

Social Entrepreneurship in the Classroom

Third / Fourth Class



social
entrepreneurs 
IRELAND

ONE *School Community*

Objectives	<input type="checkbox"/> That the children will come to an understanding of the democratic structure of the school.
Teacher Preparation	<input type="checkbox"/> Teacher should check on number of pupils on roll, number of teachers, number of non-teaching staff, (SNAs, Secretary, Caretaker etc.)
Resources	<input type="checkbox"/> Paper and Pencils <input type="checkbox"/> Copy / notebook or part of same to be used as Project Diary.
Learn Together Strand	<input type="checkbox"/> Equality and Justice
Learn Together Strand Unit	<input type="checkbox"/> Promoting Equality The child shall be enabled to understand how democracy works within the school through the Patron, the Board of Management, the Parent / Teacher Association, the Student Council, the Green Committee etc.
Duration	<input type="checkbox"/> 25 – 30 mins.

Exploring *Democratic Structure of School*

Pair Work

Teacher divides class into pairs. Gives out paper. Pupils are asked the following:

- * How many pupils are there in our school?
- * How many teachers are there in our school?
- * Who else works in our school?

Pairs Report Back / Class Discussion

Answers are discussed and put on board

Pair Work

Pupils are asked the following:

- * Can you name the people involved in running our school?

- * Can you name any committees or associations made up of parents, teachers or pupils involved in running our school?

Pairs Report Back / Class Discussion

Answers are discussed and put on board

- * Principal, Deputy Principal, Teachers with specific duties etc.
- * Parents Association (Parent / Teacher Association)
- * Board of Management
- * Green Council, Student Council etc.

Class Discussion

It is explained to class that they are to be involved in a project and will be keeping a project diary. Pupils write down names of positions, (principal, deputy principal etc.), and democratic bodies involved in running of school in Project Diary.

END OF LESSON ONE

TWO *School Community*

Objectives	<input type="checkbox"/> That the children will come to an understanding of the democratic structure of the school. <input type="checkbox"/> That the children will come to an understanding of the procedures involved in a meeting.
Teacher Preparation	<input type="checkbox"/> Teacher should check on regularity and time of Board of Management meetings.
Resources	<input type="checkbox"/> Paper and Pencils
Learn Together Strand	<input type="checkbox"/> Equality and Justice
Learn Together Strand Unit	<input type="checkbox"/> Promoting Equality The child shall be enabled to understand how democracy works within the school through the Patron, the Board of Management, the Parent / Teacher Association, the Student Council, the Green Committee, etc.
Duration	<input type="checkbox"/> 25 – 30 mins.

Exploring *Board of Management and structure of meetings*

Revision of Previous Lesson

- * How many pupils are there in our school?
- * How many teachers are there in our school?
- * Who else works in our school?
- * Who is involved in running our school?

Board of Management / Parents Association (PTA):

- * Can anyone name a member of the Parents Association?
- * Can anyone name a member of the Board of Management?
- * What does the Parents Association / Parent Teacher Association do? (Fund-raising etc.)

- * What does the Board of Management do? (Where school should spend money, what to do if too many people want to come into Junior Infants etc.)
- * How often do they meet?
- * What time do they meet?

Structure of Board of Management:

- * Who is on a board of Management? (Principal, teacher, two parents, two representatives of Educate Together and two other people agreed on by other members)
- * Does anyone know the names of the people on our school's Board of Management?

Pair Work / Group Work Quiz

Teacher divides class into pairs / groups. Gives out paper. (Teacher may have to give hint e.g. first letter of answer if pupils having difficulty)

- * What is the name given to the person who runs a meeting / is in charge of a meeting of any organisation?
(Chairperson)
- * What is the name given to the person who takes notes of what happens at a meeting?
(Secretary)
- * What is the name of these notes?
(Minutes)
- * What must minutes always record?
(Decisions made)
- * What is the name given to the person who looks after the money in any organisation?
(Treasurer)
- * What is the name given to the list of items that a meeting will hope to cover?
(Agenda)
- * What is the role of the chairperson?
(To go through items on agenda in allotted time; to not allow one or two voices to predominate; to encourage everyone to contribute etc.)

END OF LESSON TWO

THREE *Identifying the Project*

Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> That the children will work effectively and positively in groups. <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"/> Project Diaries
Learn Together Strands	<ul style="list-style-type: none"> <input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to participate in a democratic process. <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. (Spiral development from First / Second class) <input type="checkbox"/> Exploring Moral Development The child shall be enabled to begin to apply moral principles, insights and reasoning to decision making.
Duration	<ul style="list-style-type: none"> <input type="checkbox"/> 30 – 40 mins.

Reflection *On School*

Teacher Activity

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




Class Discussion

Teacher asks pupils about ways of making out the school a better place.

Areas of school identified: school building; yard; hall etc.

Areas written on board – in columns.

Pupils asked about ways of making a contribution

-  Making suggestions
-  Discussing suggestions in group
-  Being positive about other people's suggestions

Suggestions should be simple and sustainable. For Example:

- * painting wall or fence;
- * planting in a particular area;
- * buying specific equipment;
- * organising newsletter etc.

Class Activity

Class is divided into groups.

Each group is charged with coming up with suggestion (s) for a specific area.

(There may be more than one group for each area.)

Teacher Activity

Suggestions are written under appropriate column

Teacher Speaking

If someone's suggestion is not successful, how do you think they will feel?

Disappointment is a very natural feeling. We all feel disappointed every now and then. What do you think is the best thing for people, who might feel disappointed, to do?

(Continue to contribute as best they can to class project.)

Class Activity

Suggestions are discussed. Class votes on suggestion to be tried out.

Suggestion written into Project Diary.

END OF LESSON THREE

FOUR *Doing Research*

Objectives	<input type="checkbox"/> That the children will come to an appreciation of the procedures involved in trying out an initiative.
Teacher Preparation	<input type="checkbox"/> Arrangement could be made for members of Parents Association / Parents Teacher Association to visit the class. <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 paper attached to hardback books with pegs <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"/> Exploring the Democratic Process The child shall be enabled to participate in a democratic process. <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. (Spiral development from First / Second class) <input type="checkbox"/> Exploring Moral Development The child shall be enabled to begin to apply moral principles, insights, and reasoning to decision making.
Duration	<input type="checkbox"/> 30 – 40 mins.



Consulting *with School Community*

Teacher Activity

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

Class Discussion: Will others in school agree with project?

Ideas discussed. Pupils should be encouraged to think of surveying others in school community.

-  Other classes
-  Other teachers

- * Other staff members
- * Principal
- * Members of Parents Association
(Arrangement could be made for members of Parents Association / Parents Teacher Association to visit the class first thing in the morning to be surveyed for their opinions.)

Class Activity

Class are divided into groups and sent around classes to find out if pupils / staff members:

- * Agree or disagree with proposed initiative.

Use of clipboards or paper attached to hardback book from library with peg.

Class Discussion

Results presented to class.

Results written into Project Diary.

END OF LESSON FOUR

FIVE *Identifying Formal Procedures*

Objectives	<input type="checkbox"/> That the children will work effectively and positively in groups. <input type="checkbox"/> That the children will come to an appreciation of the procedures involved in trying out an initiative..
Teacher Preparation	<input type="checkbox"/> Teacher should check on principal’s availability to receive representatives from class.
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"/> Exploring the Democratic Process The child shall be enabled to participate in a democratic process. <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. (Spiral development from First / Second class) <input type="checkbox"/> Exploring Moral Development The child shall be enabled to begin to apply moral principles, insights and reasoning to decision-making.
Duration	<input type="checkbox"/> 25 – 30 mins.

Reflection *on proposed visit by Board of Management members or attendance at BOM meeting*

Teacher Activity

Teacher writes ‘*To Make the School a Better Place*’ on board.

Teacher writes name of project on board.

Do we need to talk to anyone about this idea?

(Pupils should be encouraged to think of Board of Management - even if initiative is not within strict remit of BOM)

What should we do about this?

(Arrange meeting through principal when members of BOM could visit class)

* *What questions do you think the BOM will ask?*

Examples

- * *Why do we think this will make the school a better place?*
- * *Will the Board have to arrange to do this or can the class do it, themselves?*
- * *How much will this cost?*
- * *How long will we try this out for?*
- * *How will we know afterwards if it has made our school a better place?*
(Survey pupils and staff once more)

Class Activity

Children should be appointed to go to principal's office to arrange visit from BOM members.

Children should write down questions BOM might ask in Project Diary

Or

If possible, members of the class, through e.g. lottery, could be given responsibility to present at official BOM meeting.

Arrangements regarding travel to and from meeting would have to be arranged beforehand.

Preparation as above.

Representatives from class attending meeting report back to class afterwards.

END OF LESSON FIVE

SIX *Visit from BOM members*

Objectives	<ul style="list-style-type: none"> <input type="checkbox"/> That the children will come to an understanding and appreciation of the democratic structure of the school. <input type="checkbox"/> That the children will come to an understanding of the procedures involved in a meeting.
Teacher Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> BOM members should be encouraged beforehand to ask questions regarding project.
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Board, chalk / marker <input type="checkbox"/> Project Diaries
Learn Together Strands	<ul style="list-style-type: none"> <input type="checkbox"/> Equality and Justice <input type="checkbox"/> Moral and Spiritual
Learn Together Strand Units	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring the Democratic Process The child shall be enabled to participate in a democratic process. <input type="checkbox"/> Promoting Equality The child shall be enabled to understand how democracy works within the school through the Patron, the Board of Management, the Parent / Teacher Association, the Student Council, the Green Committee etc. <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. (Spiral development from First / Second class) <input type="checkbox"/> Exploring Moral Development The child shall be enabled to begin to apply moral principles, insights and reasoning to decision making.
Duration	<ul style="list-style-type: none"> <input type="checkbox"/> 30 – 40 mins.

Exploring *Formal procedures of a meeting*

Teacher Activity **Before Visit spacing formatted below**

Teacher explains to class that meeting with BOM is formal.

***** *Who will we need to run the meeting?*

- * *What does a chairperson have to do?*
(Calls on people to talk, goes through agenda, etc.)
- * *Should chairperson allow the same person to talk all the time?*
(Chairperson appointed)
- * *Will we need to take notes? What are those notes called?*
- * *What is the most important thing to record in minutes of a meeting?*
(Decisions made)
- * *What is the name given to the person who takes notes at a meeting?*
(Secretary appointed)
- * *What will we talk to the BOM about?*
- * *Should we make a list? What is this list called?*
(Agenda)
- * *What should we do when BOM members come to our class?*
(Officially welcome them)

Class Activity

Class write down agenda in Project Diaries. Some pupils (according to number of visitors) charged with writing copies of agenda for BOM members.

Visit

Pupils officially welcome BOM presenters. Copies of agenda given to BOM members.

Chair and Secretary introduced.

- * *BOM ask questions re project.*
- * *BOM promise to report to other members.*
- * *Arrangement is made for BOM member to return in following days to report on decision.*
- * *Secretary photocopies minutes and gives copy to BOM members.*
- * *Class record minutes in Project Diary*

END OF LESSON SIX

SEVEN *Post Project: Critical Assessment*

Objectives	<input type="checkbox"/> That the children will come to an understanding of objective assessment.
Teacher Preparation	<input type="checkbox"/> Teacher should check on principal's availability to receive representatives from class. <input type="checkbox"/> Arrangement made with other teachers to visit classes
Resources	<input type="checkbox"/> Board <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"/> Exploring the Democratic Process The child shall be enabled to participate in a democratic process. <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. (Spiral Development from First / Second class) <input type="checkbox"/> Exploring Moral Development The child shall begin to apply moral principles, insights and reasoning to decision making.
Duration	<input type="checkbox"/> 25 – 30 mins

Survey *of School Community*

Class Discussion

- * *How can we find out if other people in the school think we have been successful?*
(Going back to pupils / staff to ask opinion)
- * *Should we ask why they think we have or haven't succeeded?*

Class Activity

Class are divided into groups and sent around classes / staff to survey opinions.

Use of clipboards or paper attached to hardback book from library with peg.

(Results not discussed during this lesson)

Class Survey

Class, itself, surveyed for its opinion on success of project.

END OF LESSON SEVEN

EIGHT *Project Analysis*

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"/> Board, chalk / marker <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"/> Exploring the Democratic Process The child shall be enabled to participate in a democratic process. <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. (Spiral development from First / Second class) <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. (Spiral development from First / Second class) The child shall be enabled to begin to apply moral principles, insights and reasoning to decision making.
Duration	<input type="checkbox"/> 25 – 30 mins

Analysis *of Survey Results*

Teacher Activity

Two columns are written on board: Yes; No

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

Class Activity

Groups from survey are invited to report to class

Children record result in appropriate column.

(Reasons noted should also be recorded.)

Results recorded in Project Diary.

Discussion

Principal visits class

Results communicated to principal

Discussion around success or lack of success of project

Specific mention should be made of importance of trying if initiative is unsuccessful

END OF LESSON EIGHT

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

Please contact:

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Many thanks!