

CELEBRATING
THE POWER

OF

WE



BROADCAST BOOK
WE.ORG/WATCH



WE I AM WE LIVE WE PEAK





WELCOME

TO THE

WEDAY

BROADCAST BOOK





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TAKE THE PLEDGE

Our strength lies in the uniqueness of each of us. Through the individual actions we take toward a better world, we inspire others to take action, and together, we do more than we could do alone.

We are embarking on a mission to bring together caring and compassionate individuals to take the WE Pledge, a call to take your place in the WE Movement. We can all be part of the change through our collective kindness, service and passions for changing the world.

Ready to harness the power of WE? Help us reach our goal of creating one billion impacts by 2025. Pledge your commitment to Live WE at **WE.org** and join the WE Movement!

HOW TO TAKE THE PLEDGE

Together we can unleash the power of positive impact, and it all starts with your commitment to making the world a better place! When you take the WE Pledge on **WE.org**, you're making the promise to live every day to the fullest by taking action, helping others and making a difference. Living WE means that no dream is too big! If you have a world-changing idea, deepen your knowledge and find creative ways to make it happen.





The
WE
PLEDGE

I PLEDGE TO LIVE WE BY
MAKING A DIFFERENCE EVERY DAY.

WE KNOW THAT CHANGE STARTS WITH EACH
OF US AND THAT TOGETHER, WE WILL
CHANGE THE WORLD.

TAKE THE WE PLEDGE!
Learn more at WE.org.

WE DAY BROADCAST

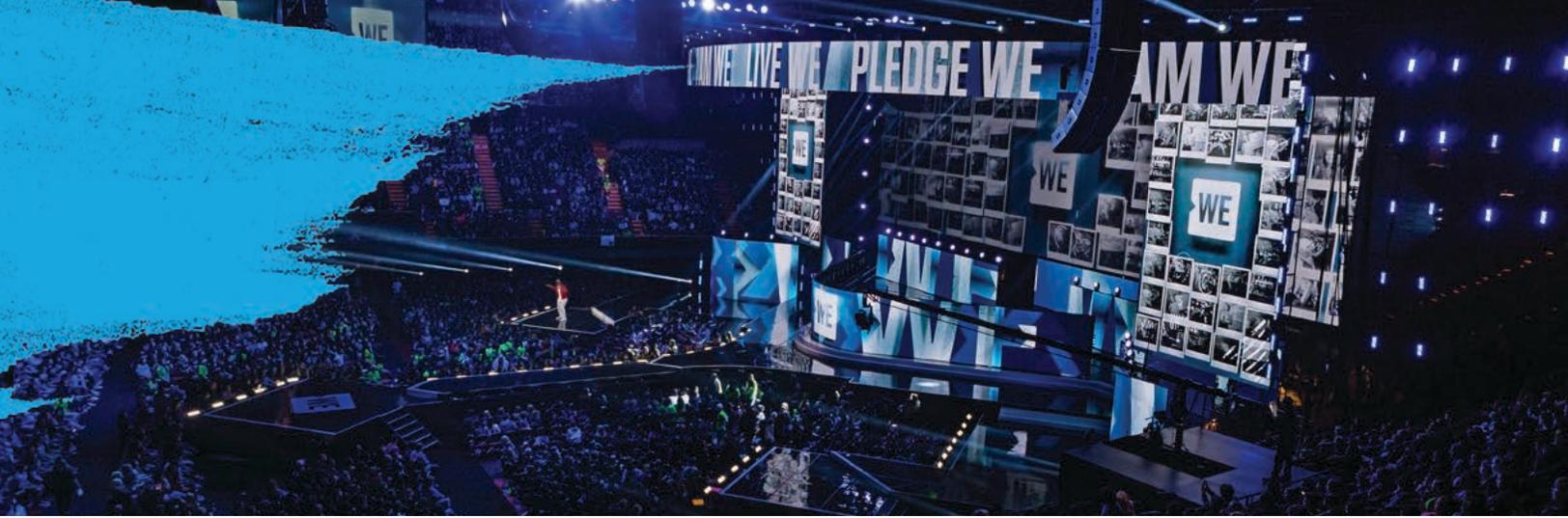
What is WE Day?

WE Day is a celebration of the WE Movement. In 14 cities across the U.S., Canada and the UK, we come together with world-renowned speakers and performers and tens of thousands of youth to celebrate the power of our collective actions.

You can't buy your ticket to **WE Day**—it has to be earned! Through the WE Schools program, groups must take on one local and one global action. This is not only a celebration of your year of action—it's the kick-off to another year of transformative social change!

EXPERIENCE WE DAY YEAR-ROUND

This year, the power of **WE Day** lives on when you plug in the USB featured in your WE Schools Kit. Watching the **WE Day** broadcast special with your group is a great way to kick off your year of service-learning activities and become inspired as a class.

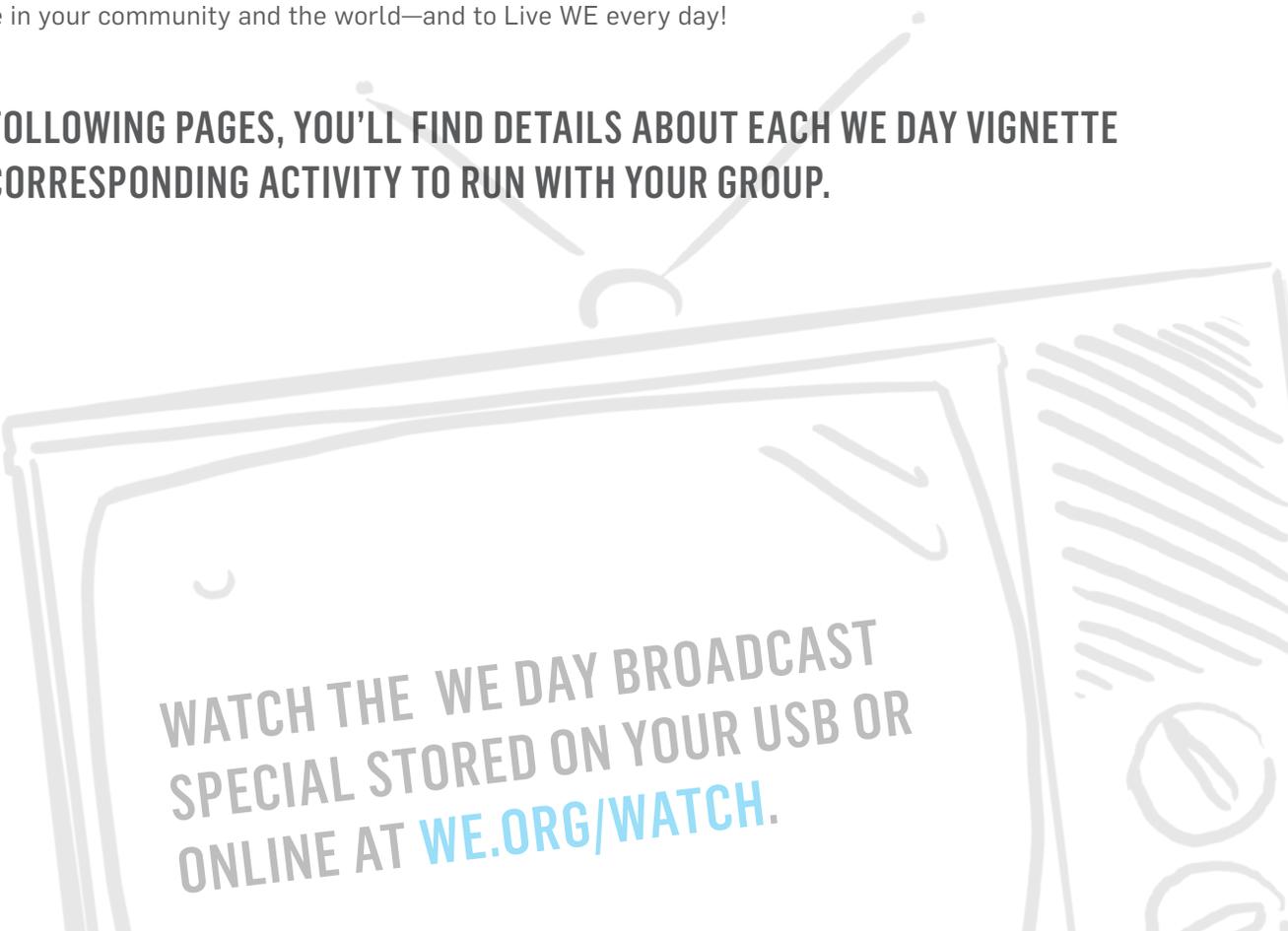


What is the WE Day Broadcast?

We want to spread the inspiration and power of WE Day across America. So we teamed up with some amazing partners to bring the power of WE to you. The **WE Day** broadcast special airs just in time for the back-to-school season! Throughout the commercial-free special, WE celebrates youth from across the nation who have made incredible impacts in their communities and around the world.

The broadcast special is jam-packed with powerful, change-making moments, from show-stopping performances to speeches from world-renowned speakers. It's guaranteed to leave your class feeling even more empowered to make a difference in your community and the world—and to Live WE every day!

ON THE FOLLOWING PAGES, YOU'LL FIND DETAILS ABOUT EACH WE DAY VIGNETTE WITH A CORRESPONDING ACTIVITY TO RUN WITH YOUR GROUP.



WATCH THE WE DAY BROADCAST
SPECIAL STORED ON YOUR USB OR
ONLINE AT WE.ORG/WATCH.

#theysay

Some say youth are entitled and lazy. Some say they're stubborn. Others say they're selfish. But we say: those people couldn't be more wrong!

In this WE Day vignette, a group of Chicago youth dispel the myths and negative stereotypes about their generation. Against the backdrop of their school gym, these diverse problem-solvers tell us how and why they're on a mission to change the world—no matter what #theysay.

Allstate chairman and CEO Tom Wilson, an advocate for youth empowerment, is there to witness it all. He listens as the students share their inspiring stories about overcoming adversity and engaging with issues facing their community. He explains that Allstate partnered with WE Day to help empower young people across the U.S.

Despite what #theysay, young people have the power to change the world, and despite the naysayers, these kids are doing just that!



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ACTIVITY

Debunking the Youth Stereotype

COURSES: English Language Arts, Social Studies



The following activity explores the concept of stereotypes and mobilizes students to take their personal brand into their own hands.

STEP 1: PREPARE

Have your students read the following questions as a group:

1. What does the word “stereotype” mean?
(Definition: a belief or idea of what a particular type of person or thing is like.)
2. What are some stereotypes Americans have about others? What are some stereotypes others have about Americans?
3. What are some stereotypes used to describe you and your age group? How do you think other generations view you?

STEP 2: WATCH

Watch the [WE Day](#) vignette about the #theysay campaign.

STEP 3: DISCUSS

1. What were some words in this WE Day vignette that describe how other generations view youth?
2. Why do you think people might view you this way? Where did these stereotypes come from?
3. Do you agree or disagree with these stereotypes? Why?

STEP 4: DRIVE CHANGE

Read the following paragraph to your students:

We know you advocate and fundraise for what's important to you. One of the best ways to change the way that people see you is to let them get to know you and to get to know them too. Spend some time together and show them through your actions who you really are. That's one of the cool things about being a volunteer through the WE Volunteer Now campaign. Rally a group of your peers, meet new people and get to know your community.

As a group, brainstorm ways to come together as a community, spreading good and eliminating stereotypes. Maybe it's volunteering at a local senior citizen center, rallying together for a community cleanup, or serving food to those who are hungry in your community.

Give students time to brainstorm.

STEP 5: SHARE

Read the following paragraph to your students:

#theysay that you can't make a difference, but let's show the world that we are the generation that will prove them wrong! Snap photos of you and your friends in action, and show that you are more than what #theysay. We can raise awareness and make this conversation a worldwide topic by sharing our stories of impact on social media. Remember to include #weday and #weschool in your posts on Instagram, Twitter and Facebook!

Follow up later to see how students are taking action.

Brands with Purpose

Meet Katrine and Corinne, the 16-year-old founders of Warm Winters: an organization that distributes warm winter clothing to the homeless.

When they were 11 years old, the girls saw a homeless man in a T-shirt and jeans in sub-zero weather. They immediately wanted to help him, but weren't sure how. One day during their downhill ski practice, they noticed loads of unclaimed winter clothes in the lost and found. The girls contacted the ski resort and asked if they would donate the clothes to their cause.

As of now, the girls have partnered with 30 ski resorts in 12 states, bringing warm clothing to more than 10,000 homeless people. They have also engaged 500 volunteers and have expanded the program to include personal care items. In the next five years, Katrine and Corinne hope to train 5,000 youth volunteers and extend their reach to help more than 50,000 homeless people across the United States.

Unilever, maker of iconic household brands like Dove and Vaseline, is passionate about brands with a purpose. Unilever is excited to support Katrine and Corinne, two young people who are making a positive impact through their actions and creating a brighter future for everyone.



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Unilever

ACTIVITY

Images With Purpose

COURSES: English Language Arts, Media Arts,
Business Studies



The following activity will help students explore how their reaction to the images they're exposed to helps identify their purpose and how they might take charge of their world.

STEP 1: RECORD

Using cell phones or cameras, or by writing in a journal, ask students to dedicate one day to recording 10 images they see throughout the course of a day. (Examples: advertisements on their way to school, a library overflowing with books, flowers in a garden—anything that strikes them visually.)

STEP 2: REFLECT

After the day of recording is over, provide students with time to look back on the images they've recorded, answering the following questions:

1. Did you notice any themes in the images you recorded?
2. What image struck you the most out of all of the images you recorded?
3. Why did this image have the greatest impact on you?
4. What does recording this image say about you and what you value?

STEP 3: WATCH

Watch the Warm Winters [WE Day](#) vignette as a group.

STEP 4: DISCUSS

As a group, discuss the following:

1. Katrine and Corinne established Warm Winters in response to the image of a man in sub-zero temperatures, wearing only jeans and a T-shirt. What does this say about what they might value?
2. Who else's values do we see present in this video? (E.g., the 30 ski resorts, the community members, etc.) What do they value?
3. As an employee of Unilever, Lauren represents her company's purpose through her actions. Can you guess what the purpose was?
4. Our actions are evidence of what we value. Katrine and Corinne chose to take charge by starting Warm Winters but we don't all have to start a charity to have an impact—every choice we make gives us a chance to shape our world for tomorrow. What are some examples of ways that we can take charge of our world starting right now?

EXTENSION ACTIVITY

Have students connect with an organization or charity that helps the homeless or those in need. Then, ask students to put together care packages to donate. Be sure to get advice from the charity you're working with, as they'll have recommendations on what people can use most. You could get items donated for your kits or fundraise to buy new things. Either way, it's important to give items that are new or only lightly used. Connect with the organization once you've put the kits together and have them distribute them to people in need.

NOTE: Students in your class may be eligible for the Unilever brightFuture Award. The award honors youth who are committed to making a positive difference in the world and have shown this through their efforts to live sustainably. Go to WE.org/wetakecharge for details on how to apply.

Distracted Driving

In a split second, your life can change forever. No one knows this better than siblings Willa, Aaron and Peter Berry. While their family of five was driving home from a vacation, their car was struck by a distracted driver, killing their parents Joshua and Robin and paralyzing the brothers from the waist down. The children were just six, eight and nine years old.

Following the accident, the Berry siblings were adopted by their aunt and uncle, Simone and Matt, who also have two children of their own. Today, the blended family is working to ban the use of cell phones in vehicles—a law that doesn't exist in their home state of Texas and many other states across the U.S.

Peter, Aaron and Willa founded OLIE: One Life is Enough—a program that educates people about distracted driving and asks them to take a pledge to stay focused while behind the wheel. Those who take the pledge are given a bracelet as a reminder of the heartbreak that the Berry family faces every day.

Allstate shares OLIE's mission to help make sure people know the real risks of distracted driving, and the company stands behind the Berry family to help spread their message.



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Social Entrepreneurship

Maya and Deidre Penn are a mother-daughter duo who are always looking for ways to make an impact in their local and global communities.

As an environmentalist, philanthropist, social entrepreneur, author and computer coder, Maya is full of ideas on how to change the world. At just 15 years old, she founded Maya's Ideas, a company that spearheads projects to empower women and girls to take action for the good of the planet.

Maya discovered Rafiki Bracelets at her local Walgreens store and learned about their impact on families in developing communities. Handmade with love by mamas in Kenya, every Rafiki Bracelet sold provides women with income to pay for their children's education and medical expenses.

Walgreens surprised Maya and Deidre with a visit to Kenya, where they could track the impact of Rafiki Bracelets and learn firsthand how lives are being transformed through simple purchases.

The Penn family wear their Rafiki Bracelets proudly and use them as a conversation starter to help inspire others to make change through their everyday purchases.



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Walgreens

at the corner of **happy** & **healthy**®

ACTIVITY

Tracking Your Impact

COURSES: Social Studies, Health and Physical Education



The following activity will invite students to explore the impact their actions have not only on their close community, but also on a global scale.

STEP 1: WATCH

Watch the **WE Day** vignette, which explores the impact of the things we buy.

STEP 2: DISCUSS

1. What's something you purchased recently?
2. What impacts, positive or negative, do you think purchases have on your community? On the world?
3. What impact did Maya's purchases have on the world?

STEP 3: EXPLORE

On the board, write the following quotation from Lillian, a mother in one of WE's partner communities in Kenya: "Now that we have clean water, I have more time for my family and my business, and the health of my children has positively improved."

1. Ask: How might having access to clean water give someone more time? How might it improve their health?

2. Read aloud, or distribute as a handout:

In Kenya, many rural communities do not have access to safe, clean drinking water. The water source that's used to collect household water for drinking and cooking is also used as a dumping ground for human and animal waste. These water sources are also plagued with bacteria and contaminants. What's more, these stagnant, unclean sources of water are often located many miles from communities, forcing women and children to spend hours each day hauling heavy loads of water to their homes. Without a reliable, sustainable source of clean water, children are either too sick or don't have time to go to school. With this, the cycle of poverty continues.

3. Restate the questions: How might having access to clean water give someone more time? How might it improve their health?
4. Ensure students understand that access to clean water saves the time that it would take to travel long distances to the nearest water source. It improves health because the water is sanitized and safe for drinking.

STEP 4: APPLY

Make a graphic organizer or a mind map with a small action in the middle. Illustrate the impact that action has on both a small and large scale.

Taking a Stand Against Youth Violence

In this WE Day vignette, Christian Burgos takes us on an emotional journey as he recounts the worst night of his life. In 2014, his older sister, Alexandria, was killed in a shooting while picking him up from a friend's home in Chicago. Christian has since become a speaker against gun violence.

Since his sister's death, Christian has also attended several marches in Alexandria's honor and advocates for tougher gun control laws. In December 2015, he and his family attended the National Vigil for All Victims of Gun Violence on Capitol Hill and spoke directly with congresspeople, hoping to pressure the government about policy change on the issue.

Christian's school is a WE School that designed a campaign to take a stand against youth violence by rallying members of the community. To recognize their incredible work, Allstate awarded them with a grant to support their efforts.

As a WE Schools supporter, Allstate believes that every person has the power to change the world. Standing in solidarity with Christian and others affected by violence, Allstate is committed to helping youth become empowered to make their neighborhoods safer.



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ACTIVITY

Take a Stand

COURSES: English Language Arts, Social Studies



The following activity explores how one teenager stood up to the violence in his community and how we can follow in his footsteps.

STEP 1: EXPLORE

1. Choose three to five facts or statistics to highlight from the following websites that illustrate the issue of youth violence on both a national and global scale. Alter a couple of the statistics to create false statements. Then record the statistics for reference. (For example, if the statistic is that three in five people wear blue on Mondays, change it to one in five people.)

WORLD HEALTH ORGANIZATION'S YOUTH VIOLENCE FACT SHEET:

who.int/mediacentre/factsheets/fs356/en

USA: CDC'S YOUTH VIOLENCE DATA SHEET:

cdc.gov/violenceprevention/pdf/yv-datasheet-a.pdf

2. Introduce the activity and read each statistic to the group. Ask students to stand if they believe it is true and to stay seated if they believe it is false.
3. Have students discuss their reasoning with a partner, then ask volunteers to share their reasoning with the class.
4. After a brief discussion, reveal the true statistic.
5. Repeat for every statistic.
6. Complete the activity by asking students to consider what they have just learned:
 - a. Which statistics surprised them?
 - b. Were any statistics upsetting? How so?

STEP 2: WATCH

Watch the **WE DAY** vignette about Christian and how his school took action to help prevent violence in their community.

STEP 3: DISCUSS

1. What are some of the ways that Christian is addressing the issues of youth violence and youth safety in his community?
2. Christian took action with his WE School through a peace pledge. How can peace pledges be effective and help prevent violence in communities?
3. What can we do to increase the safety of young people in our community?

EXTENSION ACTIVITY:

Come together as a WE School to take a stand against youth violence. Take your own peace pledge, create signs to raise awareness or put together a community event. Design your own volunteer campaign and rally your school by using WE Volunteer Now campaign tools. Apply for a WE Volunteer Now grant to get started. Go to WE.org/wevolunteernow to learn more.

Technology for Social Good

Since the age of four, Mikaila Ulmer has been on a mission to change the world. Now 11, Mikaila is the owner and founder of Me & the Bees Lemonade, a company that makes honey-sweetened lemonade.

In March 2016, the young entrepreneur gained national attention when she scored a sweet deal with Whole Foods. Mikaila argues that using honey as a primary sweetener is more environmentally friendly. As a social entrepreneur, she is committed to replenishing the devastated bee population in her hometown of Austin, Texas, and across the United States. She invests a portion of the profits into organizations fighting to save honeybees.

Using Microsoft technology and the tools offered by Windows, Mikaila is growing her business and educating people about the importance of staying away from pesticides and other things that are harmful to bees. She understands that technology can empower her to achieve even more, and is eager to learn code so she can build an app to inspire other young entrepreneurs.



PRESENTED BY



Microsoft

ACTIVITY

Young Social Entrepreneurship

COURSES: English Language Arts, Social Studies, Mathematics, Science



The following activity will explore young people as social entrepreneurs and invite your group to brainstorm ways that their imaginations could change the world.

STEP 1: PREPARE

1. On sticky notes or small pieces of paper, write different issues, both local and global, that students might be passionate about. (Examples: hunger, poverty, access to water, bullying, etc.) Write one issue per piece of paper until there is a class set or enough for each member of your group.
2. Distribute one issue paper to each student, as well as one piece of blank paper and some markers/colored pencils.

STEP 2: IMAGINE

Ask students to think about and reflect on the issue in front of them. Then have them design an invention that would help solve that issue altogether. For example, they might draw a “Bully Alarm”—a device that connects to tech that pre-emptively warns you before you post something to social media that could be considered bullying. Encourage students to be creative.

STEP 3: WATCH

Watch the [WE Day](#) vignette about 11-year-old Mikaila, the “Bee-trepreneur.”

STEP 4: DISCUSS

As a group, discuss the following questions:

1. Mikaila may be young, but she is a perfect example of a “social entrepreneur.” What exactly is a social entrepreneur? (*Definition: a person who establishes a business with the aim of solving social problems or effecting social change.*)
2. Craig Kielburger (co-founder of WE) and Mikaila have something in common: when they were first inspired to make a change in the world, they were told to wait until they were older. How would this make you feel? What would you do if you were told to wait until you were older? Have you ever been told that you were too young to do something? What did you do?
3. Mikaila didn’t create Me & the Bees Lemonade all on her own. She had the support of the people around her, and she had access to the technology that she needed to get her business going. What technology did she need to keep spreading the message of the bees? (Answer: a computer, presentation software, document creation software, etc.)
4. How did Mikaila use technology to reach her goals?
5. How can technology help us reach our goal to change the world?

STEP 5: APPLY

Ask students to return to the inventions that they drew and, in pairs or on their own, brainstorm what technology they would need in order to create their invention and share it with the world. Allow time afterward for students to share their inventions with the group.

Thank You

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