

LESSON 8

Social Enterprises

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 will compare a community enterprise with a social enterprise using four key questions about ownership, surplus, decision-making and employment. You will then judge which of your two organisations does more for its community based on your findings.

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

- Define social enterprise as mission combined with real business activity
- Compare community and social enterprise on four separating questions
- Judge which of your two organisations is doing more for its community, and name the row(s) your basis rests on

KEY TERMS

Term	What it means here	For example
Social enterprise	An organisation that combines a social, community or environmental mission with real business activity: it sells goods or services, and the mission is not an add-on.	FoodCloud connects surplus food from retailers with community groups that need it, funding the work through its trading model rather than through donations alone
Mission	The social, community or environmental purpose the organisation exists to serve, not only the product it sells.	Creating paid work for people far from the labour market, or reducing waste in a local area
Ownership	Who legally holds and controls the organisation: members, a community, private owners, a charity board, or another structure.	Member-owners of a community enterprise share control through membership rules; a board-governed social enterprise steers trading toward a stated mission under different rules

BEFORE THE BELL

- Ensure all students have their Community Enterprise Investigation (Strand 2.1) notes available, or a teacher-supplied community-enterprise name plus three bullet facts as fallback.
- Prepare a brief pre-checked list of suitable Irish social enterprises: FoodCloud, Rediscovery Centre (Ballymun), Speedpak, plus further names from socialenterprise.ie or gov.ie (National Social Enterprise Policy, Department of Rural and Community Development).
- Plan a three-minute live model: one organisation page, one cell filled with a named source.
- Students need their Community Enterprise Investigation (Strand 2.1) notes. Keep a short pre-checked list of legitimate Irish social enterprises (trading bodies with a clear social mission). Useful starting points students may already see on the page: FoodCloud (surplus food redistribution), Rediscovery Centre in Ballymun (circular economy trading and education), Speedpak (training and employment for people facing barriers to work). Further names can be drawn from socialenterprise.ie or gov.ie resources linked to the National Social Enterprise Policy (Department of Rural and Community Development). Do not invent figures for students.
- On screen this lesson: options comparator.

Social Enterprises

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	Four Rows That Separate Them
5 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who can name their community enterprise from **Community Enterprise Investigation** (Strand 2.1) in one sentence. Handle any missing files here, inside the five-minute opening, rather than letting students search once the research time has started: anyone without that file gets two minutes to recover the name and what the organisation does, or takes a community-enterprise name from you plus three bullet facts for Column A, so that they have something solid in the first column and the comparison can still run.

Tell the class what kind of work the hour asks for, because students who did the earlier investigation often expect to write a second half-page summary of a new organisation. What they are doing today is comparing two organisations they already have facts about, and the writing at the end is a judgement rather than a description.

5 min Key Terms

Spend under five minutes here. The test students need is already in their heads from earlier enterprise work: **who owns it, and where does a surplus go?** Today's four rows expand that test.

Flag that a charity shop or pure fundraising body is not automatically a social enterprise for this task: they need trading plus mission.

Ireland's National Social Enterprise Policy (Department of Rural and Community Development) defines social enterprises as organisations that achieve a social or environmental impact through ongoing trading, reinvest surpluses fully or primarily in their mission, and have accountable governance independent of the public sector. Today's classroom wording keeps mission-plus-trading front and centre; flag in discussion that many community enterprises sit on a spectrum and may meet social-enterprise criteria depending on trading, surplus rules, and governance.

40 min Four Rows That Separate Them On screen: options comparator

SUGGESTED TIMING (40 MINUTES)

- 0-3 mins: teacher model: open one real Irish social enterprise page and fill one cell live (ownership or surplus), naming the source
- 3-23 mins: students name both organisations, research, and fill the four rows
- 23-28 mins: rates, weights, and a quick whole-class share of one surprising cell plus two contrasting early judgements
- 28-40 mins: copy the grid into **Social Enterprise Investigation** and write the required judgement paragraph with a row-tied basis

TEACHING TIPS

Push empty cells: a blank is information. If ownership or surplus is unclear from public material, students should write *not stated publicly* and say what that absence tells them.

The judgement paragraph is the assessed thinking. Reject answers that only restate definitions. Look for a basis tied to one or two rows (for example employment of people facing barriers, or surplus locked to local benefit).

Keep the last twelve minutes for the writing up, even if the research is not finished, because the grid copied into **Social Enterprise Investigation** together with the judgement paragraph is what you spot-check for Strand 2.1.

DIFFERENTIATION

Students stuck on finding a social enterprise: point them to one pre-checked local or national example from the list above and still require them to fill the four rows themselves. Stronger students can add a fifth note on legal structure if they find it, without inventing detail.

5 min Think About It

Allow a few minutes for paired talk on the single bullet, then take two students who reached opposite winners and have each defend theirs to the board. That contrast is what the comparison grid is for: two students working from the same four questions can reach opposite conclusions because they weighted the rows differently, and hearing that aloud teaches more than any restated definition. If a short contrast share already began during the comparison activity, use this block to finish it rather than reopening research.

Do not force consensus, because the disagreement is the useful part; press instead for a basis tied to a named row. The councillor-grant prompt is optional extension only.

5 min What you covered

Spot-check that **Social Enterprise Investigation** exists and contains both the grid and a judgement paragraph with a stated basis. Thin files with only definitions need a finish-at-home note.

Preview briefly: later enterprise work will keep using the ownership-and-surplus test you practised today.

TEACHING MOVES

- Limit time on key terms to under five minutes as students have prior knowledge.
- Model finding ownership or surplus from an organisation website at the top of the main activity before students begin research.
- Circulate during research to prompt evidence over guesswork; accept not stated publicly with a note on what the gap implies.
- Protect the final 12 minutes of the activity for copying the grid and writing the required judgement paragraph.
- After paired discussion, select contrasting judgements for whole-class sharing; do not force consensus.
- Classroom definition stays mission-plus-trading; note the official policy also stresses surplus reinvestment, accountable governance, and independence from the public sector, and that community and social enterprise often sit on a spectrum.

WHAT TO WATCH FOR

- Students rely on definitions rather than specific evidence. Solution: Require naming the source for each cell.
- Students guess ownership or surplus without checking. Solution: Direct them to annual reports or official sites, or to write not stated publicly .
- Students complete the grid but omit the judgement paragraph. Solution: Allocate a protected band at the end for a stated basis.
- Students treat a charity shop with no trading mission as a social enterprise. Solution: Restate trading-plus-mission before Column B is locked.

DIFFERENTIATION

- Support: Provide a pre-chosen social enterprise and, if needed, point to where ownership or surplus appears on its site; students still fill the four rows.
- Extension: Challenge students to propose an additional separating question, weight the four rows by importance, or complete the optional councillor-grant note.
- Support: Pair students with stronger research skills for the activity.

WHAT STUDENTS ARE LEFT WITH

- Social Enterprise Investigation: four-row comparison plus judgement paragraph