?</p> <p>Be realistic about the time that you have available for this unit and what can be achieved in this time.</p>	
2. What would be the best way for them to learn this?	<p>Given the learning objectives you have decided, think about the learning activities that would be most effective for your pupils.</p> <p>What is the best way for them to notice and understand challenges in their community?</p> <p>How can they learn about the meaning of social enterprise?</p> <p>What is the best way to find out how children in other communities and countries have started entrepreneurial projects?</p> <p>How can they design a project that addresses one of the important challenges in your community?</p>	



Question	Notes	Your thoughts
3. How will we know what they have learned?	<p>Given the learning objectives you have decided, think about assessment.</p> <p>How will you find out what your pupils already know about this topic before the beginning of this unit?</p> <p>What sort of evidence would you need to see that pupils have learned the knowledge, skills or attributes you would like them to learn?</p>	
4. What resources do we need?	<p>Given the learning activities you are planning, think about the resources you will need.</p> <p>People – who would you like to engage in the unit, so that pupils can learn more about the challenges in your community and the idea of social enterprise?</p> <p>Written materials, music, art – what additional materials would be beneficial to your pupils in this unit?</p> <p>Places – where would it be useful for your pupils to learn during this unit?</p>	
5. What did pupils learn during the unit?	<p>During and after the unit, think about what pupils learned as part of this unit.</p> <p>To what extent did pupils meet the learning objectives of this unit?</p> <p>What other, surprising things did pupils learn?</p> <p>What were pupils confused about?</p>	
6. What other reflections do we have about the unit?	<p>During and after the unit, think about what went well with this unit and what could have been done differently.</p> <p>Which learning experiences were particularly valuable?</p> <p>Were the learning activities appropriate?</p> <p>What worked well?</p> <p>What would you do differently next time?</p>	





LESSON 1

Step 1: Match economic enterprises with SDGs

Provide a brief introduction to the unit. Explain that a economic enterprise is a business, but also that its main purpose is to improve people's lives in our communities or to address social or environmental issues. In the first lesson, we will be looking at examples of economic enterprises and considering the needs of our own community.

Ask if anyone has heard about the Sustainable Development Goals. Explain that these are the goals that identify some of the biggest challenges around the world. They were agreed in 2015 by the United Nations. The goals on the learning cards have been set for the year 2030.

Ask pupils to form groups of four or five. Each of the groups needs to have a full set of 32 learning cards: 16 cards with each of the Sustainable Development Goals (SDGs) and 16 cards with various social enterprises addressing each of the goals. (These learning cards are provided on pages 36-43.) The task for the group is to match the social enterprises with each of the SDGs.

Note: Many social enterprises address more than one SDG, and so they can be paired with more than one SDG. However, there should be at least one social enterprise that is matched to each SDG. Before cutting out the learning cards, you can see two cards next to each other, where the social enterprise addresses that specific SDG. The activity will therefore work best if you shuffle the social enterprise cards before you give them to pupils.

Curriculum links: English, geography, citizenship, maths, ICT, numeracy, literacy, personal, social and health education (PSHE).

Skills and attributes: Citizenship skills – becoming aware of the needs of your community, realising that young people can make a difference to social and environmental issues.

Learning aims and objectives: To consider what we already know about social enterprises, and to map the needs of your community.

Resources: Learning cards on the Sustainable Development Goals and social enterprises that address them – these need to be printed and cut out before the lesson; a large sheet of paper with a KWL chart prepared ahead of the lesson; large sheets of paper and pens; digital cameras; maps of the local area.





STEP 2

Consider what we already know about social enterprises

In the first lesson, it will be helpful to explore what pupils already know about social enterprises. This enables them to connect new knowledge with what they already know.

Before the lesson, prepare a large sheet of paper with three columns; a KWL chart. Each of the columns has one heading:

1. What do we already KNOW about social enterprises?
2. What do we WONDER about this topic? What questions do we have?
3. What have we LEARNED about this topic?

Ask pupils to make a similar KWL chart in their notebooks. For the first few minutes, ask them to think quietly and reflect on the question: What do we already KNOW about social enterprises? Encourage pupils to write down their ideas in their own notebook.

Note: If pupils have not heard about social enterprise or struggle to write down anything, highlight that the term has two parts: social and enterprise. You can ask them what these two words mean to them. (Social means social challenges, or the problems that people are facing. Enterprise means business.) You may also remind pupils that in the first activity of this lesson, they have already reviewed many examples of social enterprises, which are businesses set up to address a social or environmental challenge.

Then ask pupils to share their ideas with a partner sitting next to them. After a few minutes, ask some pupils to share their thoughts with the entire class. Write down these suggestions on the large sheet of paper.

Having compiled a list of things that pupils already know about social enterprise, you may also ask what questions they have: What do we WONDER about this topic? Write down their ideas on the large sheet of paper.

In the next lessons, come back to review the KWL chart regularly and add new ideas to the second (WONDER) and third (LEARNED) columns.

STEP 3

Take your pupils on a survey walk around your local town centre or community. Ask them to work in pairs to take photographs, or draw rough sketches if cameras are not available, and consider the needs and challenges in their community. Each pupil should have a printout of the worksheet: What are the needs and challenges in our community?

Back in class, suggest that they mark their route and places of interest on a local map (or make their own if one is not available) and create a class list of all the 'hotspots' they noted on their trip. Each hotspot should detail one example of a need that exists in the community. Pupils should use the themes of the Sustainable Development Goals when describing various needs:

1. Poverty
2. Hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Inequality
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions

Ask pupils to sit in groups of four or five. Give each group a task, which is to discuss which are the top three challenges or needs in their community that they care most about.

At the end of the lesson facilitate a whole-group discussion on some of the most important needs of the community.





STEP 4

Introduce the home learning activity

As a home learning activity, ask the pupils to find out about the work of one social enterprise and present their work in a media of their choice. Some examples from different countries include: Grameen Bank (Bangladesh); Divine Chocolate (Ghana); Recycla (Chile); Zaytoun (Palestine); Net Works (Philippines and Cameroon); The Big Issue and Jamie Oliver's 'Fifteen' chain of restaurants (UK). There are also likely to be examples in their local area that pupils can research. As part of their research ask them to find out the answers to some questions:

- When and why was the social enterprise set up?
- What services does it provide?
- Who were the key people or entrepreneurs involved in setting it up?
- What is the main social issue they are trying to address?

STEP 5

Summarise the key ideas

Finish by summarising some of the key ideas of the lesson.

- What are the Sustainable Development Goals? (They highlight the most important global challenges that we are facing, both human and environmental.)
- What are social enterprises? (They are businesses, but their main purpose is to address an important social or environmental need.)

Potential collaboration with partner school

Share and compare the findings from your analysis of local businesses and carry out research about well-known social enterprises flourishing in each country.

Responsible



Responsible consumption and production: Myanmar social enterprise FXB provides vocational training, social entrepreneurship support and other employment-related assistance to vulnerable groups





The following list of websites and resources will help you find out more about the running of Social Enterprises:

- Real Ideas Organisation – www.realideas.org
- Connected Schools – <https://realideas.org/portfolio/connected-schools-programme/>
- The Social Enterprise Academy – <http://www.socialenterprise.academy/scot/>
- Young People Resources – www.socialenterprise.academy/scot/Young-People/Resource-Bank/
- Young social Innovators – <https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=l&espv=2&ie=UTF-8#q=young%20social%20innovators>
- British Council – www.britishcouncil.org/society/social-enterprise
- British Council success stories – www.britishcouncil.org/society/social-enterprise/success-stories
- Social Enterprise – <https://www.socialenterprise.org.uk>
- Peter Jones Enterprise Academy – www.pjea.org.uk

MISCELLANEOUS

- Tycoon in School – www.tycooninschools.com

A free mind mapping resources can be found at – www.mindmup.com

