

Social Entrepreneurship in the Classroom

Junior / Senior Infants



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"/> Paper <input type="checkbox"/> Crayons & Colouring Pencils
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 explore his / her own identity and individuality through discussion and projects related to the discovery of a sense of self. The child shall be enabled to explore the many day-to-day incidents which occur in the classroom and schoolyard to heighten his/her moral awareness and to develop empathy.
Duration	<input type="checkbox"/> 20 – 30 mins.

Story *Adeela*

Adeela wanted to build the biggest tower ever. The biggest, strongest, tallest tower ever.

She didn't want some kind of thin, wobbly tower. No, she wanted a tower that would last. A tower that would stand on the table at the back of the class for ages and ages. She wanted a tower that people would notice on the way to the toilet and say 'Wow, that tower can almost reach the sky...that tower wouldn't blow down even if the wildest, weirdest wind in the world came along...that tower will last forever.'

Adeela wanted to build a sky scraper. And she wanted that skyscraper to last past activity time and past news time and past writing and past singing and right up to the small break.

The trouble was, every time her tower got to a certain point, things would start getting ever so slightly hairy-scary.

Her tower would look a teeny weeny bit shaky and then Adeela would add another block on top and it wouldn't look a teeny weeny bit shaky any more.

It would look very ordinary, very normal, very down-to-earth shaky.

And then Adeela would add yet another block on top and then the tower wouldn't look very ordinary, very normal, very down-to-earth shaky anymore.

In fact, it wouldn't *look* anything anymore because it would be just plain shaking.

And Brian, at the next table, would say 'Uh-oh...'

And Cillian, at the table beside the window, would say 'Uh-oh...'

And Jane, at the table next to the door, would say 'Uh-oh...'

And, yes, you've guessed it. The tower would come tumbling down.

And the windows would shake. And the chairs would shake. And the tables would shake.

Shake....shake....shake.... Rattle....rattle....rattle...

Adeela's tower would always fall over.

Until one day, when Adeela's tower lasted until the end of activity time. Adeela was so excited that she asked the teacher to show it to the class. The teacher said that maybe it would be a good idea to leave it where it was and not to bring it to the top of the room. And Adeela thought that was a good idea too.

And so Adeela stood beside her tower and was about to say how she had built it and how long it had taken her and how tricky it had been when.....

Now, I'm not sure if a fly got into the class and flapped its wings or if the door to the prefab suddenly slammed shut or even if an elephant started doing hopscotch in the yard but.....that tower began to shake and that tower began to rock and that tower began to roll.

And that tower fell down.

Some people giggled. Some people laughed. Some people even screamed.

But Adeela said nothing.

She stood there for a moment, looking at all those blocks scattered all over the floor and then she went and got the blue tin with the picture of the cat on it and put them all back in.

At the small break, Cillian asked if Adeela would ever make a tower again. And Adeela said no, no...no, no, no.

And so Adeela didn't take out the blocks the next time it was her turn and she didn't take out the blocks the time after that and she didn't take out the blocks the time after that.

But the time after *that*, Cillian noticed Nesma taking down the blue tin with the picture of the cat on it.

He asked if she was going to make another tower and she said yes, yes, she was. Because, she said, she'd been thinking about it and if she put some of the bigger blocks at the bottom and some of the smaller blocks at the top, then, maybe, it would last. Or maybe, if she mixed up the blocks with lego or maybe if she made her tower wider and stronger.

And Cillian said 'Can I help?'

And Adeela said 'Yes'.

Questions

- * What kind of tower did Adeela want to build?
- * What always happened to Adeela's towers?

- * How do you think Adeela felt when her tower fell down?
- * How do you know?
- * Did she feel like building another tower?
- * Did Adeela change her mind?
- * Why do you think she changed her mind?

- * Do you think Adeela will succeed next time? Why / Why not?
- * If Adeela doesn't succeed next time, will that be really terrible?

Discussion

- * Do you know what that feeling that Adeela felt when her tower kept falling down is called? (disappointment / frustration)
- * What colour do you think disappointment is?
- * How do you think disappointment would feel if you could feel it? (e.g. like sand in your shoes.)

Activity

Children draw a picture of time when they tried to do something but couldn't do it in the end. Alternatively, children draw picture of Adeela with her tower.

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 explore his / her identity and individuality through discussion and projects related to the discovery of a sense of self. The child shall be enabled to explore the many day-to-day incidents which occur in the classroom and schoolyard to heighten his / her moral awareness and to develop empathy.
Duration	<input type="checkbox"/> 20 – 30 mins.

Drama *based on 'Adeela'*

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

Drama *Freeze Frame*

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

- * Adeela works on tower. Other children working on own activities.
- * Adeela and teacher standing beside tower. Other children sitting in own desks. The tower collapses.
- * Adeela is talking to Cillian. Other children are playing in background. Adeela tells Cillian she will never make a tower again.
- * Adeela and Cillian work on new tower. Other children at own desks.

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 Adeela, Cillian or teacher. 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	<ul style="list-style-type: none"> <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.
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> CD player <input type="checkbox"/> Children's coats
Learn Together Strand	<ul style="list-style-type: none"> <input type="checkbox"/> Equality and Justice
Learn Together Strand Unit	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to participate in a class culture of listening and speaking. The child shall be enabled to develop decision-making, co-operation and negotiation skills. <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.
Duration	<ul style="list-style-type: none"> <input type="checkbox"/> 30 – 45 mins

Real Play *Nuisance Maker*

Teacher Activity

- * Turns CD player up very high. Waits for complaint / response from class. Turns down CD player.
- * Opens windows and doors. Waits for complaint / response from class. Closes windows / doors.
- * Takes a number of coats from hooks and piles them on chair or table. Some fall on floor. Waits for complaint / response from class. Returns coats to hooks (or promises to do so after lesson).

Teacher (speaking)

I've just done three things which you all responded to.

- * *Why did you ask me to turn down the CD player?*
- * *Why did you ask me to close the windows / doors?*

- * *Why did you ask me to put the coats back on the hooks?*
- * *What have all those three things in common?*
(affected everyone in 'bad' way; were nuisance; weren't helpful etc.)

Sometimes, things can be a bit of nuisance and we don't even notice. Sometimes, things can be changed, even a little bit, which makes everything a lot better.

Today, we're going to look around our classroom and see if there's anything we can change to make our classroom better. Remember, we want to make our classroom a better place.

Examples should be simple and sustainable:

- * *Nature table / press / library could be moved*
- * *Copies could be stored in different location*
- * *Dress-up box could be re-located*
- * *CD player could be plugged into different socket etc.*

Suggestions are recorded

Teacher writes suggestions on board. Discussion around suggestions. (Teacher should emphasise that not all suggestions can be successful but, like Adeela in the story, what counts is trying your best.)

- * *Will this make our classroom a better place?*

Class Activity

Children vote on suggestion(s) they would like to try out. (No more than two suggestions recommended).

Suggestion(s) carried out

Suggestion should be carried out with children's help, if possible. If not, (moving furniture etc.) suggestion should be carried out in front of children.

Discussion

How long will we try this out for? (No more than a week recommended.)

END OF LESSON THREE

FOUR *Post-Project: Critical assessment*

Objectives	<input type="checkbox"/> That the children will come to an understanding of objective assessment.
Resources	<input type="checkbox"/> Board
Learn Together Strand	<input type="checkbox"/> Equality and Justice
Learn Together Strand Unit	<input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to participate in a class culture of listening and speaking. The child shall be enabled to develop decision-making, co-operation and negotiation skills. <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.
Duration	<input type="checkbox"/> 20 – 30 mins.

Reflecting *On the Nuisance Maker*

Teacher (speaking)

Can anyone remember the change(s) we made to the classroom earlier this week / last week etc.?

✳ *Why did we make this change? (To make the classroom a better place)*

Teacher Activity

Teacher writes 'To make the classroom a better place' on board.

Under 'To make the classroom a better place', teacher draws two columns, with headings, YES and NO

Teacher (speaking)

Now, let's all have a good hard think, did (moving library / plugging in cd player at bottom of room etc.) really make the classroom a better place?

Teacher Activity

Arguments for and against are put in appropriate columns.

Class Activity

Children vote on whether or not to maintain change(s).

END OF LESSON FOUR

FIVE

Analysis of success of initiative(s)

Objectives	<input type="checkbox"/> That the children will come to an appreciation of the importance of effort / taking the initiative, as opposed to success.
Resources	<input type="checkbox"/> Paper <input type="checkbox"/> Coloured paper, straws, material etc. (for collage) <input type="checkbox"/> Glue <input type="checkbox"/> Bowls and glue spreaders
Learn Together Strand	<input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Unit	<input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to participate in a class culture of listening and speaking. The child shall be enabled to develop decision-making, co-operation and negotiation skills. <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 explore his / her own identity and individuality through discussion and projects related to the discovery of a sense of self. The child shall be enabled to explore the many day-to-day incidents which occur in the classroom and schoolyard to heighten his / her moral awareness and to develop empathy.
Duration	<input type="checkbox"/> 20 – 30 mins.

Reflecting *On the Classroom Initiatives*

Teacher (speaking)

Recently we've tried new ideas in our classroom. Why did we do this? (To make the classroom a better place). Let's see how we got on.

Teacher Activity

Writes initiative(s) on board.

- * *Did it /they work?*
- * *Why / Why not?*

Teacher (speaking)

If initiative didn't work:

- * *How do you feel about our idea not working (not working completely)?*
- * *Do you remember the story of Adeela? Adeela's tower didn't stay up.*
- * *How do you think Adeela would feel about our idea not working?*
- * *What do you think she 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 Adeela? Adeela's tower didn't stay up.*
- * *How do you think Adeela would feel about our idea working?*
- * *If our idea hadn't worked, how do you think she would have felt?*
- * *How do you feel?*

Class Activity

Collage (coloured paper, textiles, etc.)

Children make collage of initiative / change in classroom (e.g. library in different location etc.)

END OF LESSON FIVE

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

Please contact:

fionnuala.ward@educatetogether.ie

Many thanks!