

CONNECT WITH YOUR WE SCHOOLS COORDINATOR

COORDINATOR:		
EMAIL:		
PHONE:		
SKYPE USERNAME:		
YOUR WE CODE:		

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WELCOMANDE THE EDUCATOR'S Guidle

Letter From the Co-Founders

Dear Educator,

Welcome to the WE Movement. We are so glad you've joined us on our mission to inspire, educate and empower students to find their place in the world. At WE, we're committed to making this world a better place and we can't do it alone. We need great educators to inspire the next generation of compassionate, shameless idealists.

Our admiration for educators began at a young age—and not just because our parents were teachers. It's true, Mom was a special education teacher and Dad taught French. They showed us the power educators have in making a huge difference in the lives of their students. Other great educators deeply influenced us too, like Marc's rugby coach and Craig's Grade 7 teacher who encouraged and helped him to channel his passion into creating Free The Children—the same charity that's evolved over the past 20 years into the movement we proudly know today as WE.

Throughout the last two decades, educators have always stood by us. With your support, we're changing lives for the better. With over 10,000 schools thriving in WE Schools, we are delivering impressive results in academic engagement, life skills, civic engagement and impact on at-risk youth.

And it all begins in your classroom. WE Schools focuses on service-learning goals that help young people develop the skills to succeed academically, in the workplace and as active local and global leaders. Our simple approach to community-building empowers young people to create tangible change through their daily choices and actions. And for educators, it revitalizes their class, the curriculum and everyone's passion.

This is an exciting time to be an educator. Tomorrow's greats are sitting right in front of you. Together, we have the power to reignite the fundamental purposes of education: move students to want to learn, and prepare them with the life skills to better the world and forge their own paths to success.

Thank you for having the courage, heart and passion to bring WE into your class. We are honoured and encouraged to work with such a gifted and enthusiastic group.

For more information about this great movement visit **WE.org** and take your pledge.

We are stronger together,

Trang M/au

Craig Kielburger and Marc Kielburger





Teacher to Teacher

Dear Educator.

I am thrilled to welcome you to your WE Schools Kit. I know from experience that the team is very excited about your participation this year. This is a time for global awareness. Our youth are truly on the path to understanding the problems in the world and I believe that this kit can help you access the materials you need to help them become empowered global citizens.

During my time working in education, it was an after-school committee that inspired me to pay more attention to the various issues facing our world. With the help of the WE Schools Kit, you will be able to engage your students and broaden their knowledge about issues around the globe.

These kits are designed to stimulate discussions, provide curriculum ideas and help you plan and implement world change. You can use the workbooks in your classrooms, along with the posters and other materials, to inspire your students to achieve their goals throughout the year. There are so many useful resources in this kit; I encourage you to explore them and use them with your students.

The relationships I built with my previous WE Schools Coordinators are undoubtedly the key to the program's success in my classroom. The coordinators provide tremendous encouragement for unique fundraising ideas, and are there to help you every step of the way to ensure you achieve your goals.

I thank you for opening your heart and your classroom to WE Schools. If this is your first year implementing the program, you are about to uncover a remarkable partnership and begin a life-changing journey with WE Schools. If you are already involved with the program, welcome back! I firmly believe that it is the responsibility of all of us to make positive change in the world—and the classroom is a great place to start. As a teacher, I know that this year you will continue to make a huge impact on the lives of your students and help them become the global citizens we can be proud of.

All the best.

Patty O'Rourke Toohy

Patty Tooky

Retired educator, Halton District School Board





WHAT IS WE SCHOOLS?

WE Schools is a unique, four-step service-learning program that inspires young people to identify the local and global issues that spark their passion and then empowers them with the skills and tools to take local and global actions.

Delivered in more than 10,000 schools across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas. At the end of the year, groups submit a Year in Review to their WE Schools Coordinator.

WE Schools is a movement of students and educators who believe that some of the most powerful learning experiences happen when you make a meaningful difference in the world. Thanks to our sponsors and partners, this program is free.

WHY PARTICIPATE IN WE SCHOOLS?

We want a world where all young people feel empowered to pursue their dreams and reach their full potential as active local, national and global citizens. WE Schools helps achieve just that—it encourages young people to challenge apathy by awakening their spirit of volunteerism.

It's no coincidence that the WE Movement started in a classroom. In 1995, one teacher recognized that 12 of his students were excited to learn more about global issues and was willing to go above and beyond to support them. That one teacher's influence over 20 years ago helped transform a small group of students into a movement of 2.3 million young people committed to building stronger local and global communities.

We're counting on teachers to guide the next generation in becoming the compassionate leaders our world so desperately needs. The WE Schools program is our way of supporting educators who share our belief in the power of service-learning.

How Will the Program Benefit My School?

Through carefully structured educational resources and action campaigns, students engage with issues across the world, down the road or in their very own school. At the same time, they gain important life skills—like leadership, critical thinking and action planning—which they'll continue to use and develop throughout their life.

THE THREE KEY LEARNING OUTCOMES OF WE SCHOOLS:

- Increased academic engagement
- Improved university and workplace readiness
- ► A commitment to active citizenship

WE SCHOOLS DEVELOPS STUDENTS' CRITICAL THINKING SKILLS, CONNECTING WHAT THEY ARE DOING IN THE CLASSROOM TO THE WORLD OUTSIDE." — EDUCATOR







MEASURING OUR IMPACT

We believe in measuring the impact of our programs to make sure we're delivering world-class resources. We called in leading social impact consultants from Mission Measurement to help us understand how WE Schools helps educators empower the next generation of compassionate leaders. Because of teachers like you, we are able to see incredible, transformative outcomes in students across North America and the UK.





At-risk or marginalized students engaged in WE Schools are • • •

to go to college or university.

How Does the Program Work?

In the WE Schools program, your group's service-learning journey is structured in **FOUR KEY STEPS** and **TWO ANNUAL CHECKPOINTS** that frame different learning processes and outcomes.

FOUR STEPS OF WE SCHOOLS

- INVESTIGATE AND LEARN
 Students explore topics related to a real-world challenge or opportunity.
- 3 TAKE ACTION
 Students implement their action plan.
- ACTION PLAN
 Students develop a plan to implement their service-learning project, including one local and one global action.
- REPORT AND CELEBRATE
 Students present the results of their service-learning initiatives.



RECORD AND REFLECT

USING THE STUDENT YEARBOOK, STUDENTS WILL RECORD THEIR PROGRESS AND THEIR REFLECTIONS FOR EACH OF THE FOUR STEPS ABOVE.



TWO CHECKPOINTS FOR YOUR YEAR

YEARLONG ACTION PLAN
Once you get started we'll email a survey to learn about your plans for the year and how we can support them.

2 YEAR IN REVIEW

At the end of the school year we'll email a survey to learn about the impacts you made and how we can support you better next year.

Your Yearlong Action Plan and Year in Review are both essential steps in the WE Schools program and are required to earn your WE Day tickets for next year! They help us celebrate your group's accomplishments and improve our programs and resources. You can also contact your WE Schools Coordinator about filling out an Impact Report after completing each campaign.

OUR LEARNING SKILLS LEGEND



FORMATION



LITERACY













LEADERSHIP ORGANIZATION SKILLS

ACTION PLANNING

RESEARCH AND WRITING

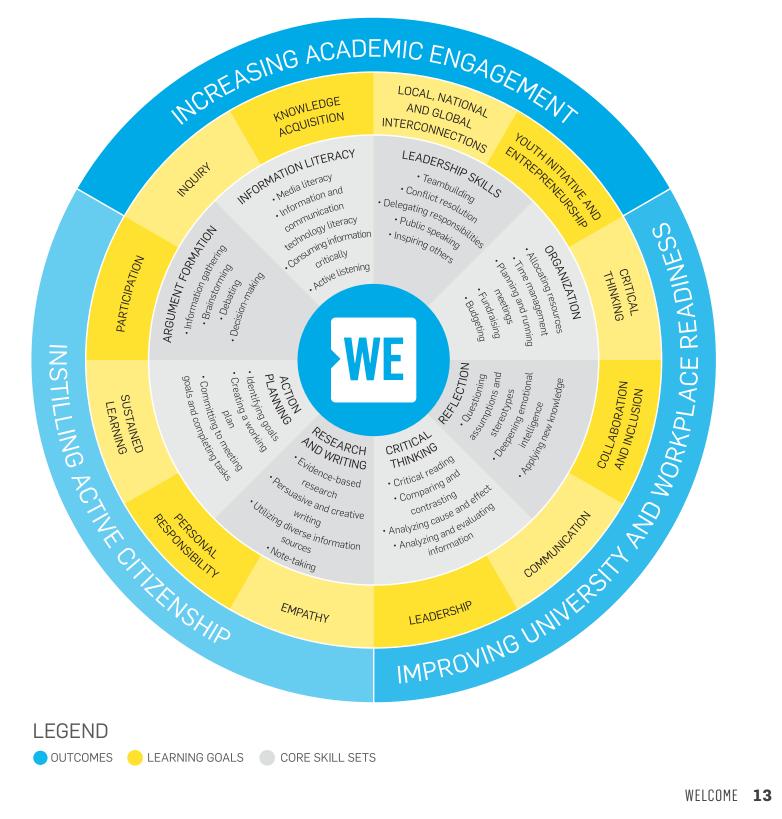
CRITICAL THINKING

REFLECTION

OUR LEARNING FRAMEWORK

The WE Schools Learning Framework is the educational foundation for every resource we provide—from lesson plans to campaigns. It is grounded in current pedagogical theories of service-learning and 21st-century learning practices.

Lesson plans and activities help students focus on learning outcomes by developing core skills sets. Look for these icons in the Student Yearbook and on educational resources online to find the most relevant skills your students will be developing through WE Schools activities.



Guide to the WE Schools USB

We want you and your group to get the most out of WE Schools. This year, that means checking out the digital world-changing resources and additional program offerings included on the USB in your WE Schools Kit. Plug it into any computer and access the following folders. Each one is filled with resources to help you run WE Schools with your group.

WELCOME VIDEO

Craig and Marc Kielburger welcome you to the WE Schools Program.

VIDEOS

Videos help bring past moments back to life. In this folder, we've included a series of short clips that show your group what it means to Live WE.

EDUCATIONAL RESOURCES

Here you'll find a collection of lesson plans. Each one is designed to enhance WE Schools and help you dive deeper with your group.

WE DAYX

WE Day may only be one day, but here you get the chance to experience it year-round. This folder includes a PowerPoint template to help you put on your own independent WE DayX event in your school or community, and videos you can embed within your PowerPoint presentation.

ADDITIONAL TEACHER RESOURCES

We've included two customizable letters in here: one to send to parents and one to send to your school principal to let them know about WE Schools and ways to get involved. Here you'll also find a media release form and a WE Are Rafikis order form.



UNLOCKING THE DOOR TO BECOMING A CHANGE-MAKER BEGINS WITH THIS

Videos

Below you'll find examples of videos stored on your USB that can help you inspire your group for their year of action.



► THE WE MOVEMENT

To change the world, you need a movement—the WE Movement. On your USB, you'll find a series of short videos you can watch with your group to get inspired: It Takes a Child, "The Power of WE" and the WE Day broadcast special.

To watch other videos about the WE Movement, visit: WE.org/weschools/educator-resources/videos.



Chris Hadfield was the first Canadian astronaut to walk in space and live aboard the International Space Station. Watch him speak about his perspective of the Earth in the video stored on your USB.

To watch other issue videos, visit: WE.org/weschools/educator-resources/videos.



► TRAVEL SERIES WITH MICHELLE

Michelle Owens has travelled extensively on ME to WE Trips. Watch her explore the rich culture and traditions of Kenya's Maasai people in the video stored on your USB.

To watch other episodes from the Travel Series with Michelle, visit: WE.org/weschools/educator-resources/videos.



► SHAMELESS IDEALISTS: SEASON 2

Sir Richard Branson is the founder of Virgin Group, a multinational company spanning a wide range of industries. Watch him and his daughter Holly Branson speak about what it means to be an entrepreneur and shameless idealist in the video stored on your USB.

To watch other episodes from the Shameless Idealists series, visit: WE.org/weschools/educator-resources/videos.



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How to Run WE Schools

ORGANIZING YOUR GROUP

Before you get started, you might want to consider how you'll organize your group.

□ Class Group

WE Schools programming will be utilized during classroom time.

Extracurricular Group

Meetings will be held at lunch or after school as an independent WE Schools group or club.

- Integrated Into Existing Group

Schools that already have a strong social justice club or student council can integrate WE Schools programming into their scheduled meetings.

□ Community Group

Meetings will ensure collaboration between students and the community.

GROUP ROLES

Next, you'll want to understand the roles of those involved in your group.

1. WE Schools Coordinator

This is your point person at the organization. They'll provide tailored one-on-one support for your service-learning initiatives, as well as resources and event tickets when applicable. If you don't know who your coordinator is, email weschools@WE.org.

2.WE Schools Educator or Group Leaders

The role of educators is to facilitate and mentor the group by using WE Schools resources and curriculum. It is the role of the educators to guide and foster student leadership and action as well as engage with other educators.

3. Students

It is up to students to investigate the issues they're passionate about, plan their initiatives and ultimately take action.



5 Goals for Your First Few Meetings

Your first meeting is your opportunity to inspire your class or group members to discover a passion for local and global issues.

Every group has different priorities and a different pace for laying the groundwork for their year of action. Here are five tried-and-tested checklist items that can help you make the most of your first get-togethers.

= SET UP A COMMUNITY CODE (30 TO 40 MINUTES)

A successful group has all kinds of participants, from leaders who are quick to speak up to deep thinkers who may not always feel comfortable speaking. You want everyone to feel that their input is valued. We've included a Community Code activity on page 21 to help you lay the ground rules for respectful group participation. Have your students sign the Community Code contract (Student Yearbook, p. 7).

□ GET TO KNOW YOUR WE SCHOOLS COORDINATOR (10 TO 15 MINUTES)

Your friendly WE Schools Coordinator is here to help make your life easier as you kick off your year of action planning. They can direct you to the best resources for your group's needs, provide creative ideas for actions, answer questions about the program, help you get tickets to WE Day and celebrate the impact of your world-changing actions. Set up a Skype call to bring your WE Schools Coordinator into the meeting to inspire your students and help kick off an incredible year.

FIND OUT WHAT YOUR GROWP IS PASSIONATE ABOUT (30 TO 90 MINUTES)

Every student has a passion that brought them to your group. Check out the Exploring Issues activity on page 30, Community Mapping on page 32 and Issue Compass on page 34 for exercises that will help assess students' interests.

□ SET UP ROJES FOR EACH STUDENT (15 TO 20 MINUTES)

As you find out what motivates your students, you'll get a better sense of the skills and talents they want to contribute to the group. Some initial roles you may wish to assign on a volunteer or consensus basis include: meeting facilitator, agenda setter, note taker, vote counter, treasurer and communications coordinator. Other roles like speakers and promoters will emerge as you choose your campaigns.

□ WATCH A VIDEO TO GET INSPIRED (10 MINUTES)

We've loaded up a digital library of how-to videos that can guide you through group basics like running a meeting or engaging the broader student body in your activities. Plug in your USB or go to WE.org/weschools/educator-resources/videos and pick a video to watch together to get your group thinking.

Activity: Community Code

As a WE Schools group, it's important to create a space in which everyone feels safe to voice their opinions. As you know, some students will be more comfortable speaking up and some will be shy, but everyone should feel that their input is welcome. The following questions will help your students create quidelines for the way they interact and make decisions as a group.

To run this activity, have students open up the Student Yearbook to page 6 where they'll find the same list of questions you have here. Give them time to write down their individual suggestions on separate sheets of paper, and then lead a group discussion. Find the overlapping themes and points from your students' answers and get someone to write them down in the Student Yearbook. These will be the group's goals and guidelines for the year, which everyone should have agreed to. Keep in mind, students can either share their answers with the class or keep them private, whichever they feel more comfortable with.

If you are working with younger children, consider asking the questions to the group directly, rather than having them write their answers down.

CREATING A COMMUNITY CODE

GROUP GOALS

- What can we do to make sure everyone has a chance to speak at our meetings?
- What can we do to make everyone feel included in our meetings and events?
- How should the group make decisions? (I.e., should we vote on decisions? Does the vote have to be unanimous, or just a majority?)
- What is at least one way that we can encourage other members of the group when we face an obstacle?
- What would make us feel safe and included in this group?
- What do we think makes a good leader?
- What leadership qualities do we want to develop this year?
- Who are some of our personal heroes that we can look to for inspiration?
- Who will act as recorder and write down our answers and update our progress in the Student Yearbook? Will we have multiple recorders to share the role or just one person?

Additional Program Offerings

OUR ADDITIONAL PROGRAM OFFERINGS CAN HELP YOU ENHANCE YOUR STUDENTS' OUT-OF-CLASSROOM LEARNING.

1. LESSON PLANS AND PACKAGES

We offer a full library of resources and lesson plan packages designed exclusively to help enhance curriculum connections. These lessons support your commitment to engaging and educating your students, and can be fully integrated into your classroom teaching. Find out more at WE.org/weschools/educator-resources.

2. MOTIVATIONAL SPEAKERS

You have the opportunity to have a motivational speaker visit your WE Schools group. Speeches are designed to motivate young people to take action and create change in their communities. By sharing unique stories, our speakers create engaging experiences that inspire youth with ways to get involved and transform the world through active global citizenship. To find out how to book a speaker, connect with your WE Schools Coordinator or find out more at WE.org/weschools.

3. ACTION-PLANNING WORKSHOPS

These workshops help youth develop ideas for social change and action planning. This is an opportunity for your students to get extra help investigating the issues important to them and plan actions for the year. Find out more by connecting with your WE Schools Coordinator.

4. YOUTH SUMMITS

This is a day when young people are brought together to learn about social justice issues and leadership building. These summits are held all across North America to help youth understand the issues facing their community and the world, and most importantly, build a plan to take action on them. Find out more at WE.org/youthsummit.

5. VIDEOS

Watch and be inspired! We offer a library of videos that you can use with your students to help them deepen their understanding of local and global issues and feel empowered and motivated to take action. Find out more at WE.org/weschools/educator-resources/videos or by checking out the videos on your USB.

6. SCHOLARSHIPS, AWARDS AND GRANTS

We offer scholarships, awards and grants for individuals and groups who have made an exceptional difference in their local community or across the world. To find out more, connect with your WE Schools Coordinator.

Getting Support

We want to set educators up with everything they need to run WE Schools successfully in the classroom. To ensure this, the WE Schools Kit includes a USB with extra resources and information to help you get additional support from your school principal and parents.

Getting support and encouragement from your school principal is essential for running a successful WE Schools group. On the USB, you will find a letter you can put into the hands of your principal to ensure they understand the programming and feel included every step of the way.

As an educator, you'll also want the support of parents. On the USB, you will find a second letter that you can print or email to parents who want to learn more about the program, get involved in your group or bring the WE philosophy into their home.





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WHY TAKE LOCAL ACTION?

Tight-knit communities filled with people who know and appreciate each other are safer, and you can feel comfortable knowing there are people looking out for you and the well-being of your family. When you reach out and take action locally, you remove the boundaries that separate people in your neighbourhood. You're not just tackling an issue like hunger or poverty—you're also moving your community from "me" to "we." And that's a game-changer.

WHY TAKE GLOBAL ACTION?

Learning about the lives of people around the world can help you discover new points of view. We often think about developing communities as struggling through war, hunger or poverty, but this is only one side of the story. In the midst of poverty, families dream of a better life, work hard to send their children to school and share what they have with others. They each have a story that we can learn from and an important lesson to remember when you're planning your action.

Types of Action

VOLUNTEERING

Volunteering means giving your time to a cause you care about. This could mean staying within your neighbourhood and helping out locally or crossing the ocean to help a community in another country.

Example: You could spend the day at a local soup kitchen or take two weeks to help out with an international development project overseas. The possibilities are endless!

Suggested campaign: WE Volunteer Now

AWARENESS-RAISING

Awareness-raising involves focusing the attention of others on a cause or issue in the world. Regardless of the action you take, the objective is to increase others' understanding.

Example: Movie night. Hold a screening of your favourite documentary on an issue close to your heart and have a discussion afterward to find out how much everyone learned.

Suggested campaign: WE Stand Together

MATERIAL SUPPORT

Material support involves collecting donations of items like canned goods, second-hand clothing or books for a charitable cause.

Example: Food drive. Get a team together to collect nonperishable food items for your neighbourhood food bank.

Suggested campaign: WE Scare Hunger

FUNDRAISING

Fundraising involves collecting donations of money from individuals, businesses, charitable foundations or government agencies.

Example: Coin drive. Little things add up to big things! Ask friends and family to donate their loose change for a cause you care about.

Suggested campaign: WE Create Change

BEHAVIOURAL CHANGE

Behavioural change involves turning bad habits or routines into positive ones. This could be anything from cutting down shower time to refusing to use plastic bags or bottles.

Example: Take a pledge to reduce your negative impacts on the Earth and boost your positive ones by packing no-waste lunches or walking to school instead of driving.

Suggested campaign: WE Take Charge

ADVOCACY

Advocacy involves rallying your government or other institutions to make systemic or policy changes to something you see as an injustice in the world, your country or your community.

Example: Collect signatures for a petition and send it to your local or national government official.

Suggested campaign: WE Are One



Local and Global Checklist

The WE Schools Kit is full of materials to help your group become involved with our local and global campaigns, providing them with ideas on how to take action on issues in their neighbourhood and in communities around the world.

Your group can use the Student Guide, the Student Yearbook and the issue cards as learning resources to take action locally and globally.

RESOURCES ON LOCAL ISSUES WILL CONNECT STUDENTS WITH:

- Why it is important to take local action (Student Guide, p. 6).
- The issues that affect the local community with the Community Mapping exercise. The student worksheet is on page 11 of the Student Yearbook and facilitation instructions are located on page 32 of this guide.
- ► Issue cards on the environment, hunger, homelessness and reconciliation. To provide students with a deeper level of understanding, look for issue-based lesson plans online at WE.org/exploringissues.
- WE Schools local campaigns to help students take local action: WE Take Charge, WE Scare Hunger, WE Volunteer Now, WE Are One and WE Stand Together.

RESOURCES ON GLOBALISSUES WILL CONNECT STUDENTS WITH:

- Why it is important to take global action (Student Guide, p. 7).
- The global issues they are most passionate about through the Issue Compass activity. Student worksheets are on page 12 of the Student Yearbook and facilitation instructions are located on page 34 of this guide.
- ▶ Background information on the issues of access to education, clean water, health care, food security and poverty. To provide students with a deeper level of understanding, issue-based lesson plans for the classroom may be found online at WE.org/exploringissues.
- Craig Kielburger's story as a world-changer.
- ► The story of Free The Children's WE Villages.
- ▶ WE Villages lesson plans. These explore the barriers to access to education, clean water, health care, food security and economic opportunity. The lesson plans will help your students understand the main issues that affect people around the world.
- WE Schools global campaigns to help students take global action: WE Create Change,
 WE Are Silent, We Are Rafikis, WE Bake for Change, and WE Walk for Water.



Activity: Exploring Issues









Educator's note: You will need the issue cards to run this activity with your group.



PURPOSE:

This activity is designed to help students become class experts on a local and global issue through group discussion, note-taking and teaching others.

INSTRUCTIONAL METHOD(S):

Jigsaw discussion, group work, reading and note-taking.

DIFFERENTIATED INSTRUCTION:

- ► Students can pass cards between groups rather than forming new groups and spend time with each discussion card in their original group.
- When students form their second group to explain their issues to each other, discuss each issue as a class rather than in groups.

MATERIALS:

Notebooks or notepaper, writing utensils, front board and issue cards.

ESTIMATED TIME:

45 minutes for local issues discussion, 45 minutes for global issues discussion.

STEPS:

- 1. Divide students into four groups and give each group one of the four local issue cards included in the WE Schools Kit. Tell students that they will explore the issue described on their group's card. Remind them they each will need paper and something to write with.
- 2. In groups, have students read their issue card out loud and discuss the questions listed on the back. Students should take notes on what they discuss, with special emphasis on the following:
 - What is the issue?
- Who does it affect?
- Why is it important?
- ▶ What causes the issue?
- 3. After 10 minutes of group discussion, tell students that they will be forming new groups. Students will have the chance to explain the issue they just discussed to this new group.
- 4. Collect the issue cards from the four groups and redistribute the class into groups of four students so that each new group has one class expert who can represent each of the four local issues. Place the issue cards at the front of the class so any student can access them during the next section if they need help.
- **5.** Write the following four questions on the front board:
 - What is the issue?
- Who does it affect?
- Why is it important?
- What causes the issue?

Tell students that they will take turns presenting to their groups as class experts on their topic. They should explain their issue to their group and then as a group discuss the questions on the board. Each issue should take about five minutes to explain and discuss, and students should take notes as their peers explain their issues.

- 6. Circulate as groups discuss to make sure all students are engaged and discussions are in depth. Every student should have the opportunity to speak about their issue.
- 🔁 After 25 minutes of group discussion, bring the class together. Ask students if they have any questions about what they've learned. Ask the class:
 - Which issue(s) interested you most?
 - How can you learn more about the issue?
 - How can you share what you've learned about this issue? Who can you spread awareness to?
- 💲 Repeat this activity, this time using the five global issue cards. Begin by forming five groups and then splitting into groups of five. This can be done in a separate classroom period.

Local Activity: **Community Mapping**







THIS ACTIVITY IS A HANDS-ON WAY TO GET STUDENTS THINKING ABOUT THE ISSUES THAT AFFECT THEIR COMMUNITIES.

It's also a great way to get a feel for the issue(s) that your students can focus on for their local action(s), and is especially helpful for planning a campaign through WE Volunteer Now, WE Take Charge or WE Are One.

On page 11 of the Student Yearbook there is a corresponding worksheet where students can make notes and write down responses to reflection questions. There is also a printable PDF online at WE.org/weschools/educator-resources.

PURPOSE:

Students will build on what they learned in the Exploring Issues activity (p. 30) to learn to identify the issues that affect their community by taking a walk around the neighbourhood and then mapping it out. Finally, they will create a plan to take action and give back to their community.

INSTRUCTIONAL METHOD(S):

Kinesthetic, class discussion, brainstorming, mapping and action planning.

DIFFERENTIATED INSTRUCTION:

- Provide students with local newspapers and time to visit local news websites or watch local newscasts for information about what is going on in the neighbourhood.
- Use class accounts on Twitter and other social media to follow local news stations and newspapers as well as the local police divisions to learn about the issues happening in the neighbourhood.
- Have students make their own maps, work in groups to create their maps or draw a large-scale map as a class.
- Select one topic for the class to study as a whole.

MATERIALS:

Craft supplies for making a map, notebooks and writing utensils.

ESTIMATED TIME:

90 minutes.

STEPS:

- 1. Ask students if there are any issues such as homelessness, poverty or pollution in their community. How do they know what issues affect their community? Do they see, read or hear about them in the news? Do their parents discuss them at the dinner table?
- 2. Tell students that the class will be going on a community walk to look for signs of local issues. In preparation, have students brainstorm a list of indicators they might encounter as symptoms of a larger issue (e.g., run-down housing, many soup kitchens in a specific area, excess litter, lack of wheelchair ramps, etc.).
- Take your students on a community walk. Instruct students to bring a worksheet (Student Yearbook, p. 11) and a writing utensil.
- 4. While on the walk, take time to pause and ask students for observations and allow time for notetaking or photos. The point of the community walk is to look for symptoms of problems that are usually ignored, so take enough time for a thorough expedition.
- 5. Upon return, lead a class discussion. Ask students:
 - a. What did you notice?
 - b. What was your reaction to seeing it? Surprised? Angry? Encouraged?
 - c. What issue(s) do you think this was a sign of?
 - d. What community resources are in place to help with this issue?
 - e. Is that enough? What more can we do?
 - On page 11 of the Student Yearbook there is a corresponding worksheet where students can make notes and write down responses to reflection questions. There is also a printable PDF online at WE.org/weschools/educator-resources.
- 6. To help students better understand what they observed on their walk, ask them to draw a community map. Explain that while most maps detail roads, transit routes, highways and water ways, the community map will instead tell the story of what life is like for people living and working in the community.
- 7. In their map, students should include:
 - a. Community assets—the places that add value to the community, such as libraries, government

- offices, community centres, religious buildings or schools, as well as public gardens, playgrounds or even a wall mural that brightens up the community.
- b. Individual assets—skills and gifts held by community members (including the students themselves), such as public speaking, musical talents, drawing skills or event organization.
- c. Issue points—locations where you saw evidence of issues in your community.
- 8. Once students have completed their community maps, have them present their work to the class. After all students have presented their maps, highlight the similarities and differences of the maps that show the many obvious and hidden parts of a community. Post the maps in the classroom or in a prominent hallway in the school to share with the school community, but keep them accessible for future reference.
- 9. Hold a class brainstorm session to compile a list of issues that affect the local community, both visible and invisible, that were depicted in the various community maps, in addition to examples from local media and other sources. Write the suggestions on the front board. Spend time creating a comprehensive list.
- **10.** Tell students they will now select topics from this list for their local actions.
- 11. Students should think about the local issue they feel most passionate about. The class may decide to work together on a single issue and concentrate their efforts toward creating a larger impact, or if there is more than one topic students want to take action on, they may form smaller groups. It is important that students are passionate about the issue so they feel invested in the outcomes.
- 12. Now that students have selected their local issue, refer back to the community maps. Ask students to analyze their maps to find the community assets that match the issue they selected. For example, if the issue was local hunger, students should identify the local food banks or soup kitchens and the people that may already be making a difference.
- 13. Once students have identified an issue and the community assets related to the issue, have them form an action plan. For example, if the class is interested in improving the environment, organize a litter clean-up day in a local park.

Global Activity: Issue Compass









THIS ACTIVITY IS AN INTERACTIVE WAY TO GET STUDENTS THINKING ABOUT THE CHALLENGES THAT DEVELOPING COMMUNITIES AROUND THE WORLD FACE EVERY DAY.

It will also help the group identify which global issue(s) they'd like to focus on this year.

On page 13 of the Student Yearbook there is a corresponding worksheet where students can make notes and write down responses to reflection questions. There is also a printable PDF online at WE.org/weschools/educator-resources.

PURPOSE:

Issue Compass builds on the Exploring Issues activity (p. 30) to help students brainstorm a list of global issues, share their opinions about these issues, and choose the one(s) they are most interested in learning about and taking action on.

INSTRUCTIONAL METHOD(S):

Brainstorming, class discussion and four corners.

DIFFERENTIATED INSTRUCTION:

- Students can create their own signs that they hold up from their seats instead of moving to designated areas.
- Have students discuss the top four issues in small groups rather than as a class.
- Ask students to reflect on the process of selecting one global issue in a journal response.

MATERIALS:

Paper, markers and tape.

ESTIMATED TIME:

45 minutes.



STEPS:

- 1. Identify or create a space in the classroom where students will be able to move freely (it may be necessary to move desks). With markers and paper create four signs: "Passionate," "Interested," "Curious," and "Indifferent."
- 2. Set up four stations by taping the four signs to different walls in the room.
- 3. Ask students to brainstorm what they feel are the most important global issues in our world today (e.g., clean water, food security, etc.). To help facilitate the brainstorm, ask the following questions. Students can note their answers on their worksheet.
 - a. If you were a world leader, what kinds of problems would you tackle? Or if you were a journalist, what kinds of issues would you write about?
 - b. What issues do you regularly hear about on the news or read in newspapers and online? (Refer to the front pages of recent newspapers or magazines.)
 - c. What issues do you think the general public isn't very aware of?
 - d. What issues really bother you—even if you don't know a lot about them?
- 4. As students think about and share their ideas, write each issue on a global issues chart or on the front board.
- 5. Introduce students to the four stations and invite them to get up on their feet and be ready to move. Explain that as you read a global issue from the list, students should consider how important it is to them personally and choose one of the stations to stand next to. Explain that there are no wrong answers—they are responding based on their own feelings on and interests in an issue.
- 6. For each issue, record the number of students standing at each station. After all the issues have been read out, note the four that received the most "Passionate" votes.

ISSUE	# OF STUDENTS WHO			
	ARE PASSIONATE	ARE INTERESTED	ARE CURIOUS	ARE INDIFFERENT
e.g., Global Poverty	12	6	5	2

- 7. Remove the four signs and replace them with a new sign for each of the top four global issues.
- **8**. As a class, discuss each issue. Ask students to consider the following:
 - a. What do you know about the issue?
 - b. Why is it important?
 - c. Who does the issue affect most?
 - d. What are the short- and long-term effects on people, communities or the world if this issue isn't addressed?
 - e. How can we make a difference?
 - f. What challenges might we encounter when trying to help?
- 9. After the class has had time to discuss all four issues and listen to the opinions of their classmates, ask them to stand by the issue that speaks most to them.
- 10. Use your findings to start thinking about which global issue you'd like to take action on. Groups can work independently on the issues they're individually passionate about, or you can start a conversation about choosing one issue they can work on together.

Starting Your Local Action INVESTIGATE AND LEARN

Learning about the issues facing your community is an important step toward learning more about the issues that have an impact on the world. When your group investigates poverty in their neighbourhood, for example, it can help them learn about the root causes of poverty in other countries or communities.

If you haven't done the Community Mapping activity with your group yet, this is a great time to walk them through it. You can find the activity on page 32 and the corresponding worksheet on page 11 of the Student Yearbook.

ACTION PLAN

Now that your group is knowledgeable about the issue they want to take action on, they're going to want to plan how they'll pull off reaching their goal. Without a plan, it's just an idea!

If you haven't done the Setting S.M.A.R.T. Goals activity with your group yet, this is the perfect time to introduce it to them. You can find the activity on page 52 and the corresponding worksheet on page 9 of the Student Yearbook.

WE DON'T HAVE A LOT OF STUDENTS THAT COME FROM MONEY. WITH LIMITED RESOURCES, THEY STILL WANTED TO GIVE TO SOMEBODY WHO HAS LESS. THAT'S WHAT'S MOST REWARDING."

— TRISH GOLDRUP, EDUCATOR, TECHNICAL VOCATIONAL HIGH SCHOOL



Take Action With Local Campaigns

WE TAKE CHARGE

When young people take charge, the future gets brighter. Whether they're riding bikes to school or turning off lights, every action they take today makes for a healthier planet tomorrow.

Have your class take a sustainable living pledge to shake up daily routines with new ways to reduce negative impacts. Show the world that when young leaders take charge, amazing things happen. Learn more at WE.org/wetakecharge.

MADE POSSIBLE BY UNILEVER.

WE SCARE HUNGER

No one should ever have to go hungry, but hunger makes life harder for more than 305,000 Canadian children every month. For a student struggling with hunger, one meal could mean the difference between having the energy to succeed in school and failing a test, or between staying healthy and getting sick.

Get your class together to collect non-perishable food on Halloween and give your local food bank or soup kitchen what they need to send hunger packing. Learn more at **WE.org/wescarehunger**.

MADE POSSIBLE BY FORD.

WE ARE ONE

It's up to all of us together. We can all do more to make our community a place where everyone feels welcome. Learn about the experiences of people with disabilities, then use technology to make your school or community more accessible. To learn more about taking action with this campaign, visit WE.org/weareone.

MADE POSSIBLE BY MICROSOFT.

WE VOLUNTEER NOW

If the global population of volunteers formed their own country, it would be the eighth-largest country in the world. We can tackle big issues when we all pull together for a good cause.

Encourage your class to plan volunteer activities in your community and get your whole school on its feet. Learn more at WE.org/wevolunteernow.

MADE POSSIBLE BY CINEPLEX.

WE STAND TOGETHER

Reconciliation is a process of healing that calls on all Canadians to recognize the injustices experienced by Indigenous Canadians and build more positive relationships. Every generation has a role to play in this long journey, and every day is an opportunity to take small steps forward.

Share connection points that highlight everyday issues that are important to the relationship between Indigenous and non-Indigenous Canadians. Use them to start discussions in your community and help keep conversations going for a stronger Canada. Learn more at WE.org/westandtogether.

IN PARTNERSHIP WITH MARTIN ABORIGINAL EDUCATION INITIATIVE.



In 2017, Canada will mark the 150th anniversary of Confederation.

Canada 150

Canada is rich in culture and diversity. One in five people who live here were born outside the country, while more than 200 languages are reported as either a mother tongue or spoken in the home. From October 19, 2016—WE Day Toronto—until December 2017, we're celebrating by reflecting on our country's past and shaping our vision for its future. Canada 150 is about all of us coming together, joining the celebrations and showing our pride from coast to coast to coast.

This national milestone is also an important moment for WE Schools because Living WE is what living in Canada is all about.

THE NEXT 150 YEARS

As we look to the future, Canada 150 is highlighting four themes that reflect fundamental Canadian values, which are important to keep in mind as our society grows.

When you and your group engage in WE Schools this year, you will be exemplifying these values through your actions.

DWERSITY AND INCLUSION

The diversity of Canada's population is what makes it strong. Canada 150 would like to continue building a welcoming Canada where everyone has a place and the ability to reach their full potential. Canada 150 promotes diversity and inclusivity and builds relationships based on common interests.

Connect with this theme by participating in WE Are One (Student Guide, p. 40).

RECONCILIATION

Canada 150 would like to support efforts toward national reconciliation of Indigenous and non-Indigenous Canadians and help begin a new era of nation-to-nation relations.

Connect with this theme by participating in WE Stand Together (Student Guide, p. 58).

YOUTH

Youth have an incredible ability to lead and the power to shape Canada's legacy. Canada 150 wants to engage and inspire young people in all areas of Canadian life with initiatives for youth and by youth that will empower young people to become engaged in civil society and build trust in their government.

Connect with this theme by participating in WE Volunteer Now (Student Guide, p. 50) or WE Scare Hunger (Student Guide, p. 28).

THE ENVIRONMENT

Canadians have a fundamental responsibility toward the environment; we are its caretakers. Our vast and diverse landscape is a source of pride and national identity. Canada 150 will promote and support environmental consciousness to protect our land, water, air and wildlife.

Connect with this theme by participating in WE Take Charge (Student Guide, p. 24).

Celebrating Canada 150

SHINING A SPOTLIGHT ON CANADIAN HEROES

The Honourable Justice Murray Sinclair

We want to highlight Justice Murray Sinclair—a senator, former judge, former chair of the Truth and Reconciliation Commission of Canada and speaker at WE Day—for the tremendous work he has done to bring attention to Indigenous rights and experiences in Canada. Learn more about the difference he has made in Canada at WE.org/wearecanada.

Lilly Singh a.k.a. ||Superwoman||

We want to highlight Lilly Singh—a YouTube star, vlogger, comedian and WE Day speaker—for her unique ability to radiate positivity through powerful and inspirational videos. Learn more about the difference she has made in the lives of young people at WE.org/wearecanada.

The Honourable Lieutenant-General Roméo Dallaire

We want to highlight Roméo Dallaire—a distinguished humanitarian, lieutenant-general and WE Day speaker—for his tireless commitment to peacekeeping and ending the use of child soldiers. Learn more about the difference he has made in our world at WE.org/wearecanada.

CELEBRATE WITH A WE DAYX AT YOUR SCHOOL

In November 2015, newly elected Prime Minister Justin Trudeau and his spouse Sophie Grégoire-Trudeau took the WE Day stage in Ottawa to tell 16,000 youth that what they do—or choose not to do—matters. And we agree. To celebrate Canada 150 and the power young people have to change the world, we're encouraging you and your students to organize your very own WE DayX. Our mission for you is this: unite your school and community, and together, put an end to apathy!

See page 66 for a how-to guide on organizing a WE DayX and be sure to check out the USB for additional resources.

WE DAY IS ABOUT SHOWING YOU THAT WE IS POWERFUL. THAT ME AS PART OF WE IS POWERFUL.

And that together, we can and will change the WORLD.







Starting Your Global Action

INVESTIGATE AND LEARN

When young people learn about the issues facing the world beyond their own community, it enriches their lives and provides them with new perspectives. By connecting with people who are seemingly worlds apart from them, your group can help bridge differences and learn new ways to empathize with others.

If you haven't done the Issue Compass activity with your group yet, this is a great time to walk them through it. You can find the activity on page 34 and the corresponding worksheet on page 12 of the Student Yearbook.

ACTION PLAN

Just as your group did with their local actions, for their global actions they're going to want to make a plan for how they'll reach their goals.

If they're starting with their global action and you haven't done the Setting S.M.A.R.T. Goals activity with your group yet, you'll want to be sure to complete this before you continue. You can find the activity on page 52 and the corresponding worksheet on page 9 of the Student Yearbook.

[MY STUDENTS] WANT TO HELP EVERYBODY — THEY HAVE BIG, BIG HEARTS. I FEEL CONFIDENT AND SECURE ABOUT THE FUTURE KNOWING THERE ARE YOUNG PEOPLE LIKE THEM WHO WANT TO MAKE A DIFFERENCE."

— LISE MARTIN-KEILTY, EDUCATOR, GEORGE STREET MIDDLE SCHOOL



Take Action With Global Campaigns

WE ARE RAFIKIS

In Swahili, *rafiki* = friend. And we believe being a friend means making sure others get a chance to live the life they want. Have your class fundraise by selling beaded Rafiki Bracelets to help Kenyan mamas create a better future for themselves and their families.

Every bracelet you sell helps an artisan earn a living, send her children to school and share the power of her skills and traditions with the world. Just sign up, pick the WE Villages Pillar of Impact you want to support and start fundraising with your Rafiki Bracelets! Learn more at WE.org/wearerafikis.

MADE POSSIBLE BY STAPLES.

WE CREATE CHANGE

Some things don't add up, like why 71 percent of the world lives on less than \$10 a day. But there are other things that don't just add up, they multiply, like the impacts we make when we take action together.

Get your school to collect loonies for WE Villages' sustainable development projects overseas and make a world of change for communities looking for the opportunity to thrive. When we add up our small change, together, we make big change. Learn more at WE.org/wecreatechange.

MADE POSSIBLE BY RBC.

WEBAKE FOR CHANGE

A pinch of unstoppable? A dash of we've GOT this? What's your class' recipe for making the world a sweeter place?

Get your students together to whip up a batch of something unforgettable. You'll make memories while baking and selling delicious treats to create opportunities for children in developing communities. Because every family should have the ingredients they need for a better future. Learn more and find out about the Baking a Difference award at WE.org/webakeforchange.

MADE POSSIBLE BY ROBIN HOOD.

WEARESILENT

Everyone deserves to have their voice heard, but issues like access to education drown out the voices of young people around the world. Have your class take a vow of silence to turn up the volume on the struggles of young people fighting for their basic human rights.

Get students to collect pledges for every hour they go silent and raise money for Free The Children's WE Villages. Help us empower communities with the resources they need to make sure every young person's voice is heard. Learn more at WE.org/wearesilent.

WE WALK FOR WATER

Help families in developing communities gain access to clean, safe drinking water and open the door to better health and a better world.

Organize a water walk to inspire positive change on global water issues and take steps to make a difference for communities living without safe drinking water. Learn more at WE.org/wewalkforwater.

MADE POSSIBLE BY BRITA.

Free The Children's WE Villages

A SUSTAINABLE COMMUNITY is one where families have the knowledge and skills to be self-reliant. The goal of WE Villages is to implement a holistic, sustainable development model so that communities can lift themselves out of poverty and never have to rely on charity again. This is achieved through five Pillars of Impact.



EDUCATION

When children are equipped with the tools they need to succeed in school, they can focus on aiming for A's and building a better future for their families and communities.

► More than 1,000 school rooms have been built, giving more than 200,000 children access to education.



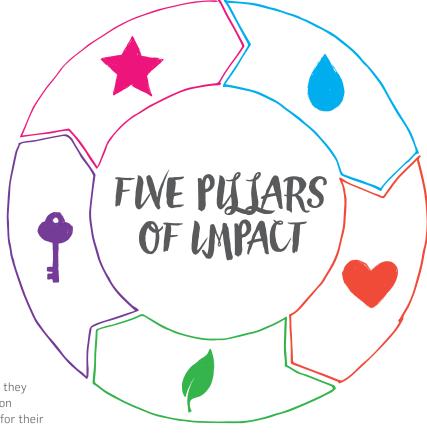
Providing communities with access to clean water means girls get to dream big too and soak up the benefits of education instead of skipping school to fetch water from a distant source. Families can keep themselves healthy with uncontaminated water and run successful and sustainable farms.

► More than one million people have been provided with clean water and sanitation.



When children are healthy, they're less likely to miss school or drop out. And when parents are free of illness, family businesses are more likely to thrive.

▶ \$25 million in medical supplies has helped provide more than one million people with health care.



FOOD

If female farmers had the same resources as male farmers, up to 150 million more people would be fed. We teamed up with PotashCorp, founding sponsor of our Food Pillar, to create a lesson package. Download food security lesson plans from WE.org/weschools/educator-resources.

▶ 15 million nutritious meals have been produced by farmers engaged in our agriculture programs.

opportunity

With workshops on running successful farms and businesses, families have what they need to become self-sustaining, develop new entrepreneurial skills and invest in their children's futures.

 More than 30,000 women have empowered themselves with financial independence through our programs.





Fundraising With WE Villages

STEP 1: CONNECT TO A COUNTRY

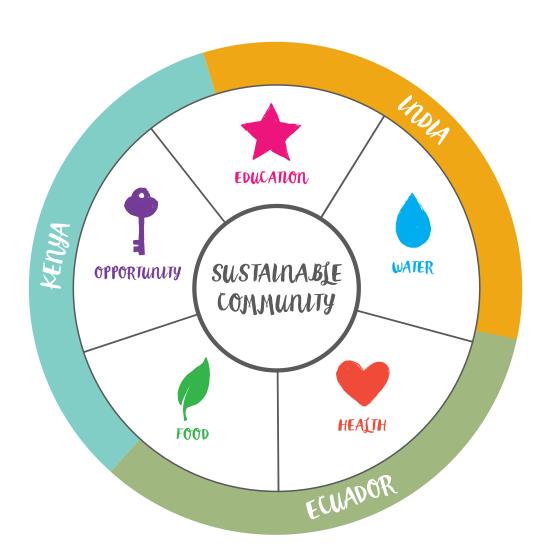
Learn about the eight countries where WE Villages partners with rural communities to break the cycle of poverty: Kenya, India, Ecuador, rural China, Sierra Leone, Haiti, Nicaraqua and Tanzania. Discover which country your group is most passionate about fundraising for at WE.org/weschools/educator-resources.

STEP 2: CONNECT TO A PILLAR OF IMPACT

Explore the five Pillars of Impact that help communities work toward sustainability through WE Villages: Education, Water, Health, Food and Opportunity. Learn about the global issues connected to the Pillars of Impact by using the Exploring Issues activity (p. 30) and choose one to make an impact on using the Issue Compass activity (p. 34).

STEP 3: START FUNDRAISING!

Once you've picked a Pillar of Impact to take action on, connect with your WE Schools Coordinator and they'll send you a poster for that pillar to help you track your progress. Get started using our five global action campaigns (p. 46): WE Create Change, WE Are Rafikis, WE Bake for Change, WE Are Silent and WE Walk for Water.



Setting Your Goals CHOOSE YOUR PILLAR OF IMPACT AND FUNDRAISING GOAL.



PRIMARY EDUCATION FOR A CHILD

Help a child become a lifelong learner with a quality primary school education. In school, students develop the skills to solve problems, plan for the future and find sustainable solutions to the obstacles facing their communities.



RESOURCES FOR A WOMAN TO EARN AN INCOME

Help a woman claim a space for herself as a leader and an entrepreneur in a woman's empowerment circle. With small business and vocational training to earn an income, and the support of other women from her community, a woman can plan for the future and open a world of possibilities for herself and her family.



CLEAN WATER FOR A FAMILY FOR LIFE

Access to clean water transforms lives. With a safe source of water for drinking, cooking and cleaning, children can go to school rather than spending time on long treks to fetch water, and parents can run farms and businesses without contracting waterborne illnesses.



HEALTH WORKSHOPS FOR FIVE MOTHERS

A healthy start is a precious gift that every child deserves. Give five mothers the training to prevent illness, malnutrition and other complications from getting in the way of their babies' growth and development.



ONE YEAR OF HEALTHY LUNCHES FOR A CLASS

Help an entire class become lifelong learners with nutritious lunches to fuel their growing minds and bodies for a year. When students receive fresh, healthy meals, they have the energy to focus not just on getting through the day, but on getting the most out of it.



START-UP KIT FOR A WOMEN'S EMPOWERMENT CIRCLE

Help a group of women support each other, grow as leaders and save money for their small businesses. When women have access to the same economic opportunities as men, they gain decisionmaking power in their families and uplift their communities with improved economic growth, food security and child health.



FAMILY HEALTH WORKSHOPS FOR 60 WOMEN

Good health lays the foundation for a thriving future. With the tools and education to keep their families healthy, mothers can ensure their babies are nourished, their children are able to attend school. and their family can be productive, self-sufficient and contributing to the local community.



ONE YEAR OF HEALTHY LUNCHES FOR A SCHOOL

Give 200 students the fuel to learn by providing them with healthy lunches for a full year of studies. When students receive proper nutrition at school, parents facing financial challenges can send their children to school without worrying about providing meals and students can count on having the energy to focus and make the most of every day of learning.



A CLASSROOM FOR A COMMUNITY

Education breaks the cycle of poverty and sets new cycles of growth and prosperity in motion. Build a classroom to equip a generation with the skills, knowledge and confidence to create a brighter future for themselves and their community.



A CLEAN WATER SYSTEM FOR A COMMUNITY

Make the dream of clean drinking water come true for an entire community. Imagine a thriving community with flourishing gardens, healthy students and fewer waterborne diseases—it all starts with a system for providing clean, safe drinking water for everyone who needs it.

Activity: Setting S.M.A.R.T. Goals

Before your group gets started on their actions or campaigns, they're going to need a good plan. Without a plan, they won't have a reliable way to reach their goal, and without a defined goal, they won't know if they've achieved what they set out to do.

So whether your group is trying to hit a particular fundraising total, organize a huge event with a certain number of attendees or reach a target audience with awareness-raising speeches, you'll want to get them started on a goal and a plan. The surest way to do this? Build out a S.M.A.R.T. goal.



WHAT'S A S.M.A.R.T. GOAL?

A S.M.A.R.T. goal is Specific, Measurable, Attainable, Relevant and Time-bound.

When you're ready to run this activity with your group, have them flip to page 9 of the Student Yearbook where they'll find questions to get them thinking about their goals. Below we have provided an example under each section to help quide your group during their brainstorming session.

SPECIFIC

Plan a precise course of action. If you want to support education overseas, specify how and where.

E.g., your goal could be "To raise \$10,000 to build a classroom with Free The Children's WE Villages," instead of "To help provide access to education to children overseas."

MEASURABLE

Set a goal you can measure so you know when you've reached it.

E.g., your goal could be "To make 10 speeches in different classes at my school and partner with 10 teachers to do so," instead of "To make as many speeches as I can."

ATTAMABLE

Make sure that your goal is something realistic and reasonable.

E.g., your goal could be "To get 100 signatures on a petition to increase government funding for local afterschool programming," instead of "To arrange a weekly meeting with the prime minister to discuss after-school programs."

RELEVANT

Make sure your goal will truly help address your chosen issue.

E.g., your goal could be "To organize a coat and blanket drive in winter," instead of "To collect coats in summer."

TIME-BOUND

Set an exact timeline for when you want to achieve your goal.

E.g., your goal could be "To plan a WE DayX for June and reach out to the media by May 1 to publicize," instead of "To host a concert when I can find people to play."

Calendar IMPORTANT DATES

SEPTEMBER

- WE TAKE CHARGE
- Get your group familiarized with the Student Guide.
- ▶ We'll be celebrating Canada 150. Learn about it on page 42.
- Create and share Yearlong Action Plan via the survey link provided by your WE Schools Coordinator.
- ▶ WE Day Minnesota: September 20, 2016
- Youth Summit: Invite your students to a day of learning, leadership building and action planning. For a list of youth summits near you visit WE.org/youthsummit.
- Get on the WE Day app. The power to change the world is at your fingertips! Download the WE Day app and start taking action today!

OCTOBER

- ▶ WE SCARE HUNGER
- ▶ WE Day Toronto: October 19, 2016
- ▶ WE Day Alberta: October 26, 2016

NOVEMBER

- ▶ WE ARE RAFIKIS
- Catch the WE Day Broadcast on CTV. Stay tuned to WE.org for the air date!
- ▶ WE Day Vancouver: November 3, 2016
- ▶ WE Day Ottawa: November 9, 2016
- ▶ WE Day Manitoba: November 18, 2016
- ▶ WE Day Atlantic Canada: November 30, 2016
- Take Action Camp: See page 77 for more details. Sign-up starts this month: metowe.com/camp.

DECEMBER

- WE CREATE CHANGE
- Think globally! This holiday season, give socially conscious gifts to friends and family. Think globally by supporting the Year of WE and help families overseas take charge of their future: WE.org/holiday.
- Want to give back during the holidays? Run your WE Scare Hunger campaign in December instead of October to make sure no one in your community goes hungry during the holidays.

JANUARY

- WE ARE ONE
- New year? New actions! Haven't downloaded the WE Day app yet? Now's your chance!

FEBRUARY

- ▶ WE BAKE FOR CHANGE
- ▶ WE Day Montreal (French): February 23, 2016
- ▶ WE Day Montreal (English): February 24, 2016

MARCH

- ▶ WE ARE SILENT
- WE Day Illinois: March 1, 2016
- ▶ WE Day Saskatchewan: March 15, 2016
- WE Day UK: March 22, 2016

APRIL

- ▶ WE VOLUNTEER NOW
- ▶ WE Day New York | Welcome: April 6, 2016
- ▶ WE Day Seattle: April 21, 2016
- WE Day California: April 27, 2016
- Registration for 2017/2018 programs and events opens.

MAY

- ► WE WALK FOR WATER
- Mother's Day is May 14! Run your WE Are Rafikis campaign in early May instead of November to provide meaningful gifts that empower mothers in developing communities to provide for their families.
- Share your Year in Review with us via the survey link provided by your WE Schools Coordinator.

JUNE

- WE STAND TOGETHER
- Celebrate! Wrap up the year with a giant celebration of the incredible impacts your students have made. Host an assembly or WE DayX that your school will never forget. Learn more about planning a WE DayX at your school on page 66.

JULY AND AUGUST

Summer Fun Time: The long-awaited summer is finally here!
 Time for Take Action Camp in Ontario or Arizona:
 metowe.com/camp.

Watch the webcast of each WE Day at WE.org/watchweday.

YOUR YEAR OF ACTION

Consider kicking off each month with a different campaign to get students excited about taking action locally and globally. Before getting started on each campaign, have your students brainstorm the issues they want to support, the actions they plan to take and the impacts they hope to make. Fill out the monthly planner below to help you stay

on track. There is a corresponding calendar for your group on page 14 of the Student Yearbook.

September	CAMPAIGN:	
SPOTLIGHT CAMPAIGN: WE Take Charge ALTERNATE CAMPAIGN: • WE Create Change	ISSUES:	ACTIONS:
October	CAMPAIGN:	
SPOTUGHT CAMPAIGN: WE Scare Hunger	ISSUES:	ACTIONS:
November	CAMPAIGN:	
SPOTLIGHT CAMPAIGN: WE Are Rafikis ALTERNATE CAMPAIGN: • WE Are Silent in time for Universal Children's Day on November 20.	ISSUES:	ACTIONS:

December

SPOTLIGHT CAMPAIGN:

CAMPAIGN: .

WE Create Change

ALTERNATE CAMPAIGNS:

- WE Volunteer Now for International Volunteer Day on December 5.
- WE Scare Hunger

January	}
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SPOTLIGHT CAMPAIGN:

WE Are One

ISSUES:	ACTIONS:
	Page 1997 to the second
CAMPAIGN:	
ISSUES:	ACTIONS:

ACTIONS.

SPOTLIGHT CAMPAIGN:

WE Bake for Change

CAMPAIGN:	
ISSUES:	ACTIONS:

SPOTLIGHT CAMPAIGN:

WE Are Silent

ALTERNATE CAMPAIGNS:

- WE Bake for Change for Pi Day on March 14.
- WE Walk for Water for World Water Day on March 22.
- WE Are One for the Day of the Convention of the Rights of Persons With Disabilities on March 30.

CAMDAICN		
CAMPAIGN: _		
	4	

ISSUES: **ACTIONS:**

SPOTLIGHT CAMPAIGN:

WE Volunteer Now

ALTERNATE CAMPAIGN:

WE Take Charge in time for International Earth Day on April 22.

ISSUES:	ACTIONS:

CAMPAIGN: _

CAMPAIGN: _____

CAMPAIGN: _____

SPOTLIGHT CAMPAIGN:

We Walk for Water

ALTERNATE CAMPAIGN:

WE Are Rafikis in time for Mother's Day on May 14.

ISSUES:	ACTIONS:

June

SPOTLIGHT CAMPAIGN:

WE Stand Together

Wrap up the year with a WE DayX celebration.

ISSUES:	ACTIONS:





We want your students to get the very most that they can out of WE Schools. In addition to the campaign ideas, USB and other materials included in the kit, we have outlined a few essential skills we think young people need to lead better lives and enable them to change the world (Student Guide, p. 15).

Each page explains why the particular skill is important for youth and how it can help them change the world. It also provides your students with three suggestions on how they can further develop the skill—inside or outside of the classroom. To dive deeper, see the lesson plans that correspond to some of the skills. Check them out on your USB!

SKILLS:









= Report * CELEBRATE *

Report and Celebrate

CONGRATULATIONS! YOU'VE REACHED THE FINAL STEP OF WE SCHOOLS: REPORT AND CELEBRATE.

This is a chance for you and your group to reflect on all the hard work you've done over the past weeks, months or year!

WHY REPORT?

Reporting is important for students, for educators and for us too! Making note of the progress of your group ensures there's a record of all your hard work. Report by sharing your Yearlong Action Plan, and Year in Review with your WE Schools Coordinator through survey links we will provide at the beginning and end of your year. You can also contact your WE Schools Coordinator about filling out an Impact Report after completing each campaign.

When students present the results of their service-learning projects and analyze the strengths and weaknesses of their action plans, they learn what they could have done differently or what they could do differently in the future to achieve even greater success. They can also have the opportunity to apply for awards or grants for their unique actions.

Educators will also get to see how WE Schools has transformed their students and how they've become empowered to create lasting change locally and globally. We want to make sure educators feel equipped and supported to empower the next generation of compassionate leaders.

For us, reporting is useful because we get to discover what your WE Schools group has been working on throughout the year. It helps us know how to expand our program and to see what is working and what we can do to improve it for next year. We believe in measuring the impact of our programs to make sure we're delivering world-class resources.

WHY CELEBRATE?

Celebrating is an absolute must. It's important for students to come out of the WE Schools experience feeling good about their accomplishments—it keeps positivity and motivation flowing through your group!

Celebrating your actions doesn't have to be costly. It can be as small as posting a photo album of your actions on social media or as big as throwing a pizza lunch party. You and your group get to decide what works best for you. The most important thing is that every member in your group feels acknowledged for their contributions.

CELEBRATION GIVES YOUR GROUP THE CHANCE TO

APPRECIATE







AFTER PULLING OFF AN EPIC CAMPAIGN, YOU'RE GOING TO WANT TO CELEBRATE YOUR EFFORTS AND ACHIEVEMENTS.

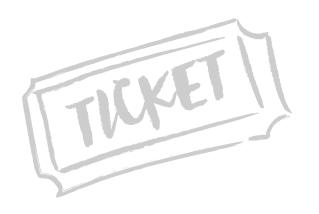
We've included some ideas below, but feel free to come up with your own as well!

- ► Celebrate with an assembly or party. Get pizzas delivered to your classroom or pitch in for a potluck lunch.
- ▶ Share your achievements or boast about a star group member with your WE Schools Coordinator.
- Invite a motivational speaker to your school (see p. 70 for more info).
- ▶ Apply for an award or scholarship (contact your WE Schools Coordinator for more info).
- ► Share your achievements on social media (see p. 68 for more info).

Celebrate With WE Day

IMAGINE A STADIUM-SIZED CELEBRATION OF THOUSANDS OF STUDENTS WHO SHARE A PASSION FOR MAKING THE WORLD A BETTER PLACE.

Imagine a global roster of speakers and performers including Nobel Prize-winner Malala Yousafzai, Martin Luther King III, Demi Lovato and Selena Gomez. Imagine an event where young service leaders are the V.I.P.s. That's WE Day.



EARNING YOUR TICKETS

WE Day is more than an educational event series—it's a movement of young people leading change. You can't buy a ticket to this event. Every group earns their way in by taking one local action and one global action for a better world through WE Schools. To date, participating youth have volunteered 19.9 million hours of their time and raised \$62 million for the local and global causes they believe in.

See our calendar of events on page 54 and find out if WE Day is coming to your region. Contact your WE Schools Coordinator about earning tickets and other WE Day opportunities.



THE WE DAY WEBCAST

Bring the power of WE Day into your school! On the morning of each WE Day event, we launch a free webcast at WE.org/watchweday that you can stream directly to any computer with an Internet connection. Host a WE Day viewing party in your classroom, cafeteria or gym by streaming the webcast from a computer connected to a projector. Make sure to test all your equipment ahead of the event. Be sure to also catch the WE Day broadcast stored on your USB and available online at WE.org/watch.

Organize a WE DayX at Your School

Note: See the WE DayX folder on your USB for a PowerPoint template and additional resources to run a WE DayX at your school or in your community.

Bring the power of WE Day to your school. With this how-to guide and the resources featured on your USB, you'll be able to host your very own WE Day-style event, and make sure it's an assembly your students and fellow teachers never forget! Kick off your year of action or celebrate the end of one, and unite your school for a better world.

Visit WE.org/wedayx to sign up or connect with your WE Schools Coordinator to get more information on how to pull off a successful event.

WE DAYX HOW-TO GUIDE

STEP 1: GET STARTED

Putting together a WE DayX event might seem overwhelming at first. This is no regular assembly we're talking about! Sure, it's a lot of work, but we've made it easy for any student or educator willing to take a leadership role in organizing the event with the PowerPoint template stored on your USB. Follow these steps, tips and tricks and before you know it, your event will come to life in an unforgettable experience.

ENVISION YOUR EVENT

How many guests will you invite? Will you host it at school or at a venue in your community? When will it be? What will your call to action be? How long will it be? Does the date conflict with other events going on in your school or community? Does the venue have a stage and somewhere you can set up a projector and speakers?

GET APPROVAL

Has your principal given you permission? Is the school gym or auditorium available to host it? What other restrictions might arise?

TEAM UP

Who will be the main event organizers? Who will lead the smaller teams responsible for other components of the event (e.g., advertising, budgeting, etc.)?

STEP 2: PIAN UT

Planning is everything. If years of WE Day events have taught us anything, it's that a solid plan is one of the most important elements of a smooth and successful event. Start by using the PowerPoint template stored on your USB.

PLOT THE CONTENT

There should be a variety of performances and speeches that reflect the passions and talents of young people in your school and community.

There should be educational content about different causes and issues. Successful events have a balance of content across different mediums (e.g., video, music, speeches, etc.).

Decide on your call to action and how you will reach your fundraising or awareness-raising goals.

DIVE INTO THE LOGISTICS

Identify what materials you'll need (e.g., tech equipment, seating, decorations, cameras, etc.).

Plan how your team will acquire and set up these pieces before the event and how you'll take them down afterward. Create a checklist to help you.

MAKE A PLAN B

Brainstorm and make a list of potential issues you might encounter while planning and staging your event and a plan for what to do if they do occur.

STEP 3: PROMOTE UT

The communications or media team should start promoting the event as early as possible. A successful promotion plan will ensure that your entire community knows about your event: your mayor, local politicians, news outlets, family and friends, and your WE Schools Coordinator.

REACH OUT TO TALENT

If you're inviting talent from your community, start contacting your chosen speakers and performers as soon as possible. Let each speaker or performer know what they could speak about and the impact they will have by choosing to participate.

Don't forget the talent in your own schools. WE DayX is a great opportunity for students (and staff) to take the stage and inspire with their words, poetry, music, dance, etc.

ADVERTISE YOUR EVENT

Promote the event in your community and within your school. The advertising possibilities are endless! Ask those outside of your school for help. Provide them with all of the important information and posters and encourage them to share these with their work colleagues and friends. Get your school and community excited about your inspiring event!

Create a Facebook event page and invite people in your school to join. Then, help build excitement by sharing photos, stories and videos of past WE Day events.

CONTACT MEDIA

Working with the media is one of the best ways to promote your event. Don't be afraid to contact local newspapers, magazines, and TV and radio stations. Pay attention to what media sources your friends, colleagues and community pay most attention to. Then, get their contact info online and send them a media alert about your event.

STEP 4: MAKE LT HAPPEN

It's almost time for the big day! The talent is booked, the schedule finalized, the promotion successful, the equipment rented and the script complete. Everyone's eager and ready to go!

CREATE A PRE-EVENT CHECKLIST

Walk through the whole event from start to finish, assessing each step. Use the checklist you created during the planning stage and add any items to it you may have left out.

REHEARSE

Do a full technical rehearsal with the video and sound equipment and make sure the speakers and performers have everything they need. Make sure the videos embedded in your PowerPoint template are good to go.

HAVE A BLAST!

STEP 5: REFLECT ON UT

Congratulations! Putting together an event like this is no easy feat, but you did it! You have set in motion a chain of events that will better the lives of many people across the world.

SAY THANK YOU

Show everyone how much you appreciate their help and support. Send a thank you note or email to all volunteers, speakers and special guests who were part of your event.

MAKE A RECORD

You've put a lot of work into your event, and very likely learned a lot of lessons along the way. Make it easier for the next time by taking notes that can serve as a roadmap for your next event. You can also collect any media coverage, video footage or pictures that were taken at the event.

KEEP THE ENERGY ALIVE

Take advantage of the excitement generated by your event by launching into your cause or campaign fundraising activities right away. Remind people to stay involved with your campaign.

REPORT BACK

Contact your WE Schools Coordinator and let them know how your WE DayX went!

Celebrate With Social Media

SOCIAL MEDIA IS A GREAT TOOL TO SHOW ALL THE AMAZING WORK YOUR STUDENTS ARE DOING!

Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group's accounts or teaching your students how to run social media in a fun, safe, responsible and effective way, these tips will provide creative ways to amplify your projects in the digital space!

GETTING CONNECTED. This is the best place to get started. Make it a team effort and tell your school that you'll be posting all about the amazing work they'll be doing. Grow your network by adding group members and students on all of your social media accounts. Stay digitally active and keep up the conversation online! Engage with posts using likes and motivate each other with comments.

TAKE GREAT PHOTOS. Eye-catching visuals are an absolute necessity when it comes to social media! Bright backgrounds, daylight and big smiles are the best combination for an awesome picture. Mix it up by changing up settings. (One photo can be in a classroom, another can be outside!) This will add variety to your feed and make it much more interesting.

SHARE IN A TIMELY FASHION. Want to know a fact about social media? It only thrives if people see it. Post at times that will guarantee views. Sharing during lunch break and right after school will ensure your content gets the most visibility.

UPDATES! Does your latest project include a goal you're trying to reach? Keep your school updated on how close you are! Provide updates as soon as you get them to keep your students and teachers in the know. That post might be the extra push you need to achieve your goal.

USE HASHTAGS. Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.

GIFS! Take your feed to the next level with these short animations. Download a GIF maker from your preferred app store and fuse your photos together to liven up your newsfeed.

TAG—YOU'RE IT! Here's a fun way to get your school involved: play a game of digital tag. Once you've posted, have students tag five friends and challenge those friends to tag and share with five others. You'd be surprised how fast word gets around! (PS: This works even better if you all use the same hashtags in your captions.)

CREATE A CHALLENGE ON THE WE DAY APP! Amplify your latest project with a challenge on the WE Day app! Not only will your friends be psyched to take it, it'll also be available for all app users so they can contribute to your project! Make it quick and related to your project, and amplify it further by sharing it on your social channels!

SHARE WITH US. We love seeing how your projects are going! Tag your posts with #weday, #weschool and the campaign hashtag. They might just get featured!







#weday | #weschool

THE WE DAY APP

Want to celebrate WE Day all year long? The WE Day app, brought to you in partnership with our friends at TELUS, gives you access to exclusive WE Day highlights and helps you turn your aspirations for making positive social change into reality. Celebrate the achievements of the WE community and watch your individual actions contribute to collective impact.

Have your students keep track of actions throughout the year by logging volunteer hours for the chance to win tickets to WE Day events. The more hours they log, the more ballot entries they'll automatically earn! And don't forget to check out the cause content hub on WE.org where you'll find videos that inspire action through the app.

HOW CAN YOU USE THE WE DAY APP IN THE CLASSROOM?

CAMPAIGNS

Engage with the yearlong program using the WE Day app as a tool for your students to take action on each campaign.

CREATE CHALLENGES

Help students discover their passion for changing the world by creating their own unique challenges on the WE Day app.

TRACK VOLUNTEER HOURS

Use the WE Day app's Volunteer Tracker to help students keep track of hours and reflect on the skills developed through community involvement.

AN INITIATIVE OF

MADE POSSIBLE BY





Motivational Speakers

CELEBRATE THE ACHIEVEMENTS OF YOUR GROUP BY HAVING A MOTIVATIONAL SPEAKER COME TO YOUR SCHOOL!

Motivational speakers deliver tailored presentations that share their personal story and the story of the WE Movement and our holistic and sustainable development model, WE Villages.

Motivational speakers are trained, professional speakers with a passion for and experience with Free The Children's WE Villages programming. They can speak to all ages and can customize their speeches to your specific needs.

Presentations are about 45 minutes long with an optional Q&A session at the end. For more information about motivational speaker opportunities available in your region, please get in touch with your WE Schools Coordinator.



Awards and Scholarships

We want to do everything we can to support young people and their journey toward Living WE. Throughout the year, WE Schools offers a variety of awards, scholarships and bursaries for your class and for individual students. Talk to your WE Schools Coordinator for opportunities in your area.

BAKING A DIFFERENCE AWARD SPOTLIGHT

Made possible by Robin Hood.

Medicine Hat High School

Students at Medicine Hat High School know that baking has the power to bring people together. For their WE Bake for Change campaign, they gathered friends and family to bake treats that were inclusive of dietary restrictions so everybody could enjoy a bite. Their campaign slogan? "Making a change has never been so sweet." The students who lined up to load up on cookies and cupcakes agreed.

They took a picture of their group and sent in an application for the Baking a Difference Award, sponsored by Robin Hood. We loved what they had to say about their campaign and awarded them a donation to top up their fundraising and help them make a lasting impact in a developing community.

To apply for this year's Baking A Difference Award, visit WE.org/webakeforchange or talk to your WE Schools Coordinator.







Live WE With Your Students by Connecting With ME to WE

We're so excited you're Living WE at school. If you want to take your world-changing actions further, a great way to up your impact is to get involved with ME to WE.

ME to WE offers everything from transformative travel experiences that let you see your impact overseas and contribute firsthand to sustainable change, to leadership programs closer to home, to opportunities to fundraise with products that give back.

THE IMPACT OF ME TO WE PROGRAMS

of participants felt they had experienced TRANSFORMATIVF **GROWTH** in their · · · · · development as a leader.

of participants are involved in volunteering in their community after returning from a

to play a leadership role in social justice initiatives in their



for the well-being of people in developing countries when they return home. •.

Learn more at metowe.com/about-us

Experience Your Impact

EXPERIENCE YOUR IMPACT

Extend your world-changing actions and see the impact you have made overseas when you embark on a ME to WE adventure, where you'll meet families engaged in Free The Children's WE Villages.

ON A ME TO WE TRIP YOU WILL:

- Support sustainable development by volunteering on a project driven by community need—from a classroom to a health centre
- Expand students' cultural awareness and help them gain empathy, compassion and understanding for different cultures and environments
- Make meaningful connections as you meet community members and put real names and faces to the impact of your volunteer work
- Build valuable life skills in your students, with leadership training, skill-building workshops and action-planning sessions
- Log volunteer hours

Where we travel: Amazon | Tanzania | India | Rural China | Kenya | Ecuador | Nicaragua | Dominican Republic | Arizona

OUR SIGNATURE SERVICE

Expert ME to WE staff will guide and assist with every step of your journey to help make your group's dream trip a reality!

- ► ME to WE makes planning simple and provides everything you need to feel confident as a trip organizer.
- Safety is the number one priority, and ME to WE has extensive measures in place to ensure your group's safety throughout the trip. Learn more at metowe.com/safety.
- ME to WE plans a customized itinerary perfect for your group's size and needs.
- ► ME to WE provides fundraising support, including toolkits, workshops and a dedicated fundraising coach.
- ME to WE gives lifelong support and will provide guidance for your group's reintegration post-trip.

AS A TRIP LEADER AND PARTICIPANT ON THESE TRIPS, I CAN CONFIDENTLY SAY THAT ME TO WE PROVIDES A VERY SAFE ENVIRONMENT THAT IS CONDUCIVE TO LEARNING, EXPERIENTIAL GROWTH AND DEVELOPMENT OF LEADERSHIP SKILLS FOR ALL THE STUDENTS INVOLVED. I HAVE SEEN THESE TRIPS POSITIVELY CHANGE LIVES. BOTH FOR THE IN-COUNTRY RESIDENTS AND THE PARTICIPANTS. THIS TYPE OF EXPERIENCE CANNOT BE REPLICATED IN A CLASSROOM."

- DAVID WHYTE, PRINCIPAL, MENTOR COLLEGE

Learn more: metowe.com/school-trips

Connect with us: (toll free) 1-877-638-6931 x 547; trips@WE.org

Fundraising for Your ME to WE Trip

FUNDRAISING CERTAINLY MAKES A DIFFERENCE ONCE YOU'RE THERE ON THE TRIP-YOU'RE APPRECIATING ALL THE HARD WORK PUT IN AND SEEING THE PAYOUT AT THE OTHER END. ONE OF THE SPIN-OFF BENEFITS OF GROUP FUNDRAISERS IS THAT THEY ALSO TURN INTO TEAM-BUILDING ACTIVITIES. WE'VE FOUND THAT BECAUSE WE HAVE SEVERAL MONTHS TO PREP THE KIDS AND TURN THEM INTO A TEAM, IT REALLY ENHANCES THEIR EXPERIENCE ON THE GROUND. BECAUSE THEY EXPERIENCE SO MUCH ON A ME TO WE TRIP." - NICO BYL AND HOLLY GROOME. EDUCATORS. HUNTSVILLE HIGH SCHOOL

ME to WE can help make your dream trip a reality, and is committed to making programs accessible to every student and group. With a fully comprehensive fundraising program, they will support your group every step of the way.

OUR FUNDRAISING RESOURCES INCLUDE:

- ► Access to ME to WE fundraising products, including Rafiki Bracelets
- ► A full-time coach to help your group create a fundraising plan
- ► An easy-to-use, guided set of four workbooks to plan and track your goals
- Live, bi-weekly webinars with a fundraising coach, where you can ask questions, interact with other fundraisers and brainstorm ideas
- ► A customized reference letter to help you talk about your trip to potential sponsors
- Personalized online fundraising pages that allow you to spread the word about your campaign to families and friends
- Parent O&A sessions
- Support for teachers

Transformative Leadership **Programs and Camp**

TAKE ACTION CAMP: NOT YOUR TYPICAL SUMMER CAMP

Bringing together campers from across Canada and the world, Take Action Camp is a place where kids can find their people—others who, like them, care about making the world a better place. Together, campers explore local and global issues, build tangible skills in areas including leadership and public speaking, and share opinions with one another as they dive into their passions and discover new ones. By the end of the week, campers have gained the skills and inspiration to take action at home on issues they're passionate about.

Of course, camp wouldn't be camp without the usual summer camp traditions—from s'mores and singalongs around the campfire, to tie-dye, relay races and more. Campers also spend a day putting their skills into action as they volunteer at an organization in the local community.

If you have students who would benefit from this experience, help kick-start their world-changing journey by letting them know about Take Action Camp!

Learn more: metowe.com/camp

Connect with us: (toll free) 1-877-638-6931 x 510; takeactioncamp@WE.org

LEADERSHIP TRAINING FOR YOUR CLASSROOM

We know that learning is more powerful when tied to real-life experiences. That's why WE Schools partners with ME to WE to provide transformative leadership trainings that bring the WE Schools Learning Framework to life through experiential activities and student-led discussion and action. Programs build on WE Schools to help young people develop core skill sets including critical thinking, reflection, leadership skills, argument formation and action planning. Each leadership program is based on a process ME to WE calls its "Theory of Change." Developed over the last decade of working with young people, this theory:

- Encourages students to explore, analyze and enhance understanding of local and global issues
- Helps students identify personal strengths, develop transferable skills in leadership, critical thinking and communication, and learn how to apply them to social change
- Provides students with mentorship, tools and tangible steps to build detailed and realistic action plans that help them connect their strengths and skills to issues

Choose from ME to WE's core leadership programs, or customize a training program for your school. We'll work with you to find one that fits your needs. Our leadership programs focus on various themes around local and global issues, including social justice education and volunteerism, inclusivity and safe schools, Indigenous culture and perspectives, and bullying awareness and prevention.

Learn more: metowe.com/leadership-programs

Connect with us: 1.416.964.8942 or schedule a call at metowe.com/leadership-programs/schedule-a-call

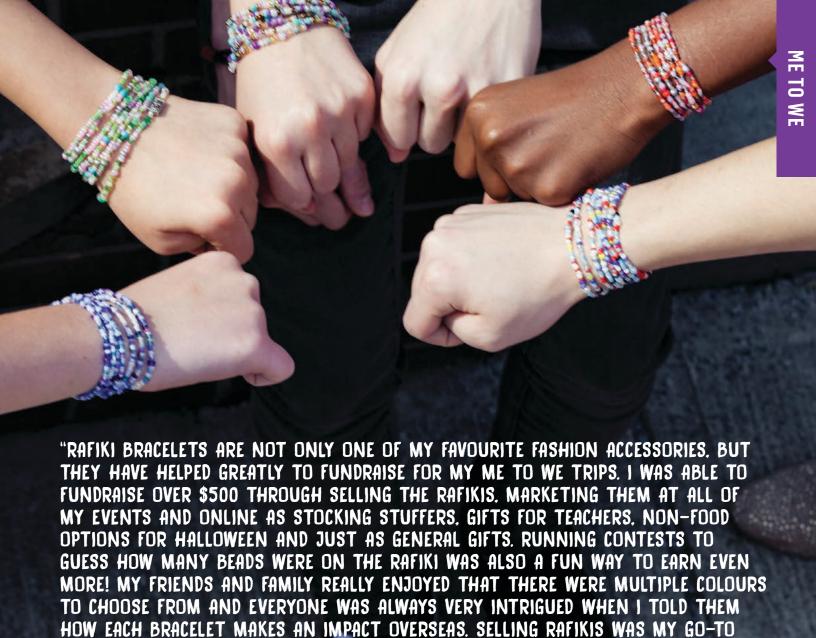
FUNDRAISING WITH ME TO WE

Whether you're fundraising for a ME to WE Trip or any cause in your school or community, ME to WE's fundraising products are a great way to raise money year-round. Every ME to WE product makes a positive and meaningful impact in a developing community! Be sure to have your group send in their donation via cheque (address to: ME to WE Shop, Inc. ME to WE attn: Accounting, 233 Carlton St., Toronto, ON, M5A 2L2).

ME TO WE FUNDRAISING PRODUCTS

- Wear Your Passion Bundle: Includes five "Be the Change" T-shirts
- Love and Friendship Bundle: Includes 10 Rafiki Bracelets in XOXO, Forever and Besties—perfect for Mother's Day or Valentine's Day!
- Love and Friendship Bundle Plus: Includes 100 Rafiki Bracelets in XOXO, Forever and Besties
- Festive Bundle: Includes 10 Rafiki Bracelets in Ugly Sweater, Sweet Treats and Frozen—great for selling as holiday gifts!
- World Impact Bundle: Includes 100 Rafiki Bracelets in Education, Water, Health, Food and Income/Opportunity.





FUNDRAISING METHOD AND IT IS SOMETHING THAT I SUGGEST TO ANYONE LOOKING

- STUDENT

FOR FUNDRAISING IDEAS!"

GET STARTED TODAY!

Place an order at **shop.metowe.com/fundraise** or fill out the order form stored on your USB. For more information, contact wefundraise@WE.org.



OUR S Partners

Our Partners IN EMPOWERING A WE GENERATION

THANK YOU TO RBC, OUR NATIONAL CANADIAN SPONSOR, FOR THEIR GENEROUS SUPPORT OF OUR PROGRAM.

WE Schools and RBC share your passion to inspire young Canadians and help them create the positive change they want to see in the world. As a bank, we are especially pleased to partner with WE to improve financial literacy in Canada. RBC supports the WE Schools program and It All Adds Up financial education curriculum resource because we recognize the importance of providing today's young people with the educational foundation to take on leadership roles and make change a reality. Thank you for your dedication to encouraging students to reach for their goals and challenging them to go beyond expectations, as they seek to make this world a better place for us all."

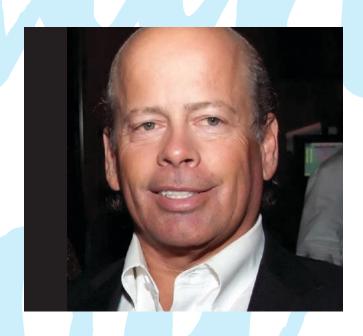




JENNIFER TORY
GROUP HEAD, PERSONAL BANKING
AND COMMERCIAL BANKING
ROYAL BANK OF CANADA

THANK YOU TO THE KEG SPIRIT FOUNDATION FOR THEIR GENEROUS SUPPORT OF OUR PROGRAM.

During the next year, you will guide your students on a journey that will forever change them. In honour of the work that you do. I am particularly thrilled to support the WE Schools program through The Keg Spirit Foundation. With Craig and Marc Kielburger as role models, and you as their mentor, your students will soon understand that anything is possible. Congratulations for being a force for positive change in your classroom."





PRESIDENT AND CEO, THE KEG STEAKHOUSE AND BAR FOUNDER AND CHAIRMAN. THE KEG SPIRIT FOUNDATION CO-CHAIR, WE DAY TORONTO

Thank your or on the parties of the

TO OUR PARTNERS FOR MAKING OUR PROGRAM POSSIBLE IN CANADA.

NATIONAL SPONSOR



RESOURCE PARTNER











LESSON PLANS

Living WE

Previously under the name Global Voices, Living WE is Craig and Marc Kielburger's weekly column that sparks a conversation about how individuals are coming together to tackle pressing social issues. The accompanying elementary and secondary resources help young people and educators learn more about the issues and take action in their local and global communities.

WE Villages

Learn about the root causes of the issues facing WE Villages partner communities, and how a bigger-picture approach to development can help communities find their own solutions to the problems that prevent children from accessing education.

Campaign Lesson Plans

Every campaign included in this kit comes with elementary and secondary lessons for bringing pressing issues to life in the classroom.

Visit WE.org/weschools/educator-resources for these sample lesson plans and more.

We have a library of lessons for the topics included in the kit and beyond, from increasing literacy, to anti-bullying, to socially conscious living.

Inspiring Literacy FROM THE LESSON PACKAGE LITERACY AND CRITICAL THINKING

Download the full suite of lessons and blackline masters at WE.org/weschools/educator-resources.







Hold a conversation with your class about reading. Ask students questions like:

- Why read? (For content, for context, for pleasure, etc.)
- What do you read? (Fiction, non-fiction, news, music lyrics, etc.)
- When do you read? (Only when assigned reading, whenever I can, once in a while, etc.)
- Is reading a personal or communal activity? Explain how reading can be personal and community oriented.
- What is the value of literacy?
- What are the benefits of reading?
- Is it important that everyone can read? Why or why not?
- Is it important to read regularly? Explain your answer.
- What is your first/favourite/strongest memory of reading?

Reading circles

Provide students with a selection of novels. Have students sign up for one of the novels and create reading circles. Reading circles can take different forms. For example, create a community of mentors by dividing the class into "support" groups while conducting a class novel study. Or for individual novel studies, create time for groups of students to discuss general reading strategies, tips and considerations in addition to sharing what their story is with the rest of the group. Begin with a few options from the following selection of novels:

- Anne of Green Gables, L.M. Montgomery
- Artemis Fowl, Eoin Colfer
- Bridge to Terabithia, Katherine Paterson
- Charlotte's Web, E.B. White
- The Giver, Lois Lowry
- Hannah and the Salish Sea, Carol Anne Shaw
- The Lion, the Witch and the Wardrobe, C.S. Lewis
- The Little Prince, Antoine de Saint-Exupéry

- Outcasts of River Falls, Jacqueline Guest
- One Story, One Song, Richard Wagamese
- Peter Pan and Wendy, J. M. Barrie
- Redwork, Michael Bedard
- Shadows Cast by Stars, Catherine Knutsson
- The Tuesday Café, Don Trembath
- The Way Lies North, Jean Rae Baxter

Ask students why they think reading is an important part of literacy. Have students list some of the wider applications, skills, practices and experiences reading provides them with. Some examples may include, but are not limited to, the following:

- Opening up to new and different ideas
- Learning to see and look for different opinions
- Considering different opinions to help form your own
- Looking for different perspectives
- Considering bias
- Recognizing who is represented and who is missing, whose voice is being heard and whose is not

Encourage conversations about which books students are enjoying to promote their reading, assess understanding, foster personal reflection, stimulate discussion and help them form opinions. Use the following conversation-starters:

- ► I think...
- ► I'm interested...
- ► I believe...
- ▶ I find...

- ► lassume...
- ► I know...
- ► I understand...
- ▶ I've learned...
- ► I hear...
- ► I respect...
- ► lagree...
- ► I don't agree...

Create an extracurricular book club. Allow students to take the lead by selecting a book for the group to read and discuss. Students should set a reasonable pace and take turns developing questions for the group to discuss based on the sections they have read. The club should meet regularly and spend some time discussing what else they might be reading or writing, creating a culture of shared literacy.

The following questions can be used in many reading situations; therefore, the term "story" has been used as a general term that can be replaced with novel, biography, poetry, etc.

General opinion

- Did you like/dislike the story?
- What did you like/dislike specifically?
- How does it compare to other stories you have read?

Structure

- How was the story structured?
- Were the structure and literary devices used effectively?
- What structural or narrative devices were used (flashbacks, multiple storytellers, etc.)?

Perspectives

- Whose perspective or point of view did the author use?
- How would the story have changed if another perspective was used?

Characters

- What character could you relate to best? Why?
- What role did the secondary characters play in the story?
- Were they important to the story? How?

Plot

- Was the plot of the story propelled by decisions characters made, or were the characters at the mercy of the plot?
- Was the plot believable?

- Did it need to be believable?
- What part of the story stands out to you? Why?
 Was the story chronological?
- Was there foreshadowing, or was information provided early in the story?

Inspiring Literacy Activity

Themes

- What were some of the major themes of the book?
- Were the themes effectively developed?
- Are these themes relevant to your life?
- Was the novel realistic (consider the characters, situations, issues, conversations, outcomes, etc.)?
 - Do you think it was intended to be realistic?
- · What kept it from feeling realistic?
- How could it have been more realistic?
- What kept you reading the novel?
 - Did it meet, fall short of or exceed your expectations?
- Ask students to come prepared with a favourite passage or two to share with the class. Students should explain why they selected the specific passage.

Take it home. Encourage students to share literacy by reading with their siblings, parents and grandparents. Discuss ways for them to share literacy. Some examples may include:

- Reading the newspaper or news websites and discussing recent news issues with their parents.
- Finding out the favourite stories of grandparents and reading the tales with them.
- Beginning a bedtime routine of reading stories with younger siblings.









WHERE I'M FROM

- 1. Remind students that Canada is a uniquely diverse country. Looking into our family histories, many of us can trace our roots back many generations to locations across Canada and areas around the world. Whether our heritage is a combination of many cultures, primarily one or two cultures, or a mystery, we celebrate the similarities and differences we share with each other equally.
- 2. Ask students to put their heads on their desks and close their eyes. Read George Ella Lyon's poem "Where I'm From" to the class.
- 3. Tell students that people of all ages and backgrounds from around the world have written their own versions of George Ella Lyon's poem. Today, they will be joining this growing group. From the citizens of the United States to those in China to the people of Ecuador—from students to refugees—people everywhere have mapped their personal life journeys through poetry.
- 4. Distribute the "Where I'm From" poem template for students to use while writing their poem. Ask them to explore the suggested format but also to feel free to go beyond the parameters.
- 5. Allow students time to reflect on their life journeys so far. Provide class time for writing, assign for homework if necessary. When students are finished, consider holding a poetry reading to allow students to share their story.

"WHERE I'M FROM" BY GEORGE ELLA LYON

I am from clothespins, from Clorox and carbon-tetrachloride. I am from the dirt under the back porch. (Black, glistening, it tasted like beets.) I am from the forsythia bush the Dutch elm whose long-gone limbs I remember as if they were my own.

I'm from fudge and eyeglasses, from Imogene and Alafair. I'm from the know-it-alls and the pass-it-ons, from Perk up! and Pipe down! I'm from He restoreth my soul with a cottonball lamb and ten verses I can say myself.

I'm from Artemus and Billie's Branch, fried corn and strong coffee. From the finger my grandfather lost to the auger, the eye my father shut to keep his sight.

Under my bed was a dress box spilling old pictures, a sift of lost faces to drift beneath my dreams. I am from those moments snapped before I budded leaf-fall from the family tree.

The Right to Clean Water

FROM THE WATER LESSON PACKAGE

Find the full suite of lessons and blackline masters along with other WE Villages lessons on your USB.









PURPOSE:

Students will investigate how the lack of access to clean water and proper sanitation facilities can affect the livelihood of a person. Students will explore the issue of clean water as a universal human right.

INSTRUCTIONAL METHOD(S):

Brainstorming, class discussion, group work, presentation.

DIFFERENTIATED INSTRUCTION:

- ▶ Allow students to read the *Living WE* article independently.
- ▶ Write the statistics down on the board.

COURSE CONNECTIONS:

Language, Social Studies.

ESTIMATED TIME:

Two class periods (140 minutes).

SPECIAL MATERIALS:

Chart paper, projector (if possible).

STEPS: PART ONE

Note: Prepare the following before starting the lesson. Pour a tablespoon of soil or dirt in a clear glass of water and stir the soil until it is mixed with the water. This will make the water appear dirty.

- To begin, walk around the classroom and show students the glass of dirty water. Ask if anyone is interested in drinking the water. Following their reactions, ask students:
 - Why wouldn't you drink the water?
 - How might you be affected by drinking dirty water?
 - Have you ever gotten sick from drinking unclean water? Do you know someone who has?
- 2. Write the phrase "potable water" on the board. Share with students that potable water is safe drinking water. Explain that natural water needs to be treated in order to be safe for consumption. For many developing communities around the world, the same 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 plagued with bacteria and contaminants that can cause serious illnesses to a person. These illnesses are known as waterborne diseases.

- 3. Organize the class into groups of three to four students. Have each group take out a sheet of paper and write the word "true" on one side of the sheet and "false" on the other side. Read each statistic aloud and give groups one or two minutes to determine their response. Groups will present their responses by raising the side of the sheet they consider correct.
 - ▶ 663 million people around the world do not have access to clean and safe water. (True)
 - ▶ One in 20 people worldwide does not have access to safe and clean drinking water. (False: one in 11)
 - ► Over half of the developing world's primary schools don't have access to water and sanitation facilities. (True)
 - ▶ 10% of people who lack access to clean water live in rural areas. (False: 84% of people)
 - ► Nearly one out of five deaths in children under the age of five worldwide is due to a water-related disease. (True)
 - ► In developing nations, only 20% of illnesses are linked to poor water and sanitation conditions. (False: as much as 80% of illnesses)

Source: UNICEF

files.unicef.org/publications/files/Progress_on_Sanitation_and_ Drinking_Water_2015_Update_.pdf

Educator's Note: Group work will be required in this lesson from this point forward. Ensure students work with the same group members throughout the lesson.

- 4. Following the statistics, provide each group with a sheet of chart paper and ask students to answer the following questions collaboratively and choose one group member to write down their responses:
 - ► What statistics surprised you the most? Why?
 - What do you think are some of the major factors contributing to the global water crisis (climate, lack of water systems, industrial waste dumping, etc.)?
 - How can the lack of clean water affect the livelihood of a person?
 - How would your life be different if you did not have access to clean water?
 - ▶ Do you think access to clean water is a human right?
- 5. Ask for volunteers from each group to share their responses.
- Write the term "Universal Declaration of Human Rights" on the front board. Explain that the Universal Declaration of Human

Rights (UDHR) is an internationally agreed upon document that states basic rights and fundamental freedoms to which all human beings are entitled. Show students the following video to give them a better understanding of the UDHR (10 min):

humanrights.com/#/what-are-human-rights

- 7. Ask students:
 - Do you think access to clean water and sanitation is a human right? Why?
- Share with students that the United Nations (UN) officially recognized water as a human right in 2010. Ask students: Are you surprised that water was only recognized by the UN in 2010? Explain.
- Next, distribute to each group one copy of Blackline Master 4: C: "The Right to Clean Water." First read the article aloud, then write the following question on the board: What does recognizing clean water as a human right mean for countries?
- 10. Ask groups to find the response to the guestion in the article. Ask one member from each group to highlight sentences and paragraphs they believe answer the above question.
- 11. Give students 10 minutes to complete the activity. Then ask students:
 - Do you think a nation must meet the three obligations mentioned by Maude Barlow? Explain.
 - Why is Canada resistant to recognizing clean water as a human right?
 - How does Canada's decision to resist clean water as a human right affect its citizens? How is it currently affecting its citizens? (E.g., lack of clean water on First Nations reserves)

Share with students the *Living WE* article, "First Nations youth walk for clean water" to learn about the water crisis on Lake Winnepeg: WE.org/we-at-school/we-schools/columns/livingwe/first-nations-youth-walk-for-clean-water

12. Tell students to imagine they are scientists and have been invited to attend the International Water Conference. Each group represents a different association of scientists who specialize in waterborne diseases. Inform students that this conference has been organized to explore the consequences of the most common waterborne diseases found in untreated water and provide an argument as to why clean water should be a human right.

Educator's Note: Living WE is a weekly column written by Craig and Marc Kielburger. It explores local and global social issues, and offers additional elementary and secondary school resources.

Visit WE.org/weschools/educator-resources to find articles, resources and sign up to receive it to your inbox.

Educator's Note: Prior to introducing the final activity ensure there are at least 20 minutes left before the end of class to clarify any questions students may have.

13. Assign each group one of the waterborne diseases from the list below. Explain to students that as a group they will research their assigned disease for homework and prepare a booth presentation to display at the International Water Conference the next day. Their research can be presented on tri-fold poster boards.

List of the most common waterborne diseases:

- a. Diarrhea
- b. Hepatitis A
- c. Typhoid fever
- d. Cholera
- e. Dysentery
- 14. Distribute one copy of Blackline Master 5 to each group. The blackline master will assist students with their research and serve as a guide for the presentations.

Educator's Note: Advise students to split the research questions for homework. The second day should be dedicated solely to presentations.

PART TWO (ONE CLASS PERIOD):

- 1. Begin by rearranging the classroom to set up for the International Water Conference. Ask students to move their desks to the back walls. Ensure there is enough space in the centre of the classroom for students to move freely between the presentations.
- 2. Give students 10 minutes to set up their booths and make their station appealing for the attendees.
- 3. Once the booths are set up, evenly split the groups into two categories: observers and presenters. The observers will have 20 minutes to do a gallery walk around the classroom and visit the stations with presenters. The presenters will have 20 minutes to provide their audience with informative and interesting facts about the disease they've been examining. After the first 20 minutes are over, have groups switch their roles and hold another set of presentations.
- After the presentations give students time to share any thoughts and/or questions.

The Road to Education

FROM THE EDUCATION LESSON PACKAGE

Find the full suite of lessons and blackline masters along with other WE Villages lessons on your USB.









PURPOSE:

Students will discover the journey children around the world take to go to school and will use that information to develop an innovative idea to make their travels easier. Students will also explore Free The Children's WE Villages communities and the five Pillars of Impact that are needed to provide long-term sustainability and development.

INSTRUCTIONAL METHOD(S):

Independent writing, group work, class discussion, brainstorming.

DIFFERENTIATED INSTRUCTION:

Provide students with a list of the WE Villages communities and the five Pillars of Impact.

COURSE CONNECTIONS:

Career Studies, English, Interdisciplinary Studies, the Arts, Social Sciences and the Humanities.

ESTIMATED TIME:

120 minutes.

SPECIAL MATERIALS:

Map of the world, sticky notes, computer and projector.

1. The following link shares images from a photo exhibition that was launched by SIPA Press, UNESCO and Veolia Transdev. Tell students that the images tell the inspiring story of the journey children around the world take to go to school. They illustrate the obstacles faced by millions of children on their way to school, including poverty, lack of transportation, political and religious conflict, dangerous urban environments, natural disasters and gender inequality, as well as the children's willingness to face these obstacles in order to get to school and receive an education.

Journeys to School: youtu.be/MxBfqd639BE

- Ask students to discuss the following questions with a neighbour:
 - ► Were you surprised by the images? Which image stood out to you the most? Why?
 - ▶ Do the majority of these images convey a safe or unsafe environment for these children? Why?
 - ► How do these images compare to your journey to school?
 - ► These are images of courage and dedication. Children around the world take these daily journeys in the hope that their education will lead to a better life. What ideas

can you think of that can ease the journey to school for these children?

- 3. Inform students that WE Charity created WE Villages, a holistic development model designed to eliminate the obstacles preventing children from accessing education and break the cycle of poverty. WE Villages has five Pillars of Impact that provide the crucial support an entire community needs for long term sustainability and development. The five Pillars of Impact are:
 - Education
 - Water
 - iii. Health
 - iv. Food
 - Opportunity
- 4. Post a map of the world for all students to see. Point out and place a sticky note on top of each of the following countries. Tell students that these are the eight countries WE Villages currently operates in:
 - ▶ Kenya ► Sierra Leone ► Ecuador
- ▶ Haiti

- ► India
- ▶ Nicaragua
- ▶ Rural China
- ▶ Tanzania
- 5. Show the following video to help students better understand the WE Villages model: player.vimeo.com/video/71444171
- Divide students into eight groups and assign one WE Villages partner country to each group. Explain to students that they will create a two-part presentation. The first part will give a brief summary of their country and the second part will be a business plan.
- Students will create a business plan for a product or service they believe can ease the journey to school for the children living in their assigned country. Hold a brief brainstorm session to allow each team to collectively gather ideas and then provide the class with the following guide for their presentations.

Part A: Information on WE Villages country

- ► Name of country and capital city
- ► Geography
- ► Population
- ► Literacy rate

Part B: Product/service to ease the journey to school

- ▶ What is the idea? Is it a service or product?
- ▶ What is the name of your product/service? What does the name say about your product/service?
- ▶ What makes your idea unique? Is there anyone selling the same or similar service/product?
- ▶ Does your idea take into account the geography, climate or any other factor unique to your assigned country?
- ► How will this product/service help children get to school safely? Does it reduce their travel time?
- ▶ What supplies do you need to make your product or set up your service? How much will each unit/service cost, approximately?
- ► How will you fund the development of the product/service?
- ▶ Is your product/service affordable? Approximately how much will the product/service cost for customers?
- ▶ How will you communicate about your product or service to potential customers? (I.e. posters, letters, emails, word of mouth, etc.)

Educator's Note: Allow students in-class time to research the different journeys children take to school in their WE Villages country.

Visit WE.org/we-villages/where-we-work for more information on WE Villages.

Students can present their work through a digital presentation software. Ensure students provide a visual of their product or service to share with the class.

Connect with your WE Schools Coordinator or contact weschools@WE.org for fundraising posters and more information on the Education Pillar.

Taking a Stand for Human Rights

FROM THE ADVOCATING FOR CHILDREN'S RIGHTS LESSON PACKAGE

Download the full suite of lessons and blackline masters at WE.org/weschools/educator-resources.







PURPOSE:

To clarify the concept of human rights, students will learn why human rights exist and why they are necessary for quality of life.

INSTRUCTIONAL METHOD(S):

On the line.

DIFFERENTIATED INSTRUCTION:

- ▶ Have students discuss questions in small groups or as a whole class.
- ▶ Have students brainstorm what they think are/should be rights and compare them with the UDHR.

COURSE CONNECTIONS:

Canadian and World Studies, English, Social Sciences and the Humanities, Interdisciplinary Studies.

ESTIMATED TIME:

15 minutes.

STEPS:

- 1. Put up signs on either end of the classroom. One should say "Strongly Agree" and the other "Strongly Disagree." Put one that says "Neutral" in between the two. Put a strip of masking tape on the floor to better organize students.
- 2. Tell students that you will be asking a few questions and giving a few statements. For each question or statement they will choose their place on the line based on their opinion of the statement. Their opinion may fall anywhere between the two poles. They must be prepared to justify their position for the class. When considering a peer's opinion, they are allowed to reposition themselves on the line moving closer to one of the poles.
- 3. Remind students to respect each other by respecting opinions even though you may not agree. Discuss, but do not make it personal.
- 4. Ask students to stand up and move toward the line. Clear furniture from the space to allow room to easily move.
- 5. Read one of the questions provided and ask students to take their position. Feel free to tailor new questions to the discussion. Answers and possible leading questions for discussion are also provided.
- 6. Call on a student or two to explain their position. Allow for some discussion before moving onto the next question.
- Ouestions/Statements:
 - i. You have the right to not be hungry.
 - Although it is a universal human right, not everyone has the privilege of enjoying this necessity. What are ways that world governments work to fulfill this need?
 - ii. You have the right to leave school to work when you are 16 years old.
 - Article 26 of the Universal Declaration of Human Rights (UDHR) and article 28 of the Convention on the Rights of the Child
 (CRC) guarantee the right to obtain a free primary education. Children should be encouraged to reach the highest level
 possible. Some countries, including Canada, the US and the UK, ensure that students also gain access to education beyond
 the elementary level.

- You have the right to freedom of speech.
 - Article 19 of the UDHR outlines the right to opinion and expression but each person must be conscious of and sensitive to the rights of fellow world citizens.
- Everyone in the world is should abide by the Universal Declaration of Human Rights at all times.
 - The UN Human Rights Council is made up of 47 member states representing all regions of the world.
 - Are there any exceptions? Yes. During times of war, many rights cannot be guaranteed, but there are conventions for times of war, such as the Geneva Conventions.
- The laws of a country (i.e. Canada's Charter of Rights and Freedoms) should supersede the UDHR.
 - Country laws have been overturned by the Human Rights Council. Can you name any examples of this happening?
- You have the right to clean water.
 - The right to clean water was declared by the UN in 2010, but has not yet been added to the UDHR, Some countries are hesitant because they would bear the responsibility of sharing their water supply with countries that do not have clean water.
- vii. You have the right to seek and enjoy asylum from persecution in another country.
 - Article 14 guarantees the right to asylum. What is asylum?
- viii. When arrested, there must be a justifiable and legal reason.
 - Article 9 states that no one shall be subjected to arbitrary arrest, detention or exile.
- ix. You have the right to a certain standard of living.
 - Article 25 states everyone has the right to a standard of living for adequate health and well-being, including food, clothing, housing and medical care.
- x. You have the right to equal pay for equal work.
 - Article 23 guarantees this right. However, this is not always followed. Can you think of an example where this has not been true? (E.g. women continue to be paid less than men for equal work, although this gap is closing in some parts of the world.)

WE Are Silent Campaign Tips:

Spread human rights messages: Ask each student in the class to speak to at least five people in the school, telling them about human rights and sharing their ideas about how they can ensure people around the world are granted their rights. Use this as a prelude to the WE Are Silent campaign.



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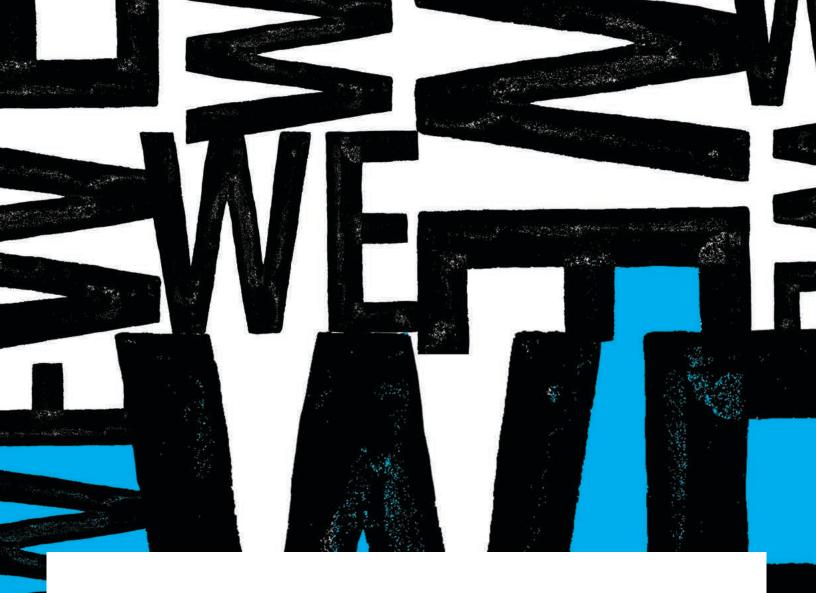
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