LESSON 7

For-Profit Business and Community Enterprise

60 minutes | Strand 2.1: Appreciating my Community | Participating | Outcome LCW.M2.S1.ENT.1 | Outcome LCW.M2.S1.ENT.2

WHAT THIS LESSON DOES

You investigate one real Irish community enterprise, compare it with a for-profit on ownership and surplus, and file a half-page in your Digital Portfolio on revenue, local impact, and where leftover money goes.

CURRICULUM OUTCOMES

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

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how community enterprises use business for local impact
- Investigate revenue and impact of one real Irish community enterprise
- Link surplus (not private profit) to positive local outcomes

KEY TERMS

Term	What it means here	For example
Community enterprise	A business owned and run for the benefit of a local community, using trade to generate income that stays in the area rather than going to private shareholders.	Cloughjordan Ecovillage enterprises in Tipperary, where community-owned trade supports shared local facilities
Surplus	What is left after a community enterprise pays its costs. Unlike private profit, surplus is meant to go back into the community purpose.	Community Power directing leftover income back into community renewable energy rather than private dividends
Local impact	The real difference an enterprise makes for people and places nearby: jobs, services, skills, belonging, or money circulating in the area.	Dublin Food Co-op keeping member-owned grocery trade in the city so everyday food spending stays with a community structure

BEFORE THE BELL

- Prepare enterprise cards or short printed blurbs: at least two public blurbs per recommended community enterprise (ownership, revenue, surplus/impact) plus one for-profit example
- Named starters to have ready: Cloughjordan Ecovillage (Tipperary), Community Power, Dublin Food Co-op, a county local development company with an enterprise centre, and any evidenced local community shop or pub
- Acceptable sources: organisation About or Annual Report pages, local development company sites, Pobal or Local Link public pages, club or co-op annual reports, teacher-supplied blurbs from those
- Print comparator templates if devices will not carry the interactive for every student
- Have the previous enterprise-forms ownership-and-surplus sort sheet or exit ticket available for a quick callback
- Cloughjordan Ecovillage (Tipperary): community-owned village enterprises and farm; use the public about pages on the ecovillage site
- Community Power : community-owned renewable electricity supplier; use communitypower.ie about/how-it-works pages
- A county local development company that runs an enterprise centre or community workspace: use that company's About or services page for ownership and reinvestment language
- A rural community-owned shop or pub near the school only if students can evidence ownership and where surplus goes from a public page or trusted local knowledge you already verify
- On screen this lesson: options comparator.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Investigate a Community Enterprise
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a 60-second show of hands: *Can you name a business near you that is not mainly about private profit?* Collect three or four names on the board without correcting yet. Those names become research targets later in the lesson.

Remind the class that the ownership-and-surplus sort from the previous lesson on enterprise forms still applies: who owns it, and where does a surplus go? If students kept the exit ticket or sort sheet from that lesson in their Strand 2.1 folder, ask them to open it now so they can reuse their own wording rather than starting the test from scratch.

5 min Key Terms

Spend under five minutes here. Press the class on the difference between **profit** (private return) and **surplus** (community return). That distinction carries the whole investigation.

35 min Investigate a Community Enterprise

On screen: options comparator

SUGGESTED TIMING

- **0-12 mins:** students work the comparator on devices with the issued cards, while you circulate looking for empty cells and guessed numbers.
- **12-35 mins:** the half-page investigation write-up, worked silently and individually, with you circulating and correcting at the screen as you go rather than collecting anything in.

LOOK-FORS

- Revenue described as a mechanism (sales, membership, contracts), not "they get funding"
- At least one local impact with a concrete detail (a service kept open, a group employed, a facility maintained)
- A clear ownership or surplus line that would place the organisation as community enterprise under the ownership-and-surplus test from the previous enterprise-forms lesson

DIFFERENTIATION

For students stuck on research, hand them two short public blurbs and ask them to extract ownership, revenue and impact only. For students who finish early, ask them to name one risk to the enterprise's local impact if the surplus were taken out as private profit instead.

10 min Think About It

Keep this as the single paired-talk moment of the lesson, then two cold-call shares. Fold surplus/impact fact-check into the third prompt: students often praise "community spirit" without naming a service, job, or facility that would actually shrink if surplus left the area.

5 min What you covered

Spot-check three portfolio documents before dismissal against the same checklist students see on the page: activity, revenue mechanism, one evidenced local impact, and a surplus or ownership line. Flag anyone who only wrote a brochure-style summary.

TEACHING MOVES

- Circulate during the investigation to prompt for specific ownership and revenue details; leave empty cells empty rather than accept guesses
- Model the profit versus surplus distinction clearly in the Key Terms section
- Facilitate paired talk only in Think About It; select cold calls for sharing
- Spot-check portfolios at the end against the student-visible checklist: activity, revenue mechanism, evidenced local impact, surplus or ownership line
- Apply the ownership-and-surplus test to any club-run trading example; do not treat generic GAA commercial activity as community enterprise without a named, evidenced case

WHAT TO WATCH FOR

- Students write general descriptions without evidence: direct them back to the issued cards or public about pages
- Confuse surplus with private profit: refer back to the key terms table
- Overlook the comparison to for-profit businesses: ensure Option B has all five rows and Option A has at least three
- Brochure-style write-ups with no surplus or ownership line: hold the four-heading checklist before dismissal

DIFFERENTIATION

- Support: Offer the pre-selected card set with basic facts already extracted
- Support: Allow paired work for the research segment of the comparator only
- Extension: Challenge students to name one risk to local impact if surplus were taken out as private profit

WHAT STUDENTS ARE LEFT WITH

- Community Enterprise Investigation: half-page on activity, revenue and local impact