



ACRE

Social Enterprise Academy

Teacher Guide

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Teacher Guide

Aims of this unit

This unit of lessons is intended to give you and your students an introductory guide to starting and running a social enterprise. This is a fantastic opportunity to build in your students the capacity to make a genuine contribution to a social cause in your local community and globally, all the while helping your students to develop critical skills that will help them in their studies, interactions with their peers and in the workplace.

Through this unit of work, students will develop

- leadership skills
- critical and creative thinking skills
- employability skills
- global citizenship
- entrepreneurship.

We wanted these lessons to be adaptable to the needs of your planning and so we've steered clear of inserting specific curriculum links to give you a set of lessons to which you can add subject-specific flesh to the experiential bones contained within these lessons, giving you the flexibility to bring in different subject areas or to use the lessons as they are for a self-contained unit bringing out the entrepreneurial, change-making spirit of your students.



Unit Structure

Upon completion of these five lessons, your students will have a clear plan for setting up a social enterprise and will have the foundation in place to bring the project to life and make a difference in their community.

The five lessons are:

1. What is a social enterprise?

What's the difference between a traditional business, a social enterprise, and a charity? No, not the setup for a punchline, but a very important distinction to be made! This lesson covers all of the basics to set your students up to recognise these three organisations with overlapping methods of operating but sometimes very different end goals. Before getting to this point, students are encouraged to gain perspective of the difference between a want and need and how these create social issues.

2. Teamwork and identifying skills

Great teams are the sum of their parts, this lesson demonstrates this and encourages students to reflect on the skills and attributes they bring to a group.

3. Finding your social mission

There are a lot of social issues humanity is working towards resolving. After learning more about global issues and discussing those affecting your local community, which one will your class choose to tackle?

4. Finding solutions and resources

Having decided upon a mission, students will get the creative juices flowing by understanding that there's no such thing as a "bad idea", before then going on a scavenger hunt around the school to find possible resources that can be used as part of their enterprise.

5. Planning your social enterprise

The cause: identified. The mission: clear. The enterprise driving social change...? To be confirmed (in this lesson)! How will the class' ideas stand up to scrutiny? Examine solutions before setting upon an enterprise and planning how the class will run their social enterprise.

Curriculum Links

The Cool unit of work has been designed in such a way that the resources and activities can be used flexibly to suit whatever your curriculum focus is.

For example, if your Year 5 class is looking at probability and chance in Maths, probability and chance could be explored by creating an enterprise where sideshow games operate without running at a loss.

A Year 9 Geography class can complete the Geographical Inquiry and Skills outcomes through conducting research into a social issue, evaluating sources of information for their reliability, and using this research to inform the social issues to focus on through their enterprise.

Below, you'll find a selection of links to the Content Descriptors and General Capabilities we've identified as tying into these resources. The beauty of entrepreneurship education is its flexibility, so the list below is meant as a source of inspiration and not a definitive list - the only limit is your imagination!

Primary curriculum links

Subject: HASS

- Types of resources, including natural, human and capital, and how they satisfy needs and wants ([AC9HS5K08](#))
- Propose actions or responses to issues or challenges and use criteria to assess the possible effects ([AC9HS5S06](#))

General capabilities

Personal and Social Capability (Level 4)

Self-management

- Select and use strategies to monitor own learning and refine goals to plan for further improvement

Self-awareness

- Analyse the influence of different factors and situations on their emotional responses

Social management

- Coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Social awareness

- Explain the way their actions and the actions of others influence communities

Secondary (Year 9) curriculum links

Subject: Civics and Citizenship

- How and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship ([AC9HC9K05](#))
- Evaluate the methods or strategies related to making decisions about civic participation ([AC9HC9S04](#))

Subject: Economics and Business

- Develop and modify questions to investigate a contemporary economic and business issue ([AC9HE9S01](#))
- Develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action ([AC9HE9S04](#))

Subject: Design and Technologies

- Develop project plans for intended purposes and audiences to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes and production of designed solutions ([AC9TDE10P05](#))

Subject: Geography

- Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts ([AC9HG9S05](#))

General capabilities

Personal and Social Capability (Level 6)

Self-management

- Adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Self-awareness

- Devise personally appropriate strategies to achieve growth

Social management

- Develop and apply criteria to evaluate the outcomes of individual and group decisions

Social awareness

- Evaluate ways of contributing to communities at local, regional, national and global levels
- Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships

The Social Enterprise Schools Program

To take your social enterprise journey to the next level, consider enrolling your students into Social Enterprise Schools, run by Social Enterprise Academy. The full experience is a practical, student-led experience that develops citizenship and enterprise capabilities. It brings students, teachers, local entrepreneurs and the community together to develop skills, build confidence and make a positive social impact.

Through the process of setting up their own social enterprise, students develop the skills, mindsets and behaviours they will need as they move beyond the school gates. Following a 10-stage learning journey, students identify a social cause, before establishing and running their own social enterprise - a business with a social purpose. Profits gained through students trading are redistributed back to their identified social cause.



Led by young people

School social enterprises are driven and run by students with support from teachers and parents.

Students should spread the awareness of their social enterprise across their school and community.

Connected to communities

School-based social enterprises have explicit social and/or environmental outcomes and their profits are used to help achieve these. These can either be local issues or issues linked to a community in another country.

Developing entrepreneurial skills

Students' social enterprises have a clear trading activity and are directly involved in producing goods or providing services to a market identified by the students.

Dynamic

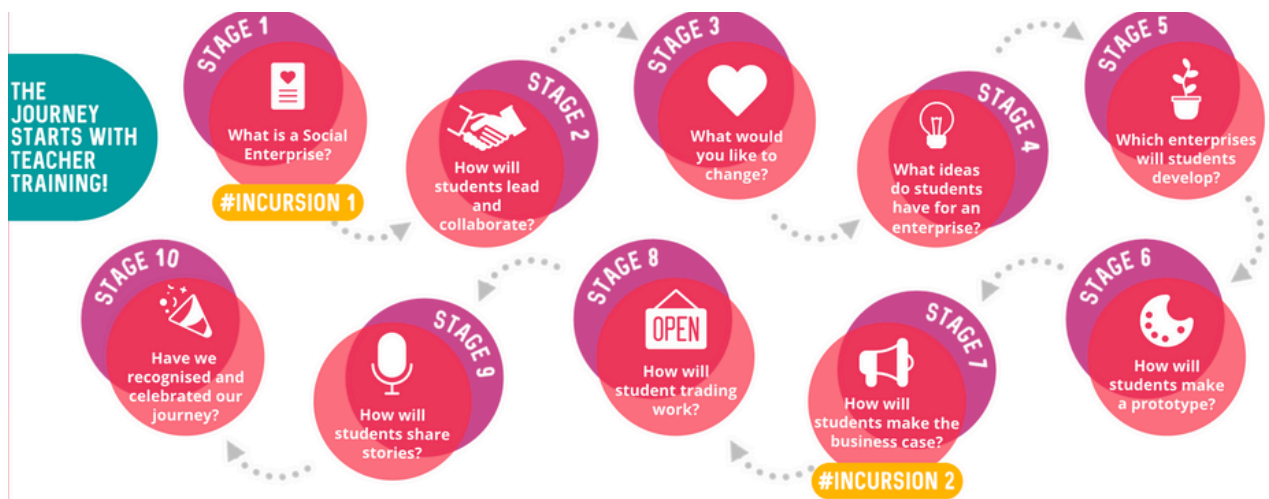
School-based social enterprises aspire to make a positive and responsive change to peoples' lives.

Mapped to the curriculum

Social Enterprise Schools is mapped to the Australian Curriculum, making it easy for teachers to navigate delivery and assessment of student achievements against core capabilities.

The full Social Enterprise Schools program is a ten-stage process and features two incursion events facilitated by the Social Enterprise Academy team. The additional five stages extend and build upon the activities featured in the Cool units of work.

Each stage in the process also contains additional resources, allowing students to spend even more time exploring their attributes and skills, providing teachers with a suite of resources to meet the needs of every student in the class and fully unpacking what it takes to run a truly successful enterprise.



How to get involved with Social Enterprise Academy

The team at Social Enterprise Academy will work with the teaching team at each school to identify the best options for integrating the program into existing activities. This means that the program can look quite different from school to school depending on the school's objectives and existing activities. Once they've understood your needs, they'll work with you to build capacity in your teaching team.

The team would love to speak with you to understand your school, and opportunities for Social Enterprise Schools to support your students. Visit the website to register for an information session, or email the team.

Visit: www.socialenterprise.academy/aus

Email: australia@socialenterprise.academy