

# Social Entrepreneurship in the Classroom

First / Second Class



## ONE *Disappointment & Failure*

Objectives	<input type="checkbox"/> That the children will be enabled to develop a sense of self. <input type="checkbox"/> That the children will come to an appreciation of the value of a sense of self. <input type="checkbox"/> That the children will be enabled to develop empathy with the main character of the story.
Resources	<input type="checkbox"/> Clay / Plasticine
Learn Together Strand	<input type="checkbox"/> Moral and Spiritual
Learn Together Strand Unit	<input type="checkbox"/> Exploring Moral Development The child shall be enabled to identify and understand active feelings – anger, disappointment, isolation and frustration and jealousy and be supported in addressing them in an appropriate manner.
Duration	<input type="checkbox"/> 25 – 30 mins.

## Story *Max*

Max was absolutely brilliant at drawing dogs. His dogs were big and smiley and green. Well, green with orange spots. And sometimes they weren't so smiley. Sometimes they looked a bit sad and sometimes they looked a bit cross and sometimes they looked a bit bored. Sometimes, Max's dogs were small and kind of skinny and sometimes they were huge and kind of floppy.

But whenever Max drew a dog, you always wanted to have a look. You see, Max's dogs were always, well, interesting.

So when the teacher said there was going to be an art competition for every class in the school – an animal art competition – well, everyone thought that Max would win, no problem.

Max did his best dog picture ever for the competition. He spent ages drawing that dog. He stretched out of his wheelchair to get the ears just right. He whizzed over to Olla to see if her orange was better than his for the spots. He even drew a special sky with a special sun and a special bird flying overhead.

I had a look at that dog and I've got to say, it was the best dog I'd ever seen.

Ever.

By miles.

And Jane won. Yes, you heard me right, Jane won.

Jane had drawn a lion. A very good lion. A very scary-looking lion.

Max looked really disappointed. Really, really disappointed.

Until break-time, that is. Then he scooted out into the yard and started playing a clapping game with Ella

‘You should have won’, I said, as soon as I went up to them.

‘Ah, Jane’s lion is kinda cool’ he replied.

‘But...but’ I argued. ‘Your dog is fantastic. It’s the best dog you’ve ever drawn’.

‘I know,’ Max said. ‘It is the best dog I’ve ever drawn.’ And then he smiled. A really big smile. A really big kind of doggy smile.

## Questions

- \* What kind of dogs did Max draw?
- \* Whom did he borrow the orange off?
- \* What animal did Jane draw?
  
- \* Did Max win the competition?
- \* How did Max feel at first?
- \* Why did he smile when he said his dog was the best dog he’d ever drawn?
- \* How do you think Jane felt when she heard she had won?
- \* Do you think Jane had done her very best?
- \* Do you think Max was right to be happy, even though he had lost?

## Discussion

- \* Have you ever tried hard to do something but couldn’t do it in the end?
- \* Do you know the name of that feeling? (disappointment or frustration)
- \* What colour do you think ‘disappointed’ is?
- \* If you could feel ‘disappointment’, how do you think it would feel? (e.g. like sand in your shoe, slippery or slimey etc.)

## Activity

Children make clay or plasticine representation of disappointment.

**END**      **OF LESSON ONE**

## TWO *Disappointment & Failure*

Objectives	<input type="checkbox"/> That the children will be enabled to develop a sense of self. <input type="checkbox"/> That the children will come to an appreciation of the value of a sense of self. <input type="checkbox"/> That the children will be enabled to develop empathy with the main character of the story.
Resources	<input type="checkbox"/> Drama room / hall / allocated space in classroom
Learn Together Strand	<input type="checkbox"/> Moral and Spiritual
Learn Together Strand Unit	<input type="checkbox"/> Exploring Moral Development The child shall be enabled to identify and understand active feelings – anger, disappointment, isolation and frustration and jealousy and be supported in addressing them in an appropriate manner.
Duration	<input type="checkbox"/> 25 – 30 mins.

### Drama *based on 'Max'*

Re-read the story about Max from [Lesson One](#).

#### Drama *Freeze Frame*

Divide class into groups and assign each group one of the following scenes:

- \* Max borrows orange from Olla. Other children working on own picture.
- \* Teacher tells Jane that she has won. Other children look on.
- \* Max is out in yard with rest of class. Agrees with narrator when talking about 'best' dog he has ever drawn.

Each group must create a freeze frame (still image) to depict moment. Characters are tapped on the shoulder and brought to life to explain what is happening, how they feel etc.

Or

## Drama      Hot Seat

A child is designated the role of Max, Jane, narrator of story. They sit in the 'hot seat' and the other children question them about their motivation, feelings, experience etc.

## END      OF LESSON TWO

## THREE *Taking the Initiative*

Objectives	<input type="checkbox"/> That the children will come to an understanding of the importance and power of their own voice. <input type="checkbox"/> That the children will come to an appreciation of the relative worth of various suggested initiatives. <input type="checkbox"/> That the children will come to an understanding of procedures involved in trying out an initiative.
Teacher Preparation	<input type="checkbox"/> Availability of principal to receive representatives from class checked beforehand.
Resources	<input type="checkbox"/> Part of copy set aside as <i>Project Diary</i>
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Activating Equality through Positive Action The child shall be enabled to begin to discuss and critically reflect on issues that may arise within the school. <input type="checkbox"/> Exploring Moral Development The child shall be enabled to further develop the concept of responsibility towards each other.
Duration	<input type="checkbox"/> 25 – 30 mins.

## Real Play *Being Change Makers*

### Teacher Activity

Teacher writes 'Making our school a better place' on board.

### Teacher (speaking)

*Today, I'd like us all to think about ways of making our school a better place. (Suggest ideas with clear disadvantages.)*

- \* *Leaving lights on all time so it's nice and bright in the classrooms. Do you think that would make the school a better place?*
- \* *Moving bins to middle of yard, so everyone will know where they are. Do you think that would make the school a better place?*

- ✱ *Using all the money the school has to buy extra paints and paper for art. Do you think that would make the school a better place?*

*Before we think of our own ideas, let's think about all the areas where we could make a change: school building; yard; hall etc.*

Each heading is written up on board.

## Class Activity

Suggestions are written under each heading. Suggestions are discussed:

- ✱ *Will this make our school a better place?*

Children vote on suggestion they would like to try out

Suggestions should be simple and sustainable e.g. moving plant pots in yard; storing equipment in alternative area; cleaning area; having notice-board where 'News' from classes could be displayed etc.

## Class Discussion

*This is now our Class Project.*

- ✱ *Do we need to talk to anyone about this idea?*  
(Children should be encouraged to think of the principal.)
- ✱ *What should we do about this?*  
(Make appointment for principal to come to class to discuss initiative)
- ✱ *What questions do you think she / he will ask?*

Examples of possible questions

- ✱ *Can we do this ourselves or will the principal arrange for this to be done?*
- ✱ *Will this cost money?*
- ✱ *How long will we try this out for?*
- ✱ *How will we know if it has made the school a better place?*  
(survey other pupils / teachers etc.)

## Class Activity

Children write down name of project and questions principal might ask in their project diary.

Small group of children go to principal's office to arrange appointment.

**END OF LESSON THREE**

## FOUR *Taking Initiative*

Objectives	<input type="checkbox"/> That the children will come to an understanding of the importance and power of their own voice. <input type="checkbox"/> That the children will come to an appreciation of the relative worth of various suggested initiatives. <input type="checkbox"/> That the children will come to an understanding of procedures involved in trying out initiative.
Resources	<input type="checkbox"/> Project Diaries
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Activating Equality through Positive Action The child shall be enabled to begin to discuss and critically reflect on issues that may arise within the school. <input type="checkbox"/> Exploring Moral Development The child shall be enabled to further develop the concept of responsibility towards each other.
Duration	<input type="checkbox"/> 25 – 30 mins.

### Visit *from the Principal*

Teacher writes ‘*Making our school a better place*’ on board.

#### Principal Activity (class visit)

Principal asks class about initiative.

- ✱ *Why do you think this initiative will make the school a better place?*
- ✱ *When will this initiative begin? How long will it last?*
- ✱ *Can you do this yourselves or should I arrange for this to be done?*
- ✱ *How will everyone know if this made the school a better place?*

#### Class Activity

Children write down starting date of initiative.

## END OF LESSON FOUR



## FIVE

## Post Project: Critical Assessment

Objectives	<input type="checkbox"/> That the children will come to an understanding of objective assessment.
Teacher Preparation	<input type="checkbox"/> Availability of teachers and non-teaching staff to receive representatives of class doing survey checked beforehand.
Resources	<input type="checkbox"/> Clipboards or sheets attached by peg to hardback book
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Activating Equality through Positive Action The child shall be enabled to begin to discuss and critically reflect on issues that may arise within the school.  <input type="checkbox"/> Exploring Moral Development The child shall be enabled to further develop the concept of responsibility towards each other.
Duration	<input type="checkbox"/> 25 – 30 mins.

## Survey *Pupils and Staff*

### Teacher (speaking) and Activity

*Why did we make a change in the school (To make the school a better place)*

Teacher writes 'To Make the School a Better Place' on board.

- \* *How will we know if we succeeded?*
- \* *What did we decide to do?*  
(Survey pupils / staff to see if they feel the project makes a difference)
- \* *The first class we survey is ourselves. Do we think our project worked?*

### Class Activity

Children write down result of class survey in project diary. Children use clipboards or attach sheet of paper to hardback book with peg. Class divided into groups. Visit other classes. Non-teaching staff also surveyed. No discussion of results in this lesson.

## END

## OF LESSON FIVE

## SIX

## Analysis of success of Project

Objectives	<input type="checkbox"/> That the children will come to an appreciation of the importance of effort / taking the initiative, as opposed to success.
Teacher Preparation	<input type="checkbox"/> Arrangement made with principal to visit class.
Resources	<input type="checkbox"/> Art material for collage.
Learn Together Strands	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<input type="checkbox"/> Activating Equality through Positive Action The child shall be enabled to begin to discuss and critically reflect on issues that may arise within the school.  <input type="checkbox"/> Exploring Moral Development The child shall be enabled to further develop the concept of responsibility towards each other.  The child shall be enabled to identify and understand active feelings – anger, disappointment, isolation and frustration and jealousy and be supported in addressing them in an appropriate manner.
Duration	<input type="checkbox"/> 60 – 70 mins. (Includes Visual Arts Activity.)

## Project Review

### Teacher Activity

Two headings are written on board: Yes, No

Two children are given responsibility for headings (whiteboard markers / chalk etc.)

### Class Activity

Result of survey of own class regarding project recorded on board.

Groups from survey are invited to report to class

- \* Did \_\_\_\_\_ class think \_\_\_\_\_ (initiative) made the school a better place?
- \* Why? / Why not?

Children record result under appropriate heading.

## Discussion

Principal visits class. Results communicated to principal.

If initiative didn't work or needed adjustment.

- \* Do you remember the story of Max? Max didn't win the competition even though he had drawn his best dog ever?
- \* How do you think Max would feel about our idea not (completely) working?
- \* What do you think he would do?
- \* What will we do?
- \* What have we learned from trying out our idea?
- \* If we were to do it again, what would we do differently?

If initiative did work:

- \* Do you remember the story of Max? Max didn't win the competition even though he had drawn his best dog ever.
- \* How do you think Max would feel about our idea working?
- \* If our idea hadn't worked, how do you think he would have felt?
- \* How do you feel?

## Class Activity

Children write overall result of survey in project diary.

Collage (coloured paper, textiles, etc.)

Children make collage of project, itself, or of groups getting feedback from other classes

## END OF LESSON SIX

If you have completed this series of lessons, Educate Together would be very grateful for feedback.

Please contact:

*[fionnuala.ward@educatetogether.ie](mailto:fionnuala.ward@educatetogether.ie)*

Many thanks!