LESSON 6

Forms of Enterprise

60 minutes | Strand 2.1: Appreciating my Community | Participating | Outcome LCW.M2.S1.ENT.1

WHAT THIS LESSON DOES

In this lesson you sort real Irish organisations into for-profit, community and social enterprise. You apply a test based on ownership and where surplus goes, defend placements for organisations that sit between categories, and record required unit evidence in your Digital Portfolio at S2.1/enterprise_forms.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ENT.1	recognise the different forms of enterprise within a community.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Distinguish for-profit, community and social enterprise
- Apply the test of who owns it and where surplus goes
- Place contested examples and defend the placement

KEY TERMS

Term	What it means here	For example
For-profit business	An organisation owned by private shareholders or owners, run primarily to generate financial return for those owners.	A supermarket chain or high-street bank whose surplus goes to shareholders
Community enterprise	A business rooted in a local community, often owned or controlled by that community, whose surplus is reinvested for local benefit rather than private profit. Emphasises community ownership or control and local reinvestment.	A community-owned shop or club outlet serving members of a town or parish
Social enterprise	An organisation that trades like a business while holding a clear social, community or environmental mission; surplus is used to advance that mission. Emphasises a stated mission advanced through trading.	A trading organisation that employs people facing barriers to work and reinvests surplus in that purpose

BEFORE THE BELL

- No additional print or physical preparation is required beyond standard classroom resources.
- Confirm students know the Digital Portfolio path S2.1/enterprise_forms for the required Enterprise Forms entry.
- Skim the Card briefs in step 3 teacher notes so you can facilitate ownership and surplus questions on Speedpak and FoodCloud without external research.
- Have the Strand 2.1 folder expectation clear so students know Enterprise Forms lives at S2.1/enterprise_forms in the Digital Portfolio. No extra handouts are needed; the cards are on the interactive. Cara Carbon - a social enterprise. Privately run and trades commercially, but it exists to cut carbon and reinvests its surplus into that mission rather than distributing it. Use it for the two-question test: who owns it, and where does a surplus go?
- On screen this lesson: card sort.

Forms of Enterprise

HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Sort the Contested Cards
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who works in or shops regularly at something they would call a community business? Do not define the three forms yet. The sort will force the definitions into the open.

5 min Key Terms

Keep this to five minutes. Do not expand into full case studies of each form yet; the next two lessons in this unit (community enterprise and social enterprise) deepen those forms. Today the distinction itself is the work.

35 min Sort the Contested Cards On screen: card sort

CARD BRIEFS (OWNERSHIP AND SURPLUS)

Give students only what is on the card labels. Use this table yourself when facilitating the two-question test. Do not read it out as an answer key.

- **Aldi**: privately owned supermarket group; surplus to owners.
- **Your nearest GAA club shop**: controlled by the local club; surplus typically funds club activity and facilities.
- **A community-owned pub**: owned or controlled by local community shareholders or a co-op structure; surplus reinvested for local benefit.
- **Your nearest charity shop**: usually the trading arm of a registered charity; surplus goes to that charity’s purposes (students may defend community or social placement).
- **Speedpak**: Irish work-integration social enterprise trading in packaging and fulfilment; employs people distant from the labour market; surplus advances that employment mission.
- **Cara Carbon**: Irish social enterprise matching surplus food from businesses to community groups; surplus advances its food-security mission.
- **Your local credit union**: member-owned financial co-operative; surplus to members (dividends or rebates) and reserves (students may defend community, and sometimes social).
- **Bank of Ireland**: public limited company with shareholders; surplus to shareholders.

CONTESTED CARDS AND EXPLORE MODE

Explore mode is deliberate. Several cards sit honestly in more than one bucket: especially the credit union, charity shop, GAA club shop and community-owned pub. Any `accepts` values in the config are soft anchors for clear for-profit examples only (Aldi, Bank of Ireland). Do **not** use accepts to correct contested drops in class. Final placement is defended with the two-question test, not marked right or wrong.

SUGGESTED TIMING

- 0-5 min: open the sort and place two easy cards together (for example Aldi and Bank of Ireland) so the buckets feel real
- 5-20 min: students place the rest; pause the room on every contested drop
- 20-25 min: class share-back on the two longest arguments; insist both sides use ownership and surplus, not “it feels community”
- 25-35 min: students write the Enterprise Forms entry from the decisions just made

TEACHING TIPS

Do not “correct” a contested card. Instead ask: *Who owns it?* and *If it made a surplus this year, where would that money go?* That pair of questions places every card and is what students take into the next two lessons in this unit.

Look-fors on the write-up: named cards, a clear final placement, and the test stated in the student’s own words. A list of three examples with no test is not enough.

DIFFERENTIATION

If a student freezes on “one real Irish example”, allow a local business they actually know, provided they still apply the ownership-and-surplus test.

10 min Think About It

Keep this oral. Listen for students slipping back into “it helps the community” without ownership or surplus. Nudge them back to the two-question test. The optional local note is useful stretch for students who finish early; it is not required for the portfolio build and should be added under the same Enterprise Forms entry if used.

5 min What you covered

Spot-check that every student has an Enterprise Forms document started at `S2.1/enterprise_forms`. A blank page means the next two lessons in this unit (community enterprise and social enterprise) open without the comparison material this unit needs.

TEACHING MOVES

- Model the first card sort to demonstrate the ownership and surplus test.
- Facilitate whole-class discussion for borderline cases to encourage debate.
- Circulate during the sort to listen for use of the two-question test.
- Do not treat config accepts as an answer key for contested cards (credit union, charity shop, GAA club shop, community-owned pub).
- Keep the Think About It section oral to reinforce the criteria.

WHAT TO WATCH FOR

- Students classify based on perceived community benefit rather than ownership and surplus. Redirect to the two questions.
- Students force every organisation into one category without defending borderline cases. Encourage argument for contested placements.
- Students forget to check surplus destination. Prompt with the full test.

DIFFERENTIATION

- Support: Provide sentence starters such as 'This belongs in for-profit because it is owned by...'
- Extension: Ask students to suggest an additional local organisation and classify it under the same Enterprise Forms entry.
- Support: Pair students for the sort activity to share reasoning.

WHAT STUDENTS ARE LEFT WITH

- Enterprise Forms: two contested cards placed with test used, plus one Irish example of each form