Module 1

Intro to SocEnt and Design Thinking

"The beginning is the most important part of the work."

‐   *Plato*

Introduction

This module will introduce students to Social Entrepreneurship, SLX and SEVs, and Design Thinking. The module will explain expectations, deadlines, the project, and other parts of the curriculum. It will also cover the main framework of SocEnt this year: the Design Thinking Process.

Student Objectives

- Students will be able to comprehend the origin and definition of social entrepreneurship.
- Students will be able to distinguish social entrepreneurship from other forms of social engagement and regular entrepreneurship.
- Students will have a better understanding of how to apply the design thinking process in their own work and the real world.
- Students will be versed in entrepreneurial and design thinking terminologies and will be able to employ design thinking methodologies in their project.

Agenda

1. Facilitator and Student Intro (15 minutes)
2. Fun Ice Breaking/Bonding Activity (15 minutes)

3. Introduction to SocEnt (10 minutes)
4. Introduction to SLX and SEV (10 minutes)
5. Intro to Design Thinking (10 minutes)
6. One-on-One sign-ups!

Facilitation Notes

- Take time out of the module (preferably at the beginning) for bonding
- This module is very lecture-heavy, so make sure to keep your students engaged!
- Use the presentation as a guide/background for the **entire** module
  https://docs.google.com/presentation/d/1lqFTTUOZUmT8ftbUEJknkVEx1alrB49ahVDi5hUixDc/edit#slide=id.ge664ba53fa_10_497

Facilitator Guide

Facilitator and Student Intro (15 minutes)

Purpose: To allow the students and the facilitators to get to know each other better to promote a better classroom environment.

Directions: Each facilitator should give an introduction of themselves including information such as name, pronouns, hall/wing, and their favorite product/band/movie etc. They will have each student provide a 30-second passion pitch, preferably while standing on a chair. Go over expectations for the class including where resources are located, deadlines, SLX, and MID.

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

Introduction to SocEnt (10 minutes)

Purpose: To introduce social entrepreneurship and how it will be explored throughout the semester in SocEnt.

Directions: Introduce social entrepreneurship and its connection with SocEnt. Use the presentation as a guide.

Lecture Notes:

1. What is social entrepreneurship?
    a. Social entrepreneurship is a growing field of entrepreneurship where the focus is on creating social value rather than capital value. The idea is to overturn existing, unjust social equilibria, creating stable new systems which benefit those in need, depending on the target audience. This shift in equilibrium is brought on through a social entrepreneurial venture, which is a financially sustainable way of bringing about change.
    b. Note: Don't just read this definition; explain it in your own words / in a way for students to be able to understand.
2. <mark>Well known social entrepreneurs</mark>
    a.
3. Forms of Social Engagement ("Chart with Brown Circles")
    a. Note: Remember to talk about examples of social service provisions and social activism so students can understand what is **not** Social Entrepreneurship

A **social service provision** is a direct action, but it *maintains* the current equilibrium state. For example, if you're trying to improve education in Haiti, you might establish a new school in an area where education did not reach kids before. This is *directly* targeting the problem in this area, but the low quality and accessibility of education remains prevalent throughout the country; it's improved, but not overturned.

Social activism is an indirect action, but it aims to *overturn* the current equilibrium state. For example, the civil rights movement aimed to overturn the unjust equilibrium surrounding racial prejudice in the United States, but its constituents staged protests, sit-ins, and boycotts rather than enacting direct institutions supporting the equilibrium change. Activism is always indirect and aims to create a new equilibrium.

The middle of these two is <mark>**social entrepreneurship.**</mark> Social entrepreneurship takes direct action by creating social entrepreneurial ventures which *directly affect* a target audience. As entrepreneurial ventures, they also aim to create new, just equilibria. Muhammad Yunus of the Grameen Bank is a classic example of this; he created a micro-financing bank which *directly* loaned money to Bangladeshi people in need, and this *permanently overturned* the unjust banking system in the country, creating a new equilibrium and allowing his target audience to sustain themselves financially. Check out this video to learn more about Grameen Bank!

Examples
-   Social Service Provision → feed my starving children
-   Social Activism → Woman suffrage movement
-   Social Entrepreneurship → the Malala Fund

Utilize Presentation:

https://docs.google.com/presentation/d/1lqFTTUOZUmT8ftbUEJknkVEx1alrB49ahVDi5hUixDc/edit#slide=id.p

Introduction to SLX and SEV (10 minutes)

Purpose: To introduce students to SLX and how they will build their own social entrepreneurship venture throughout the duration of this course.

Directions: In this section of the module, Explain to students what SLX is. Talk about SEVs what students should aim to create by the end of SocEnt

1. SEV
    a. A Social Entrepreneurship Venture (SEV) is a product or service created for any cause related to SocEnt. These projects are pursued in the attempt to service a less fortunate group of people in the attempt to create a new social medium, improving living standards.

    b. Explain the UN-SDGs and tell the students how their projects should fit into at least one of them.

   c. Mention to students that this term will be used a lot during SocEnt so they should get familiar with it ;-)

2. SLX
    a. SLX is the student leadership exchange where groups from each elective create a presentation to showcase their work that was built on the knowledge gathered throughout the presentation.

    b. Presentations will be conducted in front of skilled and knowledgeable professionals

    c. Feedback is a major factor of SLX so if students want to develop their projects past SocEnt they should take advantage of the opportunity to meet industry experts.

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:

Design Thinking: A 5 Stage Process
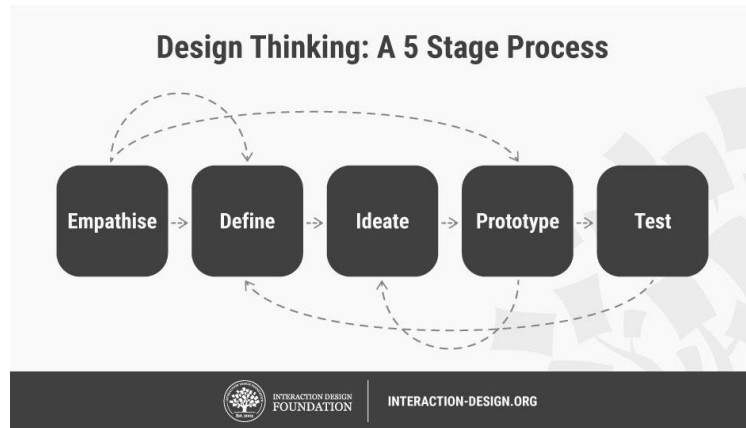
b.
c. Emphatise: The starting point for design thinking where you get familiar with your target audience.
d. Define: You define the problem and make sense of what the pain point is for the audience.
e. Ideate: After formulating the problem, you come up with ideas/potential solutions.
f. Prototype: Turn 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 starts 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. Target Audience
a. A target audience is the demographic of people most likely to be interested in your product or service.[1]
b. You should be able to get feedback from this audience. If it's someone from across the world, you most likely cannot get feedback from them. This is why local is preferred.
c. Find their Pain Point, which is the problem that the target audience faces and you are trying to solve.

5. Why do we use it?
a. This process helps you empathize with your target audience and grab their attention.
b. It helps you pertain to your target audience's needs.

6. Case Studies

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[1] https://www.thebalancesmb.com/what-is-a-target-audience-2295567

      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](#)

      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.

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.