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THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Social Enterprises
support sustainability

e-Book



Social Enterprises support sustainability



Overview

- The participants divided into small teams will have to match the SDGs with the social enterprises presented.
- It is teamwork that will bring participants to explore the concepts of social entrepreneurship and sustainability of a given community.
- They will learn that “business” is not always seeking individual interest, but it can contribute to answering the needs of a community.
- It contains 2 possible variations for younger and older age groups in the range of 6-11 years old.



Learning objectives

- To understand the concepts of social entrepreneurship.
- To learn about the SDGs.
- To stimulate the young participants in understanding that “business” does not necessarily seek the benefits of the entrepreneurs only.
- To work in a team and listen to each other.
- To learn how to express ideas.
- Citizenship skills – becoming aware of the needs of their community, and realizing that young people can make a difference in social and environmental issues.





Age

6-11 years old.



Time

50-60 minutes.



Group Size

Recommended for 9-15 participants.



Materials

- Sustainable Development Goals explanatory cards - 1 set per group.
- Social Enterprises Explanatory cards.
- 1 dice.



Preparation

- Read all activities before starting.
- Prepare a presentation about social entrepreneurship and SDGs in advance and adapt it to the age group. Images, simple slides, and short videos are usually appreciated by 6 - 9 years old.
- Print and cut the cards.
- Set up the room according to the means you have. There should be the possibility for all groups to watch the SEE card and to place the SDG card(s) facing down on a flat surface. Therefore, we suggest using a big table around which all groups can sit, or several small tables (one per group) placed in a circle.



Description

1. Explain that in this activity we will be looking at examples of social enterprises and considering the needs of our own community.

2. Provide a brief introduction to the participants explaining what a social enterprise is using simple terms and stressing the purpose of improving people's lives in our communities and addressing social or environmental issues.

3. Ask if anyone has heard about the Sustainable Development Goals. And provide a brief introduction using simple terms.

- All this introductory part should take around 15 min.

4. Divide the participants into groups of 3 - 4.

5. Provide each group with a set of SDG cards.

6. Explain the game:

- Each group has a set of SDG cards.
- On the table, there is a set of Social Enterprises Explanatory (SEE) cards.
- Each group throws the dice, the one that gets the higher number will start picking one SEE card and showing it to all groups.
- The facilitator reads the SEE card.
- All groups try to match the Social Enterprise with 1 or more SDGs - explain that the choices should be kept secret and the SDGs cards chosen will be placed on the table facing down.
- Once all groups have faced their cards one by one, they turn the card(s), starting with the one that picked the SEE card. Each group will explain the reasons why the Social Enterprise card is connected with the SDGs card(s) chosen.
- The group that matches the correct cards wins the SSE card.



7. Play 3 - 4 rounds maximum and help the participants explain the connections and eventually add information and explanation.

- The game should take no more than 30 minutes.

8. Close the activity with a short debriefing to let the participants understand the objectives of the game.



Tips for facilitators

- Suggested sources for getting prepared.
- https://participants.kiddle.co/Social_enterprise
- https://participants.kiddle.co/Sustainable_Development_Goals
- It will be helpful to explore what participants already know about social enterprises. This enables them to connect new knowledge with what they already know.
- Note: Many social enterprises address more than one SDG, so they can be paired with more than one SDG. However, there should be at least one social enterprise that is matched to each SDG.
- Before cutting out the learning cards, you can see two cards next to each other, where the social enterprise addresses that specific SDG.



Debriefing and Reflection

- Start the debriefing by asking what they have learned and eventually answering their questions.





Variations

Variation 1:

- Giving a set of SEE cards and a set of SDGs to each group and asking each group to make the match. The goal is to match as many cards as possible.
- This variation could be simpler for younger age groups (6 to 9) but is less challenging.

Variation 2:

- Substitute steps 1 and 2 with the following:
 - Ask participants what they know and what they are wondering about Social Entrepreneurship and about SDGs and invite them to answer questions n1 and 2 on the flipchart.
 - Leave the third question for the debriefing part.
- If you choose this variation, you should also prepare 3 flipcharts each having one of the following questions:
 - 1. What do we already KNOW about social enterprises?
 - 2. What do we WONDER about this topic? What questions do we have?
 - 3. What have we LEARNED about this topic?
- Do the same for the SDGs
 - Hang the papers on the wall or place them on desks: they must be accessible to participants.
- This variation is suitable for participants aged 9-11.



References

The activity has been readapted and inspired by lesson 1 on page 8 of the [Decent Work and Economic Growth | British Council](#)

- https://www.britishcouncil.org/sites/default/files/decent_work_and_economic_growth_collaborative_template_1.pdf



HANDOUT



Pupils in a secondary school in Tanzania have started a beekeeping business.

They sell honey and make products such as candles out of beeswax.

Profits are used to support pupils from poorer families and to build beehives for community members who are in poverty and need a source of income.



Pupils in Cameroon started a business, growing and selling cassava.

Cassava is an important food item in many countries, providing people with carbohydrates - the main source of energy.

Starting this project allows pupils to provide low-cost food to other members of their community.



Mental health is now considered to be just as important as physical health.

Pupils in a school in Ireland started a project to combat depression and anxiety. They support young people to practice positive thinking.

One of the tools they are developing is an online app that generates a positive message every day.

4 QUALITY EDUCATION



Pupils and groups of women in India make jewellery, money pots, bags and other craft items.

These products are sold by pupils in a school in Scotland.

Profits made in Scotland are used to help fund a small school in India that provides education free of charge.

The school is attended by children who otherwise would not be able to go to school.

5 GENDER EQUALITY



Young women in rural Pakistan have started a plant nursery business. They grow seeds, small plants and buds and then sell them. The founder now employs six other women.

This is one of many social enterprises started with support from the British Council programme, Active Citizens.

6 CLEAN WATER AND SANITATION



Pupils in Sierra Leone started a water-harvesting business and now sell clean water in their community. Water harvesting means collecting rainwater running from rooftops as well as floodwater from local streams. This water can be used for drinking and irrigation.

The reason for starting this business was that they had no wells in their community.

7 AFFORDABLE AND CLEAN ENERGY



Pupils in Cameroon started making and selling solar panels. These solar panels are useful for charging mobile phones and providing electricity for lamps.

8 DECENT WORK AND ECONOMIC GROWTH



Pupils, parents and staff members in a school in England have started a social enterprise making original spice products.

They roast, grind and blend spices to make original products and create decent work opportunities for community members.

In addition, this project brings together community member from different backgrounds so that they can learn and cook together.

<http://ballotstreet.co.uk/>

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Esoko is a for-profit company with an important social mission: supporting farmers in Africa to make agriculture a profitable business.

Esoko has built a text messaging system that provides information about market prices, weather conditions, and tips on farming. The system also matches buyers and sellers. As such, it provides important infrastructure for poor farmers, allowing them to increase their income.

<https://esoko.com/>

10 REDUCED INEQUALITIES



Pupils in a school in Uganda started a business making and selling low-cost school uniforms.

Many families are normally unable to afford school uniforms. This is sometimes the main reason why children from these families cannot attend school.

It is important to create the conditions for all children to have equal access to school and other opportunities in life.

11 SUSTAINABLE CITIES AND COMMUNITIES



Streetbank is a social enterprise founded in England.

Through their website, you can give away things you no longer need and share things with your neighbours (like ladders and drills). You can also offer your skills to your neighbours, such as languages or gardening.

The idea is to create friendlier neighbourhoods, save money and ensure that fewer things end up in landfill.

<http://www.streetbank.com/>

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



GoodWeave is an international social enterprise using the power of consumers to fight child slavery.

Rugs with a GoodWeave mark are made by companies that promise not to use child labour. The companies are randomly inspected by GoodWeave to make sure they are true to their world. If children are found, they are rescued and supported with education and other important services.

Around the world, more than 150 million children live in servitude. They have given up their childhoods and their education.

<https://goodweave.org/>

13 CLIMATE
ACTION



A social enterprise in the Philippines has designed a low cost solar light. It is called Liter of Light, and it is now used in more than 650,000 homes in 20 countries.

Around the world, one out of seven people does not have access to electricity. Many of these either live in darkness, or use candles or kerosene lamps, which emit toxic fumes and contribute to climate change.

The solution by Liter of Light is safer and cheaper than the alternatives, and it reduces air pollution.

<https://literoflight.org/>

14 LIFE
BELOW WATER



New Works is a social enterprise that collects unused fishing nets from the ocean in the Philippines. This is important because discarded fishing nets continue to trap sea birds, turtles and other animals.

The company recycles the fishing nets to make carpets.
<http://www.net-works.com/>



Sidai is a social enterprise supporting farmers in Kenya. Veterinarians and livestock professionals help farmers keep their livestock healthy and productive. Affordable and high quality health service enables livestock to have more offspring, avoid diseases, and improve milk and egg production, among other things.

The support from Sidai protects animals from needless suffering and supports farmers with added income.

<https://www.sidai.com/>



Search for Common Ground is an organisation that works to avoid violent conflict. They build through three main activities: dialogue, media and community.

They bring people together across dividing lines to listen to each other, discover and achieve shared goals. They use TV dramas, radio shows and music videos to get people thinking about the causes of violence and how to overcome differences. They provide a safe space for neighbours and families to work out their conflicts at the local level.

Search for Common Ground provides young people with the skills, networks and resources to launch their own businesses and social enterprises.

<https://www.sfcg.org/>

Cards with Sustainable Development Goals



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



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