



Change the World Right Where You Stand

A Course in Social Entrepreneurship

CitizenOne
advancing citizen engagement  One
to create a sustainable future

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WORKING TITLE



The following describes a distance education course in Social Entrepreneurship and Citizen Enterprise. Students completing this online course will receive high school credit, as well as college-level credit (with A.P. credit for high school).

Course Description

This curriculum is designed to be a nationally accredited, on-line, high school elective course, satisfying social studies, science, technology, economics, English language arts, (possibly U.S. history and world history) and “Service Learning” credit. Through our partner, Blueprint Education, a U.S. high school student will be able to complete this course for transfer credit to any high school in the nation.

The course consists of 15 online (SCORM-compliant) modules utilizing the latest information technologies combining documentary film footage, interviews, learning vignettes, case studies, assessments, role-plays, mentoring through e-mail and chat, web sourcing, photos, graphics, animations, text, as well as other collaboration and project management tools. It assigns each enrolled student to a four- to six-person learning cohort for collaboration, group learning and social reinforcement. Each student will also complete (to the degree that is practicable) a hands-on learning project on an issue of their interest.

Course Goals

Each student will gain a working understanding of how to identify social, environmental, health, economic, and other issues, which cause human suffering or threaten the quality of life in their own community and around the world. They will be able to define the purpose and function of three sectors of society: Public (government) sector, Private (business) sector, and Global Citizen Enterprise sector (non-profit, non-governmental, or hybrid enterprise).

They will understand the role that technology has played throughout history as a means of reducing human suffering and improving the quality of life in communities large and small. They will be able to identify which of today’s technologies are best suited to address the needs of various social entrepreneurial endeavors. They will be able to select which technologies will be most useful for their own project and why, and will be able to employ some of them. They will develop a working understanding of how current information technologies provide today’s social entrepreneurs unprecedented access to the resources they need to be effective in the field.

They will understand the value and importance of systemic change and how successful systemic change is initiated and achieved. They will understand and practice leadership, communication, analytic, strategic, tactical, and project management skills. They will understand the role and function of creativity, invention, and innovation and be able to apply skills in each of these areas on a real project of their initiative. Through assessments and on-line group dis-

cussion, they will gain a clearer picture of their own talents and strengths and identify topical issues of personal interest.

Finally, they will identify, plan, initiate, and execute a project or internship with observable, measurable outcomes and report their results.

Upon successful course completion, students will be able to:

- List and describe various social, environmental, health, education, and economic issues affecting people in their communities, the U.S., and around the world;
- List and describe the purpose and function of the three sectors (Public, Private, and Citizen) in society;
- Describe various technologies that have reduced human suffering and/or improved the human condition at different points in history;
- Describe the impact of information technology on communicating and understanding global issues that affect them and their local community;
- List and describe current technologies that are particularly useful in Global Citizen Enterprise;
- Explain which current technologies are useful for their own project and why;
- Define “system” and what is meant by “systemic change”;
- Describe why “systemic change” is essential to a project having a lasting, sustainable, and positive impact;
- Describe how one person, or a small group of people, can make a positive impact on a given community;
- Identify and explain the difference between creativity, invention, and innovation;
- Describe the steps needed to get started in social change;
- Explain which components are necessary for a project to be successful;
- Set goals and objectives for their project and define what observable and measurable outcomes might be achieved;
- Describe how to lead change and manage for results;
- Describe and practice various communication strategies;
- Write a narrative “vision story” or create a mini-documentary that tells the story;
- Identify and develop innovative strategies and tactics;
- Describe and/or demonstrate how to collaborate with other individuals and institutions;
- Describe, in detail, their own strengths and interests;
- Select and describe a “cause” that matches their strengths and sustains their interest; and
- Develop a project plan;
- Implement project plan as far as is practicable, and report and evaluate results.

Instructional Strategies

Learners have different learning styles and often employ a combination of styles. In order to provide high quality experiences for each class participant, this course will take various modes of learning into account by utilizing multiple instructional strategies. And, because online learning experiences are most effective when they are appropriately designed and facilitated by knowledgeable educators, this course will be designed by an expert team of learning theorists and instructional designers.

Traditionally, in a teacher-centered classroom, instructors control their environment because they themselves are typically the main source of information for the student. In an online course, with instant access to the vast resources available on the Internet, students no longer depend solely on faculty for knowledge. As faculty are beginning to get more comfortable with information technology and its advanced capabilities, online learning has become more collaborative, contextual and active. In order for online learning to be successful, teachers as well as learners must take on new roles in the teaching-learning relationship, and faculty must be willing to release control of learning to the students. Toward this end, we will include a facilitator's guide that will help the teachers most effectively administer the course.

Learning Modules

Depending on instructional requirements, each learning module will contain the following:

- Learning Objectives
- Guided Instruction with Feedback
- Examples (audio/video, graphics, animation, and text)
- Learning Vignettes (scenarios)
- Case studies
- Role plays
- Assessments
- Practical Application Assignments
- Opportunities for collaboration
- E-mail and chat
- Electronic whiteboards
- Procedures (where applicable)
- Key Concepts and Vocabulary
- Online Resources
- Suggestions for Further Study
- Nice-to-Know Information
- Instructor/Group Feedback

Learning Modules

1. What's the Problem?

- The world's biggest challenges; your community's most urgent needs
- How to identify and evaluate societal issues and problems examining trends and scenarios
- Implication for you, your family and friends, your community, and the world at large
- What is social entrepreneurship and Global Citizen Enterprise?

2. Empowerment through Digital Literacy

- The role of technology and its impact from a historical perspective
- Overview of creativity, invention, and innovation
- The role of current technology and its usefulness to the social entrepreneur
- What are the common elements that make some technologies more useful than others in Global Citizen Enterprise?
- New technologies that have negative consequences

3. Three Forces that Make a Difference

- Public -- the role of government in various systems
- Private -- the role of private enterprise
- Citizen -- the rise of citizen enterprise to solve local and large scale problems
- Careers in the Global Citizen Enterprise sector

4. How Change Happens

- The anatomy of Citizen Enterprise, social movements, and the rapid rise of the citizen sector
- How change happens personally
- The human change model
- The "Power of One" (How one person can make a difference!)
- How change scales/solving big problems

5. Commitment to Change

- Four stages of citizen enterprise
- Personal commitment: from full-time social entrepreneurship to civic engagement. Full-time--Sometime
- Life has chapters: Where are you today, tomorrow?

6. Citizen Enterprise

- How an enterprise model creates innovation, efficiency, speed and attracts talent and funding
- Why are other models insufficient and why there's need for a new model
- The core: Innovation to create value that matters
- "Blue Ocean Strategy": How to create solutions no one has ever heard of

7. Who Am I? What Do I Want? And, Why Does It Matter?

- How you are uniquely designed to achieve
- Your traits (assessment)
- Your talents (getting feedback)
- Your enduring interests
- Your track record of achievement
- Personal integrity and maturity
- Matching your profile with the problem you want to solve

8. Change Leadership

- Ten stages of leadership -- who are you?
- Leadership profiles and examples
- Leading is easy, finding people to follow is what's hard
- Stages of organizational growth -- where you fit

9. What Do I Want?

- If you could change any one thing, what would you change?
- The nature and obligation of personal choice
- What issues trigger your emotional energy?
- How to keep it positive
- Choosing your issue

10. Developing a Vision

- Goals and objectives: what's the difference?
- Visualize the story of the change you are creating
- How to create and communicate stories that inspire positive change
- Choosing a project: What can you do that matters?
- Creating your story for your issue
- Make a short film or create a short story or develop a public service ad campaign

11. Enrolling Support

- Creating a supportive community
- Diversity fosters innovation. The best solutions come from considering the greatest number of different ideas
- Engaging advisors
- Enrolling supporters, forming alliances
- Developing a self-sustaining social network

12. Raising Funds and Resources

- Making the case
- Finding a fiscal agent or forming a non-profit
- Donations, sponsorships, resource sharing
- Budgets...they aren't just pretty to look at
- Preparing for the pitch
- Knowing your audience and what's important to them

13. Spreading the Word

- Using new and traditional media (web, video, blogs, print, etc.) to build word-of-mouth
- Public relations -- What is news anyway?
- Going viral isn't something you need protection from
- Alliances, clubs, associations, business sponsors
- Rallying support and influencing the influencers

14. The Hybrid Enterprise Model

- What it is and how to get more mileage out of the hybrid model than other models
- Strategic social responsibility
- How business can prosper by reducing waste and creating new products and services that produce positive social impacts
- What you can do right where you stand

15. Execution

- Developing and Implementing a "Blue Ocean Strategy"
- How is your strategy first, best, or different?
- Scale success to reach more people faster
- Measure and report results that are observable, measurable, and that matter
- Conducting a written report or video presentation on your project
- Impact, sustainability, and future plans
- So, you've changed the world, what now? (What "serial" social entrepreneurs do to refine their work and apply the knowledge they gained toward new problems and challenges)

Education and Learning Standards and Benchmarks

NOTE: The following list contains the education and learning standards that we believe appear to be most closely aligned with our goals for the design of the curriculum outlined herein. The standards listed are by no means comprehensive and it is neither intended nor implied that the curriculum adheres to all standards listed. It is expected that formal review and evaluation by various accrediting bodies will be conducted at the appropriate time(s) during courseware development.

Mid-Continent Research for Education and Learning (MCREL) Standards

- MCREL Science Standard Level IV - Grades 9-12
- MCREL Science and Technology:
- MCREL Standards in Economics
- MCREL Language Arts Standard 9.
- MCREL Language Arts Standard 8
- MCREL Language Arts Standard 1
- MCREL World History Standard 2

National Council of Teachers of English (NCTE) Standards

- NCTE National Standard #4
- NCTE National Standard #7
- NCTE National Standard #8
- NCTE National Standard #12
- NCTE Standard #5
- NCTE Standard #7
- NCTE Standard #8
- NCTE Language Arts Standard #4
- NCTE Language Arts Standard #5

National Council for the Social Studies

- Life Skills:
 - Standard 4. Displays effective interpersonal communication skills
 - Standard 5. Demonstrates leadership skills
- Service Learning
- Social Studies Standard: High School
 - National Council on the Social Studies Theme 9:
 - National Council on the Social Studies Standard 10:

National Standards

- Science: Invention, Technology and Society
- Social Studies: Global Studies
- Social Studies Standard 6, High School IV.

Other Potential Standards

- Science: Science as a Human Endeavor (National Science Education Standards).
- Social Studies: Science, Technology, and Society (strand VIII, National Council for the Social Studies).
- Science: Science and Technology in Local, National, and Global Challenges (National Science Education Standards).
- Social Studies: Time, Continuity, and Change (strand II, National Council for the Social Studies).
- Science: Habits of Mind (American Association for the Advancement of Science).
- Social Studies: Individual Development and Identity (strand IV, National Council for the Social Studies).
- Science: Science in Personal and Social Perspectives (National Science Education Standards)
- Social Studies: Global Connections (strand IX, National Council for the Social Studies)
- Social Studies: Global Studies
- Math: (NCTM) Problem Solving
- Life Skills (MCREL) Benchmark 3: Managing Money
- Life Skills Benchmark 4: Studies or pursues specific job interests
- Social studies: People, Places, and Environment (strand III, National Council for the Social Studies)
- Math: Data Analysis and Probability (National Council of Teachers of Mathematics)
- Social Studies: Culture (strand I, National Council for the Social Studies)
- Math: Problem Solving (NCTM)

- Social studies: Production, Distribution, and Consumption (strand VII, National Council for the Social Studies)
- Math: Number and Operations (NCTM)
- Social Studies: Production, Distribution, and Consumption (strand VII, National Council for the Social Studies)
- Math: Measurement, Connections (NCTM)