

Social Entrepreneurship in the Classroom

Fifth / Sixth Class



social
entrepreneurs 
IRELAND

ONE *Social Entrepreneurship*

Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> That the children will be introduced to examples of good practice in the area of social entrepreneurship. <input type="checkbox"/> That the children will further develop the ability to critically evaluate initiatives / projects <input type="checkbox"/> That the children will come to an understanding of the planning, organisation and logistics involved in such a project.
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive Whiteboard / Data Projector <input type="checkbox"/> Testimony from student at Glendalough Secondary School (Report from RTE News on the project at: http://www.rte.ie/news/2009/0506/6news_av.html?2538519,null,230)
Learn Together Strands	<ul style="list-style-type: none"> <input type="checkbox"/> Moral and Spiritual <input type="checkbox"/> Equality and Justice
Learn Together Strand Units	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring Moral Development The child shall be enabled to examine the benefits of values in the wider community and look at the role of these values from a global perspective. The child shall be enabled to further develop the ability to critically question and make informed decisions. The child shall be enabled to further explore the concept of collective responsibility. <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to engage with local issues such as the provision of facilities for the children of the locality.
Duration	<ul style="list-style-type: none"> <input type="checkbox"/> 50 – 60 mins.

Case Study *Glendalough Secondary School*

Teacher Activity

Teacher writes Social Entrepreneurship on board.

- * *Does anyone know what this means?*
- * *Does anyone know what either word means?*
- * *Social Entrepreneurship is all about daring to think that you can change the world around you.*

Teacher (speaking)

Glendalough Secondary School

In Glendalough Secondary School in Wicklow, students wanted to show able-bodied people how difficult it was for people with a disability to get around the town. The students attended an Information Day run by a Wicklow disability group and they talked to the Irish Wheelchair Association. They also researched the internet and local maps as well as conducting their own research to determine the town's accessibility in a wheelchair.

Links were established with local disability groups, the County Council and the National Disability Authority.

Teacher Reading

(reading piece from student in Glendalough School)




In fourth year, fifteen students in East Glendalough School became involved in a project. The aim of this project was to find a social problem in the area you lived in and to try and improve or fix it.

In our project, we found that a person with a disability, being blind or getting around in a wheelchair, found it very difficult to get around Wicklow town. So we tested this and with a town councillor we wheeled a wheelchair around the town. As we expected, it was very difficult because of the cracks and slopes of the footpaths and some doorways had steps up to them or just a door that was not wide enough. A big problem we found was cars obstructing the path. This gave us the idea for our Yellow Footprints campaign.

From this project we have all learned to work as a team, to 'brainstorm' ideas, to help solve the problems around us and we have learned how it feels to have a disability. We now know how difficult it is for a person with a disability to get around the town, so we can do all in our power to help. We are the adults of the future and if we make a better life for others then we will feel better and enjoy our lives more too.

Interactive Whiteboard

http://www.rte.ie/news/2009/0506/6news_av.html?2538519,null,230
Double click on 'Hundreds attend Young Innovators' Conference

-  What do you think of this project?
-  What parts of the project do you like?
-  Is there anything you would have done differently?

Group / Paired Activity

Some disability groups argue very specifically against wheeling an able-bodied person around in a wheelchair or blindfolding a non-visually impaired person for a short period.

- * *What do you think are the arguments against doing this?*
- * *What do you think are the arguments in favour of doing this?*

Groups / Pairs report back to class.

Examples of arguments against:

- * An able-bodied person cannot understand in any meaningful way after such a short period
- * It is patronising to people with disability
- * It focuses on 'plight' of those with disability as opposed to adopting rights-based approach.

Examples of arguments in favour:

- * It develops awareness in able-bodied people of difficulty of getting around for those with disability.
- * It helps to engender empathy towards those with disability.
- * If it is developed with group representing people with disability, then it is ok.

Conscience Alley

Class stand in two lines, forming alley. Teacher / pupils walk down alley. Each side allocated role of arguing for or against. Individuals make arguments in turn as participant slowly walks down alley.

Or

Line of Agreement

Pupils position themselves along diagonal line, indicating level of agreement or disagreement - strongly disagree and strongly agree at opposite ends.

END OF LESSON ONE

TWO *Social Entrepreneurship*

Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> That the children will be introduced to examples of good practice in the area of social entrepreneurship. <input type="checkbox"/> That the children will come to an understanding of the planning, organisation and logistics involved in such a project.
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Details of project in Scoil Uí Mhuiri <input type="checkbox"/> Details of project in Our Lady’s Secondary School <input type="checkbox"/> Details of project in Ard Scoil Mhuire <input type="checkbox"/> Paper and pens
Learn Together Strands	<ul style="list-style-type: none"> <input type="checkbox"/> Moral and Spiritual <input type="checkbox"/> Equality and Justice
Learn Together Strand Units	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring Moral Development The child shall be enabled to examine the benefits of values in the wider community and look at the role of these values from a global perspective. The child shall be enabled to further develop the ability to critically question and make informed decisions. The child shall be enabled to further explore the concept of collective responsibility. <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to engage with local issues such as the provision of facilities for the children of the locality.
Duration	<input type="checkbox"/> 30 – 40 mins.

Case Studies *Scoil Uí Mhuir* *Ard Scoil Mhuire* *Our Lady’s Secondary school*

Teacher Activity

Teacher writes Social Entrepreneurship on board.

- * Can you remember what this means?
- * What can you remember about yesterday’s example?

Three case studies provided. Case studies chosen at teacher's discretion

Scoil Uí Mhuiri, Dunleer, Co. Louth *Shelter or Shiver*

Students in Scoil Uí Mhuire in Dunleer, Co Louth wanted to heighten awareness about the necessity of bus shelters and safe bays for buses in the local area. The team carried out research by drawing up questionnaires that were distributed among various members of the community. The majority of people were in favour of constructing bus shelters and safe bays.

The students established strong links with people in the community including third level students and local businesses. Students organised a meeting with local Gardai, Bus Eireann, the County Council and the shelter company 'Adshell'.

Students hope that two shelters with safe bus bays will be in place very soon.

Group / Paired Activity

Class divided into pairs / groups. Sheets of paper distributed. Following questions written down on sheet of paper.

- * What do you think of this project?
- * What parts of the project do you like?
- * Is there anything you would have done differently?

Groups / Pairs report back to class.

Ard Scoil Mhurie, Bruff, Co.Limerick *Eating Action*

One of the toughest parts of our project was actually deciding on the topic of our project. After a few brainstorming session, we chose obesity.

We divided into pairs and each pair had a different aspect of obesity or prevention of obesity, for example researching facts and figures on obesity and some of the Irish obesity statistics were quite shocking. We carried out surveys within the school on exercise and even introducing healthier food into the school tuck shop.

We also wanted to look at the bigger picture and the difference between the developing and the developed world. Here we have a major problem with obesity whereas in the developing world, it is the complete opposite and they have a major problem with famine and starvation. To highlight this point, we took part in the Concern fast and also contacted someone who works in the Philippines, who sent us pictures of a centre they run out there.

We felt that we could make a difference by educating young people on healthy eating and exercise. We created a Powerpoint presentation involving information on healthy eating, exercise and the effects of an unhealthy lifestyle on the body. We went through this presentation with first year students and afterwards we divided them into groups and played various sports and games with them. We found this to be a great way to combat obesity

Group / Paired Activity

Class divided into pairs / groups. Sheets of paper distributed. Following questions written down on sheet of paper.

- * What do you think of this project?
- * What parts of the project do you like?
- * Is there anything you would have done differently?

Groups / Pairs report back to class.

Our Lady's Secondary School, Terenure *A Spoonful of Sugar*

Students in this school were concerned about the large amount of sugar consumed by young people in their daily diet. The group researched the internet and did experiments and carried out surveys. The surveys were sent out to primary and secondary schools in the area and included a stamped addressed envelope to ensure a response.

It soon became clear that simple and clear dietary information was required. The group interviewed a dentist and a dietician from the HSE was invited to the school to speak to the students. A poster campaign was launched in the school and a Healthy Eating Week was organised.

Group / Paired Activity (as in previous activity)

- * What do you think of this project?
- * What parts of the project do you like?
- * Is there anything you would have done differently?

Groups / Pairs report back to class.

END OF LESSON TWO

THREE *Identifying the Project*

Objectives	<input type="checkbox"/> That the children will work effectively and positively in groups. <input type="checkbox"/> That the children will come to an appreciation of the relative worth of various suggested initiatives.
Resources	<input type="checkbox"/> Board; chalk / marker
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Exploring Moral Development The child shall be enabled to examine the benefits of values in the wider community and look at the role of these values from a global perspective. The child shall be enabled to further develop the ability to critically question and make informed decisions. The child shall be enabled to further explore the concept of collective responsibility. <input type="checkbox"/> Exploring Democratic Processes The child shall be enabled to engage with local issues such as the provision of facilities for the children of the locality.
Duration	<input type="checkbox"/> 30 – 40 mins.

Engaging *with Community*

Class Discussion

Teacher introduces theme of how to make the community a better, fairer place.

Areas of community identified: Parks, footpaths, roads, bus shelters, libraries, nursing home etc. (Suggestions written as headings on board)

Teacher asks pupils about most effective way of making a contribution.

- * *Making suggestions*
- * *Discussing suggestions in group*
- * *Being positive about other people's suggestions*

Teacher reminds pupils that the aim is to make the community a better, fairer place.

Suggestions should be simple and sustainable. For example:

- * *Arranging a visit from librarian / Garda etc.*
- * *Establishing links with local special school*
- * *Establishing links with local organisation*
- * *Arranging visit to council offices or visit from council official in relation to specific issue*
- * *Arranging visit from local or national representatives in relation to specific issue*

Class Activity

Class is divided in groups . Each group is charged with coming up with suggestions for a specific area.

Teacher Activity

Suggestions are written under appropriate headings.

Teacher Speaking

If someone's suggestion is not successful, how do you think they will feel?

Everyone feels disappointed every now and then. What do you think is the best thing for people who might feel disappointed to do? (Continue to contribute as best they can to class project)

Class Activity

Each suggestion is discussed under following headings:

- * *Will this make the community a better, fairer place?*
- * *Whom will it benefit?*

Class votes on top suggestion (this is suggestion which will be tried out).

END OF LESSON THREE

FOUR *Field Trip*

(Please note, depending on nature of project, this lesson may not be necessary)

Objectives	<input type="checkbox"/> That the children will critically assess a particular issue within the community.
Teacher Preparation	<input type="checkbox"/> Permission may be needed to take pupils off school premises. <input type="checkbox"/> A visit appointment may be necessary e.g. library
Resources	<input type="checkbox"/> Pencil Clipboards and pencils / pens (or sheet of paper attached to hardback book with peg)
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Exploring Moral Development The child shall be enabled to examine the benefits of values in the wider community and look at the role of these values from a global perspective. The child shall be enabled to further develop the ability to critically question and make informed decisions. The child shall be enabled to further explore the concept of collective responsibility. <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to engage with local issues such as the provision of facilities for the children of the locality.
Duration	<input type="checkbox"/> 45 – 70 mins. (depending on proximity to school)

Out *and about*

Class Discussion

- * What should we be looking for?
- * Should we talk to anyone?
- * What questions should we ask?

Field Trip

Children visit location of proposed initiative.

END OF LESSON FOUR

FIVE *Project Development*

Objectives	<input type="checkbox"/> That the children will come to an understanding of procedures and logistics involved in taking on a community-based project.
Resources	<input type="checkbox"/> Paper and pens <input type="checkbox"/> Email
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Exploring Moral Development The child shall be enabled to examine the benefits of values in the wider community and look at the role of these values from a global perspective. The child shall be enabled to further develop the ability to critically question and make informed decisions. The child shall be enabled to further explore the concept of collective responsibility. <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to engage with local issues such as the provision of facilities for the children of the locality. <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to develop the skills required to make submissions to a National Body such as the office of The Children’s Ombudsman or Minister for Children.
Duration	<input type="checkbox"/> 25 – 30 mins

Research *Developing the idea further*

Class Discussion

- * Who do we need to talk to with regard to our project?
- * Would it be better to write, call or email?
(Written communication, by post or email, usually more effective)
- * Is there anything else we need to do?
- * Should we carry out any further research?
- * Is our project impacting on others?

- * Should we ask any individual or any group how they might feel about our project?
- * How will we know if we are successful with our project?

Class Activity

Written communication drafted. Pupils charged with posting or sending by email.

Arrangements made to undertake further research / survey people in school or local community, if necessary

Ombudsman for Children

The office of the children's ombudsman may be a useful resource at this point:

www.oco.ie for general information

www.oco.ie/complaints/overview for information about making an official complaint

END OF LESSON FIVE

SIX *Post Project: Critical Assessment*

Objectives	<input type="checkbox"/> That the children will develop a sense of self. <input type="checkbox"/> That the children will come to appreciate that even if an initiative isn't successful, it's always important to try
Resources	<input type="checkbox"/> Paper and Pens
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Exploring Moral Development The child shall be enabled to examine the benefits of values in the wider community and look at the role of these values from a global perspective. The child shall be enabled to further develop the ability to critically question and make informed decisions. The child shall be enabled to further explore the concept of collective responsibility. <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to engage with local issues such as the provision of facilities for the children of the locality.
Duration	<input type="checkbox"/> 25 – 30 mins.

Project *Evaluation*

Class Discussion

- * Was our project successful?
- * Why / Why not?
- * Whom did it benefit?
- * Should we survey any groups or individuals about the success or otherwise of our project?

Groups / Paired Activity

Class divided into groups / pairs and given sheets of paper. Following questions must be answered:

- * What did we learn from the project?
- * What would we do differently?

Groups / Pairs report back to class

Survey

Survey of groups / individuals may have to be organised

END OF LESSON SIX

If you have completed this series of lessons, Educate Together would be very grateful for feedback.

Please contact:

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Many thanks!