

Teacher Guide

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**SOCIAL
ENTERPRISE
ACADEMY**

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.

**Social
Enterprise
Education**



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 the 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

The difference between needs and wants and why choices need to be made about how limited resources are used. (ACHASSK119)

The reasons businesses exist and the different ways they provide goods and services. (ACHASSK151)

General Capabilities

Personal and Social Capability

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience. (ACELY1816)

Social Management

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. (ACPMP067)

Social Awareness

Practise skills to establish and manage relationships. (ACPPS055)

Secondary (Year 9) curriculum links

Subject: Civics and Citizenship

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues. (ACHCS086)

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)

Subject: Economics and Business

Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation. (ACHES043)

Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action. (ACHES046)

Subject: Design and Technologies

Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols. (ACTDIP022)

Subject: Geography

Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources. (ACHGS064)

General Capabilities

Self-management

Understand that roles and relationships are developed and challenged through language and interpersonal skills. (ACELA1551)

Self-awareness

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)

Recognise emotions

Investigate how empathy and ethical decision making contribute to respectful relationships. (ACPPS093)

Social Management

Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. (ACPMP105)

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

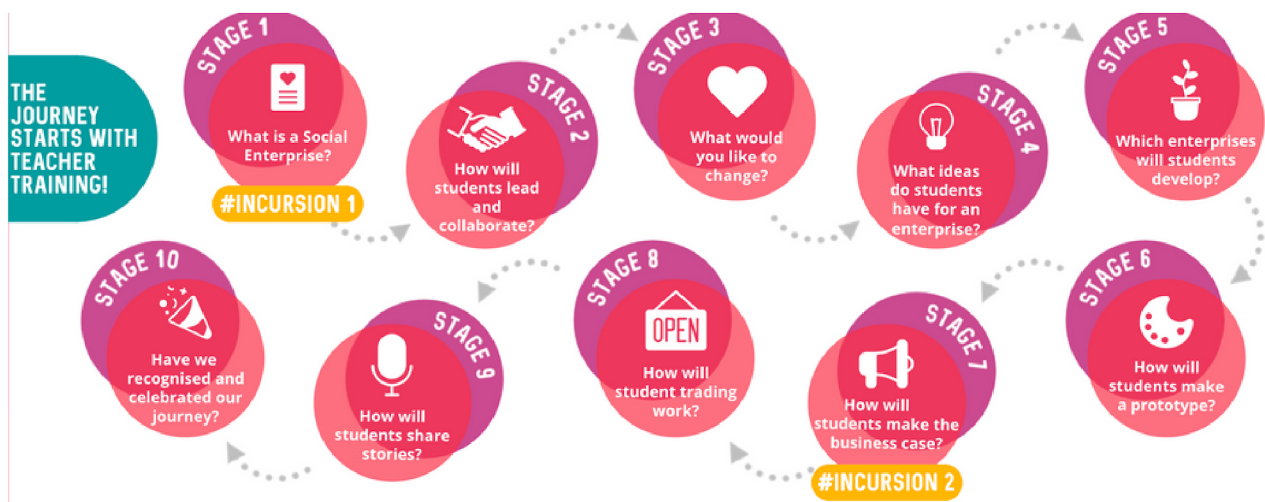
School-based social enterprises aspire to make a positive and responsive change to peoples' lives.

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