LIFE SKILLS
DEVELOPING SOCIAL ENTREPRENEURS

BRITISH COUNCIL

LIFE SKILLS

CONTENTS

Foreword

Life Skills are not something new; they are a set of basic skills
that enable us to effectively manage the challenges and questions
we face in our daily lives. They include confidence, assertiveness,
decision-making, and the ability to stay safe
and healthy. Schools are uniquely placed to play a key role in promoting
and sustaining young people's emotional and social health,
as part of their role in providing a rounded quality education which helps pupils
to gain the confidence they need to develop into successful adults.

We are therefore delighted to be working with the Hellenic Ministry of Education
and Religious Affairs on the development of this project for Greek schools.

I would also like to thank HSBC for its donation in recognition
of the importance of Life Skills for the future employability of young people.

Tony Buckby,
Director, British Council

What are life skills?

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. In practice, many skills are used simultaneously. For example, in order to make decisions one uses their critical thinking, e.g. "which are my choices?" while assessing their values, e.g. "what is important to me?" In the end, one's behavior is codetermined by the correlation of their various life skills. For the purpose of this programme we shall focus on those life skills related to:

• Self-respect and respect for others
• Communication
• Social skills

Why teach life skills?

Democracies need active, informed and responsible citizens, willing and able to take responsibility for themselves and their society and contribute to the political process.

Democracies depend on citizens who, among other things:
• are aware of their rights and responsibilities as citizens
• are informed about the social and political life
• are interested in the well-being of others
• are able to clearly articulate their opinions and arguments
• are capable of having an influence on the world
• are active members of the society
• responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience at home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society

If citizens are to become genuinely involved in public affairs, then a more systematic approach towards citizenship education is essential.

Life skills touch upon issues that are:

• real: they actually affect people's lives
• topical
• sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved
• often controversial: people disagree or hold strong opinions about them
• ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.

How does training in life skills benefit young people?

- TIt helps them develop their self-confidence and successfully deal with life changes and challenges, such as bullying and discrimination.
- It gives them voice: at school, in their community and in society
- It gives them the chance to make a positive contribution to society, by developing the experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

What are the basic elements of life skills training?

Life skills education includes a wide range of diverse learning elements:

- Knowledge and understanding: About issues, such as laws and rules, the democratic process, mass media, human rights, diversity, money and economy, sustainable development and the world as a global community, as well as about concepts such as democracy, justice, equality, freedom, power and the rule of law.
- Skills and attributes: Critical thinking, analyzing information, expressing opinions, participation in discussions and debates, negotiating, problem solving and participation in community actions

- Values and attitudes: Respect for justice, democracy and the rule of law, openness, tolerance, courage to support a certain view and willingness to listen to, cooperate with and stand up for other people.

The most effective form of learning in Life Skills Education is:

- active: emphasizes learning by doing
- interactive: it uses discussion and debate
- relevant: focuses on real-life issues facing young people and society
- critical: it encourages young people to think for themselves
- cooperative: it includes team work and collaborative learning
- participative: it gives young people the chance to participate in the learning process

The LIFE SKILLS programme - Developing Social Entrepreneurs

The objectives of the programme

Through this programme students will formulate questions in order to explore various issues and problems and begin to assess their impact on individuals and communities. They will use the information they discover to make informed contributions to discussions. They will work together with other students to plan and undertake courses of action that will address significant citizenship and social entrepreneurship issues. They will begin to identify the different ways in which people can participate in society through individual or collective actions and how they can change those things they want in social groups and the wider society.

The programme has been designed in such a way so that it can improve the understanding and knowledge of youth on social innovation and entrepreneurship, while developing at the same time the basic skills for learning, life and work. Each workshop covers a different subject, such as innovation, team work and confidence and each activity has been planned so as to make them use different sets of skills such as:

- critical thinking and problem solving
- communication and cooperation
- creativity and imagination
- active citizenship
- digital competence
- leadership

Personal development

Students will be taught ways to:

- participate actively in various decision-making processes
- asses how democracy, justice, diversity, tolerance, respect and freedom are perceived by people of different beliefs, backgrounds and traditions within a changing democratic society
- comprehend the role of active citizens and actions with social impact
- explore different approaches to economy and entrepreneurship and the way in which these are interrelated
- take into consideration the various aspects of interaction between Greece, Europe and the rest of the world.

Caring and sharing

Children should be taught how to:

- be concerned with intellectual, ethical, social and cultural issues, using their imagination to understand other people's experiences
- resolve disputes by exploring alternatives, making decisions and justifying their choices
- recognize the role of voluntary groups, community and pressure groups
- question and reflect upon different ideas, views, assumptions, beliefs, and values
- conduct research on various issues and problems by using a range of information, sources and methods
- critically evaluate different ideas and viewpoints, including those they do not necessarily agree with.
- negotiate, make decisions and take action to try and influence others
- critically assess the impact of their actions on communities and the wider world

Opportunities for a cross-curricular approach

- Human rights
- Family and society
- Sustainable communities and development
- Health and safety
- Geography and environment
- History
- Information and Communications Technology
- Science
- Principles of Economic theory
- Democracy

Cross-reference to language skills

Children will be taught how to:

- answer more complex questions
- explain simple choices through structured reasoning
- negotiate turns in speaking
- practice as interlocutors, actively listen and question at the same time
- identify similarities and differences and evaluate them
- demonstrate understanding of others' contributions and develop their own contributions as a result
- scan texts for information
- skim texts for gist and the overall impression
- extract specific information through attentive reading

The programme in practice

British Council's Life Skills programme includes:

- 6 teaching hours of workshop sessions by a trainer of the programme
- an information meeting for teachers in order to familiarize them with the programme and its methodology
- support to teachers for developing further activities and continuing the programme
- a manual for trainers and teachers with recommended activities

The teacher's role

The teacher has a key role to play in the programme's success. Life Skills cannot be developed in just a few teaching hours. They involve a long-term process that is sustained over time through varied activities and stimuli. The recommended activities, whether conducted by a trainer or by the teachers themselves, should be followed by a discussion and be linked to the rest of the curriculum and the everyday life of students at school.

There is plenty of support material for teachers. At the end of this manual you will find a list of sources that can give you more ideas. Only teachers should decide which activities are best suited for their students and to determine their priorities and objectives for the class. They should therefore share their views with the trainer they will be working with and modify the activities depending on their students' needs.

Review

The review is the most important stage of any activity undertaken with the group. It is recommended that reviews are carried out first in cooperation with the students. Every recommended activity comprises a series of questions to be discussed with the students. The goal of the review for students is to become aware of the newly gained knowledge, to reflect on the activity, to express and generalize the key ideas and eventually define the group's next steps. The review helps students become aware of the programme's progress and commit themselves to each stage and action.

At the same time, teachers should also conduct their own reviews, either individually or in cooperation with other teachers involved in the programme or with the school's Head Teacher. A key question to be answered may be "What kind of changes has the programme brought about or will bring about on a personal level, school level or/ and community level?" The answer to this question can guide the group toward the right framework and the desired outcome. The implementation of the programme is also always a chance for the teacher's personal assessment.

At the British Council, we believe it is very important to evaluate our programmes. Therefore, at the end of the manual we have included an evaluation form for students and teachers, which can be completed by those taking part in the programme.

OVERVIEW OF THE PROGRAMME'S SIX MEETINGS

Activity	1	2	3	4	5	6
Title	Mapping our community	What is social entrepreneurship?	Setting up my own social enterprise	What makes a successful businessman?	From planning to success!	Closing event "Alternative entrepreneurship"
Objectives	• to answer more complex questions • explain simple choices through structured reasoning • to negotiate turns in speaking • to actively listen and question others' contribution • to identify similarities and differences and to make an evaluation • to demonstrate understanding of others contributions and develop their own contributions as a result • to examine texts and identify information • to extract the core idea and their general impression • to extract specific information through attentive reading					
Produced material/ Final stage:	Creating a social, economic and cultural map of the neighborhood	Getting acquainted with the core elements of social enterprises	Setting-up the profile of a social entrepreneur	Self-assessment and identification of the skills of a social entrepreneur	Analytical planning of the social enterprise	Simulating an event for the promotion of business ideas
Results/ Students will:	• search for different solutions, make decisions, justify their choices. • critically assess different ideas and views with which they may agree or disagree • negotiate, make decisions and get active in order to influence others • identify and analyze the problems of their local community	•negotiate and make decisions in order to influence others. • critically assess the impact of their actions on society and the wider world	•associate real community problems with solutions that have a social impact •strengthen their communication skills and support their choices with arguments	•discuss and assess the competences that make a social entrepreneur stand out •reflect on their own skills and on what a group needs so as to achieve goals •foster their creativity and become aware of the concept of cooperative approach	•analyze in groups the manifold aspects of a social enterprise •plan how they can achieve sustainability and social impact •divide and assign tasks and roles •support their effort with arguments in order to be effective and persuasive	•work in teams so as to devise creative and imaginable ways of presenting and promoting their business idea, which will have a social impact and will be financially sustainable •use digital media •evaluate the proposals of other teams and suggest improvements

ACTIVITY 1

Mapping our community

1. Make an introduction by presenting yourself and the organization and give information about the programme, the methodology and what is about to follow.

2. Explain to the group that in our everyday life, in our neighborhood and in our city, we often see happening things that we do not like: social groups that do not have the same opportunities as the rest of the world, environmental problems, crisis of values, injustice. To get to know each other, call each participant to write on a colored piece of paper a word that stands for a phenomenon of our daily life that they don't like, that troubles them, and that they would like to change. Then, ask them to say their names and show the word that they have written. Stick all notes on a large piece of paper and keep them there to be discussed at a later stage. If you think that there is not enough time, you can skip this first step and move on with the mapping of the area and later on with the rest of steps.

3. Make four groups and give to each one of them a map of their neighborhood that you can find and download from the internet. Then ask them to map their area while giving them the following instructions:

   • Group 1:
   a/ Locate the big enterprises, shops or shopping malls, cinemas, bars and restaurants.
   b/ Mark four equally large areas on the map. Look at the four distinct parts and explain whether there are any differences among them (safe-unsafe areas, rich or poor population, etc)
   • Group 2:
   a/Spot the sports facilities and entertainment areas, sports fields, forests, parks, playgrounds.
   b/Are there any sources of conflict within the community? (environmental issues, social issues)
   • Group 3:
   a/Trace the cultural attractions (eg sights, museums), places of worship, educational institutions.
   b/Which languages are spoken in your community? Do you hear these languages at school?
   • Group 4:
   a/Spot the administrative centers and services (local administration offices, post offices, police and firehouse departments, communities, accommodation centers etc)
   b/Are there any organizations/associations/charities working for the community's well-being? Which are they?

   • Place yourself as an individual inside the map. Where do you live?

4. Ask the groups to present their map in two minutes. Keep track of the time.

   Extra activity
   If there is enough time and it is possible, ask the students to draw all together a larger common map, where they will mark all the above findings following these instructions:
   • Draw your school in the middle of a flipchart sheet or of a large piece of paper (1m2)
   • Try to draw a ROUGH map around your school where the main roads, geographical characteristics and points of commercial, sports, cultural and administrative interest are highlighted.

5. Ask the participants to think as a group and write down on a sticky note an issue that troubles them in their neighborhood or their community and which they would like to change. Then, place the notes on the blackboard and group them. Compare them to what they have written in the beginning of the session. Stick all notes together on a single large sheet of paper or a 1m2 piece of paper and title it: "I want to change…."

6. Ask the students to observe their neighborhood until your next meeting and fill in any omissions from their map.

ACTIVITY 2

What is social entrepreneurship?

1. Ask if anyone knows what a social enterprise is or if someone can imagine what it is.
   After letting the participants express their ideas and thoughts about the social enterprise,
   you can draw the following shape on the blackboard or on a piece of paper:
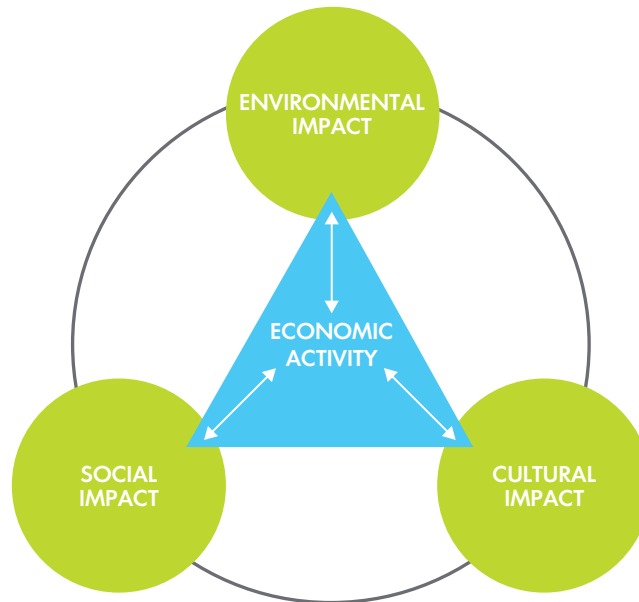
   Social entrepreneurship is an important tool towards the creation of more just economies
   and sustainable communities. Social enterprises are businesses that tackle social and
   environmental problems or/and cultural issues. They create jobs and generate revenue just like
   the other companies but instead of channeling their profits to the owners, they re-invest it in order to
   support their social mission. Thus, they serve as a catalyst for the improvement of people's lives
   within our communities and the society.

2. Explain that we are not going to deal with the actual legal forms, since these can greatly vary,
   but with its underlying philosophy. Put emphasis on the fact that in order to have a social enterprise
   both entrepreneurship and impact are required. If either of them is missing, then we have a company
   or a social initiative or a voluntary organization etc.
   In particular, social enterprises:
   • Have a positive social or/and environmental or/and cultural impact. Their positive impact can be
   direct or indirect and it can manifest itself in one or more of the above-mentioned sectors
   (environment-society-culture). In each case, however it should definitely be balanced
   and not destroy or affect in a negative way any of the above-mentioned pillars.
   • Aim at becoming financially viable and independent through commercial activities.
   • Make profit which is reinvested to support the enterprise's society-oriented activities.

3. Form teams, give to each of them a description of a local enterprise (see Annex)
   and ask them to read it and then prepare an advertisement for their social enterprise
   that will make people understand:
   • When and why was the social enterprise created?
   • What kind of services does it provide?
   • Who work for it, who benefit from it, who founded it?
   Inform the teams that the advertisement should be appealing to the audience and follow the KISS rule:
   Keep it Short and Simple. If you have some time, sum up by explaining now in simple words
   what a social enterprise really is and intent to combine the social entrepreneurship
   shape with the examples given in the Annex.

ACTIVITY 3

Setting up my Social Enterprise

1. To encourage your students to generate ideas, pose the following question:
   How can we devise a social enterprise with the goal to improve an issue that
   concerns our community?

2. After grouping the participants according to their interest in the issues that came up during
   the first (mapping) activity, ask them to write down the social issue that concerns
   them in the center of a large sheet of paper. (To simplify the formation process of the teams,
   the trainer may have already formed the interest groups by formulating precisely
   the social issue/problem that corresponds to each team). Hand out to each student
   sticky notes and give them five minutes' time to think about possible solutions to this particular
   problem or issue. Encourage the participants to be resourceful but also realistic
   about what they can achieve.

3. Ask each team to discuss the proposed solutions and create a social enterprise which could
   offer a solution to the social issue at stake by means of a particular business activity.
   You may also suggest that they choose an existing enterprise that they have spotted
   during the mapping process, and to think how it could contribute to solving the social problem
   they have selected, as well as how they could turn it from a conventional to a social enterprise.

4. Hand them Sheet 1 and ask them to fill in the profile of their social enterprise.

5. Call each team to make a presentation of their social enterprise
   and ask the rest of the participants to provide feedback.

SHEET 1

Social Enterprise's Profile
Social Enterprise's Name
Social problem
Service/product description
Area of implementation

Names of the group's members	1.
	2.
	3.
	4.
	5.

| Logo |
|---|
| |

ACTIVITY 4

What makes a successful entrepreneur?

1. Make an introduction by explaining that successful social enterprises are often set up
   and run by entrepreneurs who are resilient, innovative and intellectually
   curious- meaning they possess all key skills and attributes for success in the 21st century life.
   Ask the students to name some successful entrepreneurs. In which sectors do they work?
   In the financial, creative, social sector or elsewhere?

2. Ask the students to draw in teams a picture or a cartoon image of a modern entrepreneur
   on a large sheet of paper and write down the skills and qualities that this person might
   need in order to be successful. These could include commitment, honesty and motivation.

3. Encourage them to complete three sentences starting as follows:
   "A successful social entrepreneur is someone who….". An example of this could be the following:
   "A successful social entrepreneur is someone who…shows tenacity and commitment
   to drive ideas forward" or "A successful social entrepreneur is someone
   who respects his employees".

4. Draw three mutually inclusive circles on a large sheet of paper on the wall or on the floor,
   in each of which an important skill/role will be displayed:
   I have innovative ideas and I am creative (innovator) - I take initiatives
   and I have the mindset of an entrepreneur (entrepreneur) - I have organizational skills
   and I can coordinate teams (manager)

I have
innovative ideas
and I am creative
(innovator)

I take initiatives
and I have
the mindset of
an entrepreneur
(entrepreneur)

I have
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I can coordinate
teams
(manager)
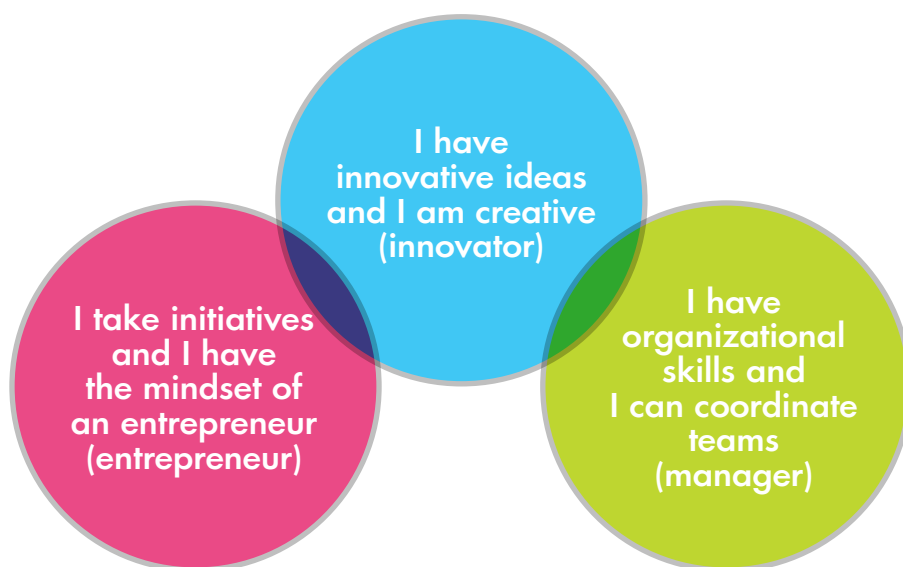
5. Ask the class to form groups of 3 or 4 persons and have them discuss
   how they pin down these different roles and share their thoughts with the rest.
   Then, ask them to write their names there where they believe they belong
   according to their skills. While the participants come one by one
   and choose where to add their names,
   you can also encourage them to share their thoughts.

6. Explain to the group that we all have such skills. According to the writer on issues
   of social entrepreneurship Jerr Boshee, we may have the ability
   to play all three roles but we can play well only two of them.

7. Start a conversation about their skills and the different roles:
   • How did this process make them feel and why?
   • On which of the role(s) do they focus? How are these roles related
     to the work they are doing or would like to do?
   • Would they like to have their name under a different category on the chart?
     Ask them to draw a line from their name to the place where they would like it
     to be and put a cross there.
   • Ask the participants to detect if in their group there are people from all the above categories.

8. (If you have the time) ask your budding entrepreneurs to be creative. Provide each group
   with some plasticine and a spoon. Give them some time to design and create
   a new product using these materials. Each group must then take a turn to present their creation
   and explain the ideas behind their innovative new product. They should explain:
   • What they have created
   • Why they chose to create it
   • To whom it is addressed (Who could this product help or be used by)
   Reflect on which group was the most successful and why.
   Discuss about the reasons why a group succeeds or fails in achieving its goal
   and the different roles of its members.

ACTIVITY 5

From planning to success!
1. Based on the idea regarding the social issue they have selected, explain to the students that they must now decide how to make a difference and what needs to be done to make their social enterprise successful. You will need to help your students generate a task list, assign roles, tasks and responsibilities along with timelines and key milestones to be achieved. Encourage your students to take on an active part in this process, take ownership of it, and set their own targets.
2. So, ask the teams to share the following tasks and fill in Sheet 2. Explain that at the sixth and last session they should make a presentation of their social enterprise and that this Sheet will really help them prepare for that. For participants of younger ages you can clarify that some of the questions in Sheet 2 can be optional (e.g. They might find hard the environmental and financial impact section)
3. Explain that until the sixth meeting - when the presentations shall take place- they can tap in the expertise of their parents or local enterprises.
4. Hand to each group envelopes named after their social enterprise, including the following letter:

Letter

Dear group...

It is with pleasure that we invite your social enterprise start-up to take part in the international conference "Alternative Entrepreneurship" that takes place for the third consecutive year, involving more than 100 social enterprises, organizations and social economy agents.
To take part in our conference you need to submit:

• An advertising spot promoting your activities, with a maximum duration of 2 minutes or
• A short presentation of your social enterprise, with a maximum duration of 5 minutes

We would like to inform you that abiding by the above-mentioned time schedule is a strict prerequisite for the approval of your application.

Along with the afore-mentioned material you will further need to fill in and submit within the deadline Sheets 1 and 2.

We wish you the best of luck!

The Conference's Steering Committee

SHEET 2

1. Introduction and background

In short, what is your idea and why do you think it can work?	*This part is easy! Just describe what you are planning to do, e.g. organize and run a café, recycle school uniforms. Then explain why you believe that people will buy your products or services.*

2. Leadership and team

Who will run the enterprise and where?	*If you already have a leader that is fine- if not, you could explain why and write down the names of the individuals who will run the social enterprise.* *It would be good to include among them the teacher who is helping you.*
Which leadership skills will you gain or start to develop through the enterprise?	*These may include: planning, managing the team, representing the team or group, communication, setting the example, motivating and encouraging the team*

3. Objectives and impact

Which are the main goals you would like to achieve with the enterprise?	Discuss and think about it as it will help you make decisions later on. Think about what all your hard work aims to? It might help if you begin the description of each goal with the phrase: "By the end of the social enterprise we to hope to have…."
Objective 1:	
Objective 2:	
Objective 3:	

4. Products/Services

What is the product(s) you are selling? (If it is a service, outline it as best you can)	This part is similar to part 1 but this time add more details.

5. Analysis of your market	
A) How do you know there's a need;	*Analyze why should people buy your product or service - it will be successful if they really need it and not just buy it to help you out.*
B) Who are your customers;	*Think as widely as you can – the other schools around you, your parents, local businesses, customers online?*
C) Who are your competitors?	*Your competitor is someone who is selling the same thing as you or offering the same service.*
D) What prices will you charge;	*See appendix 1.*
E) Which methods will you employ to promote and sell your product?	*How will people know about your product and where to buy it?*

6. Social, environmental and economic impacts

Social impacts	How will you use your profit to help other people?
Environmental impacts	Some things to think about… How will your customers carry away their purchases? Where and how do you dispose of your waste? Are your production techniques good for the environment? Are your materials environmentally friendly?
Economic impacts	Some things to think about… What effect will your social enterprise have on the way you think about business? The impact of Fair Trade on producers in the developing world. Your knowledge of dealing with money.

7. Finance

Income: **Where you will find money to start up the enterprise?**	*Potential sources of revenue could be a loan from an employer, a bank or the school, shares in the enterprise...or other fundraising activities*
Expenditure: **What expenditure will be incurred in running the enterprise?**	*Section 5 d) will provide the answer for this.*
Explain how you will make a profit and what you are going to do with it.	*Section 5 d) will also help with this.*

Getting the price right is very important.
Customers will view your company in a certain way according to the price.

- They will think of you as selling a 'quality' product when the price is high
  (if the product is good enough) or if the cost is low they will see the product as cheap
  but value for money (if the product is basic but good quality).
- You always want your customers to feel they are getting value for money regardless of the cost.
  Treat your customers very, very well and with respect - you don't have a business without them!
  You are providing a product/service so you deserve payment.
  You want your customer to believe that the product is worth the price
  you put on that product/service.

- Think about the benefits your product/service provides.
  There are two different types of costs in the production of your product/service.
  Things like workspace, heating and lighting are fixed. Costs like materials
  and wages are variable and are more costly as you produce more products.

- In a school social enterprise there are unlikely to be any fixed costs.

- To make a profit you must take in more money than you pay out to make
  the product or provide the service.

Appendix 1: Pricing tips and hints

Look at you competitors – your prices should not be much higher or lower.

Different prices help to attract customers but must always make a profit.

• You could have promotional items or times;

• Sell items for £9.99 rather than £10.00;

• Sell at a loss to attract new customers;

• Sell a unique product or service at a high price;

• Start a new product off at a lower price, and increase it as the product gains popularity.

So… in summary

• Calculate the cost of making your products or providing your service.

• Look at your competitors and price either just below or above them
(but always above your production costs).

• Use a variety of pricing approaches

ACTIVITY 6

Closing event "Alternative Entrepreneurship"
1. Prepare the hall for the "Alternative Entrepreneurship" event. Keep the students informed about the flow of the programme and the strict timetable.
2. Call each team to make their presentation. After each presentation provide feedback and ask 3-4 persons each time to make some positive comments and suggestions for improvement.
3. Celebrate the success of the teams by clapping and hand them out the certificates of participation.
4. If there is any time left, discuss in plenary what the students enjoyed more and what gave them trouble. Finally, hand them out the evaluation forms to be filled in anonymously

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The above links are a small selection of useful tools that can be found online.

Acknowledgements