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Building better lives

Social enterprise in schools:
a resource pack for teachers



Contents

Introduction	3
Lesson 1: Our community, our future, our responsibility	4
Lesson 2: What do social enterprises do?	5
Lesson 3: What makes a successful entrepreneur?	6
Lesson 4: Build the big idea	7
Lesson 5: Make it happen!	8
Lesson 6: Review – what did we learn?	9
Appendix 1: School case studies	10
Appendix 2: Pricing tips and hints	12
Appendix 3: Hints and tips for completing your business plan	13
Find out more	16



Introduction

A social enterprise takes innovative and business-like approaches to improve people's lives in our communities or to address environmental issues.

This resource pack provides ideas for discussion, activities and a framework to help you use social entrepreneurship as an engaging project for pupils aged 7–14.

Our partners Social Enterprise Academy and Real Ideas Organisation have found this to be a practical, hands-on way for pupils to learn about a range of curriculum subjects, whilst also developing key skills and attributes such as teamwork, confidence, and innovation.

The activities in this pack were designed in a way that increases the student's knowledge of social innovation and entrepreneurship, whilst also developing these core skills for learning, life, and work. To address the gap in global skills development, the British Council identified a set of six core skills which are critical to meeting the needs of students in the 21st century in a globalised economy:

1. **Critical thinking and problem solving**
2. **Collaboration and communication**
3. **Creativity and imagination**
4. **Citizenship**
5. **Digital literacy**
6. **Student leadership¹**

The pack encourages your pupils to develop an awareness and understanding of how business can help to address social problems and practical experience in planning and setting up their own social enterprise. The positive outcomes that can be achieved are reflected in the comments of a Chinese student involved in a joint social enterprise project with their partner school in Devon:

'Through a series of innovation activities, we really felt we enjoyed our life, improved our ability and did some good to our society. We also hope that, through the friendly co-operation between us, we can really realise our dreams of culture exchange and be good friends forever.'



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¹To learn more about the British Council core skills opportunities, download our brochure: ['Unlocking a world of potential'](#)



Lesson 1: Our community, our future, our responsibility

Start your project by taking your pupils on a survey walk around your local town centre. Ask them to work in pairs to take photographs and record the local businesses and services that they pass. Back in class, suggest they mark their route and places of interest on a local map and create a class list of all the businesses they noted on their trip. Encourage your pupils to look at ways of categorising the businesses they noted. They could use groupings that include food retail, charities, entertainment and financial services and record their results in a graphical form of their choice such as tally charts and graphs, pie charts, Venn diagrams or group displays of photographs.

Explain that social enterprises are businesses that tackle social and environmental problems. They create jobs and generate income like other businesses, but instead of channelling their profits to owners, they reinvest them to support their social mission. In doing so, they improve people's lives in our communities and societies. It is what a business does with its profits, and its social objectives, that determines whether it is a social enterprise, rather than a specific legal structure.

Have a look at this [video clip from Plymouth](#) featuring a young Tom Daley, or this one for a school in Scotland – [It's happening, TSI Moray video](#).

Do your pupils think that any of the businesses or services on their local list are social enterprises? Ask them to explain the reasons for their decisions. As a home learning activity, ask the pupils to find out about the work of one well-known social enterprise and present their work in a media of their choice. Significant examples in the UK could include The Big Issue, Divine Chocolate, or Jamie Oliver's 'Fifteen' chain. As part of their research ask them to find out:

- When and why the social enterprise was set up?
- What services does it provide?
- Who were the key people or entrepreneurs involved in setting it up?

Curriculum links: Geography, Citizenship, Maths, PSHE, ICT, Numeracy and Literacy.

Skills and attributes: Collaborating, research skills, critical thinking, communicating, analysing, understanding, disseminating information, recognising need and opportunity, adaptability, resilience and building confidence.

Learning aims and objectives: To carry out a survey of local businesses and learn about the concept of social enterprise.

Resources: Digital cameras, maps of local area, large sheets of paper and pens, information on well-established social enterprises.

Examples of Social Enterprises

The Big Issue: Vendors who are homeless, or unemployed and facing financial crisis buy the magazine at £1.25 and sell to customers at £2.50 and keep the profit. This gives them some cash to sort out a place to live.

Café Direct, Divine Chocolate: Many fair trade companies are social enterprises – fair trade companies pay a little more than others for the ingredients that they buy from farmers in the third world. This helps the farmers and their communities work their way out of poverty.

Fifteen (restaurants founded by Jamie Oliver in 2002): Fifteen runs a training scheme for young people who have found it hard to get a job – often because of problems with drugs. All the profit from the restaurants goes back into the organisation so it can help more trainees.

If working with a partner school you could:

- Share and compare the findings from your analysis of local businesses and carry out research about well-known social enterprises flourishing in each country.



Lesson 2: What do social enterprises do?

Ask pupils to report back on what they found out about for their homework. Share with the class some case studies that outline the journeys of other successful social enterprises. Show short video clips of four examples such as [StreetBank](#), and [Mazi Mas](#), as well as stories of social enterprises run by schools like them. Three examples can be found in Appendix 1, but there may also be others in your local area. Arrange your class into small groups and ask them to discuss and record their responses to the following questions:

- What is the purpose of each social enterprise?
- What product/service does the social enterprise provide?
- Who does the social enterprise support? How?
- What do they think is the most exciting and feasible idea they have come across?

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 take forward if they were to set up their own social enterprise.

Curriculum links: English, ICT, Business Studies, Social Studies, (Geography, Modern Studies, Environment), Numeracy and Literacy.

Skills and attributes: Communicating, creative thinking, collaborating, enquiring, confidence building, evaluating, analysing, understanding, influencing, working with and leading others.

Learning aims and objectives: To investigate examples of different types of social enterprise – their products and purposes.

Resources: Access to the internet, large paper, pens.

If working with a partner school you could:

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



Pupil-led social enterprises showcase their products at the Social Enterprise Academy marketplace. © Rachael Heine



Lesson 3: What makes a successful entrepreneur?

Successful social enterprises are often set up and run by entrepreneurs who are resilient, innovative and intellectually curious – all key skills and attributes for success in 21st century life. Can your pupils name any successful entrepreneurs? Do they work in the financial, creative or social sectors?

Show your pupils some clips of successful and unsuccessful 'pitches' from would-be entrepreneurs on the television programme Dragons' Den.

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'.

Encourage them to try out their entrepreneurial skills with this game from Kathryn Loughnan (an ambassador for Global Entrepreneur week):

- Each person in the group should make up a 'bad idea' and write it on a piece of paper.
- They then screw the paper up and put it in a bin.
- Group members take turns to pick an idea out of the bin.
- They should introduce it to the group, explain why it might be a bad idea and then discuss how they could turn it into a good idea!
- For example, four bad ideas to get you started might include camouflaged golf balls, edible dog leads, glow in the dark eye mask and a chocolate tea pot.
- You could also ask them to think about the social and environmental implications of the idea, i.e. is it environmentally friendly, and is it fair trade?

Curriculum links: Citizenship, English, PSHE, ICT, Numeracy and Literacy.

Skills and outlooks: Communicating, collaborating, creative thinking, resilience, determination to succeed, building confidence.

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

Resources: Plastic spoons, plasticine, scrap paper, access to the internet.

You could also ask your budding entrepreneurs to get creative. Provide each group with some plasticine and a spoon. Allow a short amount of time for them to design and create a new product using these materials. Each group must then take a turn to present their creation and explain the ideas behind their innovative new product. They should explain:

- What they have created.
- Why they have chosen to create it.
- Who the product would help or be used by.

Reflect on which group was the most successful and why.

If working with a partner school you could:

- Swap examples of successful entrepreneurs from each country.
- Share ideas on the skills and qualities needed to be a successful entrepreneur.
- You might choose to collaborate at an agreed time using a collaborative online wall such as Padlet so that each class can see the ideas being posted live from the other school.
- Photograph and share your plasticine and spoon product ideas.



Lesson 4: Build the big idea

To help your students to generate ideas, pose the following question: how can we devise a social enterprise to improve an aspect of our 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 or improve. This could be done using a mind map on large pieces of paper or online using a free mind mapping website such as www.mindmup.com. List all of the ideas that have been generated and provide each student with three sticky dots. Allow students to take turns to stick their dots against their preferred idea. Students can stick all three dots to the same idea or can choose three different ideas. The idea with the most amounts of dots against it will be the idea you take forward as the basis for your social enterprise.

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 student several sticky 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.

Running a social enterprise involves many skills such as creativity, leadership, communication, evaluating risk, influencing, negotiating and budgeting and it is important for your pupils to understand the hard work and planning necessary to make their social enterprise a reality and a success.

Make contact with parents, local businesses, organisations and other schools involved in running social enterprises and arrange for them to visit your school or talk to the students online about their job role and the responsibilities they have in their business. Perhaps they could also offer help and advice to the fledgling entrepreneurs in running their enterprise. For example, one school worked with their local MP to improve their communication skills and presentation techniques and with the web design company Redweb to support and guide their use of digital technologies. Remember to also involve the school senior leadership team and governors in your plans, in order to raise awareness and support across the whole school community.

Curriculum links: Citizenship, PSHE, English, Maths, Business Studies, Art and Design, Social Studies (Geography, Modern Studies) and ICT.

Skills and outlooks: Collaborating, communicating, critical thinking, resilience, working with and leading others, evaluating risk to inform decision making, influencing and negotiating, listening to and valuing others' contributions.

Learning aims and objectives: To identify an idea for a school social enterprise. To explore the different roles and responsibilities involved in running a social enterprise. To develop a clear business plan which identifies key activities, resources and success criteria.

Resources: Sticky dots, sticky notes, large sheets of paper.

If working with a partner school you could:

- Share talks from parents and local business over Skype or record to share and discuss at a later date.
- You could compare and contrast any differences between similar job roles in different countries.
- Swap plans and preparations for the launch of your social enterprise.



Lesson 5: Make it happen!

Using your chosen community issue idea, you now need to decide how you are going to make a difference and what needs to be done to achieve this. You will need to help your pupils to generate a task list, assign roles and responsibilities along with timelines and key milestones to be achieved. Encourage your students to take ownership of this process and set their own targets.

A plan for success

To begin this process it is important for your students to consider some of these issues:

- Knowing your target market.
- Completing a SWOT analysis of current markets (strengths, weaknesses, opportunities, threats) relating to the chosen social enterprise topic, theme or product.
- Sourcing any products and establishing costs.
- Identifying costs, prices, mark-up, and profit.
- See Appendix 2 for some hints and tips on pricing from the Scottish Social Enterprise Academy.
- Take simple baselines so that you can measure the impact of your project.
- Discuss the following questions:
 - Who is your target audience?
 - What will success look like?
- How would it be best to market your social enterprise?
- How and where will you source any items? How will you cost and price anything which needs to be bought/sold? How will we know that our social enterprise has made a difference to others?
- Is our social enterprise harmful to the environment? Is it harmful to people? What could we do to tackle these issues?
- Can we think of anything that might go wrong and how could we stop things from going wrong (risk assessment)?
- How will we collect customer feedback?

You may again be able to tap into the expertise of parents or local businesses to help with the organisation. Remember to also think about how your students will market their social enterprise. Consider the use of wider social media including Facebook groups, Twitter and email communication (you may need to have a session on e-safety and consider how content will be monitored and moderated). This should include advertising any specific activity, sale or product.

Curriculum links: English, Citizenship, ICT, PSHE, Maths, Art and Design.

Skills and attributes: Communicating, collaborating, creative thinking, confidence, time management, analysing, planning, determination to succeed.

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

Planning the detail

Your students will now need to determine what needs to be done, by when. They will need to decide on the different roles that will be important in achieving success and then which of them will play what role.

Possible roles they may decide on could include:

- Communicating – with potential customers.
- Communicating – with partners or supporters.
- Planning and managing a budget.
- Organising resources – does the project require a room, a stand? What other equipment is needed?
- Keeping the team together and staying 'on task'. Where and how often will the team meet? Who will plan how these discussions will be successful?

See Appendix 3 (pages 13–16) for a template from the Social Enterprise Academy. This may provide a structure for their business plan and there are some hints and tips for completing it and for pricing their goods or services.

Launch

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

If working with a partner school you could:

- Exchange information about the progress of your social enterprise.



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.



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Appendix 1: School case studies

The Karma Project: Bishopbriggs Academy, Scotland, and Karma Project, India

As part of SEA's Social Enterprise in Schools Programme, Bishopbriggs Academy in East Dunbartonshire, Scotland, has developed a relationship with the Karma Project in Bodhgaya, India. The Karma Project runs a privately funded school that provides free education for 70 children that would not otherwise receive it. Pupils and women's groups

in Bodhgaya make fair trade jewellery, money pots, bags and other craft products using ethical materials that are sold in Scotland. Bishopbriggs Academy set up a social enterprise, Unicorn Trading, and through partnering with Karma Project, pupils sell their products, providing the main source of funding for the Karma Project.

Friday Community Café: Kilpatrick School (additional support needs), Scotland

Kilpatrick School Run a craft shop and community café which supports charities at home and abroad. The Kilpatrick Social Enterprise Workshop and Friday Café teams support health and education in the slums of Kampala through working with the social enterprise, Awamu.

Pupils, staff, parents and friends of the school look forward to Friday mornings when the café serves a range of cakes, freshly baked by the pupils, together with a choice of drink. The school shop is also open for a browse or to buy a hand-crafted card or special gift.

The schools have enjoyed watching the development of the vegetable gardens, which they contributed to last year. Pupils also enjoyed watching 15 year old Kakooza, a really enthusiastic farmer and entrepreneur, who shared his progress with the school showing them his gardens and how to make a sack garden. They can't wait to make their own sack gardens in the spring.

Supporting Awamu has made the business a social enterprise and given pupils' efforts a purpose. They feel empowered when using their skills to help others and are motivated to build as many vegetable gardens as they can.

Kilpatrick School's vegetable gardens are being planned and the pupils are currently working on a healthy eating recipe book which will feature a few recipes from their friends in Kampala. In December 2014, the school held a Social Enterprise Christmas fair at school. This was very well attended by the whole Kilpatrick community and raised another £500 for Awamu.

This year (2015) they are supporting pupils in Kampala to start secondary school, as education is not free in Uganda. This enabled the school to send a cheque for £800 to Awamu in January and so a few pupils will be starting secondary school this year due to pupils' efforts. Pupils had the opportunity to meet Hussein, and they look forward to soon meeting other friends in Kampala.

Pupils at Kilpatrick and in Kampala are sharing letters and drawings, getting busy compiling a book featuring these as well as recipes from Clydebank to Kampala!



Ballot Street Spices: Victoria Park Primary Academy, Smethwick, Birmingham

A group of staff, parents and pupils from Birmingham have come together to form a social enterprise to support and create opportunity in a culturally rich community. Ballot Street Spice is new social enterprise that aims to bring the local community together to create employment opportunities for parents; real and meaningful learning for the pupils whilst celebrating the cultural diversity that exists in Smethwick. 'We want to create a community impacting social enterprise that will create employment and opportunities here, where there is great need. Ballot street spice represents the spice heritage of our local area.' says Shindy Mahal of Ballot Street and Victoria Park Primary Academy.

Ballot Street Spice was born out of the school's Spice Academy; a weekly spice club where pupils and families from diverse backgrounds come together to learn, cook and share spice blend recipes. The use of spice historically is something that we seldom think of; but Ballot Street aims

to capture centuries of cultural history, culinary heritage and traditions before all is lost with modern generations reaching to the supermarket shelves to buy their neatly packaged spice blend.

'We want people to share with each other how spices are used in their families, cultures and traditions.' continues Shindy. 'There are more than 40 languages spoken in the school. With so much diversity amongst our local community, it's evident that there is so much to learn from one another, how Ballot Street Spice is working collaboratively with the Real Ideas Organisation (RIO), to support them with the formation of a real school and community social enterprise.'

The Lu Ban Lock Puzzle: Devonport High School for Boys, England, and Zhejiang Sci-Tech Engineering School, China

A collaborative relationship was developed between Devonport High School for Boys in England and Zhejiang Sci-Tech Engineering School, China. Social Enterprise Qualification (SEQ) students at Zhejiang Sci-Tech Engineering School in China surveyed a range of teenagers in order to find a social issue to address. They found that many young people were addicted to playing online games, something considered detrimental to physical and psychological health.

To address this issue, the students developed a traditional Chinese intelligence toy, the Lu Ban Lock (a hand held puzzle originating in ancient China), to stimulate brain activity, which they made from recycled materials. They are working in partnership with SEQ students from Devonport High School for Boys, who are designing the packaging and marketing the product for sale in the UK and China.



Appendix 2: 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 (if the product is good enough) or if the cost is low they will see the product as cheap but value for money (if the product is basic but good quality).
- You always want your customers to feel they are getting value for money regardless of the cost. Treat your customers very, very well and with respect – you don't have a business without them!

You are providing a product/service so you deserve payment. You want your customer to believe that the product is worth the price you put on that product/service.

- Think about the benefits your product/service provides.

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

- In a school social enterprise there are unlikely to be any fixed costs.
- To make a profit you must take in more money 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 help to attract customers but must always make a profit.

- You could have promotional items or times; sell items for £9.99 rather than £10.00; selling at a loss to attract new customers; selling a unique product or service at a high price; and starting a new product off at a lower price, increasing it as the product gains popularity.

So... in summary

- Calculate the cost of making your products or providing your service.
- Look at your competitors and price either just below or above them (but always above your production costs).
- Use a variety of pricing approaches.



Appendix 3: Hints and tips for completing your business plan

Who should complete it?

Ideally, the young people running the business, with guidance from their teacher, should complete the Business Plan.

The Business Plan template is designed to be flexible – there are guidelines below.

Section 1: Introduction and background

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

This is an easy one! Simply describe what you plan to do, e.g. run a café, 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.
Would be good 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 a think about this as it will help you make decisions later on. Think about what your hard work aims to do.

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/services

<p>What is the product(s) you are selling? If it is a service, outline this as clearly as you can.</p>	<p>This is similar to Section 1 but this time add a little more detail.</p>
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Section 5: Analysis of your market

<p>a) How do you know there's a need?</p>	<p>Why should people buy your product/service – it will be successful if they really need it, not just buying it to help you out.</p>
<p>b) Who are your customers?</p>	<p>Think as widely as you can – the other schools around you, parents, local businesses, online?</p>
<p>c) Who are your competitors?</p>	<p>Your competitor is someone who is selling the same thing as you or offering the same service.</p>
<p>d) What prices will you charge?</p>	<p>There is a help sheet for this (see Appendix 2).</p>
<p>e) What image are you trying to project?</p>	<p>What do people think of your business when they hear your enterprise name (it might help if you think about some companies you use, e.g. Tesco, Lidl, Apple – what words would you use to describe their service?)</p>
<p>f) What methods will you use to promote and sell your product?</p>	<p>How will people know about your product and where to buy it?</p>

Section 6: Social, environmental and economic impacts

<p>Social impacts</p>	<p>How will you use your profit to help other people?</p>
<p>Environmental impacts</p>	<p>Some things to think about... How will your customers carry away their purchases? How do you dispose of your waste? Are your production techniques good for the environment? Are your materials environmentally friendly?</p>
<p>Economic impacts</p>	<p>Some things to think about... What effect will your social enterprise have on the way you think about business? The impact of Fair Trade on producers in the developing world; your knowledge of dealing with money.</p>



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, a bank or the school, shares in the business... or fundraising activities.
Expenditure: What expenditure will be incurred in running the enterprise?	Section 5 d) will provide the answer for this.
Explain how you will make a profit and what you will do with your profit.	Section 5 d) will also help with this.



Find out more

The following list of websites and resources will help you find out more about the running of social enterprises:

- British Council:
www.britishcouncil.org/society/social-enterprise
- Real Ideas Organisation:
www.realideas.org
- Transforming Schools:
www.realideas.org/transforming-schools-education
- Social Enterprise Academy:
www.social-enterprise.academy/scot/
- Young People Resources:
www.socialenterprise.academy/scot/Young-People/Resource-Bank
- British Council success stories:
www.britishcouncil.org/society/social-enterprise/success-stories
- British Council partner zone:
www.theguardian.com/british-council-partner-zone
- Social Enterprise UK:
www.socialenterprise.org.uk/about/about-social-enterprise
- Peter Jones Enterprise Academy:
www.pjea.org.uk
- Tycoon in School:
www.tycooninschools.com
- A free mind mapping resource can be found at:
www.mindmup.com

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:

www.schoolsonline.britishcouncil.org/partner-with-a-school/finding-the-right-partner

