Social Enterprise,
Levels 7 and 8

Economics and Business

Sample activities

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**Note:** Please see the accompanying Social Enterprise resource document for supporting resources that can be printed and distributed to students.

Introduction to sample activities

These sample activities address the Economics and Business curriculum area of the Victorian Curriculum F–10 at Levels 7 and 8.

Students investigate the category of business known as social enterprise. A social enterprise is a business with clear social goals that reinvests a significant proportion of its profits into achievement of these goals. Students begin by developing a definition of social enterprise. They then examine the role of social enterprise in society and the contributions these types of businesses make to the wider Australian community.

Students research a specific social enterprise with a focus on the work done by entrepreneurs, and the enterprising behaviours and capabilities required to establish and operate this type of business. Successful entrepreneurs are examined, as are the factors that contributed to their success. The material and social contributions of social enterprise to the community are analysed and evaluated. Finally, students draw upon the key knowledge and key skills developed to plan a school-based social enterprise. These are then presented and evaluated.

These sample activities can be delivered in six sessions.

* Session 1 – What is social enterprise?
* Session 2 – The contribution of social enterprise
* Session 3 – Social entrepreneurs
* Session 4 – Establishing and planning a social enterprise
* Session 5 – Marketing a social enterprise
* Session 6 – Assessment and reflection

Links to the Victorian Curriculum F–10

Elements of the achievement standards addressed during each of the six sessions are noted at the beginning of the session in the Overview section. The strands and content descriptions of the Economics and Business curriculum addressed in each section are shown below.

|  |  |
| --- | --- |
| **Curriculum area:** Economics and Business | **Curriculum levels:** 7 and 8 |
| **Strand** | **Content Description** |  **Session 1** |  **Session 2** |  **Session 3** |  **Session 4** |  **Session 5** |  **Session 6** |
| Resource Allocation and Making Choices | Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism ([VCEBR011](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=6f9e4c0f-43dd-42ca-91ef-844106446a47)) |  |  |  |  |  |  |
| Identify how and why markets may be influenced by government ([VCEBR012](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=d3223668-b1b8-433d-9dfe-0bf3fa25d9e2)) |  |  |  |  |  |  |
| Consumer and Financial Literacy | Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making ([VCEBC013](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b4e7fecc-29b7-430b-92d1-cc4f04d18d2c)) |  |  |  |  |  |  |
| Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals ([VCEBC014](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=0515c06f-c60d-4128-9d6e-7d2dc9585e46)) |  |  | **✓** | **✓** | **✓** | **✓** |
| The Business Environment | Explore and observe the characteristics of entrepreneurs and successful businesses ([VCEBB015](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=7fb7359c-79d1-4e4c-b96e-0464f9130b43)) | **✓** | **✓** |  |  |  |  |
| Work and Work Futures | Consider the ways in which work can contribute to individual and societal wellbeing ([VCEBW016](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=423680f9-52a4-4e5f-bd44-c6cbc5528b28)) | **✓** | **✓** |  |  |  |  |
| Describe the nature and investigate the influences on the work environment ([VCEBW017](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=54499fbc-63ea-45c0-bbb4-97bbb9df4a3f)) |  |  |  |  |  |  |
| Enterprising Behaviours and Capabilities | Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them ([VCEBN018](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b2129ef3-da01-4655-bd52-00653ff9f3c4)) | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| Economic and Business Reasoning and Interpretation | Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions ([VCEBE019](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=f8159627-5de7-42fa-9ac5-d1142f944280)) |  |  | **✓** | **✓** | **✓** | **✓** |

The activities in Sessions 1–6 allow for differentiation of student learning. Students are generally able to work at their own level and progress accordingly.

Teacher resources

The following resources have been provided as an accompanying Social Enterprise resource document.

Session 1

* Social enterprises information sheet
* Key terms mix and match
* Key terms mix and match – Answers

Session 2

* Explore the *Big Issue* website

Session 3

* Case study of a social entrepreneur

Session 4

* SMART goals

Session 5

* Plan the pitch
* Celebrate your achievements
* Presentation assessment sheet

Session 6

* Activity assessment criteria

Other resources and links

Session 1 – What is social enterprise?

Overview

Duration

60–90 minutes

Curriculum links

Relevant Levels 7 and 8 achievement standard extract

By the end of Level 8, students … describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students discuss how work contributes to societal wellbeing …

Links to content descriptions

* Explore and observe the characteristics of entrepreneurs and successful businesses ([VCEBB015](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=7fb7359c-79d1-4e4c-b96e-0464f9130b43))
* Consider ways in which work can contribute to individual and societal wellbeing ([VCEBW016](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=423680f9-52a4-4e5f-bd44-c6cbc5528b28))
* Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them ([VCEBN018](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b2129ef3-da01-4655-bd52-00653ff9f3c4))

Learning intentions

Students:

* define and use key terms accurately
* explain what a social enterprise is and the reasons for/purposes of social enterprises
* compare social enterprise with profit business models
* discuss and identify different categories of social enterprise
* identify and explain enterprising behaviours and capabilities associated with the successful operation of a social enterprise.

Key terms

* **Enterprise**:an [organisation](https://dictionary.cambridge.org/us/dictionary/english/organization), especially a [business](https://dictionary.cambridge.org/us/dictionary/english/business) that aims to create profit for its owners. Also the [willingness](https://dictionary.cambridge.org/us/dictionary/english/willing) and [energy](https://dictionary.cambridge.org/us/dictionary/english/energy) shown by a person to do something new
* **Enterprising behaviours and capabilities**: Enterprising behaviours describe the actions of someone who shows initiative by taking a risk to set up and run a business. Enterprising capabilities are the skills and abilities required in order to be enterprising/act in an enterprising manner.
* **Entrepreneur**:an individual who starts or takes control of a business or independent organisation, often employing initiative, innovation and risk-taking
* **Social enterprise**: a business that exists to intentionally tackle social problems, improve communities, provide employment access and training, or help the environment. A social enterprise will usually reinvest most of its profit into achievement of its social goals.
* **Trade**: the transfer of products (goods or services) from one person or entity to another, often in exchange for money. A network that allows trade is called a market.

Teacher resources

The following resources have been provided in the accompanying Social Enterprise resource document.

* Social enterprises information sheet
* Key terms mix and match
* Key terms mix and match – Answers

Teacher notes

* For this activity students will require internet access for research purposes.
* Before beginning Session 1, students should have an understanding of the reasons businesses exist and the different ways businesses use economic resources to produce and distribute goods and services.
* This activity explores the concept of entrepreneurship. Students should be acquainted with the nature and importance of enterprising behaviours and capabilities.

Introduction to Session 1

* This activity extends the concept of entrepreneurship, introduced at Levels 5 and 6 Economics and Business, by examining the work and development of current entrepreneurs and their social enterprises.

What is a social enterprise?

Social enterprises are businesses that:

* operate with a purpose to deliberately address social problems, improve communities, provide access to employment and training, and/or address environmental issues. These are social goals
* have goals and objectives that aim to benefit the community
* direct most of the profits made to achieving social goals, instead of to the owners or shareholders.

Characteristics of a social enterprise

Social enterprises often have the following three features:

* **A social purpose**: Clear social goals. They want to ‘make a difference’. Any profit that the business makes is reinvested in achieving this objective; for example, providing cheap family day care or jobs for the long-term unemployed.
* **Business activity**: A social enterprise aims to earn a large portion (normally more than 50%) of its income from the sale of products (goods and/or services).
* **Social ownership**: Social enterprises are often owned and operated by community groups such as charities.

Examples of social enterprise

Different types of social enterprise include:

* **charitable enterprises** that raise money through donations. They also sell products (goods or services) to the public just like businesses that aim to make a profit that is distributed to owners. This type of social enterprise is governed by a management board and operates in the same way as other types of business, but profits go towards achieving their social goals and are not all distributed to the owners or shareholders
* **social firms** that are set up specifically to provide training and employment for people with disabilities
* **community-interest companies** that use their profits and assets for the benefit of the community
* **housing cooperatives** that provide reasonably priced rental housing within a particular area to people in need, such as sheltered housing for the elderly or disabled
* **development trusts**, which are community-based and are set up to regenerate a local area, mainly through developing local facilities
* **community businesses**, which are set up to create jobs and provide services within the local community
* **credit unions**, which are non-profit financial institutions that provide the same types of services as a bank. They are owned and operated entirely by members.

Social enterprises in Australia, 2016

The Finding Australia’s Social Enterprise Sector (FASES) 2016 report provides statistics about the key features of the Australian social enterprise sector. The key features include:

* **Scope**: There are an estimated 20,000 social enterprises operating across all industry sectors in Australia
* **Size**: 73% are small businesses, 23% are medium-sized and 4% are large organisations
* **Maturity**: 38% have been in operation for 10 years or more and 34% have been in operation for 2–5 years
* **Legal form**: 33% are incorporated associations, 32% are companies limited by guarantee and 18% are proprietary limited (Pty Ltd) companies
* **Industry**: 68% are in the services sector, of which 24% are in retail and 23% in healthcare
* **Purpose**: 34% exist to create meaningful employment opportunities for people from a specific group, and 34% exist to develop new solutions to social, cultural, economic or environmental problems
* **Beneficiaries**: 35% aim to help people with disabilities, 33% aim to help young people and 28% to help disadvantaged women.

Activity

* Display the names of two well-known social enterprise businesses that most students would be aware of. See the [Social Enterprise Awards](https://www.socialtraders.com.au/social-enterprise-awards/) winners for some successful social enterprises.
* Ask students to write in their workbooks any similarities that they know of between the two businesses.
* Record and display the similarities for the whole class to see.
* Point out that the two businesses are classified as social enterprises. Write the term ‘social enterprise’ on the board and invite students to suggest what it means.
* Distribute the social enterprises information sheet, available in the resources document.
* Working in small groups, students read through and discuss the contents of the information sheet. As a group they should then complete the following:
* Students each record ten words, ideas or businesses they associate with the term ‘social enterprise’.
* They collate their responses in a workbook, on the whiteboard, or as a Word file, Excel document or digital pie chart (if technology allows). Students should present these to the class and discuss. (Perhaps use a Think, Pair, Share format for this.)
* Students should retain a written record of their ideas to reflect on at the end of the social enterprise activities.
* Conduct a class discussion about what a social enterprise is, what role they play in the Australian economy, and the skills and capabilities that might be required to establish and operate a social enterprise.
* Record a class definition and display this prominently in the classroom.
* On a post-it note, have each student write down one question about social enterprises that they would like to have answered by the end of the social enterprises activities. Display the notes in the classroom for the duration of the activities.

Class task 1

Discuss and classify each of the following social enterprises into one of the categories of social enterprise defined in the information sheet.

Students research four of the following social enterprises online and record five facts about each.

* A local opportunity shop
* The Salvation Army
* Opportunity International Australia – a microfinance provider
* Thankyou Water
* Independent Disability Services
* The Big Issue
* Oxfam Shops
* Clean Force Property Services
* The Integrated Medical Centre (TIMC)
* CERES

Class task 2

In pairs, students explore the website of one social enterprise and then answer the following questions.

1. Which social enterprise category does this business best fit into? Explain why.
2. Describe one main objective of this social enterprise.
3. Name four individuals or groups who have an interest in the operations of the business. These individuals and groups are affected by and/or affect the business in some way. They are known as stakeholders.
4. For each stakeholder/stakeholder group identified in question 3 answer the following:
	1. What would they expect to gain or receive from the business? What are their expectations?
	2. How could they affect the business in a positive way?
	3. How could they affect the business in a negative way?

After students have responded to the questions in pairs, conduct a class discussion to bring all ideas together. These ideas should be recorded centrally.

Class task 3

Select three clips from the following sources to play to the class.

* [Social Traders](https://www.youtube.com/user/SocialTradersAU)
* [Skoll Foundation](https://www.youtube.com/user/skollfoundation)
* [Social enterprise case studies from London](https://www.youtube.com/results?search_query=social+enterprise+case+studies+from+London)

While viewing the clips, students should answer the following questions.

1. What key words and phrases appear consistently throughout all three video clips?
2. People often refer to a social enterprise as being a ‘win-win’ scenario. Why do you think they say this? Do you agree? Why/why not?
3. Which social enterprise most impressed you? Why?
4. Do successful entrepreneurs working in the social enterprise impress you? Why/why not?

After the questions have been answered, the class can discuss the responses.

Review and reflect

Discuss what ‘business jargon’ is and why it is often associated with the operations of social enterprises. Distribute the key terms mix and match worksheet from the teacher resources document to the class. Ask students to work in pairs to match the common social enterprise-related terms with their definitions. An answer sheet is also available.

Opportunities for assessment

* Students investigate a local social enterprise and submit responses to the following:
* Identify a local social enterprise.
* When was it founded?
* What goods and/or services does this business sell and provide?
* What are the goals of this social enterprise?
* How are any profits that are made by the business distributed?
* What skills and capabilities would the owner, manager and employees of this business require in order to operate the business successfully?

Session 2 – The contribution of social enterprise

Overview

Duration

60–90 minutes

Curriculum links

Relevant Levels 7 and 8 achievement standard extract

By the end of Level 8, students … describe … the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment.

Links to content descriptions

* Explore and observe the characteristics of entrepreneurs and successful businesses ([VCEBB015](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=7fb7359c-79d1-4e4c-b96e-0464f9130b43))
* Consider ways in which work can contribute to individual and societal wellbeing ([VCEBW016](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=423680f9-52a4-4e5f-bd44-c6cbc5528b28))
* Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them ([VCEBN018](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b2129ef3-da01-4655-bd52-00653ff9f3c4))

Learning intentions

Students:

* define and use key terms appropriately
* distinguish between material and non-material resources
* discuss the contribution of social enterprises to Australian society
* identify the key stakeholders of a social enterprise and outline the expectations each has.

Key terms

* **Entrepreneurship**: the capacity and willingness to develop, organise and manage a business venture including the risks involved with the goal of making a profit. Starting a new business involves entrepreneurship.
* **Economic resources**: inputs used in the production of products (goods and services, land, natural resources, labour, entrepreneurial skills, capital and technology). Resources are like the ingredients that go into creating a product.
* **Material living standards**: a focus on material possessions (things that you can physically touch). Your material living standards include the number of possessions you own and can afford, such as car(s), a house, clothes, furniture and electrical goods.
* **Non-material living standards**: a focus on the intangible things that you can’t physically touch, such as the environment, climate, available facilitates and political freedoms
* **Social enterprise**: a business that exists to intentionally tackle social problems, improve communities, provide employment access and training, or help the environment. A social enterprise will usually reinvest most of its profit into achievement of its social goals.

Teacher resources

The following resource has been provided in the accompanying Social Enterprise resource document.

* Explore the *Big Issue* website

Teacher notes

* For this activity students will require internet access for research purposes.
* Before beginning Session 2, students should have an understanding of the reasons businesses exist and some of the different ways they produce and distribute products (goods and services).
* This activity explores the concept of entrepreneurship. Students should be acquainted with the nature and importance of enterprising behaviours and capabilities.

Introduction to Session 2

* Social enterprises are often started by entrepreneurs with social goals in mind. In Session 2, students consider the contribution made by social enterprise to the community. They also consider the different stakeholder groups and how their interests differ and sometimes clash.
* A successful entrepreneur will employ considerable enterprising skills and capabilities during the establishment and operational phases of the business. Session 2 extends the concept of entrepreneurship introduced at Levels 5 and 6 Economics and Business by examining a case study of a social enterprise. Students look at the enterprising skills and capabilities required to successfully commence and operate a social enterprise.
* Students investigate *The Big Issue,* and the people who operate this organisation, as an example of a not-for-profit social enterprise.

Activity

Students explore [The Big Issue website](https://www.thebigissue.org.au/) and prepare responses to each of the following questions. A copy of the questions can be found in the teacher resources document. This activity could be done in small groups, pairs or individually.

1. Describe at least three ways The Big Issue helps homeless, marginalised and disadvantaged people in Australia.
2. Name five stakeholders of The Big Issue (individuals or groups with a vested interest in the operations of the organisation). What does each want or expect from the social enterprise? What is their interest in the enterprise?
3. Select two Big Issue stakeholder groups and explain one way the interests of these groups might clash (for example, the vendors and the customers, or the Melbourne City Council and the vendors).
4. Read some of the [Vendor stories](https://www.thebigissue.org.au/vendors/) and list the possible benefits of becoming a Big Issue vendor for a socially disadvantaged person.
5. Reflecting on The Big Issue and social enterprises in general, explain how an employee of a social enterprise might benefit from being employed in each of the following ways:
* Improved self-esteem (confidence in one’s own worth or abilities)
* Improved level of wellbeing due to better material living standards (increased income and consumption of goods and services)
* Improved level of wellbeing due to improved non-material living standards (things not connected to material possessions, for example, happiness, fulfilment, a good education, low levels of crime).
1. In pairs or small groups, discuss and make notes about what you consider might be the advantages and disadvantages of working for a social enterprise rather than working for a profit-making organisation.
2. Explain how Australian society benefits from the existence of social enterprises in terms of:
* material living standards
* non-material living standards.
1. Insert the most appropriate words into the following paragraphs.

When businesses grow, they need to take on more employees. When lots of businesses grow, the numbers of people with a job in Australia will \_\_\_\_\_\_\_\_\_\_\_\_. The number of unemployed people in Australia (those without a job) should then \_\_\_\_\_\_\_\_\_\_\_\_.

Most employees earn an income, so most will pay taxes to the government. Income tax is a tax paid as a percentage of a person’s income or pay. As employment increases and more people are performing paid work, the amount of income tax collected by the government \_\_\_\_\_\_\_\_\_\_\_\_s.

When people are unemployed, they require government assistance in the form of welfare benefits such as pensions, Newstart Allowance and a Health Care Card. Therefore as unemployment falls the total amount of welfare payments \_\_\_\_\_\_\_\_\_\_\_\_.

In summary, if income tax paid to the government by workers increases and the total amount of welfare benefits being paid by the government \_\_\_\_\_\_\_\_\_\_\_\_, then the government has \_\_\_\_\_\_\_\_\_\_\_\_ money left. The government may redistribute money saved to other groups or spend it providing things such as more schools, hospitals and roads to improve Australian society, or they could decide to reduce the level of income tax for everyone.

Review and reflect

Teachers can utilise a range of discussion-based strategies to examine the role of social enterprise in society. The strategies could include Think, Pair, Share, or the ‘Five Whys’ strategy, in which students are asked a stimulus question and then asked ‘Why?’ in response to their reply. It can be used in pairs or a group structure, and it will prompt students to take their response deeper and explain and justify their ideas and views as they go. The aim is to try to ask ‘Why?’ five times, although anything more than three is a good start. Students should be given sufficient time to completely process what is being asked.

Possible stimulus questions to ask students include:

* In what ways do social enterprises benefit our community?
* How might social enterprises help people living in poverty?
* Think of a social enterprise you know or have visited. List the people and groups of people who benefit from this social enterprise. How does each group or individual benefit?

Teachers can develop other stimulus questions as necessary.

An example of the Five Whys strategy is:

**Question.** Do social enterprises benefit society?

**Answer.** Yes, they do.

**Q.** Why?

**A.** They benefit many people in need.

**Q.** Why?

**A.** Because many people are disadvantaged in the world.

**Q.** Why?

**A.** Many countries in the world have high levels of unemployment and underemployment and there are insufficient resources to provide the level of support needed to eliminate disadvantage.

**Q.** Why?

**A.** There is insufficient government income to pay unemployment and other welfare payments, therefore a reasonable standard of living cannot be provided for everybody in the country.

**Q.** Why?

**A.** Many countries may not have sufficient natural resources and many may not have access to land that can be cultivated and/or the right climatic conditions to support food production.

Opportunities for assessment

* Students develop one of the following:
* An advertisement for a social enterprise in either print or video format
* A fact sheet about a selected social enterprise, including details about its history, purpose, societal contributions and stakeholders.

Session 3 – Social entrepreneurs

Overview

Duration

60–90 minutes

Curriculum links

Relevant Levels 7 and 8 achievement standard extract

By the end of Level 8, students … explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success … They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.

Links to content descriptions

* Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals ([VCEBC014](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=0515c06f-c60d-4128-9d6e-7d2dc9585e46))
* Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them ([VCEBN018](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b2129ef3-da01-4655-bd52-00653ff9f3c4))
* Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions ([VCEBE019](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=f8159627-5de7-42fa-9ac5-d1142f944280))

Learning intentions

Students:

* define and use key terms appropriately
* identify the skills and capabilities required to operate a social enterprise and how each of these can be applied
* understand factors that determine the level of success of a social entrepreneur
* research and analyse case study materials

Key terms

* **Enterprising behaviours and capabilities**: Enterprising behaviours describe the actions of someone who shows initiative by taking a risk to set up and run a business. Enterprising capabilities are the skills and abilities required in order to be enterprising/act in an enterprising manner.
* **Entrepreneur**: an individual who starts or takes control of a business or independent organisation, often employing initiative, innovation and risk-taking
* **Work**: human resources providing labour to produce goods or services for sale, usually in exchange for money

Teacher resources

The following resource has been provided in the accompanying Social Enterprise resource document.

* Case study of a social entrepreneur

Teacher notes

Students should have prior understanding of enterprising behaviours and capabilities from previous sessions and from Levels 5 and 6 Economics and Business strands.

Introduction to Session 3

* Students investigate a social enterprise entrepreneur and identify the key characteristics, behaviours and skills that they brought to an enterprise, how the enterprise has responded to opportunities in the market, the factors that contributed to the success of the enterprise, and how the entrepreneur avoided or overcame challenges.
* Students discuss their findings either within a whole class discussion or small groups, and identify factors common to each case study before creating a list of rules or guidelines that could be followed when starting a school-based social enterprise.
* Students are encouraged to undertake their own research to discover suitable social entrepreneurs. Teachers may wish to consider the following websites as starting points for student research. Alternatively, a representative from a local social enterprise could be invited to the class as a guest speaker.
* [School for Social](https://www.the-sse.org/)
* [Charcoal Lane](https://www.charcoallane.com.au/)
* [CERES Fair Food](https://www.ceresfairfood.org.au/)
* [Streat](https://www.streat.com.au/)
* [Infoxchange](https://www.infoxchange.org/au)
* [Ross House](https://rosshouse.org.au/)
* [Serving Time](http://servingtime.org/)
* [Yooralla](https://www.yooralla.com.au/)

Activity

* Distribute the Case study of a social entrepreneur worksheet. Students will research a social enterprise and record the information on the worksheet.
* Ask students to focus on the following:
* The key characteristics, behaviours and skills that the entrepreneur brought to the enterprise
* How the enterprise has responded to opportunities in the market. This means how they recognised a need in the community that was not being satisfied or met, and then how they went about meeting that need.
* The factors that have contributed to the success of the enterprise, and how they have avoided or overcome business challenges and threats in establishing and operating their social enterprise.
* After gathering their research, students should present their findings to the whole class or a small group of six to eight students. Their presentation could take the form of:
* a PowerPoint presentation
* a student-produced movie trailer presenting a summary of the information (an application such as iMovie could be used).
* As a class or in their groups, students should construct a summary of their findings, identifying the following:
* Characteristics common across all case studies/successful entrepreneurs (for example, the personalities, skills and capabilities of the entrepreneurs)
* A list of skills and capabilities used by a successful social entrepreneur
* A list of five rules a social entrepreneur should follow when establishing and operating a social enterprise
* A list of five things a social entrepreneur should avoid when operating a social enterprise.

Review and reflect

Students are to record and submit responses to each of the following questions.

* What is a social entrepreneur?
* What makes someone a successful social entrepreneur?
* Why are social entrepreneurs important to society?
* Who are some well-known social entrepreneurs?
* What are the five most important skills and/or capabilities for a social entrepreneur?

Opportunities for assessment

Student responses to the ‘Review and reflect’ activity could be assessed.

Session 4 – Establishing and planning a social enterprise

Overview

Duration

60–90 minutes

Curriculum links

Relevant Levels 7 and 8 achievement standard extract

By the end of Level 8, students … explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success … They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.

Links to content descriptions

* Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals ([VCEBC014](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=0515c06f-c60d-4128-9d6e-7d2dc9585e46))
* Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them ([VCEBN018](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b2129ef3-da01-4655-bd52-00653ff9f3c4))
* Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions ([VCEBE019](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=f8159627-5de7-42fa-9ac5-d1142f944280))

Learning intentions

Students:

* define and use key terms appropriately
* understand and apply the principles of SMART goal setting
* establish and evaluate appropriate goals and objectives for a social enterprise
* prepare an outline for a planned social enterprise venture.

Key terms

**Social enterprise**: a business that exists to intentionally tackle social problems, improve communities, provide employment access and training, or help the environment. A social enterprise will usually reinvest most of its profit into achievement of its social goals.

Teacher resources

The following resource has been provided in the accompanying Social Enterprise resource document.

* SMART goals

Teacher notes

Students should draw on their findings from Session 3 when completing this activity.

Introduction to Session 4

* The primary purpose of Session 4 is to give students first-hand experience in planning a small-scale social enterprise within their school. Students are given the opportunity to put the knowledge, skills and capabilities relevant to the planning and operations of a social enterprise to practical application.
* The activity could take place in several formats including:
* students visiting and becoming involved in the work of a local social enterprise through voluntary work experience. The [Social enterprise finder](http://socialtraders.force.com/ased/AdvancedSearch) could be used to locate social enterprises in the local area.
* working in groups to develop a detailed plan of a business proposal for a social enterprise to be operated within the school
* an inquiry task in which a social issue in the local area is identified and investigated. Students develop an inquiry and plan to take action.

[A](https://deecddigipubs2014.worldsecuresystems.com/vcaa/vcaa-economics-business-5-8/vcaa-economics-business-7-section-4)ctivity

* Students will plan their own school-based social enterprise. Remind students that ‘failing to plan is planning to fail’.
* Recap the research students conducted in Session 3 about social entrepreneurs and note the advice about what is required to operate a successful social enterprise.

Brainstorm: Ideas for a social enterprise

* In groups of four, students brainstorm and record ideas for a possible social enterprise. Remind them that no idea is a bad idea. Possibilities include:
* paper recycling in the school
* Christmas card recycling
* clothing recycling
* a vegetable garden to sell produce
* running a café/coffee shop for staff and/or students
* a games exchange
* a book exchange
* establishing and selling a school newspaper
* selling fair trade produce at a market stall
* selling fruit salads as a healthy lunch alternative
* trading through an online business
* a community activity
* running a school social event
* setting up a pop-up store
* a mobile phone recycling centre linked to Melbourne Zoo orangutans
* a fundraising event for a selected charity.

****Develop the concept and allocate tasks****

* **Students select a concept and write a paragraph describing the social enterprise and the social problem it is designed to address, and a brief outline of the operations of the planned business.**
* **They develop a list of tasks and allocate these among the group. Students should consider the skills, qualities and capabilities of the people within the group and allocate the tasks according to who is best suited to complete them.**

****Establish SMART goals****

* Students must be very clear about what they are setting out to achieve before they commence planning. They must establish clear goals and objectives for their planned social enterprise.
* A useful model that could be introduced here is the SMART model, which states that in order to be effective or useful a goal must meet be:
* Specific (S)
* The goal must explicitly and clearly state exactly what is to be achieved.
* The goal must state the specific reason, purpose or benefit of accomplishing the goal.
* The goal must clearly state who is involved in working towards achieving the goal.
* The goal must explicitly identify a location for the enterprise.
* Measurable (M)
* To be useful a goal must have specific criteria for its measurement. It must be clear and definite about when it has been achieved.
* Achievable (A)
* Effective goals are always realistic and attainable. If they are too hard people will not bother attempting to achieve them, but if they are not challenging, they will not produce learning.
* Relevant (R)
* Goals must be relevant to, and assist in, the achievement of long-term aims.
* Timely (T)
* All goals must have a clear time frame for completion.
* Below is an example applying the SMART model to a goal of improving maths results at school.

|  |  |  |
| --- | --- | --- |
|  | **Incorrect** | **Correct** |
| **Specific (S)** | I want to be better at maths. | I want to get a B+ in the algebra section of my maths test at school. |
| **Measurable (M)** | Doing better | Get a B+ in the end of topic test |
| **Achievable (A)** | I got an E in the last test, but I’m sure I’ve got a chance at being the best in the state next time. | I got a C+ on my last test, and I know if I study hard I can get a B+ on the next one. |
| **Relevant (R)** | I want to be better at how I arrange my pencils on the desk. | It is important that I do well in maths so I can get into the course I want to do next. |
| **Timely (T)** | The test is sometime next year! | The test is in two weeks, and I have enough time in the next two weekends to study for it. |

* To help develop specific goals, students can ask themselves the question: What do we want to achieve? For whom, by when and why?
* Student should describe the social issue the enterprise is intended to address.
* Once agreement has been reached about the specific goals for the social enterprise, students complete the SMART goals worksheet (available in the teacher resources document), ensuring that each goal that is established and recorded meets the SMART criteria.

Review and reflect

Each group reports back to the class about:

* the social enterprise they have planned, including the name of the business
* the goals of the business
* a brief outline of the intended operations of the business.

Opportunities for assessment

Select from the following as an assessment and/or extension.

* Evaluation of student participation in groups in terms of ideas generated and application of what has been covered during previous sessions.
* Students could submit a written overview of the proposed social enterprise in the form of a business plan.

Session 5 – Marketing a social enterprise

Overview

Duration

60–90 minutes (dependent on number of presentations)

Curriculum links

Relevant Levels 7 and 8 achievement standard extract

By the end of Level 8, students … explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success … They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.

Links to content descriptions

* Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals ([VCEBC014](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=0515c06f-c60d-4128-9d6e-7d2dc9585e46))
* Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them ([VCEBN018](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b2129ef3-da01-4655-bd52-00653ff9f3c4))
* Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions ([VCEBE019](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=f8159627-5de7-42fa-9ac5-d1142f944280))

Learning intentions

Students:

* define and use key terms appropriately
* evaluate a range of proposals for a social enterprise
* plan and deliver a pitch for a proposed social enterprise to an audience.

Key term

**Entrepreneur:** an individual who starts or takes control of a business or independent organisation, often employing initiative, innovation and risk-taking

Teacher resources

The following resources have been provided in the accompanying Social Enterprise resource document.

* Plan the pitch worksheet
* Celebrate your achievements
* Presentation assessment sheet

Teacher note

* Session 5 requires students to work within small groups to plan and deliver a sales pitch to an audience about their proposed social enterprise. Confidence will be required to present. Less confident students may require scaffolding or further support.
* Market research skills can be studied using the [Levels 7 and 8 Choconomics](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/ecobus/teachresources.aspx) unit.

Introduction to Session 5

* Session 5 prompts students to consider their social enterprise proposals carefully. It involves an open, honest and transparent process to narrow down the list of possible social enterprises to one or two that could operate within the school.
* Show the class a clip from the [Dragons’ Den](https://www.youtube.com/channel/UCDAzmE9V4Xw5CdLkn3pvO3A/videos) TV show from BBC2 (alternatively, the Australian version, [Shark Tank](https://tenplay.com.au/channel-ten/shark-tank), can be shown). This will acquaint students with the format and style of the show. Ask students to note how the panel of wealthy business entrepreneurs tends to ask ever more probing questions to draw out and develop the business idea from the pitcher.
* Explain that students will be pitching their own social enterprise ideas to the class and a panel of judges. Pitchers should start their presentation by stating their names, the name of their social enterprise, and what they are hoping to achieve. They then state the purpose and operations details of the business in a pitch of no more than three minutes. The aim is to persuade the Dragons (a panel of judges) that the business will be successful and therefore a worthwhile investment. If the presentation exceeds three minutes, the Dragons can stop the pitchers at any point, but they cannot interrupt the initial three-minute pitch. Students should aim to create engaging presentations and involve multimedia where possible.
* This activity can be formally assessed using the Presentation assessment sheet in the teacher resource document.

Activity

* Each group (the same groups formed in Session 4) will prepare and present a pitch about the social enterprise they are planning.
* The group with the most persuasive pitch will be in charge of putting the winning social enterprise into action within the school.
* Allow groups adequate time to prepare their presentations.

Class task 1

* Students are to present their concept for a school-based social enterprise to the class and a panel of judges. The panel could include other teachers, senior students or even local business operators if they are available.
* Each pitch must run for a maximum of three minutes, with supporting multimedia where appropriate, and should include:
* the names of the group members
* the name of the social enterprise
* the idea
* the goal/purpose of the social enterprise, the social issue to be addressed and/or the funds to be raised.
* Distribute the Plan the pitch worksheet from the teacher resources document to help each group plan their pitch.

Class task 2

* Each group presents their pitch to the class and the chosen Dragons (panel of judges).
* The pitchers’ aim is to persuade the Dragons (panel of judges) that their business will be successful and therefore a worthwhile investment. If the presentation exceeds three minutes, the Dragons can stop the pitchers at any point, but they cannot interrupt the initial three-minute pitch.
* Once all groups have presented, the Dragons choose one or two winners.

Review and reflect

Each group completes a review of their presentation. The Celebrate your achievements worksheet in the teacher resources document can be used for this.

Opportunities for assessment

Refer to the Presentation assessment sheet in the teacher resources document for assessment guidelines. This can be used as both a teacher assessment and a group self-assessment.

Session 6 – Assessment and reflection

Overview

Duration

90–120 minutes

Curriculum links

Relevant Levels 7 and 8 achievement standard extract

By the end of Level 8, students … explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success … They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.

Links to content descriptions

* Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals ([VCEBC014](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=0515c06f-c60d-4128-9d6e-7d2dc9585e46))
* Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them ([VCEBN018](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=b2129ef3-da01-4655-bd52-00653ff9f3c4))
* Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions ([VCEBE019](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10#level=7-8&search=f8159627-5de7-42fa-9ac5-d1142f944280))

Learning intentions

Students:

* define and use key terms appropriately
* reflect on what has been learnt throughout Sessions 1–5 and apply this to completion of a summative assessment item.

Key terms

* **Entrepreneur**: an individual who starts or takes control of a business or independent organisation, often employing initiative, innovation and risk-taking
* **Entrepreneurship**: the capacity and willingness to develop, organise and manage a business venture including the risks involved with the goal of making a profit. Starting a new business involves entrepreneurship.
* **Social enterprise**: a business that exists to intentionally tackle social problems, improve communities, provide employment access and training, or help the environment. A social enterprise will usually reinvest most of its profit into achievement of its social goals.

Teacher resources

The following resource has been provided in the accompanying Social Enterprise resource document.

* Activity assessment criteria

Teacher notes

Refer to the questions students wrote down on post-it notes in Session 1. Ascertain if there is anything else students have not yet covered about social enterprises.

Introduction to Session 6

* Students reflect on what has been learnt throughout Sessions 1–5.
* This summative assessment provides an opportunity for students to reflect on important features of social enterprises.

Activity

* Students select one of the following tasks to complete, or teachers can assign a task from the list. Each is worth 10 marks.
* **Visual display** – Complete a visual display demonstrating the main steps an entrepreneur should follow when establishing a social enterprise.
* **Website** – Create a website that identifies well-known entrepreneurs, business ventures and the key features of each.
* **Media file and script** – Produce a short film of approximately three minutes promoting the role of social enterprises in Australia. The script and storyboard must be approved by the teacher before filming begins. The media file, script and storyboard must be submitted for assessment.
* **Jingle or rap** – Devise and record a two-minute jingle or rap to educate people about the role social enterprises play in society, and how they assist the community and people within the community.
* Students can be assessed using the table below, allocating a mark out of five for both content and presentation. A copy of the activity assessment criteria is available in the teacher resources document.

|  |  |
| --- | --- |
| **Criteria** | **Excellent (5)** |
| **Content** | Accurately and clearly demonstrates thorough knowledge of the content area |
| **Presentation** | Clearly conveys content knowledge and expresses it in a stimulating and engaging manner  |
| **Criteria** | **Very good (4)** |
| **Content** | Accurately and clearly demonstrates detailed knowledge of the content area |
| **Presentation** | Clearly conveys content knowledge and expresses this in an interesting and engaging manner |
| **Criteria** | **Good (3)** |
| **Content** | Demonstrates knowledge of the content area |
| **Presentation** | Conveys content knowledge and expresses it in an engaging manner |
| **Criteria** | **Satisfactory (2)** |
| **Content** | Demonstrates knowledge of the content area |
| **Presentation** | Conveys content knowledge |
| **Criteria** | **Not satisfactory (0)** |
| **Content** | Not shown |
| **Presentation** | Not shown |

Other resources and links

The Big Issue workshops

The Big Issue Classroom offers a range of interactive one-hour workshops for lower secondary and VCE students including:

* **A case of social enterprise** – an in-depth exploration of social enterprise in the Australian context, detailed operational case studies and personal stories of people helped by them
* **Discussions about homelessness and disadvantage** – examines the causes of and the issues surrounding homelessness, disadvantage and marginalisation, and their impact on individuals and society
* **The health impacts of homelessness** – explores how homelessness affects the physical, mental and emotional health of people of all ages.

All workshops are led by a specialist facilitator and include a guest speaker who shares their experience of homelessness and being involved with The Big Issue’s social enterprises.

Students are encouraged to ask questions, bringing the focus of the session to their personal interests and what is relevant to their studies. Particular emphasis can be placed on issues most relevant to students’ current unit of study, with teaching materials distributed at the end of the session that can be tailored and integrated into your classes.

For more information or to book a workshop, please contact The Big Issue by email classroom@bigissue.org.au, by phone (03) 9663 4533 or by visiting [The Big Issue website](https://www.thebigissue.org.au/).

Australian social enterprises

* [Social Ventures Australia](https://www.socialventures.com.au/)
* [The Australian Centre for Social Innovation](https://www.tacsi.org.au/)
* [Finding Australia’s Social Enterprise Sector (FASES)](https://www.socialtraders.com.au/wp-content/uploads/2018/02/Fases-2016.pdf)
* [Centre for Social Impact](https://www.csi.edu.au/)
* [Social Enterprises Sydney](http://www.socialenterprises.com.au/)
* [Australian Employee Ownership Association](https://employeeownership.com.au/)
* [Social Innovation Exchange Australia](https://socialinnovationexchange.org/insights/regions/oceania/australia)
* [Foresters Community Finance](https://www.foresters.org.au/)
* [Social Firms Australia](https://www.socialfirms.org.au/)
* [The Mercury Centre](https://mercury.org.au/)
* [Social Enterprise Finder](http://socialtraders.force.com/ased/AdvancedSearch)
* [Social Enterprise Guide: Legal issues to consider when setting up a social enterprise](https://www.nfplaw.org.au/socialenterprise)
* [A guide to fundraising](https://static1.squarespace.com/static/572be68b4c2f85218304c6a6/t/595227deebbd1ae9dcd81365/1498556407064/SSE_A-Guide_To-Fundraising.pdf)

International social enterprises

* [School for Social Entrepreneurs](https://www.the-sse.org/)
* [Ashoka](https://www.ashoka.org/en)
* [Community Action Network](https://can-online.org.uk/)
* [SENScot](https://senscot.net/)
* [Social Enterprise UK](https://www.socialenterprise.org.uk/)
* [Social Enterprise Unit](https://www.gov.uk/government/publications/business-support-for-social-enterprises) (UK government resource)
* [Uncharted](https://uncharted.org/)
* [UnLtd](https://www.unltd.org.uk/)
* [Advancement of Social Entrepreneurship](https://centers.fuqua.duke.edu/case/)
* [Echoing Green](https://www.echoinggreen.org/)
* [The Institute for Social Entrepreneurship](http://www.socialent.org/)
* [Schwab Foundation](https://www.schwabfound.org/)
* [Skoll Foundation](http://skoll.org/)
* [Social Enterprise Alliance](https://socialenterprise.us/)
* [Social Entrepreneurs Ireland](http://socialentrepreneurs.ie/)