

Enterprise

Activity 5: Social enterprise

Introduction

To many people the term social enterprise is new. A social enterprise is a community-owned business, often a local community, which reinvests its profits to further its social aims. A social entrepreneur is one who uses his or her entrepreneurial attitudes and skills to benefit society, rather than for personal profit.

Social enterprise is a concept which has grown in significance in recent years. It has become part of government policy as a way of dealing with social and community challenges. There are many social enterprises throughout the United Kingdom that provide a wide range of services to benefit their communities and that reinvest any profits they make in the venture, rather than distributing profits for personal gain.

In this activity you will ask learners to carry out some simple research to learn more about social enterprise and to find examples of existing social enterprises and their purposes. It will also provide the opportunity for learners to consider what they might do to benefit their communities, if they had the opportunity.

Learning objectives/outcomes

Learners should be able to:

- define what it means to be involved in social enterprise
- describe the benefits of personal enterprise
- determine how to source enterprising ideas and evaluate their associated risks.

Resources required

- Copies of the **Enterprise: the learning points** sheet (found in the Enterprise theme section of the resource).
- **Sheet 5.1: Social enterprise research questions** – a list providing the questions learners will need to answer in their research.
- Copies of Sheet 5.2: Starting point websites.
- Copies of Sheet 5.3: Suggested answers checklist.
- A set of pens.
- Access to computers with an Internet connection. (See Planning learning in multiple environments below for suggestions where Internet access is not available).

Starting points

It would be helpful for learners to have completed at least one other Enterprise activity prior to attempting this session. Learners will need a basic understanding of what enterprise is and of the different types of entrepreneur. With this as their starting point,

learners can extend their knowledge through this activity and develop their understanding of the concept of social enterprise.

Learners will need reading skills to carry out the research. In particular they will be using three reading strategies:

- Skimming: to absorb general meaning.
- Scanning: to locate specific detail, for example key ideas or words.
- Careful reading in depth.

Learners will also need Information technology skills at Level 1 to access, navigate, search and bookmark their Internet findings independently.

Planning learning in multiple environments

This activity can be used in range of ways. For example, you may ask learners to complete the research from a resource centre or a work placement and conclude the activity with feedback and discussion back in the classroom.

In some learning environments Internet access may not be readily available. In these circumstances you may want to provide a selection of appropriate resources such as directories, journals, magazines and prepared information sheets to help learners with their research.

You may prefer to contextualise and personalise the activity by asking learners to focus their research in relation to, for example, their local communities.

Suggested approach

The activity illustrates a co-operative learning approach using the 'jigsaw' technique, which encourages learners to work collaboratively in varying group sizes to achieve the overall research task.

You will find more information about co-operative learning approaches in Part 3 of the **Cross-curricular themes: continuing professional development guide**.

Stage 1

Introduce the learning objectives/outcomes and the purpose of the activity. To set the scene for the activity, check learners' understanding of the term 'enterprise'. You may wish to refer to previous sessions about enterprise to generate ideas, facts and opinions about enterprise and entrepreneurs. Record some of the answers and ideas on a whiteboard or flip chart.

Once you have noted some responses, ask learners if they have heard of the term 'social enterprise' and, if so, what they know about it. Learners may need some prompts to help them link what they know about enterprise with this new term.

Again, record some answers on a whiteboard or flip chart. This will help you establish their understanding of the term at the start of the session and assist with assessment for learning throughout the session.

Once you have exhausted the possible answers from the group, conclude this part of the session by providing a general explanation of the terminology. You may find the suggestions below useful. However, part of the task is for learners to research the definition of social enterprise for themselves in Stage 2, so do not go into depth at this point.

- A social entrepreneur is one who uses his or her entrepreneurial attitudes and skills to benefit society, rather than for personal profit.
- A social enterprise is a community-owned business with social aims which reinvests its profits to further its aims.

Introduce some examples of social enterprises to illustrate the concepts:

- ‘Fifteen Foundation’ – formed by Jamie Oliver to provide opportunities for disadvantaged young people by training them as chefs. This was featured on the television programme Jamie’s Kitchen.
- ‘Café Direct’ – formed by Penny Newman to ensure that coffee growers in poor countries receive fair prices for their products.
- ‘Big Issue’ – formed by John Bird to provide the homeless people with a legitimate way of earning money.

Explain that small and large scale social enterprises exist all around the country, and that they address many community and social needs and make a significant contribution to the economy. The following activity will help explore this further.

Stage 2

Explain to learners that they are going to work co-operatively. The task is to research ‘social enterprise’, firstly in pairs, then in small groups and finally to amalgamate this information together as a whole group to produce their own definition and examples of social enterprise and social entrepreneurs. Therefore, each pair has an important part to play in completing their part of the task in order to contribute to everyone’s understanding.

Organise learners into pairs. Give each pair a copy of **Sheet 5.1: Social enterprise research questions** and **Sheet 5.2: Starting point websites**.

Consider how you will allocate parts of the research task creatively. This may depend on the group size and time available. The important factor is to provide an opportunity for each pair to work on a part of the task that will contribute at the next stage to the whole group understanding. Possibilities include:

- allocating different questions or groups of questions to each pair. For example, you could allocate one pair questions one–four, another pair questions five–six and another pair question seven, the personal challenge question
- allocating different websites to each pair
- some more confident learners may prefer to work without the list of websites.

Brief the learners as follows:

- Each pair are to research and reflect on their allocated question or questions on **Sheet 5.1** by searching the Internet, using the suggested sites on **Sheet 5.2** or following their own approach if preferred.
- Learners should make a note of any other websites they visit that provide useful information.
- Pairs should allocate roles and decide who will search for the information on the Internet and who will record the findings.

This is a useful opportunity to develop or revise the reading strategies (skimming, scanning and detailed reading) that learners will use to locate the information. See the ideas in Embedding literacy, language and numeracy (LLN) section below.

Stage 3

Allow learners to work independently for the allocated research time (see session plan). This can vary depending on the group size, the number of questions allocated and overall time available so you will need to check the progress of the group and adjust the pace and timing of this and other stages of the activity to maintain the learners' interest.

Stage 4

Join the pairs to form groups of four. At this stage, join pairs together that have been working on the same questions so they can compare and discuss findings. Encourage learners to debate their answers and present justification for their answers being taken forward.

The discussion element of this task is important in consolidating the learners' individual and collective understanding and coming to a group consensus that they can share confidently with the wider group. The discussion provides opportunities for peer feedback, which is a powerful technique in assessment for learning.

Stage 5

When each group has agreed their answers to the questions, form larger groups to combine findings.

Ensure that the new groups include learners who have collectively answered all questions available. For example, learners who have answered questions one to four will share their

answers with those who have answered questions five to six and those who have answered question seven.

Ask the groups to share their answers. Encourage learners to ask questions of each other to clarify points, increase their understanding and ensure that the combined answers (one to seven) provide a consistent overall answer.

Learners should generate their own questions in response to the shared findings. However, some prompts for general questions could include:

- Where did you find the information?
- Does this information fully answer the question?
- Are there any gaps in information that we need to fill now?
- What questions might others ask us about our merged answers?

Stage 6: Consolidation, checking and reflecting on learning

To draw the findings together, engage learners in discussion to draw out definitions that the whole group can agree with. Encourage learners to follow up points made by their peers and to go into more depth where necessary. Do not feel tempted to give the answers yourself.

Provide feedback to learners, ensuring that they have some example answers to the questions they were set. You should also provide feedback on their choices of example social enterprises and on their own proposals for how they would use profits from a social enterprise to benefit society or the community.

Sheet 4.3: Suggested answers checklist provides some example answers and a checklist that may help you in leading this discussion.

To consolidate the learning, you could ask the group to summarise the agreed whole group response to the questions on a flip chart.

You may find the following points helpful to summarise and conclude this activity:

- Enterprise does not only describe the setting up of new ventures for personal profit.
- Social enterprise is the use of entrepreneurial attitudes and skills to benefit society, rather than for personal profit.
- Social enterprises exist to provide a wide range of services to different areas of society or the community.
- Social enterprises do not distribute profits to shareholders – they use the profits to further the aims of the venture.
- The knowledge, skills and attitudes of social entrepreneurs are often the same as those required by commercial entrepreneurs.
- Social enterprise is something in which anyone can become involved if they have something which they would like to do and which they feel strongly about.

To draw the session to a close, discuss with learners the process they undertook to carry out the research. Ask learners to identify the skills they have used in the activity. At this stage you should draw out and make explicit the learning skills involved, particularly those relating to co-operative learning, literacy, language and numeracy. Below are some suggestions:

- Allocating roles and working as a team.
- Checking information (peer review or pair checking).
- Using search facilities to locate information.
- Using different reading strategies for particular purposes.

You could ask learners:

- Did you successfully complete the task in your allocated role: for example, recording the findings accurately?
- How did you check answers and come to a consensus when the groups were merged?
- How did you locate information from directories, the Internet or catalogues?
- How would you use the various reading strategies as part of your work?

Ask learners to describe how they felt about the learning experience. You could use prompts such as:

- What aspect of the activity did you enjoy and why?
- What aspect did you not enjoy and why?

Alternative approaches

This activity could be partially completed outside of the classroom. You could ask learners to complete the research between sessions and bring their conclusions back to the next session for discussion.

The activity can be set as a task for individual learners to work on their own and for learners to 'interview' each other to share answers.

The activity could be organised so that learners lead the session. For example the learners may wish to set their own list of research questions to explore the term social enterprise and work without a prepared list of websites.

Differentiation to meet individual needs

Some learners may not be confident with using computers to access websites and may need help to get started. Pairing them with more confident learners could help them.

Some learners will be confident and able to work alone – you might want the first stage of this task to be an individual activity rather than learners working in pairs.

Challenges – what learners might do next

- Invite learners to suggest their own idea for a social enterprise. Ask them to define what product or service they would provide and who would benefit from the enterprise. Consider who they would need to get involved in the project if it were to succeed.
- Using the idea created in the additional challenge above attempt one of the other enterprise activities:
 - **Activity 1: Meeting the challenge: Planning projects.**
 - **Activity 2: Meeting the challenge: Buying resources.**

Embedding literacy, language and numeracy (LLN)

Every learning activity includes many different opportunities to develop LLN skills. Always try to find a naturally-occurring opportunity to work on them, where learners can immediately appreciate the relevance and importance of the skills they are learning to use.

You can work with your LLN specialist to help you identify specific levels and curriculum references relevant to this activity and to create engaging learning activities to develop the skills. You will be able to identify the general type of LLN skills required as you probably use the skills yourself everyday.

The activity can be used to help learners develop the literacy skills below.

At Level 1, use organisational and structural features to locate information: for example, *contents, index, menus, subheadings and paragraphs*:

- Understand that different kinds of text have different structural and organisational features, for example, contents, index, menus, chapters, sections, 'pages'/layers in hypertext.
- Understand that different kinds of text require different methods of navigation, for example, encyclopaedia in book form, links in hypertext.
(Adult literacy core curriculum reference Rt/L1.4)

At Level 2, use different reading strategies to find and obtain information, for example, *skimming, scanning, detailed reading*:

- Understand the importance of choosing the best reading strategy for the purpose in terms of time and efficiency.
- Know how to skim for gist, scan to locate information, read in detail to select and judge relevance of specific information.
- Understand the importance of selecting and noting key points for future reference.
(Adult literacy core curriculum reference Rt/L2.7)

Useful activities might include:

- As part of the research task detailed above learners can practise locating information by using different search methods, search engines and key words to help them achieve their results. Learners can then compare their search methods, findings and the effectiveness of the method with others.

- Teachers can model the reading strategies by giving a demonstration of skimming, scanning and detailed reading. An interactive whiteboard could be used to do this, showing a sample web page containing text relevant to the social enterprise topic. Talk through the skills as you use them and make the skills explicit. Ask learners to explain how and why these strategies are effective.
- Learners can practise the reading strategies in the research task by:
 - taking turns at reading the text from the Internet search and making a brief note of the main points
 - discussing findings with their partner and deciding whether the information retrieved provides enough information to answer the question fully or partially
 - If gaps are found, continue the locating information and reading process until the question is fully answered.

Sheet 5.1: Social enterprise research questions

Research on social enterprise

1. Provide a good, clear definition of 'social enterprise'.
2. What is the difference between a social enterprise and a normal commercial business?
3. Who owns social enterprises?
4. Who benefits from social enterprises?

Sheet 5.2: Starting point websites

Learners may find the following websites helpful when starting their research.

Social Enterprise Derby and Derbyshire

www.sedd.org.uk

An excellent source of definitions, references and links.

School for Social Entrepreneurs

www.sse.org.uk

A national organisation for education in social entrepreneurship.

Social Enterprise London

www.sel.org.uk

London's network of social enterprises.

UnLtd

www.unltd.org.uk/

A support organisation for social entrepreneurs.

Cabinet Office: Office of the Third Sector

www.cabinetoffice.gov.uk/third_sector

The government office responsible for social enterprise.

The Prince's Trust

www.princes-trust.org.uk

An organisation that helps young people with a range of ideas and opportunities.

Make a note here of any other websites used in your research.

Sheet 5.3: Suggested answer checklist

Research on social enterprise

1. Find and note down a good, clear definition of 'social enterprise'.

Answers **may** include the following:

- A business with social aims.
- An enterprise, owned by the community, benefitting the community and returning all benefits to the community.
- An organisation with clear social aims, using enterprise to help achieve those aims.

2. What is the difference between a social enterprise and a normal commercial business?

Answers **may** include the following:

- A social enterprise is owned by community groups, with trustees responsible for directing it. A commercial business is owned by individuals or shareholders.
- A social enterprise retains all of its profit to further its defined aims. A commercial business usually shares profits between owners or shareholders.
- A social enterprise has aims focused on the benefits it will deliver to society or the community. Commercial enterprises have aims which usually focus on growth or profit.

3. Who owns social enterprises?

Answers **may** cover community groups, which could include:

- the residents of a town, village or an estate
- members of a particular social group (parents, children, the elderly, ethnic groups, the unemployed, people with disabilities).

4. Who benefits from social enterprises?

Answers **may** include the following:

- Society as a whole (for example, environmental benefits).
- People suffering some form of deprivation (for example, the poor, unemployed, elderly or homeless).
- Sufferers of particular illnesses.
- Residents of areas lacking in certain facilities.

Examples of social enterprise

5. Give some examples of products or services provided by social enterprises.

Examples **may** include the following:

- Work or employment opportunities.
- Financial assistance.
- Care services.
- Access to services in remote areas.
- Transport services.
- Sporting opportunities.
- Educational or training services.
- Social activities.
- Environmental improvement services.
- Accommodation.
- Any sort of physical product (for example, coffee, food, or furniture).

6. List the names of some social enterprises and explain what they are trying to achieve and who benefits from them.

Ensure that the examples listed provide an explanation of the purpose and aims or examples of who will benefit from the activities of the social enterprise. Ensure they are consistent with answers to questions one to four above.

Personal challenge

7. If you were running a social enterprise, what would it be and how would you use the profits from it to benefit society or the community or to achieve a worthwhile aim?

Ensure that the answer(s) provided are realistic, achievable, and consistent with the answers to questions one to four above.

Checklist:

Ensure that learners' proposals:

- provide benefit to a sector of the community or society
- provide a worthwhile and needed product or service
- are legal
- reflect something in which they have a personal interest; and
- include an explanation of why they think this would be a valuable enterprise.

Session plan

Aim: To help learners develop an understanding of what social enterprise involves.

Learning objectives/outcomes

Learners should be able to:

- define what it means to be involved in social enterprise
- describe the benefits of personal enterprise
- determine how to source enterprising ideas and evaluate their associated risks.

Time	Teacher plan	Learner activity	Resources
0-10 min	Stage 1 Set the scene and test learners' understanding of enterprise.	Group discussion. Personal contribution.	Enterprise: the learning points sheet.
10-15 min	Stage 2 Introduce the activity and give out the web address sheets and research answer sheets.	Log on to computer.	Sheet 5.1. Sheet 5.2.
15-35 min	Stage 3 Support groups as they complete the task.	Research activity.	
35-60 min	Stage 4 and 5 Groups sharing responses.	Group discussion.	
60-75 min	Stage 6 Feedback and agree whole group response.	Whole group discussion.	Sheet 5.3.
75 - 90 min	Stage 6 continued Review the activity and point learners to the follow on activities.	Group discussion. Individual reflection.	Learners may wish to add personal targets to their individual learning plan.

Assessment of learning objectives/outcomes

Group feedback at end of the session. Create a flip chart poster with an agreed whole group response.

Differentiation to meet individual needs

- Check terminology on the research answer sheets. Explain any unfamiliar terms in introduction.
- Check all learners can access computers. Pair up less confident learners with those who are confident using computers.

Teacher evaluation

Learner feedback

Consider which parts of the session were effective and why.

Consider whether the activities were suitable for all learners and whether the session helped to develop the expert learners.

Personal, learning and thinking skills developed

- Team workers:
 - Collaborate with others to work towards common goals.
- Independent enquirers:
 - Plan and carry out research.
 - Analyse and evaluate information, judging its relevance and value.
- Creative thinkers:
 - Ask questions to extend their thinking.

Literacy, language and numeracy skills developed

Literacy

At Level 1, use organisational and structural features to locate information, for example, *contents, index, menus, subheadings and paragraphs*.

At Level 2, use different reading strategies to find and obtain information, for example, *skimming, scanning or detailed reading*.