

LESSON 9

Identifying Enterprise That Addresses a Community Need

60 minutes

Strand 2.1: Appreciating my Community

Applying

Outcome LCW.M2.S1.ENT.2

Outcome LCW.M2.S1.ENT.1

WHAT THIS LESSON DOES

You will identify a real gap in services in your local area that existing businesses or groups are not addressing. Then you invent three different ways to organise an enterprise to fill that gap, one for each ownership model.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ENT.2	identify examples of enterprise that address a need within their community.
LCW.M2.S1.ENT.1	recognise the different forms of enterprise within a community.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Spot a community need not well met by existing enterprise
- Brainstorm three different enterprise responses to the same need
- Apply form distinctions to original ideas

KEY TERMS

Term	What it means here	For example
Community need	A real gap in what people in a place can access, afford, or take part in: something that makes daily life harder, and that existing services or businesses are not covering well enough.	Older residents who can no longer get shopping home after a local bus stop is cut
Enterprise response	A way of organising people, money and work to meet that need: it can be for-profit, community-owned, or a social enterprise, and the ownership model changes who decides and where any surplus goes.	A paid private shuttle, a residents' association minibus, or a mission-led service that employs people who have been out of work a long time
Gap	The space between what people need and what is currently on offer. Spotting a gap means naming who is left out, what fails them, and why a new response could do better.	Taxis exist, but the weekly shop still fails because the fare is too high for a regular trip

BEFORE THE BELL

- Prepare the worked example of Aoife's mapping to display clearly on the board.
- Have the key terms table from the lesson ready for quick reference during discussion.
- Students create the Community Need Mapping document themselves this lesson (title: Community Need Mapping[YourName]_[Date] in the Strand 2.1 Digital Portfolio folder). No pre-issued blank is required; be ready to show the five headings (The need / For-profit / Community enterprise / Social enterprise / Closing judgement) on the board if anyone freezes on structure.
- Have two or three local fallback needs ready (transport, food access, after-school, repair and reuse) so the lock-a-need moment in Getting Started does not stall.
- On screen this lesson: worked example.

Identifying Enterprise That Addresses a Community Need

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Map One Need to Three Responses
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who can name one local service that used to exist and no longer does, or one need people complain about but nobody has fixed. Keep it concrete and local. Point briefly at recognisable Irish patterns (Local Link / community transport gaps, meals-on-wheels style provision, local-authority supported older-persons services) so "community need" feels grounded, not generic. That list is fuel for step 3.

Spend two to three minutes so every student locks one need (who + barrier + one evidence sentence) before the worked example. Fallbacks if they freeze: transport, food access, after-school provision, repair and reuse.

Remind the class that the recent lessons in this unit already gave them the ownership test: *who owns it, where does a surplus go, and who decides?* Today that test is applied to original ideas, not to cards.

5 min Key Terms

Spend no more than five minutes here. Push back gently on needs that are really preferences ("nowhere good to hang out") until the student can name a concrete cost, barrier or excluded group.

35 min Map One Need to Three Responses On screen: worked example

SUGGESTED TIMING

- **12-15 mins:** walk the worked example beats on the board. Pause before each reveal and ask the class what the phrase is doing. Flag that local-authority support in Carry Together is one possible route, not a required ingredient of social enterprise on this strand.
- **20 mins:** students create the new Community Need Mapping[YourName]_[Date] file and write their own mapping under the five headings. They should already have locked a need from step 1.
- **Last 3 mins:** spot-check that every student has three genuinely different ownership models, not three brand names for the same idea, and that each response names who decides.

LOOK-FORS

- The need is local and evidenced, not a national slogan.
- For-profit surplus goes to owners; community surplus returns to the service or members; social surplus serves the mission.
- Employment of people who have been out of work a long time, or a clear social mission, is what makes the third response social rather than community.
- Decision-making differs across the three forms (owner; members/committee; mission-led board or management).

DIFFERENTIATION

Students stuck for a need can start from transport, food access, after-school provision, repair and reuse, or something the class named in the opener. Students who finish early add one line on the biggest risk each response would face in the first year.

10 min Think About It

Run as paired talk for most of the ten minutes. Cold-call two pairs on the surplus-sentence test: ask them to read only those three lines aloud. The class will hear quickly which mappings still blur community and social.

Name the exit standard out loud: three distinguishable surplus (and decision) lines is "done enough"; the six-month launch question is stretch only.

Optional portfolio note later: one paragraph on which ownership model they personally trust most for this need, and why.

5 min What you covered

Quick scan: every student should have a dated Community Need Mapping[YourName]_[Date] document in their Strand 2.1 Digital Portfolio folder before they leave. Note anyone whose three responses are still the same idea under different names and catch them next lesson.

ANSWERS AND LOOK-FORS

- "no reliable way to carry shopping home on market day" - Need, not a wish - Aoife names a concrete barrier on a concrete day. A reader can picture who is stuck and what fails. 'Older people need more support' would not be enough to build three responses on.
- "The local bus no longer stops near the sheltered housing" - Evidence of the gap - She shows what used to work and what broke. The gap is not 'no transport exists'; taxis exist, but they still leave people out. That is how you spot a need existing enterprise is not meeting well.
- "The owner keeps any surplus as profit" - For-profit ownership - Same shuttle idea, different owner test. Surplus leaves with the owner. That is legitimate enterprise; it is just a different promise to the community than the next two.
- "The owner decides routes, fares and whether to expand" - For-profit who decides - Ownership is not only surplus. Here one person decides day-to-day and on major changes. Compare that with the committee and the mission-led board in the next two responses.
- "Any surplus goes back into keeping the bus on the road" - Community surplus test - Members and volunteers sit behind this model. Surplus stays inside the service. Compare that sentence with the for-profit line above: the activity is similar, the ownership is not.
- "The association committee decides major changes" - Community who decides - Decision-making sits with members through a committee, not a private owner. Day-to-day running can still be practical and local; the big calls stay collective.
- "employs two people who have been long-term unemployed" - Mission through employment - This is what pulls the third response into social enterprise rather than community enterprise. The mission is not only the passengers; it is also who gets the work.
- "surplus is reinvested in training more drivers from the same group..." - Social surplus rule - Aoife finishes the ownership test out loud. If surplus can be taken as private profit, it is not a social enterprise on the terms this strand uses. Write that line into your own third response. Local-authority support is...

TEACHING MOVES

- Model the worked example on the board before students begin their own mappings to show how the need stays fixed while ownership, surplus and decision-making change.
- Note aloud that Carry Together's local-authority support is one possible funding route, not a required ingredient of social enterprise on this strand.
- Circulate during individual mapping to prompt varying ownership models and a clear "who decides" line on each response.
- Run Think About It as paired talk and cold-call pairs to share surplus sentences aloud; name "three distinguishable forms" as done enough before the bell.
- Conduct a quick scan at the end to ensure every student has a completed and dated mapping document in the Strand 2.1 Digital Portfolio folder.

WHAT TO WATCH FOR

- Students name vague preferences instead of concrete needs; ask them to identify a specific excluded group or cost barrier.
- The three responses become too similar in structure; remind students to change ownership, surplus and decision-making for each.
- Responses drift away from the original need; redirect attention back to keeping the community need fixed across all three.
- Students wait for a pre-made template file; point them to create Community Need Mapping[YourName]_[Date] now under the five headings.

DIFFERENTIATION

- Support: Offer the five headings on the board or a starter line under The need so students can begin quickly.
- Extension: Challenge students to consider practical challenges in launching their proposed enterprise in the first six months.
- Support: Pair students who find needs hard to identify with peers who have strong local examples, or steer them to the fallback themes (transport, food access, after-school, repair and reuse).

WHAT STUDENTS ARE LEFT WITH

- Community Need Mapping: one need with for-profit, community and social responses