



**2016/2017
STUDENT YEARBOOK**

WELCOME TO THE Yearbook

THIS ISN'T ONE OF THOSE BOOKS THAT LIVES ON YOUR SHELF. Don't worry about getting it damaged. Bend the pages. Write in the margins. Get it dirty. Make it part of your story. By the end of the year, we want these pages to be so marked up and well used that you need duct tape to hold them together. The best part? You get to make this book completely your own.

Inside you'll find action plans for each WE Schools campaign where you can scribble down info about the issues you'll be taking action on and plans for celebrating afterward.

We want this book to be your record of all the ways you took action to change the world. When you look back at your year, you can use it to remind yourselves of the hard work you pulled off as a team and reflect on those proud moments that brought your group together.

So what are you waiting for?
**CHANGING THE WORLD
STARTS NOW!**

Who are you?

(GROUP NAME)

As a global citizen of tomorrow...

Recognize who is taking this journey with you. In the picture frame above, tape or glue a photo of the members of your group. And what would your group be without a wicked-awesome name? Give your crew a cool name to carry throughout the year.

How to Use the Student Yearbook With the Student Guide



THE STUDENT YEARBOOK AND STUDENT GUIDE GO TOGETHER LIKE MILK AND COOKIES.

To get started on your year of action, open up the Student Guide, read through the campaigns and decide which ones you want to take action on this year. (You'll want to choose at least one local and one global campaign.) You'll also want to read through the issue cards and complete the Exploring Issues activity (Educator's Guide, p. 30).

Each campaign in the Student Guide has corresponding worksheets in the Student Yearbook for you to record your progress. Here you'll find activities for setting goals, investigating local and global issues, planning your actions, taking action, and reporting and celebrating your impacts, like how much money you raised or how many cans you collected. Basically, the Student Yearbook is a time machine for looking back on what you've done over the year. Flip through the pages before summer break and feel proud of what you accomplished together.

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CONNECT WITH YOUR WE SCHOOLS COORDINATOR

COORDINATOR: _____

EMAIL: _____

PHONE: _____

SKYPE USERNAME: _____

Your WE Code: _____

Community Code

**BEFORE GETTING STARTED, YOU'VE GOTTA FILL OUT SOME PAPERWORK.
BUT WE PROMISE YOU IT'LL BE FUN!**

As a WE Schools group, it's important to create a community code to help everyone feel comfortable sharing their opinions. Use the questions below to guide a discussion about what you need to feel safe in your group.

GROUP GOALS

Who will act as our recorder? Will we have multiple recorders or just one person? (The recorder is responsible for writing down our answers and updating our progress in the Student Yearbook.)

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 at our meetings and events?

How should the group make decisions? (E.g., 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?

**ONCE YOUR GROUP HAS COMPLETED THE ACTIVITY, MAKE SURE EVERYONE
SIGNS THEIR NAME IN THE BOX TO THE RIGHT AS A CONTRACT UPHOLDING YOUR
PROMISE TO MAKE EVERYONE FEEL RESPECTED AND INCLUDED IN YOUR GROUP.**



Becoming a **GLOBAL CITIZEN** STARTS WITH YOUR *signature!*

NAME	DATE
ADDRESS	
CITY	
STATE	
ZIP	
SIGNATURE	



Get to Know the Issues

A huge part of setting up an awesome year of taking action is getting to know the issues you want to make a difference on. The more you know about each issue, the more specific and effective you can make your action plan and your goals.

That's why we've set you up with hands-on activities for building an understanding of the issues facing our world today and singling out one local and one global issue to target with your actions.

EXPLORING ISSUES

GET A CRASH COURSE ON WORLD ISSUES

This activity is designed to help your group members become classroom experts on one local and global issue through group discussion and note-taking, plus set you up with a good working knowledge of a variety of related issues. Ask your teacher to run the Exploring Issues activity (**Educator's Guide**, p. 30).

COMMUNITY MAPPING

CHOOSE A LOCAL ACTION

This activity (p. 10 and **Educator's Guide**, p. 32) helps you get thinking about the issues that affect your community. It's a great way to get a feel for the issues for your local action, and is especially helpful before starting your first local campaign.

ISSUE COMPASS

CHOOSE A GLOBAL ACTION

This activity (p. 12 and **Educator's Guide**, p. 34) will get you thinking about the challenges facing developing communities around the world and what role you can play in resolving them. It will also help your group identify which global issues you'd like to focus on this year.

CAMPAIGN LESSON PLANS

GO DEEPER

Every campaign comes with a lesson activity package that helps you dive deeper into the issues or skills connected to each campaign. Ask your teacher to download these lessons from WE.org/weschools/educator-resources.



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

IF YOU'RE GOING TO PULL OFF SOMETHING BIG, YOU'RE GOING TO NEED A GOOD PLAN.

Without a plan, you won't have a reliable way to reach your goal, and without a defined goal, you won't know if you've achieved what you set out to do.

So whether you're 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 want to start with your goal and your plan. And if you really want to knock it out of the park, you'll want a **S.M.A.R.T.** goal.

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

A S.M.A.R.T. goal is **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-bound.

As you set out on new actions or campaigns, take the time to brainstorm together and make sure your goal hits all of these marks.

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

What is specific about our goal and plan?

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

How will we measure our progress?

ATTAINABLE: Make sure that your goal is something realistic and reasonable.

How do we know our goal is attainable?

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

How will our goal address our chosen issue?

TIME-BOUND: Set an exact timeline for when you want to achieve your goal.

How much time do we have to reach certain milestones for our goal?

Community Mapping

*Note: We recommend doing the local issues portion of the Exploring Issues activity on **page 30** of the Educator's Guide before you do this activity.*

OKAY, TIME TO LACE UP YOUR BOOTS AND GO **EXPLORING.**

We've all walked around our own neighbourhoods before, but we usually forget to take a close look and think about what our surroundings are telling us about the issues facing members of our community.

Your teacher has an activity lesson plan on **page 32** of the Educator's Guide for leading a community mapping walk through your neighbourhood.



*Follow along
using the
sheet on the
opposite
page.*



WHAT DO YOU KNOW ALREADY?

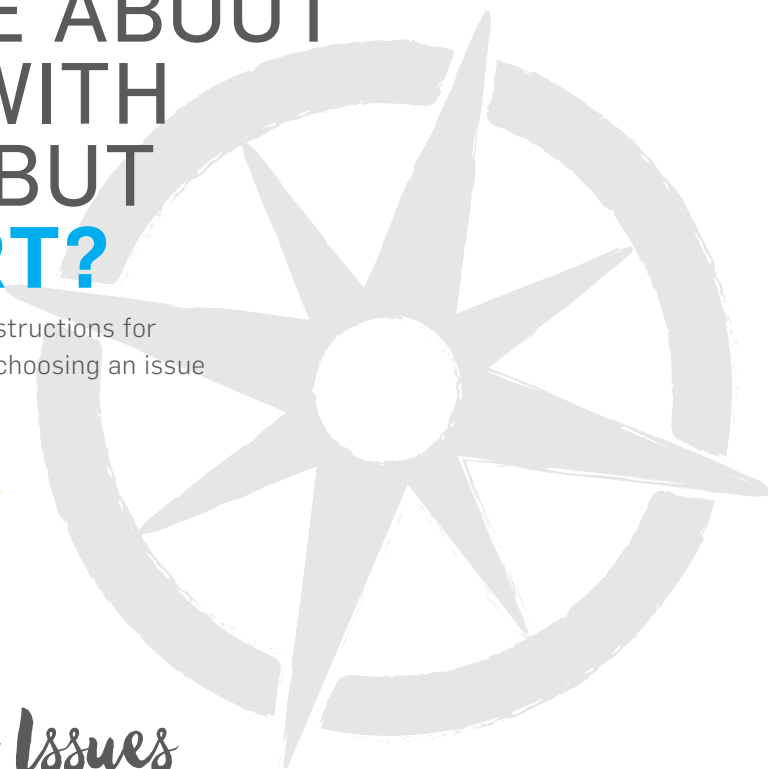
[illegible]

Issue Compass

*Note: We recommend doing the global issues portion of the Exploring Issues activity on **page 30** of the Educator's Guide before you do this activity.*

OKAY, SO YOU'RE ABOUT TO GO GLOBAL WITH YOUR ACTIONS, BUT WHERE TO **START?**

On **page 34** of the Educator's Guide, your teacher has instructions for running the following activity, which walks you through choosing an issue or multiple issues to take action on as a group.



Brainstorming Global Issues

Write down a list of all the global issues you can think of. If you were a world leader or a journalist, what kinds of problems would you take on? What issues are regularly highlighted on the news? What issues should people be aware of but likely aren't? What issues really bother you—even if you don't know a lot about them?

WHAT DO YOU KNOW ALREADY?

	GLOBAL ISSUE #1	GLOBAL ISSUE #2	GLOBAL ISSUE #3	GLOBAL ISSUE #4
What do you know about the issue?				
Why is it important?				
Who does the issue most affect?				
What are the short-term effects on people? The long-term effects?				
How can we make a difference?				
What challenges might we encounter when trying to help?				

Calendar

IMPORTANT DATES

SEPTEMBER

- ▶ **WE TAKE CHARGE**
- ▶ Get your group familiarized with the Student Guide.
- ▶ We'll be celebrating Canada 150. Learn about it on **page 12** of the Student Guide.
- ▶ WE Day Minnesota: September 20, 2016
- ▶ Youth Summit: Take part in a day of learning, leadership building and action planning. For a list of youth summits near you visit WE.org/youthsummit.
- ▶ Get on the WE Day app. The power to change the world is at your fingertips! Download the WE Day app and start taking action today!

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

- ▶ **WE WALK FOR WATER**

JUNE

- ▶ **WE STAND TOGETHER**
- ▶ Celebrate! Wrap up the year with a giant celebration of the incredible impacts you have made. Host an assembly or WE DayX that your school will never forget. Ask your teacher about planning a WE DayX at your school.

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/watch.

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.

September

SPOTLIGHT CAMPAIGN:

WE Take Charge

CAMPAIGN: _____

ISSUES:

ACTIONS:

October

SPOTLIGHT CAMPAIGN:

WE Scare Hunger

CAMPAIGN: _____

ISSUES:

ACTIONS:

November

SPOTLIGHT CAMPAIGN:

WE Are Rafikis

ALTERNATE CAMPAIGN:

- ▶ WE Are Silent in time for Universal Children's Day on November 20.

CAMPAIGN: _____

ISSUES:

ACTIONS:

December

SPOTLIGHT CAMPAIGN:

WE Create Change

ALTERNATE CAMPAIGNS:

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

CAMPAIGN: _____

ISSUES:

ACTIONS:

January

SPOTLIGHT CAMPAIGN:

WE Are One

CAMPAIGN: _____

ISSUES:

ACTIONS:

February

SPOTLIGHT CAMPAIGN:

WE Bake for Change

CAMPAIGN: _____

ISSUES:

ACTIONS:

March

SPOTLIGHT CAMPAIGN:

WE Are Silent

ALTERNATE CAMPAIGNS:

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

CAMPAIGN: _____

ISSUES:

ACTIONS:

April

SPOTLIGHT CAMPAIGN:

WE Volunteer Now

ALTERNATE CAMPAIGN:

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

CAMPAIGN: _____

ISSUES:

ACTIONS:

May

SPOTLIGHT CAMPAIGN:

We Walk for Water

ALTERNATE CAMPAIGN:

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

CAMPAIGN: _____

ISSUES:

ACTIONS:

June

SPOTLIGHT CAMPAIGN:

WE Stand Together

- ▶ Wrap up the year with a WE DayX celebration.

CAMPAIGN: _____

ISSUES:

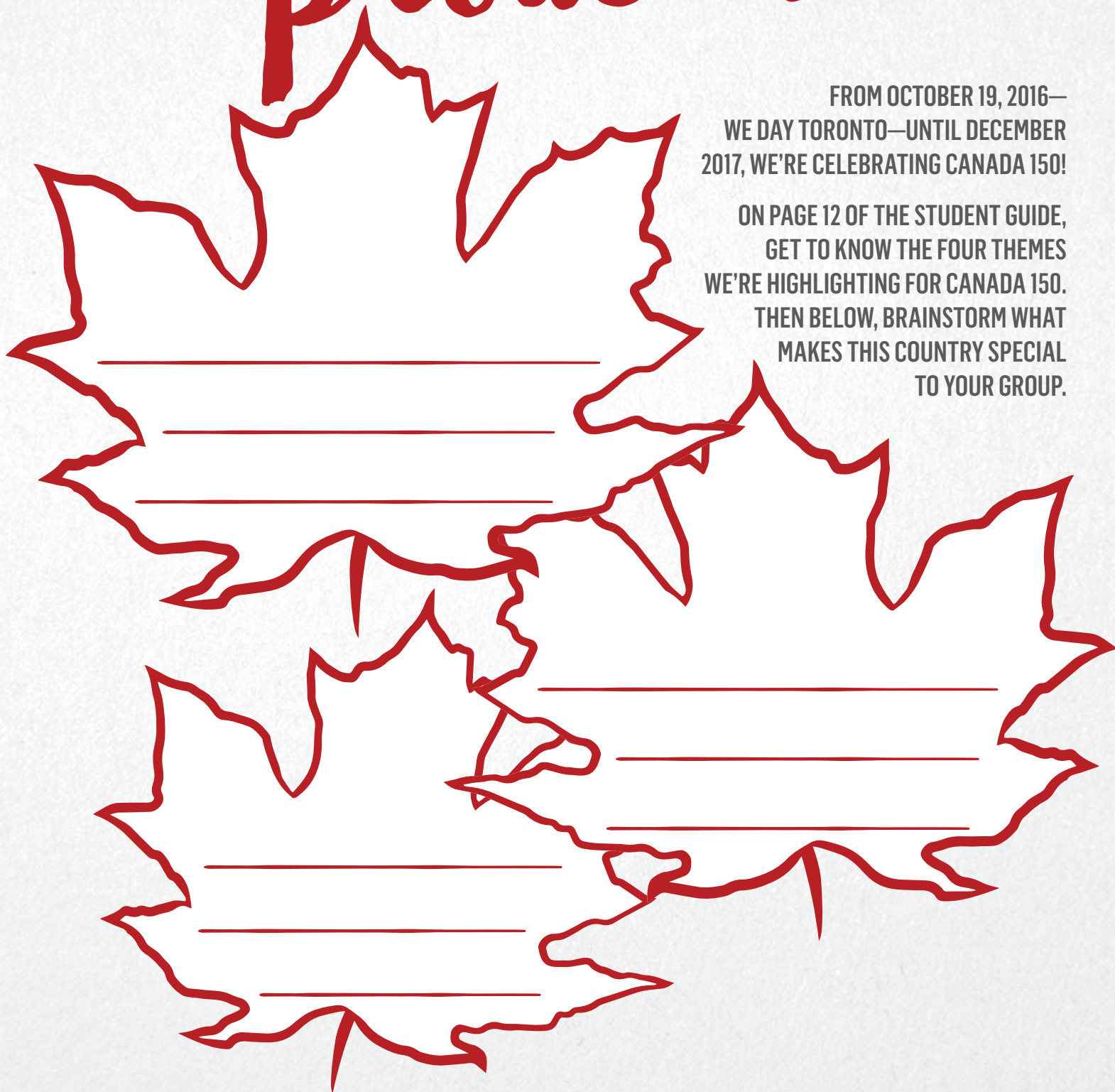
ACTIONS:



Why we are proud to live

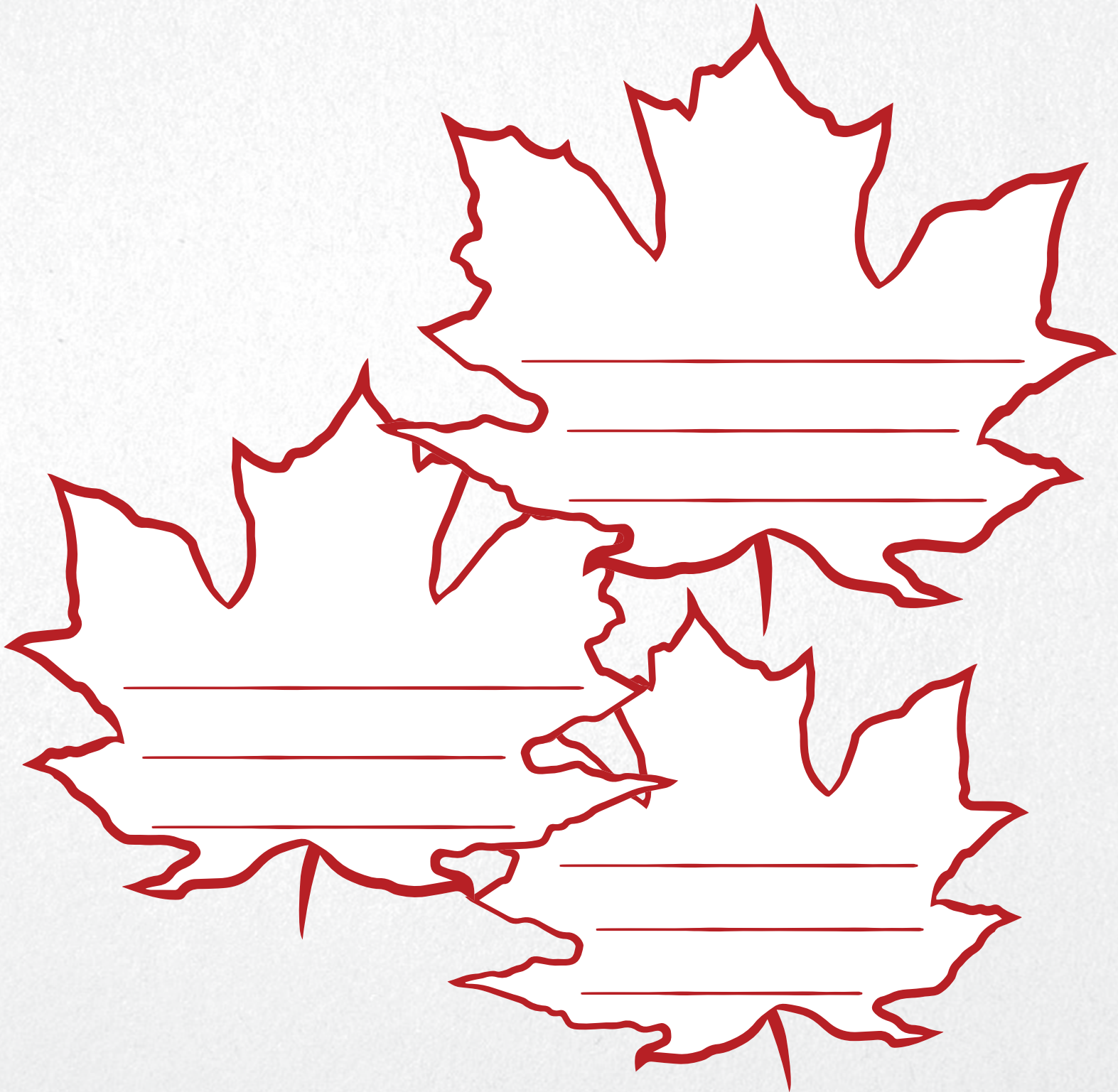
FROM OCTOBER 19, 2016—
WE DAY TORONTO—UNTIL DECEMBER
2017, WE'RE CELEBRATING CANADA 150!

ON PAGE 12 OF THE STUDENT GUIDE,
GET TO KNOW THE FOUR THEMES
WE'RE HIGHLIGHTING FOR CANADA 150.
THEN BELOW, BRAINSTORM WHAT
MAKES THIS COUNTRY SPECIAL
TO YOUR GROUP.



The form consists of three large red maple leaf outlines arranged vertically. Each leaf contains several horizontal lines for writing. The top leaf has three lines, the middle leaf has three lines, and the bottom leaf has four lines.

in Canada



CAMPAIGNS



How to Use the Campaigns

We put together these campaign activities to guide you through the basics of organizing an action plan from start to finish, but here's the thing: if you want to do things your own way, we say go for it. Campaigns are all about finding ways to make things your own.

HERE'S THE BASIC FORMAT THAT EACH CAMPAIGN FOLLOWS:

- ▶ **BEFORE YOU GET STARTED:** Sign up, choose an issue to take action on, and set a specific, measurable goal.
- ▶ **INVESTIGATE AND LEARN:** Explore your issue and learn as much as you can about it.
- ▶ **ACTION PLAN:** Work out the logistics of an action that will make a meaningful difference on your issue.
- ▶ **TAKE ACTION:** Get out there and make it happen! Check back with your action plan to make sure you're staying on track.
- ▶ **REPORT AND CELEBRATE:** Look back at your goals to evaluate and celebrate the impacts your group made.

Sometimes it makes sense to switch around some steps in the order, and sometimes you'll want to revisit earlier steps as you learn more about your issue or refine your goal—that's totally okay. You can even leave certain steps blank and come back to them later.

Each step ends with a reflection section to make sure your group is checking in regularly to smooth out difficulties as you progress. These questions are designed to be discussed as a group, with answers written down by your group's recorder. This will also give you a chance to take note of the new skills and experiences you're picking up as you go and give a record of what you did, which will be helpful when reporting.

The following skills will be gained throughout the campaigns and can be helpful in schoolwork and future careers. Keep an eye out for these icons at the top of each campaign so you know which skills you'll be developing.



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING

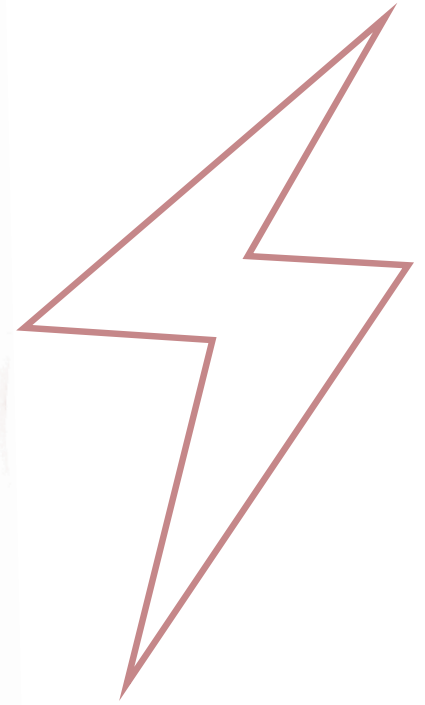


REFLECTION

WE TAKE CHARGE

TAKE WEEKLY PLEDGES TO LIVE SUSTAINABLY BY REDUCING NEGATIVE IMPACTS ON THE ENVIRONMENT, BOOSTING POSITIVE ONES AND HELPING YOUR SCHOOL GO GREEN.

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at WE.org/wetakecharge.

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

► How many students would you like to get involved in pledge challenges? _____

Investigate and Learn

What does your group currently know about your school's impact on the environment? What facts and images come to mind when you think about living sustainably?

Check off at least three ways to learn more about helping your school go green.

<input type="checkbox"/> Invite a local expert to speak at your school	<input type="checkbox"/> Research the issue at WE.org/exploringissues	<input type="checkbox"/> Ask your teacher to run campaign lesson activities from WE.org/weschools/educator-resources
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Ask your teacher to run the Community Mapping activity (p. 10 and Educator's Guide, p. 32), but with a twist. Perform the walk inside your school, looking for signs of issues that have negative or positive impacts (e.g., overuse of electricity, lack of recycling, waste of resources). Afterward, discuss the signs you spotted and have the recorder write down ideas as they are discussed.

As a group, decide on four signs that you think represent the greatest opportunity for your school to go green.

Sign of issue #1: _____

Sign of issue #2: _____

Sign of issue #3: _____

Sign of issue #4: _____

REFLECTION TIME: Were you surprised by any of the things you noticed? How would you feel if you knew you could change these things? How can you use that feeling to motivate you or others during your campaign?



Action Plan



Brainstorm different pledges you could take to boost the positive impacts or reduce the negative ones associated with each sign you recorded. For example, if one sign your group noticed was disposal of water bottles in the garbage, you could suggest a recycling campaign or raise awareness about the importance of reusable water bottles.

Possible pledges for issue #1: _____

Possible pledges for issue #2: _____

Possible pledges for issue #3: _____

Possible pledges for issue #4: _____

Then as a group, vote on which pledge your group will be leading the school in taking. For each pledge, set a measurable goal for your school to achieve. For example, if you're starting a recycling program, you can try to divert a certain number of bottles or cans from entering the garbage.

Goal for pledge #1: _____

Goal for pledge #2: _____

Goal for pledge #3: _____

Goal for pledge #4: _____

Get more students involved. Make sure each group member can explain the details of the campaign before speaking to others about it. Review the pledges you chose and the goals you set and take turns asking each other questions and answering basic questions about your campaign.

☐ When is this campaign happening?

☐ What is your goal?

☐ Why are you doing this campaign?

☐ How can others get involved?

REFLECTION TIME: Which pledges are you most excited about? Are there any pledge challenges or parts of the action plan that you are nervous about? How can you prepare to make sure your group can move forward with confidence?

Take Action



Get the rest of the school in on the action. Check off ways you will reach out to challenge others to take on pledges.

<input type="checkbox"/> School newsletters	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters to put up	<input type="checkbox"/> Social media
<input type="checkbox"/> School announcements	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

You can also invite your school to track their actions and the impacts of those actions. Make WE Take Charge pledge tracking sheets (p. 27) available to all participants.

Give one pledge challenge a week, and once a week, invite participants to a meeting to tally up impacts in a master pledge tracking sheet. Measure progress toward your goal and discuss challenges you've run into. Share advice with each other and troubleshoot common difficulties.

Issues we have run into: _____

Proposed solutions: _____

Adjustments to our goals (optional): _____

REFLECTION TIME: What does sustainability mean to you personally? Why is your whole school's participation important for a campaign focused on sustainability?

Report and Celebrate ★ ★ ★ ★ ★

When you're finished your campaign, sit down as a group and count the impacts you've made.

Share your success with WE Take Charge by posting photos to social media using [#wetakecharge](#).

- ▶ How many students did you get involved in your pledges? _____
- ▶ Impact for pledge #1: _____
- ▶ Impact for pledge #2: _____
- ▶ Impact for pledge #3: _____
- ▶ Impact for pledge #4: _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals? Did you run into any challenges?
- ☐ Is there anything you would do differently next time?
- ☐ What is sustainable living? What do you think living sustainably means for a school?
- ☐ What do you think are the barriers to people adopting more sustainable habits?
- ☐ Aside from your pledge-specific goals, what impacts did your group make (e.g., involving your school, spreading awareness, developing new sustainable living habits)?
- ☐ How can your group share your collective impact with the school (e.g., sustainability report, announcements, a mural)?

Creative Resource: WE Take Charge Pledge Tracker

HERE'S HOW IT WORKS:

1. Write down a pledge with a measurable goal, like cans recycled, zero-waste lunches packed or minutes cut from your shower routine.
2. Write down your daily progress as you go.
3. Pick optional pledge boosters to enhance your campaign's daily impact.

PLEDGE BOOSTERS:

- ▶ Hop on social media and post a fact related to your pledge or its impact.
- ▶ Take a picture of an action you're taking today and post to social media with [#wetakecharge](#).
- ▶ Tell family and friends about your pledge.

WE TAKE CHARGE PLEDGE TRACKER

EXAMPLE	Monday	Tuesday	Wednesday	Thursday	Friday	Total Impact
<i>pledge goal</i>						
Pack a total of 50	7 lunches packed.	12 lunches packed.	10 lunches packed.	14 lunches packed.	18 lunches packed.	▶ 61 lunches packed
no-waste lunches						▶ 1 school announcement
in your group.						▶ 19 social media posts
						▶ 5 shares
						▶ 29 likes/faves
<i>pledge booster</i>	Make a school announcement.	Post a photo of a no-waste lunch.	Class check-in.	Personally tell one friend about no-waste lunches.	Tell family about no-waste meals.	▶ 1 class meal
Bonus actions to enhance your impact.						▶ 9 family dinners
<i>weekly pledge</i>						
<i>pledge booster</i>						
Bonus actions to enhance your impact.						

WE SCARE HUNGER

TRICK-OR-TREAT FOR CANNED GOODS ON HALLOWEEN OR PLAN A FOOD DRIVE TO SUPPORT YOUR LOCAL FOOD BANK.

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at WE.org/wescarehunger.

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

- ▶ What is your goal? Write down either the weight (in pounds) or the number of food items you want to collect. _____
- ▶ How many students would you like to get to donate food? _____
- ▶ On which date(s) are you collecting food? _____



Investigate and Learn

What does your group currently know about the presence of hunger or food insecurity in your community?
What facts and images come to mind when you think about hunger?

Check off at least three ways you will learn more about local hunger.

☐ Invite an expert from a food bank or hunger organization to visit school

☐ Research the issue at [WE.org/exploringissues](https://www.weschools.org/exploringissues)

☐ Ask your teacher to run campaign lesson activities from [WE.org/weschools/educator-resources](https://www.weschools.org/weschools/educator-resources)

☐ Choose your own: _____

☐ Choose your own: _____

☐ Choose your own: _____

Write down at least three new things you have learned about local hunger.

Research which food banks or hunger organizations are working in your area. Use the contact or FAQ sections of their websites to find out what kind of food items they need and list them here.

Write down the names of the local food banks or programs you discovered during your research. Discuss as a group which you would like to support. Take a vote to make a final decision.

REFLECTION TIME: How has your understanding of the issue changed since you started researching it? How can you use this new understanding to improve your campaign?



Action Plan

Make sure each group member can explain the details of your food drive before speaking to other students about it. Review the goal you filled out on **page 28** and practise explaining the campaign to each other. Take turns asking each other questions and answering basic questions about your campaign.

- | | |
|---|---|
| <input type="checkbox"/> When is this campaign happening? | <input type="checkbox"/> What kind of food items are you looking for? |
| <input type="checkbox"/> Why are you doing this campaign? | <input type="checkbox"/> How can I get involved or donate food items? |
| <input type="checkbox"/> What is your goal? | <input type="checkbox"/> Where is the food going? |



Next, discuss how the group can spread awareness about WE Scare Hunger. Check off at least three ways you will tell others about your campaign.

<input type="checkbox"/> School announcements	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters	<input type="checkbox"/> Visit each homeroom in person to speak about your campaign
<input type="checkbox"/> School newsletters	<input type="checkbox"/> Social media	<input type="checkbox"/> Choose your own: _____
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Make a list of the tasks you think are necessary for promoting, planning and completing the campaign. Then as a group, discuss who would like to be responsible for each task.

Depending on if you are trick-or-treating for canned goods for one night or holding an extended food drive, tasks might include: distribute WE Scare Hunger cards (**p. 32**) in your school, make morning announcements, put up posters, plan trick-or-treating routes, drop off WE Scare Hunger cards in the community, ask a local Ford dealership to help with food pick-up/drop-off, weigh and record food donations, etc.

Return to this page and check off each task as it is finished.

✓	Task	Name of person responsible	✓	Task	Name of person responsible

REFLECTION TIME: Which tasks seem the most challenging and may require extra help? How can your group make sure you are there to support each other?

Take Action



If you are trick-or-treating for non-perishable food, brainstorm all the supplies you will need when you go out (e.g., costumes, durable shopping bags, cardboard boxes, shopping carts, wagons). Check off each item to make sure you have it.

If you are doing a food drive in your school, brainstorm ways you can keep the momentum going throughout your campaign (e.g., competitions, regular announcements, information about hunger). Check them off as you try them. Note which were most effective.

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

Report and Celebrate ★ ★ ★ ★ ★

When the campaign is over, sit down as a group and record the impacts you've made.

Share your success with WE Scare Hunger by posting photos to social media using [#wescarehunger](#).

- ▶ How many students from your school donated food? _____
- ▶ What was your final total (in pounds of food or number of items)? _____
- ▶ Where did you donate your food to? _____
- ▶ How many days did your campaign last? _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals? Did you run into any challenges?
- ☐ Is there anything you would do differently next time?
- ☐ Besides the food your group collected, what impacts did you make together (e.g., involving your school, spreading awareness, developing skills)?
- ☐ How can you celebrate the impacts you've made together and the contribution that each group member made (e.g., a party, an assembly, shout-outs on the morning announcements, handmade cards)?

Creative Resource: WE Scare Hunger Cards

Photocopy these cards or print them out from WE.org/wescarehunger. Then fill in the dates of your drive and the items the food bank needs most and cut out the cards to share with your school or community.

TO DISTRIBUTE IN YOUR SCHOOL

Cut out and take with you.

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



From _____ to _____, please bring in non-perishable food for the food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



From _____ to _____, please bring in non-perishable food for the food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



From _____ to _____, please bring in non-perishable food for the food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



From _____ to _____, please bring in non-perishable food for the food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

TO DISTRIBUTE ALONG YOUR TRICK-OR-TREATING ROUTE

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



On Halloween I will be collecting non-perishable food for our food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



On Halloween I will be collecting non-perishable food for our food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



On Halloween I will be collecting non-perishable food for our food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

**WE
SCARE
HUNGER**

AN INITIATIVE OF
WE
MADE POSSIBLE BY
Ford
Go Further



On Halloween I will be collecting non-perishable food for our food bank. We're especially interested in _____ and _____, but all donations are appreciated. Thanks!
WE.org/wescarehunger

Cut out and take with you.



WE ARE RAFIKIS

**SELL HANDMADE RAFIKI BRACELETS TO
HELP KENYAN ARTISANS EARN A LIVING AND
RAISE FUNDS FOR COMMUNITY-LED DEVELOPMENT
PROJECTS THROUGH FREE THE CHILDREN'S
WE VILLAGES.**

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at [WE.org/wearerafikis](https://www.wearerafikis.org).

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

► Which WE Villages Pillar of Impact are you fundraising for?

☐ Education ☐ Water ☐ Health ☐ Food ☐ Opportunity

► What is your fundraising goal for this campaign? _____

► How many Rafiki Bracelets would you like to sell? _____

► How many people in your school and community would you like to reach by raising awareness through the campaign?

► When will your campaign start and finish? Start: _____ Finish: _____



Investigate and Learn

Every Rafiki Bracelet makes an impact in three ways: it helps the artisan who made it earn a living and save for the future; it provides a tangible impact, like clean water or school supplies, to a member of a developing community; and it allows you to fundraise for a cause you care about.

Watch the video located at metowe.com/about-us/our-impact/#mamas to hear the artisans who make Rafiki Bracelets tell their stories. Then as a group, read over the webpage and discuss: What does the opportunity to earn an income mean to a woman in a developing Kenyan community? What does she use her earnings for? How does it affect her family?

Next, learn about the impact that each Rafiki Bracelet makes through WE Villages in different developing communities around the world. Visit trackyourimpact.com/#powerful-change to learn about how each Rafiki Bracelet has the potential to change a life. As a group, discuss: What difference can something like school supplies or medicine make in someone's life? How can everyday decisions like where someone shops and what someone buys have a global impact?

Your campaign can also have an impact as a fundraiser for a global cause you care about through WE Villages. Check off three ways you will learn more about your chosen WE Villages Pillar of Impact.

<input type="checkbox"/> Research the issue at WE.org/exploringissues	<input type="checkbox"/> Ask your teacher to run lesson activities from WE.org/weschools/educator-resources	<input type="checkbox"/> Ask your WE Schools Coordinator to present to your school or group
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

REFLECTION TIME: Seven out of 10 people in the world live on less than \$10 per day. Discuss as a group how each of you would prioritize your budget if you could only spend \$10 every day on rent, food, medicine, education, clothing and other necessities. How would your life be different?



Action Plan



You can buy starter kits from your local Staples or at WE Day. You can also order them online at WE.org/wearerafikis to be shipped to your school or picked up at WE Day. How will you purchase yours?

☐ Buy at Staples ☐ Buy at WE Day ☐ Order online and ship to school ☐ Order online and pick up at WE Day

Next, photocopy or print out additional copies of the WE Are Rafikis pre-order cards on **page 39**. Cut out these cards and keep them on hand for when you start to get orders from people at your school.

Before handing these cards out, discuss how much you would like to charge for each Rafiki Bracelet. The bracelets will cost you \$10 each to order. If you price the bracelets at a higher amount, you will be able to fundraise using the extra money you made from each sale. For every purchase of a Rafiki Bracelet, \$5 will also go toward supporting WE Villages.

How much will you sell each Rafiki for? _____

Discuss the details about the WE Are Rafikis campaign before you start speaking to other students about it. Review the Setting Your Goal section you filled out above and practise explaining the campaign to each other. Take turns asking each other questions and answering basic questions about your campaign.

- | | |
|--|---|
| <input type="checkbox"/> What does a Rafiki Bracelet cost? | <input type="checkbox"/> Who made these bracelets and how were they made? |
| <input type="checkbox"/> How can I place my order? | <input type="checkbox"/> How does buying a bracelet make an impact? |
| <input type="checkbox"/> How can I get further involved? | <input type="checkbox"/> Where can I go to learn more about my impact? |
| <input type="checkbox"/> What is ME to WE? | |

Next, discuss how the group can spread awareness about WE Are Rafikis and collect filled-out pre-order cards. Check off three or more ways you will raise awareness about your campaign.

<input type="checkbox"/> Rafiki Bracelet fashion show	<input type="checkbox"/> Display sample Rafikis at a table in cafeteria or foyer	<input type="checkbox"/> Visit classrooms to drop off and pick up pre-order cards
<input type="checkbox"/> School announcements	<input type="checkbox"/> Social media	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

REFLECTION TIME: How can your group help your customers understand the impact of buying a bracelet? How can we help others feel connected with impacts they make on the lives of people living in other countries? How can a Rafiki Bracelet be a symbol of connection to other people around the world?

Take Action



Once you have taken pre-orders, count the Rafiki Bracelet totals on each pre-order card and add them up.

- ▶ Number of Education Rafiki Bracelets needed: _____
- ▶ Number of Water Rafiki Bracelets needed: _____
- ▶ Number of Health Rafiki Bracelets needed: _____
- ▶ Number of Food Rafiki Bracelets needed: _____
- ▶ Number of Income/Opportunity Rafiki Bracelets needed: _____

There are two ways to place a custom order with specific amounts of each Rafiki Bracelet you need. You can print and mail in the WE Are Rafikis order form stored on your USB (address to: ME to WE Shop, Inc. ME to WE attn: Accounting, 233 Carlton St., Toronto, ON, M5A 2L2), or place your order online at WE.org/wearerafikis.

We recommend ordering a few extras in case people change their minds. Or, pick up some extras by purchasing additional WE Are Rafikis Fundraising Starter Kits at your local Staples store.

Next, brainstorm how you will deliver the bracelets to the people who placed pre-orders. You might choose to have them available for pick-up during pre-scheduled times, when students can also come to purchase additional Rafiki Bracelets. Or you can divide up the task of delivering orders to different classrooms individually.

Use the chart below to record orders that have been delivered and paid for.

Student name	Order paid?	Order delivered?	Student name	Order paid?	Order delivered?

As pre-orders are fulfilled, check your list against the pre-order cards to make sure you don't miss anyone. You can also add new orders and sales to your list if new students make purchases.

REFLECTION TIME: Did you run into any unexpected problems when taking your action?
How did you solve them? How would you plan differently next time?

Report and Celebrate ★



When you're finished your campaign, sit down as a group and record the impacts you've made.

Share your success with WE Are Rafikis by posting photos to social media using [#wearerafikis](#).

- ▶ How many students from your school helped organize the campaign? _____
- ▶ Approximately how many people from your school bought bracelets? _____
- ▶ How many Rafiki Bracelets did you sell? _____
- ▶ What was your final fundraising total? _____
- ▶ How many people did you reach by raising awareness for your issue through your campaign? _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals? Did you run into any challenges?
- ☐ What was the highlight of the campaign for you? What made it so special?
- ☐ How did the school respond to learning about the impact they were making with each purchase?
- ☐ How can your group encourage your school to continue wearing their Rafiki Bracelets after the campaign?
- ☐ Besides fundraising, what impacts did you make together (e.g., involving your school, spreading awareness, developing skills)?
- ☐ How can you celebrate the impacts your school has made through this campaign (e.g., a Rafiki Bracelet fashion show, an assembly, shout-outs on the morning announcements, an impact report)?



Creative Resource: WE Are Rafikis Pre-Order Cards

Print and distribute these cards to get students in your school to pre-order Rafiki Bracelets. Then collect them and tally up the totals to place a custom group order through the mail order form stored on your USB or online at WE.org/wearerafikis.

Rafiki Pre-Order Form

Name: _____

OF RAFIKIS

☐ Education ☐ Water ☐ Health

☐ Food ☐ Income / Opportunity

TOTAL#: **TOTAL COST:**

(# OF RAFIKIS x \$____)

Rafiki Pre-Order Form

Name: _____

OF RAFIKIS

☐ Education ☐ Water ☐ Health

☐ Food ☐ Income / Opportunity

TOTAL#: **TOTAL COST:**

(# OF RAFIKIS x \$____)

Rafiki Pre-Order Form

Name: _____

OF RAFIKIS

☐ Education ☐ Water ☐ Health

☐ Food ☐ Income / Opportunity

TOTAL#: **TOTAL COST:**

(# OF RAFIKIS x \$____)

Rafiki Pre-Order Form

Name: _____

OF RAFIKIS

☐ Education ☐ Water ☐ Health

☐ Food ☐ Income / Opportunity

TOTAL#: **TOTAL COST:**

(# OF RAFIKIS x \$____)

Rafiki Pre-Order Form

Name: _____

OF RAFIKIS

☐ Education ☐ Water ☐ Health

☐ Food ☐ Income / Opportunity

TOTAL#: **TOTAL COST:**

(# OF RAFIKIS x \$____)

Rafiki Pre-Order Form

Name: _____

OF RAFIKIS

☐ Education ☐ Water ☐ Health

☐ Food ☐ Income / Opportunity

TOTAL#: **TOTAL COST:**

(# OF RAFIKIS x \$____)

WE CREATE CHANGE

**COLLECT LOONIES TO CREATE CHANGE FOR
DEVELOPING COMMUNITIES THROUGH FREE
THE CHILDREN'S WE VILLAGES.**

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at WE.org/wecreatechange.

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!



Setting Your Goal

► Which WE Villages Pillar of Impact are you fundraising for?

☐ Education ☐ Water ☐ Health ☐ Food ☐ Opportunity

► What is your fundraising goal for this campaign? _____

► How many students would you like to get involved in collecting loonies? _____

► How many people in your school and community would you like to reach by raising awareness through the campaign? _____

► When will your loonie drive start and finish? Start: _____ Finish: _____

Investigate and Learn

What does your group currently know about your chosen WE Villages Pillar of Impact and the global issues associated with it? What facts and images come to mind when you think about the issue?

Check off at least three ways you will learn more about your Pillar of Impact and issue.

<input type="checkbox"/> Ask your WE Schools Coordinator to present to your school or group	<input type="checkbox"/> Research the issue at WE.org/exploringissues	<input type="checkbox"/> Ask your teacher to run a lesson activity from our database at WE.org/educator-resources
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Write down at least three new things you have learned about the issue.

REFLECTION TIME: What aspects of the issue are most important to communicate to others?
What misconceptions about the issue would you like to correct?



Action Plan

Make sure each group member can explain the details of your loonie drive before speaking to other students about it. Review the Setting Your Goal section you filled out on **page 40** and practise explaining the campaign to each other. Take turns asking each other questions and answering basic questions about your campaign.

- | | |
|---|--|
| <input type="checkbox"/> When is this campaign happening? | <input type="checkbox"/> Why are you doing this campaign? |
| <input type="checkbox"/> What is your goal? | <input type="checkbox"/> How can others get involved? |
| <input type="checkbox"/> What is WE Villages? | <input type="checkbox"/> How are the donations being used? |



Next, discuss how the group can spread awareness about WE Create Change. Check off three or more ways you will raise awareness about your campaign.

<input type="checkbox"/> School announcements	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters	<input type="checkbox"/> Collection containers in classrooms
<input type="checkbox"/> Collection containers in local businesses	<input type="checkbox"/> Social media	<input type="checkbox"/> Choose your own: _____ _____
<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____

Make a list of the tasks you think are necessary for promoting, planning and completing your campaign. This might include: making announcements, placing loonie collection containers in different locations, gathering and counting loonies every week to update the total, rolling loonies and more. Then as a group, discuss who would like to be responsible for each task.

Return to this page and check off each task as it is finished.

✓ Task	Name of person responsible	✓ Task	Name of person responsible

REFLECTION TIME: As a group, discuss the challenges you have faced so far with your tasks. Are there common challenges multiple group members are facing? Brainstorm solutions and make sure every group member knows who they can turn to for support.

Take Action



Brainstorm a list of extra ways to lead your school in collecting or donating change (e.g., host a movie night or let students wear a hat for the day if they donate a dollar). Then discuss favourites and vote on which you will do together. Check off the ones your group is committing to.

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

Brainstorm the supplies needed for the actions checked above. Check off items as your group gets them.

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

REFLECTION TIME: What were some innovative ideas group members had to collect loonies? How did these new ideas add to more traditional methods of collecting loonies?



Report and Celebrate ★ ★ ★ ★ ★

When you're finished your campaign, sit down as a group and record the impacts you've made.

Share your success with WE Create Change by posting photos to social media using [#wecreatechange](https://www.facebook.com/wecreatechange).

- ▶ What did you do to encourage loonie donations during your campaign (e.g., placing collection jars, holding fundraising events, etc.)? _____
- ▶ How many students from your school were involved in the campaign? _____
- ▶ What was your final fundraising total? _____
- ▶ How many people did you reach by raising awareness for your issue through your campaign? _____
- ▶ How will you be making your donation?
 - ☐ Bring in your rolled loonies to an RBC location and deposit to WE Charity (account #1001437, transit #01265). Keep your deposit receipt when you're done! Make sure you log your RBC donations online at [WE.org/wecreatechange](https://www.ve.org/wecreatechange).
 - ☐ Send a cheque to WE Charity, c/o (your WE Schools Coordinator's name and school's WE Code), Re: WE Create Change, 233 Carlton St., Toronto, ON, M5A 2L2.
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals? Did you run into any challenges?
- ☐ Is there anything you would do differently next time?
- ☐ What was the highlight of the campaign for you? What made it so special? How can you use moments like that for motivation as you continue taking action?
- ☐ How has your school's understanding of the issue your group took action on changed?
- ☐ How can you celebrate the impacts you've made together and the contribution that each group member made (e.g., a party, an assembly, shout-outs on the morning announcements, handmade cards)?



Creative Resource: Collection Container Stickers

Use these stickers to decorate collection containers and let people know what you're fundraising for. If you need more labels, visit WE.org/wecreatechange for a printable version you can cut out and glue.





WE BAKE FOR CHANGE

BRING YOUR GROUP TOGETHER FOR A WE BAKE FOR CHANGE BAKE SALE TO RAISE MONEY FOR DEVELOPING COMMUNITIES THROUGH FREE THE CHILDREN'S WE VILLAGES.

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at [WE.org/webakeforchange](https://www.weforchange.org).

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

- ▶ Which WE Villages Pillar of Impact are you taking action on? _____
- ▶ What is your fundraising goal for this campaign? _____
- ▶ How many people in your school and community would you like to reach by raising awareness through the campaign?

- ▶ When will you hold your WE Bake for Change bake sale? _____

Investigate and Learn

With your teacher, go through the Exploring Issues activity (**Educator's Guide, p. 30**) to learn about how different global issues affect developing communities around the world. During the group discussion at the end of the activity, make note of questions or comments your group has about each issue.

Education: _____

Poverty: _____

Food: _____

Water: _____

Health: _____

Ask your teacher to lead the Issue Compass activity (**p. 12 and Educator's Guide, p. 34**) to walk your group through picking one global issue to focus on for your campaign. Then choose the WE Villages Pillar of Impact that best matches that issue. Write down the Pillar of Impact as the cause you will be fundraising for.

REFLECTION TIME: How are the issues you have been learning about related to each other?
 How does taking action on one issue make an impact on other issues?
 How can you use this knowledge in your campaign?



Action Plan



Now that you know which issue and Pillar of Impact you're taking action for, make sure each group member can explain the details of your bake sale before speaking to students about it. Review the Setting Your Goal section you filled out above and practise explaining the campaign to each other. Take turns asking each other questions and answering basic questions about your campaign.

- | | |
|--|--|
| <input type="checkbox"/> When is this campaign happening? | <input type="checkbox"/> What is your goal? |
| <input type="checkbox"/> Why are you doing this campaign? | <input type="checkbox"/> How can I get involved? |
| <input type="checkbox"/> How are the donations being used? | <input type="checkbox"/> Can friends and family participate? |

Next, discuss how the group can spread awareness about WE Bake for Change. Check off three or more ways you will raise awareness about your campaign.

<input type="checkbox"/> Social media	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters	<input type="checkbox"/> School announcements
<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____

REFLECTION TIME: What values are important to you when choosing a Pillar of Impact to support? How can you explain those values and their importance to your donors?



Take Action



Make a list of the tasks you think are necessary for promoting, planning and completing your campaign. This might include: making announcements, gathering ingredients, organizing a baking party, securing a location for the bake sale, setting up the bake sale, serving the food and handling money. Then decide who would like to be responsible for each task.

Return to this page and check off each task as it is finished.

✓ Task	Name of person responsible	✓ Task	Name of person responsible

You'll also want to write down what kind of food each participant is planning to bring in to make sure you have variety. You can find two sample recipes on **page 51** and even more online at WE.org/webakeforchange.

✓ Food	Name of person responsible	✓ Food	Name of person responsible

Here's a final checklist of items you'll need for your bake sale.

- | | |
|--|--|
| <input type="checkbox"/> Pricing signs and markers | <input type="checkbox"/> Printed information about your group and/or cause |
| <input type="checkbox"/> Plates or trays for putting food on the table | <input type="checkbox"/> Cashbox or donation box |
| <input type="checkbox"/> Tongs or spatulas for serving food | <input type="checkbox"/> Gloves for handling food |
| <input type="checkbox"/> Paper towel or plates to serve customers on | <input type="checkbox"/> Change for bills |

REFLECTION TIME: Did you run into any unexpected problems when taking your action?
How did you solve them? How would you plan differently next time?

Report and Celebrate ★



When you're finished your campaign, sit down as a group and record the impacts you've made.

Share your success with WE Bake for Change by posting photos to social media using [#webakeforchange](https://www.facebook.com/webakeforchange).

- ▶ How many students from your school were involved in the campaign? _____
- ▶ Approximately how many people from your school or community came out to the event? _____
- ▶ Were family members involved in your campaign? ☐ Yes / ☐ No
- ▶ What was your final fundraising total? _____
- ▶ How many people did you reach by raising awareness for your issue through your campaign? _____
- ▶ Did you apply for the Baking a Difference Award? ☐ Yes / ☐ No
- ▶ If you received an award how did it make a difference to your group's goal? _____

- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals? Did you run into any challenges?
- ☐ What was the highlight of the campaign for you? What made it so special? How can you use moments like that for motivation as you continue taking action?
- ☐ Besides fundraising, what impacts did you make together (e.g., involving your school, spreading awareness, developing skills)?
- ☐ How can group members show appreciation for the contributions that each person has made toward the campaign's success (e.g., a party, an assembly, shout-outs on the morning announcements, handmade cards)?



Creative Resource: WE Bake for Change Recipes



CHOCOLATE ZUCCHINI MUFFINS

INGREDIENTS

- 1 $\frac{3}{4}$ cups (300 mL) flour
- 1 cup (250 mL) sugar
- $\frac{3}{4}$ cup (175 mL) oats
- $\frac{1}{2}$ cup (125 mL) cocoa powder
- 1 $\frac{1}{2}$ tsp (7 mL) baking powder
- $\frac{1}{2}$ tsp (2 mL) baking soda
- $\frac{1}{2}$ tsp (2 mL) salt
- 1 cup (250 mL) 2% or fat-free evaporated milk
- $\frac{1}{3}$ cup (75 mL) canola or vegetable oil
- 1 egg
- 1 $\frac{1}{2}$ cups (375 mL) grated zucchini

1. **PREHEAT** oven to 375°F (190°C). Grease or line muffin cups with paper liners.
2. **STIR** together flour, sugar, oats, cocoa powder, baking powder, baking soda and salt in a large bowl.
3. **WHISK** milk, oil and egg in a separate bowl.
4. **ADD** milk mixture and grated zucchini to flour mixture, stirring until just combined.
5. **SPOON** batter into prepared muffin cups.
6. **BAKE** in preheated oven 13 to 15 minutes, or until a toothpick inserted in centre of muffin comes out clean. Cool on wire cooling rack.

VANILLA BUTTERCREAM DREAM CUPCAKES

INGREDIENTS

CAKE

- 1 cup (250 mL) butter, softened
- 1 $\frac{3}{4}$ cups (425 mL) granulated sugar
- 3 eggs
- 2 tsp (10 mL) vanilla extract
- 3 cups (750 mL) all purpose flour
- 1 tbsp (15 mL) baking powder
- $\frac{1}{4}$ tsp (1 mL) salt
- 1 $\frac{1}{2}$ cups (375 mL) milk
- 24 paper liners
- Sprinkles, candies, coloured sugar for decorating

VANILLA ICING

- $\frac{1}{2}$ cup (125 mL) butter, softened
- 4 cups (1000 mL) icing sugar
- $\frac{1}{3}$ cup (75 mL) milk
- 1 tsp (5 mL) vanilla extract
- Cream butter and half the icing sugar in large bowl with electric mixer until light and fluffy. Add milk and vanilla. Beat in remaining icing sugar gradually. Blend well. Makes enough icing for 24 cupcakes.

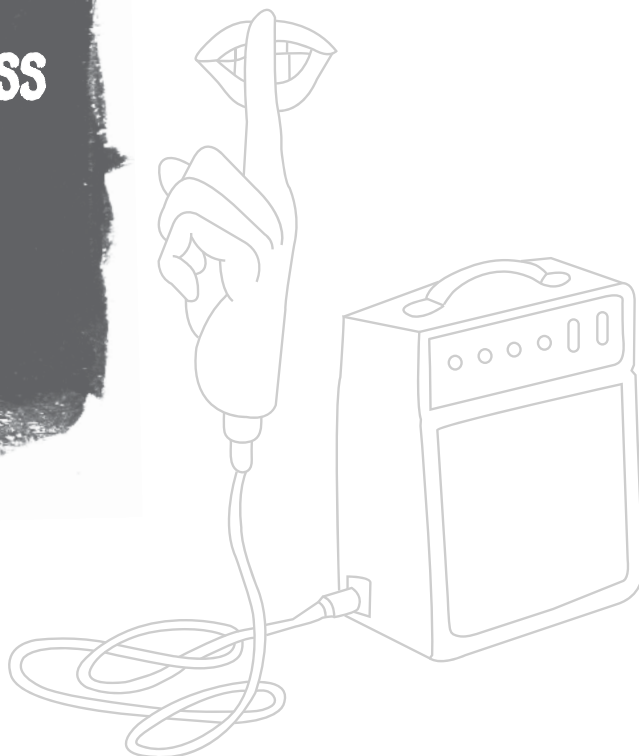
1. **PREHEAT** oven to 350°F (180°C). Grease or line muffin pans with paper liners.
2. **CREAM** butter and sugar in a large bowl with an electric mixer on medium speed until combined.
3. **ADD** eggs, one at a time, beating well after each addition. Add vanilla.
4. **COMBINE** flour, baking powder and salt in a medium bowl. Alternate adding flour mixture and milk. Add one third of the flour mixture to the egg mixture. Beat until combined. Add half the milk and another third of the flour mixture, beating after each addition. Add remaining milk and end with the flour mixture. Beat until well combined.
5. **DIVIDE** batter evenly into prepared pans. Bake in preheated oven 22 to 25 minutes or until a toothpick inserted in centre of cupcake comes out clean. Cool in pan on wire rack for 10 minutes. Remove from pans and continue cooling on wire rack. Do not ice or decorate until cupcakes are completely cooled.



WE ARE SILENT

PLAN A DAY OF SILENCE TO
RAISE MONEY AND AWARENESS
FOR THE CHILDREN WHOSE
VOICES GO UNHEARD.

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at [WE.org/wearesilent](https://www.wearesilent.org).

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

► Which WE Villages Pillar of Impact are you fundraising for?

☐ Education ☐ Water ☐ Health ☐ Food ☐ Opportunity

► What is your fundraising goal for this campaign? _____

► How many people would you like to sign up to participate? _____

► On which date are you going silent? _____

► How many hours will your group go silent for? _____

Investigate and Learn

What does your group currently know about the issue related to your chosen WE Villages Pillar of Impact?
What facts and images come to mind when you think about the issue?

Check off at least three ways you will learn more about the issue.

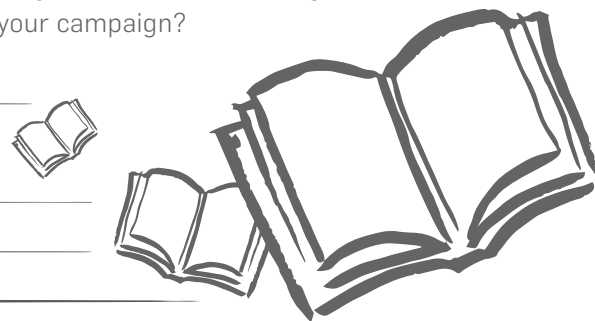
<input type="checkbox"/> Ask your WE Schools Coordinator to present to your school or group	<input type="checkbox"/> Research the issue at WE.org/exploringissues	<input type="checkbox"/> Ask your teacher to run a lesson activity from our database at WE.org/weshools/educator-resources
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Write down at least three new things you have learned about your issue.

You have already chosen one WE Villages Pillar of Impact to fundraise for, but as a group you may decide to let participants use their silence to raise awareness for other issues—possibly issues related to your WE Villages Pillar of Impact. Write down your group members and the issues they are each going silent for.

Name	Issue	Name	Issue

REFLECTION TIME: How has your understanding of the issue changed since you started researching it?
How can you use this new understanding to improve your campaign?



Action Plan



Make sure each group member can explain the details of your campaign before speaking to other students about it. Review the Setting Your Goal section on **page 52** and practise explaining the campaign to each other. Take turns asking each other questions and answering basic questions about your campaign.

- ☐ When is this campaign happening? ☐ Why are you doing this campaign?
☐ What is your goal? ☐ How can others get involved?
☐ What is WE Villages?

Next, discuss how the group can spread awareness about WE Are Silent. Check off at least three ways you will tell others about your campaign.

<input type="checkbox"/> School announcements	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters	<input type="checkbox"/> Visit each homeroom in person to speak about your campaign
<input type="checkbox"/> School newsletters	<input type="checkbox"/> Social media	<input type="checkbox"/> Create and share a personal fundraising page (contact your WE Schools Coordinator for help)
<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____

Make a list of the tasks you think are necessary for promoting, planning and completing your campaign. Then as a group, discuss who would like to be responsible for each task. Tasks might include: look up facts and other information about the issue, do morning announcements, put up posters, speak to different classrooms about the campaign, collect and add up final pledges, make donation to WE Villages,* etc.

Return to this page and check off each task as it is finished.

✓	Task	Name of person responsible	✓	Task	Name of person responsible

REFLECTION TIME: What obstacles and challenges have you run into so far? How did you solve them?
How can you help each other overcome obstacles?

* Make cheque out to WE Charity and send to WE Charity, c/o (your WE Schools Coordinator's name and school's WE Code), Re: WE Are Silent, 233 Carlton St., Toronto, ON, M5A 2L2.

Take Action



Sit down as a group and list potential issues you could run into once you go silent on the day of your campaign (e.g., a teacher asks a participating student a question, another student asks you why you are silent, a student wants to join the campaign).

Now check off at least three ways to solve these problems, either by preparing for them or by responding to them when they happen.

<input type="checkbox"/> Print or copy WE Are Silent cards to give out (p. 56)	<input type="checkbox"/> Carry a pen and notebook to write messages	<input type="checkbox"/> Design a sign explaining why you are going silent
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Report and Celebrate



When you're finished your campaign, sit down as a group and record the impacts you've made.

Share your success with WE Are Silent by posting photos to social media using [#wearesilent](#).

- ▶ How many people participated? _____
- ▶ On average, how many hours did each participant go silent? _____
- ▶ What is the total number of hours of silence you achieved together? _____
- ▶ How much money did you raise toward your goal? _____
- ▶ How many people did you reach through awareness-raising? _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals?
- ☐ How did you feel not being able to use your voice for a day? What did you learn from the experience?
- ☐ Is there anything you would do differently next time?
- ☐ Besides the money and awareness your group raised, what impacts did you make together (e.g., involving the school, building a team, developing skills)?
- ☐ How can group members show appreciation for the contributions that each person has made toward the campaign's success (e.g., a party, an assembly, shout-outs on the morning announcements, handmade cards)?

Creative Resource: WE Are Silent Cards

Photocopy these cards or print them out from WE.org/wearesilent and fill them out to let other people know why you're going silent.



**WE
ARE
SILENT**

Today, I am going
SILENT because...



**WE
ARE
SILENT**

Today, I am going
SILENT because...



**WE
ARE
SILENT**

Today, I am going
SILENT because...



**WE
ARE
SILENT**

Today, I am going
SILENT because...



**WE
ARE
SILENT**

Today, I am going
SILENT because...



**WE
ARE
SILENT**

Today, I am going
SILENT because...



**WE
ARE
SILENT**

Today, I am going
SILENT because...



**WE
ARE
SILENT**

Today, I am going
SILENT because...

1 EXTRA YEAR
OF SCHOOLING INCREASES
AN INDIVIDUAL'S
EARNINGS BY UP TO 10%



WE VOLUNTEER NOW

RALLY YOUR COMMUNITY AND PLAN SOME EPIC DO-GOOD ACTIONS THROUGHOUT THE YEAR. ENGAGE IN MEANINGFUL VOLUNTEER ACTIONS BY USING THE WE VOLUNTEER NOW CAMPAIGN.

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at [WE.org/wevolunteernow](https://www.we.org/wevolunteernow).

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

► How many different activities do you want to plan during the week? (You can plan one big event or multiple smaller events.) _____

► How many people would you like to get involved in volunteer actions? _____

► How many hours would you like each person to volunteer on average? _____

Investigate and Learn

With your teacher, go through the local issues portion of the Exploring Issues activity (**Educator's Guide, p. 30**) to learn about how different issues affect communities across Canada. During the group discussion at the end of the activity, make note of questions or comments your group has about each issue.

The environment: _____

Hunger: _____

Homelessness: _____

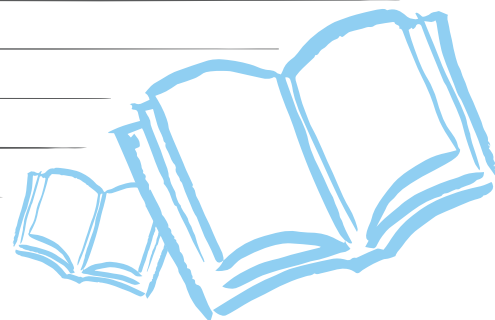
Reconciliation: _____

Using the Community Mapping activity (**p. 10 and Educator's Guide, p. 32**), ask your teacher to lead a group walk through your community and hold a discussion about which issues your group members are passionate about. When the group is done, write down the local issues that drew the most interest.

Based on the number of activities you have decided to plan, vote as a group on which issues to take action on. Above, circle the issues the group will be taking action on.

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How are the issues your group has been learning about related to each other?
- ☐ How does taking action on one issue make an impact on other issues?
- ☐ How can this knowledge be used in the campaign?



Action Plan



Get to know the skills and talents on your team by having each group member fill out a WE Volunteer Now M.V.P. Card. Photocopy the card template provided on **page 63** or download a printable PDF from WE.org/wevolunteernow and make some extras for when your community members get involved.

When the group has filled out their cards, pin them up on a bulletin board to display the full roster of talents on your team. Then discuss the following:

- ☐ What skills does the team have?
- ☐ How could these skills be used to plan an action on the issues our group has chosen (e.g., using leadership or public speaking skills to rally our community or using artistic skills to design awareness-raising posters)?
- ☐ What kind of volunteer actions would these skills be best suited to?
- ☐ How can we connect our chosen issue or passion to our volunteering?
- ☐ What other kinds of skills or roles would our group need to complete these actions?

For each of the issues you plan to take action on, write down the kind of action you will take and what roles and responsibilities (e.g., promoting volunteer action, communicating with any local organizations you might be volunteering for) will be involved in planning the volunteer action.

Write down the names of the people whose talents match these roles on each line. If a role does not have a match, highlight it. If your group is focusing on a single volunteer action, leave the rest blank. Make sure you're also rallying the rest of your school to join in!

Issue: _____ Action: _____

Roles and responsibilities:

_____	_____	_____
_____	_____	_____

Issue: _____ Action: _____

Roles and responsibilities:

_____	_____	_____
_____	_____	_____

Issue: _____ Action: _____

Roles and responsibilities:

_____	_____	_____
_____	_____	_____

REFLECTION TIME: What kind of different skills and talents does it take to successfully plan and carry out a volunteer action? How does working as a team allow you to plan more effective actions?

Take Action



Next you'll want to get your school and community in on the action. Check off ways to reach out to your community for extra hands, and don't forget to highlight special roles your team needs to fill.

<input type="checkbox"/> School announcements	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters in your community	<input type="checkbox"/> Speak about volunteer actions at community events
<input type="checkbox"/> School newsletters	<input type="checkbox"/> Social media	<input type="checkbox"/> Choose your own: _____
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Make sure that everyone's on the same page regarding the details of when and where the volunteer action is taking place, plus anything they need to prepare. Review the details with all volunteers before you meet.

Action: _____ Location: _____ Date/time: _____

Please bring/prepare: _____

Other reminders: _____

Action: _____ Location: _____ Date/time: _____

Please bring/prepare: _____

Other reminders: _____

Action: _____ Location: _____ Date/time: _____

Please bring/prepare: _____

Other reminders: _____

REFLECTION TIME: Why is community participation important for completing a successful volunteer action?

What do you think your group's volunteer action would be like if your school or community wasn't involved? Or if more of the community was involved?

Report and Celebrate

Make M.V.P. cards (p. 63) for the members of your school or community who come out to join your volunteer efforts. Make sure to take the time to thank each person for their contribution and let them know how valuable they are to your team.

When the campaign is over, sit down as a group and record the impacts you've made.

Share your success with WE Volunteer Now by posting photos to social media using [#wevolunteernow](#).

- ▶ How many different activities did you plan? _____
- ▶ How many people were involved in your volunteer actions? _____
- ▶ How many hours did each person volunteer on average? _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

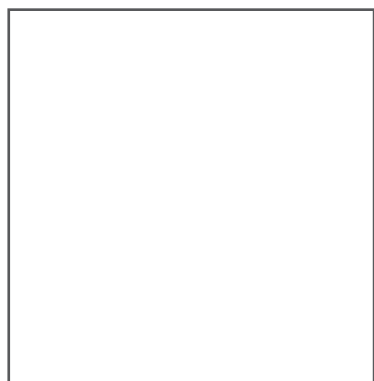
REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals? Did you run into any challenges?
- ☐ Is there anything you would do differently next time?
- ☐ Besides the volunteer hours you put in, what impacts did you make together (e.g., involving your school, spreading awareness, developing skills)?
- ☐ What barriers do you think hold people back from volunteering more regularly in their community?
- ☐ How can we encourage more people to volunteer beyond this campaign?



Creative Resource: WE Volunteer Now M.V.P. Cards

You've pulled together an all-star team for WE Volunteer Now. Have your teammates sit down and design their own M.V.P. cards and pin them up on a bulletin board to share your talents and motivations with each other.

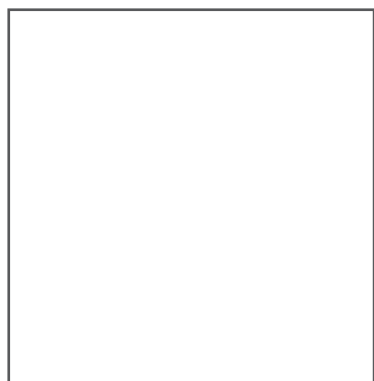


WE VOLUNTEER NOW M.V.P.

Name: _____

My volunteer talent: _____

I volunteer because: _____

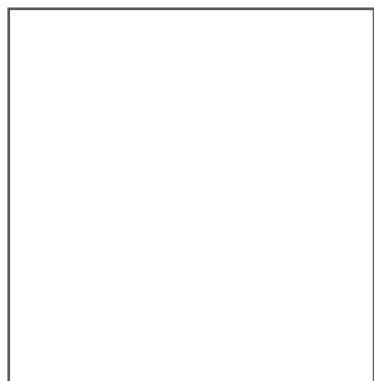


WE VOLUNTEER NOW M.V.P.

Name: _____

My volunteer talent: _____

I volunteer because: _____



WE VOLUNTEER NOW M.V.P.

Name: _____

My volunteer talent: _____

I volunteer because: _____

WE WALK FOR WATER

RAISE MONEY AND AWARENESS FOR COMMUNITIES WHO MUST TRAVEL TO ACCESS SAFE, CLEAN DRINKING WATER BY ARRANGING A WALK OF SOLIDARITY TO FETCH OR CARRY WATER IN YOUR OWN COMMUNITY.

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at WE.org/wewalkforwater.

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Note: If your water walk involves visiting a body of water, your group may need to address safety concerns. Parent and/or teacher volunteers may be required to supervise students near the water or bring containers down to the water to be filled up. Do not drink the water you collect unless it has been tested and confirmed safe to drink.

Setting Your Goal

- ▶ What is your fundraising goal? _____
- ▶ What is your awareness-raising goal? _____
- ▶ How many people would you like to sign up to participate? _____
- ▶ On which date will you hold the event? _____

Investigate and Learn

What does your group currently know about global water issues? What facts and images come to mind when you think about these issues?

Ask your teacher to run the global issues portion of the Exploring Issues activity (**Educator's Guide, p. 30**) for the group using the global issue cards. As you learn about each issue, make note of how having access to clean water would affect each other issue, and how those issues could have an impact on a community's ability to access clean water.

Education:

Poverty:

Food:

Health:

REFLECTION TIME: How would your life change if clean water issues were present in your community?
 How is an issue like global access to water something we all share responsibility for?
 How can we do our part to ensure that everyone has access to clean water?



Action Plan

Make sure each group member can explain the details of your event before speaking to other students about it. Review the Setting Your Goal section you filled out above and practise explaining the campaign to each other. Take turns asking each other questions and answering basic questions about the campaign.

- ☐ When and where is the water walk happening?
- ☐ Why is clean, accessible water so important?
- ☐ What is your goal?
- ☐ How are donation pledges being measured (per kilometre, per half-hour, per lap, per water bucket carried, etc.)?
- ☐ How can others get involved?
- ☐ What is WE Villages?
- ☐ What impact will donations have?



Next, discuss how the group can spread awareness about WE Walk for Water. Check off at least three ways you will tell others about your campaign. Assign each task to a different member of the team.

<input type="checkbox"/> School announcements	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters	<input type="checkbox"/> Visit each homeroom in person to speak about your campaign
<input type="checkbox"/> Talk to school sports teams about participating	<input type="checkbox"/> Social media	<input type="checkbox"/> Personalized fundraising webpage (contact your WE Schools Coordinator)
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Next, make a list of everything you will need to find or to organize before your event. This might include a walking route, containers to fill with water, route signs, signs to carry as you walk, pledge forms (p. 69), route monitors, teacher volunteers, etc. Write these items out as a checklist and assign each item to a different group member.

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

REFLECTION TIME: Where do you currently get water in your community? Is access to this water free for everyone? Are there any barriers to accessing water? Are you able to trust that it's clean and safe? What can you do to protect water sources in your community?

Take Action



Sit down as a group and list potential issues you could run into on the day of your water walk (not enough route monitors, the route is blocked, set up takes longer than expected, etc.)

Now check off at least three ways to solve these problems, either by preparing for them or by responding to them when they happen.

Solution #1

Solution #2

Solution #3

Then all that's left to do is lace up your shoes and start walking!

REFLECTION TIME: How did you feel at the end of the walk? Were you thirsty? Would you drink this water? Do you think it is clean and safe for drinking? How would your life be different if this was the only way you could access water?

Report and Celebrate ★ ★ ★ ★ ★

When the campaign is over, sit down as a group and record the impacts you've made.

Share your success with WE Walk for Water by posting photos to social media using [#wewalkforwater](https://www.instagram.com/wewalkforwater/).

- ▶ How many people participated? _____
- ▶ How much money did you raise toward your goal? _____
- ▶ How many people did you reach through awareness-raising? _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals?
- ☐ How has your perspective on the importance of global access to clean drinking water changed since you began the campaign? How has your perspective on water sources in your own community changed?
- ☐ What was the school's reaction to the water walk?
- ☐ Is there anything you would do differently next time?
- ☐ Besides the money and awareness your group raised, what impacts did your group make (e.g., involving your school, exploring your community, getting active)?
- ☐ How can your group celebrate the impacts you've made together and the contribution that each group member made (e.g., a party, an assembly, shout-outs on the morning announcements, handmade cards)?



Creative Resource: WE Walk for Water Pledge Form

Use this form to keep track of donations as you fundraise for your water walk.



DONATION PLEDGE FORM

**Please note that WE Charity requires full names and full addresses to issue tax receipts to donors.*

WE Charity empowers change with resources that create sustainable impact. They do this through domestic programs like WE Schools and internationally through WE Villages.

School name/group name: _____ Participant name: _____

Full Name	Street Address	City	Province/State	Postal Code	Pledge Amount	Tax Receipt?	Paid?
ex. Jane Smith	123 Avenue Street, Unit 1	Toronto	Ontario	A1B 2C3	\$10	✓	✓
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
TOTAL:							

WE Charity can issue charitable tax receipts for all donations \$10 or more.

Canada Tax ID: 88657 8095 RR0001

233 Carlton St.
Toronto, ON, M5A 2L2

info@WE.org
WE.org/wewalkforwater

Remember: WE Charity strongly discourages youth from going door to door to collect pledges unless accompanied by a parent or guardian.

WE STAND TOGETHER

STRENGTHEN TIES BETWEEN ALL CANADIANS WITH 10 CONNECTION POINTS THAT FACILITATE LEARNING AND DIALOGUE ON ISSUES IMPORTANT TO THE RELATIONSHIP BETWEEN INDIGENOUS AND NON-INDIGENOUS CANADIANS.

CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at [WE.org/westandtogether](https://www.westandtogether.org).

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

WE Stand Together is a campaign built on the idea of strengthening connections between Indigenous and non-Indigenous Canadians. That means there are different kinds of goals you can set for yourself depending on the way you want to use the 10 campaign connection points. You can also use WE Stand Together to learn more about the cultures and histories of Indigenous Peoples in your community or to share your Indigenous culture with a National Aboriginal Day event on June 21.

As a group, discuss your goals for the campaign. You can measure this in a number of ways: for example, the number of ways you make connections, the number of people you educate, the number of discussions you moderate or the social media posts you put up. What is your goal and how will you measure it?

- ▶ How many students would you like to get involved? _____
- ▶ When will you run your campaign and share the 10 connection points? _____



Investigate and Learn

What does your group currently know about the relationship between Indigenous and non-Indigenous Canadians? Consider both the country as a whole and your own community.

Review the 10 connection points (available at [WE.org/westandtogether](https://www.westandtogether.org) after October 19). Check off at least three ways you will learn more about these topics.

<input type="checkbox"/> Speaker or materials from local Indigenous organizations	<input type="checkbox"/> Learn more about the issues at WE.org/exploringissues	<input type="checkbox"/> Ask your teacher to run campaign lesson activities from WE.org/weschools/educator-resources
<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____	<input type="checkbox"/> Choose your own: _____ _____

Research ways to help people learn more or take action on the topics in the connection points.

If you have firsthand experience in any of the topics, consider how you can share that perspective with others or advocate for change.

If you don't have that experience, research ways to learn from someone who does by hosting a speaker at your school, visiting an Indigenous centre or connecting with an organization addressing a particular topic. Remember that each First Nation, Métis and Inuit community, as well as each individual, has their own distinct culture, history and perspective and no one Indigenous centre or speaker is representative of the experiences of all Indigenous Peoples. But learning from an Indigenous speaker or centre can be a great entryway to further discussions and exploration.

Connection point topic to take further: _____

How can we share or learn from perspectives on this topic? _____

Connection point topic to take further: _____

How can we share or learn from perspectives on this topic? _____

Connection point topic to take further: _____

How can we share or learn from perspectives on this topic? _____

REFLECTION TIME: What surprised you about what you learned? How comfortable were you with discussing the relationship between Indigenous and non-Indigenous Canadians before starting your research? What roles do learning and discussion have in the process of reconciliation?

Action Plan



Brainstorm opportunities to get involved with or plan an event on National Aboriginal Day (June 21), a day to celebrate the unique heritage, diverse cultures and outstanding achievements of First Nations, Inuit and Métis Peoples in Canada. You can look for events on aadnc-aandc.gc.ca.

Ideas for celebrating National Aboriginal Day: _____

Discuss how you would like to celebrate National Aboriginal Day through the opportunities you identified in the Investigate and Learn section. Decide on which opportunity you'd like to pursue.

Event: _____

Next, discuss how the group can create dialogue by getting others involved in making connections and your group's National Aboriginal Day event. Check off at least three of the following.

<input type="checkbox"/> Design posters to put up in spaces hosting conversations and connections (page 75)	<input type="checkbox"/> Social media	<input type="checkbox"/> Visit each homeroom in person to speak about your campaign
<input type="checkbox"/> School newsletters	<input type="checkbox"/> School announcements	<input type="checkbox"/> Choose your own: _____
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Make a list of the tasks you think are necessary for promoting, planning and completing your WE Stand Together campaign and getting your school and/or community involved in making connections. Then as a group, discuss who would like to be responsible for each task. Return to this page and check off each task as it is finished.

For more help building out a detailed plan of action, check out the DIY Campaign Builder (WE.org/diycampaign).

✓	Task	Name of person responsible	✓	Task	Name of person responsible

REFLECTION TIME: How can you integrate the themes from the 10 connection points into your participation in National Aboriginal Day? Why do you think it's important for all Canadians to celebrate National Aboriginal Day?

Take Action



When your school is making its connections, have your group make note of questions that come up, topics for further exploration and discussion, and opportunities to make further connections.

Question/topic/opportunity #1

Question/topic/opportunity #2

Question/topic/opportunity #3

Question/topic/opportunity #4

Question/topic/opportunity #5

In June, we'll be heading to social media to bring more people into the conversation. Share your questions, topics, opportunities and stories of connection in the discussion online. Keep your eye on [WE.org/westandtogether](https://www.westandtogether.org) for ways to get involved.

REFLECTION TIME: How did your research in the Investigate and Learn section help you develop deeper conversations around the relationship between Indigenous and non-Indigenous Canadians? What are your next steps for further connection?

Report and Celebrate ★ ★ ★ ★ ★

When you're finished your campaign, sit down as a group and review the awareness-raising goal you set in Investigate and Learn. How did you do?

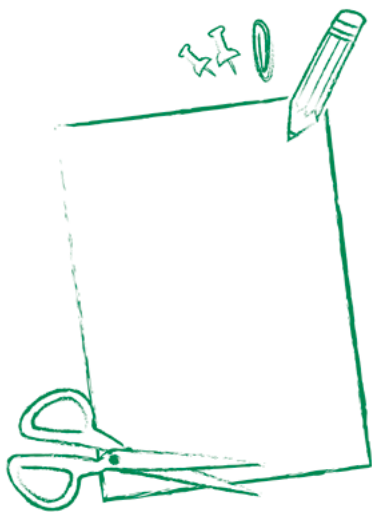
Share your success with WE Stand Together by posting photos to social media using [#westandtogether](https://www.instagram.com/westandtogether).

- ▶ Original goal: _____ Final results: _____
- ▶ When did you run your campaign? _____
- ▶ What did you do on National Aboriginal Day? _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ Why is it important that all Canadians share a common understanding about the experiences of Indigenous Peoples?
- ☐ How has your perspective on the relationship between Indigenous and non-Indigenous Canadians changed since you began this campaign? How can campaign participants use newfound knowledge to steer or plan actions in the future?
- ☐ Is there anything you would do differently next time? What do you want to learn more about for next year's campaign?
- ☐ How might different First Nations, Métis and Inuit individuals and communities have different perspectives and experiences? Why is it important to not generalize about the experiences of Indigenous Canadians?
- ☐ How can your group continue to participate in conversations and make connections? How do connections like these contribute to making small steps in the long-term process of reconciliation?

Creative Resource: Posters for Connection Spaces



Design your own posters to put up in spaces where people will be participating in conversations and making connections through WE Stand Together. These will invite your school and community to join in standing together for a stronger Canada.

To get you started, we've included some greetings and welcome messages in English, Ojibwe, Cree, Nuu-chah-nulth, Innu, Dene, Dogrib, French, Carrier, Michif, Inuktitut, Mi'kmaq and Kanien'kéha—just a few of the many Indigenous languages spoken in Canada.

We've also provided images of the medicine wheel, the Métis flag and the Inuit inuksuk as some examples of Indigenous cultural symbols you can include in your design.

For your poster design, include welcome messages and symbols from your Indigenous culture and/or learn about Indigenous cultures in your community and include their messages and symbols.



WELCOME

Aaniin

TAWÁW

mačinn?i

KUEI

hó?a

MAHSI

Bienvenue

DAHOOJA



PEEHTIGWAY

TUNNGASUGIT

pjila'si



WA'TKWANONHWERÁ:TON



#westandtogether

Indigenous cultures and languages in the community:

How to say "welcome" or "hello" in these languages:

Cultural symbols to include:

WE
3
life
we
WE
T
T
T

WE ARE SOCIAL!

FOLLOW US!



#weday | #weschool

A HUGE THANK YOU TO OUR WE SCHOOLS NATIONAL SPONSOR

