



The DoRight Leadership Corps

Empowering the Next Generation

www.dorightenterprises.org

The DoRight Leadership Corps (DLC) is a youth action network and sustainability education curricular program for middle and high school students (grades 6-12). The DLC curriculum integrates all disciplines of academic learning (aligned with “No Child Left Behind” and mandates and STEM learning targets) with community-based service projects that focus on sustainability audits for local communities, green jobs workforce development, and the development of entrepreneurship, civic engagement and 21st century skills¹ in youth. The DLC curriculum is flexibly designed for integration into teachers’ existing academic classroom curricula or for implementation in after school programs or clubs. Three culminating project options allow students to develop and extend their academic knowledge and skills in specialty areas of their choosing:

- **DoRight Enterprises—a youth-run consulting firm:** Youth work as “employees” of a consulting “company” that provides sustainability audits and efficiency analysis (energy, waste management, procurement, facilities, landscaping, water and chemical use) for local businesses, schools, hospitals, community centers, etc. to help lower costs, increase profits (when applicable) and reduce ecological footprints.
- **Legislative Action:** Legislative research and action groups perform analysis, vetting, and promotion of specific legislation at federal, state and local levels through phone calls, letters, meetings and events.
- **Public Relations:** All forms of media, arts and technology (film, graphics, dramatics, etc.) are applied in teach-ins, news editorial campaigns, forums and events to raise public awareness and knowledge of sustainability issues—environmental, economic and social.

DoRight Mission

- To motivate and develop readiness in middle and high school youth for jobs in the “green” economy and foster youth leadership roles in the creation of an overall sustainable society.
- Improve the capacity of K-12 schools to raise academic achievement while preparing students with 21st century skills, principles and values of sustainability, entrepreneurship, critical thinking, and ethics.

Multi-Sector Interdependent Outcome Targets: Schools, Youth, Businesses, and Municipalities

1. Enhanced engagement of youth in academic learning, civic action and responsibility, 21st century skills, entrepreneurship, ethics, and character development.

2. Workforce development for the emerging green economy that incorporates academic learning and fosters the knowledge and skills most relevant for the 21st century economy.

3. Development of sustainable communities through reduced ecological footprints and education of multiple sectors (businesses, schools, municipal facilities, homes, etc.).

4. Improved teacher capacity in curriculum and instruction strategies for 21st century learning, including interdisciplinary project-based teaching, inquiry-based instruction, critical thinking, integration of systems thinking in academics, and education for sustainability.

5. Assistance to local businesses in reducing costs, increasing market share, and understanding and incorporating the rationale for a triple bottom line, merging social and environmental concerns with profit goals.

Implementation

DLC curricular programs can be implemented in variable contexts within three primary categories:

1. Integration within core academic instruction. DLC course materials provide an operational framework for multi disciplinary teacher teams (math, science, social studies, English, arts/technology) to construct creative, custom applications of the DLC curriculum for one or more semester courses. The DLC curricular design organizes study in individual subject area classrooms around a common line of inquiry. Students build knowledge and skills for work in project departments through standards-based supplemental lessons taught within their academic classrooms, placing the learning of mathematics, science, social studies, English, arts and technology in a context of purpose, meaning and relevance to the real world.

¹ The Partnership for 21st Century Skills: www.21stcentury skills.org

2. Self-contained elective courses. A single teacher can implement the DLC curriculum within a self-contained elective course on leadership, entrepreneurship, educational enrichment or other designation.

3. After school programs. The program can also be utilized for after school clubs or programs in connection with schools or through municipal community and recreation centers.

LiveClassroom online learning and networking

- **Youth** A growing national network of youth in DLC programs is supported through monthly online workshops, seminars, interactive newscasts and panel discussions in the Wimba LiveClassroom platform sponsored by WestEd. This program segment serves to support and develop ongoing youth learning, solidarity and empowerment in their effort to effect change.
- **Teachers** Teacher professional development for DoRight implementation is offered through on line courses (sponsored by WestEd) as well as through regional workshops.

Teacher professional development for implementation

Two-day workshops, online workshops, and week-long institutes are utilized to facilitate the development of customized units for DLC implementation by multi-disciplinary teacher teams, elective course implementers, or after school program applications. The modular nature of the DLC curricular materials ensures and facilitates teacher ownership and creativity in the development process. The workshop includes reflection on 21st century issues and implications for learning, principles of sustainability (interrelationships between environment, society and economy), systems thinking applied to classroom instruction, theory and practice principles of inquiry based learning and project based curriculum, and an action research protocol for ongoing growth and support of reflective practice.

Corporate Advisory Teams (CATs)

As an extension option of work with the DLC, youth are trained with the capacity to work as consultants for corporate development teams to provide creative insights and fresh perspectives for problem solving and innovation.

Action Research on Youth Development

In 2007, a teacher led action research pre and post survey showed impressive increases in student attitudes of empowerment and confidence following the DLC curriculum. For example, the data showed a 71% increase in students who believed that, "It is extremely important for me to contribute to solving large problems that face society." For complete research data see www.dorightenterprises.org.

Implementation History

The DoRight Leadership Corps curriculum was developed by Scott Beall as the culmination of over 15 years of teaching and curriculum development for K-12 schools in interdisciplinary project-based learning, systems thinking, sustainability education and community based learning. DLC was first implemented in 2005 in the H.H. Wells Middle School in, Brewster, New York. By spring of 2010 DoRight consultants have audited over 50 businesses, written dozens of letters to government officials, conducted fundraisers, presented at multiple national corporate conferences and conducted awareness raising concerts and events. As of spring 2010 other DoRight chapters are in development in several states in the U.S. as well as Canada and Kazakhstan.

Scott Beall is a teacher, lecturer, author and international education consultant. He received his masters degree in mathematics education from Stanford University with an emphasis in interdisciplinary curriculum and education reform. His first book, *Functional Melodies—Finding Mathematical Relationships In Music* (Key Curriculum Press, 2000) integrates the teaching of mathematics and music and is used by teachers and students worldwide. He has consulted and lectured in school districts and universities from Central America to Kazakhstan, and has taught extensively and developed programs for secondary, middle, and elementary school levels. Mr. Beall is also an adjunct professor at the College of New Rochelle Graduate School of Education, the enrichment teacher for the Brewster Central Schools in Brewster, New York, and founding director of the DoRight Leadership Corps, an award winning youth action network and sustainability education curricular program. Mr. Beall received the Green Teacher award from the Alliance of Green Schools and Communities in 2006.

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