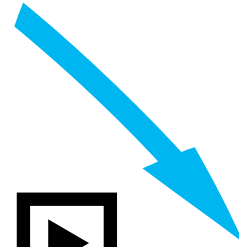


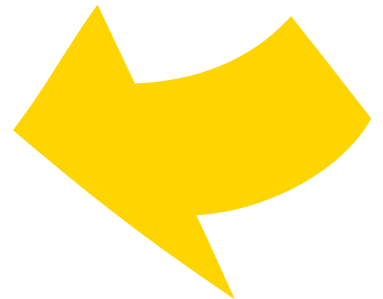
TakingITGlobal *Guide to Action: Simple Steps Towards Change*





Guide to Action

Simple Steps Towards Change // // // // //

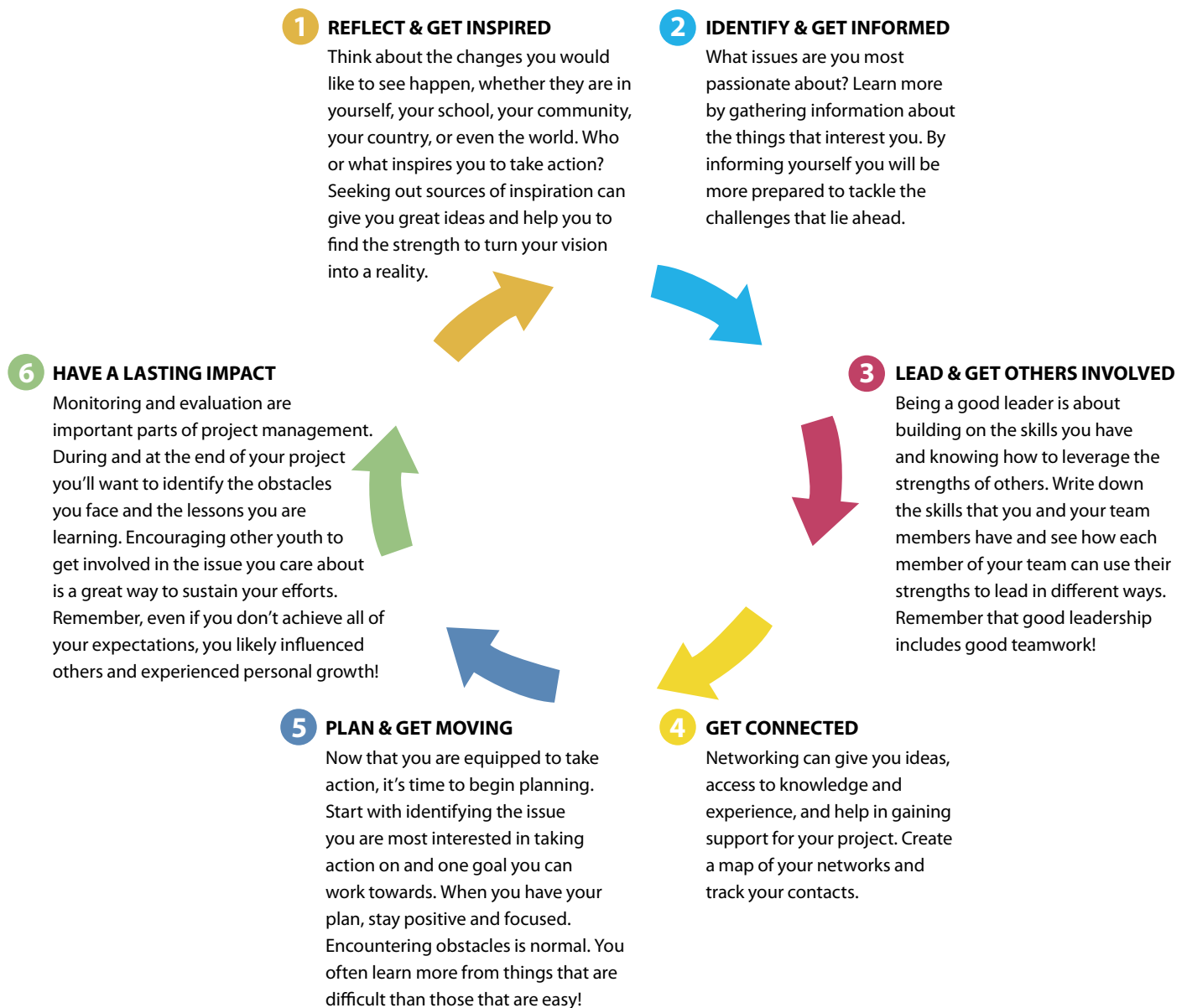




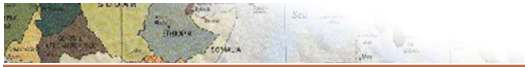
Introduction

Welcome to TakingITGlobal's Guide to Action. It has been designed to help you turn your dreams into reality. This guide is informed by the experiences of youth leaders from around the world in addition to Masters research conducted by TakingITGlobal's Co-Founder, Jennifer Corriero, on *Youth-Led Action in an International Context* (<http://research.takingitglobal.org/youthaction>) We hope this guide will provide you with the direction and support you need to better work towards making the change you want to see in the world. Good luck and remember to have fun!

Process Overview



Guide available at: <http://www.takingitglobal.org/guidetoaction>



Reflect

Take a moment to REFLECT on the world around you. Think about what you see.

Imagine the world you would like to live in.

Now what would you need to change in order for the world to come closer to your vision?

Can you think of some things you would like to change or improve?



About yourself?



About your school?



About your community?



About your country?



About the world?

Get Inspired

The seeds of each new idea for a project or initiative are usually rooted in a source of inspiration. Take a minute to think about who and what inspires you. Do you have a mentor? Do you have a hero? Is there someone in your life who you really respect or someone that represents something important to you?

Write down the names of a few people who have inspired you and why. It could be someone that you know like a friend, teacher or family member, or perhaps a community leader, author, artist or activist?

Meet inspiring people



"As a member of TakingITGlobal, I experience the magnificent diversity of ways of thinking in the world. I believe that my experience in TakingITGlobal has impacted my personality and perception of others in a very positive way. Being part of this community has broadened my mind by participating in the discussion boards, improving my conflict resolution approaches. Through the Global Gallery, I share my artwork reflecting my cultural background with artists from around the world. Most important, the

volunteer work I am engaged in inside my local community is provided with a new global dimension."

- Ayman, Egypt



"We live in a context of ignorance – people don't think about how their actions or inactions affect others," says Lina, founder of the United Students for Fair Trade (USFT). "Universities provide a common arena for raising awareness of inequities in a corporate-centered model of global trade. However, academic curriculum often stops short of suggesting viable alternatives." Lina set out to raise

awareness about Fair Trade in a student movement that now has more than 300 Universities across the United States carrying out campaigns.

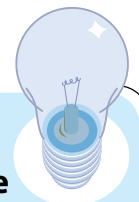
- Lina, United States



"Young people do not only ensure sustainability, they energize processes and are the major drivers of technology – extending the perimeters of innovation", says 'Gbenga, who has been working tirelessly, over the past five years, on strengthening the voice of youth in decision-making processes as it relates to Information and Communication Technologies (ICTs).

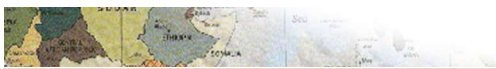
- 'Gbenga, Nigeria

Ways that young people change the world:



- As voices against injustice
- As promoters of environmental and social awareness
- As presenters at conferences, forums and summits
- As trainers, mentors, coaches and tutors
- As artists, musicians and actors
- As organizers of petitions, campaigns and protests
- As entrepreneurs creating businesses and jobs
- As volunteers and fund-raisers for charity
- As conscious consumers
- As responsible users of natural resources





Get Inspired



Each day, 6,000 Africans die from AIDS. Each day, an additional 11,000 are infected. Millions of children are left orphaned, forced to face a life of poverty and vulnerability. At the age of 7, Mabvuto lost his parents and years later lost his three sisters and one of his brothers. As a young child, he was faced with a tragic situation and at one point, found himself begging on the streets with very little hope. Due to the nature of his vulnerability, he was offered a chance to go to school and study Information Technology through a government loan program. This opportunity helped Mabvuto gain a range of skills and led to the development of an incredible initiative – Youth Care Trust. Mabvuto explains that the aim of his project is to “get street kids and vulnerable youths out of the streets and bring them to a safe and stable living home environment”. Through creating fundraisers such as music concerts and sports games that raise awareness about HIV/AIDS, money was raised to support the project. They decided to rent a house to provide shelter for 12 orphaned street kids as well as offer education and training on basic literacy skills, HIV/AIDS, Information Technology and other relevant areas. Getting this idea off the ground was no easy task.

- Mabvuto, Malawi



In recent years, the Ministry of Education in New Zealand made a significant technology investment in the education sector. Their aim was to have each classroom equipped with computers or laptops in order to enhance learning and better prepare students for the 21st century. Very quickly, they found that it was the teachers who they had to better prepare. Cherrie explains that “some teachers find using technology annoying at first. They don’t understand the value of using it - where as computing is natural for kids”. In order to help teachers better incorporate Information and Communication Technologies (ICTs) into their lives and the classroom, Tech Angels was formed at Wellington Girls’ College. The idea was to have tech savvy students work with teachers one-on-one each week, helping to improve their ICT literacy skills.

- Cherrie, New Zealand



Sources of inspiration:

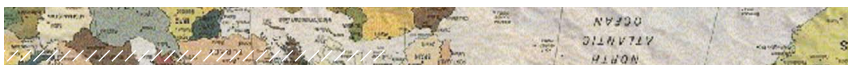
- Read stories about inspirational young people
- Spend time outside and connect with nature
- Surf the Internet and look through inspirational sites
- Go to your local art gallery, museum or cultural centre



Online:

Check out Featured Member stories on TakingITGlobal:
<http://featuredmembers.takingitglobal.org>

Find young people taking action from Afghanistan to Zimbabwe by going to: <http://members.takingitglobal.org>



Identify Your Passions

Thinking back to your reflections on the things you would like to change or improve in the world, what stands out as most important to you? What issues are you passionate about? What would motivate you to act?

Take a moment to create a list of issues that are important to you. It is important to identify the issues that interest you most because they will help to guide your approach to change.

It could look something like this:

climate change
 culture & identity
 youth violence
 substance abuse
 peace building
 educational technology
 women's rights

Now create a list of your own:

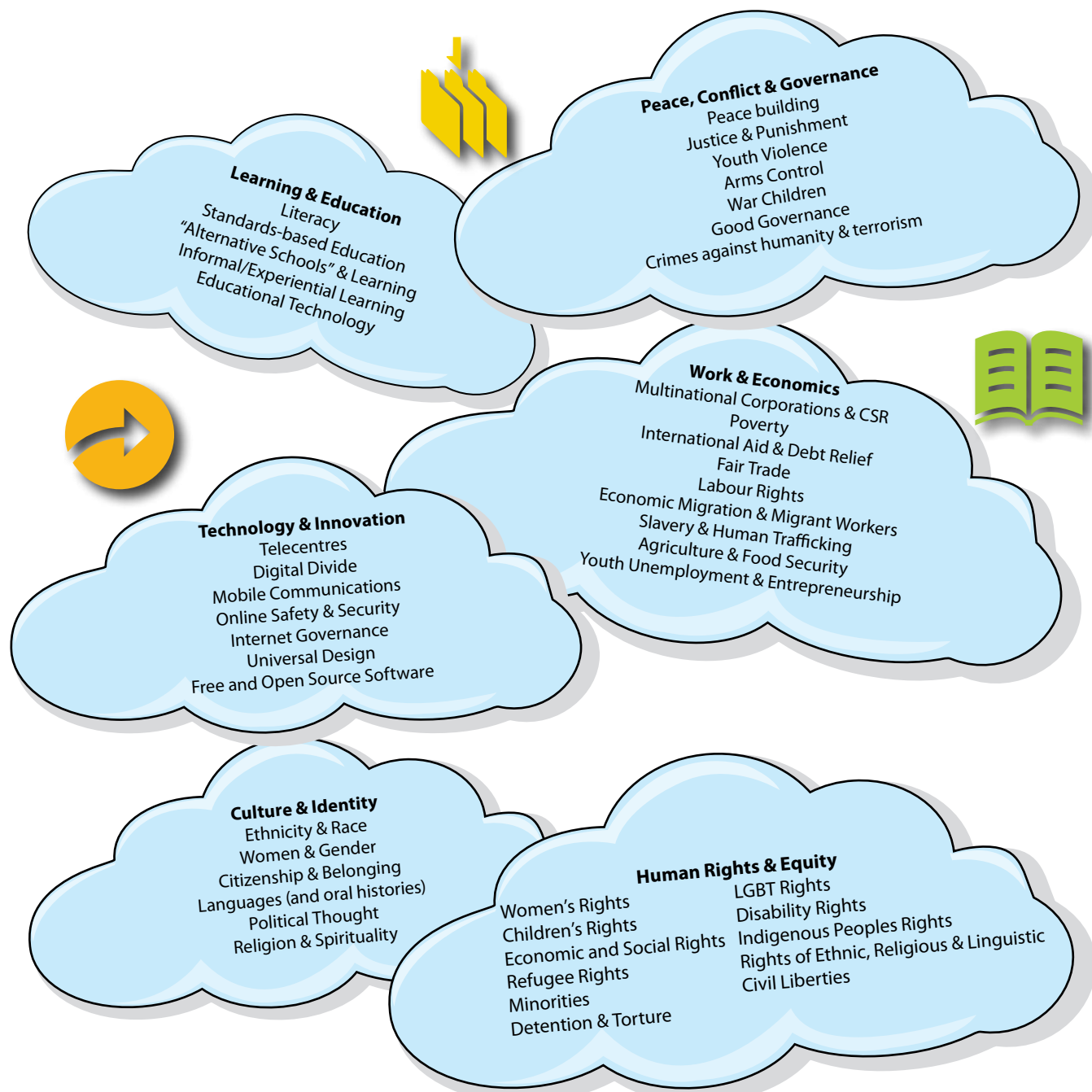


Brainstorm! What else interests or concerns you?





Identify Your Passions



Online:

Learn more about different issues affecting our world.
Visit TakingITGlobal's Understanding the Issues
<http://understanding.takingitglobal.org/>



Get Informed

Develop your knowledge and expertise by getting informed about the issues that concern you. This will allow you to be more effective and have a greater impact as you carry out the changes you want to see take place. Based on the issues you have just identified...

Ask yourself

What more can I learn about the issues that concern me?

Develop a set of questions that you want to answer. Here's some you might want to use

- What makes this issue unique and important to address?
- Who is most affected by the issue and why?
- How does this issue differ locally, nationally, regionally and globally?
- What different approaches have been taken to understand and tackle the issue?
- What groups are currently working on addressing the issue? (consider different sectors such as government, corporations, non-profit organizations, youth groups, United Nations agencies, etc.)

List other questions here:

Find three websites related to issues you want to learn more about. List them here:

1. _____
2. _____
3. _____

How can I access more information?

- school or local library – check out books, magazines, films, and more
- surf the Internet – visit websites of interesting organizations, government sites, on-line newspapers and magazines. Be sure to evaluate the accuracy of the information you find on the Internet.
- Family, friends and teachers – there is no harm in asking. You may be surprised by what they know.

Who would you contact?

One way to get information is to call an expert or an organization to find out what you need to know. We will talk more about networking in the *Get Connected* section of the guide.



Online:

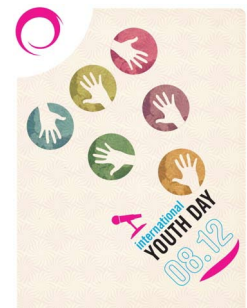
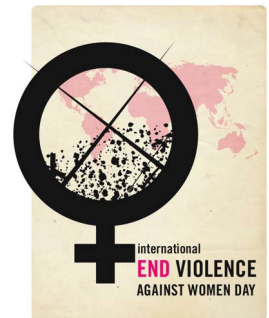
Looking for a group that does work in your area of interest?
Try: <http://organizations.takingitglobal.org> and search by category.
check out our events calender at
<http://www.takingitglobal.org/resources/events/>



International Days of Recognition

Did You Know... The United Nations has many internationally recognized days including:

February 21	International Mother Language Day
March 8	UN Day for Women's Rights and International Peace
March 21	International Day for the Elimination of Racial Discrimination
March 22	World Day of Water
April 7	World Health Day
April 22	Earth Day
May 3	World Press Freedom Day
May 17	World Telecommunications Day
May 21	World Day of Cultural Diversity for Dialogue and Development
May 22	International Day for Biological Diversity
May 31	World No Tobacco Day
June 4	International Day of Innocent Children Victims of Aggression
June 5	World Environment Day
June 17	World Day to Combat Desertification and Drought
June 20	World Refugee Day
June 26	International Day against Drug Abuse and Illicit Trafficking
June 26	International Day in Support of Victims of Torture
July 11	World Population Day
August 9	International Day of the World's Indigenous People
August 12	International Youth Day
August 23	International Day for the Remembrance of the Slave Trade and Its Abolition
September 8	International Literacy Day
September 16	International Day for the Preservation of the Ozone Layer
September 21	International Day of Peace
October 10	World Mental Health Day
October 16	World Food Day
October 17	International Day for the Eradication of Poverty
November 16	International Day for Tolerance
November 20	Universal Children's Day
November 25	International Day for the Elimination of Violence against Women
December 1	World AIDS Day
December 2	International Day for the Abolition of Slavery
December 3	International Day of Disabled Persons
December 5	International Volunteer Day for Economic and Social Development
December 10	Human Rights Day
December 18	International Migrants Day



For more information, please visit: <http://www.takingitglobal.org/understand/intdays/>



Lead Your Project to Success

Identifying your skills and characteristics will help you lead your project with success. Start by understanding your own strengths and needs, and then consider how creating a team could help to better achieve your goals. Helping your team members identify and leverage their own strengths and talents for the project is an important part of leadership. It is also important to ensure that all those involved are able to share in the vision of what you are trying to achieve.

Can you think of someone who shows strong leadership? What makes that person a good leader?

"How else would you know that it can work without trying?" (TakingITGlobal Member, 23, Kenya)

Reflect on the following leadership characteristics. Circle the characteristics that most apply to your personality and abilities and add any that you think are missing.

Able to accommodate diverse needs

Open-minded

Able to transfer skills

Fair

Patient

Able to work under pressure

Focused

Persistent

Able to initiate

Good at decision-making

Personable

Accountable

Good at listening

Responsive

Approachable

Honest

Seeks self-improvement

Charismatic

Humanitarian

Deeply committed

Compassionate

Talented

Creative

Humble

Team player

Dedicated

Imaginative

Intelligent

Understanding

Modest

Dynamic

Motivational

Visionary

"Teams must be aware that they are composed of unique individuals with different attitudes and cultural background. Each member must accept this and compliment the needs of one another."

(TakingITGlobal Member, Philippines, 26)

Develop a Team

Teamwork involves having a group of people who work together towards a common goal, with a shared sense of purpose.

It is important to realize that everyone in the project can lead in different ways – and each member of the team can set personal improvement goals.

Have an open discussion with your team to allow each person to share some of the characteristics that they would like to develop and improve upon on both an individual and group level.

Great teams are those that allow for:

- A sense of trust and belonging
- A shared sense of ownership
- Clear roles and responsibilities
- Effective and ongoing communication
- Respect for diversity
- A sense of fun, creativity and openness
- A space for ongoing learning and growth

All team members can also fill out a chart, similar to the one below, in order to identify the ways in which each person can best contribute to the project. First discuss this in your group and then fill in the chart. You will find that each member of your team brings a unique set of skills and experiences to the table. This is good! It makes for a stronger team, and will ultimately help you to reach your project goals and objectives.

Name	Things I like to do	Words that describe me	My skills	What interests me most about this project
Example: Moustafa	Writing for the school newspaper, school plays	Hard working, creative, outgoing	Writing documents, presenting in front of audiences	Gaining practical experience
Example Vera	Checking out cars, playing video games	Competitive, athletic	Organizing a car wash or sports tournament to raise money	Having an impact on an issue that concerns me

Networking increases your chances at accessing resources that can help you to achieve your project goals. Check out the following resources:

- Volunteers, Mentors or Advisors: people who are willing to help out by sharing their skills, knowledge and experience.
- Organizations: that may be able to provide technical assistance, legal support, access to office supplies or materials and access to workshops or skills training
- Libraries or Community Centres: who may provide access to meeting places
- Funds: people who may be willing to make a cash donation or offer suggestions about where to apply for grants, scholarships or events
- Media: connections to journalists who might offer to promote your efforts through the radio, in print, on television, or over the internet

The Importance of Networking

What is a network?

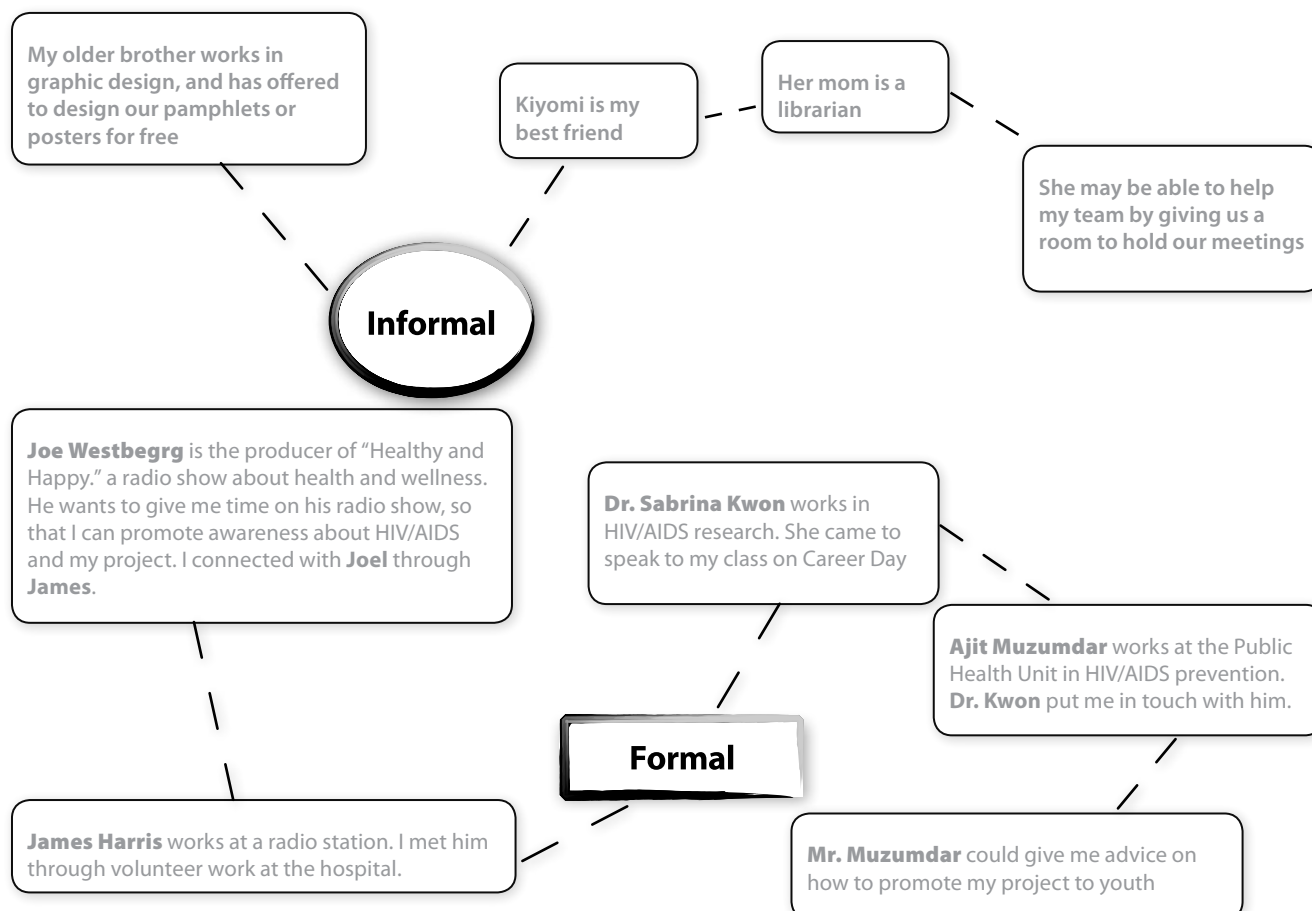
A network is a group of people or resources that can help make information and opportunities more accessible to each other.

How can this help me to take action?

Networking can give you ideas, give you access to knowledge and experience, help you gain support for your project, and finally, take the best action possible.

Identify Your Networks

There are many types of networks. Informal networks include friends and family, and more formal networks include business contacts, people you meet at conferences, or people you know through volunteer work. Check out the examples of informal and formal networks below.

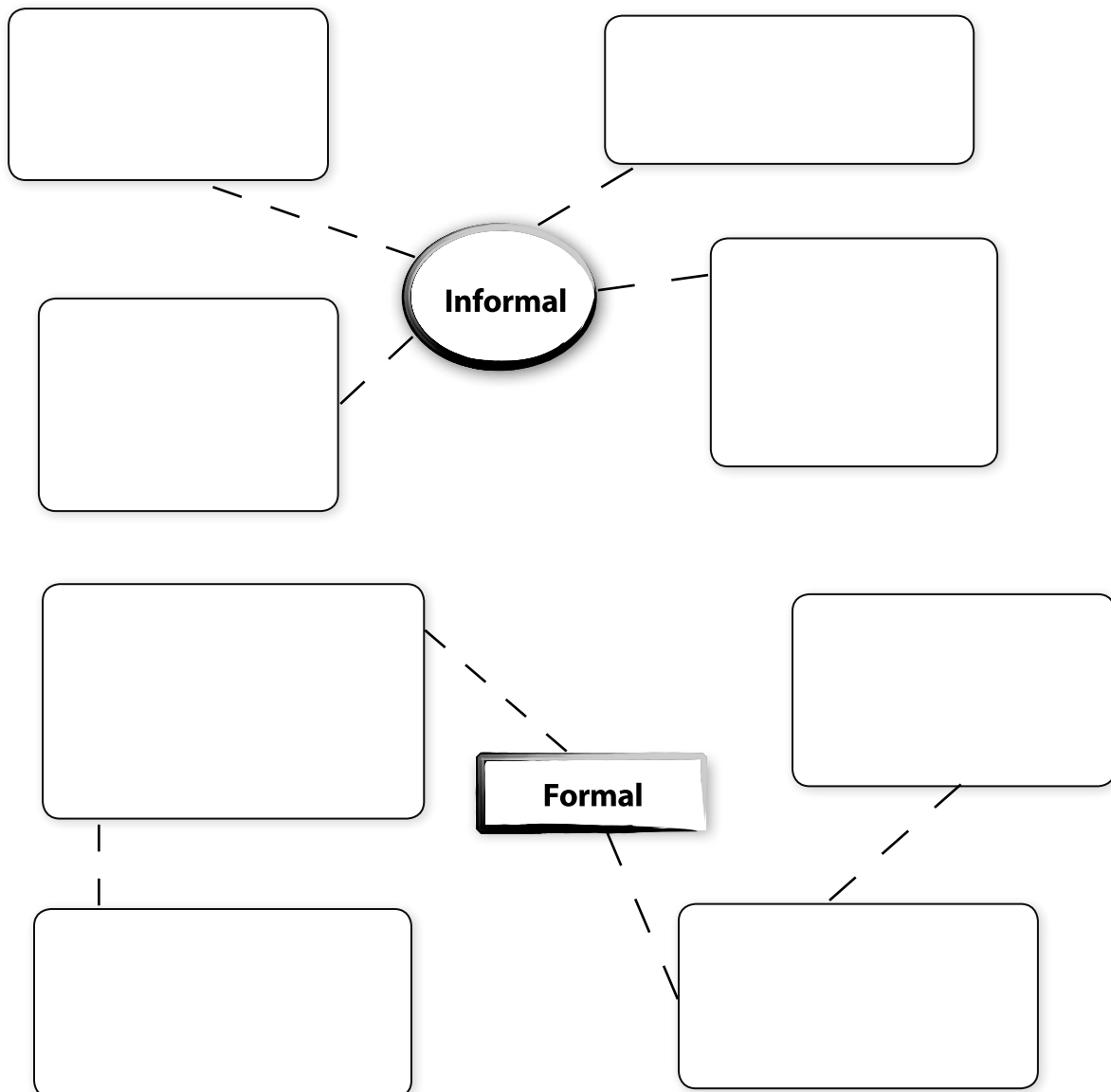


Map Your Networks

Draw a map of your formal and informal networks. As your project progresses, you will notice that your networks grow as you connect with more people.

When building your network, keeping track of contact information is essential. The following chart shows examples of potential collaborations. Use the remaining space to keep track of your own contacts.

TIP: Networking means using your contacts, so that you can exchange information, share ideas and ultimately strengthen the quality of your work. Building and maintaining your network is also a vital part of networking.





Plan & Get Moving

By now you have identified issues of concern, you've learned more about the issues, and have recognized your skills and those of your team. You have also learned about the importance of networking and connecting with those who can help you to achieve your goals. You are ready to develop and implement an action plan.

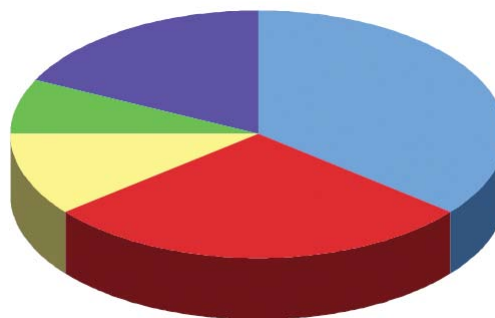
Keeping in mind the issue you identified, what goal will you work towards in your action plan? Here are some possible examples:

Increased...

- Representation of children and youth in decision-making processes
- Feeling of responsibility for future generations
- Knowledge of civil society
- Health of a community
- Awareness about the environment
- Demand for fair trade products
- Employment capacity among youth (especially vulnerable young people)
- Literacy rates (reading, computer literacy, etc)
- Respect between youth and adults (intergenerational dialogue)
- Hope for country

Reduced...

- Number of people who smoke
- Number of HIV/AIDS affected people
- Cultural barriers, stereotypes and intolerance
- Poverty level
- Homelessness



Write your goal here

Now it's time to plan. How can you best use your skills and abilities? There are lots of ways to make a difference. You can work with others or alone. You can join an initiative or start one of your own.

Brainstorm 5 possible actions related to the issue you have identified:

1.

2.

3.

4.

5.

Circle the ideas you would be willing to implement now, and draw a ★ star beside the ones you want to work on as part of your action plan!

Possible Project Activities:

What action can you take to work towards achieving the mission of your project? Here are examples of what other young people have done in different parts of the world:

<ul style="list-style-type: none"> • Advocacy Campaigns (i.e. Fair Trade) • Linking graduates with employment (support with Resume and promotion) • Awards Programs Literacy through Hip Hop • Awareness Campaigns (i.e. human rights violations) • Mapping Youth Organizations and Groups (creating a directory of services) • Building Houses Mentorship Programs • Cleaning Public Spaces • National Student Day of Action • Community Service • Announcement Video • Open Discussion Forums (on topics relevant to community) • Community Service Internships • Peer Education • Conference Playground Project (raised funds for activity bin) • Contests Policy Advocacy • Counseling Centre Policy Test • Cultural Events • Public Speaking Competition (topic of agriculture) • Development of a Network • Reading to illiterate people 	<ul style="list-style-type: none"> • Distribution of health kits • Research and sharing of best practices • Eco Theatre Role Playing • Educational Materials (create and distribute) • Setting up telecentres (internet access and training centres) • Environmental Education Skills & vocational Training • Exchange Program Student Clubs • Food/Clothes drive • Summer Camp • Friendships (pen pal program) • Summits & Festivals • Fundraisers (i.e. bake sales) Therapy through Art • Fundraising for Libraries • Tolerance Theatre • Games (with social message) • Tree Planting Initiatives • Improve waste management systems • Volunteerism Promotion (holding a volunteer festival) • Internet Literacy programs and workshops • Youth Councils (Municipal level or National level) • Leadership Training • Youth Forums and Consultations • Lesson Plans (on social issues) • Youth Radio/Media
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Develop Your Personal Action Plan

Everyday we make decisions that have an impact. How we treat other people, what we buy and the resources we use all have an effect. It is essential to set goals and always work toward them in order to ensure your impact is a positive one.

Every great action begins with a single step. As you begin your action planning, the best place to start is with yourself and personal actions that you can take.

Fill out the chart below.

If your issue was environment your goal could be to reduce your energy use and your chart might look similar to this:

Steps toward achieving your goal	What help is needed?	Possible obstacles	How you will know you are successful?
Shut off the lights when I leave the room	Ask for reminders from family and friends	Forgetfulness and laziness	Money savings on the monthly electricity bill
Use more energy efficient light bulbs	Buying new light bulbs	Cost of new bulbs	Needing to buy less new bulbs in the future, lower energy costs

Now that you have identified possible obstacles, how might you overcome them?



Online:

Checkout the Projects listed on TakingITGlobal for examples of projects:
<http://projects.takingitglobal.org>

Possible actions:

- reduce your energy consumption
- join a socially beneficial organization
- speak up when someone tells a racist joke
- wear a positive message on your t-shirt
- take part in organized peace marches and protests
- buy fair trade certified products
- create a website for charity
- run for student council
- give your opinion on a radio "call in" show
- educate your friends and get others interested
- participate in the discussion boards on TIG
- write an article for TakingITGlobal's e-journal Panorama

Helpful Hints:

- Have a check-in buddy to bounce ideas off of
- Set weekly and monthly goals
- Reward yourself for achieving your goals
- Network and connect with those with similar interests
- Be sure your objectives are realistic and measurable
- Don't give up!

Create a Group Project Plan

Hopefully, you now feel ready to develop a community action project!

Project Mission:

Going back to the issues that you have identified earlier, clarify what you want your project to achieve.

Project Activities:

What action can you take to work towards achieving the mission of your project?

Break it down

You know your mission. Now, use the chart below to break your project down into specific activities. Completing these activities will ensure your project is a success. If your goal is to promote energy conservation, your chart might look similar to this example:

Activity	Resources	Responsibilities	Deadline
Create posters about energy conservation	Art supplies/materials (paper, paint, markers)	Kareem: write content for posters Jessica & Kaleb: design and paint Michael: photocopy and post	May 1, 2004

Completing this chart will help you in identifying your next steps. As you work towards implementing your project activities, go back to the various sections of this guide to support you in moving along.

Raise Awareness

It can also be helpful to get publicity and let people know about your project! Word of mouth is one of the strongest marketing tools. Be enthusiastic! Let others know how and why they should get involved! One way to promote your project is to add it to TakingITGlobal: <http://projects.takingitglobal.org>

Create Project Materials

As you begin to explain your project plans and ideas to people, you may find that people ask for further information. It is always useful to create 1-page description of your project. You may also feel the need to create a more in-depth Project Proposal. Typically, a project proposal will include sections such as:

- Background (highlight the needs being addressed)
- Mission and Objectives (what you want to achieve)
- Activities (how you will achieve your goals)
- People Involved (include a short description of you and your team members)
- Partners (you can add to this list as you find organizations willing to help)
- Timeline (mention key milestones)
- Budget/Resources (what you need in order to carry out your activities)
- Evaluation (how you will measure the success of your project)

If you choose to develop a project proposal, it can be shared with potential supporters of the project.



Implement

Now that you have a plan, it's time to implement it! You might encounter obstacles along the way. That's normal. Remember, with strength and perseverance you can succeed. Constantly surround yourself with positive influences and connect to helpful resources.

Here's a list of the types of challenges that other youth from around the world have encountered in developing their projects:

- Lack of previous experience and feelings of intimidation
- Lack of infrastructure to support operations (facility to meet/work, electricity, internet, telephone, fax)
- Team dynamics (recruiting, managing and motivating volunteers, structuring the group and decision-making, working virtually, internal politics, building trust)
- Lack of understanding by others
- Other issues receiving more attention
- Bureaucracy, paperwork, registering the organization with the government, etc.
- Language barriers (ie: translation of communications)

Problem solving

When faced with a problem, it's important to stay focused, committed, enthusiastic and determined! What challenges do you think you may encounter as you implement your project?

Think of three possible solutions.

1.

2.

3.

Here are a few additional tips:

- UNDERSTAND the problem. You may need to gather information. It will also help to articulate the problem in your own words.
- BRAINSTORM possible solutions. It is useful to do this in a group. There are many creative ways to come up with possible solutions.
- CHOOSE the best strategy from your list above and try to solve the problem. You may need to modify your plan depending on how the solution plays itself out.
- EVALUATE the outcome of the solution you choose. If you have the same or a similar problem in the future would you choose the same solution?



"It's not that I'm so smart, it's just that I stay with problems longer." - **Albert Einstein**

Have a Lasting Impact

Monitoring your project throughout each stage will help you to best respond to changes that occur along the way. It is helpful to set out indicators or measures of success to make sure you stay on track. The more specific your “indicator,” the easier it will be to evaluate your achievements.

<p>Example:</p> <p>Objective: raise funds for an HIV/AIDS Charity</p> <p>Date – August 25th</p>	<p>Possible Indicators of Success:</p> <ul style="list-style-type: none"> • the number of people who have attended your event • the amount of money you raised • the number of people who said, in an evaluation form, that they learned from your project • the number of people involved with your project team members and participants • how many other projects have been inspired by your work
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Create your own list of success indicators based on your goal:

Objective	Possible Indicators of Success
	<ul style="list-style-type: none"> • • •

Personal Growth

Taking action on an issue that you care about is no easy task. It is especially difficult to move from the idea stage to the action phase. Along the way, through all the challenges faced, one of the most rewarding parts of taking action is what can be learned along the way.

Youth that have run action projects tell us what skills they have developed by taking action:

- in-depth knowledge about an important issue
- leadership, communication and management skills
- teamwork and organizational skills
- how to recruit participants
- learning to interact with people from different backgrounds
- advocacy skills
- determination, patience and clarity of purpose
- how to handle pressure
- how to be more confident in your ideas

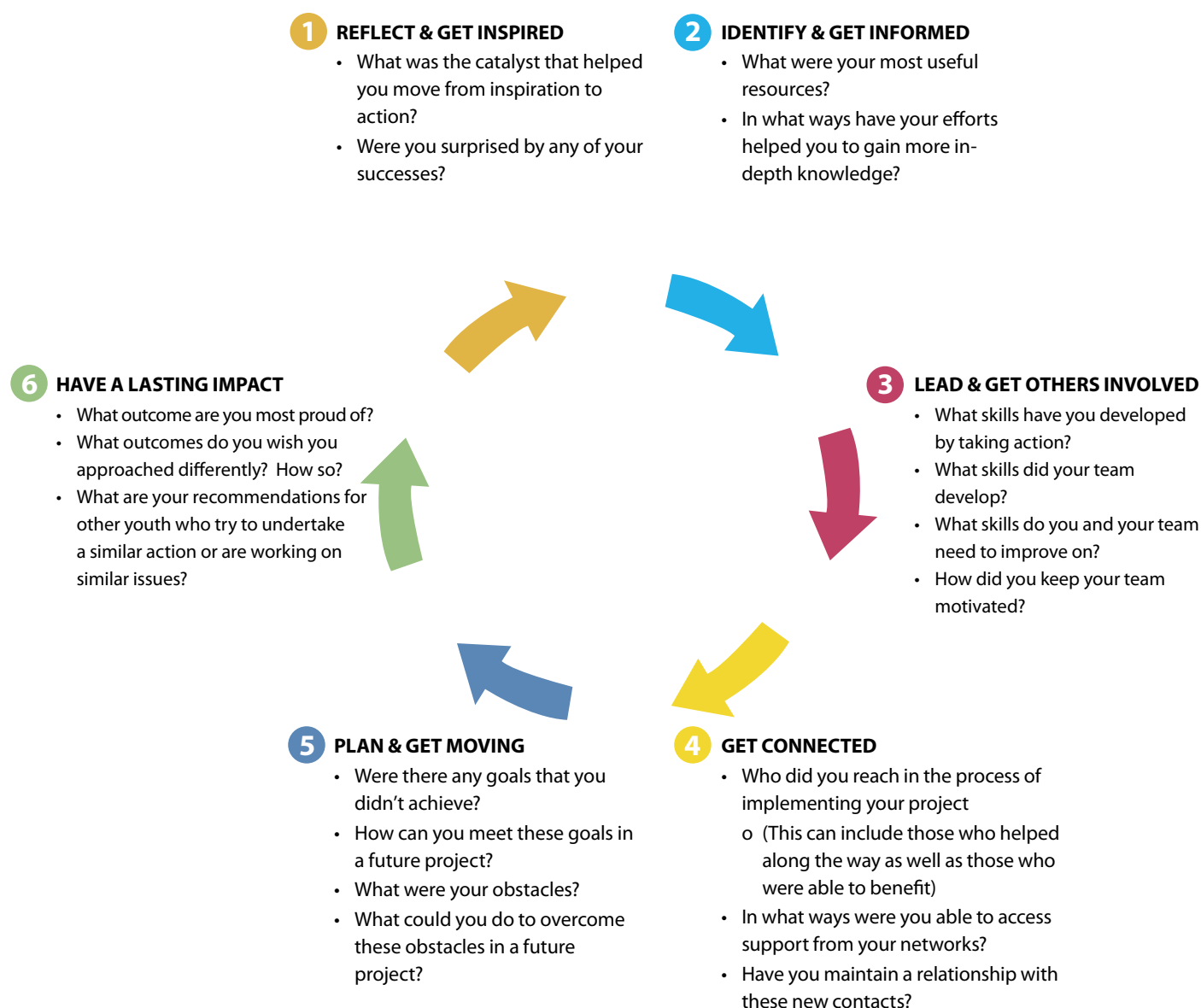


Evaluate Your Progress

Evaluation can help to improve upon the process of implementing your project, as well as the outcomes that have been achieved as a result of your project.

Taking time to reflect on what you have learned throughout each stage of your action project is an essential part of ensuring that your efforts have a lasting impact.

Consider the following questions:



Tips for Evaluation:

- Keep your evaluation simple and relevant
- Try to gain inputs from a lot of different sources. Ask your participants, your partners and your team members what they thought.
- You will probably learn that the project has unexpected outcomes, both positive and negative. Think about how the project has influenced and affected the participants, your community, your organization, and even yourself.
- Include details on factors that negatively impacted your project (were these truly outside your control, or were they risks that could have been avoided?).
- Spend some time highlighting recommendations for the future, so that when similar projects are launched, they are more likely to have greater impact.



"Never doubt that a small group of thoughtful, committed people can change the world. Indeed it is the only thing that ever has." Margaret Mead



Sustain Your Action

Now that you have made an impact, how can you sustain it? Each project or initiative has its own unique lifespan and has the potential to expand or emerge in new forms. Read the 5 points for sustainability and write down 3 ways you or other youth could sustain interest in taking action on the issue you chose.

Sustaining a project for a long time can be a major challenge. Even if you decide not to continue your project, think about the ways that people involved in your project can sustain their interest in taking action on the issue you looked at with your project.

Sustainability is about:

1. **Having a clear timeline:** Creating goals that are to be achieved by certain dates will help you keep on track and not lose site of your greater goals when you get really busy.
2. **Collaborating with other organizations:** By spreading responsibility for your project across several different groups, you're building a stronger support structure for the future. If one group discontinues their support, at least there are others who can take on more responsibility.
3. **Building strong alliances with adults & mentors:** Adults and mentors can be a vital source of wisdom, financial resources, and technical expertise that is often required to take a one-time project to a more long-term venture.
4. **Planning for leadership transition:** You may not always be the person in charge of your project! Leaving the right information so that a new leader can take over is essential. Put together a package of useful information for the next project leader.
5. **Keeping good records and managing knowledge:** Keeping good records of your contacts, how you do things, and your achievements will help you to sustain the effect of your project in the future. This includes documenting what you have learned through the process of evaluation.

3 ways to sustain interest in your project

1. _____
2. _____
3. _____

Background on TakingITGlobal

TakingITGlobal (TIG) is an international organization, led by youth, and empowered by technology. TIG is at the intersection of three major global trends - the international scope of major issues, the information and communications technology revolution, and the demographic force of young people. TakingITGlobal aims to help youth develop their potential as creative, technology-enabled and globally-aware citizens through:

- Strengthening the capacity of young people as leaders and stakeholders
- Fostering cross-cultural dialogue and understanding
- Increasing awareness and involvement among youth in global issues



The TakingITGlobal Web Site
<http://www.takingitglobal.org>

Often described as a 'social network for social good', TakingITGlobal.org offers extensive social networking tools ranging from member profiles, blogs, wikis and podcasts to an online gallery and e-zine for expression. The site is your gateway to:



Make Connections <http://www.takingitglobal.org/connections/>

- Connect with more than 150,000 members, from over 250 countries and territories, to share thoughts, perspectives and experiences!



Express Yourself <http://www.takingitglobal.org/express/>

- Express yourself. You can write articles, stories, poems, and read the works of others in our online publication, Panorama. You can also create an online art exhibit and browse through a collection of cultural expressions in the Global Gallery!



Browse Resources <http://www.takingitglobal.org/resources/>

- Discover opportunities. Through our resource database, you can access information on thousands of organizations and events, along with professional and financial opportunities from around the world.



Understand Issues <http://www.takingitglobal.org/understand/>

- Inform yourself on important global issues. Featured Themes are focal points which spark dialogue on important topics.



Take Action <http://www.takingitglobal.org/action/>

- Take action. Using resources such as the Projects System, Workshop Kit, and this Guide to Action, TIG can help you initiate positive change!

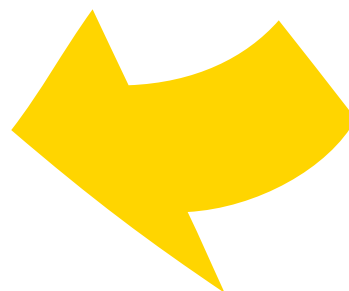


Explore the World <http://www.takingitglobal.org/explore/>

- Browse country sites, and access country information using the flash map.



Guide available at: www.takingitglobal.org/action/guide/



TakingITGlobal *Educator's Guide to the Millennium Development Goals*





Educator's Guide to the Millennium Development Goals

○ → **One World Youth Project**

Connecting Communities of Youth Action



TakingITGlobal
INSPIRE INFORM INVOLVE

Introduction: About the Project

This guide aims to orient teachers to the issues, resources, and possibilities for youth action around the Millennium Development Goals. It is a companion to both the Millennium Development Goals Youth Action Guide (published by TakingITGlobal, the Global Youth Action Network, and the United Nations Millennium Campaign) and the curriculum and resources produced by One World Youth Project.

One World Youth Project is a global sister-school initiative linking middle and high schools in the United States/Canada with schools from around the world together in learning partnerships. The Project builds and connects communities through cultural understanding, youth leadership training, and community service. Currently, One World Youth Project involves over 2,000 young people in 17 countries and 11 U.S. states. The Project allows youth to experience cultural exchange through internet message-board communication, pen pal letters, film, and monthly curriculum. Youth work directly with their sister-school on the United Nations Millennium Development Goals. Each sister-school pair focuses on one of the goals and then over the course of the year designs and implements a collaborative service project that helps to meet this goal. In addition to sister-school relationships, One World Youth Project also includes the MDG-er Network, a community of people, young and old, who are committed to taking action for the MDGs. One World Youth Project is entirely run and operated by a volunteer staff of university students from the United States, India, Morocco, Ethiopia, Ghana, Zimbabwe, and Sri Lanka.

TakingITGlobal (TIG) is an international organization led by youth and empowered by technology, providing youth around the world with the information they need to understand global issues, and opportunities to create change and interact with other cultures. As the centerpiece educational initiative, TIGed uses TIG's mission and resources as a foundation for enhancing teaching and learning in school and online. We explore and create meaningful implementations of educational technology with an international flavor and in ways that are relevant and engaging for students. Bringing the power of the TakingITGlobal online community into the classroom, the TIGed tools include Virtual Classroom Communities, a standards-linked Activities Database, Collaboration Tools to enable project-based partnerships between classes in different parts of the world, and Student Blogs, Discussion Boards, Class Galleries, and Student Writing tools.

One World Youth Project and TIGed have collaborated to produce this guide to bring together our shared vision of action-oriented learning that promotes cultural exchange and youth leadership. The suggested activities that follow are easily adapted for classroom projects in a range of contexts – both those involved in classroom to classroom partnerships and individual groups working on their own in local communities, as well as classes with limited access to technology and those in technology-rich environments.

All of the activities in this guide are also available in the TIGed Activities Database and can be implemented in a TIGed virtual classroom. For more information on carrying out these lessons online, please visit www.tiged.org.

Introduction to the Millennium Development Goals

What is the McREL Compendium?

Mid-Continent Research for Education and Learning is a nonprofit organization that has compiled a searchable online database of curriculum benchmarks that serve as a model for content standards in the US K-12 curriculum: www.mcrel.org

At the United Nations Millennium Summit in 2000, 189 heads of government signed the Millennium Declaration, promising to “free men, women, and children from the dehumanizing conditions of extreme poverty,” committing developed and developing countries alike to eight Millennium Development Goals (MDGs):

- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV/AIDS, malaria, and other diseases
- 7 Ensure environmental sustainability
- 8 Develop a global partnership for development

The MDGs introduce learners to many of the major global development issues facing the world today, while providing a framework for understanding challenges that exist in local communities everywhere. This conceptual understanding of global/local interdependence is a core knowledge area of global citizenship (Oxfam Education for Global Citizenship Guide). The MDGs also offer tangible examples of the concepts of inequality and justice, human rights and responsibilities, and creating sustainable solutions to critical challenges.

Around the world, young people are profoundly affected by the issues that the MDGs seek to address, especially health, education, housing, and access to employment opportunities. Out of the 1 billion people who live on less than \$1 a day, approximately 238 million are young people. Education is a critical first step to increasing youth participation in achieving the MDGs by 2015. Young people must learn about the MDGs as a framework, as well as develop an understanding of the complex issues that underlie each Goal, in preparation to take action and participate in determining the conditions of the future world they will inhabit.

The activity suggestions in this guide foster learning through inquiry, collaboration, and participatory action-learning, helping students to develop essential 21st century skills such as information literacy, interpersonal communication, systems thinking, and social responsibility, through relevant and authentic content and contexts.

Because the framework was initiated by the member states of the United Nations and much of the internationally coordinated work on the MDGs is organized through UN agencies, learning about the Goals is also an entry point for understanding the UN system.

Learning about the Millennium Development Goals as a framework

This teacher's guide offers suggestions for teaching the MDGs as a framework and also provides background information for educators who wish to develop projects around each individual Goal. These activities are structured to help students understand why there are Goals, what they are, how they work, and who's working on them. These activities can be conducted as independent lessons, as introductory steps to a project you design, or as a complete unit on the Goals. The curriculum connections noted within each activity, taken from the McREL Compendium of Standards and Benchmarks, are suggestions to assist educators as they integrate these lessons into existing curricula. Because of the interdisciplinary approach of these lessons and projects, the suggested standards are by no means an exhaustive list. If you find that any activity in this guide satisfies an additional standard, we invite you to submit new curriculum connections to the online version of the lesson in the TIGed Activities Database: <http://www.takingitglobal.org/tiged/activity/>.

The first two activities in this guide are participatory hooks to introduce students to the framework and familiarize them with the local and global connections of the Goals. They may be used as an interactive component of a lesson that includes an introduction lecture or reading on the MDGs.

Online Only

The MDG Card Game

The TakingITGlobal MDG Card Game combines a “memory” card game with trivia-style questions that test players' knowledge of the issues addressed by the Millennium Development Goals. As an instructional tool, the MDG game is a fun way to introduce students to these issues, as well as to reinforce facts and concepts behind the MDGs.

www.takingitglobal.org/themes/mdg/game/index.html

Activity 1: Setting Goals, Building Solutions

Curriculum Connections:

Self-Regulation Standard 1. Sets and manages goals

Benchmark 10. Understands personal wants and needs, and how goal-setting can help one achieve wants and needs

Benchmark 12. Understands the differences between various types of goals (e.g., goals to improve output, problem-solving goals, innovative goals, personal goals)

Objective: Students will understand the need for the Millennium Development Goals and the concepts of setting targets and planning objectives.

Process:

1. As a group, consider the following questions:
 - Have you ever set a goal for yourself?
 - What made you think of the goal?
 - Did you want to improve a skill or work toward something?
 - How did you measure whether or not you met this goal?
 - People make personal goals all the time. But, what about goals for a community?
 - Who decides how a community should progress and improve?
 - Who decides how to set goals to reach the desired result for the community?
2. For this exercise, ask students to imagine THEY are the person setting the goals for your community to be reached by the year 2015, using the following questions to brainstorm and reflect individually:
 - How would you describe your community?
 - What do you like most about your community? Least?
 - What are your concerns for the local community? What problems do you see? List five to eight concerns.
 - What goals could you set to lessen the impact of these problems or eliminate your concerns?
3. Once each student has reflected on these questions, share responses as a group, considering the following Discussion Questions:
 - How is community defined?
 - What are some of the shared concerns in our group? Shared goals?

For educators using a TIGed virtual classroom, discussion questions can be posted in the class discussion forum. You may also wish to ask students to submit their worksheet responses as a blog entry, to gather the entire group's ideas.

A PDF worksheet of this activity can be downloaded from:

<http://www.oneworldyouthproject.org/pdfs/settinggoals.pdf>

Panorama article on Goal Setting:

<http://www.takingitglobal.org/express/panorama/article.html?start=2819&ContentID=7324&startpos=2500>

Activity 2: Newspaper Activity: Where Are the MDGs?

Curriculum Connections:

Language Arts Standard 10. Understands the characteristics and components of the media

Level III [Grade 6-8]

Benchmark 3. Understands how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events)

Level IV [Grade 9-12]

Benchmark 2. Understands how different media are structured to present a particular subject or point of view

Geography Standard 18. Understands global development and environmental issues

Level IV [Grade 9-12]

Benchmark 3. Understands contemporary issues in terms of Earth's physical and human systems (e.g., the processes of land degradation and desertification, the consequences of population growth or decline in a developed economy, the consequences of a world temperature increase)

Objective: Students will understand the everyday significance and global scope of the Millennium Development Goals.

Curriculum Connections: Language Arts, Social Studies, Media

Process:

1. Tell the group that even before they began this activity, all of them had heard about the Millennium Development Goals. If students disagree, take a class poll to ask who has heard of HIV/AIDS before, or learned about the importance of protecting the environment. Explain that these issues, along with others, are core values addressed in the Millennium Development Goals. Explain that on a daily basis they may encounter information related to the Goals but not realize it.
2. Ask students to bring a copy of a newspaper to class, either a local media source or a national or international newspaper, ensuring that a variety of sources are available so that both local and global media are represented within the group.
3. Once all the students have a newspaper, write the eight MDGs on the board or a large piece of paper.
4. Ask students to go through their chosen media source in search of articles that relate to any aspect of any of the MDGs. They should keep a running list of where they identify the Goals, and how many times they find connections to each one. The articles do not need to mention the MDGs or have any direct relations to the Goals, but rather just need to touch on issues related to the Goals. For instance, an article on a local pond being protected would relate to MDG 7: Ensure Environmental Sustainability. This step of the activity can also be completed independently outside of class time, followed separately by the group discussion.
5. Bring the class together to discuss their results. Review as a group whether each Goal was identified, and if so, how many times. Ask each student, or several volunteers, to talk about one of the articles they found, explaining how it related to one of the MDGs.

Discussion Questions:

- Were you surprised by anything during this activity?
- Which Goals had the greatest coverage? The least?
- Was there a difference in the local coverage compared to national or international?
- Would understanding more about the Millennium Development Goals change the way you might read these articles in the future? Would it change which articles you would choose to read?
- Do you think the Goals affect your life and community?

To facilitate this activity online, direct students to the websites of major media outlets to determine where stories related to the MDGs are being published. Viewing websites from media sources in different parts of the world can serve as an entry point into discussion about the range of local contexts that the large-scale Goals address.

<http://www.bbc.co.uk>

<http://www.nytimes.com>

<http://www.southafricapost.com/>

Activity 3: Using youth perspectives as primary sources

Curriculum connections:

history, social studies, civics, language education

Language Arts Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

Level III [Grade 6-8] & Level IV [Grade 9-12]

Benchmark 1. Uses reading skills and strategies to understand a variety of informational texts (e.g., electronic texts; textbooks; biographical sketches; directions; essays; primary source historical documents; print media; consumer, workplace, and public documents)

Historical Understanding Standard 2. Understands the historical perspective

Level III [Grade 7-8]

Benchmark 6. Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos; magazine articles, newspaper accounts, hearsay)

Objectives: This activity introduces students to the MDGs as they are experienced and addressed by youth. Students will learn to identify primary sources and understand how different opinions on a subject are shaped by personal experience and perspective.

Process:

1. A special issue of Panorama, the online magazine of TakingITGlobal, was dedicated to the Millennium Development Goals:
<http://www.takingitglobal.org/express/panorama/index.html?IssueID=58>

One World Youth Project Ambassadors from seven countries maintain a group blog that details the issues they have identified in their communities and action projects they are undertaking:
www.oneworldyouthproject.org/brazil

Using these articles, students can understand the perspectives of how youth around the world are identifying issues and addressing the Goals in their communities. As an activity, ask students to read at least one article in Panorama and write a response to the author. Students may wish to share their response as a TIGblog entry or directly respond to the author using the commenting tools on TakingITGlobal.

2. If students have already participated in the Newspaper Activity, encourage them to write an entry that synthesizes both sources of information, comparing and contrasting the way the MDGs are presented, and exploring reasons for any similarities and differences.
3. As an additional entry, ask students to write their own article to serve as a primary source on the MDGs for their community. If using a TIGed virtual classroom, have the class use the Student Writing section to create an online magazine on the MDGs. You may also wish to search the TIGed Collaboration Registry for a partner group to co-publish an online magazine and exchange perspectives.

The TakingITGlobal Featured Theme page on the MDGs also has a comprehensive list of resources on youth participation around these issues. Students can select from these reports to read first-hand accounts of how young people around the world are working to make poverty history:

<http://www.takingitglobal.org/themes/mdg/links.html>

Activity 4: Mind Mapping the MDGs

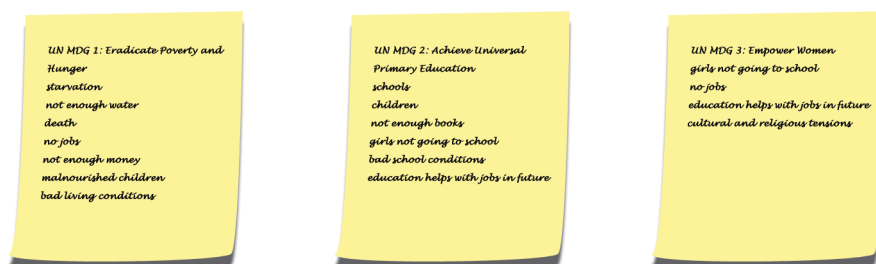
Objective: Students will realize and understand that all the Millennium Development Goals are interconnected. This activity is a good bridge from introduction to investigation because students will understand the need for a holistic approach to problem solving.

Curriculum Connections: social studies

Process

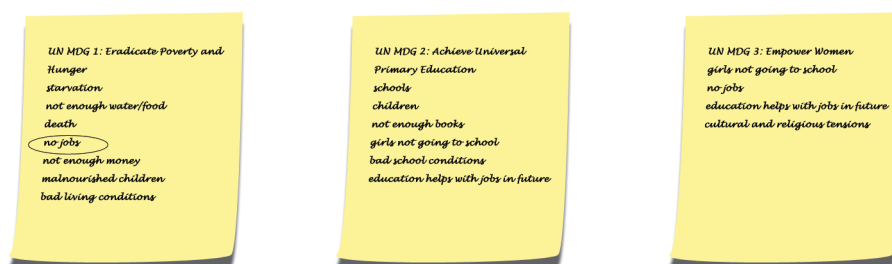
1. Evenly divide the class into eight small groups. Assign each group one of the Millennium Development Goals.
2. Ask each group to work together for the next 10 to 15 minutes to create a list of everything they can think of that is related to this Goal. Explain that the list does not have to include complete sentences or even phrases, it can include just words if that's what the group prefers. Each group should write their list on a piece of poster board or large paper. Explain that this is a brainstorming activity and all ideas should be listed and respected, with the group focusing on generating as many ideas as possible, not deciding the relevance of each at this time.

Below are some example lists (students' lists will most likely be longer than these):



3. After the designated time and the groups have completed their mind maps, ask students to put their large sheets at the front of the classroom where everyone can see them. Allow students a few moments to read through the sheets.
4. Now, ask students to point out any answers for each Goal that are similar to responses for other Goals. Ask for a student volunteer to circle these similarities.

For instance:



The papers will most likely be filled with circled words.

5. Discussion Questions:
 - Why are there so many overlapping parts to the Goals?
 - Could one Goal be achieved without the others?
 - Is it possible to work toward so many things simultaneously?

Activity 5: Visualizing inequality, envisioning a future

Curriculum connections:

geography, language arts

Geography Standard 18. Understands global development and environmental issues

Level III [Grade 6-8]

Benchmark 1. Understands how the interaction between physical and human systems affects current conditions on Earth (e.g., relationships involved in economic, political, social, and environmental changes; geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources)

Benchmark 2. Understands the possible impact that present conditions and patterns of consumption, production and population growth might have on the future spatial organization of Earth

Level IV [Grade 9-12]

Benchmark 3. Understands contemporary issues in terms of Earth's physical and human systems (e.g., the processes of land degradation and desertification, the consequences of population growth or decline in a developed economy, the consequences of a world temperature increase)

This activity can be conducted using large chart paper; for classrooms with technology access, mapping lessons can also be carried out with GIS mapping tools or a web-based platform such as Google Maps.

Objective: This lesson introduces students to the impact that social and economic inequalities have in achieving the MDGs. This lesson also develops geographic literacy skills through map-reading and map-making.

Process:

1. Using TakingITGlobal's interactive MDG maps:
<http://www.takingitglobal.org/explore/>

Have students explore the different maps, looking at each and noting any trends or information they find interesting. These trends could range from "the same areas of the map are always red" to a more complex analysis about particular countries or issues.

2. As a class or in smaller groups, create a map of the local community, defining community boundaries as a group or based on the previous Goal Setting activity. Referring to the examples from the Newspaper and/or Mind Mapping activities, students should plot the presence of the MDGs on their community map. For example, the location of schools on the map might represent a point plotted for Goal 2: Achieve Universal Primary Education. The points they choose to identify can be both community needs and places where targets are not being met.
3. As much as possible, map out different or conflicting perspectives to encourage inquiry and debate. For example, a food market might be point for both achieving Goal 1: Eradicating Hunger, and preventing it, for those who cannot afford to buy food. Encourage students to be creative, and to be specific in describing how each point represents each Goal or target.
4. Once the community maps are complete, ask students to put their maps aside and gather around a blank piece of paper. As a group, collaboratively create a new community map that shows the necessary components of a community where all the MDGs are achieved. Students may wish to refer to their previous map to consider where Goals are not being met and what elements should be added or removed to ensure that the Goals are achieved.
5. **Discussion Questions:**
 - What additions does our community need to ensure that the MDGs are met for everyone?
 - Are there any elements on the map of our existing community that should be left out of the envisioning map? Why or why not?

Activity 6: What progress have we made?

Curriculum connections:

economics, mathematics, social studies

Geography Standard 18. Understands global development and environmental issues

Level III [Grade 6-8]

Benchmark 1. Understands how the interaction between physical and human systems affects current conditions on Earth (e.g., relationships involved in economic, political, social, and environmental changes; geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources)

Benchmark 2. Understands the possible impact that present conditions and patterns of consumption, production and population growth might have on the future spatial organization of Earth

Self-Regulation Standard 1. Sets and manages goals

Benchmark 8. Makes a cumulative evaluation of a goal according to explicit criteria

World History Standard 45. Understands major global trends since World War II

Level IV [Grade 9-12]

Benchmark 2. Understands causes of economic imbalances and social inequalities among the world's peoples and efforts made to close these gaps

Mathematics Standard 6. Understands and applies basic and advanced concepts of statistics and data analysis

Level III [Grade 6-8]

Benchmark 4. Reads and interprets data in charts, tables, and plots

Level IV [Grade 9-12]

Benchmark 3. Understands the concept of correlation (e.g., the difference between a "true" correlation and a "believable" correlation; when two variables are correlated)

Objective: Through this activity, students will use statistics to form inquiries and analyze the extent to which the Millennium Development Goals are being met. Students will develop critical thinking skills through the analysis of quantitative and qualitative data.

Overview:

Many of the targets that outline the objectives of the Millennium Development Goals are measured quantitatively, as they aim to increase the number of people worldwide who have access to education, healthcare, employment opportunities, and natural resources. Encouraging student analysis of relevant statistical data enables an interdisciplinary and global approach to mathematics, economics, and social studies.

The data determining progress on the MDGs are concrete examples for analyzing statistics, developing graphing skills, and understanding broad concepts of inequality.

Process:

1. Have students work in research groups, with each group representing a designated country and Goal. To extend this activity into a broader research project, each group might look at several targets or goals for their country.
2. Students can plot charts that show the data for an indicator over different points in time, as well as compare absolute or relative changes in rates related to different Goals (e.g., changes in child mortality rate, changes in HIV infection rate).
3. As part of researching the quantitative data, ask students to investigate the background behind how data is collected, such as sources, definition of terms, and any differences between the data published by multiple sources (individual governments, NGOs, UN agencies, etc).
4. Students should write an analysis to accompany their data, explaining how it is depicted and why, as well as exploring possible correlations or causalities between sets of data.
5. Discussion Questions:
 - How do countries collect the data needed to study the progress made on each Goal?
 - Does every country collect information in the same way?

Resources:

United Nations Cyberschoolbus: The InfoNation tool enables learners to quickly select data sets based on United Nations statistics:

<http://www.un.org/cyberschoolbus/infonation3/menu/advanced.asp>

United Nations Millennium Development Goals Indicators database:

http://unstats.un.org/unsd/mi/mi_goals.asp

Activity 7: What's it Worth?

Curriculum Connections:

Mathematics, Economics, Social Studies

Economics Standard 1. Understands that scarcity of productive resources requires choices that generate opportunity costs

Level III [Grade 6-8]

Benchmark 1. Understands that scarcity of resources necessitates choice at both the personal and the societal levels

Benchmark 2. Knows that all decisions involve opportunity costs and that effective economic decision making involves weighing the costs and benefits associated with alternative choices

Level IV [Grade 9-12]

Benchmark 1. Understands that marginal benefit is the change in total benefit resulting from an action, and marginal cost is the change in total cost resulting from an action

Business Education Standard 13. Analyzes and interprets data using common statistical procedures, charts, and graphs

Level IV [Grade 9-12]

Benchmark 2. Uses tables, graphs, diagrams, and charts to obtain or convey quantitative information (e.g., manual or electronic representations)

Objectives: These activities help students to develop perspective on the financial and other costs of achieving the MDGs, as well as the economic implications of not meeting the Goals. Below are several inquiries that can be used to develop projects through which students investigate the choices involved in making economic decisions.

Process:

1. Introduce this activity with a mini-assignment on individual spending, having students keep track of how much money they spend in one day, and what that money is spent on. They may also want to track money spent by family members to contribute to family needs (groceries, for example).
2. Have students report back their spending in a chart or graph, then create a class chart to calculate the whole group's spending in one day. In processing the class spending activity, students should be introduced to the statistic that more than 1 billion of the world's population survives on less than \$1 (US) per day. Students should discuss what choices they had to make in spending their own money.
3. Have students each select a basic need related to one Goal (themes generated from the Mind Map exercise may be selected). On either a local community level or investigating on a community level, ask students to research the costs of meeting this need. Guide students to investigate differences and compare:
 - spending on the same sector by different governments
 - how each government chooses to spend on different sectors (health, education, military)
 - the cost of solutions per person and in total (for example, mosquito nets to combat malaria, school fees for one year of primary education in Kenya, etc.)
 - the cost of basic needs in different parts of the world.

Activity 8: MDG Bingo: Peer Education

Curriculum Connections:

Language Arts, Geography

Language Arts Standard 4. Gathers and uses information for research purposes

Level III [Grade 6-8]

Benchmark 3. Uses a variety of resource materials to gather information for research topics

Level IV [Grade 9-12]

Benchmark 2. Uses a variety of print and electronic sources to gather information for research topics

Geography Standard 18. Understands global development and environmental issues

Level III [Grade 6-8]

Benchmark 1. Understands how the interaction between physical and human systems affects current conditions on Earth

Level IV [Grade 9-12]

Benchmark 3. Understands contemporary issues in terms of Earth's physical and human systems

Thinking and Reasoning Standard 5. Applies basic trouble-shooting and problem-solving techniques

Level IV [Grade 9-12]

Benchmark 6. Represents a problem accurately in terms of resources, constraints, and objectives

Level IV [Grade 9-12]

Benchmark 11. Understands causes and critical issues of problems (e.g., personal, social, ethical considerations)

Working With Others Standard 1. Contributes to the overall effort of a group

Level IV [Grade K-12]

Benchmark 11. Takes the initiative in interacting with others

Benchmark 2. Works cooperatively within a group to complete tasks, achieve goals, and solve problems

Objective: This activity develops students' skills as researchers and peer educators, preparing them for participation in action-learning on the MDGs beyond the classroom.

Overview:

This activity can be conducted using all of the Goals or focusing on one Goal and its respective targets or issues; however, the scope of the activity should be determined in advance to help students understand the structure of their research. Students should have some previous knowledge of the issues underlying the Goals that will be addressed in this activity.

Process:

1. As a class, brainstorm a list of 4-5 issues related to the Goal (if the group has participated in the Mind Mapping the MDGs exercise, the list may be adapted from there).
2. On the board, create a matrix with the issues on one axis and the following categories along the other: Signs that the Issue Exists, Causes, Solutions, Effects of Not Addressing the Issue (the category titles may need to be adapted, depending on the Goal and the issues determined by the class).
3. Explain to the class that, for each issue, there are indicators or signs that an issue is present in a community, underlying causes to the issue, possible solutions to improve the situation, and consequences to not achieving those solutions. If students have participated in previous research on the MDGs, they may already have suggestions to fill information in the grid.
4. Assign 1-2 students to one square on the grid and have students independently conduct internet research to find the information that fits their square, for example, "indicators of unsanitary water conditions" or "solutions to eliminate gender disparity in education." Remind them that there may be extensive research on these statements, but their objective is to find 2-3 essential pieces of information to support their square on the grid.
5. Once all the students have conducted their research (either as an in-class or homework assignment) distribute a handout of the grid and explain that each person must now gather information for every square. Ask students for ideas on how to fill the grid most efficiently (the intended method is to ask one another for information; introduce the concept of peer education and reinforce the importance of working collaboratively).
6. Allow students 20 minutes to mingle around the room and "interview" each other, filling in the squares with the appropriate information as they educate each other. Students can call out "bingo" when they have a complete row across, to signal that they have a full set of information on one issue, or when they have completed the full grid.
7. Once everyone has had an opportunity to fill their grid, or come close to completion, come back together as a class to reflect and share information. Ask students to share a reaction to one piece of new information they learned from this activity. As a group, discuss the process of gathering and sharing information this way, as well as the benefits and disadvantages.

Create a master class grid to clarify and correct research as needed, and share research sources.

Below is a sample grid to conduct this activity on Goal 6: combat HIV/AIDS, Malaria, and other diseases.

Disease	Symptoms	Transmission	Treatment	Consequences of Not Receiving Treatment
HIV/AIDS				
Tuberculosis				
Malaria				
Dengue				
Cholera				

Goal 1: Eradicate Extreme Poverty and Hunger

Profile: Goal 1 in Action

Slums Information Development and Resource Center (SIDAREC)
Nairobi, Kenya

SIDAREC is a community-based, youth-led organization located in the urban slums of Nairobi, Kenya whose aim is to identify resourceful youth in the slums and engage them in the betterment of their own community. Some of the projects run by SIDAREC include capacity-building workshops for youth, creating media and information-sharing channels within the community, and providing counseling services. Recognizing the unique ways that children are affected by poverty, the organization administers child development initiatives that educate community members about parenting, children's rights, basic education, and child health, with the ultimate aim of reducing the number of street children. SIDAREC also builds resource centers that distribute reading, audio, and video materials, which increases community literacy and improves access to information, and addresses poverty reduction through income-generating community based projects and computer training courses. This holistic and youth-focused approach to poverty reduction illustrates the ways in which action and learning around the Millennium Development Goals are interconnected.

Adapted from *Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation* (2005)

Goal 1 has two specific targets:

- Reduce the proportion of people around the world who earn less than \$1 a day to half of the level recorded in 1990.
- Reduce the proportion of people around the world who suffer from hunger to half of the level recorded in 1990.

Barely surviving, 1.2 billion people live in extreme poverty and 800 million people worldwide go hungry each day. Percentage wise, 28.3% of all people in low and middle income economies do not earn enough money to escape the poverty cycle. Target 1 seeks to reduce the percentage to 14.2% by 2015.

Suggested Resources:

- Understanding the Issues: Poverty and Globalization: <http://www.takingitglobal.org/understanding/poverty>
- *Ayiti: The Cost of Life*, a simulation game created by Global Kids. Accompanying educational resources can be found at: www.tiged.org/ayiti (launching September 1, 2006)

Goal 2: Achieve Universal Primary Education

Profile: Goal 2 In Action

Perfect Youth Group of the Dr. Herman Wrice Community Center
One World Youth Project participant group
Arusha, Tanzania

The Perfect Youth Group visited a village approximately 30 km away from their home town of Arusha. Their goal was to meet with villagers to teach about the importance of primary education. At first parents were not receptive. As one youth group member explained, "It seemed they did not understand us. They said, 'I cannot send my child to school, he is supposed to look after cattle and I cannot send my daughter to school because when she reaches 15 year she must be married.' So that was the situation we found there." After meeting with the parents and children for four hours, something remarkable happened. Sixty percent of the parents agreed to send their children to school. To support this commitment the Perfect Youth Group members fundraised to provide exercise books and pencils to the children.

Goal 2 aims to ensure that children everywhere are able to complete a full course of primary schooling. Education is crucial for creating opportunities and choices for youth, and is integral to breaking the cycle of poverty and improving health conditions. However, for 115 million children who do not attend primary school or complete their primary education, poverty and health are also major barriers to attending school. Children must choose between working to support their families and going to school, and in some families, girls are expected to stay home and help with the chores – a trend that forces girl children to forgo their own education. Many young people cannot afford school fees and uniforms, and are thus unable to attend school. Inadequate teacher training compounds the issue, lowering the quality of education for those children who can attend and causing critical teacher shortages, a factor that is even more severe in regions with high rates of disease such as HIV/AIDS.

On a governmental level, increased funding for primary education, equitable distribution of education funds, and adequate support for teacher training are all essential in achieving Goal 2.

Suggested Resources:

- Understanding the Issues: Education:
<http://www.takingitglobal.org/understanding/education>
- Global Campaign for Education:
<http://www.campaignforeducation.org>

Goal 3: Promote Gender Equality and Empower Women

Profile: Goals 1 and 3 In Action

Northern Light School
One World Youth Project participant group
Oakland, California, United States of America

Students at the Northern Light School in Oakland, California organized a baby clothing drive at their school. They collected over \$100 worth of clothing and related products. As Teacher, Becky, describes, "We worked with the Perinatal Council, an organization that provides services to young mothers in Alameda and Contra Costa Counties. The students collected items such as diapers, formula, and baby food, which they gave to the young mothers and their babies. Most of these women are undocumented and don't qualify for government programs that provide assistance." One of the students told her doctor about the project and he donated dozens of containers of formula. "Albertsons (a local store) ... offered us a huge discount on baby items," explains Becky, "[After we picked them up] the science room was overflowing with baby stuff!"

Gender equality refers to people having the same opportunities and access to basic needs, such as education, employment, and healthcare, regardless of whether they are men or women. Current gender disparities are illustrated by statistics that show two-thirds of the 880 million illiterate adults in the world are women; women are less likely to be employed than men; and only 15% of parliamentary seats and 6% of Cabinet posts of the governments of the world are held by women.

The target of Goal 3, to eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015, emphasizes the central role that education plays in ensuring equal access to basic needs and opportunities for all people. Other possible solutions to these issues include changing laws and traditions around property ownership, so that women can own the land and businesses upon which they rely to support themselves and their families.

Goal 3 invites rich inquiry into the issue of gender equality and definition of empowerment. How must attitudes around women's roles change if Goal 3 is to be achieved? Attitudes toward gender differences often stem from cultural, religious or economic beliefs, justified based on tradition and not seen as discrimination. Furthermore, in many regions of the world, gender role expectations and discrimination limit girls' access to education; yet in the United States, there is a growing debate over the reverse gender disparity, as new data show girls outperforming and graduating from secondary education at a higher rate than boys.

Suggested Resources:

- Featured Theme: Women's Rights:
<http://www.takingitglobal.org/themes/women/>
- United Nations Development Fund for Women (UNIFEM):
<http://www.unifem.org/>

Goal 4: Reduce Child Mortality

Profile: Goal 4 in Action

Alejandro Chipana
Centro Educativo Y Desarrollo Integral Del Altiplano
(CEDIA)
Bolivia

After returning from the World Youth Congress, Alejandro first became involved in the MDGs while participating in the World Youth Congress. When he returned home to Bolivia, he got in touch with the United Nations office there and started several projects through his organization, CEDIA. He is currently planning a project in the city of El Alto (one of the poorest cities in Bolivia) called "Trans-formation as a cause to avoid infant mortality" which is divided into two stages. CEDIA is leading a study on hygiene practices of the poorest families. After the study is complete, they plan to use the research to create educational programs aimed at teaching children that live in extreme poverty hygienic practices that will help them avoid getting sick.

Adapted from *RAISING THEIR VOICES: A global compilation of reports from youth campaigning for the Millennium Development Goals* (2006).

Every child born into this world deserves to fully realize the potential of life and their right to childhood, regardless of where they are. Unfortunately, the reality is that millions of children die of preventable diseases each year; 11 million children in the developing world die before the age of five, and 70% of these deaths are due to disease or malnutrition. In developing countries, 1 child in 10 dies before its fifth birthday, compared with 1 in 143 in high-income countries.

The target of Goal 4 is to reduce by two thirds the mortality rate among children under the age of five. Reducing child mortality is deeply interdependent upon the other Goals and consequences of extreme poverty that create dangerous living conditions for children: gender inequalities in education, inadequate sexual health education for girls and women, the spread of HIV/AIDS and other diseases, and unsustainable environmental practices. Poor water quality and sanitation-related diseases are major causes of child mortality in developing countries. However, widespread public health measures also play a role – lack of qualified health care providers, inequities in access to childhood immunizations, an adequate supply of nutritious food, and knowledge of personal and community health practices.

Suggested Resources:

- Understanding the Issues: Health and Wellness:
<http://www.takingitglobal.org/understanding/health>
- Tracking Progress in Child Survival Countdown to 2015:
<http://www.childsurvivalcountdown.com/>
- UNICEF:
<http://www.unicef.org>

Goal 5: Improve Maternal Health

Every year more than 500,000 women die from complications of pregnancy and childbirth. Worldwide, more than 50 million women suffer from poor reproductive health and serious pregnancy-related illness and disability. A woman's life is jeopardized when complications arise during a pregnancy or childbirth and no trained health providers are available to tend to her needs. In developing countries only about half of deliveries are attended by professional health staff. The primary means of preventing maternal deaths is to provide fast access to medical centres and emergency care, particularly in rural areas. Often, a woman in extreme poverty simply does not have access to transportation to an emergency medical facility. Education is also a determining factor in maternal health, empowering women to make informed decisions about pregnancy and better understand associated risk factors.

Goal 5 aims to improve the conditions of mothers giving birth and reduce by 75% the number of women who die in child birth.

Suggested Resources:

- Understanding the Issues: Health and Wellness:
<http://www.takingitglobal.org/understanding/health>
- UNICEF:
<http://www.unicef.org>
- World Health Organization
<http://www.who.int>

Goal 6: Combat HIV/AIDS, Malaria, and Other Diseases

Profile: Goal 6 in Action

Soumaya Maghnouj
One World Youth Project Staff Member
Morocco

As part of One World Youth Project, Soumaya Maghnouj of Rabat, Morocco, decided to organize an "AIDS AWARENESS DAY" with the slogan "1 Day, 14 Countries, 1 Dream, 1 Action". Her aim was to raise awareness and support among young people and to unite them in action against HIV/AIDS and its devastating effects. The day of action was divided into three major parts "EXPRESSION, ACTION and REFLECTION". On 24th of May 2006 children in Morocco, the United States, Tanzania, Liberia and Ghana wore the red Ribbon to show their support and express their hope for a future without AIDS. They worked hard to convince friends and relatives to wear the red ribbon. In Tanzania youth organized a walk in the city to raise community awareness about the growing danger of AIDS. In Ghana, refugee youth cleaned their community in an effort to show the importance of better hygiene practices to fight AIDS. In Morocco, youth invited an activist from the OPALIS Association to speak at a school gathering about AIDS. In Massachusetts youth made tens of red ribbons to spread around their school. In Liberia youth distributed condoms and educational AIDS prevention pamphlets. Children all around the world wrote letters in support of AIDS AWARENESS DAY. The AIDS AWARENESS DAY received worldwide media attention in print and radio.

HIV/AIDS, Tuberculosis, and Malaria are all preventable diseases, but in conditions of extreme poverty each spreads at an alarming rate and is the cause of death for millions of people worldwide each year. Goal 6 aims to stop, and begin to reverse, the spread of HIV/AIDS, the incidence of malaria and other major diseases.

Today, more than 95% of the estimated 40 million people infected with HIV live in the developing world. Similarly, malaria infects more than 500 million people each year and kills more than 1 million, with more than 90% of all cases occurring in Sub-Saharan Africa. Because of these enormously high rates of infection, in many countries education is being compromised by a dwindling supply of both teachers and students - particularly girls who must care for their younger siblings when a parent dies or becomes ill. Consequently, the impact of AIDS and other diseases is devastating to more than the individual, it affects the whole family, and often an entire community.

Every minute six young people between the ages of 10 and 25 are infected with HIV. Over 50% of all new infections are in young people aged 15-24, which makes them disproportionately affected by the HIV/AIDS epidemic. Young people need to receive information and preventive education in order to decrease the risk of infection. But even if youth are not directly infected, they are still affected by losing their parents or teachers to the disease.

Suggested Resources:

- Understanding the Issues: Health and Wellness:
<http://www.takingitglobal.org/understanding/health>
- TIGXpress is an in-depth, interdisciplinary curriculum that brings together visual arts, health, social studies, and technology to teach the global issues surrounding the HIV/AIDS pandemic. Produced by TakingITGlobal, in partnership with TeenNet and GAAP. Please visit www.tiged.org/tigxpress to download the Teacher Toolkit and create your own virtual classroom with the TIGXpress curriculum.

Goal 7: Ensure Environmental Sustainability

Caring for and sustaining the environment does more than benefit our consciences - it affects our health. The water we drink, the fields we cultivate, and the food we grow all come from the earth, and it is our responsibility to nourish it. A person's health and well being are endangered by gutted natural resources and toxic living conditions. This is particularly true in the developing world where 1.2 billion people lack access to safe drinking water, 2.4 billion people lack access to toilets, and 2 million children die every year from infections spread by dirty water or the lack of toilets.

Goal 7 aims to improve the way we take care of the environment, so that natural resources are available for future generations of people and other species. There is a strong link between poverty and the environment as poor people, especially in least developed countries, are more dependent on agriculture and natural resources and are thus often the most severely affected by the pollution or destruction of them. Integrate the principles of sustainable development into country policies and programs and reverse the losses of environmental resources. People living in environmentally unsound areas must be given more opportunities to participate in making decisions that affect their environment.

Suggested Resources:

- Understanding the Issues: Environment:
<http://www.takingitglobal.org/understanding/environment>
- United Nations Environmental Programme
<http://www.unep.org>

Goal 8: Develop a Global Partnership for Development

Profile: Goal 8 in Action

iEARN Youth Summit
Enschede, The Netherlands

The International Education and Resource Network (iEARN) identified the Millennium Development Goals as the theme for the Youth Summit at its 2006 International Conference in order to offer a framework for youth as they connect to each other and take action. During workshops and planning sessions facilitated by TakingITGlobal, more than 150 youth learned about each of the eight Goals and outlined strategies for continuing dialogue and action after the conference. This focus enabled youth to identify how issues in their own countries relate to the MDGs, as well as exchange ideas for raising awareness.

What the world is like in 2015 will be a reflection of how developing and developed countries worked together on the MDGs. The Millennium Development Goals represent a global partnership for development. The deal makes clear that it is the primary responsibility of developing countries to work towards achieving the first seven Goals. They must do their part to ensure greater accountability and efficient use of resources. But for developing countries to achieve the first seven Goals, it is absolutely critical that developed countries deliver on their end of the bargain with more and more effective aid, more sustainable debt relief and fairer trade rules, well in advance of 2015. Ensuring that this collaboration is a success is the objective of Goal 8.

Developed countries promised more than thirty years ago to spend 0.7% of their national income on development aid, but so far only five countries have achieved this target (Sweden, Norway, the Netherlands, Denmark, and Luxembourg). It is time that all developed countries increase their aid effort and set a deadline to achieve 0.7% well in advance of 2015.

Suggested Resources:

- Center for Global Development:
<http://www.cgdev.org>
- Report on Youth and the MDGs:
<http://www.mdgyouthpaper.org/mdgyouthpaper.pdf>

From Learning to Leadership

Helping students translate knowledge into action on the MDGs

The Youth Action Guide makes the claim that our elected leaders are not doing enough to honor the commitments outlined in the Millennium Declaration and challenges young people to participate in a global movement to end poverty.

The Millennium Development Goals are meant for action. They will only be achieved if we all work together in this action. The lessons and project ideas suggested here are intended to prepare students for participation by first guiding them through critical investigation and understanding of the issues that underlie global poverty.

Dr. Jane Goodall once said, “Only if we understand will we care. Only if we care, will we help. And, only if we help, will we all be saved.” This same logic can apply to studying the Millennium Development Goals. First youth must understand how the Goals relate to their local communities. Next, they must reflect upon this relationship. Finally, we hope youth will wish to take action to help achieve the Goals.

One World Youth Project breaks this process into three steps: SEE, REFLECT, and ACT. They have developed a worksheet for each goal, which helps guide students through this process. To access these free worksheets visit: <http://www.oneworldyouthproject.org/teacherresources.html>

Students can also download the Youth Action Guide from TakingITGlobal’s Millennium Development Goals page: <http://mdg.takingitglobal.org> to learn more about how they can make their voice heard on these issues.

Resources

TakingITGlobal

<http://mdg.takingitglobal.org>
<http://www.tiged.org>

One World Youth Project

<http://www.oneworldyouthproject.org/millennium.html>
<http://www.oneworldyouthproject.org/teacherresources.html>

United Nations Cyber Schoolbus

<http://cyberschoolbus.un.org>

United Nations Development Program: About the MDGs: Resources

<http://www.undp.org/mdg/resources2.shtml>

United Nations Millennium Campaign

<http://www.millenniumcampaign.org>
<http://www.millenniumcampaign.org/youth>

United Nations Statistics Division: Millennium Indicators

http://unstats.un.org/unsd/mi/mi_worldmillennium_new.asp

Canadian Crossroads International *Action Ideas*



**Canadian Crossroads International
Carrefour Canadien International**



ACGC 
Alberta Council for Global Cooperation

Action Ideas

Want to take action but unsure where to start?

Learn more about poverty issues locally and globally

Vote! And be an informed voter.

Write letters to local or national newspapers, magazines, and websites.

Be an informed consumer and investor; look into Fair Trade and Ethical Investing.

Support an organization with your time, your ideas, your networks, your voice, your dollars. For example, volunteer to support immigrant professionals integrating into the job market (intercultural associations), volunteer to support housing projects for marginalized populations...

Be Visible – organize an event, a polluck, a picnic and share news, ideas, actions

Engage your MP - write a letter or arrange a meeting (see back)

Visit these networks and organizations for information and opportunities to get involved:

Subscribe to your province's Community Economic Development bulletin or to your province's Council for International Cooperation newsletter. You can find them through their National Network links: www.ccednet-rcdec.ca and www.ccic.ca.

Make Poverty History www.makepovertyhistory.ca.

Subscribe to the CCI e-bulletin to stay informed: Register in the News and Announcements section of www.cciorg.ca.

Global Citizens for Change www.globalcitizensforchange.com

End Poverty 2015 Millennium Campaign www.endpoverty2015.org

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Tips for Letter writing

- MPs are busy, so keep your letter short and to the point. Just a few paragraphs will be enough.
- Be polite and courteous. Getting annoyed or rude will achieve nothing, and may even be counterproductive.
- Remember to include your full name and address.
- Use bullet points to highlight your main concerns.
- Include supporting evidence, but 1 or 2 key points clearly explained is better than 5 points poorly explained.
- Make it clear what you are asking the MP to do.
- Only write to your own MP.

Things to include:

- A description of the problem
- What you want them to do
- Your personal testimony; why you want them to do something and your personal opinion on the matter
- Further evidence: key points regarding the issue
- Ask for a personal reply and say you are interested in your MPs own opinions.

For Information about poverty and statistics visit:

<http://www.makepovertyhistory.ca/en/the-issues>

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PUBLIC ENGAGEMENT - EVENTS / OUTPUTS & OUTCOMES

Part 1: Description of the event

Name of the event	
City, Location where the event takes place	
Date of the event	
CCI Program officer	
Person or group responsible for this event	
Resource person or person invited for this event	
Is this event part of a partnership project? If so, which one?	

1. Brief description of the public engagement event, including objectives, public target, approach taken, etc.
2. What was key strategy used to achieve objective(s) above?
3. In what sense did the planned objective of the activity / the event contribute to CCI objectives, which are:
 - To build an active and engaged community of supporters prepared to take action in support of our mission
 - To influence policy and effect change
 - To raise CCI profile and credibility
 - To increase and leverage resources

Part II: Participation at the event

1. How many people actively participated in the event? Number of women? Number of men? Where possible, please indicate the number of Crossroaders (returned overseas volunteers) and partners.
2. How many people were reached by the event? Number of women? Number of men? (if possible, indicate the number, otherwise an estimation)
3. List any media outlets in attendance and the date and time of the coverage received (include a copy if possible).
4. Did the event suggest an action (postcard signature, registration to an electronic bulletin, etc.) If so, which action?
5. If possible, indicate how many signatures, postcards or email addresses were collected. How many people signed up to the CCI e-bulletin? Or took a concrete action? If possible, indicate number of women and men
6. From your point of view, in what sense people may change their attitudes, their beliefs as a result of the event?
7. From your point of view, how may people have undertaken effective action or behaviour changes because of the event or modified their behaviour?

Part III: Learning

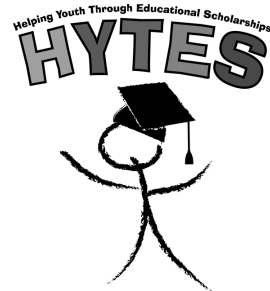
Is there anything that you learned from this event that you would like to share with the rest of the Crossroads community? This might be around the way the event was organized, or the nature of the event, or the audience to whom the event was directed. This question is completely open-ended – please feel free to write about any aspect of the event that you think is important for others to learn.

Part IV: Most significant moment

Is there a significant moment regarding the event? It could be a participant's testimony, participant taking action, media coverage, or impact in the community.

Helping Youth Through Educational Scholarships (HYTES)

Educational Package



Education Package

Helping Youth Through Educational Scholarships
HYTES



FUNDRAISING AND AWARENESS- RAISING PACKAGE

Created: March 2008

Open source materials for use in

- Leadership clubs and classes
- Social Justice clubs
- Social Studies-current events classes
- Language Arts classes
- Student councils
- Youth groups



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GENERAL CONCEPT

This package seeks to provide resources to educators and youth leaders to North American children and youth raise their awareness and understanding around issues of social injustice, quality of life standards and the importance of education.

INTRODUCTION

Helping Youth Through Educational Scholarships ("HYTES") is a not-for-profit organization that has no affiliation with any government or religion.

Two of HYTES' objectives are:

- ☒ To provide educational scholarships to youth in developing countries to advance and grow themselves, contribute to their community and benefit society.
- ☒ To increase awareness in Canadian schools and the Canadian public on the need for educational support in developing countries.

This educational package is designed to meet these objectives.

PROJECT RATIONALE

The goals of HYTES Educational Fundraising Package align with HYTES objectives of increasing awareness in Canadian schools and providing educational scholarships to youth in developing countries.

The Educational Fundraising packages have been designed primarily for Canadian secondary students, their educators and youth leaders. Resources could easily be adapted to primary school students as well.

Through our Education package, we hope to impart a message of social compassion, global consciousness and the importance of learning and education. We seek to broaden students' global consciousness and empathy with world conditions.



Fundraising-Awareness Raising Project: **SUCCESS CARDS**

Created: 10 August 2007

Jacqueline. Ford

Bob Edwards Junior High School, Calgary

PROJECT DESCRIPTION

Student Ages/Grades:	<p>Middle -Junior-Senior High Schools</p> <p>This project has particular pertinence to students writing midterm exams, final exams and PATs.</p>
Applicability	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies 7-8-9 Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

SUCCESS CARD BACKGROUND INFORMATION

Source: Eric and Pam Amalaku

The phenomenon of “Success Cards” seems to be, to our knowledge, unique to Kenya.

In Kenya, the educational career of students is highly dependent on two exams—at age 14, a student graduates from Standard 8 in primary school by passing a very serious cumulative exam called the KCPE—the Kenya Certificate of Primary Education. At age 18, students are again subjected to the stressful experience of the KCSE—the Kenya Certificate of Secondary Education.

The exams themselves are extremely intense and stressful. The Standard 8 exams, at age 14, involve a solid week of examinations, about 2 subjects per day. Form 4 finals, which culminate a student’s secondary education at about age 18, are spread over two or three weeks, with one or two subjects per day (for a total of seven). All exams are nationally standardized, and prepared by the Examination Council of Kenya.

A good score on the exams is 450 out of a total of 500 questions added up on all exams. The exams are very difficult, and count for 100% of the final mark. The mark achieved determines the type of school students will go on to. Secondary education in Kenya is not universal and is extremely expensive for the vast majority of people; most students do not get beyond primary school, which is free. The standard of schools at both the Primary and Secondary level varies enormously—from well-funded and equipped private schools to terribly equipped and under-staffed street schools. How well students do on the exam also determines whether they will be able to continue on to post-secondary studies, and some employees also require a minimum mark on KCPE or KCSE exams for employment! The exams are a huge deal!

An interesting note is that while children’s’ maternal language is a regional tribal tongue, Kenya’s official languages are English and Kiswahili. The exams are written in English, students’ *third* language. (Imagine if students here wrote their final exams in Spanish!)

It is because of this great pressure to succeed on these life-or-death exams that the tradition of Success Cards has become firmly implanted in Kenyan culture. The cards are taken very seriously, and each one received is a huge boost to students’ confidence. They are wildly popular during exam time, and sold everywhere—in shops and on the street.

What can learning about Success Cards mean to Canadian students? An appreciation for the universality of our education system, of how for us there is always a second chance, and a sense of fellowship with Kenyan students. As well, with every Success Card purchased in this campaign, students here help provide students there with the opportunity to have their hard work pay off for them by allowing them to continue on with their secondary studies.



Fundraising-Awareness Raising Project: **SUCCESS CARDS**

TASKS

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	Background information: <ol style="list-style-type: none"> Overhead transparency: Success Card background information Overhead transparency: Profiles of several HYTES students Overhead transparency: Comparison of economic information—costs and incomes in Canada and HYTES-sponsored countries Overhead transparency: Cost of one year of school 	Optional- for instructional use
	Success card fundraising campaign within school—discuss possibilities with students Brainstorming of ideas: <ul style="list-style-type: none"> *Poster making by students *Placing of pre-made posters by students *Presentation in classes by students *Selling of Success Cards in a prominent place in the school at lunch *Set a fund-raising goal and track progress 	1 week prior to exam time
III.	Reveal funds raised—celebration of work completed by students	

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process: developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> Recognize the disparity in educational availability between themselves and students in Kenya/Tanzania specifically as well as in other developing nations Appreciate the challenges faced by youth in other countries vis-a-vis their economic situation and prospects for education Participate in activities that will help improve the economic and educational situation for youth in Kenya and Tanzania
Curriculum Connections:	<ul style="list-style-type: none"> Social Studies Objectives: values and attitudes, skills and process, knowledge and understanding
Key Questions	<ul style="list-style-type: none"> What are the economic conditions of most families in these countries? What is poverty? What educational opportunities are available to youth in these countries? What educational challenges are faced by youth in these countries? What are the prospects for a typical youth in these countries?
Key Vocabulary	<ul style="list-style-type: none"> Economic conditions; tuition, disparity, poverty

MATERIALS

Other	<ul style="list-style-type: none">• Posters (students can make their own or use those provided in this package)• Examples of Kenyan Success Cards (scans provided)• Overhead transparencies (made from pages provided)• Examples of possible school success cards
-------	--

What does this kid want



More than anything?



To go to school !

**Following in the
Great Tradition of Examinations in Kenya,
a success card can mean **success or failure**
on your exams...**

**Now, you can buy them here. Send them to
your friends to wish them success on their
exams.**

**And at the same time, help send Aziza to
school.**

**Help give this kid
a chance by going
to school again
next year**



**SEND A SUCCESS
CARD
TO A FRIEND!**



Fundraising-Awareness Raising Project: **SUCCESS CARDS**

SUCCESS CARD BACKGROUND INFORMATION

Source: Eric and Pam Amalaku

The phenomenon of “Success Cards” seems to be, to our knowledge, unique to Kenya.

In Kenya, the educational career of students is highly dependent on two exams—at age 14, a student graduates from Standard 8 in primary school by passing a very serious cumulative exam called the KCPE—the Kenya Certificate of Primary Education. At age 18, students are again subjected to the stressful experience of the KCSE—the Kenya Certificate of Secondary Education.

The exams themselves are extremely intense and stressful. The Standard 8 exams, at age 14, involve a solid week of examinations, about 2 subjects per day. Form 4 finals, which culminate a student’s secondary education at about age 18, are spread over two or three weeks, with one or two subjects per day (for a total of seven). All exams are nationally standardized, and prepared by the Examination Council of Kenya.

A good score on the exams is 450 out of a total of 500 questions added up on all exams. The exams are very difficult, and **count for 100% of the final mark.** The mark achieved determines the type of school students will go on to. Secondary education in Kenya is not universal, and is extremely expensive for the vast majority of people; most students do not get beyond primary school, which is free. The standard of schools at both the Primary and Secondary level varies enormously—from well-funded and equipped private schools to terribly equipped and under-staffed street schools. How well students do on the exam also determines whether they will be able to continue on to post-secondary studies, and some employees also require a minimum mark on KCPE or KCSE exams for employment! The exams are a huge deal!

An interesting note is that while children’s maternal language is a regional tribal tongue, Kenya’s official languages are English and Kiswahili. The exams are written in English, students’ *third* language. (Imagine if students here wrote their final exams in Spanish!)

It is because of this great pressure to succeed on these life-or-death exams that there the tradition of Success Cards has become firmly implanted in Kenyan culture. The cards are taken very seriously, and each one received is a huge boost to students’ confidence. They are wildly popular during exam time, and sold everywhere—in shops and on the street.

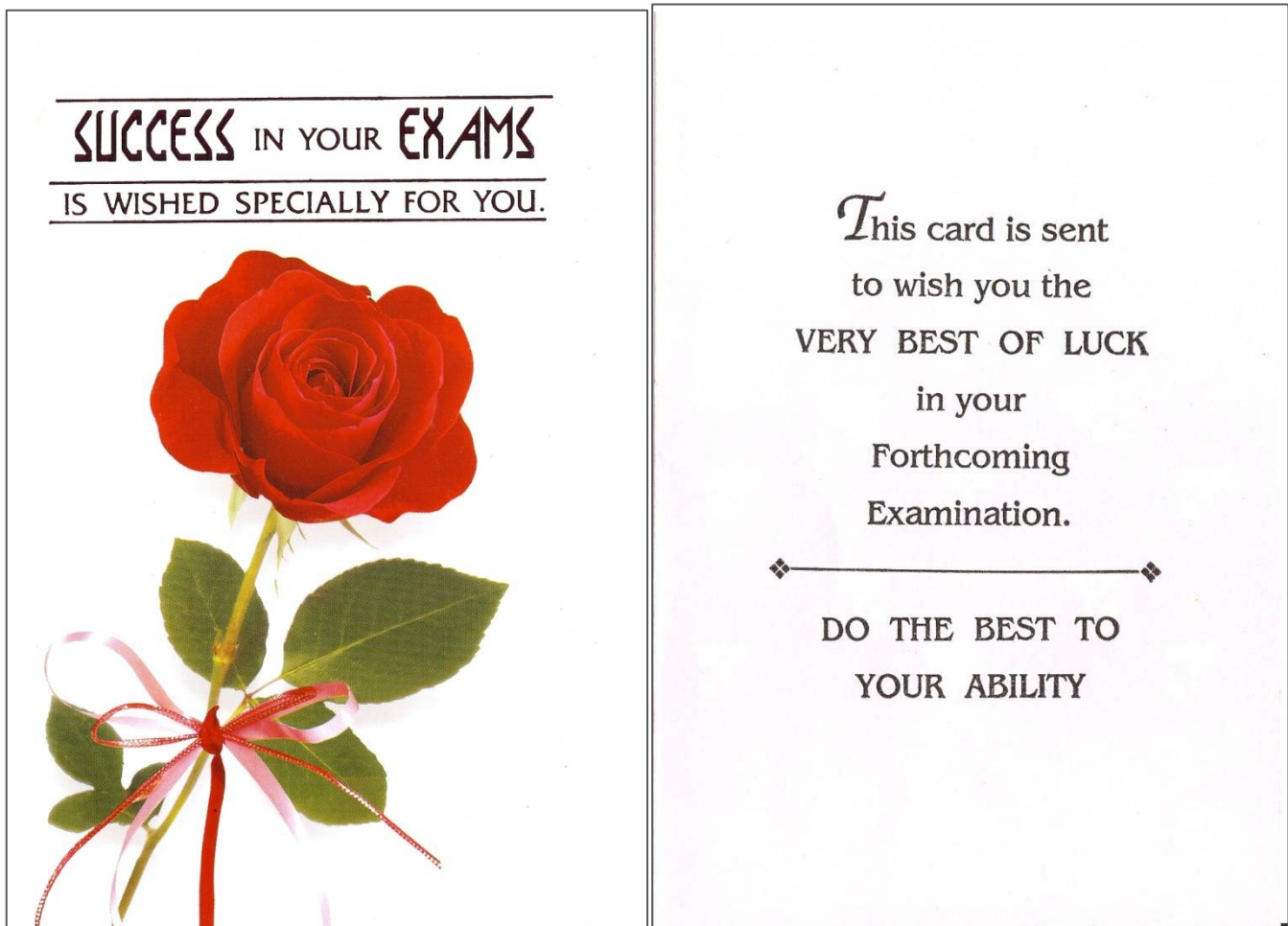
What can learning about Success Cards mean to Canadian students? An appreciation for the universality of our education system, of how for us there is always a second chance, and a sense of fellowship with Kenyan students. As well, with every Success card purchased in this campaign, students here help provide students there with the opportunity to have their hard work pay off for them by allowing them to continue on with their secondary studies.







Fundraising-Awareness Raising Project:
SUCCESS CARDS

COPIES OF KENYAN SUCCESS CARDS

Source: Eric and Pam Amalaku



Examples of Success Cards that could be used

<p>To: _____</p> <p>Class: _____</p> <p>From: _____</p> <p>Message:</p>	 <p style="font-size: 1.5em; font-family: cursive;">Good Luck on your Exams!!</p>
<p>To: _____</p> <p>Class: _____</p> <p>From: _____</p> <p>Message:</p>	 <p style="font-size: 1.5em; font-family: cursive;">Good Luck on your Exams!!</p>
<p>To: _____</p> <p>Class: _____</p> <p>From: _____</p> <p>Message:</p>	 <p style="font-size: 1.5em; font-family: cursive;">Good Luck on your Exams!!</p>
<p>To: _____</p> <p>Class: _____</p> <p>From: _____</p> <p>Message:</p>	 <p style="font-size: 1.5em; font-family: cursive;">Good Luck on your Exams!!</p>



Fundraising-Awareness Raising Project:
SCHOOL-WIDE AFRICAN QUILT RAFFLE

Created: August 13, 2007
Paula Hamilton

PROJECT DESCRIPTION

Student Ages/Grades:	Elementary – Middle – High Schools This fundraising project will not only have Canadian students learning about the opportunities and challenges faced by East African students, but also giving them the chance to raise money in a unique raffle to send a student to school for a year. The raffle will be collaboration between students and a community quilting group to sew a beautiful quilt made from authentic African fabric. Working with the fabric students will learn about the culture, the meaning behind the fabric and the use of the fabric. Once the quilt has been finished students can then take on the role of promoting the raffle within the school and community.
Applicability	<ul style="list-style-type: none">➔ Curricular tie-ins to Social Studies Program of Studies➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group➔ Religious youth groups➔ Community youth groups or clubs

CHITENGE BACKGROUND INFORMATION

Chitenge pronounced (Chih-teng-ee) is the name of the fabric commonly used in Zambia. It is a long broad cloth used by women as a skirt, dress or baby carrier. The cloths are usually brightly coloured and highly decorated with abstract patterns, animals, African scenes or even political figures. This fabric is presented to a young girl who has come of age. It is used as a traditional dressing for women who are married. It is also presented to a female's in-law when they visit the home of the married couple. This is a sign of respect.



Fundraising-Awareness Raising Project:

COMMUNITY QUILT-MAKING RAFFLE

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	<p>Social Participation as a Democratic Process—developing leadership skills (7,8,9)</p> <p>Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9)</p> <p>Communication: oral, written, visual and media literacy (7,8,9)</p>
Student Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the disparity in educational availability between themselves and students in Kenya/Tanzania specifically as well as in other developing nations Appreciate the challenges faces by youth in other countries vis-a-vis their economic situation and prospects for education Participate in activities that will help improve the economic and educational situation for youth in Kenya and Tanzania
Curriculum Connections:	<ul style="list-style-type: none"> Social Studies objectives: values and attitudes, skills and process, knowledge and understanding ELA: explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts ELA: share ideas developed through interests, experiences and discussion that are related to new ideas and information Art: express a feeling or a message Art: use of media and techniques, with an emphasis on mixing media and perfecting techniques in print making and fabric arts
Key Questions	<ul style="list-style-type: none"> What are the economic conditions of most families in these countries? What is poverty? What educational opportunities are available to youth in these countries? What educational challenges are faced by youth in these countries? What are the prospects for a typical youth in these countries?
Key Vocabulary	<ul style="list-style-type: none"> Economic conditions; tuition, disparity, poverty
Materials	<ul style="list-style-type: none"> Posters (students can make their own or use those provided in this package) Overhead transparencies (made from pages provided) Fabric (contact HYTES) computers fabric paint, markers, posters Support of a quilter or quilting group which will be able to assemble the final product

DESCRIPTION OF PROJECT

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	A Brainstorm on the board in a T-chart, the students believed differences in schooling in Canada compared with schooling in Africa.	10 minutes
III.	Students can then view the HYTES website (www.hytes.org) and find 5 facts about schools in Africa that they were not aware of. Present map, overhead statistics and discuss.	15 minutes
	Present material to students, discuss what they notice about the material (colour, pictures, patterns etc.). What do these things tell them about Africa? Inform students that this material with their help will be made into a beautiful quilt and raffled off to raise money to send a student to school in one of the HYTES given countries.	10 minutes
	Discuss with students what the quilt represents, what is its purpose and what symbols or words could be placed on the quilt to signify this. On a light coloured piece of material have each student or pair of students work on drawing a symbol or words a piece of material. This material could then be sewn into the quilt.	15 minutes
IV.	Locate a group willing to volunteer to sew the quilt. Women's Quilting Bee Community Group It would be great to have a group that would <ul style="list-style-type: none"> Show progress of the quilt being made. Allow students to assist in the making of the quilt at some point, whether it is in the design of the quilt or actually sewing a piece of the quilt together with the assistance of an experienced quilter. 	
V.	Once the quilt has been completed, students can make posters to place around the school provided information about the quilt raffle. Tickets could be sold for 1 for \$2 or 6 for \$10 It would be important for information to be placed in the school newsletter, in student's agendas or call the local newspaper.	

ASSESSMENT

Formative:	<ul style="list-style-type: none"> Students reflect on the experience in their response journals after each task is completed. Students contribute to a bulletin board of their learnings. Students listen to and then comment on the music of their sponsored student's country. Students track a timeline of the project's completion.
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Summative:	<ul style="list-style-type: none"> • Students write a final reflection on the experience in their response journals • Students create and present a pantomime of a typical day for an less-privileged student. • Students create a museum exhibit of their sponsored student's country.
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Fundraising-Awareness Raising Project: **VOW OF SILENCE**

Created: 2 March 2008

Compiled by: Jacqueline Ford

Resources: http://www.freethechildren.com/we/images/VOS/VowOfSilence_guide.pdf

PROJECT DESCRIPTION

Student Ages/Grades:	Elementary through to High Schools
Applicability	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

BACKGROUND INFORMATION

This project has proven popular with students and has been used for fundraising and awareness raising campaigns on behalf of various organizations. *Free the Children* is one such organization that has had enormous success in motivating youth to take action. Free the Children works in to alleviate child poverty, child labour and, like HYTES, to ensure that children everywhere are able to go to school.

A very comprehensive and detailed project plan is outlined on their website: <http://www.freethechildren.com/>
 Their pledge of silence campaign is also an excellent resource.
http://www.freethechildren.com/we/images/VOS/VowOfSilence_guide.pdf

The idea behind a vow of silence is that when a student here chooses to remain silent, they are helping to give a voice to students elsewhere who do not have the same rights and opportunities.



Fundraising-Awareness Raising Project: **VOW OF SILENCE**

TASKS

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	1. Overhead transparency/information sheet: Vow Of Silence 2. Overhead transparency: Cost of Education	Optional- for instructional use
	2. Vow of Silence fundraising campaign --discuss possibilities with students Brainstorming of ideas: <ul style="list-style-type: none"> *Poster making by students *Presentation in classes by students *Setting the details of the campaign *Set a fund-raising goal and track progress 3. Organization of campaign: overhead transparency	
IV.	Reveal funds raised—celebration of work completed by students	

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process—developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> Recognize the disparity in educational availability between themselves and students in developing nations Appreciate the challenges faces by youth in other countries vis-a-vis their economic situation and prospects for education Participate in activities that will help improve the economic and educational situation for youth in HYTES sponsored developing nations
Curriculum Connections:	<ul style="list-style-type: none"> Social Studies objectives: values and attitudes, skills and process, knowledge and understanding

Key Questions	<ul style="list-style-type: none"> • What are the economic conditions of most families in these countries? • What is poverty? • What educational opportunities are available to youth in these countries? • What educational challenges are faced by youth in these countries? • What are the prospects for a typical youth in these countries? • Why is education a human right? • How does education empower people to “have a voice?”
Key Vocabulary	<ul style="list-style-type: none"> • Economic conditions; tuition, disparity, poverty

MATERIALS

Other	<ul style="list-style-type: none"> • Posters (students can make their own or use those provided in this package) • HYTES powerpoint presentation • Overhead transparencies/information sheets(made from pages provided)
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Fundraising-Awareness Raising Project: **VOW OF SILENCE**

The idea behind the Vow of Silence campaign is to “give a voice” to kids like you in other countries who do not enjoy the same rights or opportunities that you have. By committing to be silent, you are bringing awareness to their plight. The first step in changing any situation is first learning about it, and sharing your knowledge!

STEP ONE: Inform yourself so you can inform others

Either before or after you take your vow of silence, you will have to explain your reasons for your oath. Consider the following questions and make sure you have the answers that you will be able to share with others:

- What are the economic conditions of most families in HYTES sponsored countries? (Kenya, Tanzania, Zambia, Uganda and Guatemala)
- What educational opportunities are available to youth in these countries?
- What educational challenges are faced by youth in these countries?
- What are the prospects for a typical youth in these countries?
- Why is education a human right?
- How does education empower people to “have a voice?”

STEP TWO: Organize and carry out your campaign

This campaign can be done individually or as a group, but it must be organized. Firstly, you must ask permission from parents, teachers and other people who may be affected. It is *not* good to choose to be silent on a day in which a major oral presentation is due in class!

Next, you will have to decide when your 24 hours of silence will begin. You will have to spend time beforehand informing people of your plan—educating them about the reasons behind your oath. Perhaps you will prepare an Explanation Card to show to people who talk to you while you are being silent. You may also choose to collect pledges

that you will then donate to HYTES. Remember, though, the most important part of this campaign is to tell others and to educate them!

STEP THREE: Finish it up

As a conclusion to this project, why not write a letter to a newspaper recounting your experience and taking the opportunity to share again what you have learned. If you have collected pledges, count what you have raised and celebrate that with your community. Remember, it doesn't take very much money to provide a year of schooling to a student in another country.



Fundraising-Awareness Raising Project:

VOW OF SILENCE PLEDGE SHEET

Name of Pledge Taker : _____

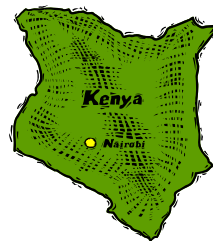
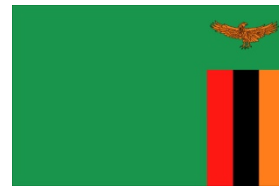
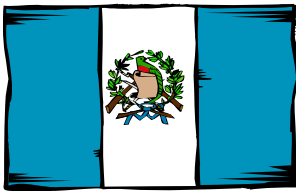
HYTES strongly discourages students from collect pledges through door to door canvassing. It's best to collect pledges from people you know.

FULL NAME	FULL ADDRESS	PHONE NUMBER	E-MAIL	PLEDGE TOTAL	TAX RECEIPT	PAID?

Helping Youth Through Educational Scholarships
HYTES



Average School Fees per Secondary Student



Guatemala

\$400 CAD

Tanzania

\$269 CAD

Kenya

\$660 CAD

Zambia

\$300 CAD



Fundraising-Awareness Raising Project:

SUCCESS CARDS

STUDENT PROFILES



Lingasiku Kalibule is in her last year of high school in 2008. She is 17 years old and she goes to Jangwani Secondary School in Dar Es Salaam.

This is the second year Lingasiku has been sponsored by HYTES. Her parents have both passed away—her mother died when she was seven and her father passed away three

years ago. The year after her father's death, HYTES covered Lingasiku's school fees.

Lingasiku currently lives at school and every month she goes home to visit her extended family. When she completes her secondary education her plan is to attend apply to the Faculty of Law at the University of Dar Es Salaam. She says ***"I would like to be a lawyer or a magistrate – I like the way of judging cases to be in the right way of justice to all. I will make sure that I reach my goals in order to defend the rights of the people"***.



Peter Mikobi is 17 years old and is currently in his first year in secondary school. He attends Nyanchwa Mixed High School in Kisii, Kenya. His mother was from Kenya

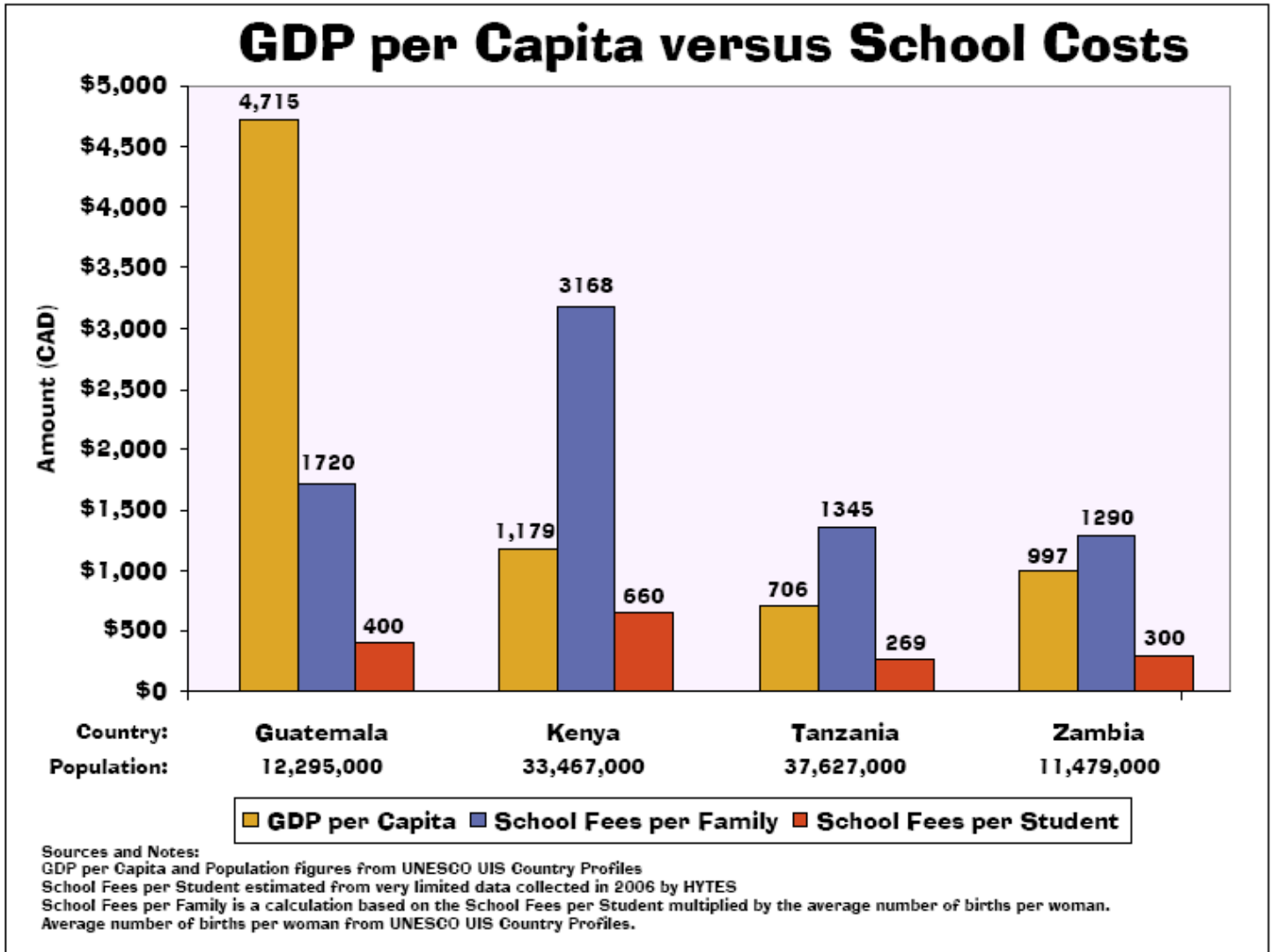
and his father from the DRC—Democratic Republic of the Congo. He lost both parents in 1997, within 3 months of each other. His current guardian has children of his own who are starting to go secondary school as well and so affording Peter's school fees is now very challenging. Now that he has been given financial assistance, Peter would like to become a Social worker so that he can extend a helping hand to those that could be the same situation he found himself in. In ten years, he wants to have his first degree and be able to get to the roots of his father's people back in the DRC and assist those in need. He hopes that at that time, his country will have taken steps towards political stability and economic improvement. Peter says ***"Being the only child of my parents, I want to make sure that all the achievement that would have been made by my parents are fulfilled."***



Anne is 14-years old and lives with her parents and three other siblings. She has often been sent home from school because her father, a casual labourer, could not afford her school fees. With a HYTES scholarship, she is now attending Form Two (grade ten) in a Nairobi girls' school. Anne would like to

attend University to become a doctor specializing in HIV/AIDS. She is also an avid environmentalist and would like to intern with an environmental organization.

Overhead transparency



July 23, 2006

Helping Youth Through Educational Scholarships

www.hytes.org



HYTES SCHOOL PRESENTATION

PRESENTATION OVERVIEW

Purpose

To provide students with an opportunity to “develop the attitudes, skills and knowledge that will help them to become engaged, informed and responsible citizens” (Alberta Social Studies Program of Studies, Program Rationale and Philosophy) through an interactive presentation on the problem of inequity in access to universal education throughout the world.

To highlight to students the importance of universal education, to develop empathy, to create an awareness of students’ capacity to effect change in the world, to develop social compassion and a sense of global consciousness with respect to issues around access to education.

Outcomes

By the end of this presentation students will

- understand the importance of global equity in access to education
- make a connection between themselves and students in other countries
- be empowered in their ability to create change

AGENDA

Materials:

- LCD projector and laptop
- Powerpoint presentation: HYTES
- Handouts—Entrance/Exit slip
- T-shirt for door prize & tickets for door prize
- Simulation activity tickets
- Postcards
- Education package—fundraising for students
- Artefacts – handicrafts, posters of students, etc.
- Art supplies—markers, stickers, stamps, etc with postcards
- Profiles of students as handouts

1. OPENING – 15 minutes – slides 1 - 14

A. Introduction (as students enter classroom)

Upon entering the room, students receive an “Entrance/Exit slip” and are asked to fill it out. Students should also take a ticket (for door prize and simulation activity).

Music playing to create an African ambience.

B. Powerpoint (3 -5 minutes—Slides 1 – 7)

1. Go through first 7 slides and engage students in discussion around the questions asked.
2. Introduction of HYTES, its mission and names and brief background of presenters.

C. Simulation (5 – 10 minutes – Slides 8 - 14)

1. Ask all students with the red cards – PS to stand up and read the slide aloud with them. Discussion. Continue with the rest of the cards.

2. FOCUS (20-25 minutes) – slides 15 – 20

1. Profiles of some of our students
2. What HYTES does
3. What can kids here do?
4. Activity: postcard messages to send to students.
 - Provide postcards and markers to students, with some stickers, stamps, etc.
 - Ask students to read the profile of the student they have been given and to send a message of encouragement, of support and of camaraderie, wishing them well in their studies.

3. CLOSING (5 minutes)

1. Concluding questions. Ask questions from Entrance/Exit slip and have students answer. A treat for those who answer.
2. Give students several minutes to fill out their Entrance/Exit slip and to turn it in
3. Draw for t-shirt with tickets






SIMULATION TICKETS

to be handed out as students enter the classroom.

A class of 20:
16 primary school
12 secondary school
4 ?
3 girls

A class of 25:
20 primary school
15 secondary school
5 ?
4 girls

A class of 30
24 primary school
18 secondary school
6 ?
5 girls

<i>PS SS</i> 	<i>PS SS</i> 	<i>PS SS</i> 	<i>PS SS</i> 
<i>PS SS</i> 	<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>
<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>
<i>PS</i>	<i>PS</i>	<i>PS</i>	<i>PS</i>
?	<i>PS</i>	<i>PS</i>	<i>PS</i>
?	<i>PS</i>	<i>PS</i>	<i>PS</i>

<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>	<i>PS</i>
<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>	<i>PS</i>
?	?	?	?
?	?	?	?
?	?	?	?



What I know (about education and/or kids in developing nations, the countries of Guatemala, Kenya, Tanzania, Uganda, Zambia...)	What I'd like to know Questions I have about these ← ← ← ← ← ← ← ← ← ← subjects	What I've learned (to be completed at the end of this presentation) Answers to your questions? Other stuff?

DURING THE PRESENTATION...
Can you find the answers to these questions?

1. In which countries does HYTES help students?

2. In what continent are the majority of these countries located?

3. Name one reason why many kids are not able to attend school.

4. What can students who do not go to school do? What opportunities are available to them?

Optional:

My name: _____ School: _____

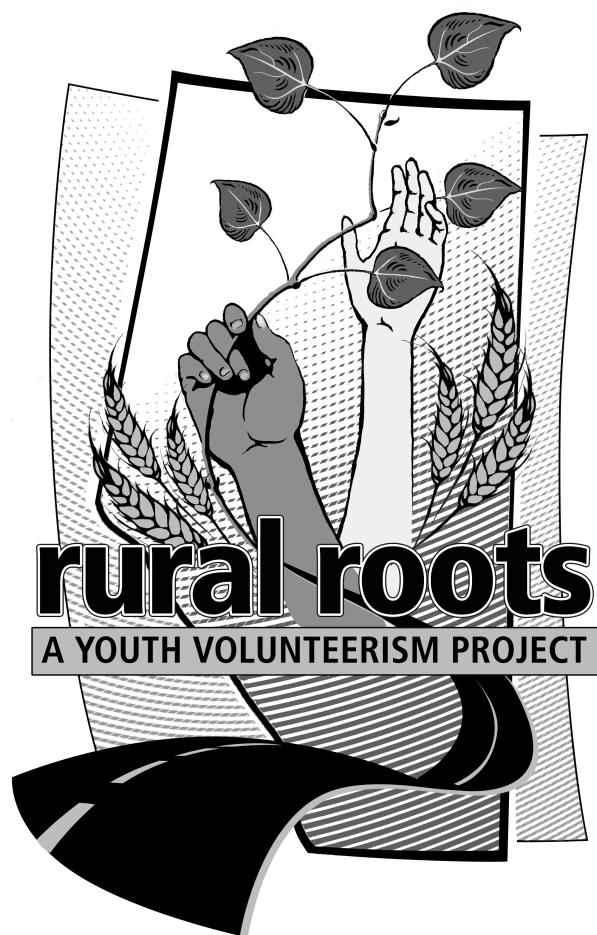
Email address: _____

☐ I am interested in receiving more information about HYTES via email.

Other notes/feedback:

Change for Children *Rural Roots Youth Action Project*





Guide for Taking Action

IN YOUR SCHOOL OR COMMUNITY



Change for Children Association



Change for Children Association

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Edmonton, Alberta, T5H 1A4

Tel.: 780-448-1505

Fax: 780-448-1507

cfca@www.changeforchildren.org

www.changeforchildren.org

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Development Agency**

Canada

and the Wild Rose
Foundation



C HANGE FOR CHILDREN



What is Change for Children?

Change for Children Association is an Edmonton-based, non-profit organization with over 28 years of creating sustainable community development work in Latin America and education for social justice and solidarity in Canada. Change for Children was founded on the principle that the way to achieve real and sustainable change is to work not only in partnership with communities in the developing world, but also with schools, organizations and communities here in Canada. As a result, our organization prioritizes an education program that works to facilitate dialogue around the root causes of poverty and social injustice, and to provide opportunities for greater exploration and understanding of these issues.

What is Rural Roots: A Youth Action Project

- Is a project **by youth and for youth**
- Is for youth who are interested in sharing skills, ideas, deepening their understanding of global issues and moving forward into action

Rural Roots Youth Action Project is a project that is designed to assist youth to examine the root causes of poverty and social injustice. The project will encourage youth to explore these causes within the global context – a context that includes not only youth themselves but their personal, local and national communities as well.

We gratefully acknowledge the Wild Rose Foundation for their support of this project.



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Rural Roots is about youth empowering youth to question social injustice and to act on their awareness of issues currently affecting our world.

This is your community, the key theme of the project, encourages youth to use their own community as a basis for learning, sharing and making connections to what is taking place on a global level.

This guide is designed to support all youth who are thinking about getting involved in their community, and in their school. It is also for those who have a desire to understand better what is happening on a local and global level. It is for youth who are already doing amazing work to share their ideas, develop networks and to strengthen the impact youth have on their communities. It is designed with the belief that youth in all communities, but particularly those in rural communities, have diverse untapped talents and ideas to share.

The Rural Roots project is based on the following ideas:

- Youth have the capacity to understand, analyze and act on issues of global justice and global poverty.
- Youth desire and are capable of playing meaningful roles in the planning and development of their own schools, and communities.
- Effective community building needs the ideas, energy and creativity of all youth.

- Developing a network of youth in Alberta will strengthen the participation and effectiveness of youth.
- The skills and knowledge of youth are necessary in the creation of systemic change and sustainable development.
- Each young person, top student or not, has something to contribute.
- All of us are part of the problem and of the solution.

Benefits of participation in the Rural Roots Project:

- An opportunity to share experiences and develop new skills through work with peers
- Provide a positive, living model of youth action
- An opportunity to organize and participate in a youth summit
- Be a part of an active youth network for social change
- Experience working with a non-governmental, non-profit organization with a 28 year history of working for sustainable grassroots community development in Alberta, Latin America and the Philippines.

Acknowledgements

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Chris Peters

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"Before asking young people to relinquish their dreams we should do everything in our power to make them come true." – Anonymous

Why are we looking at the theme of poverty?

The Rural Roots Project hopes to act as a catalyst for dialogue around the root causes of global poverty and social injustice. This project involves asking youth to share the knowledge they have on poverty. We chose this theme as a starting point to begin thinking about ourselves and the world around us and about the differences and similarities that exist between our communities and communities in the global south.

Poverty is a complex issue that involves many different topics and themes. It can seem like a large and overwhelming topic but breaking it down allows us to find solutions. Poverty, a part of so many other issues and themes, is a good place to start. Poverty affects individuals, communities, countries and the world on a global level.



Youth on the Issue of Poverty:

A key goal of the Rural Roots project is for youth to engage each other in dialogue around root causes of poverty and social injustice. This process is already underway as youth participants in Rural Roots contemplate poverty in their own communities and work towards the creation of tools to engage others on the topic.

“The globalization of resource-based industries such as farming, forestry, and fishing has changed the face of rural communities forever. The effects of market changes, drought and stress on my family and friends in the farming community where I lived often made me feel helpless to make changes or to act. If there is a way to acknowledge these feelings of helplessness or to move someone from apathy to action, I would like to be a part of it. Rural youth have so much to offer in terms of ideas and options. It is imperative that they learn to examine their realities, question their own assumptions and work for change.”

“What was poverty like in a small northern community? Poverty was the few blocks of houses that were called low income; poverty was only for some folks, mainly those who were aboriginal. I do not think people talked about poverty too much because *everyone* could get a job on the rigs or at the mill. Rural Roots is about confronting a sensitive topic one community at a time and I think youth have the ability to do that. It is also about confronting the complicated assumptions and ideas we have about poverty, and focussing on long term solutions.”



“There are all sorts of really damaging assumptions about poverty: that it doesn't exist in industrialized nations, that poor people are usually alcoholics, and that all people have equal opportunity to get out of poverty. There's a need simply to talk with high school students about poverty as a problem - a complicated one, but one that has solutions.”

THIS IS YOUR COMMUNITY

Youth are uniquely positioned to act in creative and meaningful ways and to facilitate positive change in their communities

Is the key theme of the Rural Roots Youth Action Project

What is happening in your community?
What are youth doing in your community?

Why we chose this theme:

The reason that we chose this theme for the Rural Roots project is that we think that effective change can happen one community at a time. It is also because every community has unique ideas to share and by creating networks between communities we can create a larger movement of active citizens, particularly active youth. Finally it is to celebrate all of the positive aspects and learn more about the great things that are happening in communities across Alberta.

- Increase awareness and opportunities for youth in rural communities to develop leadership skills and to be active citizens.
- Increase the knowledge of available resources and opportunities and assess where there is a need.

- Rural Roots is in its first year but in coming years we hope to support and work in partnership with schools and communities to assist with leadership training for youth particularly those in rural and northern communities.
- To connect global issues to our local contexts.

Using the school or town community allows us to start small and make change more attainable and local. It also allows us to feel a greater sense of connection with other youth in Canada and across the world. It allows us to understand that issues of poverty and social injustice are connected to **what is happening in our own communities.**

POSTER PROJECT

Call for submissions
for the Change for
Children Youth
Summit

Deadline: March 1, 2005
Youth Summit:
March 10, 11, 12, 2005

Part 1.

Representing an issue that is key to your school or community

A) Using photos, drawings and words, **illustrate an issue** that is key to your school or community. Show what the issue/problem is on a local level and then show how that issue looks like on a global level. For example, if environmental destruction is your topic, show both local and global examples.

B) On the second half of your poster express the **local and global solutions** to the problem. For example, one solution to environmental destruction might be using reusable cups.

1) Getting to Know Your Community

Objective: To get to know your community and identify key resources and projects needed.

This involves looking at the many aspects of your community and examining the following components:

Culture

- Are there festivals or special events in your community?
- Are there artists and musicians?
- How many churches are in your community and what religions are there?
- Does your community have a slogan or a mascot?

Economy:

- What are the main industries? What businesses are there? What services are available?
- What does poverty look like in your community?
- What jobs do youth have if they have jobs?
- What types of banks are there

Environment

- Where is the source of water?
- What type of geography is part of the community?
- Where is your community located?
- What natural resources exist?
- What does the community do with waste?
- What types of food are grown in your community?

Political System (formal and non formal)

- What type of government is there?
- Are there town councilors? What is their role?
- What areas of community development are priorities for your town?
- Are youth involved?

Health and Recreation

- What recreation exists in your community?
- What can youth do in their free time?
- What health services exist?

Education

- How many schools are there?
- Are there post secondary institutions in your community?
- Where do youth or adults go if they want to study in university, college or a technical institute?
- Are there organizations or groups that do community education?

2) Interviews and Story Telling

Do interviews with local business owners, retired individuals, youth or others and use their ideas for a class project or to help you identify a project you would like to volunteer with or begin. Use their stories to understand and analyze what is happening in your community.



C COMMUNITY MAPPING

WHAT IS MAPPING?

GREEN MAPS

There are many different kinds of maps, each with its own purpose (s). An interesting project that you can do is community mapping. One type of community map is a "green map" created by an organization called Green Maps. This group have been doing maps in communities. Their maps look at how, "nature and the designed world connect" (website at www.greenmaps.org). This means that you can create a map of your community or part of your community and identify where there are lakes, water reserves or bicycle paths and then where there are housing areas, hospitals, or waste areas or where there are historical sites in the community.

To do a Green Map go to the website. There is an instruction guide and all of the things that you will need to get started. (www.greenmap.org/ymaps/ymindex.html) The youth section of the site provides a very useful guide. The City of Calgary made their first youth green map in 1998 and you can check it out at this same website.

YOUTH MAPS

Youth Mapping is about empowering youth to discover what resources are available in the community for them. It also educates youth on researching and interviewing skills, as well as develops relationships between the community's youth and adults.

Youth Mapping was done by youth in the United States in Denver, Colorado. Hundreds of youth got together with support from adult mentors in different community organizations to create youth mapping.

This project, a joint partnership between schools and many different community organizations, enabled youth to, "document youth-friendly places in their towns and cities and to identify resources and places that are lacking" (Project for Public Places at www.pps.org). Doing a youth map means that youth are investigating all of the resources and activities that exist for them at churches, non-profits, after school clubs, schools, businesses and other institutions. Community mapping can also help youth to identify possible employment opportunities for the present or future within their communities. You can find out what is in your community or school and maybe also identify a possible project to work on with others.

Youth mapping is about listening to youth and using the ideas and knowledge they have to be active participants and engaged citizens.

Youth mapping is about learning skills such as research, data-gathering, record-keeping and documentation through drawings or photography, map-making and communication

For more information and resources on Youth Mapping check out the following websites:

www3.telus.net/cground/index.html
www.communityyouthmapping.org/youth/about_cym.asp

There are many types of maps. Be creative and get help from teachers, community members and others.

**"Be the change
you want to see
in the world"**

– Gandhi

The opportunity for community collaboration on mapping projects engages a sense of place and active citizenship within students. When framed within a larger local and global sustainability context, community mapping develops both a sense of local responsibility and a sense of global citizenship. Home becomes more than the immediate community; it extends to the whole planet.

**Schools and communities
function most effectively
when they know what
youth really want and
what they really need.**

Map-making is taking off in schools and more initiatives are on the way! Students have created school yard, neighborhood, community and ecosystem maps and mapping projects, including:

- Re-designing and greening their school yards
- Creating historical walking tours
- Mapping First Nations, Japanese and Chinese histories of James Bay and downtown
- Identifying ecologically sensitive areas and creating habitat protection plans"

(Common Ground Community Mapping Project in Victoria BC)

Kids Can be Activists or Bystanders

BY CRAIG KIELBURGER

The following is adapted from a speech by Craig Kielburger, a student from Canada who has been active in building a campaign against the use of child labor to produce products such as sports equipment, clothing, and handmade rugs. The speech was delivered before the American Federation of Teachers at its 1996 convention.

We have started a movement called Free The Children, a youth group made up of young people mainly between 10 and 16 years of age. Our purpose is not only to help those children who are being abused and exploited, but to also empower young people to believe in themselves and to believe that they can play an active role as citizens of this world.

People sometimes look at me and say, "Well, you're only 13 years old, and 13-year-olds don't do these types of things, and is it normal?" And I ask you, why are people so surprised when young people get involved in social issues?

In other countries, children our ages and younger are working up to 16 hours a day in factories and fields. They are fighting in wars and supporting entire families. Drug dealers don't underestimate the ability of children. So often I find myself believing that the schools and that the adults in our lives underestimate who we are or what we can do, the good that we can do in making this world a better place.

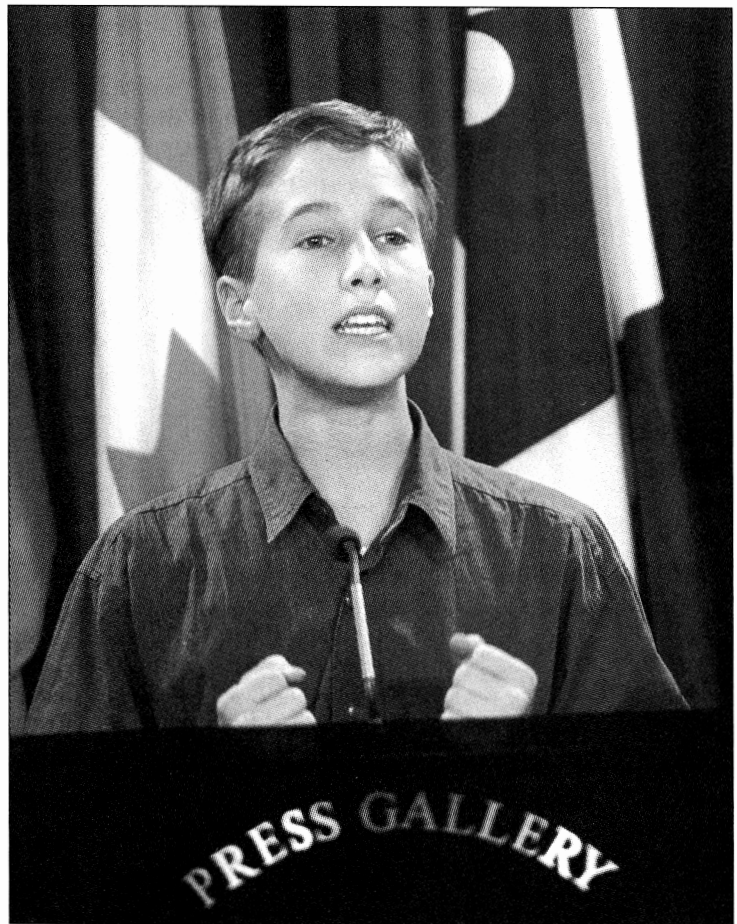
We have been receiving hundreds of copies of letters written by children all over the United States, and I would like to read one of them to you now. This letter is to the president of the Nike Corporation.

"Dear Mr. Nike President: My name is Jamie, and I am eight and three-quarters years old. My Nike shoes are all worn out, but I will buy no more Nike running shoes if you don't tell me that you have no child labor in all of your factories" — and "all" is underlined. "Yours truly, Jamie."

Jamie may only be eight and three-quarters years old, but he's already learning that he does have a voice, that he is important. Jamie is learning to be an active citizen of this world.

It is not often that a young person my age has the opportunity to give his teacher advice — let alone nearly 3,000 teachers. But I believe that in this information age, with its global economy and global human rights, one of the greatest challenges that you as teachers and educators will face is to prepare your students to live in the new global village and to become active citizens of this world. As young people, we are capable of doing so much more than simply watching TV, playing video games, hanging around malls, or simply regurgitating information that is fed to us through schools or the media.

Now, don't get me wrong. I personally love hanging out with my friends and playing video



Child labor activist Craig Kielburger, then 13, in 1996.

We can either grow up as bystanders simply closing our eyes and becoming immune to what is happening to the people in the world around us, or we can be taught that we can participate, that we do have a voice, that we are important, and that we can bring about a change.

games. But there is much more on top of that that young people can do. Today, young people in North America are more aware, more informed, and perhaps more frustrated than any other generation of youth, for we see all the poverty and injustices in the world. Yet, what role do we play in today's society? Where are the infrastructures, the opportunities which allow us to participate, to give, and to help?

We can either grow up as bystanders simply closing our eyes and becoming immune to what is happening to the people in the world around us, or we can be taught that we can participate, that we do have a voice, that we are important, and that we can bring about a change. And this is why I believe so strongly that service to others, whether at a local — for we have many problems in our own neighborhoods — at a national, or even an international level should be an integral part of our school, of our education.

I say education because when young people are challenged to look at others and to help others, we realize how lucky we truly are. We learn leadership skills and self-respect. We are able to put our energy and enthusiasm to a worthwhile cause. We learn that we can make this world a better place. Some people say that I am exceptional. But to me, the true heroes are the boys and the girls who work in near slave-like conditions to make the soccer balls which your children play with, to make the clothes which your children wear, and who even make the surgical equipment which saves lives in American hospitals.

As educators, you are such a powerful group. You have the power to motivate people, to stand up, and to bring about a change. What will you do to help these children? People, especially young people, live up to those expectations which others draw for them.

Today, if I leave behind one message with you, it will be to believe in us, the young people of today. Don't be afraid to challenge us to play a greater role in society, and please, don't underestimate who we are or what we can do. Our generation may just surprise you. ■

Craig Kielburger continues to work with Free The Children (see "Organizations and Websites for Global Justice," p. 384). Free The Children describes itself as the "largest network of children helping children with over 100,000 active youth in 35 countries around the world."

Youth Participation in Rural Roots

“I was initially interested in the aspect of an initiative specifically for rural youth. My own experience of growing up in a very small farming community has shaped my views, my values and my life in ways I continue to realize. As one of the rural out-migration “statistics”, I am a defender of rural livelihoods, youth opportunities in smaller areas, and basic resources for rural residents. I also firmly believe that solutions to rural problems will come from within rural populations themselves. I am involved in this project because I feel it is absolutely necessary for youth to be exploring the issues of poverty, privilege and power in rural areas.”

“I joined the Rural Roots project because I think that even though poverty is probably the single most important issue facing the world, it's very rarely talked about, especially in schools.

“As a youth I remember some of the negative portrayals of my community, “end of the road, isolated, having nothing to offer its youth.” I really hope that youth in northern communities have access to many resources and that they feel that their experiences are diverse and important. I am also involved because as an educator and now urban dweller, I hope to have my own assumptions challenged and transformed”



CALL TO ACTION

► BECOME ENGAGED IN YOUR COMMUNITY ► TAKE NOTICE WHAT IS GOING ON and LEARN

A key goal of the Rural Roots project is to create opportunities for youth to feel empowered to act within their own schools and communities on the issues that they feel passionate about.

This guide is for each one of you as students and youth to get started, to support you with creative ideas for action planning and lots of resources. This guide is to support you as you make a difference the world. **We are calling you to act within your own school community.**

Our first challenge to all of you is to initiate a social justice club or activity in your own community or school and this guide will assist you to achieve that goal.

Our second challenge to you is to discover, and rediscover your community and share that knowledge with other youth across Alberta.

Our third challenge is to tell us about the initiatives that you start in your community or school so that this can be shared with others.



GUIDE FOR TAKING ACTION

IN YOUR SCHOOL OR COMMUNITY

This guide is to help you start a project in your school or community. We hope it also provides you with some ways to take social justice action wherever you are. It provides practical advice and information on where to start thinking about ideas and on everything involved from planning to evaluation. We hope that everyone who uses this guide will give their feedback on what is missing and things that were really successful in schools and communities. We chose to work on poverty but this may not be the issue you choose.

BENEFITS OF GETTING INVOLVED

- 1) Increased understanding of local and global issues
- 2) Develop new friends and networks of youth in Alberta
- 3) Making a positive contribution - changing something, creating something and giving something back
- 4) An opportunity to learn about talents and abilities
- 5) Increased knowledge of volunteer, education or employment opportunities
- 6) Provide a youth perspective in your school and community
- 7) Opportunities to develop leadership skills for social action such as communication, teamwork, conflict resolution, employability and organizational skills.
- 8) Create recreational and social opportunities for yourself and others in your school or community.
- 9) Share the unique ideas and information about your community and school with other youth

If you have this document in your hands then you have expressed some interest in getting involved, in expressing your opinions on topics that are important to you, or, perhaps, you got it by accident. Whatever the reason, we hope you will read it, use it or pass it on to someone else.

We are not experts but we are committed and passionate individuals who are excited about the projects and ideas that exist in every community and school. **We want to assist each one of you in your journey to impact your school and become an active citizen!**

Step 1

MAPPING OURSELVES

You are your most valuable resource. What are the interests, abilities and personal characteristics you have that can be shared with others? **Make a list of your assets!**

Things you are able to do:

Things you enjoy being involved in:

Thinking about yourself (Make a list of descriptive words about you)

Make a list of skills that you want to learn and a brainstorm where or how you might acquire those skills

Step 2 CRITICAL THINKING AND BREAKING IT DOWN

This step is really important as there are so many ways to get involved and so many topics to think about. It is really easy to become overwhelmed and not know where to begin. Take a minute or two to think about the world around you. Imagine what your world is now and what you would like it to be.

Here are some questions to help and a list of possible topics.

- 1) What would you like to see different or changed about yourself?
- 2) What would you like to see differently in your school?
- 3) What is one change that you would like to see in your community?
- 4) What is one change that you think would really benefit the world?

What are some of the key things that you see as really needing change in that vision?

Creative Brainstorming!!

In this moment the sky is the limit. With yourself or your group take some time to write down every area that you are interested in or excited about.

Step 3 FINDING FUEL FOR THE FIRE

In order to start a social justice club or activity in your school or community, it can be helpful to think about the issue or topic that you are really interested in or really passionate about.

If you are really excited and energized about the work that you are doing then this energy will spread to those around you. Also, it takes passion and enthusiasm to create projects that are long term and that you will want to commit to. Perhaps this will lead you to your project or club idea.

What do you feel strongly about or what issues are really important to you? **Make a list and then decide what the top three areas that you see as most important.**

One way of thinking about this is to remember a time when you felt some anger in the bottom of your stomach because you saw someone get treated unfairly in your school or community, or you saw something happen that really made you think.

Here are some possible ideas but remember these need to be your own!!

- Human rights
- Literacy
- Homophobia
- Genetically modified food
- Local food production
- Environment
- Recreation activities for youth
- Globalization
- Animal rights
- Media
- Pollution
- Peace and conflict
- Poverty
- Music, art and social justice
- Landmines
- Pesticide use
- Community development
- Racism
- Energy conservation

Step 4 INVESTIGATING

This is where some of the previous tools for learning about your community can be really useful. A lot of the questions that are listed above can help you to identify where you can find information in your community which is a good place to start. Once you have done some research on your own community then you can use your library, school and internet to search for other information outside of your community.

REMEMBER THAT YOU HAVE MANY VALUABLE EXPERIENCES AND KNOWLEDGE. USE THIS TO BEGIN.

Once you have identified the three areas that are most important to you then you can begin to find information about them.

What do you want to learn more about?

Make a list of information sources in your school and community.

Remember that people are valuable sources of information. This may include: Other youth, your family, church, groups, elders, town councilors, business owners, teachers and many more.

Here are some suggestions:

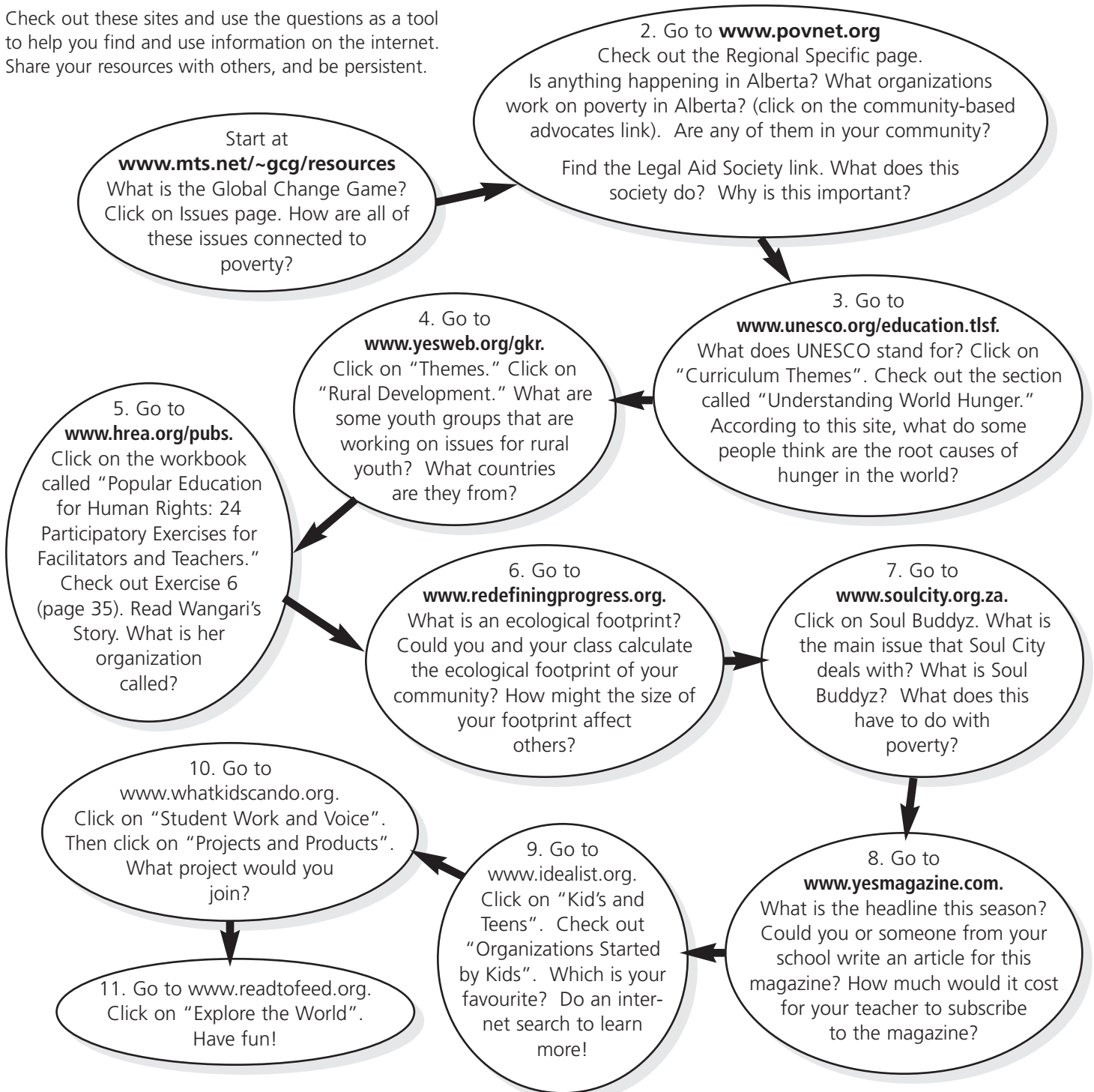
- In your library look at magazines, films, books, and more
- Internet: Find out where you can use the internet and then make a list of five websites that are related to issues that you are working on or are interested in. Try to find local sites, national and then international
- Organizations: Make a list of two organizations that you can contact to do an interview. Write down their name, position and phone number. There are many organizations that have already done lots of research, prepared materials such as posters, hold events etc. **USE THESE RESOURCES IN YOUR OWN GROUP.**

Step 4 INVESTIGATING

If you are thinking about using the internet for resources then you may want to try out the website scavenger hunt below. It is easy to get really overwhelmed with all of the information so here are some good sites to get you started. In addition to this internet access may not be readily available to you or in your community. Do not let this discourage you as there are many other sources. **Internet access may be the issue you decide to work on!**

WEBSITE SCAVENGER HUNT

Check out these sites and use the questions as a tool to help you find and use information on the internet. Share your resources with others, and be persistent.



If you are reading this guide then it may be the first time that you are getting involved in social justice. If it is, then it is really helpful to find examples of other groups or individuals to give you some inspiration. Take a minute to think about someone you really admire, respect or someone that represents something important to you.

- 1) What gives you inspiration or desire to take action or get involved?
- 2) Who inspires you or is a model for the things you would like to do? These might be a teacher, another youth, a community leader, a musician, an artist etc.
- 3) Learn a little more about history and some of the powerful changes that came about by individuals or groups. The internet or the library may prove to be helpful.

Mentors:

If you are doing work in your school or community, it can be beneficial to find a mentor that can help you if you have questions, doubts or encounter barriers that you need support to work through.

If you are going to start a social justice group then here is some advice from a group that was started in Red Deer called, "Students and Teachers Opposed to Prejudice." This version has been adapted.

"Find an open-minded and popular teacher or administrator (or community member) to serve as an advisor. It is useful to have someone with connections to "go to bat" for your group, to offer support and resources, to make crucial phone calls that require an adult figure, to help coordinate events and, perhaps, to identify some possible barriers to your success. It is important to keep the project or group student centred and cooperative. Therefore your mentor should be open to being supportive but not in a decision making role and also someone who can handle some resistance, opposition as sometimes this type of work is not desired by all. A mentor is also someone who can be a reference to check in on school or community regulations for projects."

Now that you have done some of the background work you are ready to plan your action and activities. The first five steps are pre-planning and can be done as an individual or a group. We recommend that you spend some time



by yourself so that you can identify what will be the best project for you. We recommend looking for allies or support from others. This may mean finding others who want to work on the project or those who will help you at very specific times or on specific goals.

You may also discover that the project or topic that you really want to work on, needs a team or a group as it may be too much work for one person. This may include things like painting a mural, starting a community garden, or holding a fundraiser for your school or community.

Quotations and words from others are often useful to read and reflect upon if you have are starting social justice activities or you are looking for more fuel for your fire. Here are a few quotations that you may find inspiring:

“Never doubt that a small group of thoughtful citizens can change the world, indeed it is the only thing that ever can”

– Margaret Mead

“If you think that one person cannot make a difference, think of how effective a mosquito in a tent is”

– said by who?

Step 6 PLANNING POSSIBLE ACTIONS

This part of the process involves using the first five steps and doing a brainstorm on possible ideas or ways to take action.

Make a table with the following information

- What is important to you / What you are passionate about
- For each topic list a possible action
- What have you learned about your topic?

Here is an example:

Fighting poverty as a possible area to work on and collecting clothes for a shelter as a possible action or looking at ways to get local food producers to donate healthy food to those who need it. This is based on what you know about the topic

It is also good to go back to the map you created of your skills and talents

and think of actions that would best utilize those skills. For example if you are very artistic then maybe making a mural could be a potential action or making t-shirts to sell at your school.

****Use a red pen to circle actions you could do right away, yellow for those that require some more planning and blue for long term.** Think about how much time you can contribute to the project.

Step 7 DEVELOPING A PERSONAL ACTION PLAN: "THE POWER OF ONE"

When goal setting remember that no action or idea is too small.

You can take little actions such as how we treat other people, to making different choices about what you buy.

Now that you have identified what you are passionate about, what you want to work on and have some inspiration to keep you going, what is one or more goals that you would like to accomplish?

It may help you to write this down or create a chart that looks like the following:

EXAMPLE: Goal is to cut down on the amount of energy that you are using

Steps towards goal	Support that is needed	Possible challenges	Indicators of success
Ride a bicycle	Biking buddy	Weather, equipment	Physical health, money
Shut off lights	reminders from friends and family	Forgetting or laziness	Money saved on electricity bill
Lower heat	Family support/ school support	Others whom share living space are not in agreement	Money saved on gas bill

Making Leaps and Bounds: Overcoming Challenges and Obstacles

Once you have thought about some of the possible challenges to reaching your goal, it is important to brainstorm on how you might overcome those obstacles. This might be a good to check in with other people and get some new opinions.

Once you have created a personal action plan, you may want to think about the benefits and fun that can come out of working with a group.

TIPS FOR ACHIEVING GOALS

- **Reward yourself** as this will also help with motivation
- Remember to set goals that you have time and energy to accomplish. It may be useful to think about the **SMART** guidelines when setting goals. **Specific, Measureable, Achievable, Realistic, Time targeted**
- Set goals that you can accomplish **in a month and in a week**
- Look for **new inspiration** and do not give up, develop networks
- **Be creative** and spread let others know what you are doing
- Identify a **support group** of friends, family, teachers and community members
- Be SMART but dare to **think big** - many things are possible.

This step is a big one and requires excellent organization. The work of developing a strong, inclusive, energetic group is a **goal and task in itself**. One important part of getting involved in your school and community is about creating new friendships, and learning from others. Make room for all sorts of different people, perspectives and ideas.

A. CREATING A GROUP: "THE POWER OF MANY"

- i) Find a **place** in your school or community where you can have meetings. Make sure it is accessible (a classroom at lunch hour or after school, youth centre, library etc).
- ii) Decide on a **time** when the largest number of individuals would be able to attend. Also think about who is giving you access to your meeting space and if they need to

be there to open the space).

- iii) Find some **individuals** that you know are interested so they can help you to make a poster and publicize your first meeting
- iv) Make a **poster** that has the location, time, date and what the meeting is about. Ensure that you publicize your events well in advance and find out if there are any big events at your school or community that might conflict with your meeting. If you or anyone in your school has artistic talents, ask them if they can help make a poster. If it is fun and interesting it will catch the attention of more people. Make sure that you put up lots of posters and in many different places.

Publicize, Publicize, Publicize !
Spread the word and the energy.

Promotions: When your group is more established then you can

become more creative in your publicity. Things like using your local newspaper, starting an email list, radio etc. Remember to think about who has access to your promotions, not every has access to email or uses it regularly. Do not rely on only one method. **This topic will be discussed in greater detail in the section on media.**

- v) Create a list of **things to talk about** for your first meeting. Some suggestions:
 - getting to know one another
 - what is important to your group
 - what do you want to work on
 - what skills are in the group
 - list things that your group will need such as resources or support
 - list contact information
 - next meeting
 - things to do before the next meeting

10 QUESTIONS TO ASK:

1. Will your group members be excited by the project? Have you built in a "fun" or social time?
2. Does the project offer opportunities for members to develop student leadership, real learning, sharing and friendship?
3. Have you set aside time for orientation, reflection, and evaluation?
4. Will the project be challenging, meaningful, valuable, and necessary?
5. Is there enough work for everyone to do? Is the formula balanced? (Volunteers/Task Hours=Results!)
6. Is it "Do-Able?" – Is the project within the resources (time, people, money, and expertise) of you, your group, or your volunteers? Any special training, orientation, paperwork, medical checks, fees, or background checks needed first?
7. Will it conflict with any other groups or events in your school? Is there a way for you to work together? Would there be groups or individual opposed to your group?
8. Will your group be open to a diverse group of students?
9. Do you have a clear entrance and exit strategy for our project? Do you all understand the roles and responsibilities within the group? Are you prepared for what you will experience?
10. Have you consulted your teachers/principal about how they can help you with the project? Do they know that you are doing this project? Can you get a teacher to help or advise your group?

PLANNING YOUR PROJECT

Three things can happen when students try to get involved in their communities:

- Students can learn about themselves, their community, and about social issues in their community and around the world.
- Students could learn nothing. A group may be involved in a project, but if they are not encouraged to think about their experience, they may leave unaffected.
- Students can learn the wrong lessons – prejudices and stereotypes can be reinforced or created through unexamined and poorly planned projects.

To be successful, your group will need to think, talk, and then act! Remember the ultimate goal of your project and keep working to achieve it.

Adapted from an article called Planning Your Next Successful Volunteer Project, by Mark Cooper. FIU Action Project, 2000. USA.

Step 8 WORKING COLLECTIVELY

After you have established a group then the following are next steps that you can discuss at next meetings. Do not feel discouraged if members of your group leave or decide that this is not what they want to participate in. However make sure that you or someone asks why they decided not to participate.

B. CREATING SOME GUIDING PRINCIPLES

Creating a guiding principle allows you and your group to clearly communicate what it is you are about and this will really help when you are looking for support or looking for more people to join your group. It will also help when you are thinking of goals that you want as a group, as often a big obstacle or conflict in a group happens because not everyone was clear from the beginning what kind of group or club they were joining.

Here is an example of one guiding principle

"We promote the belief that people should be judged based on their own merits, rather than on characteristics like age, gender, religion, "race," ethnic background, physical appearance, sexual orientation or other factors unrelated to the quality of their character. We stress education over confrontation, but are not afraid of challenging racism, sexism, homophobia, narrow-mindedness, and other forms of discrimination that exist".

A simple statement in Article 1 of the United Nations' Universal Declaration of Human Rights states,

"All human beings are born free and equal in dignity and rights."

(This is from Students and Teachers Opposed to Prejudice, 2000)

WORKING COLLECTIVELY: AN OVERVIEW

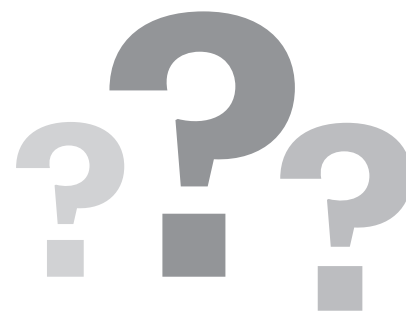
- A. Creating a Group
- B. Creating Some Guiding Principles
- C. Creating Group Norms
- D. Identifying Priorities
- E. Creating an Action Plan
- F. Putting the Fun in Fundraising
- G. Calendar of Events and Strategies for Action
- H. Networking
- I. Skill Building

C. CREATING GROUP NORMS

Having some group norms can really help a group to keep and increase its membership. It is also a group that allows for diversity, and many ideas. Remember that the more ideas and voices that you have, the stronger your group will be. In addition to this you will create a place where people do not get hurt, are discouraged from being involved, or are seen as not needed. A sign of success is many different people working on diverse things.

Some examples of group norms are things like:

- i) Respect the opinions of others
- ii) Create a non-threatening way of giving and receiving feedback or suggestions
- iii) Conflict is good but we commit to creating positive ways of resolving it
- iv) Have a social activity to celebrate successes once a month
- v) Everyone is valued regardless of characteristics listed above as are in the Declaration of Human Rights and Freedoms.



D. IDENTIFYING PRIORITIES

For this step it is useful to start big, and do an initial brainstorm. The objective of a brainstorm is to get all ideas down and is not to decide whether a decision is good or bad. Your group can go through the positives and negatives at a later stage.

This part of the process is the same as doing your personal action plan. You will need to combine your passions, inspirations and the things that are really important to you as individuals.

Remember that combining your interests and skills will require compromise, flexibility, patience and respect.

Do not do this step unless you have adequate time as a group. Ensure that all group members are aware of meetings where decisions will be made. Finally take some time to get to know one another and build the group before all decisions are made.

Remember that having lots of money does not mean your project will be successful. It is important to start with a project that does not require a lot of money or it requires things that can be found or donated. Be resourceful and creative

D. IDENTIFYING PRIORITIES cont'd.

What is important to us	Possible actions	Skills and Experience	Other groups or individuals doing similar work
Fighting poverty	Start a lunch program at school	Sue: math skill for budget Phil: Communication skills for finding community partners	Another school or organization that has info on poverty
Waste	Recycling program in school	Vadim: organization skills to make a list of materials	Community waste management

E. CREATING AN ACTION PLAN

Creating a table like the one here is something that can help you to make a plan, to learn about all of the components of project planning.

Do not forget to seek support and advice from mentors as they may have experience in project planning. Also do not be afraid to make mistakes as these can be valuable learning tools. Remember keep having fun and do not forget the social events.

Creating an action plan helps you to develop many skills and allows you to foresee possible obstacles. You can also identify ways that more and more people can get involved. Remember that participation can take many forms from donating supplies, to time, etc.

For another good example on budgeting see "How youth can create Community Based Initiatives" at Dauphin Youth Service, Manitoba, Canada

Another idea is ask a teacher or mentor to do a training workshop for all of your members. Combine it with a potluck so socializing and skill building happen at once.

You will meet new people and friends along the way. Find partners and share resources. **Have fun and create activities for celebrating success and keeping members interested.**

SAMPLE – Project Goal: Creating a recycling project in your school

What needs to be done?	Who is responsible?	Resources	Deadline	Concrete steps
Develop a budget				- Create a list of everything needed - Create a list of things that can be donated or found for free
Create a schedule				
Get approval				
Find partners				
Create a design				
Train volunteers				

SAMPLE BUDGET – Project Cost of Recycling In School

Services	Amount	Total
Photocopying	(100 copies)	
Transportation of recycled goods	(1 time per week)	
Supplies		
Recycling bins	(2 for each classroom)	
Paint for promotional posters		
Paper for making a schedule		
Equipment		
Vehicle for transport		
Pens, markers, etc. for promotion		
Social events and volunteer appreciation		
Other Expenses		
Postage		
Paper for making a schedule		
TOTAL COSTS		

F. PUTTING THE FUN IN FUNDRAISING: ABCS

Fundraising 101

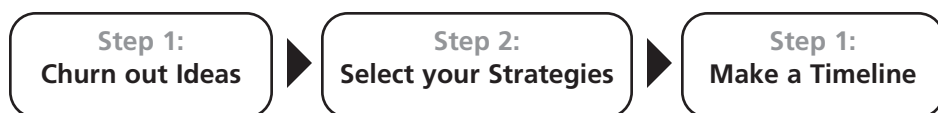
Through your fundraising efforts, you will:

1. **Contribute toward the costs of your project.**
2. **Raise awareness.** By doing outreach activities and spreading the word about your interests or project ideas, you let people know that global issues matter, that community development is important, and that youth can make a difference. When you raise money for project or group you ensure that there is a network of people, organizations, and businesses supporting our programs.
3. **Develop new skills.** Your fundraising and public awareness activities will help you develop some of the skills, knowledge and attitudes that can help you in future education and employment.
4. **Make a connection to your community.** By seeking support within your community, you will make new contacts and strengthen your ties. Sharing your ideas and experiences can be an important contribution to community life.

a) Take time to develop an action plan now!

This plan will help you to figure out how you can reach your fundraising goals within the timeframe you are given. You will surely modify it as time progresses, but your plan will provide the basis for your fundraising activities.

Making your action plan involves **three simple steps**:



b) Think about your community

What size is it? Find experienced fundraisers.

c) Knowing your community is a great tools for fundraising

The better you know your community, the easier it will be for you to make contacts and to know which people, organizations and businesses to approach.

d) Make a list of all the potential people that could support your project:

- | | | | |
|----------------|--------------------|----------------------|----------------|
| • Friends | • Local businesses | • Unions | • School board |
| • Youth groups | • Church groups | • Newspapers | • Municipality |
| • School | • Service Clubs | • College/University | |

e) Preparing Your Message

What is your message? Your message is what you communicate to others when you are fundraising. It can take any form - it can be what you say in an interview or what you write in your letter to a service club. It can even be what you say over coffee with a friend.

Communicating your message effectively is essential. If you take the time to focus on your message now and prepare it well, you will be making fundraising much easier for yourself!



f) Designing Your Message

Designing a message means thinking about "what you want to say" and "how you want to say it." There is no surefire recipe for creating an effective message.

Messages that work generally:

are brief

are accurate

use clear and simple language

focus attention

are appropriate for your audience

g) Make a Presentation

Making presentations is another key strategy that everyone can use in their fundraising efforts.

- small presentation to a committee or board of directors
- classroom presentation
- meeting with an individual
- public speaking in front of a large group
- newspaper interview
- radio interview /public speaking

h) Planning an Event

Work out 3W's

Where will the event take place?

When will it take place?

Who will attend the event (who is your target group)?

Set Objectives

How much money would you like to raise?

How many people would you like to attend?

Make a **timeline**.

Get the Word Out!

Spread the news far and wide, but **focus on your target group**.

Think of Every Detail

Work out all the logistics of your event:

- Do you need volunteers? Who will they be?
- Who will collect the tickets or set up the chairs?
- What if there aren't enough chairs?
- Where are you going to get a sound system? etc.

(Adapted with permission from Canada World Youth)

EXAMPLES OF SOME FUN EVENTS

✦ Car wash

Gather together a group of your friends. Ask the local gas station, the mall, or the grocery store manager for the use of a portion of their parking lot and access to their water tap.

Ask the local hardware store to donate some of the soap and sponges. Make posters. Be visible... and wash away.

If you have enough people helping out, a great location, and wonderful weather, you could raise a few hundred dollars this way. This is a work-intensive activity.

✦ Garage Sale

Ask your friends and family to donate items they no longer want. Place an ad in the local paper or put posters up around town. Tell potential buyers that the money raised will go towards your project(s).

Baked goods, drinks, raffle tickets and a lot of other things can also be sold at your garage sale. This can also be a good opportunity to recognize your donors by mentioning them on your poster.

✦ Potluck dinner with a movie/ music event

Have everyone bring food to share. Rent a movie from the library, a movie store, or community organization.

✦ Coffee House

Ask a local coffee shop or restaurant if you can use their space for one evening. Pick one of their slow nights. Ask some local youth or adult artists or musicians to donate their time and put on some performance. Let people know that all money will go towards your projects. Have information available on the issue you are working on.

✦ T-Shirt Sale

Ask your local used clothing store to donate some used t-shirts or to give a discounted price. Create a fun design and then sell them as a fundraiser. Use positive messages and information so that they are also used to raise awareness.

SUMMARY

- Organizing fundraising events takes a lot of planning, but it can be rewarding.
- Special events can increase awareness about the projects and campaigns that you are working on.
- You will need support from others

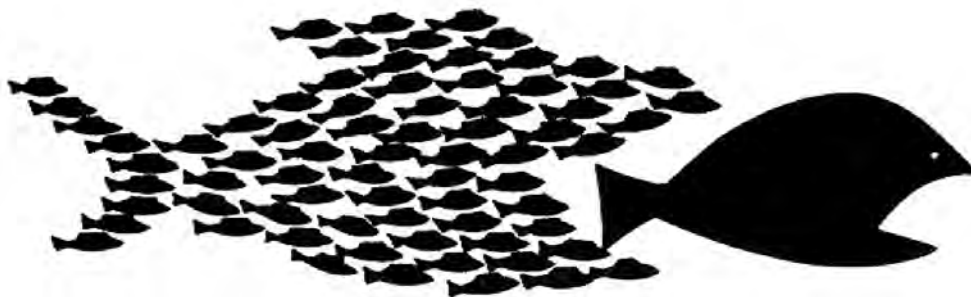
- Set a financial objective for the event. Make sure it is worth your while.
- Publicize the event well.
- Remember to delegate responsibilities to your volunteers.
- Don't lose heart when there are setbacks — persevere and make your event come together.

Grants

Another way to raise money is to look at what grants are available to youth in your community, province and country. Ask teachers and members of your community if they know of grants that are available. Also do an internet search.

G. STRATEGIES FOR ACTION

Flyers: Flyers are a great way to get the message out and to attract people to come to meetings, particularly at the beginning of a campaign. They are a staple of most campaigns and serve to attract attention, inform, and update. Some people respond well to flyers that are posted around a school others respond better when they can take a flyer from a person and talk to them. Try doing both. Unusual artwork, humorous slogans, and fluorescent colored paper will make your flyer stand out.



Petitions: Have a petition that indicates support for an issue. Encourage students, teachers, parents, administrators, and other community members to sign on.

Teach-Ins: These are education sessions and workshops about an issue. They are a good chance to distribute detailed literature and to recruit people for the campaign.

Letter Writing Campaigns: Letter writing campaigns are a great way to bring about change on an issue. You should develop a sample letter that students, teachers, or parents can sign and send in or can use as a model for their own letter. The letter should include why you think your issue is important, any pertinent information such as why individuals should be concerned or involved, and who to contact. Write to your MP, MLA, town or band councillor. For MLA's go to www.gov.ab.ca or MP's at www.canada.gc.ca.

Many schools have areas where student groups can set up tables with information, generally a good way to distribute literature and talk to people. Have copies of the letter available so students can copy in their own words. You can also just stand in busy areas with a clipboard and copies of the letter. If someone won't take the time to write form letters, signed petitions are weaker and less intensive ways to show support. All you need is their name, class year, and signature. It will make it even easier to get students to

sign if you offer to send the letter and/or petition to the administration.

Educate your school: Chances are not everyone in your school knows about the issue or topic that you are working on. One way to recruit more members to your group and to gather support from your school and community is to educate, educate and educate.

Letters to the Editor: Did you know that the letters section is a popular section of the newspaper? Not only do people in your community read the letters, government officials have clipping services that reprint the ones dealing with their area. Letters should be short, direct and well written. Of course, they should be accurate and educate readers about your issue. Watch for opportunities to respond to articles that have been in the paper.

Radio: Sometimes there are opportunities for free access to a radio program to a show once or twice before you call in. (There are some other grammar things)

Check out www.cbc.ca/outfront/ or the teen guide to radio documentaries at www.radiodiaries.org/handbook.pdf to make your own radio show or program.

Websites: Creating a website for your group can allow you to have permanent information and to keep people updated. It can also cut down on the amount of paper that is used by your

CALENDAR OF IMPORTANT DATES

- International Peace Day: September 21 (United Nations)
- International day for the Eradication of Poverty: October 17
- Buy Nothing Day: November 27
- World Aids Day: December 1
- End Violence against women: Montreal Massacre December 6
- Human Rights Day: December 10
- International Women's Day March 8
- International Day for the Elimination of Racism March 21, 2004
- World Water Day: March 22
- World Health Day: April 7
- Earth Day: April 22
- International Workers Day: May 1
- Lesbian, Gay, Bisexual and transgender Pride Days: June

group or for your actions. Also with a website, interested students have somewhere to go for more information. If you do not know how to make a website find someone that does in your school or community and ask them to give a workshop on the basics.

Tabling: Set up an information table in a busy part of your school or community where you can hand out literature, talk to people one-on-one and get people to sign your petition. Tables also create visibility for your campaign and is a good way to recruit new members.

Class Assignments: If possible complete one of your class assignments on the topic or issue that you are interested in. This will help with your knowledge of the issue. You can also use the research you do for creating flyers or other publicity materials.

Create a buzz: Make your campaign an exciting issue at your school that everyone is talking about. All around your school or community, people should be seeing your campaign – through posters, literature and events. If you make your campaign exciting and appealing people will be asking for info about the issue and how they can support the campaign

H. NETWORKING

Try to work with other groups and organizations. There is a lot of resources and information that already exist. This can save your group a lot of time and effort as well. Networking will help your group to develop support for your ideas and fundraising events, and increase your access to grants. Getting to know others is an important part of spreading the word and the energy.

As one group says:

“Any kind of networking that you do in your community can be useful. Send letters or make calls to agencies or groups that seem naturally related to the issues you are tackling. In many cases there are people who have an interest in your issues and want to get more involved, or have resources that can help you achieve your goals. Networking is also important as it allows your group to get new perspectives on issues and learn to work across differences in approach and priorities.”

(Students and Teachers Opposed to Prejudice)

I. SKILL BUILDING

Skill building is related to networking as you can find opportunities in your community and school for you and your members to develop new skills. Training can also be an incentive to keep members interested and to offer a way to say thanks.

Make a list of all of the skills that your group needs and wants to acquire.

Here is a list to give you some ideas.

- 1) Conflict resolution
- 2) Team building
- 3) Organizing skills
- 4) Public relations and communication skills
- 5) Button making
- 6) Budgeting
- 7) Tie-dyeing t-shirts
- 8) Computer design skills
- 9) Leadership training
- 10) Consensus decision making
- 11) Anti-racism training
- 12) Media skills

Remember that skill building can happen within your group and does not always require someone from the outside. Share the skills you have!

WAYS THAT YOUTH CAN MAKE AN IMPACT ON THEIR WORLD

- By sharing your interests in music, art, drama, sports, and culture
- By being yourselves, unique and different
- Share in decision making and vision for how you want your school and community to be
- As voices speaking out against injustice and oppression
- As volunteers at charities, churches, schools and fundraisers
- As organizers of petitions, campaigns and protests
- As advocates for social and environmental justice
- By being models through conscious consumption
- As entrepreneurs creating job opportunities and businesses

Reminder:

Youth are diverse and do not all feel, act or think the same way. Do not speak for all youth and do not allow others to do the same.

Celebrate and recognize differences.

Step 9 SHARING THE MESSAGE: Media and Publicity



QUICK TIPS FOR BEING MEDIA SAVVY

- 1) **Be your own media:** Create buttons, stickers, t-shirts, posters, magnets, music, poetry, and/or theatre to promote your group or project and to talk about the issues that are important to you and your group.
- 2) **Publicity is necessary:** Telling about your youth initiated projects have many positive impacts and can attract new individuals, help develop partnerships, and importantly can break down the myths and stereotypes that some people may have about youth
- 3) **Word of mouth:** Remember to know your issues well and do the research before sharing the things that you have learned about issues. Many people will get involved because they see you or your group as a **living example of positive youth action and change**.
- 4) **Be positive:** A lot of social change work involves researching difficult issues and at times you or those individuals you are sharing with may feel overwhelmed or without hope. Always combine talking about issues with some possibilities for getting involved or taking action. Offer small steps or actions, some of which can be immediate.
- 5) **You do not need to be an expert:** Talk about your own experiences, your own community, and your own ideas. Those around you will be inspired by the things you have learned and are trying to do. This means doing research, and also valuing your own knowledge.

- 6) **Develop media materials:** Take some time to develop well made posters and information. Also take some time for your group to learn more about the issues you are working on and develop a list of key points as this will help you in your media work. Never stop learning as there is often new information.
- 7) **Document what you do and learn new media skills:** Interview youth at your school with a tape recorder and make a small radio documentary on youth views or issues important to youth, take photographs of your community and put them on display. Maybe

you can borrow a video camera and talk to teachers and students about the school or community.

- 8) **Creating memory.** It is also useful to keep a record of events and things that you do so that you begin to create a group history. Documentation can also help for your own group evaluation, to get some funding, to help other youth in their initiatives. This may also help those in your community to identify what resources and skills youth have and need.
- 9) **Find and discover alternative media sources** such as www.indy-media.org

THAT'S NEWS TO ME – How to Connect Your Project with the Media

Here are some ways to gain access to the media.

DON'T BE SHY: You Have an Important Message!

- **Know your community:** Don't put someone who is new to town/school in charge of publicity for an event. It should be someone who understands how things work in your community
- **Get to know the media:** Make a complete list of all the media in your community, including the community radio station or other alternate or religious media—find out who is in charge of news or public affairs or community events at each one; check to see if it is convenient to drop in, send a letter or press release or hold a news conference; get to know the deadlines of the various media.
- **Send a news release** (See *instructions page 24*): Write in the style of the media you are addressing. That means answering the five Ws (Who, What, Where, Why, When) and How. Write in the inverted pyramid style: the most important information at the top if the story.
- **Write an article:** If you have a writer in your group, use his or her talents. Follow the suggestions on *Writing a News Release*. Check with the newspaper or magazine ahead of time, as some publications don't want freelance work even if offered for free.
- **Assume nothing:** Chances are the journalists covering your activities will know very little about social or global justice issues. Most journalists are "generalists" who know a little bit about a variety of topics. Be patient. Offer background information. They will appreciate any help you can give to make their job easier.

(Adapted from *Ten Days for Global Justice Education and Action Guide "Closing the Gap"*, Toronto, Ontario, first published 1993, and *People & Planet Media Work Guide*, London, England. 2002).

WHICH MEDIA SHOULD YOU CONTACT?

Try as many of these as you feel up to—maybe start locally and work up! Think of where you have seen or heard similar stories before.

- **School paper/newsletter:**
Probably the easiest to start with and the most useful for you as a group. They can help you recruit new members, and let others know about your projects.
- **Local papers and radio:**
They love stories about young people doing interesting things, and especially photo opportunities, so it's worth contacting them. Don't forget newsletters of local service clubs, churches or other community groups!
- **What's On:** Don't forget the free "What's On" guide in many newspapers and local radio as a way of promoting your event. Some cable television stations will also have public service announcements (short, catchy "ads" for your organization or event).
- **Alternative media groups:**
Try youth-focused magazines (check the school library for names and addresses of ones that look appropriate), and any other organizations that you think may be interested in your work.
- **National media:** If you think your story is good enough, why not release it to the national media? They hold stories on file, so even if you don't make it in the first time, they may look you up sometime in the future.

BACKGROUND WORK

To make your media effective, you will need to do a little research.

- **Contact information:** You will need to find the media outlet's name, phone number, fax number, and e-mail.
- **Name of the reporter or editor** who will be the most interested in covering your story (if your story is on a town cleanup project, you may want to contact the reporter who does environmental stories, for example).

Now – give them a **call and introduce yourself**. Explain a little bit about the group, what you do and why. Tell them you're available for an interview (assuming you are) on the issues you work on, and say that you will send them news releases whenever your group does things.

You could offer to write an article for their paper (this may seem a little bit like you are doing their work for them, but newspaper employees are very busy, and this may make the difference in getting your story out there!) What you are doing is good news – you want to make sure that you are letting people know about your project in the best, most creative way possible.

Now that you've done the background stuff, **it's time to get the story out there**. You'll usually do this through a press release or by writing an article.

WRITING A NEWS RELEASE

To be effective, a news release needs a certain format.

- First, on paper with the school logo (if you can), make sure it says **"News Release"** at the top.
- Next, give your **contact details** (or those of whoever is dealing with the media). Preferably this would be a number where someone could reach you during office hours.
- **Date it** and give it a **snappy title** (think newspaper headlines).
- Make it clear **when the story is for**, if there is a deadline for an event, etc. In most cases you can just say "For immediate release".
- Use the **first paragraph to outline the whole story in brief**.
- Expand in the second (and maybe a third) paragraph, with extra layers of information in decreasing order of importance (remember that editors "cut from the bottom").
- **Stick in a quote** from a group spokesperson. The print press will often use this in their story, so make it count – try to keep it short but with lots of impact.
- Round up with a **concluding paragraph**.
- Mark the Release **"ENDS"** so that they know it's over (this sounds obvious, but do it anyway!).
- Repeat the **contact details**.

All of the above **should fit easily onto a letter-sized** (8.5 x 11) side and be in legible size and font. Don't try to get arty, this isn't the time or place. You may include a good quality photograph if you have one. **Check it** and then get someone else to double check it for mistakes. Has it got all of the important information on it? (5 W's and How?) Now **fax or e-mail** it to arrive in time for the news deadline.

To recap – **keep it short, keep it clear**. Make sure the 'who, what, when, where and how' are included.

Step 9 SHARING THE MESSAGE: Media and Publicity

FOLLOWING THROUGH

It is not a case of just sitting back and waiting for CBC or Much Music to appear and make you all famous. Once you're happy that your news release has arrived, pick up the phone and check that it arrived safely. This is really just a shallow ploy to say "Hey, read our news release, it's a great story and you'd be foolish to miss it!" While you are on the phone, ask them if they are clear on the detail and if they have any questions. Thank them for their time.

Don't despair if no media publish your story or come to your event. Press release an update afterwards. Keep trying!

INTERVIEWS

Interviewing can be intimidating, but is a great way to get your message across. With a bit of preparation, you can interview with confidence. Here are a few tips.

- **Think through what you want to say.** Find the three most important bits of information and try to have a fact or 2 to back them up. Don't get adventurous or ambitious. Just get these three points across clearly and ignore anything else. Whatever you say will most likely be cut down to a handful of seconds for a news bulletin, so there's no point in getting into long explanations or arguments. **Keep it short and focused** and rehearse it beforehand.
- **Say your three things and go home happy.** If they ask you other questions that you aren't comfortable answering, you can always refocus the interview back to your three main points.

- Remember – **it's not just what you say, but how you say it.** You need to sound suitably knowledgeable and committed to the project. Don't shout or argue. Short firm sentences will get you a long way! Practice them in advance.
- If you are worried about the interview, **ask to see the questions in advance.** This is very common, and most reporters don't mind.
- **Don't give interviews to media or journalists who are likely to twist what you are saying against you or your group.** In most cases, especially with local media, they will try to paint your project in a positive light. But if you feel uncomfortable at any time, you have a right to refuse to answer a question, or to discontinue the interview.

Good Luck!



Creating Global Community

Think of no one as them

Listen to music you do not understand

Question consumption • Look for fair trade labels

Acquire few needs • Learn people's history

Redefine progress

Understand the global economy in

terms of people, land and water

Refuse to wear corporate logos

Know that no one is silent though many are not heard

(Syracuse Cultural Workers 2002)

Step 10 BUILDING SOLIDARITY

DECISION MAKING

One of the most important decisions that your group will make is **HOW TO MAKE DECISIONS**. You are most likely aware of some ways of making decisions like voting or by picking a name out of a hat. It is useful to take some time to discover different ways of making decisions and identify their advantages and disadvantages. They all have strengths and weaknesses. You will then need to decide as a group what model you will use. **Process is just as important as product.**

MODELS OF DECISION MAKING

- 1) Voting with 51% majority.
That means that 51 percent of your group have to be in favor of a particular decision.
- 2) Voting with 80% majority.
This means that 80% of your group needs to be in favor of a particular decision.
- 3) Consensus decision making.
This means in a simplified way that all members of your group need to be in favor of a decision.

Whatever model you use it is important to spend time on group process and here is a checklist to help you do that.

- Have all perspectives been heard
- Have all voices been listened to in the decision making process
- Have some individuals been dominant and exerted pressure on others
- Will the decision bring harm to the group or some of its members
- Are all members respected and equally valued in the decision making process

- Does the group have enough information to make the decision
- Do some members in your group have more power than others, if so how can this be transformed
- Think about which individuals or groups in society have more decision making power. Why do they have more power?

We are including more information on Consensus decision making because it is the model that individuals often have the least information about. It is also a model that really aims to be inclusive and value many perspectives and ideas over a small majority. It requires more commitment and work and allows those who use it, to develop many other skills.

CREATING A STRONG, INCLUSIVE GROUP

"We live in a world of inequalities and injustices. As a youth organizer, not only will you join the struggle to battle these injustices, but you will find yourself influenced by them as they affect the way you relate to others, how your group works, and the way you approach different issues. Remember that your struggle is never isolated from the other injustices of the world- They are all embedded within one another, and fighting for one cause means fighting for other causes as well."

(Fire it Up; www.takingitglobal.org/voices/resources.html)

In order to achieve the goals that you have set out for your group, it is important to take some time to get to know one another personally, build community, and create room for many people to get involved.

Here are some pointers to assist your group:

- Have introductions and "get to know" your activities at the beginning of every meeting or event
- Try to avoid making generalizations
- Learn about stress management and time management and how to say no as well. Try not to take on too much.
- Break down stereotypes, question your assumptions
- Find out more information about race, class, gender, sexual orientation, ability, colonialism, privilege, poverty, power. Remember that we are all a part of the problem and the solution. Do not feel guilty, get involved.
- Be aware of how much you are talking in a group discussion, create room for other voices
- Speak for yourself and not others
- Promote your events ahead of time, share skills and opinions
- Share roles and ensure that everyone has the chance to learn the skills and responsibilities related to each role that your group has
- Be accountable and ensure that everyone has information and knows their responsibilities
- Make room for feedback and support
- Try to be as organized as possible

Step 10 BUILDING SOLIDARITY

CONSENSUS DECISION MAKING

Compiled by the Simon Fraser University
Public Interest Research Group (SPIRG)

HISTORY

Quakers have been using consensus since the 1600s. Although they developed the formal process we use today, Indigenous peoples all over the world have used it in less formal ways for centuries. Feminist organizations began to use it in the 60's in order to counter the hierarchical structures they saw both in society and within the 'social change' movements of the day. Many feminist and activist organizations use it today as a practical way to counter-act ingrained power structures. Consensus has been used successfully with groups of several hundred people, both for meetings of large formal/informal networks and for one-off groupings.

Majority Rule

- Assumption of competition: some must lose and some must win. This always produces a silent and forgotten minority. What happens to these people? Eventually, they leave.
- Little real listening & learning going on, just trying to prove your own points.
- Often has a hierarchy which dominates the discussion and influences everyone else.
- Shy people, people with different cultures or languages, women, children, etc, are often ignored if they don't participate in normally assertive fashions.
- Often, quick decisions are made that may not be the best ones. People often feel the "debate" is focussed only on a 'yes' or a 'no' vote to the original proposal rather than brainstorming alternatives.
- Concerns about process & group dynamics are often left unaddressed, seen as secondary to "getting things done."

Consensus

- Stresses the co-operative development of a decision and the active search for common ground rather than differences.
- Everyone's support is needed to finalize the decision, so softer or culturally undervalued voices are actually encouraged and attended to.
- The decision will usually garner greater commitment to follow through & carrying it out, because everyone was involved in making it.
- Both feelings and logical arguments are considered important.
- When a decision is not favourable to the whole group, time is often taken to find creative and often better solutions.
- Attention is paid to the process of making the decision, not just the product.

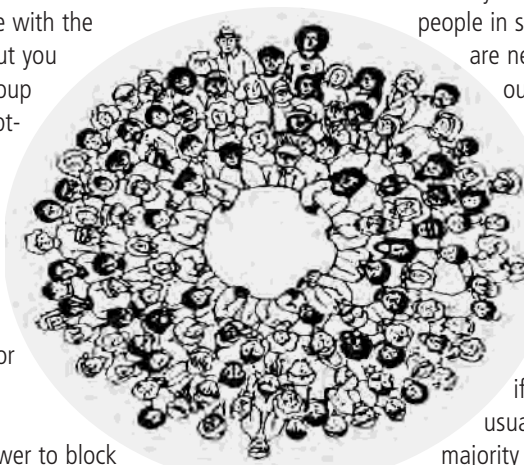
Rules of Consensus

Consensus does not mean that everyone agrees with the decision, but that everyone is willing to live with it.

STANDING ASIDE - If you do not agree with the direction that the group is heading in, but you are not willing to stop the rest of the group from going ahead with a generally accepted idea, you can choose to stand aside. This should only be done after you have clearly articulated your concerns and there has been discussion from the group about them. If there are more than one or two people standing aside, it would be wise to continue to search for other ideas and compromises.

BLOCKING - One individual has the power to block a decision, even if it goes against something that the rest

of the group agrees to. Again, this should only be done after lengthy discussion, and only in situations where you feel that the decision is morally wrong and would harm the group or other people in some way. Good conflict management skills are necessary in these situations to try and work out solutions.



MODIFIED CONSENSUS - Some groups, especially larger ones, use a modified form of consensus that allows for a fall back to voting if consensus is not working or if someone is blocking a decision that the group feels strongly about. A vote must be taken to determine if a vote will take place. Both votes must usually garner 2/3 or 75% approval. A simple majority is not acceptable.

CONSENSUS DECISION MAKING

ATTITUDES THAT PROMOTE AND HINDER CONSENSUS

Attitudes that Support Consensus.....

COOPERATION

- share information freely
- acknowledgement and acceptance of difference
- recognition that there is no one "right" answer

ACTIVE LISTENING

- not thinking on your own ideas while other members are speaking
- allow somebody's new or controversial idea to percolate in your mind before you respond

COMMON OWNERSHIP OF IDEAS

- "we all hold a piece of the truth"
- someone's "great idea" is often the result of some of the previous suggestions made by others.
- whole group takes responsibility for failures, tries not to blame individuals

MUTUAL TRUST

- willingness to be vulnerable
- willingness to compromise

VALUE FEELINGS

- the greater the acceptance of the whole person, the more efficient, open and trusting the group dynamics will be

VALUE CONFLICT

- conflict is natural and only signifies that there is disagreement and diversity in the group
- if handled cooperatively, conflict could lead to more options and possibly better decisions

EQUALIZE POWER

- if some members possess more information, communication skills, experience, privilege, etc; special attention should be paid to how this power is used and attempts made to share it

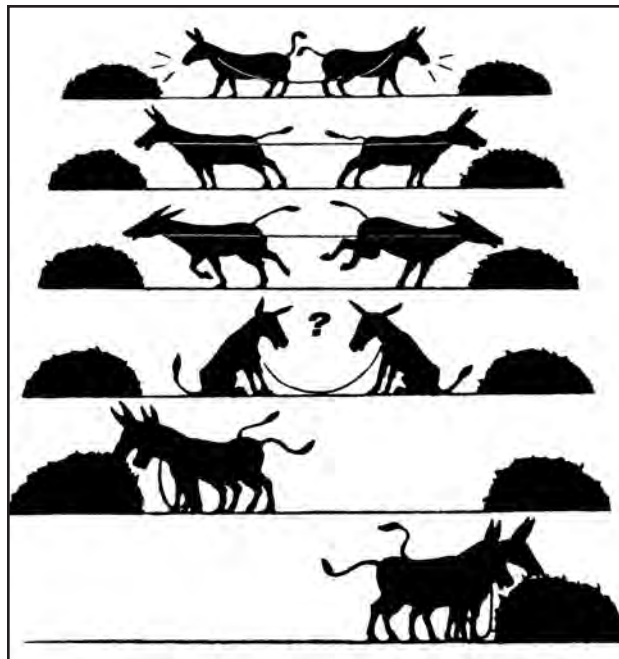
Attitudes Which May Impede Consensus.....

COMPETITION

- achieving your own goals at the expense of others - withholding information, manipulation, focus on other's weaknesses, etc.
- belief that there is only "one way" to do things.

LACK OF INTEREST IN OTHERS

- putting your personal needs ahead of others'
- focussing on your own ideas and contributions
- not listening to other's input



OWNERSHIP OF IDEAS

- your ideas are "your property" and you expect personal credit for them
- not open to suggestions or compromise, or to other members taking your ideas and changing them

SUPPRESSION OF FEELINGS AND CONFLICT

- logic valued above feelings
- idea that conflict is "wrong"

RELiance ON AUTHORITY

- depending on others to give "answers"
- not valuing your perspectives, potential contributions & ideas as much as the others'

LACK OF PARTICIPATION

- not actively participating in the process, either through active listening and/or contribution of ideas and opinions

UNACKNOWLEDGED BIASES

- unspoken judgements, racism, unresolved conflicts, unpleasant past dealings, sexism and other prejudices affect the way you listen to others

Step

11

REFLECTION AND EVALUATION

Evaluation is a step not to be forgotten about. By evaluating we can make our events better and our efforts stronger. We can also develop knowledge about what skills we personally have or need to learn.

Evaluation is not only about whether or not something was good or bad. For example, it can also be about how many people were involved, what was learned in the process, if everyone was heard and respected in the process, or how many people expressed interest in getting involved in the next event.

Remember in order to do an evaluation it is necessary to return to your **original goals or objectives** so you can decide if they were met. Do an **internal** evaluation by organizers and an **external** evaluation by those who

went to the event, saw the film, bought the t-shirt etc.

Be creative when you are designing your evaluations, learn about different ways of doing evaluations such as:

- Written questionnaire
- Cherries and lemons. Get everyone involved to think about one positive (cherry) and one negative (lemon)
- Every one writes down one thing they learned from the experience
- Make a list of resources that you need to sustain your efforts in the next action or event
- What was the result of the action I or my group took?
- Keeping a suggestion box in a place where other students or community members can access it.

“Freedom is not worth having if it does not include the freedom to make mistakes.”

– Gandhi

DO NOT FORGET TO CELEBRATE YOUR PERSEVERANCE, TALENTS AND THE FACT THAT YOU HAVE ALREADY HAD ONE OF THE GREATEST SUCCESSES, AND THAT IS GETTING INVOLVED!!

There is a lot to learn from both your positive and negative experiences. Do not give up – reach out!!

Step

12

CELEBRATING SUCCESSES AND CARING FOR GROUP MEMBERS

In order to sustain our energy, passion and ability to do social change work we must take care of ourselves. Here are some pointers on how to do that.

- Start small and do not try to do too much.

Show Your Group You Care – Volunteer and Member Appreciation

After you have found people who are interested in helping with your project, here are some ways to keep them around, and to keep it fun!

- After recruiting volunteers, find or make opportunities for them to get involved right away.
- Have clear goals and expectations of what volunteers will do.

- BE FLEXIBLE – try to include everyone—even those who can’t commit as much time to the project as others can.
- Make sure volunteers or group members understand the importance of the task they are doing, and how it fits into the rest of the project. Most people don’t mind doing menial work if they know that it means something to someone.
- Never allow people to feel that you wasted their time or that they weren’t really needed.
- Provide food & beverages after projects or meetings.
- Give honest praise. Say thank you; make people glad they came out to participate.

- Celebrate birthdays of group members!
- Try to have training sessions or other opportunities for group members to develop skills. Ask a guest presenter to come and teach a skill that members would like to learn—e.g. public speaking, website design, etc.
- Recognize volunteers in speeches, media, meetings, etc.
- Give out little presents—t-shirts, pins, book bags, etc.
- Have parties, retreats, picnics, movie nights, potlucks, skating parties and other events that are just for fun.



Associated Press/Eduardo Verdugo

Subcomandante Marcos stands amid Zapatista women and their children in Chiapas, Mexico.

Prayers for a Dignified Life

A Letter to Schoolchildren

About the Zapatista Uprising

BY SUBCOMANDANTE MARCOS

The Zapatista uprising in Mexico began on New Year's Day 1994, the day that NAFTA — the North American Free Trade Agreement — took effect. The rebels of the Zapatista National Liberation Army (EZLN) came out of the Lacandón Forest in the south-eastern state of Chiapas, demanding an end to the exploitation and repression of the largely indigenous peasantry of the region.

Chiapas is home to almost a million Indians — Ch'ol, Lacandón, Tzeltal, Tzotzil, Tojolabal, and Zoque. At the time the rebellion began, according to government statistics, 35% of the dwellings of the region had no electricity, and 51% had dirt floors. Four out of every 10 workers made less than the official minimum wage of about \$3 a day. But conditions for most indigenous

people of Chiapas and Mexico were much worse.

The region itself is not poor. For example, more than half of all of Mexico's hydroelectricity comes from dams in Chiapas. But, as Zapatista leader Subcomandante Marcos wrote in 1992, before the rebellion began: "Chiapas is bled through thousands of veins: through oil ducts and gas ducts, over electric wires, by railroad cars, through bank accounts, by trucks and vans, by ships and planes, over clandestine paths, third-rate roads, and mountain passes."

Soon after the rebellion began, Marcos wrote the following letter to schoolchildren in Guadalajara, in response to a letter they had written.

—The editors

To the Solidarity Committee of Elementary Boarding School #4, "Beatriz Hernández," Guadalajara, Jalisco, Mexico.

Boys and girls,

We received your letter of February 19, 1994, and the poem "Prayer for Peace" that came with it. It makes us very happy to know that boys and girls who live so far away from our mountains and our misery are concerned that peace should come to Chiapan lands. We thank you very much for your brief letter.

We would like you (and your noble teachers) to know that we did not take up arms for the pleasure of fighting and dying; it is not because we don't want peace that we look for war. We were living without peace already. Our boys and girls are like you, but infinitely poorer. For our children there are no schools or medicines, no clothes or food, not even a dignified roof under which we can store our poverty. For our boys and girls there is only work, ignorance, and death. The land that we have is worthless, and in order to get something for our children we have to leave home and look for work on land that belongs to others, powerful people, who pay us very little for our labor. Our children have to begin working at a very young age in order to be able to get food, clothing, and medicine. Our children's toys are the machete, the ax, and the hoe; from the time they are barely able to walk, playing and suffering they go out looking for wood, cleaning brush, and planting. They eat the same as we do: corn, beans, and chile. They cannot go to school to learn Spanish because work kills the days and sickness kills the nights. This is how our children have lived and died for 501 years.

We, their fathers, mothers, sisters, and brothers, no longer want to carry the guilt of not doing anything to help our children. We look for peaceful roads to justice and we find only mockery, imprisonment, blows, and death; we always find pain and sorrow. We couldn't take it anymore, boys and girls of Jalisco, it was too much

pain and sorrow. And then we were forced to take the road to war, because our voices had not been heard.

Boys and girls of Jalisco, we do not ask for handouts or charity, we ask for justice: a fair wage, a piece of good land, a decent house, an honest school, medicine that cures, bread on our tables, respect for what is ours, the liberty to say what is on our minds and to open our mouths so that our words can unite with others in peace and without death. This is what we have always asked for, boys and girls of Jalisco, and they didn't listen. And it was then that we took a weapon in our hands, it was then that we made our work tools into tools of struggle. We then turned the war that they had made on us, the war that was killing us — without you, boys and girls of Jalisco, knowing anything about it — we turned that war against them, the rich and the powerful, those who have everything and deserve nothing.

That is why, boys and girls of Jalisco, we began our war. That is why the peace that we want is not the peace that we had before, because that wasn't peace, it was death and contempt, it was pain and suffering, it was disgrace. That is why we are telling you, with respect and love, boys and girls of Jalisco, to raise high the dignified flag of peace, to write poems that are "Prayers for a Dignified Life," and to search, above all, for equal justice for everyone.

Salud, boys and girls of Jalisco.

**From the mountains of the Mexican Southeast
CCRI-CG of the EZLN
Mexico, February 1994
Subcomandante Insurgente Marcos**

Excerpted from Shadows of Tender Fury: The Letters and Communiqués of Subcomandante Marcos and the Zapatista Army of National Liberation, translated by Frank Bardacke, Leslie López, and the Watsonville, California Human Rights Committee, New York: Monthly Review Press, 1995.

R

RESOURCES – Websites

Alberta Council for Global Cooperation
www.web.net/acgc

Alberta Civil Liberties Research Centre
www.aclrc.com

Activist Network
www.activist.ca

Alternatives for a Different World
www.alternatives.ca

Alberta Environment Network
www.web.net/~aen

Aga Khan Foundation Canada
www.partnershipwalk.com

Alberta Human Rights Education Council
www.albertahumanrights.ab.ca

Alberta Public Interest Research Group
www.apirg.org

Arusha International Development
 Research Centre
www.arusha.org

Amnesty International
www.amnesty.ca
 In Alberta: www.amnesty.ab.ca

Alberta Native Friendship Centre
 Association
www.albertafriendshipcentres.ca

Association for Progressive
 Communications
www.apc.org | www.web.net

Alberta Wilderness Association
www.albertawilderness.ca

Campaign 2000
www.campaign2000.ca

CANESI: Canadian Network to End
 Sanctions on Iraq
www.canesi.org

CAUSE Canada
www.cause.ca

Council of Canadians
www.canadians.org

Change for Children Association
www.changeforchildren.org

Canadian Crossroads International
www.cciorg.ca

Canadian Council for International
 Cooperation
www.ccic.ca

Canadian Catholic Organization for
 Development and Peace www.devp.org
 Canadian Council on Social Development
www.ccsd.ca

Canadian Foodgrains Bank
www.foodgrainsbank.ca

Child and Family Canada
www.cfc-efc.ca

Canadian Hunger Foundation: Partners in
 Rural Development
www.partners.ca

Canada's Human Security Program
www.humansecurity.gc.ca

CivilRights.Org
www.civilrights.org

Canadian Kindness Movement
www.kindness.ca

Canadian Organization for Development
 Through Education
www.codecan.org

Canadian Parks and Wilderness Society
 (CPAWS)
www.cpaws.org

Canadian Red Cross Society
www.redcross.ca

Centre for Social Justice
www.socialjustice.org

CUSO
www.cuso.org

Canadian Women for Women in
 Afghanistan
www.w4wafghan.ca

Canada World Youth
www.canadaworldyouth.org

EcoCity Society
www.ecocity.ab.ca

Edmonton Multicultural Society
www.edmontonmulticultural.com

ETC Group: Action Group on Erosion,
 Technology and Concentration
www.etcgroup.org

FEESA: An Environmental Education
 Society
www.feesa.ab.ca

Free the Children
www.freethechildren.org

Global Exchange
www.globalexchange.org

Greenpeace Canada
www.greenpeace.ca

Habitat for Humanity Canada
www.habitat.ca

International Development Studies
 Network
www.idsnet.org

International Institute for Sustainable
 Development
www.iisd.org

IMPACS: Institute for Media, Policy and
 Civil Society
www.impacs.org

Justice 4 Youth
www.justice4youth.com

KAIROS info@kairoscanada.org
www.kairoscanada.org

Learning for a Sustainable Future
 (UNESCO)
www.unesco.org/education/tlsf

Maquila Solidarity Network
www.maquilasolidarity.org

The Mustard Seed
www.theseed.ab.ca

Oxfam Canada
www.oxfam.ca

Parkland Institute
www.ualberta.ca/parkland

Pembina Institute for Appropriate
 Development
www.pembina.org

Random Acts of Kindness Foundation
www.actsofkindness.org

Ryan's Well Foundation
www.ryanswell.ca

Sierra Club – Prairie Chapter
www.prairie.sierraclub.ca

Street Kids International
www.streetkids.org

Sierra Youth Coalition
www.sierrayouthcoalition.org
www.takingitglobal.org

University of Alberta International Centre
www.international.ualberta.ca/intlcent

UNICEF
www.unicef.org
 Canada Specific www.unicef.ca

USC Canada
www.usc-canada.org

Woodlot Association of Alberta
www.woodlot.org

War Child Canada
www.warchild.ca

World Resources Institute
www.wri.org

RESOURCES – Books and Magazines

BOOKS:

Ada, Alma Flor. 1993. *My Name is Maria Isabel*. Atheneum. New York, NY.

A fiction book about a young girl who is new to a school. Her teacher doesn't call her by her real name. Maria Isabel must find a way to convince her teacher and classmates that if she loses her name, she has lost an important part of herself.

Bigelow, Bill & Bob Peterson, eds. 2002. *Rethinking Globalization: Teaching for Justice in an Unjust World*. Rethinking Schools. Milwaukee, Wisconsin.

This book offers an extensive collection of readings and source material on critical global issues, plus teaching ideas, lesson plans, and rich collections of resources for classroom teachers. Great resources for websites, books, music and videos.

Klein, Naomi. 2000. *No Logo – Taking aim at the brand bullies*. Vintage Canada. Toronto.

Written by one of Canada's most high profile young activists, this critique on the world of corporate manufacturing and globalization resonates especially with younger people.

Suzuki, David and Holly Dressel. 2002. *Good News for a Change—How everyday people are helping the planet*. Greystone Books. Vancouver. Stories about people who are making positive environmental and social contributions to the world.

MAGAZINES

Yes Magazine – especially for youth, it looks at important issues from a high school perspective. This magazine focuses on the positive efforts of youth, instead of dwelling on depressing stories and statistics.

Tunza Magazine – The United Nations Environment Program magazine. Great articles written by youth from around the world. Check it out at www.ourplanet.com. Click on TUNZA.

New Internationalist Magazine – A great magazine that focuses on one issue every month—e.g. poverty, environment, etc. You can read an easier version in the "Teaching Global Issues" section of their website—www.newint.org.

CONCLUSION

We hope that you find this guide useful, that you use it but also think about how it can be improved. Please let us know at Change for Children, what can be improved by sending an email to cfca@change4children.org, or calling us at 780-448-1505.

In addition to this we are really hoping to hear about the activities that you are doing in your school and community so let us know, and also let us know if we can provide any additional support to you.

Some final thoughts on youth engagement:

This project is based upon the belief that if the opportunity is there, youth will act. That if the resources and support are in place, youth will continue to act. We think that youth do not need to be empowered – that youth are passionate, interested and opinionated, and that what they need is the opportunity and space to express that.

We hope that this gives you some of the resources, information and ideas for those of you whom are interested.

We don't want to empower you – we know you have power. We want you to use it.

Understanding means looking deeper, putting ourselves in the picture, finding the connections that aren't immediately obvious. Understanding is more personal, it requires effort, it means stepping outside our comfort zones and accommodating new ways of knowing to our old ways of thinking. Understanding is active, it is an act.

John Humphrey Centre for Peace and Human Rights

Ignite Change Now: Youth Action Toolkit



John Humphrey Centre
for Peace and Human Rights
pour la paix et les droits de la personne



ACGC 
Alberta Council for Global Cooperation

JOHN HUMPHREY CENTRE FOR PEACE AND HUMAN RIGHTS

The John Humphrey Centre for Peace and Human Rights, named in honour of the Canadian-born principal writer of the United Nations' Universal Declaration of Human Rights, was established in Edmonton, Alberta in June 2000 as an outgrowth of the Human Rights Education Foundation, established in 1998.

The Centre envisions a world that manifests a culture of peace and human rights in which the dignity of every person is respected, valued and celebrated and aims to support such a world through educational programs and activities, community collaboration and relationship building guided by the principles enshrined within the Universal Declaration of Human Rights. The underlying belief is that many social problems such as poverty, conflict, bullying, racism, civil strife and other ills may be relieved through a commitment to human rights.



From August 1 – 4, 2007 young delegates from around the world gathered in Edmonton at the Global Youth Assembly (GYA) to discuss local and global issues, exchange ideas on how best to address local and global problems and challenges, and begin to develop individual and collective action plans that represented concrete measures for improving individual lives and communities.

Participants at the 2007 GYA were inspired to become global citizens - learning about the problems facing local and global communities, developing the skills and collaboration necessary to work individually and collectively towards a culture of peace and acting to affect positive change in diverse areas such as environmental protection, sustainable development, gender equality and racial harmony. The Arts served as an important focus. Young people were invited to consider how music, photography, film, dance and other forms of artistic expression could be used to transmit important messages or to inspire others to take positive action. Delegates had access to numerous workshops presented by leaders from Canada, Africa, Latin America and South Asia.

John Humphrey Centre for Peace and Human Rights Coordinators:

Renee Vaugeois, Executive Director
Carrie Malloy, Education Coordinator

Special thanks to Rob Hagg, Eryn Fitzgerald, Wayne Lavold, Robert Gardner, Dev Aujla and DreamNOW, Jon Rivero and Michelle Anderson for their contributions to this toolkit.

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Rights & Democracy

Centre international des droits de la personne et du développement démocratique
International Centre for Human Rights and Democratic Development

YOUTH TAKING ACTION

a toolkit for change



Is there something happening in the world or your community that inspires or frustrates you?

Have you wanted to become active in making change but don't know how?

Then this resource is for you!

Taking action for change in your community or around the world requires a lot of thought and preparation. We know that it can often be incredibly overwhelming to figure out where to start and this resource toolkit has been devised to help you get started! Don't give up hope if you think problems are too large for one individual to make a difference... you can do it! Just think about small steps.

You may have an issue you are passionate about, or something in the community that makes you want to step up and make change. This kit is an effective tool to address the "now what". It offers a step-by-step guide on how to positively make change and take action.

Getting Experience and Understanding the Issues: Taking a Small Step

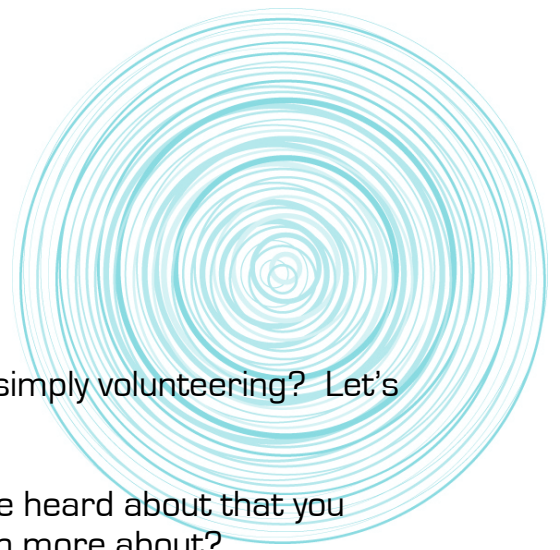
Without feeling like you have to take on the world yourself, if you are passionate about an issue but not sure how you can make a contribution or are not ready to start your own project, consider taking the time to volunteer at a local organization that may be addressing your concerns. There are a number of local organizations in communities that work to improve the quality of life of individuals at home or overseas. There are also groups that work to advance other causes, such as creating a sustainable environment or providing a safe home for abused animals. Whatever your interest, there is likely an organization out there that you can volunteer with not only to learn more about the issue and have an impact, but to gain valuable experience! Don't underestimate the value of this experience in your future searches for jobs for example— it can have a huge impact.

Go to your local town council to find out about the organizations in your community. Surf the provincial government website – they will often have Ministries that can direct you to organizations that may interest you. Get out and talk to people, ask around... you are bound to find something that may surprise you!

Some links that could get you started include:

- Alberta Council for Global Cooperation
www.acgc.net
- Canadian International Development Agency
www.acdi-cida.gc.ca
- Charity Village www.charityvillage.com
- TakingITGlobal www.takingitglobal.org
- Youthone www.youthone.com

pick an issue



Think you are ready to take a bigger step than simply volunteering? Let's get started!

What is something that you know about or have heard about that you believe requires action or that you want to learn more about?

Make sure that you try to get specific with an interest or concern. Problems seem overwhelming when you don't try to break them down into smaller pieces that are easier to address. Try to hone down what it is about your issue area that frustrates or motivates you.

- If you are interested in addressing poverty, how can you break that down into smaller chunks? Perhaps addressing homelessness in your community? Perhaps building awareness of social programs that exist for the poor? Perhaps considering school lunch programs for children from poor families?
- If you are interested in the environment, what are the smaller pieces? Is it deforestation? Is it the declining quality of our air and smog that covers our cities? What is it about the environment that drives your motivation? For example, if you care about the environment, does your city have a recycling program that people are actually using?
- If it drives you crazy that no one seems to care about issues that are important to you, what issues are these? Who needs to be involved? Who should care? For example, are students in your school voting in your student elections? If not, why? What ways can we communicate to let people or government representatives know about these important matters?
- If you think that all people should be treated equally, in what sense? Does it make you mad when you experience or see racism or discrimination? How do you feel when you see persons with disabilities? Do you have a friend who is gay and afraid of being him or herself?

STEP ONE

understanding the issue



To be an active global citizen, you need a foundation of knowledge from which to draw when you plan ways to take action.

The internet is a great potential source and starting point for such information. NGOs rely on the internet to spread their ideas and organize action in support of change. Take the time to investigate but keep in mind some important questions when reviewing a website:

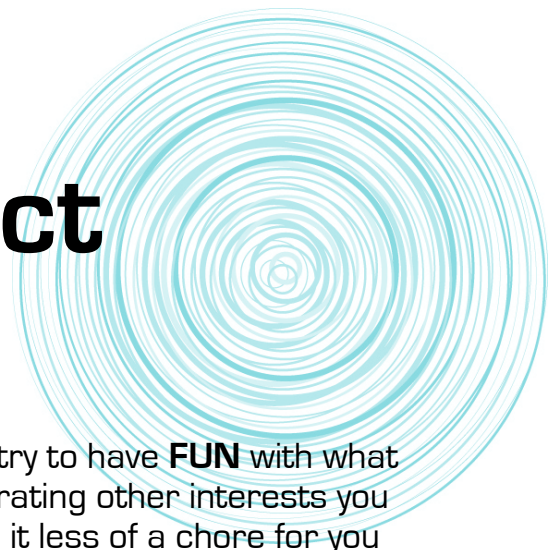
- Is the website reliable?
- Is it potentially biased?
- Does the site state fact or opinion?
- Is the source of the information clearly stated?
- Is the source reliable?
- Is the website comprehensive or does it only consider specific aspects of a problem?
- Has the website been updated recently? Does the topic require current information?

In addition to website research, consider learning more about the issues through connecting with relevant local organizations; exploring the websites of the various levels of government (or even better yet, contact your local members of government); connecting with your local librarian; or, talking to your social studies teacher or any other teacher that may be interested and knowledgeable in your area of interest.

For your research you should explore a few areas. Consider what is already being done about the issue, what the government policies and programs are around the issue, and what other groups exist that share your interest. This will give you good resource information when you start to consider an action plan!

STEP TWO

making the project meaningful



In order to make an impact, you should always try to have **FUN** with what you are doing. You may want to consider integrating other interests you may have into your plan for change so it makes it less of a chore for you and more about fun!

Consider how you can use art, music, sports or whatever other interest you may have for change.

Begin by brainstorming your interests and/or problems or concerns. It can be done in either order... let your mind flow!

For your **interests** think about:

- What are your interests?
- What are your hobbies?
- What do you like to do in your spare time?
- What do you do for fun?
- What are you good at?

Again, try to get a bit more specific with your interests. For example:

GENERAL INTERESTS	SPECIFIC INTERESTS
Dance Music Guitar	I like songs with a political message.
Basketball	I like basketball tournaments where I play teams from across Alberta.
Video	I like learning about issues faced by youth through watching documentaries.
Art	I like to design images for t-shirts.

STEP THREE

For **problems**, put in the ideas you thought about in Step One. Some things to think about are:

- What concerns you?
- What makes you angry?
- What needs to be done in the world?
- What challenges do you want to take on?

GENERAL PROBLEMS OR CONCERNS

SPECIFIC EXAMPLES OF PROBLEMS OR CONCERNS

Pollution	Tailing ponds of oil sands sites contain toxins that are hazardous to wildlife.
Poverty Violence against women and youth	Taliban insurgents are killing school children in Afghanistan.
Civil War Lack of Human Rights	Child soldiers
Apathy	Idle or alienated youth

Now are you ready? The fun is about to begin....

creating your action plan

After you have thought about your interests and concerns, brainstorm possible ideas that link the two together and create a unique and creative plan for action! Here are some examples:

INTEREST	PROBLEM OR CONCERN	IDEA FOR ACTION PLAN
Dance	Child soldiers in Africa	Plan a hip hop fundraiser to donate money to Warchild Canada.
Video	Idle or alienated youth	Make a documentary about student activism to show to classmates or friends and family.

Once you come up with some action ideas, try to select one that stands out to you that you would like to put your focus into. It's time to start fleshing out the details of the action plan and consider what kind of resources (like materials or human capacity) may be needed, how long the activity will take, whose permission is required etc.

Two important questions you need to ask yourself before you start are:

1. Who will benefit from this action plan?
2. What do you envision at the completion of your action plan? What is your goal in implementing this action? What ideally do you see coming from this action? The answer to these questions will be your **PROJECT GOAL.**

Grab a blank piece of paper and try to explain or represent your project goal. Draw it out, jot it down, write a poem... whatever works for you to express your vision of what the project can achieve.

STEP FOUR

With your project goal in place, it's time to begin creating a specific plan of action. This plan will be something you can continue to come back to as you implement your project and can be revised, but it will help to keep you on track to meet your goal!

On the next page is a worksheet format you can use to start planning your actions to reach your goal. If you have managed to recruit some friends to help with your project, it would be a good idea to brainstorm ideas together.

A process you can use could be:

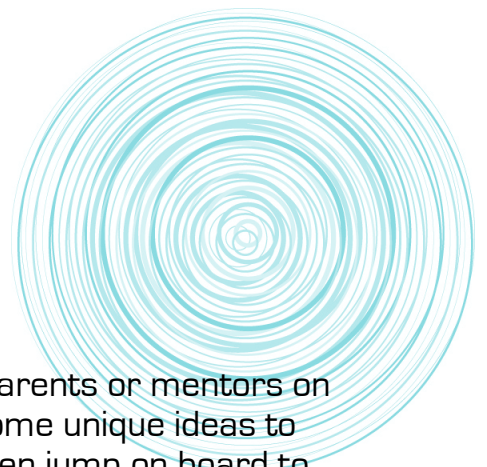
1. Take 5 minutes individually to write all of your ideas for action on your project goal on sticky notes.
2. Take 10 minutes to start grouping these ideas together on a wall —which ones are similar and can be put together?
3. As a group, prioritize what actions need to happen before the others. Think about what needs to come first before all the other actions will fall into place.
4. Once you have prioritized your actions, fill them into the worksheet format and start filling in the rest! You can do this on flipchart paper—be sure to record the discussion well so you don't miss anything!

You may find there are some actions that you all brainstormed that don't fit in the project anymore. Don't throw them away! Make sure to keep track of them in case they come in handy later on.

Project Goal:

the HOW	the WHO	the WHAT	the WHEN	the OUTCOMES
This will include the specific steps or actions needed to achieve your goal. If you are wanting to raise money for an important cause, how will you do this?	This is who will be responsible for implementing this action or playing the leadership role. Just in case it's more than you—it is important to assign responsibilities to actions don't get lost! Also think about other people or organizations which may be of help in this action!	This is the resources you need to implement your action. Say you are planning a fundraising event—what will you need to make this a success? Posters for advertising? Volunteers?	It's always important to set some timelines for completing tasks and projects. What will be the date of your event? When do you need the posters printed and put up by?	This is the result of your actions. What does success look like for you when implementing your action? Do you want to have 200 people attend your event? Think about ways you can measure your success. This can act as a tool to keep your planning on track and motivate you to keep moving forward!

getting feedback



Consider getting feedback from friends, teachers, parents or mentors on your project goal and action plan. They may have some unique ideas to add to your action plan and who knows, they may even jump on board to help you out!

After you integrate this feedback into your action plan, it's time to begin. When you get your feedback, consider seeing if there is an adult that is particularly supportive and who may be willing to act as a counsellor or mentor to you as you continue on your planning and implementation. Having someone to talk to as a sounding board when you are struggling or when you want to give up is a valuable thing.

There's one important thing for you to remember when you are getting feedback:

Don't let anyone steal your excitement or your dreams. If someone tells you that you can not do this, don't let them get you down. Often people can be negative or respond out of their own fears of becoming involved or making change. It's always important to remember the power of one and don't let anyone take away your dreams!

STEP FIVE

You see things and say, "Why?", but I dream things and say, "Why not?"
George Bernard Shaw

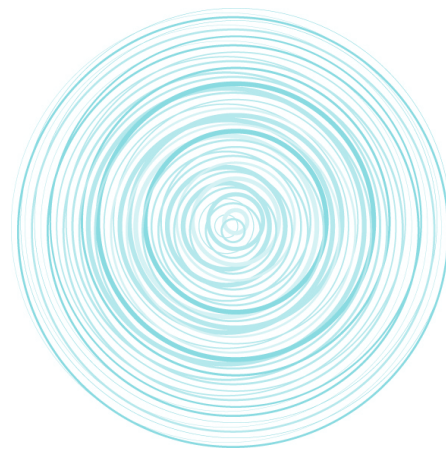
Our dreams come true when you act to turn them into realities.
Anonymous

It may be that those who do most, dream most.
Stephen Butler Leacock

Man, alone, has the power to transform his thoughts into physical reality;
man, alone, can dream and make his dreams come true.
Napoleon Hill

The future belongs to those who believe in the beauty of their dreams.
Eleanor Roosevelt

tools for change: inspiration



CHICKEN SOUP FOR THE
GLOBAL CITIZEN'S SOUL: Jon Rivero

Creative energy flowing through our veins.
A new collective conscience being shared by our brains.
Tap into this beauty, you will never be the same.
There's no time like the present, it's time to change.

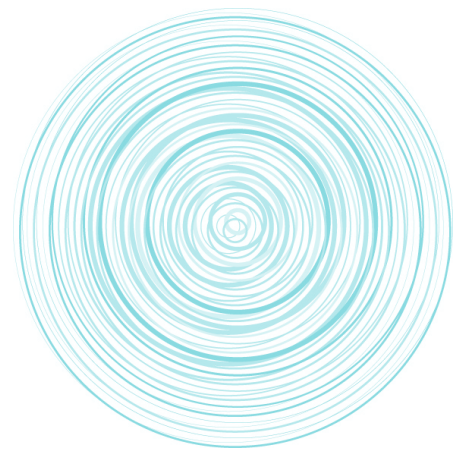
No more just watching from your comfortable chairs.
Quit judgin', disrespectin', start givin' a care.
No more talkin', need more walkin',
This is what we must dare.
To be a global citizen who doesn't sit back and stare.

Inner peace and wisdom, the path is not violent.
Breathe in the love broth; chicken soup for the souls.
Open up and let the sun in.
Inspiration being filled by the divine spirit.
Live with passion and meaning just reap the benefit;
Unlimited potential, all the candles lit.
Follow the light of your soul and find your bliss.

Mother Earth is asking all its daughters and sons
To listen to her call.
Revolution's just begun. Fight using dance, art and self-expression;
A powerful way to be a global citizen.

Creative energy flowing through our veins.
A new collective conscience being shared by our brains.
Tap into this beauty, you will never be the same.
There's no time like the present, it's time to change.

tools for change: advocacy letters



Does your project revolve around raising awareness about an issue?

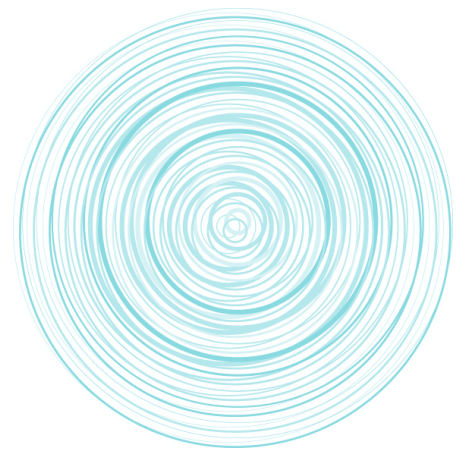
One option for inducing positive change in your community is through campaign letters. They can get your government officials or community leaders to pay attention to an issue that concerns you.

Here are some tips for writing an effective campaign letter:

1. Keep your letter short, one page is sufficient and preferred
2. Keep your letter simple and stick to one topic per letter
3. Make your point clearly and early in the letter
4. Use informed facts and include some statistics to strengthen your arguments
5. Be polite. It is okay to offer solutions and raise awareness of critical issues, but do not threaten or name call
6. Use proper grammar and check for spelling errors.
7. Write a personal letter rather than forwarding a form or chain letter to make a bigger impact.

There is power in numbers, so consider asking friends and colleagues to write a personal letter as well!

tools for change: fundraising 101



Are you planning to raise funds for an initiative? There are a number of reasons to host a fundraiser... this may involve needing to raise funds for the costs of your project or to donate to a charity that supports an issue that you are passionate about. Regardless of the reason, there are a few key points to keep in mind while planning to ensure that your fundraiser goes smoothly and is a success.

Consider talking to your friends, parents or guardians, or teachers to get ideas and to get organized.

Some idea for raising money include:

- Benefit event – concert, brunch, wine and cheese, BBQ etc. (see below for a checklist for planning your event)
- Raffles
- Silent or Live Auctions
- Product sales – for example, magazine subscriptions, chocolate sales, or from home based business products that sell spices, candles etc.
- Direct donations or sponsorships – these can come from businesses, individuals or foundations (see below for more details on how you can approach this)

These are just examples though – try to think outside the box and be creative with your fundraising ideas so you can reach a broader audience.

Some other resources for ideas are:

- Check out www.fundraiserhelp.com for a list of great ideas for events
- Check out www.justfundraising.com for a list of continuous fundraisers
- Another site for fundraising ideas is www.fundraising-ideas-centre.com/free-fundraising-ideas.html
- Think about your passion and hobby – how can you turn this into a fundraiser?

tools for change: fundraising event checklist



Make sure to give yourself enough time to start planning, but not too much. You want to ensure you can organize the event properly and advertise the event in your community. Don't advertise too far ahead of the event that people may forget about it. Depending on the event, 3-5 weeks is suggested.

Set a goal: \$ _____
Establish a budget: \$ _____

FOR A ONE DAY EVENT:

3-5 weeks prior to event:

Select a date

- Things to keep in mind when selecting a date include weather, who will be available to help and consider if there are any other major events occurring on that day. Your date may often be reliant on your venue.

Advertising

- How will you announce the fundraiser?
- Get a group of people willing to promote the fundraiser, have them print and distribute flyers or posters advertising the event.
- Who will you target?

Venue

- Consider the availability, size, deposit, seats or table requirements.

Volunteers

- Do you need people to help out? If so, do you have anyone ready to help?
- Will the volunteers be working alone or in teams?
- Develop a volunteer task list and allocate a task to each volunteer or team.

Permits and Regulations

- Most school fundraisers will not require any permits, the exceptions are raffles and bingos which may require a letter from your principal. Consider talking to your principal or someone who has been involved in fundraising before to determine if you need any special permits for the event. If the event is being held outside of a school, check with the manager of the venue for rules.

Finances

- Who will collect money at the event?
- What is your goal?
- What budget do you need? What resources do you need? What are the up front costs to run the fundraiser?

One Week prior to the event:

- Ensure all volunteers are still able to attend. Send them a reminder and be sure to tell them what they will be doing, where you want them to meet and what time.
- Confirm the venue
- Ensure you have all your necessary supplies
 - Tables/chairs
 - Cash box/float
 - Posters/signs

Day Before the event:

Consider meeting with your volunteers to run through the event's program and schedule and to address any questions.

Day of the event:

Set up, have fun and raise some money!!

TIPS TO CONSIDER: THE EXTRAS COUNT

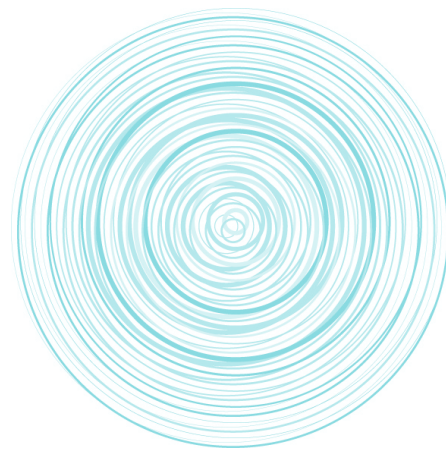
You may want to put together a program for participants and attendees. A good idea is to offer local businesses the opportunity to advertise in your program in exchange for a small fee that will help with the costs of the event or that can be directly donated. This benefits both your group and the business!!

After any fundraiser, ensure you send thank you letters to all individuals or groups involved. Remember it would not have been a success without their help. Also, those who receive acknowledgement for their hard work or contribution are more likely to support you in the future. Some tips for thank you letters include:

Promptness – ensure your thank you letter is sent in a timely manner. No matter how busy you are, remember the donor or volunteer is busy too and still took the time to offer the time or donation. It is important to acknowledge the donor.

Handwritten letters or cards – in this fast paced world, a hand written card or letter lets donors and volunteers know that their contribution is important and worth your time.

tools for change: direct donations



The following are some suggestions for organizations that are often very supportive of youth led initiatives. Consider writing a letter to these groups or contacting them to find out more information on their funding programs.

Elks Clubs

Elks of Canada homepage www.elks-canada.org

Elks of Canada directory www.elks-canada.org/pages/directory.htm

Lions Clubs International

Lions Clubs International homepage www.lionsclubs.org

Rotary Clubs

Rotary Clubs International homepage www.rotary.org

Rotary Clubs International club locator www.rotary.org/support/clubs/index.html

Community Foundations

Community Foundations of Canada homepage www.cfc-fcc.ca

Community Foundation finder www.cfc-fcc.ca/who_we_are/finder.cfm

Municipality – most municipalities have funding programs for community development projects.

Schools – if you are a student, approach your secondary or post-secondary institution.

Local businesses – businesses often have a vested interest in supporting human rights related causes in their community and it gives them an image of good social corporate responsibility.

Religious groups – (ex. Churches, youth groups, etc.)

Cultural organizations – (ex. Chinese Association, German Club, etc.)

Newspapers – your local or school newspaper could be willing to cover a portion of the cost of your attendance at a conference in exchange for an article written about the conference upon your return.

Community groups – there may be other non-profit or youth organizations in your community that take an interest in youth development.

tools for change:

sample letter for direct donations



Below is a draft template you can use when writing a letter to seek direct donations to your project. Make this your own and tell them about your project, but remember to keep it short and simple and to let the donors know what they are supporting, who it will benefit and how it would benefit them as a donor as well.

Dear *<insert name of donor contact or use 'To Whom it May Concern:'>*

I am writing today to inform you of an important project in our community and to explore the possibilities of support from <insert the organization's name>. I am a youth representative in our community that is hoping to make change and need some help in making this a success.

<Use this space to explain your project. Tell them your project goal and what key activities you will be doing to meet your goal. Keep this brief and simple. One short paragraph will be enough. For example:>

I have been working to develop and implement a project called The Homelessness Initiative which aims to reduce discrimination against homeless people as well as to advocate for more beds in shelters. The project will involve a public awareness campaign to improve understanding of the homelessness issue in our community through a poster campaign and public fundraising and awareness event with a keynote speaker and entertainment.

<Use this space to indicate why you think they would be interested in this project and why you are approaching them. For example:>

The Homelessness Initiative project which I have been working on addresses an issue that fits with the mandate of your organization. We believe that to address homelessness requires public awareness on the challenges of homeless people based on the fact that it is a basic human right to have shelter. As your organization works to promote human rights and support the homeless, we feel our work is contributing to your organizational purpose.

<Use this space to tell them what you need. For example>

To make this project a success, we are needing to print 500 posters that will be distributed in the community. These posters will highlight Article 25 of the Universal Declaration of Human Rights showing that shelter is a basic human right as mandated by the United Nations. To print these posters will cost \$200 and we would like to request the financial support of your organization for this cost.

<Use this space to let the donor know how you will recognize their contribution. For example:>

In return for your donation, you will be acknowledged in all marketing materials for the event and on all posters for the campaign. We will include your logo on these materials as well as verbally acknowledge your contribution at the event.

<Use this space to wrap up your letter and give your contact information. For example:>

*I truly hope you will see that this is an important project and that you will support this effort to make our community a better place. Please feel free to contact me at *<insert email and phone here>* if you have any questions or to confirm your support. I will follow up with you shortly.*

Sincerely,

<insert your name>

Canadian Red Cross *Youth TAP (Training in Action Program)*



Canadian Red Cross
Croix-Rouge canadienne



ACGC 
Alberta Council for Global Cooperation

LEADERSHIP

Warren Bennis is a leading expert on leadership. His **definition of a leader** is someone who:

- knows **who they are**
- knows **what is important** to them — what they believe, the kind of world they want
- **expresses themselves** fully

‘Becoming a leader’ is the same as being ‘who you are’ ... it’s that simple and that difficult ...

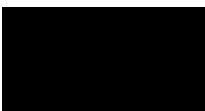
INSPIRING & EMPOWERING

- People who inspire you usually know who they are, know what they believe in and can express themselves fully! They are role models in leadership. Likewise, for you to inspire others, you must channel this self-knowledge, passion and confidence and articulate it well to the group.
- But that’s not it. An inspired group is a group motivated to act. But you also need a group to be empowered to act.
- Your role as a group leader is to inspire and empower others, so that the groups success and productivity is optimised.
- 4 powerful tools for you to achieve your role as a leader to inspire and empower others, are creating:
 - shared group vision
 - a positive and respectful atmosphere
 - equality in decision making
 - empowerment in action

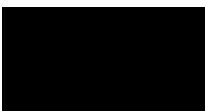
SHARED GROUP VISION

Goals are a clear statement of a vision, specifying the accomplishments to be achieved if the vision is to become real.

The target **objectives** are clearer statements of the specific activities required to achieve the goals.



- Having a common goal will make sure that group members understand what is binding them together; what they are aiming to achieve together.
- Goals should guide all group decisions and activities.
- Having a common goal is necessary but not sufficient for a group's success.



A POSITIVE AND RESPECTFUL ATMOSPHERE

Some keys to creating a positive and inclusive atmosphere include:

- open communication (good listening, respect for others' ideas, space for everyone to share)
- ask questions (involving others in the process)
- give positive and constructive feedback
- “Facilitator” is derived from the root word “facile” which means “to make easy”.

EQUALITY IN DECISION MAKING

Consensus is a decision arrived at through discussion.

Usually concessions are made by all sides and a hybrid solution is adopted that everyone is willing to accept the decision as a good decision, even if it is not his or her first choice.

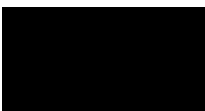
- Some advantages to using consensus as a means of making decisions are:
 - everyone will be empowered... which means, sharing power as equals, especially in decision making (to work towards a common goal). *Everyone has a voice and everyone's voice counts*
 - consensus decision making leads to buy-in to the decision made! Ownerships of that decision



EMPOWERMENT IN ACTION

What are your skills? What are your interests?

- As a leader you must memorise these two questions! You will have to ask them all the time. By knowing each other's skills and interests, a group can effectively delegate roles and appreciate everyone's contribution. In addition, each group member can feel positive about his or her contribution to the group and its goals.
- Equality in decision making leads to equal stakes in executing and achieving the plan: individuals will see their contribution as important and valuable and thus be motivated to take action. By dividing up roles and responsibilities based on people's strengths and interests (some compromises may be necessary), individuals will not only be motivated to act but enjoy acting!



For more information email laura.keegan@redcross.ca



Speaking in Front of a Group



1. Content

- Speak in an organized and understandable way
- Use effective and attractive visual aids when appropriate
- Be brief and to the point

2. Body Language

SOLVER

- S **stand easy**, knees UNlocked, and BREATHE
- O adopt an **open posture**, 'make peace' with your hands, gesture
- L **listen** with openness and curiosity... let yourself be absorbed
- E make **eye contact**... appropriate to the setting
- R stay **relaxed** and **real** (be yourself), and BREATH!

3. Voice

- Use a clear voice
- Speak at a comfortable volume
- Choose a good speaking speed - not too fast or too slow
- Have variety in your tone
- Be aware of, and avoid idiosyncrasies (e.g. umm, okay, ahh, etc.)

Facilitating a Discussion



10 Tips for Facilitating a Discussion:

1. Paraphrase what a participant has said so that he or she feels understood and so that other participants can hear a concise summary of what has been said.

So what you're saying is that we're planning on holding our fundraising event too close to the time when the football team holds all of their fundraising events. Because of this, you are concerned that we may not receive as much money, and you are proposing that we hold our event two week prior to the original date we were planning on.

2. Check your understanding of a participant's statement or ask the participant to clarify what he or she is saying.

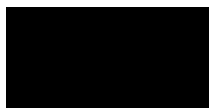
Are you saying that the plan isn't realistic? I'm not sure I understand exactly what you meant. Could you please run it by us again?

3. Compliment an interesting or insightful comment.

That's a good point. I'm glad you brought that to our attention.

4. Elaborate on a participant's contribution to the discussion with examples, or suggestion a new way to view the problem.

What Matt has just said gives us a good idea of what students would think of this campaign, now lets try to look at it from a teacher's perspective; what would their thoughts about our campaign be?



5. Energize a discussion by quickening the pace, using humour, or, if necessary, prodding the group for more contributions.

Okay, since we're having a hard time getting started today, I have a challenge for you; for the next two minutes, let's see how many new and creative poster ideas you can come up with.

6. Disagree (gently) with a participant's comment to stimulate further discussion.

I can see where you are coming from, but I'm not sure what you are describing is always the case. Has anyone else had an experience different than Amy's?

7. Mediate differences of opinion between participants and relieve any tension that may be brewing.

I think that Tom and Karen aren't really disagreeing with each other but are just bring out two different sides of the issue.

8. Pull together ideas, showing their relationship to each other.

From what both Emily and Marco have said, personal goal setting is very much a part of time management. You need to be able to establish goals for yourself on a daily basis in order to much more effectively manage your time.

9. Change the group by altering the methods for obtaining participation or by having the group evaluate ideas that have been presented.

Let's break into smaller groups and see if we can come up with some additional awareness building ideas that haven't been brought up already.

10. Summarize (and record – if desired) the major views of the group.

I have noted three major reason that have come from our discussion on why we should hold our event at the school itself: 1) It's free of charge; 2) It's easily accessible to the student body; 3) The space itself is very large and able to hold many people.

For information on the Red Cross's **Facilitator Training** or **Leading a Group** workshops contact Laura Keegan at laura.keegan@redcross.ca



Using the Media

Why Use the Media?

The media is an important resource for youth. It can help you to:

- Raise awareness about an event, group or issue
- Gain credibility within the community
- Get access to participants or volunteers
- Create political pressure / advocate with key people
- Challenging negative stereotypes about youth
- Getting youth voice and concerns out into the general community discourse
- Reaching 'new' (and large numbers of) people

It's not really hard to do ... and do well!

The Seven "News Values"

It is important to know how to "sell" your specific event or issue of interest to the media in order to get coverage. You are competing with countless other issues and stories, so you need to be clear about why *yours* is important. As part of this, condense your message into one sentence- this is your *key message*.

When taking your message to the media, you should consider the "Seven News Values" to gain their interest. These values are:

1) Conflict

- Good news stories often have conflict / tension
- Remind people of their problems, and show how you are struggling to resolve them
- Position yourself as the valiant hero fighting the good fight

2) Humanity (= human interest)

- What does this mean to the readership/viewers?
- Seek to bring every issue down to a personal level (show the human connection)



- 3) Immediacy
 - Why is this story important now?
- 4) Locality
 - Media will be looking for a local angle
- 5) Celebrity
 - Are there recognizable names that can draw attention? It doesn't have to be a person; it could be a well-known company or organization.
- 6) Novelty
 - Is there anything new that you can bring up that will grab people's attention, show how you're "wired in?"
 - Use the 'youth angle.'
- 7) Timing
 - Wait for a slow news day, as it'll give your story more attention i.e. your story will have a greater chance of being picked up
 - If it's a relevant to a major news item, put it out there at the same time.

Selling to the Media

Press Releases

Press Releases inform the media about an event or an issue that you would like them to cover in more detail. They are detailed, longer, include quotes, can be used for an article, and include contact information for interviews.

Points to Remember When Writing a Press Release:

- Include the Five Ws: who, what, when, where, why
- Always write "Press Release" at the top of the page.
- Make your headline clear and simple.
- Include contact information.
- Include the date and location.
- Provide background information, facts, sources.
- Use school/organizational letterhead if possible.
- Place "-30-" at the end.



Media Advisory

Media Advisories inform the media about an upcoming event you would like them to cover. They are shorter, give basic information about an upcoming event, and also include contact information.

Points to Remember When Writing a Media Advisory:

- Include the Five Ws: who, what, when, where, why.
- Always write "Media Advisory" at the top of the page.
- Make your headline clear and simple.
- Include contact information.
- Provide schedule of events.
- Put the date for release at the top of the page.
- Use school/organization letterhead if possible.
- Place "-30-" at the end.

Selling to the Public

Public Service Announcement

Public Service Announcements (PSAs) inform the public about an issue or an upcoming event. They are meant to be read over the radio or television, but they can be picked up by all forms of media. They are fairly short and include key information and/or statistics.

Points to Remember When Writing a Public Service Announcement:

- Include the Five Ws.
- Always write "Public Service Announcement" at the top of the page.
- Make your headline clear and simple.
- Include contact information.
- 'Think' about spoken work (TV, Radio).
- Include the length of time.
- Include a schedule for the event.
- Use school/organizational letterhead.
- Write "-30-" at the end.



Community Event Listing

Community Events Listings briefly inform the public about upcoming events and include key information. That are intended for the newspaper, email, or internet postings.

Points to Remember When Writing a Community Events Listing:

- Include the Five Ws
- Make it as clear and short as possible.
- Include all contact information.
- If faxing, use letterhead if possible.
- Make the title/headline clear and simple.
- Try email and internet postings.
- If there is a need, write “-30-” at the end.



The Interview

After you've submitted your press release or media advisory, the reporter may request an interview with you, or your appointed media spokesperson. Every media opportunity is a chance for you to convey your issues and your message to the public—interviews are excellent opportunities!

When being interviewed:



- Have a positive attitude about the opportunity to be interviewed.
- Be prepared. Anticipate issues and questions- and have responses ready
- Organize 2 or 3 points you want to make: write them down, simplify and shorten them, and practice! Remember your goal.
- If you want to promote an event, make sure you know the who, what, where, when, and why of the event.
- During the interview be professional. Keep answers short and to the point, and avoid saying "no comment" (it conveys guilt)
- Always be honest, and if you are unable to answer a question, be straight up about it.
- Keep the reporter on your agenda and stick to your points



The Four-Step Model

I GOAL SETTING

Goal setting involves looking at goals and objectives for your group. Once you have determined your group membership, it is important to describe what your group hopes to accomplish during the coming year. Goal setting is an activity that should take place soon after your group is formed. It should involve all committee members since achieving these goals will occupy each volunteer's time.

Goals: Goals are broad statements describing overall purpose, indicating your intentions and aims. Here are two examples:

- a. To increase awareness at your school about global issues.
- b. To help people who have been injured by landmines.

Objectives: Objectives are more specific statements of desired results, which identify the people, actions and conditions needed to achieve your goals. Here are the objectives, which go with the above goals:

- a. To provide students with educational information about how children are affected by war.
- b. To raise \$2,000 for the Canadian Red Cross Landmine Survivors Fund.

II PROJECT PLANNING

Here is a brief overview of how to plan a group project:

1. After setting the goals and objectives of your event, decide which type of project your group will do: fundraising, awareness, education, or fun activities for your group or school.
2. Have a large group brainstorming session to generate ideas for projects. Remember these basic rules for brainstorming:
 - § List every idea—even weird, way-out ideas, even confusing ideas, especially silly ideas.
 - § Put ideas down the way the person said it: don't edit.
 - § Do not discuss ideas, don't ask questions; don't ask people to clarify.
 - § Do not judge—no good or bad, no red or green, just ideas.
 - § It's OK to repeat because people don't usually repeat exactly.



3. Once you have several ideas, choose one that your group will focus on. You may want to have a vote to decide, or use group consensus.
4. Plan the activity:
 - § Decide when the activity will take place.
 - § What resources will you need? Ex. money, people, educational supplies (videos), etc.
 - § Make up a budget—How much money will you need to start? How much will you make (if your activity is a fundraiser)?
 - § Make a time-line of approximately 6 weeks leading up to the activity—include all details about who will do what and when.
 - § Decide on a promotional strategy.

III IMPLEMENTATION

Once you have planned out your project, go to work! Remember to publicize, publicize, publicize! Make sure that when the day of the activity arrives everyone knows what his or her job is.

IV EVALUATION AND FOLLOW-UP

It is very important to do an evaluation of your activity when it's all over. You may want to have a group meeting to discuss such things as:

- § Did the activity go as planned? Why or why not?
- § How much money was raised? (if you did a fundraiser)
- § Would this activity be worthwhile to do again in the future?

Don't forget to thank all of the people who helped make the activity a success! You can send out thank you cards or letters to people outside of the group who helped and/or made donations.

RESULTS Canada *Take Action*

RESULTS
Canada



ACGC 
Alberta Council for Global Cooperation

Condensed Key Action Tips (Handout)

Letter to the Editor

A letter to the editor needs to be to the point with a few key details and maximum impact.

- 250 words or less

- Use a respectful and polite tone

- Give it a dynamite title that will draw attention

- “Hook” to a headline or current story/issue

- Your name and telephone numbers at the bottom

 - editors need them to confirm you wrote the letter

 - your personal information will not be published

- Email it to as many papers as possible

 - email addresses are available at www.results-resultats.ca

 - create an email distribution list once, saves you time later

 - Copy and paste and send your letter to each editor individually - editors won't publish it if they see it has been sent to other publications as well. You may even want to reword the opening if you can.

- Share it your published letter with friends, colleagues, decision makers

Letter to MPs and Key Decision Makers/Policy Makers

Members of parliament and other decision-makers need to hear from you. They are allocating YOUR tax dollars - so it is your right and obligation to provide direction.

- Handwritten letters sent by post are most effective

- Write from your perspective, make a personal connection to the issue and where possible to the person you are writing to as well

- Try to keep your letter to one page, two maximum for first contact

- Use the EPIC format (below, in Talking Persuasively) for structure

- Invite a response and when you get one, respond back - build the relationship

Talking Persuasively

A Laser talk is a condensed 1-2 minute talk about a particular RESULTS issue. Becoming confident in delivering a laser talk is considered a key asset of a RESULTS advocate. If you can speak effectively to an issue, you can write effectively.

Two minutes or less

A few key facts/figures - do not overload your listener

EPIC format

- Engage with an opening line

- present the Problem in a line or two

- Inform on the effective solution

- Call upon your listener to commit to joining you in action

10 great tips for getting your Letter to the Editor published and for maximizing impact!

1. **Find a ‘hook.’** Use current events in the news locally or nationally that can be linked to your issue. It can be anything - a recently released report, an upcoming summit or conference, even a controversy that is attracting public attention! Direct some of that attention your way by hooking it to what you want to say. We have found this greatly increases your chances of people published.
2. **Keep it short.** Be catchy, snappy and always ensure your text ends with a conclusion that takes the form of a demand. Editors like creative, concise, and insightful commentary. If you can't say what you want in three paragraphs or less then you should write an opinion piece, or op-ed. It is usually longer (around 300 words) and develops a more in depth argument on a particular topic.
3. **Adopt the proper tone.** Be respectful and polite. Don't let anger or slander get in the way of a good opportunity to get your point across. Wit and humor can increase your chances of being published.
4. **Expand your reach.** If you are going to the trouble to write one good letter, why not modify it slightly and publish it ten or twenty times? You likely won't have time to research how to “hook it” in every case but don't let that prevent you from distributing your letter more widely. Save time by using the ‘cut and paste’ approach, but make sure you send the letter to each paper individually. Look to the RESULTS Canada website for a media list with up-to-date email publications for publications across Canada.
5. **Don't discriminate!** Local community papers are underutilized and often go begging for good, publishable letters. Consider writing to them as well as larger National Dailies. Don't forget magazines and on-line publications as well.
6. **Display authorship.** The strength of a letter to the editor is that it represents the view of an ordinary citizen. RESULTS Canada volunteers learn about an issue and then write from their heart and with their own “voice”. Most papers need to confirm authorship of your letter so always include your name, address and a daytime telephone number in the signature block.
7. **Dynamite title.** Once you have completed your letter, give it a title that will draw attention. Newspapers reserve the right to change your title and often do so. However, if the title you are proposing attracts the attention of the Editor, your chances of getting your letter published are much higher.
8. **Share it!** Letters to the Editor have impact beyond their publication date. After, or even before you are published, share your letter with colleagues, friends, decision-makers. We know that letters and opinion pieces are tracked and monitored by government officials - but don't take a chance. Use your letter as your personal calling card and take the time to broadcast your message beyond the printed page.
9. **Don't give up.** If your letter hasn't been published after a couple of days, call the letters editor and ask him or her for their reasons. Find out what it would take to get published next time.
10. **Track it.** When you're published, share that info with RESULTS Canada by copying and pasting you published letter onto our publications database at www.results-resultats.ca or sharing it with us at grassroots@results-resultats.ca

Making Friends and Influencing Policymakers: Tips for meeting with your MP

Why meet with your MP?

To strengthen relationships with MPs and make them champions on our issues.

Advocacy is all about relationship building - a face to face meeting on our issues is the most impactful tool in our advocacy arsenal.

MPs need to be in touch with the concerns of constituents in order to represent them and to be re-elected. You are an MP's best resource!

Tips for getting a meeting

Phone the MP's constituency office and request a meeting. Say that you want to talk about an issue that you, and many Canadians, feel passionate about - global poverty. If you are a constituent of this MP highlight that in your request - an MP is much more likely to meet with a constituent than any other concerned citizens. If you aren't a constituent, you increase your chances of getting a meeting by inviting a friend who is a constituent to come to the meeting and asking that friend to make the appointment.

It can take several calls and many weeks to get an appointment - don't be discouraged and keep a firm but friendly tone. If you are offered a meeting with an aide vs. the MP take it - aides are the gatekeepers in an MP's office - they prioritize agendas and provide advice. They can also be your best ally in getting a face-to-face MP meeting in the future.

Things to keep in mind while preparing for your meeting

RESULTS Canada staff can provide you with short briefing documents with key points to prepare for your meeting and to leave behind with MPs. Practice a short speech (maximum 2 minutes per topic) that gets across the problems and recommended solutions and action you want to the MP to take ("Laser Talk").

You are building a relationship so learn a little about the MP in advance of the meeting and make some small talk when you meet. Let each member of the group introduce themselves (very briefly).

If you have more than one person going to the meeting, choose a group leader. The chosen group leader should confirm the time the MP has available at the beginning of the meeting and ensure the group wraps up within that time.

Do your research - you can strengthen your own personal connection to the MP or identify a pet-cause or connection to your issue by reviewing an MP's website and bio in advance of the meeting.

The leader should make a personal connection to the issue at the beginning of the conversation. An example: "We know you have been a real leader on women's issues and that you would want to more about this opportunity for Canada to make a difference in the lives of poor women around the world."

Keep a diplomatic and constructive tone; there is nothing to gain by being disrespectful.

Conclude each issue discussion by asking, "Can we count on you to (do such and such)?" At the end of the meeting the leader should restate what the MP has agreed to do, thank the MP, and say

he/she will follow up with the MP in 3-4 weeks. Put it in your calendar and make sure you do follow up.

Make sure someone in the group follows up with a handwritten note of thanks to the MP within a day of the meeting

Share the intelligence you gather with RESULTS staff. Did you get a commitment? Is there follow up information you promised your MP? Did they give you a lead? Etc. Then please communicate this information to RESULTS at grassroots@results-resultats.ca.

One meeting is just the beginning of the relationship...

As MP David McGuinty told our Ottawa student group recently, the first meeting is only the beginning of the relationship. Plan ahead to a future appointment to reconnect and update the MP. When you write letters, remind the MP of your previous meeting with him/her.

Writing to Policymakers

Decision-makers, including parliamentarians and government officials, need to hear from you. As a Canadian, and as a taxpayer, you provide a valuable perspective on which initiatives should be prioritized and where your tax dollars should be directed. As a RESULTS volunteer, your voice supports cost-effective proven solutions to lift families out of poverty.

Handwritten letters are most effective

Write from your perspective - make a personal connection to the issue and, where possible, to the person you are writing to as well

Try to keep your letter to one page, two at maximum

Regular post and fax work best - even better, do both, fax then mail it! Time and again policymakers tell us emails generally have less impact and many are summarily met with a form response.

Writing an MP at the House of Commons is free (House of Commons, Ottawa, ON K1A 0A6)

MP fax numbers are available online at the [House of Commons page](#)

Be sure to include all of your contact information so the person you are writing can reply.

When you receive a response, reply again, this will help develop a written dialogue and build a relationship.

The EPIC model used for speaking powerfully is also used for writing powerfully

Engage	Dear _____, As a mother of two small children, I was shocked to find out that over 70 million primary school-aged children are not in school.
Problem	Too often, the only thing standing in the way of these children having access to a brighter future are school fees, often as little as \$50 a year.
Inform about the Solution	How can we expect any country to develop to its full potential when its children are not getting educated? Not one developed country has been able to do so without first making education free and compulsory for its children. When school fees were dropped in Kenya over 1.2 million new children showed up for school.
Call to Action	Can I count on you, in your role as MP, to write a letter to the World Bank to them to stop making school fees mandatory parts of any funding given to the governments of developing countries?



the power to end poverty

MP Meeting Report Back Form

Date of MP visit:

Participants (Please list your names and contact information, add a * beside names of volunteers who are constituents of this MP):

Type of meeting (e.g. constituency office; private meeting, etc.):

MP's name:

Constituency:

MP staff present:

.....

1. Please briefly list the issue(s) discussed.

2. What was the "ask" and the MP's response?

3. What was the MP especially interested in?

4. What is required in the way of follow-up (e.g. requested information, other meetings?)

5. What were your general impressions of the meeting?

Speaking powerfully: Laser Talk

We teach our advocates how to speak powerfully by creating a short and compelling speech that we call a “laser talk.” These powerful, short talks typically get the listener’s attention, then present a problem, a solution, and a specific request. The laser talk is one of the tools we use to become supremely effective advocates.

Let’s say you approach your member of parliament at a town hall meeting, connect with a busy editorial writer on the telephone, or catch the attention of a friend. Typically, you will only have one or two minutes to get your point across. Learning the “laser” format and a handful of laser talks will help you make the most of these opportunities to advance our issues.

A RESULTS laser talk has four sections. An easy way to remember these four sections is the word EPIC:

Engage

Problem

Inform

Call to Action

The first section is E for **Engage**. Here, you want to get your listener’s attention with a dramatic fact or short statement, or by thanking them for something specific they have done. Keep this opening statement to one sentence, if possible. For instance, you could say:

“Over 1 billion people live on less than \$1.25 a day, yet Canadian foreign assistance is still well below the 0.7% of Gross National Income Canada made a commitment to decades ago.”

Then follow with the second section, P, for **Problem**. Here you present causes, or elaborate on the problem statement you used to engage the listener. Try to connect the problem to an issue that the listener is likely to care about like personal security or children. For our example on how to speak to a member of parliament on foreign aid you could say:

“Although the House of Commons unanimously passed a groundbreaking resolution in 2005 to set a plan to give 0.7% of GNI in aid annually by 2015, no plan has yet been made. At the same time, poverty increases in the developing world, aggravated by the economic crisis and climate change.”

The third part of the EPIC laser talk is I, for **Inform**. Here you inform the listener about a solution to the problem you just presented. Try to present your solution by giving examples of how and where it has worked, how it is a proven and cost-effective solution, and how it has benefited the poorest. For example, you could site a recent study or report, or use a credible statistic. You might also think of the

“I” in EPIC as “Illustrate” instead of “Inform” and provide a concrete example that demonstrates the power of the solution you are proposing or paint the picture based on your own first-hand experience. An example of the “I” part of the EPIC laser talk could be:

“Most other G8/G20 countries have either met this international target or have firm plans to meet it by 2015. Delivering on our promise to give 0.7% would greatly increase Canada's leadership credibility, especially in the face of recent criticism on the global stage. More importantly, by investing in cost-effective, proven solutions to poverty - like maternal and child health, education, sanitation and hygiene, and microfinance - lives will be saved and countries strengthened.”

The final section of the laser talk is the “C” in EPIC or **Call to Action**. Now that you’ve engaged your listener, presented the problem and informed them of a solution, you want to call them to action. Some tips for structuring your call to action are:

1. Make your action very concrete and specific so that you will be able to follow up with your listener and determine whether or not he or she has taken the action. 2. Present the action in the form of a yes-or-no question. 3. State the call to action in one sentence.

An example for the Call to Action for our laser talk about reforming foreign aid could be:

“Would you write to Minister of International Cooperation Bev Oda and Minister of Finance Jim Flaherty and urge them to set a firm timeline to reach 0.7% by 2015?”

So you see, putting a laser talk together isn’t that hard if you have some information and use the EPIC format as a guide. The laser talk we just created could be used to ask an MP or Senator to take action in a face-to-face or town hall meeting, or you could adapt it to call a member of the media. You could also use it to educate your neighbor and involve him or her in taking action with your local RESULTS Canada chapter. Often, you’ll use a laser talk to “hook” your listener and then tell them a story to draw them in further into the issue.

Before you try using a laser talk, whether it is written by you or someone else, you will need to practice it and become comfortable with it in order for it to be a real speaking tool. To learn a laser talk you should practice it out loud to yourself and to another person until you feel comfortable. You should also know that you might not always use the laser talk exactly as you learned it, because conversations vary. If you learn it well, you will be able to use sections of the talk as you need it. Learning a good repertoire of laser talks that you can use when the time is right will help make you a powerful, opportunistic speaker for the end of poverty.

Speaking powerfully: Storytelling

Why tell moving stories? Because moving stories captivate us and reach us at the core of our being. They can make us laugh and make us cry. Let's use a brief example to demonstrate why moving stories are so powerful:

"UNICEF recently reported that, for the first time in history, the number of children dying each year of largely preventable causes fell below 9 million in 2008. However that still means over 24,000 children die each day from preventable illnesses like diarrhea, pneumonia, measles, and malaria."

Here is the second example:

"My years as a Peace Corps Volunteer in Niger taught me many things – some of them profound, and some of them tragic. One of the tragic lessons I learned was that the number of parents who experience the pain of needlessly losing a child is not equally shared around the globe. This lesson became particularly poignant the day that Issa, my blacksmith friend and neighbor, walked into my mud hut with panic and shock written on his face. 'Please come and see my baby. She's sick and doesn't even know who I am,' he managed to say. When I arrived, the beautiful baby was listless, but breathing. As I watched her and stroked her black hair I could see the life ebbing out of her, her breathing slowing until it stopped. I immediately crouched on the floor, put two fingers on her sternum and tried frantically to breath life back in to her, as Biba and Issa looked on in horror. I knew there wasn't a doctor or a health facility for miles that could help me, so I just continued working on her. The infant finally expired in my arms and Biba wailed. I never found out why she died. But I knew that she never really had the same chance to live a full life as those who have access to vaccinations, clean water, and medical facilities. She was one of the 10 million preventable child deaths that year, and I will never forget that day."

So both examples are powerful, but the second one puts a face on the problem in a way that is gut-wrenching and elicits an emotional reaction. This is what moving stories do; they take something that could seem abstract and impersonal, like a statistic, and turn it into something very personal and emotional. A moving story softens the listener and appeals to their humanity in a way that facts alone cannot. For this reason, it is hard really to find anyone who does not appreciate a moving story.

We use moving stories to help community members, the media, and members of parliament really be touched by both the problems of poverty and their solutions.

Stories can be memorized, like we do with laser talks, or if they are longer, we can read them to our audience. The best ones illustrate the problem and the solution, providing both numbers and a human element that we can all relate to.

Your members of parliament, like most people, remember stories that move them. Learn and recite the ones that RESULTS Canada provides (look for “Stories” under each issue in our “Issues” section), and find and create your own powerful stories. Stories are the key to changing hearts and minds, and a critical tool in our advocacy.