

Encouraging Children to be Changemakers

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Abstract

This thesis explores ways for adults to encourage children to become changemakers. Social entrepreneurs contribute with innovative, pattern-changing solutions to societal problems; they often inspire or catalyze changemakers who then seek to make a difference. Children tend to think outside the box and conceive creative solutions, but to encourage children to be changemakers or become budding social entrepreneurs they need to be empathetic and be allowed and encouraged to participate. Research by the Search Institute shows that all adults can have a positive influence on children particularly as it comes to fostering empathy in young children as well facilitating child participation. Aside from being a valuable contribution to any community, child participation is has several tangent benefits for the child itself such as providing purpose, nurturing resilience, communicating value, and facilitating happiness. This thesis concludes with several research-based recommendations for adults who seek to encourage young changemakers. These recommendations are developing a growth mindset in children, providing specific positive role models, listening, and ensuring that children have available time.

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Social Entrepreneurs and Changemakers

When William Kamkwamba built a rickety, makeshift windmill to bring electricity to his family's hut in the village of Masitala, Africa, he inspired the world (Kamkwamba & Mealer, 2010). It is a remarkable story of persistence, creativity, ingenuity, invention, resourcefulness, and ultimately triumph over adversity that brought hope to his entire community and continent. When Kamkwamba succeeded with his solution to a problem that everyone in his community faced, he was fourteen-years-old, a young social entrepreneur.

Social Entrepreneurship is a growing field. While there have been social entrepreneurs throughout history such as George Washington Carver and Florence Nightingale, the field is rapidly expanding today. There is a range of definitions of what exactly constitutes a social entrepreneur. The definition that will be used for this thesis is taken from the Ashoka Foundation, which was founded in 1980 by Bill Drayton. Ashoka's official website stated that the Ashoka Foundation, "named, created and pioneered the global field of social entrepreneurship" (Ashoka, History, 2011). The Ashoka Foundation (2011) defined social entrepreneurs as individuals who come up with innovative solutions to societal problems. Other definitions emphasize the business aspect more heavily; however, due to the fact that this thesis seeks to focus on children, and the US as well as many other countries have strict child labor provisions that limit official work for children and young adults, this thesis will not focus on using the venue of a business for creating societal change. Ashoka uses the term social entrepreneurs exclusively for outstanding individuals who contribute a pattern-changing, high-impact innovation, and who consequently inspire and activate changemakers. Changemakers in turn are people who take existing ideas or innovations to make a difference. David Bornstein (2007), a leading author in this field, asserted:

Social entrepreneurship is not about a few extraordinary people saving the day for everyone else. At the deepest level, it is about revealing possibilities that are currently unseen and releasing the capacity within each person to reshape a part of the world. (p. xvi)

Many initiatives exist that promote social entrepreneurship among high school students or college-aged adults, and an increasing number of universities have added a degree or concentration of Social Entrepreneurship to their course offerings. Yet, when Bornstein hinted at releasing the capacity within each person, he did not only mean adults; rather, he insisted that he is “looking forward to the day when social entrepreneurship will not only be taught in business schools but also in grade schools and Kindergarten classes” (2007, p. xvi). This thesis explores how to raise, educate, and equip children to be changemakers. Specifically, how do we instill empathy in children that leads to action, and how can we equip adults to empower young people and allow them to participate and contribute with solutions that will impact others?

Michelle Houle (2008) told the story of Lindsay Williams, who learned at age six about the extensive flooding in her county. Immediately, the young girl decided to donate a big garbage bag full of her own stuffed animals to families in the area who had lost everything and had to move into temporary shelters. Later she learned that the local food bank did not have enough food to help all the families in need. Lindsay decided to plant 25 tomato plants in order to donate her crop to the food bank. Eventually she encouraged other farmers to do the same. Since Lindsay lived on a farm, she was able to continuously expand her efforts, and by the time she was twenty-years-old, she had donated over 60,000 pounds of produce to food banks. Lindsay’s actions impacted her community not only by providing fresh produce but also by

being an inspirational example that spurred many others to action. Lindsay is a changemaker; she had empathy, which is an essential precursor to engagement and action.

Martin Hoffman (1984), who extensively researched empathy, argued that empathy builds the foundation for morality. He contended that when we can feel for people in distress, we move to help them, or when we can put ourselves in the position of someone else, that we are more likely to follow moral principles. Thus, there is a clear connection between empathy and altruism, which is the unselfish concern and devotion for others' wellbeing. When people understand the plight that others encounter (empathy), and are moved by concern for their wellbeing (altruism), they step out of their comfort zone, become creative, zealous, and persistent to make a difference; this is the fuel that drives social entrepreneurs and changemakers to succeed in their quest to solve problems.

Not only did Lindsay have empathy, but was also allowed to apply it; she was supported to participate. Much like Kamkwamba, Lindsay could make an impact because adults believed in her. While many adults in Kamkwamba's village just shook their heads and did not take his efforts seriously, a librarian helped him access books to research windmills. In Lindsay's case, her parents facilitated her desire to make a difference and took her to the shelter to deliver her stuffed animals. They did not try to appease her by saying that organizations were taking care of the displaced flood victims, or by ridiculing her effort as insignificant, or by discarding her idea as inconvenient. Instead they allowed her to participate, and Lindsay's initial involvement of delivering stuffed animals led to a continuing quest to make a difference for those whose lives had been so drastically impacted.

In an article entitled *Fostering Social Entrepreneurship Through Liberal Arts Learning in the Social Sciences* Winfield (2005) asserted:

Before you can teach social entrepreneurs specific skills in value creation, you first have to create an environment that nurtures nascent social entrepreneurs – those who not only ‘see’ a problem that needs fixing, but also believe that they should do something. (p.15)

Thus, the two fundamental pillars for empowering children to become social entrepreneurs are to foster empathy that they might “see” the problems, and adult support for child participation that will allow, encourage, and support children to “do something”. Ashoka confirmed these two pillars on the youth section of their website called Youth Venture. The Ashoka website stated, “Youth Venture enables young people to learn early on in life that they can lead social change. Through this experience, young people will grow up practicing applied empathy, teamwork, and leadership—the underlying skills needed to make change” (2011, Youth Venture). For children to initiate and to lead an effort to bring about change, adults need to facilitate their participation.

Children and Innovation

A direct quote from one of Piaget’s lectures points to another area where we need to rethink our approach to involving children. Piaget was translated as saying:

Our real problem is – what is the goal of education? Are we forming children who are only capable of learning what is already known? Or should we try to develop creative and innovative minds, capable of discovery from the preschool age on throughout life?

(Davidson Films, 2009)

This statement presents a challenge. Do we teach in a way that transfers knowledge, or do we teach in a way that allows children to research, learn, explore, and discover for themselves? This question is not only valid for teachers and educators, but also for parents, and all adults who work with children. During a conference on Entrepreneurship Education that was held in 2006 in Oslo and organized by the Norwegian government and the European Commission, Kerstin Laue

shared on the subject of Entrepreneurship in Kindergarten and Primary Schools in the County of Telemark, “The key issue is a flexible organization and teachers who change focus from teaching to learning, and look at their pupils not as empty glasses to be filled, but as a resource” (European Commission, 2006, p.29). For children to be innovators, they need to be allowed to participate. If we seek to engage children, we need to give them room to create and respond.

We often approach our children’s involvement in societal issues in the same way; we include them in prearranged service projects. In the article *Learning in Deed* the National Commission on Service-Learning (2001) published some specific recommendations in order to achieve the broad goal of making service-learning a universal experience in American public schools. One of the recommendations was to, “Provide meaningful leadership roles for youth in all aspects of service-learning” (National Commission on Service-Learning, 2001, p.5). Ideally, this leadership role would start with the opportunity to design a solution and not just to take the lead for a part of an existing response.

Bornstein and Davis suggested “A more innovative approach would be to expose students to serious problems and then challenge them to imagine and construct solutions, offering structured assistance to help them form organizations, raise funds, overcome bureaucratic hurdles, and evaluate their own work” (2010, p. 85). This suggestion is child participation at its finest; it involves children at the problem-solving level and thus fosters future leaders in the field of social entrepreneurship. Yet, some may question whether children are capable of solving problems?

In a lecture about educational paradigms education expert Sir Ken Robinson (2009) pointed out a study that tested children’s abilities of divergent thinking. He defines divergent thinking as the ability to see many possible answers to questions, to see many ways to interpret a

question, to think laterally not linear or convergent; divergent thinking is an essential capacity for creativity. It is thinking outside the box. This longitudinal study showed that 98 percent of Kindergarteners scored at the genius level of divergent thinking; however, when retested at ages 8-10 and then again at ages 13-15 they progressively scored significantly lower. Robinson drew two conclusions from these test results: one, we all have the capacity to be divergent thinkers, and two, it deteriorates in most people (Robinson, 2009).

Thus, children have the capacity to engage in problem-solving, to think outside the box, and approach issues with a creative mind. Therefore, we need to be careful to not just invite them to participate in preplanned programs. Instead, they should be allowed to engage with the problem and design a solution. This would be the highest level of child participation according to Hart (Table 3).

Unfortunately the few case studies that can currently be found highlighting such participation involve high school or college-aged students. Cutrer (2005), who contributed the article *Student Social Entrepreneurs: A Classroom Call to Action*, tells about a group of college students studying political science at Arizona State University visiting the US-Mexican border. The students learned about the issues affecting the people, and began designing a solution based on the exposure they had with the issue. An increasing number of schools, scout groups, and businesses are beginning to encourage children through workshops, competitions, and networking to be innovators who address societal issues. As we encourage children to innovate it is important that they have empathy in order to understand the issue in the way it impacts others. And it is equally important that these young innovators are allowed to participate and implement their ideas outside the classroom or workshop project. Empathy and participation are

foundational for the young changemakers to be able to conceive ideas and then translate those ideas into action that impacts others.

Who can Impact Children?

This two-pronged strategy of fostering empathy in children, while encouraging adults to see children as valuable contributors and enabling them to participate, is also supported by extensive research by The Search Institute. Peter Benson (2006) detailed the results of this research in his book *All Kids Are Our Kids: What Communities Must do to Raise Caring and Responsible Children and Adolescents* and concluded that anyone can have a positive impact on children. Researchers gathered information for many years in order to discover the building blocks that help young people to succeed and avoid risk behavior. The result of this research is a list of forty developmental assets (see Tables 1 and 2), which are building blocks necessary for each child to create a successful future. The more of these assets a child has, the more likely the child will do well and grow up to be responsible and caring. Thriving behaviors to which the assets contribute are defined as:

1. Having success in school
2. Valuing diversity
3. Maintaining good health
4. Delaying gratification
5. Helping others
6. Exhibiting leadership skills
7. Resisting danger
8. Overcoming adversity

Conversely, the fewer of these forty assets a child or adolescent obtains, the more likely the youth will develop risk behavior. Risk behavior is defined as:

1. Consuming alcohol
2. Smoking
3. Using illicit drugs
4. Being sexually active
5. Being depressed or suicidal
6. Displaying anti-social behavior
7. Engaging in violence
8. Having problems at school
9. Drinking and driving
10. Gambling

The forty assets are divided into 20 external assets and 20 internal assets. The external assets include support, empowerment, boundaries and expectations, as well as involvement in activities that constitute a constructive use of time (Benson, 2006). The family, school, community, friends and neighbors, or anyone who cares can make these external assets available to young people. The internal assets reflect commitment to learning, positive values, social competencies, and a positive identity. These assets need to be nurtured, modeled, encouraged, and taught to each child. This modeling should begin in the family, but caring friends, teachers, communities, and society at large can also provide many of these assets based on their interaction with the child. Thus, caring adults can have a significant influence on the children they come in contact with and impact their life in a positive way. This can be a librarian, as was the case in Kamkwamba's story, a teacher, a neighbor, or a caring relative. Many biographies of

successful people give us a glimpse into the tremendous influence various adults have had in the young lives of heroes.

These findings prompted The Search Institute to encourage communities to build these assets in all their children (Benson, 2006). The approach focuses on the positive things that children require as building blocks for success rather than developing programs that seek to combat problem behavior. Building assets constitutes a clear paradigm shift from fixing young people's problems to promoting young people's strengths. As such, the building of assets has a central focus on relationships rather than programs. The youth feel valued and respected as individuals instead of being seen as an issue that needs to be addressed. This approach considers each person as a valuable contributor, versus just someone in need who requires help. It treats each individual with dignity and communicates genuine care, which in turn gives children the confidence and security from which they can venture out to help others in creative ways.

Fostering Empathy in Children

One of the internal assets that The Search Institute identified is interpersonal competence (asset #33 highlighted in tables 1 and 2), or the ability to have empathy. Being able to identify with someone and feel for what they might experience is a foundational trait for changemakers. Muhammad Yunus (2003), the 2006 Nobel Peace Prize winner and one of the greatest social entrepreneurs of our time, shared how his mother had the strongest influence on him:

Full of compassion and kindness Mother always put money away for any poor relatives who visited us from distant villages. It was she, by her concern for the poor and disadvantaged, who helped me discover my interest in economics and social reform. (p.5)

Empathy does not come naturally to children, as all children are born egocentric. Based on Piaget's Development Stages (1974), the child moves from the pre-operational stage during

which egocentrism gradually weakens to the concrete operational stage around age seven.

During the concrete operational stage, which lasts from about age seven through eleven, the child begins to think logically, and starts to move into the formal operational stage when the child begins to think logically about abstract concepts. While becoming less egocentric and more aware of the world around them is a developmental phase, empathy needs to be modeled, fostered, and encouraged.

Goleman's (1995) research on emotional intelligence indicates that interpersonal competence can be lacking or underdeveloped in some adults. These adults might be outstanding entrepreneurs, but the social entrepreneur or changemaker is a person who is acutely aware of others and their needs. Drayton emphasized:

Anyone (or any group) who does not master the complex social skill of guiding his or her behavior through applied empathy will be marginalized. Since this is the enormously cruel, destructive state of perhaps 30 percent of the world's people, helping young people master empathy is proportionately important. (2006, p.11)

According to Goleman (1995), empathy builds on self-awareness. It appears that initially all young children show signs of empathy when they begin to cry as they hear other babies cry, and they feel distress when they watch someone in distress. Yet, around the age of two-and-one-half years they begin to differentiate between their own pain and someone else's pain. Extensive research by Straub et al. (1984) showed that a toddler's empathy is fostered based on the parent's approach to discipline. When the disciplining parent emphasized the hurt that the child caused, rather than just pointing out that the behavior was naughty, children developed empathy. In addition it was found that empathy was fostered as the children watched others react

empathetically to those in distress. Thus parents can play a direct role in developing empathy in their children and preparing them to be responsive to those in need.

Teachers too, play an important role in the emotional development of children. Research by Payton et al. (2000) showed that academic instruction alone will not help prepare students to be caring and responsible. In his book *Higher Expectations*, Pasi (2001) asserted that social emotional learning needs to be a key component for a school that strives for high academic achievement. Mighton (2004) argued in his book *The Myth of Ability* that cognitive learning is typically emphasized over emotional learning. He identified that a student who has no self-confidence is less attentive and self-motivated, and thus less academically successful; therefore, emotional learning must go hand-in-hand with cognitive learning to achieve academic success. In their book *How to Stop Bullying and Social Aggression*, authors Breakstone, Dreiblatt and Dreiblatt (2009) asserted “research shows an impressive correlation between students’ training and skills in empathetic understanding and their academic performance” (p. 31). Lee Chasen (2009) warned about the dangers of teaching lessons such as embracing diversity and being concerned for the environment, while modeling contrary behavior; thus, raising a generation that is comfortable with a dualistic lifestyle. In fact, Peter Benson (2006) argued in his book, *All Kids Are Our Kids*, that it takes whole communities to raise responsible, caring, and contributing members of society. But how can this be accomplished? How, specifically can classrooms or communities foster empathy?

Through her award winning and internationally recognized program, *Roots of Empathy*, Mary Gordon (2010) promotes empathy in elementary schools by regularly inviting a family with a young infant into the classroom. The students learn to observe and interpret the infant’s behavior and reflect on their own feelings. This teaches emotional literacy, which is the ability to

identify feelings and increases the students' awareness of themselves and others. This unique approach centers on the observation of a parent-infant relationship because of its unparalleled example for nonverbal emotional communication. Through group discussions, students are also invited to problem-solve on how to best assist if the infant cries or is upset. These collaborative problem-solving activities help children to apply what they have learned to solve issues in their own relationships. Early results of studies conducted by Schonert-Reichl (2009) to assess the effectiveness of the Roots of Empathy program indicate that students who participate in the program when compared to students who have not been part of the program show a decrease in aggression (physical, relational, proactive, and reactive aggression), are more caring (caring is defined as sharing, helping, and including), have increased social and emotional understanding, show a significantly increased knowledge of parenting, and perceive their own classmates as more caring and supportive.

Along with teaching empathy, we need to avoid sheltering children from societal issues and suffering. Such sheltering will produce adults who are comfortable living a dualistic lifestyle, shutting out the problems that surround them while busying themselves to work toward their dream-life of materialistic fulfillment. While portraying details of atrocities and graphic visual images are not necessary, children are capable of absorbing reality and learning about the whole picture as their horizon expands. Initially, a child's circle will begin within the family and close group of friends, but as children learn more about the community, nation, and world they live in, they can and must be exposed to the corresponding needs and problems as well, and they should be invited to participate in creating solutions.

Children as Resources – Child Participation

One of the external assets that the Search Institute identified is child participation (see

asset #8 highlighted in tables 1 and 2). For children to grow up as inspiring social entrepreneurs or changemakers, they need to have adults in their lives who invite, allow, support, and believe in child participation. When researching the portrait of the social entrepreneur by looking at statistical evidence, Van Ryzin et al. (2009) concluded, “Social capital is the single strongest predictor of a social entrepreneur in our analysis, suggesting that social entrepreneurs rely on their connections and networks in the community to carry out their mission” (p.138). Thus, for children to become successful social entrepreneurs they will need adult support.

Members of international organizations are increasingly becoming aware of the importance of including children when solving societal issues, especially issues pertaining to them. Hart (1992) reported in his essay for UNICEF that, “for a number of countries, children’s participation is becoming fundamental to their approach to improving children’s rights” (p.5). In 1989, the UN Convention on the Rights of the Child (CRC) established a document, which now has been ratified by over 100 nations, to support and protect children. Article 12 states the following:

State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given the weight in accordance with the age and maturity of the child. (UNICEF)

Thus, leaders in the international realm have established a foundation to give children more say in matters that pertain to them. UNICEF defined, on their *State of the World’s Children 2003* website, child participation as “encouraging and enabling children to make their views known on the issues that affect them” and acknowledged that “the drive to participate is innate in every human being.” In the US, where children’s rights have been increasingly well established, we still need to consciously move from what Hart (1992) called manipulation, decoration, and

tokenism to true child participation which should ultimately be child-initiated to make shared decisions with adults (see Table 3). Young people should be invited to participate in their community, where their ideas and contributions are valued and recognized. Stephenson (2004) asserted that respect for children is foundational to achieve true child participation (see table 5).

As children discover their gifts and talents, they need to be encouraged to use them to serve others. Bornstein contended that successful social entrepreneurs “are really possessed by an idea” (2007, p.125). Yet, at the same time, it is important for these driven individuals to have integrity. Successful social entrepreneurs are humble and focused on their idea rather than promoting themselves. William Damon (2008) interviewed young people who had significantly contributed as changemakers to their community concluded, “This combination of ambition and realistic humility is one of the most distinct – and refreshing – marks of the highly purposeful youngsters we interviewed” (p. 82). Serving others and working toward a solution that brings relief is their goal, not self-promotion. The stubborn tenacity with which social entrepreneurs persistently work toward their goals is motivated by empathy and altruism, not the desire to seek self-fulfillment. All too often the typical cheerleading of parents and teachers that seeks to encourage children to dream big, fosters an unrealistic self-confidence or arrogance rather than a desire to above all serve others and set their goals beyond themselves.

Benefits of Child Participation

Child participation not only enriches communities, but it also directly benefits the children themselves by leading to purpose, resilience, value, and happiness. Damon (2008), a leading authority on moral development, cited numerous studies in his book *The Path to Purpose: Helping our Children Find Their Calling in Life* that show the connection between well-being and purpose. In fact, he points out that Positive Psychology identified purpose as one of the key

elements contributing to a person's happiness. Erikson (1968), the famous developmental psychologist, who is best known for his theory of the social development of human beings, contended that an essential task of the early years is to emerge from childhood with a realistic sense of ambition and purpose; both are essential driving forces for changemakers and budding social entrepreneurs.

Participation leads to resilience. In her article *Fostering resiliency in kids: protective factors in the family, school, and community* Bernard (1991) concluded that youth are more resilient if people have high expectations of them, and they are seen as valuable resources. Bernard (1991) argued that, "The natural outcome of having high expectations for youth, for viewing youth as resources and not problems, is the creation of opportunities for them to be contributing members of their community" (p.21). As contributing members children gain more self-respect; this gives them the strength to resist bad influences. Instead of yielding to destructive behavior, they stay occupied and productively engaged in a valuable cause. Dahl (2004), a brain researcher, explained that during adolescence teenagers experience a time of "ignited passions" which can lead to irresponsible and destructive behavior, or propel productivity and significant contributions for their communities. Adults can make the difference in how young people use their passions in the way they guide and invite young people to participate and engage with issues that surround them, and to contribute their ideas and insights.

Participation leads to feeling valued. Damon (2008), after interviewing young people who had made impressive contributions, commented, "They clearly enjoyed a chance to speak with adults who take their ideas seriously (an experience all too rare for young people in any society)" (p.79). Through relationships we communicate that we view the other person as important; therefore, we listen, and we signal that the other person has valid ideas, and is capable of making

contributions. For young people these kinds of relationships are key to success. They offer not only value, but also support. Children supported in this way flourish into creative innovators who become changemakers. Drayton asserted, “who wants to be an object when they could be changemakers, when they could live lives far more creative and contributory and therefore respected and valued” (2006, p.7)?

Participation leads to happiness. In his article *Experienced Utility and Objective Happiness*, Kahneman (2000) showed no relation between material possession and happiness except in extreme cases of poverty when people lack food or shelter. Damon (2008) commented on Kahneman’s study, “What does matter for happiness is engaging in something that the person finds absorbing, challenging, and compelling, especially when it makes a valued contribution to the world beyond the self” (p.28). If we deny our children the chance to participate in meaningful ways, and contribute their problem-solving skills to our societal problems, we rob them of the chance of being content and finding true happiness. Damon stated “The paradox is that the exertion of hard and often thankless effort in service of a purpose, with little thought of personal gain, is a surer path to happiness than the eager pursuit of happiness for its own sake” (2008, p.32).

This seems to be especially true for American culture, where delayed responsibility is common practice. In many other cultures, historically and worldwide, young people were and are expected to contribute and take responsibility out of sheer necessity. In the US, we often don’t place any expectations on our children aside from achieving academic goals. Yet young people yearn to be needed. Duckworth (1987) maintained in her book *The Having of Wonderful Ideas* that children are naturally inquisitive and enthusiastic about learning and exploring. This enthusiasm often fades when entering school and an imposed new agenda stifles children’s

natural desire for learning; adults in favor of planned academic achievement push aside children's pursuit of valid intellectual inquiries.

In her research regarding children's autonomy and responsibility, Rutherford (2009) analyzed the content of 300 popular articles on childrearing published over the last century. She concluded that the trend is toward giving children increased autonomy for self-expression, yet at the same time we witness "increasingly restricted freedom of movement and substantially delayed acceptance of meaningful responsibilities" (Rutherford, 2009, p.1). Young changemakers need the freedom to act on their passion and step out of their prearranged commitments to invent and contribute. Fearful overprotection and crowded schedules that are designed to produce athletic or academic achievers weigh heavily on children who are in their prime to utilize their creativity to serve and soar. Damon (1995) summarized the demise of many young people today:

They are dejected, they have given up; they are pursuing all the wrong goals; or they have no goals at all. There is a vacuum where there should be a tangible grasp of the present and a hopeful reach for the future. (p.13)

Thus, well-meaning parents unintentionally rob their children of the many benefits of child participation such as finding purpose, increasing resilience, feeling valued, and experiencing true happiness. Lack of participation can even lead to resentment as Drayton explained:

Adults control the classroom, work setting, and even sports and extra-curricular activities. And this situation, coupled with society's attitudes, drums home the message to this majority: 'You're not competent or perhaps even responsible. Please don't try to start things; we can do it far better.' Teachers, social workers and others are comfortably in control; and, in fact, most school and other youth cultures are not competent and do not

train and support and respect initiative-taking. Instead, the peer group culture, not surprisingly, is resentful and in the worst cultures, quite negative. (2006, pp. 11-12)

Children and young people long to participate and benefit from doing so.

In his book *It's our World too*, Hoose (2002) related stories of young changemakers such as Justin Lebo who loved to race bikes and learned how to repair his own bikes at a young age. Then at age ten, he bought an old bike at garage sale and fixed it up along with another one. That's when he got the idea to donate the fixed-up bikes to a home for boys. The boys were excited and thrilled to receive the two bikes, and immediately they took turns riding the bikes. When Justin left, he resolved to fix nineteen more bikes by Christmas, so that each boy in the home could have his own bike. This effort led to newspaper coverage, and people donating more old bikes as well as money for new the parts that needed to be purchased. Four years later, when Justin was 14, he had repaired and donated almost 200 bikes.

When Justin was asked why he did it, he answered, "I want to. In part, I do it for myself. I don't think you can ever really do anything to help anybody else if it doesn't make you happy" (Hoose, 2002, p.55). Being a young changemaker, Justin had discovered and personally experienced the benefits of participation and contribution to his community.

Recommendations for Encouraging Young Changemakers

What kind of adult support did Kamkwamba, Lindsay, and Justin receive, and what can we learn from research and other case studies on how to support and empower children to creatively participate and innovatively contribute to societal issues and become changemakers? This thesis will not include specific suggestions for curricular activities. Each teacher, parent or adult friend is best equipped to facilitate a child's learning to become a changemaker as they appropriate it for each specific situation. However, in addition to fostering empathy in children

and encouraging their participation, we can also learn valuable lessons from the following research.

Growth Mindset

Changemakers as well as social entrepreneurs are not easily deterred. They are persistent in implementing their solution, and they don't easily give up. Drayton asserted:

That is how entrepreneurs work. Having decided that the world must change in some important way, they simply find and build highways that lead inexorably to that result.

Where others see barriers, they delight in finding solutions and in turning them into society's new and concrete patterns. (2006, p.4)

How can we encourage children to be persistent in their quest to provide a creative solution? Carol Dweck (2006), a leading researcher in the field of motivation and personality psychology, discovered the two mindsets that divide people who are successful from those who are more prone to give up. They are the growth mindset, which embraces challenges, and the fixed mindset, which focuses on limitations that lead to inactivity. These mindsets determine how people define failure or effort. Although people have a tendency to lean toward one or the other, a growth mindset can be fostered by teaching children that intelligence is not an inherited trait, but that it can be learned and improved. Dweck taught workshops in which students learned study skills, along with some facts on the two mindsets, as well as concrete steps on how to change a fixed mindset. The control group only learned the study skills, and was not introduced to the theory and impact of the two mindsets. The result of the study showed that, "students who'd been in the growth-mindset workshop showed a jump in their grades. They were now clearly better than the students who had been in the other workshop" (Dweck, 2006, p. 215).

These children received a boost in confidence and learned the skill of persisting when solving a problem.

Similarly, in his book *Outliers* Gladwell (2008) researched high-achievers. Among other things he pointed out that self-confidence is essential for success. People who succeeded were not easily deterred; instead, they were persistent and not intimidated when presenting their cause. They spoke up for themselves and took initiative to further their goals; essential skills for changemakers as they mount hurdles and overcome obstacles in their quest to provide a solution.

Thus, teachers and adults can play an important role in helping children switch to the growth mindset, which embraces challenges and is not afraid of failures. According to Bornstein (2007), both of these are distinctive hallmarks of successful social entrepreneurs. Bill Drayton put it this way:

Educators can play a big role in building our leadership base by promoting in students the development of the whole person. Everybody should see him or herself as a changemaker. Once so empowered, a person can do anything – and will be richly satisfied in life. (2005, p.2)

Role Models

Children learn by imitating or following the models that are set before them. Research by Mares & Woodard looked at 34 studies involving 5,473 children to determine the positive effects of television on children's social interactions. Mares & Woodard (2005) noted, "effects were largest for depictions of altruism, primarily because such content tended to involve explicit modeling of desired behaviors" (p.1). Children need to be exposed to positive role models. Indeed, Bornstein (2007) mentioned that many of the outstanding social entrepreneurs can trace their passion back to their childhood, "Because with the typical entrepreneur you can see the

roots of the interest when they're very young" (p.125). Stories of social entrepreneurs need to permeate the curriculum in all subject areas, and should be featured in children's literature.

Personal contact with a social entrepreneur or involvement in his or her project can be powerful as well. Drayton shared the story of one exemplary social entrepreneur and contended, "Accompanying this disruption of old patterns of action and perception is another contribution, and I believe it is the greatest one of Rodrigo and every entrepreneur: the idea of catalyzing new local changemakers into being" (2006, p.3).

While typically the US is inclined to idolize sport heroes, whom children then will want to emulate, an educator or parent could guide children toward the social sector by selecting biographies or stories of heroes in that field. These heroes do not seek self-fulfillment or set goals of being better than others; instead, they are satisfied to work on the sidelines and set their goals on issues beyond themselves, issues that affect others. Training rats to sniff out landmines, as Bart Weetjens from Belgium did, would certainly be one of many great stories of an innovative social entrepreneur that could capture children's attention and stimulate their thinking towards creative problem solving and their own involvement (HeroRat, 2010).

Listening

In addition to actively modeling or exposing children to positive role models who embody altruism, adults need to be good listeners. As children process what they encounter, and contemplate how to respond, adults must listen and communicate respect for the child. Damon (2008) emphasized the importance of attentive listening:

Taking advantage of opportunities to have a conversation that helps the child express an interest and experience a realization about how he or she might pursue that interest is vital. Often, such opportunities appear, as a surprise, when least expected. (p.136)

Listening communicates that we value and respect children and their ideas. This validation can give children the confidence they need to step out of their comfort zone and utilize their creativity to make a difference. In Stephenson's (2004) depiction of the different types of child participation (see table 4) listening signals that the adult is willing to collaborate and support. This experience provides a safe platform from which the child can step out to impact others through innovative contributions.

Available Time

A new and growing phenomenon in our society are today's "helicopter" parents. In her article, Nancy Gibbs (2009) warned that we often are so obsessed with our children's success that parenting parallels product development. Parents tend to overprotect, over-arrange, and overbook their children's lives in an effort to make them successful citizens, but often they overlook the importance of child participation. The young changemaker needs to have room in her schedule to act on her ideas. Today's "helicopter" parents often max out their child's schedule with rigorous sports team practices, music lessons, chess club, hours of homework for advanced placement classes, and a myriad of other activities that keep the child busy.

In his book *Social Intelligence* Goleman (2007) told of a study in which seminary students prepared a sermon and then were asked to walk to another building to deliver it. Half the students were instructed to preach on the parable of the Good Samaritan, and the other half received a different text. On the way to the other building the researchers had recruited a person who lay moaning in the corner, acting as if in distress. Results showed, that the students who had prepared their sermon based on the Good Samaritan, and thus had just been immersed in the concept of helping those in need, were not more likely to stop and offer help than the other group. Instead, the indicative factor of who was more likely to stop and help was directly tied to

whether the students left a few minutes late and felt rushed, or whether they knew they had time. Those in a hurry were least likely to stop and offer help to the person in distress despite the fact that they were on their way to preach about the Good Samaritan.

If our children's daily schedules are always overcrowded they will be unlikely to respond to those in need. In the examples mentioned above, Lindsay took the time to plant and nurture her tomato plants, Kamkwamba had many hours to tinker with his experiment, and Justin was able to spend countless hours repairing bikes. Innovative thinking cannot happen when we are rushed from one activity to the next; creative contributions require time. Altruism is affected by busyness; if we are too busy or always in a hurry, we are less likely to take the time to care. Chris Ihrig, Chairman and CEO of a business consulting firm spoke on the importance of having available time, which he called "margin". Ihrig maintained, "If we want to impact others and make a difference in their lives, we need to have time" (personal communication, March 11, 2011).

Conclusion

Bill Drayton, the founder and leader of the Ashoka Foundation, which seeks and supports outstanding social entrepreneurs worldwide, has researched the qualities of an innovative social entrepreneur and came to the following conclusion:

From childhood, an entrepreneur intuitively seeks out an area of interest, for example, health, and then begins the long search for an idea that will be his or her vehicle for leaving a scratch on history. (2005, p.4)

As parents, educators, and community members we have the chance to nurture, support, and encourage such changemakers and social entrepreneurs-in-the-making, by fostering empathy in

children, and by inviting them to participate that they might flourish and contribute in substantial ways that impact the societal issues surrounding them.

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Table 1

40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible. This page may be reproduced for educational, noncommercial uses only.

External Assets

1. Family support—Family life provides high levels of love and support.
2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. Other adult relationships—Child receives support from adults other than her or his parent(s).
4. Caring neighborhood—Child experiences caring neighbors.
5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
7. Community values youth—Child feels valued and appreciated by adults in the community.
- 8. Children as resources—Child is included in decisions at home and in the community.**
9. Service to others—Child has opportunities to help others in the community.
10. Safety—Child feels safe at home, at school, and in his or her neighborhood.
11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. School Boundaries—School provides clear rules and consequences.
13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's

behavior.

14. Adult role models—Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior.
15. Child’s closest friends model positive, responsible behavior.
16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week.
18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.
19. Religious community—Child attends religious programs or services one or more times per week.
20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets

21. Achievement Motivation—Child is motivated and strives to do well in school.
22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
23. Homework—Child usually hands in homework on time.
24. Bonding to school—Child cares about teachers and other adults at school.
25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
26. Caring—Parent(s) tell the child it is important to help other people.
27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal

rights for all people.

28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs.
29. Honesty—Parent(s) tell the child it is important to tell the truth.
30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior.
31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
32. Planning and decision-making—Child thinks about decisions and is usually happy with results of her or his decisions.
- 33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.**
34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
Child seeks to resolve conflict nonviolently.
37. Personal power—Child feels he or she has some influence over things that happen in her or his life.
38. Self-esteem—Child likes and is proud to be the person that he or she is.
39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.
40. Positive view of personal future—Child is optimistic about her or his personal future.

Table 2

40 Developmental Assets® for Middle Childhood (ages 12-18)**External Assets**

1. Family support—Family life provides high levels of love and support.
2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Other adult relationships—Young person receives support from three or more nonparent adults.
4. Caring neighborhood—Young person experiences caring neighbors.
5. Caring school climate—School provides a caring, encouraging environment.
6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
7. Community values youth—Young person perceives that adults in the community value youth.
- 8. Youth as resources—Young people are given useful roles in the community.**
9. Service to others—Young person serves in the community one hour or more per week.
10. Safety—Young person feels safe at home, school, and in the neighborhood.
11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.
12. School Boundaries—School provides clear rules and consequences.
13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models—Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence—Young person's best friends model responsible behavior.

16. High expectations—Both parent(s) and teachers encourage the young person to do well.
17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. Religious community—Young person spends one or more hours per week in activities in a religious institution.
20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

21. Achievement Motivation—Young person is motivated to do well in school.
22. School Engagement—Young person is actively engaged in learning.
23. Homework—Young person reports doing at least one hour of homework every school day.
24. Bonding to school—Young person cares about her or his school.
25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
26. Caring—Young person places high value on helping other people.
27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity—Young person acts on convictions and stands up for her or his beliefs.
29. Honesty—Young person “tells the truth even when it is not easy.”
30. Responsibility—Young person accepts and takes personal responsibility.
31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

32. Planning and decision-making—Young person knows how to plan ahead and make choices.

33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.

34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.

36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

37. Personal power—Young person feels he or she has control over “things that happen to me.”

38. Self-esteem—Young person reports having a high self-esteem.

39. Sense of purpose—Young person reports that “my life has a purpose.”

40. Positive view of personal future—Young person is optimistic about her or his personal future.

Table 3

Hart's Ladder of Child Participation

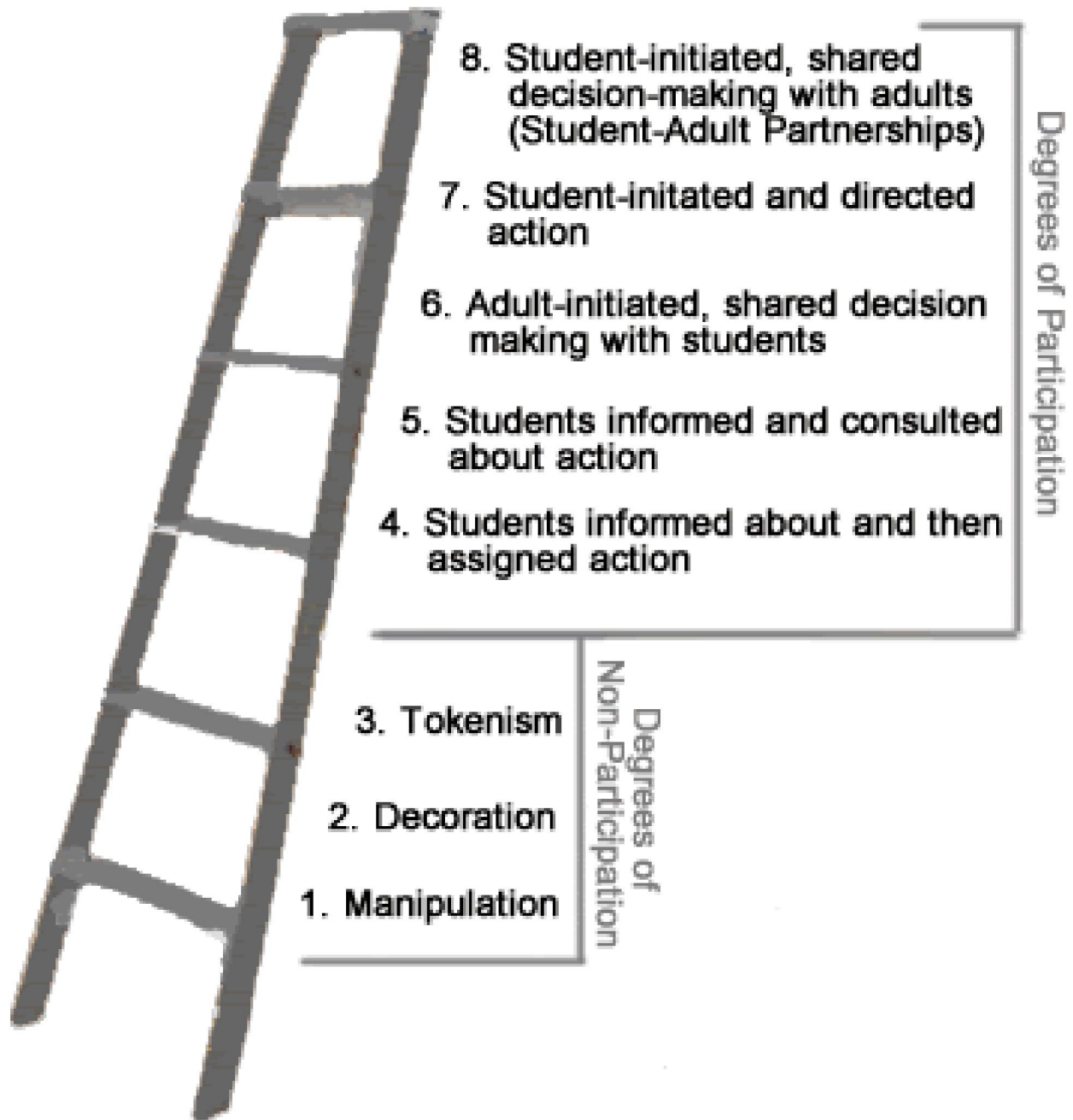


Table 4
Types of Participation by Stephenson

5	<p>TAKING A LEADING ROLE 'Action by'</p> <p>CHILD-INITIATED AND DIRECTED Children set the agenda and are active politically.</p>
4	<p>COLLABORATION AND PARTNERSHIP 'Action with'</p> <p>ADULT-INITIATED, SHARED DECISIONS WITH CHILDREN Adults have the initial idea, but children are involved in every step of the planning and implementation.</p> <p>CHILD-INITIATED, SHARED DECISIONS WITH ADULTS Children and their organisations invite adults to collaborate with them. Roles are defined together.</p> <p>JOINTLY INITIATED BY CHILDREN AND ADULTS Children and adults work in partnership to agree, and work together towards, common goals.</p>
3	<p>CONSULTATION 'Action with / by'</p> <p>CHILDREN ARE CONSULTED AND INFORMED The project is designed and run by adults, but they use the suggestions and concerns of the children. Children are informed so that they can make good decisions.</p>
2	<p>INFORMING 'Action for'</p> <p>CHILDREN ARE GIVEN A TASK AND TOLD WHAT IS REQUIRED OF THEM Children are informed of, and in agreement about, actions that affect them. They might be able to choose to carry out the task.</p>
1	<p>COERCION 'Action on'</p> <p>MANIPULATION Children do or say what adults want them to, but have no real understanding of the issues. Alternatively children may be asked what they think, and adults then use some of the ideas without telling the children what influence they have had on the final decision.</p> <p>DECORATION Children take part in an event, such as singing or dancing, but have no influence over how it is organised.</p> <p>TOKENISM Children are asked their opinions but have little choice about the way that they can express those views or the range of ideas they can express.</p>

Table 5

Wheel of Participation by Stephenson



Appendix A: Resource List for Children / Youth

BOOKS

Be the difference; A beginners guide to changing the world. by Danny Seo. (2001). New Society Publishers. ISBN 0-086571-432-0

When Danny was twelve, he started Earth 2000, an environmental group that rapidly increased to a membership of 20,000 teenagers. He gives practical tips on starting your own organization, raising funds, getting media exposure, lobbying with legislators and more.

Better than a lemonade stand; small business ideas for kids by Daryl Bernstein (1992). Beyond Words Publishing Inc. ISBN 0-941831-75-2

Daryl wrote this book at age fifteen, after he ran several successful businesses which he started at age eight. He offers practical advice and ideas for participating in the free enterprise system.

Biz Kids' guide to success, money-making ideas for young entrepreneurs by Terri Thompson. (1992) Barron's Publishing. ISBN 0-8120-4831-8

Illustrated guide on business basics, tips and ideas for starting a business, and features of kids who run successful businesses.

Capitalism for kids; growing up to be your own boss. by Karl Hess. (reprinted in 2005). Bluestocking Press. ISBN 0-942617-35-5

A book for teens to learn about capitalism, democratic socialism, socialism, communism, and totalitarianism. This book contains a self-test that will help kids determine whether they have the temperament and personality to be

entrepreneurs. Many useful resources are listed for kids who want to start their own business.

Generation Fix: Young ideas for a better world. By Elizabeth Rusch. (2002). Oregon, Beyond Words Publishing. ISBN 1-58270-067-2

This book is written for 10-14 year olds. It features inspirational stories of kids who made a difference.

How economics works: Earning money. by Patricia Murphy. (2006). Learner Publications Company Minneapolis. ISBN 0-8225-2149-0

An insightful book for young readers about why we need money, where it comes from, how they can make money and keep track of their earnings.

I can make a difference: A treasury to inspire our children. by Marian Wright Edelman. (2005). Harper Collins Publishers. ISBN 0-06-028052-2

This book contains a wonderful collection of poems, biographies, and stories from around the world to promote character in children. Written by the founder of the Children's Defense Fund (CDF).

It's our world too. by Phillip Hoose. (2002). Florida: Sunburst. ISBN 0-374-33622-9

This book is mostly on Social Activism. Part One profiles several young activists. Part Two has practical tips on how to get involved.

Kids who make a difference. by Gary Chandler and Kevin Graham (1996). New York, Twenty-First Century Books. ISBN 0-8050-4625-9

Written for young kids (elementary school age). This book tells stories of kids who are social activists.

Kids with courage: True stories about young people making a difference. by Barbara Lewis.

(1992). Minneapolis, Free Spirit Publishing. ISBN 0-915793-39-3

Written for kids/ young teens; this book tells kids' stories fighting crimes, kids taking social action, heroic kids, kids saving the environment.

Starting a Business: Have fun and make money by Carla Mooney. (2010) Norwood House Press.

ISBN 978-159953-386-5

Step by Step Instructions on how to plan and create a business along with three stories of kids who launched their own successful businesses.

The kids guide to service projects. by Barbara Lewis. (2009). Second Ed. Minneapolis, Free

Spirit Publishing. ISBN 13 978-1-57542-338-8

Written for kids ages 10 and older. This is an inspirational resource for kids who want to make a difference.

The totally awesome business book for kids; with 20 super businesses you can start right now. by

Arthur Berg Bochner and Adriane Berg. New York: New Market Press. ISBN 1-55704-494-5

This book was written by a thirteen-year-old who runs a successful business himself. The three parts of the book focus on basic elements of a business, practical business skills, and twenty business ideas to get kids started.

The totally awesome money book for kids (and their parents). by Arthur Berg Bochner and

Adriane Berg. New York: New Market Press. ISBN 1-55704-493-7

Written for 10-17 year-olds by Arthur when he was twelve, this book is full of games, stories, and quizzes to teach about the basics of saving, borrowing, and

investing money. This book received the American Library Association's "Best Book of the Year" Award.

What color is your piggy bank? Entrepreneurial ideas for self-starting kids by Adelia Cellini Linecker. (2004) Lobster Press. ISBN 189422282-2

Practical lessons on learning how to make, save and spend money. The author shows that learning to create our own work is learning how to think for yourself. The book is engaging full of real stories, quizzes, tips and templates.

You can change your world! Creative ways to volunteer and make a difference by Sondra Clark. (2003) Flemming H Revel Publishing. ISBN 0-8007-5852-8

Written by a thirteen-year-old who gives advice on how to make your school a better place and making a difference in your community and in the world.

Young Heroes: Craig Kielburger; Free the children. by Rachel Lynette. (2008). KidHaven Press. ISBN 978-0-7377-4050-9

Written for elementary school-aged kids, this book highlights the inspirational story of Craig Kielburger who at age 12 started a non-profit organization to free children around the world from abuse and exploitation of child labor. Free the Children is now the largest network of children helping children.

Young Heroes Series published by KidHaven Press

This series highlights young people and their cause. It is written for young readers and each book contains a glossary for difficult words in the back. The following books are part of the series:

- Jyotirmayee Mohapatra – Advocate for India's Young Women
- Emmanuel Oforu Yeboah – Champion for Ghana's Disabled

- Hannah Taylor – Helping the Homeless
- Jhalak Man Tamang – Slave Labor Whistleblower
- Matt Dalio – China Care Founder
- Ana Dodson – Advocate for Peruvian Orphans
- James Quadrino – Wildlife Protector
- Lindsay Williams – Gardening for Impoverished Families
- Ashley Shuyler – Founder of AfricAid
- Zach Hunter – Modern-Day Abolitionist
- Julia Butterfly Hill – Saving the Ancient Redwoods
- Brittany and Robbie Bergquist – Cell Phones for Soldiers
- Alexandra Scott – Champion for Cancer Research

WEBSITES

Activism 2000 Project. www.youthactivism.com

This website is full of ideas, for young people under the age of eighteen on how to get involved, advocate for change, and connect with existing groups that are geared to involving young people in community action.

Ashoka's Youth Venture. (2010). Dream it; do it. <http://www.genv.net/>

Geared for teens, excellent website with resources, stories, events, marketing resources, and blogs. This is an excellent venue to connect with other young Social Entrepreneurs.

Causes Exchange. (2010). Inspiration and Resources for Changing the World.

<http://exchange.causes.com/about/>

Great resource for anyone who wants to rally for a cause. This website can serve as a platform to promote your cause.

Do Something www.dosomething.org

This website is full of resources and ideas on how young people can get involved in a myriad of issues.

Free The Children www.freethechildren.com

This website tells the story of Free the Children, the largest network of children helping children. The website offers ways to get involved, and learn more about child labor.

IFEYO. (2010). San Marino-Alexander Bodini Foundation Children's Awards winners list.

<http://www.ifeyo.com/pg/view/195>

Short profiles of young people who were the winners of the Award since 2006.

International Education and Resource Network. iEARN. (2010). Kids can make a difference. <http://www.kidscanmakeadifference.org/>

Excellent resource for middle – high school students to utilize the web for making a difference / KIDS is a program of iEARN (International Education and Resource Network) the world's largest non-profit global network that enables teachers and youth to use the Internet and other technologies to collaborate on projects that enhance learning and make a difference in the world.

International Youth Foundation <http://www.iyfnet.org/>

Creating new possibilities for young people

Kids Care Clubs www.kidscare.org

Kids Care Clubs empowers children to make a better world through hands-on service projects.

National Student Campaign against Hunger and Homelessness www.nscahh.org

This website urges students to raise awareness for and take action against homelessness in their own communities. Their mission is: "...committed to ending hunger and homelessness in America by educating, engaging, and training students to directly meet individuals' immediate needs while advocating for long-term systemic solutions."

Pitara. (2010). Global Kids' Community: A place where kids express themselves. Retrieved from: <http://www.pitara.com/community/>

This website helps kids to create their own website and promote their ventures.

Randomkid. (2010). Where any random kid can make real world changes. <http://randomkid.com/>

Kids can pick and research an issue, then connect with existing groups and donate.

Scholastic. (2010). Kids make a difference.

<http://www2.scholastic.com/browse/collection.jsp?id=504>

This is a collection of stories about what children have done to bring change; the stories are all from 2008.

Taking it Global <http://www.tigweb.org/>

The largest online network of youth interested in global issues and creating positive change.

TEDxYSE. (2010). Young Social Entrepreneurs, Changemakers.

<http://www.tedxyse.com/category/changemakers/>

Features stories of some young Social Entrepreneurs, lists upcoming events, local TED talks. An excellent example is a short clip of a girl who started a tutoring club and realized that she could dream big: http://www.youtube.com/watch?v=7wAk3LD-j6Y&feature=player_embedded

The Giraffe Project www.giraffe.org

An interesting website for children or adults who stick their necks out for a cause of social justice. It features many stories as well as further resources.

These Kids Mean Bu\$iness <http://www.thesekidsmeanbusiness.org/>

This website profiles many young entrepreneurs

Unicef. (2010). Voices of youth. <http://www.unicef.org/voy/index.php>

Blogs, news, research, profiles, events by kids for kids.

Youth Noise: Be heard <http://www.youthnoise.com/>

An excellent tool to find, explore, and network a cause.

Youth as Resources www.yar.org

This website has lots of information about youth-led community service, and youth-adult partnerships in governance.

Youth Service America www.ysa.org

The Youth Service America states their mission as “Youth Service America (YSA) improves communities by increasing the number and the diversity of young people, age 5 - 25, serving in substantive roles.” They offer grants, programs and many resources for those who seek to serve their communities.

Appendix B: Resource List for Parents/ Educators

Books

All kids are our kids: What communities must do to raise caring and responsible children and adolescents (2nd ed.) by Peter L. Benson. (2006). San Francisco: Jossey-Bass, a Wiley imprint. ISBN 0-7879-8518-X

Based on solid scientific research by the Search Institute, this book highlights the 40 Developmental Assets that help our young people to thrive and become caring, responsible citizens. Learning about these 40 assets gives adults some concrete tools on how they can have a positive impact on the young people in their lives.

The Search Institute's website is listed below.

How to change the world; Social Entrepreneurs and the power of new ideas (updated ed.) by David Bornstein. (2007). Oxford University Press. ISBN 978-0-19-533476-0

David Bornstein is a leading author and journalist for the field of Social Entrepreneurship. While Bornstein (2007) acknowledges that Social Entrepreneurism is a trend that is gaining popularity, he likes to see Social Entrepreneurs as “transformative forces: people with new ideas to address major problems who are relentless in the pursuit of their visions, people who simply will not take ‘no’ for an answer, who will not give up until they have spread their ideas as far as they possibly can” (pp. 1,2).

In this book he introduces Bill Drayton the founder of the Ahoka Foundation (website listed below).

Another book by Bornstein in this resource list is: *Social Entrepreneurship: What everyone needs to know*.

Kids with character: Preparing children for a lifetime of choices by Marti Watson Garlett.

(1989). Portland, Or: Multnomah. ISBN 0-88070-275-3

This is a conversational book by a Christian author about raising kids with confidence, discipline, leadership skills and faith.

Raising kids in the 21st century: The science of psychological health for children by Dr. Sharon

Hall. (2008). Wiley-Blackwell. ISBN 978-1-4051-5806-0

This well-researched book gives the building blocks for Psychological Health (pp. 5-7). Chapter eight focuses on tolerance and social activism. The resources give extensive lists of books for children and adults with both fiction and non-fiction titles.

Raising kids who will make a difference: Helping your family live with integrity, value simplicity, and care for others by Susan Vogt. (2002). Chicago: Loyola Press. ISBN 0-8294-1792-3

Written by a Christian author, Chapter 3 focuses on Materialism and the simple life, Chapter 4 on Ecology, Chapter 9 on Global Awareness, Chapter 11 on Service, and Chapter 12 on Motivation.

Raising self-reliant children in a self-indulgent world: Seven building blocks for developing capable young people (Rev. ed.). Stephen Glenn Ph.D. and Jane Nelsen Ed.D. (2000).

Roseville, California: Prima Pub. ISBN 0-7615-1128-8

This is an overall good read, but the most interesting chapters are on perception (chapter 3), the development of judgment (table 10.1 p.162), and a blueprint of success (chapter 11).

Social Entrepreneurship: A modern approach to social value creation by Arthur Brooks. (2009). New Jersey, Pearson Prentice Hall. ISBN 978-0-13-233076-3

This book gives an intro to SE and is very much written from a business perspective. This could be a resource for some of the practical aspects of being a SE.

Social Entrepreneurship: What everyone needs to know by David Bornstein and Susan Davis (2010). Oxford, University Press. ISBN 978-0-19-539633-1

This is a must-read for anyone interested in Social Entrepreneurship. Part one focuses on defining SE; part two addresses the challenges. David Bornstein is an author and journalist who has been focusing his writing and reports on social innovation and social entrepreneurship. You may learn more about him and the topic of Social Entrepreneurship from his blog site:

<http://davidbornstein.wordpress.com/>

The danger of raising nice kids: Preparing our children to change their world by Timothy Smith. (2006). Downers Grove, Ill: IVP Books. ISBN 0-8308-3375-7

This conversational book focuses on fostering empathy in chapter six, and demonstrating compassion in chapter seven. It is an easy-read that is based on common sense wisdom, rather than thorough scientific research. It contains some practical advice.

The Path to Purpose: Helping children find their calling in life by William Damon. (2008). New York, Free Press. ISBN 1-4165-3723-6

This book was written by research psychologist and author of several books, William Damon. Chapter two might be most applicable for our purpose of

fostering Social Entrepreneurship in young children. Chapter two focuses on “Why purpose is crucial for thriving throughout life.”

The Power of Unreasonable People: How Social Entrepreneurs Create Markets that change the World by John Elkington, Pam Hartigan. (2008). Boston, Harvard Business Press. ISBN 978-1-4221-0406-4

This book features the stories of several Social Entrepreneurs including the chairman of One Laptop Per Child.

Websites

Ashoka Foundation <http://www.ashoka.org/about>

This foundation supports leading Social Entrepreneurs from around the world. The website is full of information and resources. The youth version of the site has been listed on the resource pages for youth.

Youth Activism Project. http://www.youthactivism.com/Adults_Only.php

The Youth Activism Project Website (which is also listed on the Youth Resources Page), has this link to an “adult only” advice page. This page lists the reasons for involving youth as well as the traits of “great adult co-pilots and collaborators.”

Books that motivate children to make a difference. http://www.ehow.com/list_6898180_books-motivate-children-make-difference.html

This website contains a few short book reviews for picture books that promote children’s moral development.

International Education and Resource Network. iEARN. (2010). Kids can make a difference. <http://www.kidscanmakeadifference.org/>

This is an excellent resource for teachers and middle – high school students to utilize the web for making a difference. KIDS is a program of iEARN (International Education and Resource Network) the world's largest non-profit global network that enables teachers and youth to use the Internet and other technologies to collaborate on projects that enhance learning and make a difference in the world.

Search Institute <http://www.search-institute.org/>

This website gives an overview of the 40 Developmental Assets, the research behind them, their importance, and it provides many free tools for individuals and communities who seek to make a difference in young people's lives.

Articles

Van Ryzin, G. G., Grossman, S., DiPadova-Stocks, L., & Bergrud, E. (2009). *Portrait of the social entrepreneur: Statistical evidence from a US panel* doi:10.1007/s11266-009-9081-4

In this research-based article several Social Entrepreneurs are profiled to find common traits.

Winfield, I. (2005). *Fostering social entrepreneurship through liberal learning in the social sciences.*

In his introduction the author stated, “Before you can teach social entrepreneurs specific skills in value creation, you first have to create an environment that nurtures nascent social entrepreneurs – those who not only ‘see’ a problem that needs fixing, but also believe that they should do something” (p.1).

While this article is mostly geared for college-level learning, it seems that much of the advice could be adapted for younger children.