

CONNECT WITH YOUR WE SCHOOLS COORDINATOR

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

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REPORT AND CETEBRATE

WESCOME TO THE EDUCATOR'S GUIDE

Skills Spotlight......54

		1620 316 7 11 20 12 20 11		
Letter From the Co-Founders	6	Report and Celebrate	58	
Teacher to Teacher	7	Ideas on How to Celebrate	60	
Program Overview	8	Celebrate With WE Day	61	
How Will the Program Benefit My School?10		Organize a WE DayX at Your School62		
How Does the Program Work?	.12	Celebrate With Social Media	64	
Guide to the WE Schools USB	.14	The WE Day App	65	
Videos15		Motivational Speakers	66	
		Awards and Scholarships	67	
GETTING STARTED				
How to Run WE Schools	.18	LIVING WE WITH ME TO WE		
5 Goals for Your First Few Meetings	.20	Live WE With Your Students by Connecting With	ı	
Activity: Community Code	.21	ME to WE	70	
Additional Program Offerings	.22	Experience Your Impact	71	
Getting Support	.23	Fundraising for Your ME to WE Trip	72	
		Transformative Leadership Programs and Camp	73	
DWING IN				
Change the World With Your Actions	.26	OUR PARTMERS		
Types of Action		Our Partners	78	
Local and Global Checklist				
Activity: Exploring Issues		LESSON PLANS		
Local Activity: Community Mapping			00	
Global Activity: Issue Compass	.34	The Right to Clean Water		
Starting Your Local Action	.36	Mapping Human Rights in Our Community		
Take Action With Local Campaigns		Mock Budget		
Starting Your Global Action	.40	The Road to Education	89	
Take Action With Global Campaigns	.42			
Free The Children's WE Villages	.44			
Fundraising With WE Villages	.45			
Setting Your Goals	.46			
Activity: Setting S.M.A.R.T. Goals	.48			
Calendar	.50			



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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 language studies. 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 seventh-grade 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 honored 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,

Crang 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 WE Schools team is also 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.

With the help of the WE Schools Kit, you will be able to engage your students and broaden their knowledge about local and global issues. These kits are designed to stimulate discussions, provide curriculum ideas and help you create action plans relevant to your students' interests, passions and talents. It promotes academic achievement while empowering even your most challenging students to create positive change.

You can use the Student Guide and Student Yearbook in your classroom, 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 and adapt them to fit your school culture and classroom goals. One thing I love about the program is that it can engage each grade at their appropriate developmental levels.

Since our involvement in 2005, our school culture has drastically changed for the better. We have seen a decrease in bullying behaviors, office discipline referrals, absenteeism and suspensions. The WE Schools program is the ultimate way to promote positive behavior and foster empathy in your students. Current research suggests that these social and emotional strengths are the keys to success, not only in school, but also in life. The critical thinking and decision-making skills students gain through this program help bring them together with others who they might not normally interact with. Involved students are also more likely to feel connected and motivated in other areas of life.

WE Schools offers incredible support to teachers, and the WE Schools Coordinators are one of their best resources. The relationships I've built with previous 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 all of you for opening your hearts and your classrooms to the WE Schools Kit. If this is your first year implementing the program, you are about to uncover a remarkable partnership and lifechanging journey with WE Schools. If you are already involved with WE Schools, welcome back! I know that this year you will continue to make a huge difference in the lives of your students and help them become the global citizens we can be proud of.

All the best.

Sherry Frachey

Sherry Frackey

Student Support Leader, Iles School





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 college 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

ACTION PLANNING

RESEARCH AND WRITING

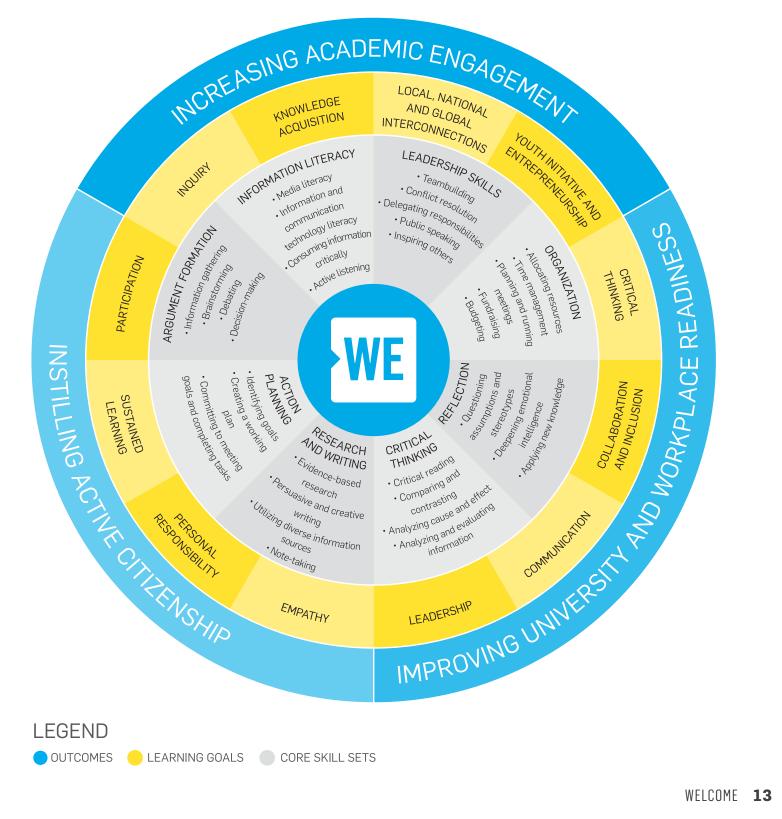
CRITICAL THINKING

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, Broadcast Book 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

This folder is your starting point. Double-click and you'll find a WE Schools welcome video and the WE Day broadcast special.

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.



► ISSUE 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.



► DEGRASSI DOCUMENTARY

Cast members from the Emmy-nominated TV series Degrassi: The Next Generation, share how they are living WE. Watch them on their journey in the video stored on your USB.

To watch other videos, 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 neighborhood. 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 neighborhood 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 favorite documentary on an issue close to your heart and have a discussion afterward to find out how much everyone learned.

Suggested campaign: WE Won't Rest

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 neighborhood 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

BEHAVIORAL CHANGE

Behavioral 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 neighborhood 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, youth violence, homelessness and poverty. 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 Are One, WE Are Love, WE Won't Rest and WE Volunteer Now.

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 Rafikis, WE Are Silent and WE Step Up.



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 five groups and give each group one of the five 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 will each need paper and something to write with.
- 🙎 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 five groups and redistribute the class into groups of five students so that each new group has one class expert who can represent each of the five 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. 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 neighborhood 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 neighborhood.
- 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 neighborhood.
- 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 centers, 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 12 of the Student Yearbook there are corresponding worksheets 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 four 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 neighborhood, 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 48 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 48 million Americans every year. 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 and give your local food bank or soup kitchen what they need to send hunger packing. Learn more at WE.org/wescarehunger.

WE WON'T REST

Everyone should have a place to call home. Starting in November, we'll share daily facts about homelessness that you can discuss and share on social media to bust myths and spread awareness. Then connect with a local shelter or organization working in your community to find out how you can help. Learn more at WE.org/wewontrest.

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 ARE LOVE

Sometimes it seems like there's not enough love to go 'round. Let's flip the script and make an impact with handwritten cards that share the love with every student in our school, and people in our community too. Because the world could always use a little more love and positivity. Learn more at **WE.org/wearelove**.

MADE POSSIBLE BY WALGREENS.

WEYOLUNTEER 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 ALLSTATE.

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 worksheets on page 12 of the 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 48 and the corresponding worksheet on page 9 of the 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 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 coins 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.

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.

WE ARE SILEME

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 STEP UP

We know your class has some world-changing moves. Get your school on its feet with a big event like a danceathon, walkathon or sports tournament to fundraise for developing communities.

Just pick a WE Villages Pillar of Impact and organize a physical activity as a fundraiser to get your school moving. Collect pledges or admission fees and dance, walk or sprint your way to a better world. Learn more at **WE.org/westepup**.

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.



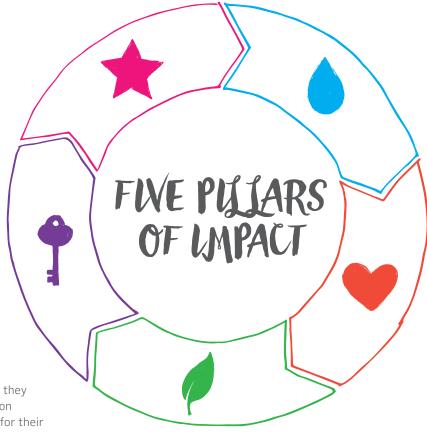
Providing communities with access to clean water means girls get to dream big too and soak up the benefits of education instead of skipping school to fetch water from a distant source. Families can keep themselves healthy with uncontaminated water and run successful and sustainable farms.

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

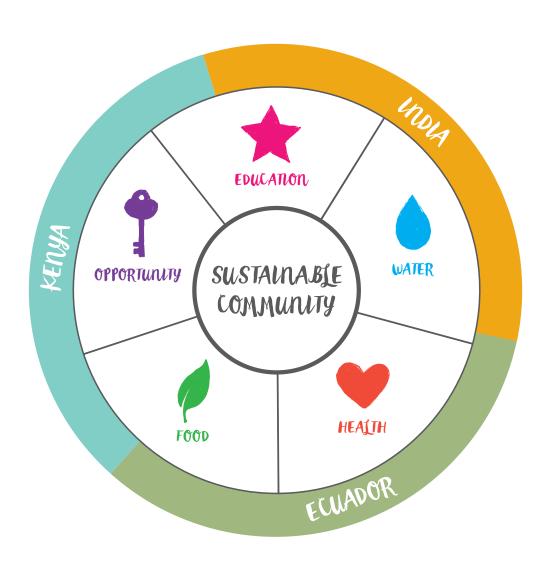
Learn about the eight countries where WE Villages partners with rural communities to break the cycle of poverty: Kenya, India, Ecuador, rural China, Sierra Leone, Haiti, Nicaraqua and Tanzania. Discover which country your group is most passionate about fundraising for at WE.org/weschools/educator-resources.

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 four global action campaigns (p. 42): WE Create Change, WE Are Rafikis, WE Are Silent and WE Step Up.



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 after-school programming," instead of "To arrange a weekly meeting with the president 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.
- Watch the WE Day broadcast special stored on your USB.
- 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 CREATE CHANGE
- ▶ WE Day Toronto: October 19, 2016
- ▶ WE Day Alberta: October 26, 2016

NOVEMBER

- ▶ WE SCARE HUNGER
- ▶ 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 73 for more details. Sign-up starts this month: metowe.com/camp.

DECEMBER

- WE WON'T REST
- ▶ WE ARE RAFIKIS
- 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.

JANUARY

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

FEBRUARY

- WE ARE LOVE
- ▶ 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 STEP UP
- Mother's Day is May 14! Run your WE Are Rafikis campaign in early May instead of December 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

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 62.

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:	
SPOTUGHT CAMPAIGN: WE Take Charge	ISSUES:	ACTIONS:
October	CAMPAIGN:	
SPOTLIGHT CAMPAIGN: WE Create Change ALTERNATE CAMPAIGN: WE Won't Rest for World Homeless Day on October 10.	ISSUES:	ACTIONS:
November	CAMPAIGN:	
SPOTLIGHT CAMPAIGN: WE Scare Hunger ALTERNATE CAMPAIGN: WE Are Love in time for World Kindness Day on November 13.	ISSUES:	ACTIONS:

December

SPOTLIGHT CAMPAIGN:

WE Won't Rest WE Are Rafikis

ALTERNATE CAMPAIGNS:

WE Volunteer Now for International Volunteer Day on December 5.

ISSUES:	ACTIONS:

CAMPAIGN: _

ISSUFS:

SPOTLIGHT CAMPAIGN:

WE Are One

CAMPAIGN:	
ISSUES:	ACTIONS:

SPOTLIGHT CAMPAIGN:

WE Are Love

ALTERNATE CAMPAIGNS:

WE Are Silent for World Day of

CAMPAIGN:			

Social Justice on February 20.

M	arch	
	will	/

SPOTLIGHT CAMPAIGN:

WE Are Silent

ALTERNATE CAMPAIGNS:

- WE Step Up for World Water Day on March 22.
- WE Are One for Day of the Convention of the Rights of Persons with Disabilities on March 30.

ISSUES:	ACTIONS:
	1

CAMPAIGN: _ ACTIONS:

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SPOTLIGHT CAMPAIGN:

WE Volunteer Now

ALTERNATE CAMPAIGN:

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

ISSUES:	ACTIONS:

CAMPAIGN: _____

CAMPAIGN: _____

CAMPAIGN: _____

ISSUES:

SPOTLIGHT CAMPAIGN:

WE Step Up

ALTERNATE CAMPAIGN:

- WE Are Rafikis in time for Mother's Day on May 14.
- WE Scare Hunger in time for World Hunger Day on May 28.

1	

ACTIONS:

June

SPOTLIGHT:

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. 13).

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.

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.

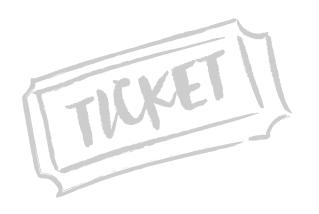
We've included some ideas below, but feel free to come up with your own as well!

- ► 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. 66 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. 64 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 50 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



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.







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 TRANSFORMATIVE GROWTH in their · · · · · development as a leader.

of participants are involved in volunteering in their community after returning from a ME TO WE TRIP.

93% OF PARTICIPANTS INTEND

to play a leadership role in social justice initiatives in their



of participants report feeling a strong sense of

RESPONSIBILITY

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 center
- 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
- Parent Q&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

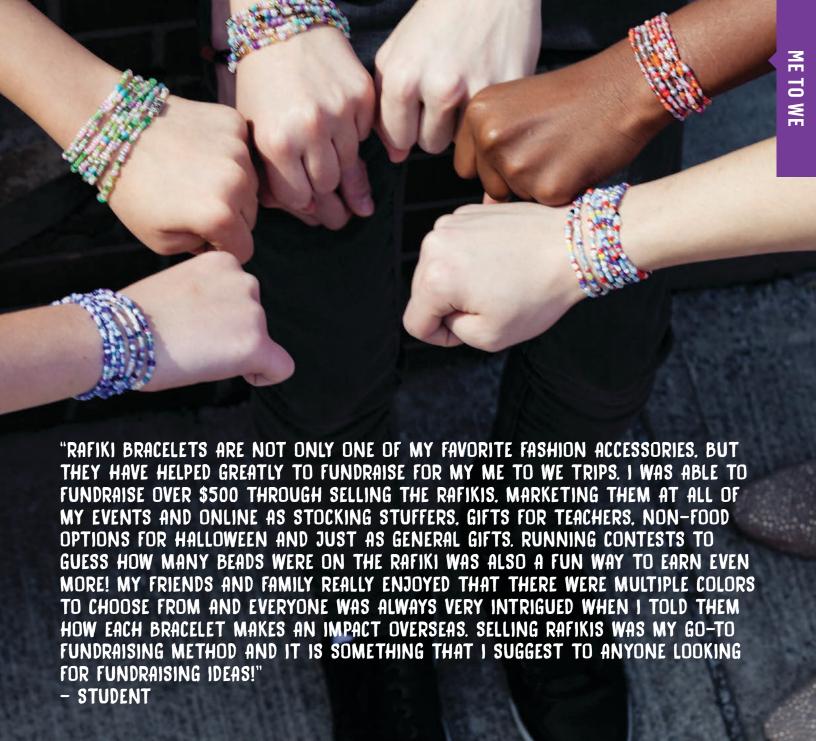
FUNDRAISING WITH ME TO WE

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 check (address to: ME to WE Shop, Inc. ME to WE attn: Accounting, 233 Carlton St., Toronto, ON M5A 2L2, Canada).

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.





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 THANK YOU FOR SPONSORING THIS RESOURCE

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

Thank you for joining us in this global volunteerism movement! We believe good starts young. And, we know our youth are problem solvers with incredible ideas for making their communities stronger, healthier and more vibrant than ever. With a little encouragement—to stand up and take action—there's no doubt they'll achieve great things. That's what inspires us to invest in resources like WE Schools and support your efforts to inspire students to become confident leaders and active citizens destined to have bright futures. The Allstate Foundation is proud to partner with you on this very important work. Together, we can bring out the good in our youth—and cultivate more good in our world.





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VICTORIA DINGES

SENIOR VICE PRESIDENT, CORPORATE RESPONSIBILITY, ALLSTATE INSURANCE COMPANY

TO OUR PARTNERS, SPONSORS AND

SUPPORTERS FOR MAKING WE SCHOOLS POSSIBLE IN THE U.S.

NATIONAL SPONSOR



PRESENTING SPONSORS













LESSON PLANS

Living WE

Previously under the name *Global Voices*, *Living WE* is Craig and Marc Kielburger's column, published twice a month, 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.

CORE LESSON

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.









OBJECTIVE:

Students will create a project detailing serious health-related issues related to the lack of clean water worldwide by investigating how the lack of clean water and proper sanitation facilities can affect lives in order to generate discussions surrounding what many believe should be a universal human right.

- CCSS.ELA.LITERACY.RH.6-8.2(HISTORY/SOCIAL STUDIES)
 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source different from prior knowledge or opinions.
- CCSS.ELA.LITERACY.RH.6-8.7(HISTORY/SOCIAL STUDIES)
 Integrate visual information (e.g., in charts, graphs, photographs, ideas, or maps) with other information in print and digital texts.
- CCSS.ELA.LITERACY.CCRA.R.1(READING)
 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA.LITERACY.CCRA.W.7(WRITING)
 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.LITERACY.CCRA.SL.1(SPEAKING AND LISTENING)
 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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:

English Language Arts, 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.

- 1. 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?

- 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.
- 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.

- 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?
- 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?

Note: Like Canada and 39 other countries, the United States of America abstained from the UN vote that recognized water as a human right.

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.

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.

- 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?
 - Why might the United States be 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)

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.

- 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.
- 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):

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 center 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.

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.

4. After the presentations give students time to share any thoughts and/or questions.

BLACKLINE MASTER 4

LIVING WE BY CRAIG AND MARC KIELBURGER

THE RIGHT TO CLEAN WATER

Note: This column has been modified since its original publication on April 2, 2012.

Standing before the massed representatives at the United Nations, Bolivian Ambassador Pablo Solon raised one hand and slowly snapped his fingers—once, twice, three times. Then he held up one finger. With that quiet gesture, he hammered home his point: every three and a half seconds, somewhere in the developing world, one child dies of a water-born disease. "Water is life," he said. "As my people say, 'Now is the time."

On that day, July 28, 2010, the UN recognized water to be a universal human right. But 41 out of 163 countries abstained from the vote. Those countries included the United States, the United Kingdom and Canada. For over a decade, Canadian governments have opposed the recognition of water as a basic human right. We struggle to understand why. Without clean water to drink we will die in as little as two days.

Dirty water is every bit as deadly as no water at all. The World Health Organization estimates that 3.5 million people die every year of water-borne diseases. When Ambassador Solon spoke to the UN General Assembly, he explained that half the world's hospital beds are occupied by people suffering from illness caused by unclean water. Water is so vital that each day women around the world spend an estimated 200 million hours hauling it for their families. Access to something so essential should be a human right. Unfortunately that opinion is not universal, as our government shows us through their continued actions.

What does recognizing clean water as a human right mean for countries?

Maude Barlow, Chair of the Council of Canadians, says in her essay "Our Right to Water" that when water is a human right it creates three obligations for a nation: the obligation to respect, the obligation to protect and the obligation to fulfill. The obligation to respect means the government can't take action or make a policy that interferes with its citizens' right to water. So, for example, no one can be denied water for drinking and sanitation because they cannot afford water fees or taxes.

The obligation to protect means that countries must ensure no one else interferes with the water rights of their citizens. For example they must not allow private companies or local governments to pollute water supplies or prevent citizens from accessing water.

The obligation to fulfill means that countries must take any additional steps necessary to meet their citizens' need for water. That could mean, for example, improving or increasing public water systems.

Last month, Canada was one among many countries that sent representatives to Marseilles, France, for the World Water Forum, the largest international gathering on water issues. The February forum was the first since the 2010 UN declaration on water. Officials from international organizations and many countries arrived in Marseilles pushing for the Forum to follow the UN and affirm clean water as a human right.

Amnesty International and the Council of Canadians were among the organizations in Marseilles, watching Canada in action. In their reports from the conference, they have singled out Canada as a leading force using backroom lobbying and pressure to water down the language of the Forum declaration.

According to Amnesty International, rather than declaring water a human right that must be respected by all nations, the statement offers vague language that allows countries to decide for themselves whether they have an obligation to extend the right to water to their citizens. This would leave countries like Canada free to ignore the right to water when they find it inconvenient.

Why is Canada resistant to recognizing clean water as a human right? Perhaps because, were the country to do so, it would have to face the fact that despite being a world leader in fighting for human rights, Canada is denying a human right to hundreds of thousands of its own people.

Right now in Canada, 112 First Nations communities are living under drinking water advisories that require them to boil their tap water, or avoid drinking the water completely, because of contamination.

Canada is failing its obligations to protect and fulfill the human right to water in Aboriginal communities, and even some non-Aboriginal rural communities.

We believe most Canadians see clean water as their intrinsic right. Witness the years of public outrage and backlash that followed the case of water contamination in Walkerton, Ontario, that led to seven deaths and thousands of cases of illness in 2000.

None of us would long tolerate having our access to clean water cut off. It's time for Canada as a nation to recognize the right they take for granted is a universal human right that extends to all, and for other countries to follow suit.

BLACKLINE MASTER 5

International Water Conference

GROUP MEMBERS:

RESEARCH AND PRESENTATION:

Each presentation should include the following information:

Facts:

- ▶ What is the name of the waterborne disease?
- ▶ What bacteria or virus causes it?
- ► How does the disease spread?
- ► How can it be removed from the water supply?
- ► Have there been any recent outbreaks?

SUMMARY:

Provide a brief summary of the history of the disease.

SYMPTOMS:

- What are common symptoms of the disease?
- ► Is it contagious?
- What is the treatment?
- Is it preventable? If so, how can it be prevented?

LOCATION:

Where does the waterborne disease occur around the world?

IMAGES:

▶ Provide images of the disease organism, or virus, if applicable.

Mapping Human Rights in Our Community

FROM THE ADVOCATING FOR CHILDREN'S RIGHTS LESSON PACKAGE

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





OBJECTIVE:

Students will create community maps that showcase their understanding of international human rights by using prior knowledge and continued research and will promote their work within their classroom and school communities.

- CCSS.ELA.LITERACY.CCRA.SL.1(SPEAKING AND LISTENING) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners. building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA.LITERACY.RH.6-8.7(HISTORY/SOCIAL STUDIES) Integrate visual information (e.g., in charts, graphs, photographs, ideas, or maps) with other information in print and digital texts.

INSTRUCTIONAL METHOD(S):

Class discussion, group work

DIFFERENTIATED INSTRUCTION:

Decrease the difficulty of the activity by having students draw a map of the school or their classroom.

Students reference the Universal Declaration of Human Rights as they analyze their maps.

COURSE CONNECTIONS:

Arts, English Language Arts, Social Studies

ESTIMATED TIME:

30 minutes

STEPS:

- 1. Divide students into small groups.
- Ask each group to draw a map of their neighborhood. They should include their homes, major public buildings (e.g., city hall, schools, places of worship, etc.) and public services (e.g., hospital, fire department, police station, etc.), as well as other places that are important to the community (e.g., grocery stores, cemeteries, cinemas, gas stations, etc.).
- When the maps are complete, ask students to analyze their maps from a human rights perspective. Marking their findings on the map, they must answer the following suggested questions:
 - How are human rights represented in your community? (e.g., there are schools in our community because we have the right to an education, etc.)
 - What human rights do you associate with the different places on your map? (e.g., a post office can be associated with the right to information, privacy and self-expression, and a school can be associated with the right to an education and freedom of speech.)
- When students have completed their human rights analysis, ask each group to present their work to the class.
- After all the groups have presented, encourage a class discussion using the following suggested questions:

- Did any parts of the maps have a high concentration of rights? How do you explain this?
- Did any parts have few or no rights associated with them? How do you explain this? Did we miss anything?
- What happens in your community when someone's rights are violated? (e.g., report to teacher, seek help from community organizations, etc.)
- Are there any places in this community where people take action to protect human rights or prevent violations from occurring? (e.g., police station, school, etc.)
- In what ways does your community support your human rights and enable you to develop to your full potential?
- Display maps around the classroom as a reminder of human rights.

WE Are Silent Campaign Tips:

- Appreciate your community. Display community maps around the school with short explanations describing the ways your community supports your human rights.
- Raise awareness. Display maps around the school to raise awareness around human rights prior to the campaign.
- Get students questioning. Post maps around the school with a series of questions about human and children's rights. Get students thinking about these questions and answer them on the day of the campaign.

For younger students:

- Draw a map of your community together as a class on the front board. Have students provide the details.
- Discuss with students the significance of buildings like schools, post offices, etc. and how they connect to human rights.
- Ask students to choose a building that represents a human right and to draw and color a picture of it. Students should give their picture a title that explains the human right connection.
- Display the pictures in the hallway to raise awareness around the school.

Mock Budget

FROM THE RECOGNIZING THE HIDDEN HOMELESS LESSON PACKAGE

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









OBJECTIVE:

Students will create a mock budget as if they were living on or below the poverty line by taking into consideration various living expenses and will adjust their budgetary constraints accordingly after the teacher reveals the true cost of both goods and services.

- CCSS.ELA.LITERACY.CCRA.SL.1(SPEAKING AND LISTENING)
 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.MATH.PRACTICE.MP1(MATH)
 Make sense of problems and persevere in solving them.
- CCSS.MATH.CONTENT.HSN.Q.A.2(MATH)
 Define appropriate quantities for the purpose of descriptive modeling.

INSTRUCTIONAL METHOD(S):

Mock budgeting, group work, class discussion, presentations.

DIFFERENTIATED INSTRUCTION:

Have students also find the cost of living in their local community.

COURSE CONNECTIONS:

Social Studies, Mathematics.

ESTIMATED TIME:

45 minutes.

STEPS:

- Divide the class into smaller groups of about four students each.
- 2. Instruct each group to create a monthly budget for an average household with an income of \$1,513/month. This amount places the household roughly at the poverty line. Students must save enough money for a fixed number of items such as food, shelter, clothing, health care, transportation utilities, etc.
- 3. Instruct groups to prepare a presentation of their budget and the reasoning behind the allotments of money. Give students 15 minutes to prepare the budget and presentation.
- 4. Once finished, give groups two to three minutes each to present.
- 5. After the presentations, reveal the actual average cost of each item. Give each group an opportunity to adjust their budget where necessary.
- Discuss which items students would spend less on or exclude altogether and why.

List of expenditures faced by the average American household living at the poverty line:

Food: \$312Housing: \$593

▶ Utilities: \$228

► Transportation: \$335

Health care: \$169Education: \$29

► Miscellaneous: \$401

Note: Statistically, the average family at the poverty line is spending \$9,500 more every year than it earns just to get by.

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.









OBJECTIVE:

Students will create an innovative idea and project plan for a product aimed at making the journey to school for children around the world easier and safer by investigating potential obstacles these children encounter.

- CCSS.ELA.LITERACY.CCRA.SL.1(SPEAKING AND LISTENING) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA.LITERACY.CCRA.W.7(WRITING) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.LITERACY.RH.6-8.7(HISTORY/SOCIAL STUDIES) Integrate visual information (e.g., in charts, graphs, photographs, ideas, or maps) with other information in print and digital texts.
- CCSS.MATH.PRACTICE.MP1(MATH) Make sense of problems and persevere in solving them.
- CCSS.MATH.CONTENT.HSN.Q.A.2(MATH) Define appropriate quantities for the purpose of descriptive modeling.

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.

STEPS:

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/MxBfgd639BE

- Ask students to discuss the following questions with a neighbor:
 - ▶ 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
 - v. 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.
- 6. 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.
- 7. 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.)

8. 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.

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.

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





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