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# Intro to SocEnt

*“The secret of getting ahead is getting started.”*

- Mark Twain

## Introduction

This module will introduce students to Social Entrepreneurship, Forms of Social Engagement, the Fourth Sector, and how SocEnt is related. The module will explain expectations, deadlines, the project, and exciting additions to the curriculum. It will also cover the main framework of SocEnt this year: the Design Thinking framework.

## Objectives

1. Students will be able to comprehend the origin and definition of social entrepreneurship.
2. Students will be able to distinguish social entrepreneurship between other forms of social engagement.
3. Students will be able to pinpoint where in design thinking the target audience fits and why.

## Agenda

1. Facilitator and Student Intro (15 minutes)
2. Introduction to SocEnt (10 minutes)
3. Design Thinking Lecture (35 minutes)
4. One-one-ones sign up!

## Facilitator and Student Intro (15 minutes)

To start off SocEnt, each facilitator should give an introduction of themselves including information such as their name, hall/wing, and favorite product on the market. They then will have each student provide a 30-second passion pitch, preferably with everyone standing on top of a chair to project their voices. Go over expectations for the class, including where resources are located, deadlines, SLX, quarter,

## Introduction to SocEnt (10 minutes)

Utilize Presentation:

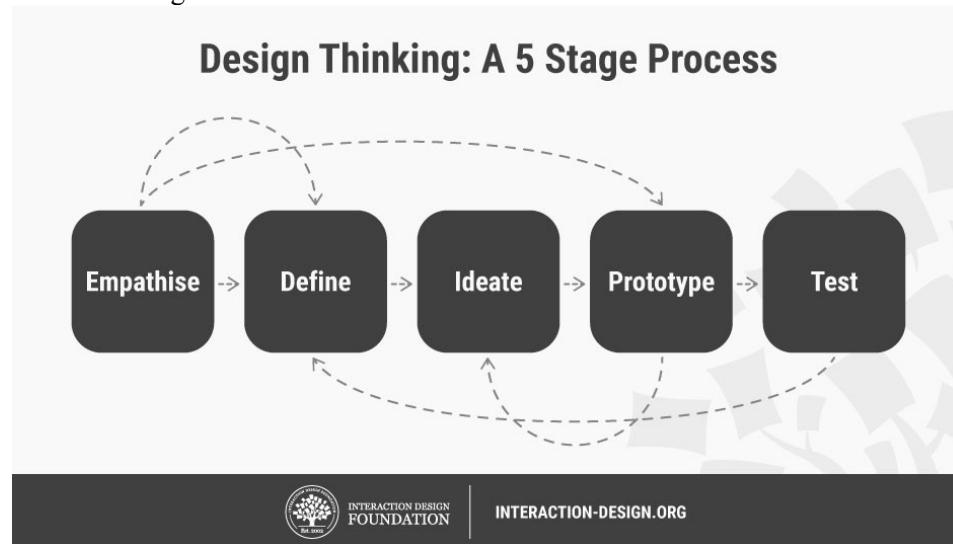
<https://docs.google.com/presentation/d/1tBU3w2qMqASU2zKZ48iuGkZAaBg1ruc6CHrcNI8nfU8/edit?usp=sharing>

## Lecture Notes

### Intro to Design Thinking (10 minutes)

**MUST READ:** [Source](#) and any case study you use!

1. What is design thinking?
  - a. A process of creative problem solving
2. The Design Thinking Process
  - a. Five main stages:



- b.
    - c. Empathise: The starting point for design thinking where you get familiar with your target audience.
    - d. Define: You define the problem and make sense of what the pain point is for the audience.
    - e. Ideate: After formulating the problem, you come up with ideas/potential solutions.
    - f. Prototype: Turn your ideas into tangible products that can be tested or validated.
    - g. Test: Test your prototypes to come up with improvements based on feedback from the audience.
3. The Design thinking mindset

Though the process of design thinking is important, it's more so about having the design thinking mindset. This entrepreneurial mindset captures the mentality and needs of the people facing your problem (target audience), paints a picture of the opportunities based on the needs of these people, and starting doing things (experimenting). A traditional problem-solving mindset would face a problem thinking "I have to solve this," a design thinking would think "What questions can I ask that might move me forward to better understand the situation."
4. Why do we use it?
5. Case Studies
  - a. [SwipeSense](#)
  - b. The team was trying to solve the problem of bad sanitation in hospitals, and found that washing hands, though it was the most commonly encouraged practice, rarely happened. By observing nurses and other medical staff were WIPING THEIR HANDS ON THEIR SCRUBS as a form of "cleaning". From there they came up with an idea of having a

portable hand-sanitizer dispenser that was wearable. The very first iteration was a cut-up deodorant stick that was attached to their pants. From there, they saw that the direction/pressure people used by wiping their hands was “pressure to dispense”, and so designed their dispenser to do that. They went over 70 different iterations and designs, handing them out at NorthShore University Health System, interviewing many of their users as they went along. Now the system not only includes the automatic sensor-triggered 40 ml dispenser (the average amount used per 10h shift), but each device is also hooked onto an app that tracks the amount of hand sanitizer used at certain locations as well.

- c. [Pick another one from thisisdesignthinking.net](http://thisisdesignthinking.net)
  - d. [Pick another one of your own from the summer homework](#)
1. Wrap up questions
    - a. What is design thinking?
    - b. How can you center your project?
  2. Facilitators should give closure by wrapping up final discussions and touch on key points that students brought up.

## Fun Ice Breaking/Bonding Activity (15 minutes)

1. YOU CAN MAKE UP ANY THAT YOU WANT (Facilitator Discretion)
  - a. Facilitator Hot Seat
    - i. Facilitators do Hot Seat. Students can volunteer if there is time left.
  - b. Two truths and a lie.
    - i. Go around in a circle, each person says two truths and lie and everyone else has to guess which one is the lie.
  - c. Pitch Random Stuff
    - i. Use topic generator and make them pitch a random object

## REMIND STUDENTS ABOUT QUARTER (10 minutes)

### Facilitator Homework

**Send the Google Form for groups before the first module. After the module, send the informational sheet for the second module.**

### Student Homework

Sign up for one-on-ones and start thinking about the issues you may want to work on.