

CONNECTING CLASSROOMS



DECENT WORK AND ECONOMIC GROWTH

Understanding social enterprise

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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.

These learning resources have been designed for pupils aged 7-14. Guided by their teachers, pupils can explore examples of social enterprises started by children and adults around the world. By the end of this learning unit, pupils will have created their own social enterprise project.

Materials for six lessons have been created. These are designed to support pupils' 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.



Cover: One of the members of Koperasi Nira Satria, a community social enterprise that supports people who collect sap to make organic coconut palm sugar, providing them and their families with accident insurance, bridge loans (to avoid usurious rates from middlemen) and negotiating on their behalf with buyers to get better prices for their sugar. For more see: <https://www.youtube.com/watch?v=Ez8TbtKKiM>

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.

AGE RANGE

7-14 years

TIME

Six lessons of approximately 60 minutes each, although comprehensive learning materials have been created which can be used in more than six lessons.



A postage stamp featuring 'Banker of the Poor' Nobel Laureate Muhammad Yunus, one of world's most famous social entrepreneurs © catwalker / Shutterstock.com

LEARNING OBJECTIVES AND CURRICULUM ALIGNMENT

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.

PLANNING THE UNIT, COLLABORATING WITH COLLEAGUES AND ADAPTING THE MATERIALS



Footballs 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.

Summary

This resource pack contains a unit plan consisting of six lessons. It 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:

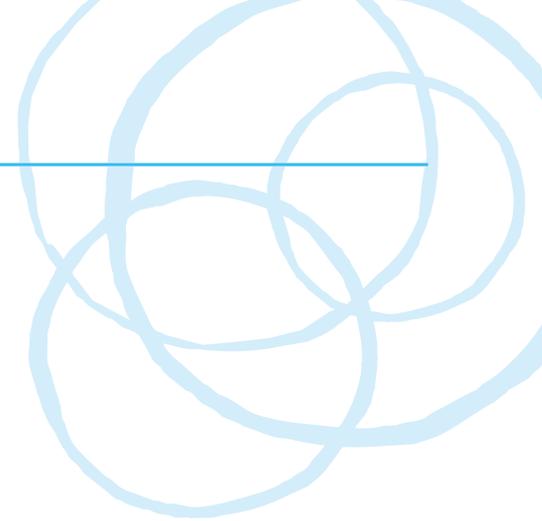
1. What do we want pupils to learn?
2. What would be the best way for them to learn this?
3. How will we know what they have learned?
4. What resources do we need?
5. What did pupils learn during the unit?
6. What other reflections do we have about the unit?

Please use the planning template on pages six and seven to reflect further on these questions.

Finding a partner school

If you do not have a partner school but would like to find one and set up an online collaboration space to work together, further information can be found at:

<https://schoolsonline.britishcouncil.org/partner-school>



LEARNING MATERIALS THAT HAVE BEEN CREATED FOR THIS UNIT:

Lesson 1:

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.

Lesson 2:

Explore the meaning of decent jobs and find out how social enterprises are creating decent jobs.

Lesson 3:

Consider the personal characteristics of entrepreneurs. Learn about what motivates social entrepreneurs. Consider the idea of impact: social enterprises make a positive difference to people's lives.

Lesson 4:

Brainstorm ideas for potential social enterprise projects. Learn about the concept of a business plan. Review a simple business plan.

Lesson 5:

Create a business plan and an action plan with deadlines. Identify individual roles and responsibilities. Plan for the launch of the social enterprise.

Lesson 6:

Review what we learned during the unit – about the concept of social enterprise, about Sustainable Development Goals, about our teammates and ourselves.



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

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

Our community and sustainable development

Step 1: Match social enterprises with SDGs

Provide a brief introduction to the unit. Explain that a social 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 social 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.



Gender equality: what issues might these young girls in Kampala, Uganda face?

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: Notice the needs of our community

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?

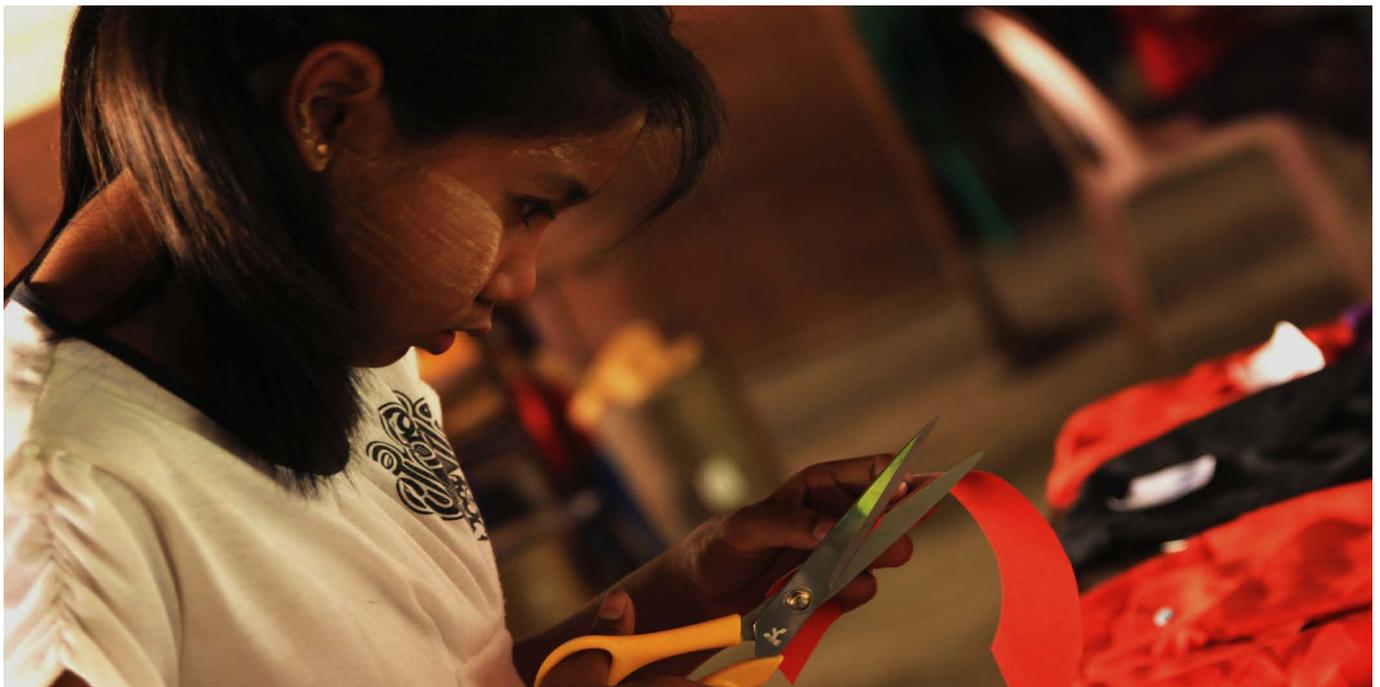
Step 5: Summarise the key ideas

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

DECENT WORK AND ECONOMIC GROWTH

KWL Chart

What do we already know about social enterprise?	What do we wonder about this topic? What questions do we have?	What have we learned about this topic?

WHAT ARE THE NEEDS AND CHALLENGES IN OUR COMMUNITY?



LESSON 2

How do social enterprises create decent jobs?

Step 1: Remind pupils of the key ideas and discuss their home learning activity

Remind pupils that in the previous lesson we talked about Sustainable Development Goals, and how various social enterprises were addressing them.

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

Ask pupils to report on their home learning activity. Their task was to find out about the work of one social enterprise and present their work in a media of their choice. They should be answering the following 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 was the social issue they were seeking to address?

Curriculum links: English, ICT, business studies, social studies, geography, environment, numeracy, literacy.

Skills and attributes: Critical thinking – exploring the meaning of ‘decent jobs’.

Learning aims and objectives: To investigate how social enterprises create decent jobs.

Resources: Printed handout with the story of Awamu, large paper, pens.

Step 2: Consider how social enterprises create decent jobs

Today we will take a closer look at how social enterprises work. Remind pupils that social enterprises are businesses, but there are some features that make them unique:

- The main purpose of the social enterprise is to address an important social or environmental need, for example poverty, hunger, inequality or pollution.
- Social enterprises re-invest their profits in the community – profit making not profit taking.
- Social enterprises aim to create decent jobs for their employees, who often come from disadvantaged groups, such as those affected by poverty or disability.



Every carpet tells a story: Stand with Sanju tells the story of [Sanju](#), one of the million children sold into slavery to make carpets in South Asia and how a social enterprise is providing consumers with an alternative

Let us think about what makes a job *decent*. To get going, you can show a very short video. This video is about Sanju, a child that has been helped by GoodWeave. GoodWeave is an international social enterprise which uses the power of consumers to fight child slavery. Rugs with a GoodWeave mark are made by companies that promise not to use child labour. The Rug Company, based in London, is one such company, employing people in Nepal who make high quality rugs. The companies are randomly inspected by GoodWeave to make sure they are true to their word. If children are found, they are rescued and supported with education and other important services.

Around the world, more than 150 million children are subject to child slavery. They have given up their childhoods and their education. Sanju was one of them.

The content of the video may be disturbing to children, depending on their age and their familiarity with such topics. Only choose this video if you think it is appropriate to your pupils. Video link: <https://youtu.be/PEWrqoOMju0>

Now ask pupils to consider what they think makes a job decent. Ask them think on their own and write down a few key words that in their opinion describe decent jobs. When they have done this, hand out pieces of paper with statements describing various scenarios (see additional materials on page 16).

For each scenario, pupils should discuss:

- Is this job decent?
- Why or why not?

Summarise some of the key features of decent jobs:

- These are jobs that workers freely choose to do.
- The jobs pay a reasonable salary.
- People are expected to work for a reasonable number of hours.
- The tasks are set at an appropriate level of difficulty for people who are capable of doing them and have been trained to do so.
- Many social enterprises employ people from disadvantaged backgrounds who might have faced challenges such as disability or poverty.

Step 3: Analyse the case study of Awamu

Provide pupils with printed handouts and ask them to read the story of Awamu: *Creating beautiful products, supporting vulnerable children*. (The story is adapted from the website: www.awamu.co.uk and can be found on page 17)

Ask pupils to consider the following questions:

- Why is the work of this social enterprise important?
- What product or service do they provide?
- What does the social enterprise support? How?
- Does Awamu provide decent jobs to its workers? Why or why not?

Step 4: Think of initial ideas for social enterprises

Having seen a number of examples of social enterprises in Lesson 1, and read more about Awamu in Lesson 2, we can begin thinking about our own social enterprise ideas.

Ask pupils to think about these questions:

- What is the most exciting and feasible idea you have come across when learning about social enterprise ideas so far?
- What sort of social enterprise would you like to set up?

Ask them to report back on their discussions to the rest of the class and make a list of any initial ideas that they might possibly take forward if they were to set up their own social enterprise.

Step 5: Summarise the key ideas

Finish the lesson by reminding pupils of some of the key ideas from today. Social enterprises aim to provide decent jobs. This means jobs that workers freely choose to do, where they get paid a reasonable salary for reasonable working hours and appropriately difficult tasks.

Add ideas and suggestions to the KWL chart, if necessary.

Potential collaboration with partner school

Find out about examples of social enterprises in your partner school's country or area and share thoughts about their initial social enterprise ideas to gather feedback.



The Sedy Mulya Women Farmer Cooperative was established to shift the focus of an agricultural community in Indonesia from maize and rice to higher value foods like melinjo chips (emping), and a herbal drink (jamu). Its financial success has stemmed the flow of the community to the cities.

DIFFERENT JOBS

But are they decent? Why or why not?

Sandra is paid an hourly wage. She does not have a full time contract; sometimes she is asked to work 10 hours per week, sometimes 30 hours per week. When she falls ill, she receives no sick pay.

Mary is doing work that is physically very challenging for her. She gets paid every month, but the pay is very low. She struggles to buy food and clothes for her family and pay her children's school fees.

Juan's salary is very good, but he has to work very long hours – often late at night and on weekends. Some weeks, this adds up to more than 80 hours of work per week. He does not get to spend much time with his wife and kids.

Dom likes his colleagues, but his manager is not great. Dom is often asked to do tasks that are far too difficult – he does not have the skills required to complete these tasks well, and he has received no relevant training.

Tia does not get paid as much as some of her friends, but she enjoys her job. It is meaningful to her, because she gets to help other people in her community. She believes this is an important job.

CASE STUDY

Awamu – creating beautiful products, supporting vulnerable children



Awamu means 'together' in the main language spoken in the slums of Kampala, the capital of Uganda. This word reflects the spirit of the determined women we work with. We work together to change the lives of orphaned and vulnerable children in their community.

We produce quality products such as jewellery, clothes, bags and other accessories. At the same time, we help women and children by giving them the skills they need to improve their future. We provide the most vulnerable children with scholarships to pay for school uniforms, lunches, books and other school related expenses. We support women and vulnerable girls by helping them learn and improve the skills they need to start their own businesses and regain control over their lives. We support the nutrition and health of families – mothers and grandmothers receive the tools and training to build gardens that will provide fresh food for their families.

Helping children like Jaliya

After losing both her parents to AIDS, Jaliya was sent to live with her uncle in a slum area in Kampala. She had to sleep on a sack in the corner; she was banned from touching the family plates and soap, and was forbidden from playing with her cousins or attending school. Her uncle knew her parents died from AIDS. He feared she might also be ill and 'contaminate' his own children, so he kept her in total isolation and half starved.



After hearing reports from neighbours of a sick child, Regina, a member of a local women's group, found Jaliya. She had a swollen stomach; the rest of her was painfully thin. Her arms and legs were covered in red bumps and she was coughing blood. Regina took Jaliya to the hospital, where she was found to be HIV-positive and suffering from tuberculosis.

Over the next few years, Jaliya's life has changed a lot. She now lives with Regina, whom she calls 'jaja' or granny, she is healthier, happier and one of the top pupils in her class.

Collaboration with Kilpatrick School in Scotland

Pupils in Kilpatrick School run a craft shop and a community café. At the café, pupils serve cakes they have baked, as well as drinks. Profits earned in Scotland are used to support the activities of Awamu in Uganda. In 2015, they supported Awamu with £800. This covered the school fees of more than ten children in Uganda for one year. (This story is adapted from www.awamu.co.uk.)

LESSON 3

What makes a successful entrepreneur?

Step 1: Remind pupils of the key ideas from the last two lessons

Ask a few pupils what they think were some of the key ideas from the last two lessons on social enterprises. Feel free to add to or re-explain some of the ideas:

- The Sustainable Development Goals highlight the most important social and environmental challenges that the world is facing.
- Social enterprises are businesses, but their main purpose is to address an important social or environmental challenge.
- An important aspect of social enterprises is to create decent jobs and fair employment conditions – these are jobs that workers freely choose to do, that pay a reasonable salary for a reasonable number of working hours, for completing tasks that are appropriately difficult. Sometimes social enterprises employ people from disadvantaged backgrounds.

Step 2: Consider the characteristics of entrepreneurs

Before beginning to consider the characteristics of social entrepreneurs, ask pupils:

- What do we mean by characteristics? (For example character traits such as creativity and optimism.)
- What sort of character traits would we expect social entrepreneurs to have? (For example motivation to help other people, innovation, creativity and courage.)

If you have access to a computer and Internet connectivity, you could show a short video about one social enterprise, MoringaConnect.
<https://www.britishcouncil.org/society/social-enterprise/news-events/video-social-enterprise-Ghana>

As pupils watch the video, ask them to observe the sort of personal characteristics that the entrepreneur seems to have.

Now provide pupils with the short biographies social entrepreneurs from MoringaConnect and DNDP (included at the end of this lesson).

Ask pupils to make notes on the personal characteristics of these entrepreneurs. When they have finished, facilitate a whole-group conversation.

Curriculum links: English, citizenship, PSHE, ICT, numeracy, literacy.

Skills and outlooks: Critical thinking – analysis of the personal qualities of entrepreneurs; Citizenship – reflecting on how and why social entrepreneurs address important human and environmental needs.

Learning aims and objectives: To identify the skills and attributes needed to be a successful entrepreneur.

Resources: Printed handouts with short biographies of social entrepreneurs, printed handouts of social impact activity (chart and examples) – handouts are included at the end of this lesson. Internet connectivity, computer and screen.

What are some of the personal characteristics that make social entrepreneurs special? Once pupils have shared their ideas, draw attention to four characteristics:

1. Committed to solving a social or environmental problem.
2. Seeing new opportunities.
3. Always learning from positive and negative experiences.
4. Making creative use of limited resources.

You may want to focus on the first characteristic: the commitment and motivation to solve an important social or environmental problem. Based on the two case studies, ask pupils what they think about the motivation of the social entrepreneurs. Why are social entrepreneurs motivated to do what they do?

Facilitate a conversation and feel free to draw out a few key ideas: that personal experiences lead social entrepreneurs to work on solving a problem that they find important, and that empathy towards other people drives the entrepreneur to address important problems such as poverty or hunger.

Step 3: Picture the qualities of a modern entrepreneur

Ask your pupils to draw a picture or cartoon image of a modern entrepreneur on a large sheet of paper and list the skills and qualities that this person might need in order to be successful. These might include commitment, honesty, and motivation.

Encourage them to complete three sentences starting 'A successful entrepreneur is someone who...' An example might be: 'A successful entrepreneur is someone who shows tenacity and commitment to drive ideas forward.'

Step 4: Consider the impact of social enterprises

One important feature of social enterprises is their social impact. Social enterprises are set up to improve people's lives or support the environment. Their main purpose is not to maximise profits for personal gain, but to have a positive impact on people and the environment.

Ask pupils what they think is the social impact of the two social enterprises that were covered earlier in the lesson, DNDP and MoringaConnect. (You might want to refer to the details provided in the handouts.) One way to reflect on the social impact is to look at real examples, and plot them on a chart.

Ask pupils to form groups of four or five. Give each group the handout of the chart provided at the end of this lesson that has two dimensions: social impact and environmental impact. Check what pupils understand by environmental impact and make sure they are clear about the axes on the chart. Then distribute the six examples of social enterprises (shown on the page before the chart). Ask pupils to cut out each example, discuss it and agree where to put it on the chart.

Once they have mapped the social enterprises according to their impact, facilitate a whole-group conversation. You may draw attention to the following ideas:

- Measuring impact is not an exact science. Sometimes there are useful benefits that are difficult to measure. For example, when disabled people are employed, this provides not only an economic benefit to them and their families, but also boosts their belief and self-confidence. How would we measure self-confidence?
- Counting numbers is not a competition! Perhaps a social enterprise that is life changing to ten people has a bigger benefit than another organisation that supports 1000 people, but in less significant ways.
- It is difficult, if not impossible, to compare impact in different fields. If one social enterprise is providing important health benefits to people, and another one supports them with good education, which is more important?
- It may be interesting to consider whether there are examples of companies that have a negative social or environmental impact. Do you know any? Why would you say they have a negative impact? One example might be the impact of oil companies in a region.

Step 5: Summarise the key ideas

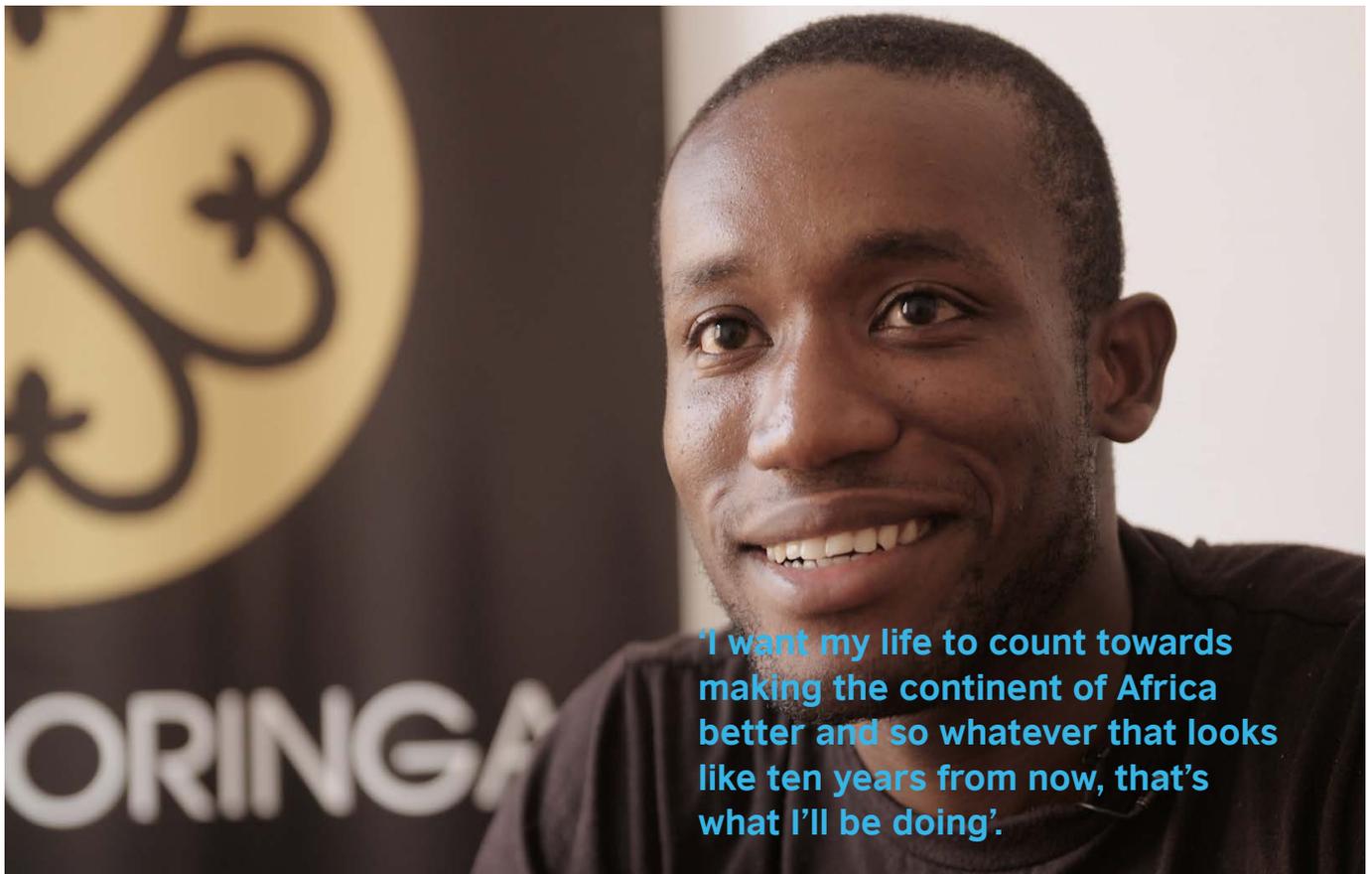
Remind pupils of some of the key ideas of today's lesson:

- A successful entrepreneur leading a social enterprise is focused on an important social or environmental mission. They find new opportunities and they are always learning. They are creative and are not limited by the resources at hand.
- We have reviewed examples of social entrepreneurs and looked at their personal characteristics. One thing that distinguishes social entrepreneurs from traditional business entrepreneurs is their motivation to have social impact; to make people's lives better or support the environment.

Add ideas and suggestions to the KWL chart if necessary.

Potential collaboration with partner school

Swap examples of successful entrepreneurs from each country or area.
Share ideas on the skills and qualities needed to be a successful entrepreneur.



Kwami Williams, co-founder of MoringaConnect works with farmers in Ghana to realise the potential of the 'miracle tree' Moringa whose properties rival argan and jojoba oil. Find out more on the [British Council's website](#).

CASE STUDY

Emily Cunningham and Kwami Williams
Founders of MoringaConnect

The big idea: MoringaConnect aims to tackle poverty and hunger by enabling small farmers in rural Ghana to sell their products at a good price. MoringaConnect brings the best and purest natural ingredients to a global audience. Their products are made from the moringa tree, nature's so called 'miracle tree'. The leaves are nutritious and can help address malnutrition locally. The seeds produce an oil with amazing moisturising benefits for skin and hair care. MoringaConnect provides farmers with training, small loans, processing, and access to global consumers.

On getting started: When Emily and Kwami were at university, they travelled to Ghana together. They realised that there is plenty of fertile, uncultivated land in Africa. Millions of smallholder farmers live on that land earning less than two dollars per day. Emily and Kwami wanted to understand the challenges of smallholder farmers. During their time in Ghana, they were introduced to the moringa tree. It is able to grow in very dry climates. It helps the crops around it grow better. The leaves have more vitamin A than carrots, more protein than eggs, more calcium than milk and more iron than spinach. It can provide a stable food for farmers. The oil seeds can make one of nature's finest cosmetic oils.

On developing a business: If the solution to poverty, malnutrition and hunger was growing in their backyards, why had smallholder farmers not made use of it before? It was not enough to grow the moringa tree. The farmers could not sell the seeds, and so instead they cut down the trees or fed them to animals. MoringaConnect tried to solve that problem. They provided farmers with training and



support to grow moringa trees as effectively as possible. Importantly, they started buying moringa seeds from the farmers, so providing a stable and good income. They started a processing centre in Accra, Ghana, where cold-pressed moringa oil was made. This oil was then sent to the United States and made into hair, body and facial oils. MoringaConnect had to come up with a full solution at every stage of the process for their business to work, and to help farmers in Ghana.

On impact: By 2018, MoringaConnect was working with 2,500 small farming families. They had planted over 300,000 trees. Farmers' incomes had increased by ten times.

Adapted from: www.truemoringa.com

CASE STUDY

What makes social entrepreneurs special?

Bruce Gunn

Founder of Delivered Next Day Personally

The big idea: Delivered Next Day Personally (DNDP) is a high-quality mail delivery and courier delivery service with a difference. The main principles of DNDP are acceptance and inclusiveness. The company employs people with disabilities and long-term health conditions. All of the disabled drivers work together with at least one able-bodied person to carry the parcels. The co-pilot is a young person who has been unemployed for at least six months. The success of DNDP proves that people with disabilities can and will contribute to society if given an opportunity.

On motivation: Bruce had a life-threatening illness in 2008, but luckily he survived. However, he had constant pain in his legs and hips, which meant he could not walk at all. He had been working in the IT industry for 25 years, but was unable to go back to work. A couple of years later, with the help of the right medications and painkillers, things started to

get better. He was able to go to job interviews but was rejected many times. He described this as 'soul-destroying'. When he spoke with other disabled people, most of them had had similar experiences.

On resources: Instead of thinking about his disability, Bruce started to think about what he had available and what he could make use of. He realised he had a car, a phone, a laptop – and plenty of free time. The idea of a courier service came to him in 2012.

On business planning: It took a lot of research and planning before he came up with the business plan that identified a growing market. 'Everybody shops online and gets things delivered, why not get them delivered by a company that has a social responsibility at its heart?'



Ibu Yanti built her business, making handmade products using waste from local factories in Indonesia, by training local women who had been held back by traditional expectations. Her work has helped to change perceptions of and expectations for women in this conservative community.

EXAMPLES OF SOCIAL ENTERPRISES

<p>MoringaConnect</p> <p>The social enterprise works with 1600 poor farming families. As a result, the income of these families has increased by ten times.</p>	<p>DNDP</p> <p>The social enterprise employs 11 disabled people and four young people (under the age of 25) who have been unemployed for a long time.</p>	<p>Liter of Light</p> <p>The social enterprise provides a low cost solar light to more than 650,000 homes in 20 countries. This reduces the need for families to cause pollution by burning kerosene lamps.</p>
<p>Grameen Bank</p> <p>The social enterprise works in over 81,000 villages across Bangladesh. The bank has given small loans to 9 million people. Six out of ten borrowers find their way out of poverty.</p>	<p>Kilpatrick School and Awamu</p> <p>Profits made by pupils in a craft shop and a community café in Scotland cover the school fees of more than ten children in Uganda for one year.</p>	<p>Net Works</p> <p>Over 200 tonnes of waste fishing nets have been collected. 64,000 people have benefited by selling the used fishing nets, which are made into rugs. Numerous animals have been saved from getting caught in the nets which would otherwise have been discarded in to the environment.</p>

CHART FOR LESSON 3 - STEP 4



LESSON 4

Build the big idea

Step 1: Remind pupils of the key ideas from the last two lessons

Ask pupils what they have learned in the past few lessons on social enterprise:

- What is a social enterprise? (A business, but set up to address an important social or environmental need.)
- What are the qualities of a successful entrepreneur leading a social enterprise? (Focused on the social or environmental mission, finds new opportunities, always learning, not limited by the resources at hand.)

Curriculum links: PSHE, citizenship, English, maths, business studies, art and design, social studies, geography, ICT.

Skills and outlooks: Creativity and imagination – imagining and pursuing novel ideas. Team working, problem solving.

Learning aims and objectives: To identify an idea for a school social enterprise, analyse an existing, simple business plan.

Resources: Sticky dots, post-it notes, large sheets of paper, reminders for brainstorming, printed handouts with a sample business plan.



Give a man to fish and you feed him for a day, teach him to fish and you feed him for life, but help him to build a fish farm and you feed a community.

Step 2: Identify the problem to address

Pose the following question to your pupils:

- How can we devise a social enterprise to address a social issue in the community?

To break this down, explore with the class possible problems or issues within the local community that they are interested in and feel that they could help with or improve. This could be done using a mind map on large pieces of paper or online using a free mind mapping website.

www.mindmup.com

List all of the ideas that have been generated and provide each pupil with three sticky dots. Allow pupils to take turns to stick their dots against their preferred idea. Pupils can stick all three dots to the same idea or can choose two or three different ideas.

The idea with the greatest number of dots against it will be the idea you take forward as the basis for your social enterprise.

Step 3: Brainstorm potential solutions

Write your main idea in the centre of a large piece of flipchart paper and stick this at the front of the room. Give each pupil several post-it notes and ask them to take five minutes to think about possible solutions to this problem or issue. Encourage your pupils to be inventive but also realistic about what they can achieve.

Ask pupils to discuss their ideas in small groups (four to six pupils per group). Share with pupils these reminders for brainstorming:

1. Go for quantity – come up with as many ideas as possible.
2. Have wild ideas – sometimes the best ideas seem silly at first.
3. Avoid criticism – at this stage, all ideas are good.
4. Be visual – make drawings, charts or doodles to aid your thinking.

If possible, print and cut out these reminders so that each team has one set at their table (see additional materials at the end of this lesson). These suggestions for brainstorming are adapted from materials by the Curious Company. www.the curious company.com Once a large number of ideas have been generated, have a conversation with pupils to select the two or three which they think are the most promising. They don't need to make the final choice about the idea until next lesson.

In the meantime, pupils can talk to people in their community and potential customers about their existing business ideas. Maybe this will give them more information to decide which idea is the best. Explain that this is known as market research, which is important for all businesses.



Step 4: Review an existing business plan

A business plan is a written document where you describe the product or service you are creating. It helps you think through who your main customers are, why they would buy your product or service, and whether you can make money with this idea. In the case of a social enterprise, the business plan has one additional section: social impact. This helps you think through how your social enterprise will improve the lives of people or support the environment.

Before developing a simple business plan for your own idea, it is helpful to analyse an existing business plan. Please provide handouts to each pupil with a copy of the business plan that is included at the end of this lesson.

Ask children to consider:

- Is this a good business plan? Why or why not?
- How would you change this business plan or make it stronger?

Step 5: Summarise the key ideas

- There are many good solutions to problems – that is why it is important to brainstorm and come up with many ideas.
- A business plan is a helpful tool that will help you think through who your customer is, what you are providing them with, why they would buy your product, and whether you can make a profit.
- It is helpful to talk to many people – including potential customers – and get their feedback on your initial ideas.

Potential collaboration with partner school

Share talks from parents and local businesses over Skype or record to share and discuss at a later date. Swap plans and preparations for the launch of your social enterprise.



REMINDERS FOR BRAINSTORMING

**GO FOR
QUANTITY**

**HAVE WILD
IDEAS**

**AVOID
CRITICISM**

BE VISUAL

SAMPLE BUSINESS PLAN

What is the name of your business?	Ron's Refresher
What is your idea and why is it unique?	A healthy refresher drink made from natural ingredients, without any added sugar. We found a tasty recipe on the Change4Life website.
Who are your customers and why will they buy it?	People who visit the market on Saturdays and who like fresh, healthy food. Most existing lemonades and fresh drinks contain a lot of added sugar. Another reason is that we would spend part of our profits to support WaterAid, an organisation that works to provide safe water, sanitation and hygiene to poor people around the world.
How will your customers find out about your business?	We will make a colourful stall with pictures of raspberries, apples and oranges, and a big sign saying 'Ron's Refresher: Sweet, no added sugar'.
How much will it cost to start your business?	Blender £50 Market stall £10 Total £60
What is the cost of making each product?	For each serving, we need: <ul style="list-style-type: none"> • 50g of raspberries £0.28 • 50ml of apple juice £0.08 • 50ml of tap water £0.01 • 50ml of orange juice £0.13 • 1 plastic cup £0.12 Cost per serving £0.62 If we plan to sell 100 servings, then this costs: £62 Add start up costs: £60 Total costs £122 Total cost per serving: $£122 / 100 = £1.22$
How much will you charge?	£1.90 per serving Some of our competitors charge £3 for a small glass of fresh juice.
What will be your profit?	£1.90 per serving Some of our competitors charge £3 for a small glass of fresh juice. What will be your profit? $£1.90 - £1.22 = £0.68$ per serving If we sell 100 servings over two or three weekends, then we will make a profit of £68.
What will you do with the profit?	We would like to donate part of our profits to WaterAid. This is an organisation that works to get safe water, sanitation and hygiene to poor people around the world. For £60 WaterAid can build a well in a village in Nepal. More information: www.wateraid.org
What is the social impact of your solution?	We want Ron's Refresher to be a healthy alternative to popular soft drinks. One in three adults around the world are overweight. 42 million children aged under five are overweight or obese. Soft drinks are an important reason, because they contain a lot of calories. An average 500 ml soft drink contains 15 teaspoons of sugar or more. We want to provide a healthy and tasty alternative.

LESSON 5

Make it happen

Step 1: Remind pupils of the key ideas from previous sessions

Begin the lesson by reminding pupils of some of the key ideas from previous lessons:

- There are many good solutions to problems – that is why it is important to brainstorm and come up with many ideas, and not just stick with the first idea that comes to mind.
- A business plan is a helpful tool that will help you think through who your customer is, what you are providing them with, why they would buy your product, and whether you can make a profit.

Curriculum links: English, citizenship, ICT, PSHE, maths, art and design.

Skills and attributes: Creativity and imagination – designing and implementing a social enterprise idea which addresses an important human or environmental need.

Learning aims and objectives: To launch, run and review a school-based successful social enterprise over a period of time and review its progress.

Resources: Business plan templates for each pupil; materials from previous sessions (sample business plan, various social enterprise examples from Lesson 1, etc.).



The Mandiri Bersama Mandiri (“self-reliant together with Mandiri”) programme aims to help rural communities in Indonesia to develop their tourist potential sustainably and preserve their local culture and pristine environment.

Step 2: Create a business plan

Use the template provided to create a simple business plan. Before getting started, pupils can review the business plan they looked at in the previous lesson to remind themselves how to approach writing it. The first task is to agree the specific focus of the social enterprise. Encourage pupils to think how their project can address an important social or environmental need. It might be helpful to review the Sustainable Development Goals that were covered in Lesson 1.

As pupils are working on the business plan, encourage them to think deeply about each question. If needed, provide pupils with additional resources to complete the business plan. Hints and tips on pricing are available in Appendix 1 (these are provided by the Scottish Enterprise Academy). Hints and tips on completing a business plan are available in Appendix 2.

There are several things to remind pupils about as they are business planning:

- It is important to talk to potential real customers. Their feedback can really help the business make good decisions, such as how to improve the product and how to inform potential customers about it.

Potential collaboration with partner school

Exchange information about the progress of your social enterprise.

- Keep an eye on the social and environmental aspect of the business: the idea of the social enterprise is to address an important social or environmental need.
- Think about how to market the social enterprise, for example advertising an activity, sale or product. Pupils may wish to use social media, for example Facebook or WhatsApp groups, Twitter or email. If so, you may need to have a session on e-safety and consider how content will be monitored and moderated.
- Be bold and creative.

You may also be able to use the expertise of parents or local businesses to help with business planning.

Step 3: Create an action plan

Pupils can now determine what needs to be done and by when. They will need to decide on the different roles that will be important in achieving success and then decide who will take which role.

Possible roles could include:

- Product or service – communicating with potential customers to understand what they need and think, and then designing and making the product. Depending on the product, this may be the biggest task and require a number of people.
- Sales – finding the right place to sell the product and organising the necessary equipment and marketing.
- Finance – planning and managing a budget.
- Partnerships – communicating with partners or supporters.
- Project leader – keeping the team together and 'on task', deciding how often the team will meet.

Step 4: Preparing the launch

Finally, arrange a date and perhaps invite parents, local press, the media and councillors to launch your social enterprise in style.



BUSINESS PLAN

<p>What is the name of your business?</p>	
<p>What is your idea and why is it viable?</p> <p>Who are your main competitors? How is your product better?</p> <p>How is your product or service addressing an important human or environmental need?</p>	
<p>Who are your customers and why will they buy your product?</p> <p>How many potential customers have you spoken with?</p> <p>What do they think about your idea?</p>	
<p>How will your customers find out about your business?</p> <p>How can you use social media to inform potential customers about your idea?</p>	

BUSINESS PLAN

<p>How much will it cost to start your business?</p>	
<p>What is the cost of making each individual unit of the product?</p> <p>Total expenses = start-up cost + unit costs.</p> <p>Cost per product = total expenses ÷ number of products made.</p>	
<p>How much will you charge?</p> <p>How does this compare with your competitors?</p>	

BUSINESS PLAN

<p>What will your profit be?</p> <p>Profit = Income – Expenses.</p>	
<p>What will you do with the profit?</p> <p>Do you intend to support an important social or environmental cause? If so, which one and why?</p>	
<p>What is the social impact of your solution?</p> <p>What is its environmental impact?</p>	

ACTION PLAN

What is the task?	When does it need to be accomplished?	Who is responsible?

LESSON 6

Review – what did we learn?

After a set amount of time, encourage your pupils to have a period of reflection and review the progress and celebrate the impact of their social enterprise.

Discuss in small groups:

- What went well?
- What did they learn?
- What skills did they develop?
- What could make their social enterprise even better?

Arrange for your pupils to collect feedback from customers or beneficiaries within their local community who have access to, or are benefiting from, the social enterprise activity. This could be done via a short online survey or a postcard size questionnaire.

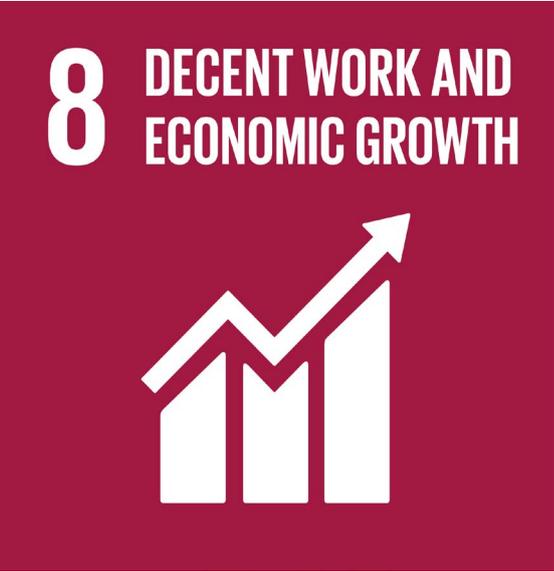
ACTIVITY 1

See P8 for instructions

 <p>The icon for Sustainable Development Goal 1, 'No Poverty', features a red square background. At the top left is a large white number '1'. To its right, the words 'NO' and 'POVERTY' are written in white, stacked vertically. Below the text is a white silhouette of a family consisting of two adults and two children, with the adult on the left holding a cane.</p>	<p>Pupils in a secondary school in Tanzania have started a bee-keeping business.</p> <p>They sell honey and make products such as candles out of beeswax.</p> <p>Profits are used to support pupils from poorer families and to build beehives for community members who are in poverty and need a source of income.</p>
 <p>The icon for Sustainable Development Goal 2, 'Zero Hunger', features a gold square background. At the top left is a large white number '2'. To its right, the words 'ZERO' and 'HUNGER' are written in white, stacked vertically. Below the text is a white silhouette of a bowl with three wavy lines above it representing steam or heat.</p>	<p>Pupils in Cameroon started a business growing and selling cassava.</p> <p>Cassava is an important food item in many countries, providing people with carbohydrates – the main source of energy.</p> <p>Starting this project allows pupils to provide low-cost food to other members of their community.</p>

 <p>3 GOOD HEALTH AND WELL-BEING</p> <p>The icon features a white heartbeat line on a green background, with a white heart symbol to the right of the line.</p>	<p>Mental health is now considered to be just as important as physical health.</p> <p>Pupils in a school in Ireland started a project to combat depression and anxiety. They support young people to practice positive thinking.</p> <p>One of the tools they are developing is an online app that generates a positive message every day.</p>
 <p>4 QUALITY EDUCATION</p> <p>The icon features a white outline of an open book and a pencil on a red background.</p>	<p>Pupils and groups of women in India make jewellery, money pots, bags and other craft items.</p> <p>These products are sold by pupils in a school in Scotland.</p> <p>Profits made in Scotland are used to help fund a small school in India that provides education free of charge. The school is attended by children who otherwise would not be able to go to school.</p>

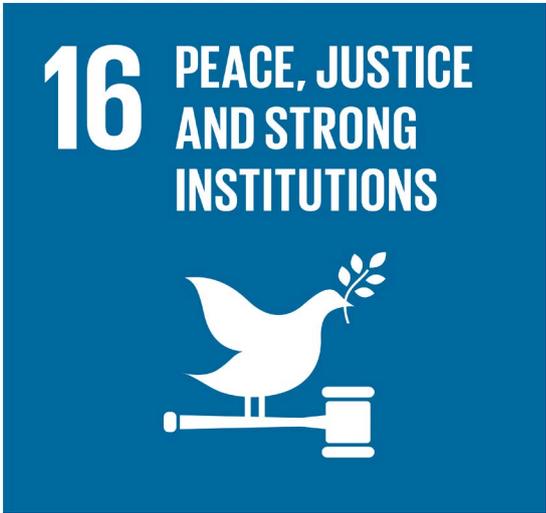
 <p>5 GENDER EQUALITY</p> <p>The icon for Gender Equality (SDG 5) features a red square background. In the top left corner, the number '5' is written in white. To its right, the words 'GENDER EQUALITY' are written in white, stacked vertically. In the center of the square is a white symbol: a circle with an equals sign inside, a cross at the bottom, and an arrow at the top right, representing the combination of male and female symbols.</p>	<p>Young women in rural Pakistan have started a plant nursery business. They grow seeds, small plants and buds and then sell them. The founder now employs six other women.</p> <p>This is one of many social enterprises started with support from the British Council programme, Active Citizens.</p> <p>https://www.britishcouncil.org/society/social-enterprise/news-events/video-social-enterprise-Pakistan</p>
 <p>6 CLEAN WATER AND SANITATION</p> <p>The icon for Clean Water and Sanitation (SDG 6) features a blue square background. In the top left corner, the number '6' is written in white. To its right, the words 'CLEAN WATER AND SANITATION' are written in white, stacked vertically. In the center of the square is a white symbol: a glass of water with a single drop falling from it, and a downward-pointing arrow below the glass.</p>	<p>Pupils in Sierra Leone started a water-harvesting business and now sell clean water in their community.</p> <p>Water harvesting means collecting rainwater running from rooftops as well as floodwater from local streams. This water can be used for drinking and irrigation.</p> <p>The reason for starting this business was that they had no wells in their community.</p>

 <p>7 AFFORDABLE AND CLEAN ENERGY</p>	<p>Pupils in Cameroon started making and selling solar panels. These solar panels are useful for charging mobile phones and providing electricity for lamps.</p>
 <p>8 DECENT WORK AND ECONOMIC GROWTH</p>	<p>Pupils, parents and staff members in a school in England have started a social enterprise making original spice products.</p> <p>They roast, grind and blend spices to make original products and create decent work opportunities for community members.</p> <p>In addition, this project brings together community members from different backgrounds so that they can learn and cook together.</p> <p>http://ballotstreet.co.uk</p>

 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<p>Esoko is a for-profit company with an important social mission: supporting farmers in Africa to make agriculture a profitable business.</p> <p>Esoko has built a text messaging system that provides information about market prices, weather conditions and tips on farming. The system also matches buyers and sellers. As such, it provides important infrastructure for poor farmers, allowing them to increase their income.</p> <p>www.esoko.com</p>
 <p>10 REDUCED INEQUALITIES</p>	<p>Pupils in a school in Uganda started a business making and selling low-cost school uniforms.</p> <p>Many families are normally unable to afford school uniforms. This is sometimes the main reason why children from these families cannot attend school.</p> <p>It is important to create the conditions for all children to have equal access to school and other opportunities in life.</p>

 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>The icon features a white silhouette of a city skyline with various buildings of different heights and shapes, set against a solid orange background.</p>	<p>Streetbank is a social enterprise founded in England.</p> <p>Through their website, you can give away things you no longer need and share things with your neighbours (like ladders and drills). You can also offer your skills to your neighbours, such as languages or gardening.</p> <p>The idea is to create friendlier neighbourhoods, save money and ensure that fewer things end up in landfill.</p> <p>www.streetbank.com</p>
 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> <p>The icon features a white infinity symbol with an arrow pointing clockwise, set against a solid brown background.</p>	<p>GoodWeave is an international social enterprise using the power of consumers to fight child slavery.</p> <p>Rugs with a GoodWeave mark are made by companies that promise not to use child labour. The companies are randomly inspected by GoodWeave to make sure they are true to their word. If children are found, they are rescued and supported with education and other important services.</p> <p>Around the world, more than 150 million children live in servitude. They have given up their childhoods and their education.</p> <p>www.goodweave.org</p>

	<p>A social enterprise in the Philippines has designed a low cost solar light. It is called Liter of Light and it is now used in more than 650,000 homes in 20 countries.</p> <p>Around the world, one out of seven people does not have access to electricity. Many of these people either live in darkness, or use candles or kerosene lamps, which emit toxic fumes and contribute to climate change.</p> <p>The solution by Liter of Light is safer and cheaper than the alternatives, and it reduces air pollution.</p> <p>www.literoflight.org</p>
	<p>Net Works is a social enterprise that collects unused fishing nets from the ocean in the Philippines. This is important because discarded fishing nets continue to trap sea birds, turtles and other animals.</p> <p>The company recycles the fishing nets to make carpets.</p> <p>www.net-works.com</p>

 <p>15 LIFE ON LAND</p> <p>The icon features a green square with a white tree, two birds in flight, and two horizontal lines representing a field or ground.</p>	<p>Sidai is a social enterprise supporting farmers in Kenya. Veterinarians and livestock professionals help farmers keep their livestock healthy and productive. Affordable and high quality health service enables livestock to have more offspring, avoid diseases, and improve milk and egg production, among other things.</p> <p>The support from Sidai protects animals from needless suffering and supports farmers with added income.</p> <p>www.sidai.com</p>
 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> <p>The icon features a blue square with a white dove holding an olive branch, a gavel, and a scale of justice.</p>	<p>Search for Common Ground is an organisation that works to avoid violent conflict. They build peace through three main activities: dialogue, media and community.</p> <p>They bring people together across dividing lines to listen to each other, discover and achieve shared goals. They use TV dramas, radio shows and music videos to get people thinking about the causes of violence and how to overcome differences. They provide a safe space for neighbours and families to work out their conflicts at the local level.</p> <p>Search for Common Ground provides young people with the skills, networks and resources to launch their own businesses and social enterprises.</p> <p>www.sfcg.org</p>

APPENDIX 1:

Pricing tips and hints

Getting the price right is very important. Customers will view your company in a certain way according to the price.

- They will think of you as selling a 'quality' product when the price is high and if the product is good enough.
- If the cost is low they will see the product as cheap but value for money, as long as the product is basic but good quality.
- You always want your customers to feel that they are getting good value for money regardless of the cost. Treat your customers very well and with respect – you won't have a business without them.

You are providing a product or service so you deserve fair payment. You want your customer to believe that what they are getting is worth the price they are paying.

There are two different types of costs in the production of your product or service. Things like workspace, heating and lighting are fixed. Costs like materials and wages are variable and cost more as you produce more products.

- In a school social enterprise it is unlikely that there will be any fixed costs.
- To make a profit you must take in more money from your customers than you pay out to make the product or provide the service.

Look at your competitors – your prices should not be much higher or lower.

Different prices can help to attract customers, but you must always make a profit. There are many different strategies that you could use:

- You could have promotional items or selling times to attract new customers.
- Sell items at, for example, £9.99 instead of £10.00.
- Starting a new product or service off at a lower price, then increasing the price as it gains popularity.

In Summary

Calculating the costs of making your product or providing your service:

- Look at your competitors and price either just above or below them – but always above your production costs.
- Use a variety of pricing approaches.

APPENDIX 2:

Hints and tips for completing your business plan

Who should complete it?

Ideally, the young people running the business should complete the business plan, with guidance from their teacher plus, if available, experienced parents or local businesses.

This business plan template is designed to be flexible; there are useful guidelines provided throughout.

Section 1: Introduction and background

Briefly, what is your idea and why has it got a good chance of working?

This is an easy one. Simply describe what you plan to do, for example run a cafe or recycle school uniforms. Then explain why you think people will buy your goods or services.

Section 2: Leadership

Who will lead the enterprise and where does it fit within the school's structure?

If you have a leader that's great – if not, you could explain why you don't have a leader and give the names of the individuals in the social enterprise. It would be a good idea to include the teacher who is helping you as well.

What leadership skills will you gain or begin to develop through the enterprise?

These may include planning, managing the team or group, representing the team, communication, setting an example, motivating and encouraging the team.

Section 3: Objectives

What are the main things you want to achieve with the enterprise?

Have a chat and think about this as it will help you in making decisions later on. Think about what your hard work aims to accomplish.

Objective 1:

It might help if you begin each one with 'By the end of the social enterprise we hope to have...'

Objective 2:

Objective 3:

Section 4: Products and services

What is the product or products you are selling?
If it is a service, outline this as clearly as you can.

This is similar to section 1 but this time add a little more detail.

Section 5: Analysis of your market	
a) How do you know there's a need?	Why should people buy your product or service? It will be successful if they really need it, not if they are just buying it to help you out.
b) Who are your customers?	Think as widely as you can – the other schools around you, parents, local businesses, can you sell online?
c) Who are your competitors?	Your competitor is someone who is selling the same thing as you or offering the same service.
d) What prices will you charge?	There is information about this in Appendix 1: Pricing hints and tips
e) What image are you trying to project?	What might people think about your business when they hear your enterprise name? What do you want them to think? It might help if you think about some companies that you know about, for example Microsoft, Apple or Nokia. What words would you use to describe their products and services?
f) What methods will you use to promote and sell your product?	How will people know about your product and where to buy it?
Section 6: Social, environmental and economic impacts	
Social impacts	How will you use your profits to help other people?
Environmental impacts	Some things to think about: How will your customers carry away their purchases? How do you dispose of your waste? Are your production techniques harmful to the environment? Are your materials environmentally friendly?
Economic impacts	Some things to think about: What effect will your social enterprise have on the way you think about business? Think about the impact of fair trade on producers in the developing world as well as your knowledge of dealing with customers and money.
Section 7: Start-up issues	
When did the enterprise start? Or when will it start?	
Number and age group of pupils working on the project?	
Where will it run?	
How often will the enterprise run?	

Section 8: Finance

Income:

Where will you find money to start up the enterprise?

Income might come from a loan from an employer or business, a bank, the school, the sale of shares in the business or fundraising activities.

Expenditure:

What expenditure will be incurred in running the enterprise?

Section 5 d) and Appendix 1 will help you with this.

Explain how you will make a profit and what you will do with your profit.

Section 5 d) and Appendix 1 will help you with this. Also look back at Section 3 to remind yourself about what you want to accomplish with all the hard work you will be putting in.

APPENDIX 3:

Find out more

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=1&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

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