

Fire It Up!



A toolkit for youth action

Produced By:



Youth Action Network

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The Youth Action Network (YAN) is a non-profit organization dedicated to empowering youth to take action on social justice and environmental issues. As a fully independent, youth run organization, YAN is committed to ensuring that young people play an integral role in their communities.

YAN's Resource Action Centre (RAC) is a practical database for youth to learn how to take action, with guides on fundraising and starting projects. Information on the environment, government, social justice, human rights, international affairs, and many other issues is also available. RAC can be accessed by phone, fax, email or mail.

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Section 1

Strike A Match!

Fire It Up!

Fire. It seems dangerous.

As children, we're taught to avoid playing with **fire**.

We're told to PUT OUT the **fire**.

But **fire** isn't as bad as it's made out to be...

Fire is also about rebirth and regeneration. It's about change and new beginnings.

Fire. It's a lot like youth.

The adults tell us we're dangerous.

We're taught to conform and to respond to society's demands.

But we're not as bad as they make us out to be...

We are also the new generation. Youth are ALL about change, bold ideas and new beginnings.

And we're here, in their face, whether they like it or not.

Read on to find out what youth are capable of today, and **Fire It Up!**

Anti Oppression

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

This is why it's important to have an anti-oppression framework in all your organizing efforts.

For each issue...

Think about the issue at hand and your own experiences with it. Try to define it for yourself, based on what YOU know.

Think about your own position and identity, and how this affects how you think, act and behave in the group.

Remember that it does not make sense to address any injustice without also recognizing the connections to other injustices and oppressions.

Special Note: I have included some suggestions on actions you can take to be anti-oppressive in your organizing. Taking these actions will not make you anti-oppressive!! Anti-oppression is an ongoing struggle for all of us. The suggestions listed are really only meant to help you get start thinking about different issues and ideas.





Putting Things into Perspective...

colonialism

When? Colonialism began about 500 years ago

Where? In parts of Asia, North and South America, Africa, and Australia

By who? Europeans – mainly English, French, Spanish, Portuguese and Dutch who called themselves explorers that were supposedly discovering the world & its riches (but it was already discovered by the people living there!?)

What Did They Do?

- Eventually took control of land & resources in these areas
- Wiped out many indigenous peoples in North & South America and Australia by bringing over diseases like smallpox
- Reduced many people in these areas to 3rd class citizens
- Enforced European culture, political, economic and education systems, beliefs, and values
- Invented the idea that there were different 'races', with the white race being the most superior

Today: Still Colonialism? A New Colonialism (Neo-Colonialism)? Past Colonialism (Post-Colonialism)?

- Very few official colonies exist anywhere anymore
- First Nations peoples around the world continue deal with the aftermath of colonialism as they are marginalized in their own land and are struggling to retain their rights to access land, resources, cultural traditions, belief systems and services
- There is a distinct division between the so-called First World (Europe, Australia & North America) and the Third World (everyone else), with the First World consuming most of the world's resources and enjoying a luxurious lifestyle while relying on low-wage workers & poor conditions in the Third World to maintain this standard of living
- Immigrants from the Third World (mainly people of colour) and people of colour in the First World often live in the poorest conditions with least access to jobs, services and safe & healthy environments
- People of colour around the world constantly deal with many forms of racism, which have their roots in European colonial classifications
- People (mainly white) in the First World travel to the Third World as their colonial ancestors did hoping to 'help' but ultimately re-enforcing their own privilege and supposed superiority

sexism and Feminism

What is Sexism?

- Norms, values, beliefs, structures and systems that marginalize and subordinate women while granting power, privilege and superiority to men (patriarchy).
- Exists in many different forms in many different societies.

What do Feminists Do?

- Aim to challenge and eliminate sexism.
- However, exactly how they go about doing this varies among different groups of feminists.
- For example, many feminists of colour have disagreed with mainstream, white feminists' version of feminism because it often excludes women of colour and does not address racism within feminist circles, and does not always take into consideration the connections between race, class, ability, sexuality, gender and other oppressions.

Feminist Organizing:

- Organize meetings and events in a safe, well-lit area.
- Provide child care for young/single mothers.
- Decide how you will deal with sexual tensions within the group.
- Guys: don't objectify/sexualize women in the group.
- Recognize the diversity of women's experiences and the many oppressions facing each woman.
- Make sure that domestic (cleaning, cooking etc) and secretarial-type work is not just left to women.





Racism & AntiRacism

What is racism?

- Racism is not just about the way people think or talk about people from different backgrounds, or about hate crimes and other negative actions – although these are all part of racism.
- It is also embedded in our language, behaviours, institutions, and structures; virtually every aspect of our lives.
- Because racism is ingrained in societal structures that it continues to mould unequal power relations and dynamics.
- Racism isn't natural – it isn't natural for us to hold stereotypes about certain groups of people.
- Racism only grew out of the last few hundred years – that was when people with different skin colours began to be associated with certain characteristics.
- Those with white skin are still thought to be the most superior and hold many advantages (privilege), often without even realizing it.

What is Anti-Racism?

- A way of thinking and acting against this racism and white privilege.
- Means confronting the inequalities and injustices produced as result of racism, and the privilege and domination of whiteness that is a part of racism.
- Means not just promoting the representation or inclusion of First Nations and people of colour within processes, structures and systems, but questioning and challenging the structures that exclude us in the first place.

Anti-Racism Organizing:

- Avoid tokenism – including people in a process just because they're First Nations or a person of colour, and not really allowing them to participate in a meaningful way.
- Don't refer to racial stereotypes.
- Use clear and simple language for those with English as a Second Language.
- Don't automatically ask someone 'where are you from' just because they are not white or have an accent.
- Don't imitate accents.
- Put safety measures in place when going to protests – First Nations and people of colour are often the first targeted.
- If First Nations and people of colour aren't getting involved in your group/don't seem interested, take a look at yourselves and the way your group works, and how colonial history and white privilege affect your organizing.
- Have meetings/events in a safe space.

Homophobia/ Heterosexism and Queer Issues

What is Homophobia?

The fear of and discrimination against those who are/who are thought to be lesbian, gay, bisexual, transgendered, transsexual and intersexed (LGBTI).

What is Heterosexism?

- The belief that heterosexuality is natural/superior
- Is evident in belief systems and societal structures that favour heterosexual actions, behaviour, relationships etc., while marginalizing those that do not seem or identify as being heterosexual.
- North American society still has problems accepting those who are not heterosexual.

What Does Queer Mean?

- Once a negative term used to describe those who did not meet societal norms of sexual behaviour, *queer* is now used by many LGBTI people to describe themselves.
- Queer organizers challenge the homophobia and heterosexism embedded in language, institutions, laws, policies, regulations and structures.

Queer Organizing:

- Avoid using gender binaries (i.e. always assuming there are only 2 sexes).
- Don't make rude jokes or use heterosexist/homophobic language (e.g. that's so gay).





Ableism and Accessibility

What is Ableism?

- Ableism defines people without a disability (a mental, physical or emotional impairment) as being normal, and in this way marginalizes those with a disability.
- People with disabilities can be marginalized in many ways, for instance, not being able to access public or private spaces, knowledge, services, institutions etc., and being looked at as inferior/incapable or as a burden.
- There is a lot of debate around what defines a disability at all – who is normal and who is not?

What is Accessibility?

- Accessibility for those with disabilities means challenging ableism
- Some activists challenge ableist norms.
- Others are pushing to eliminate barriers for people with disabilities, for example, advocating for wheelchair accessible buildings, providing sign language interpretation, Braille/large-print resources, and other services.

Accessibility Organizing:

- Have meetings and events at wheelchair friendly locations.
- Make sure event/meeting locations are safe for everyone.
- Don't assume anything: remember that there are invisible as well as visible disabilities.
- Offer sign language interpretation and Braille resources.
- Use large print.
- Offer extra travel and housing subsidies for those who need it when attending events.



CLASS ISSUES

What Does Class Mean in Our Society?

- Class is relative, because it can easily change as we from being student to worker, married to single parent or employed to unemployed.
- Generally, wealthier people have access to better services, living conditions and opportunities and can move around the system because they have connections.
- They are also perceived as being more cultured, less dangerous and refined because of their wealth while poorer people are seen as worthless and as responsible for their poverty.
- In this way, those who are wealthier often dominate the political, education, economic, cultural and even activist scene because of their privilege.
- Often, it is First Nations, immigrants and people of colour who occupy the lowest rungs of society, and even when they gain more wealth they must struggle to constantly prove themselves and deal with suspicion and resentment from wealthy whites.
- Other marginalized groups, including women, disabled people, youth and single parents are also economically disadvantaged in many cases.
- Class privilege can also mean: using academic or activist language that most people do not understand; having access to jobs/education/other opportunities; having the choice to be an activist or take risks (e.g. a white, middle-class student can choose to go to a protest and be ready to get arrested, whereas a middle-class person of colour may risk this every time he/she walks out the door, and is forced to be an activist all the time in order to defend his/her rights)

Anti-Classist Organizing:

- Provide free or pay-what-you-can/low cost events.
- Subsidize transit, childcare and food at events.
- Have subsidized housing for overnight events.
- Offer free/low-cost membership.
- Use simple language and no slang.

Some other anti-oppression issues to consider: rural/urban divisions, English as a Second Language, immigrants, marginalized faiths, single/young parents, youth in custody/welfare/foster care.



Section 2

Start the Fire!



Setting up a Meeting

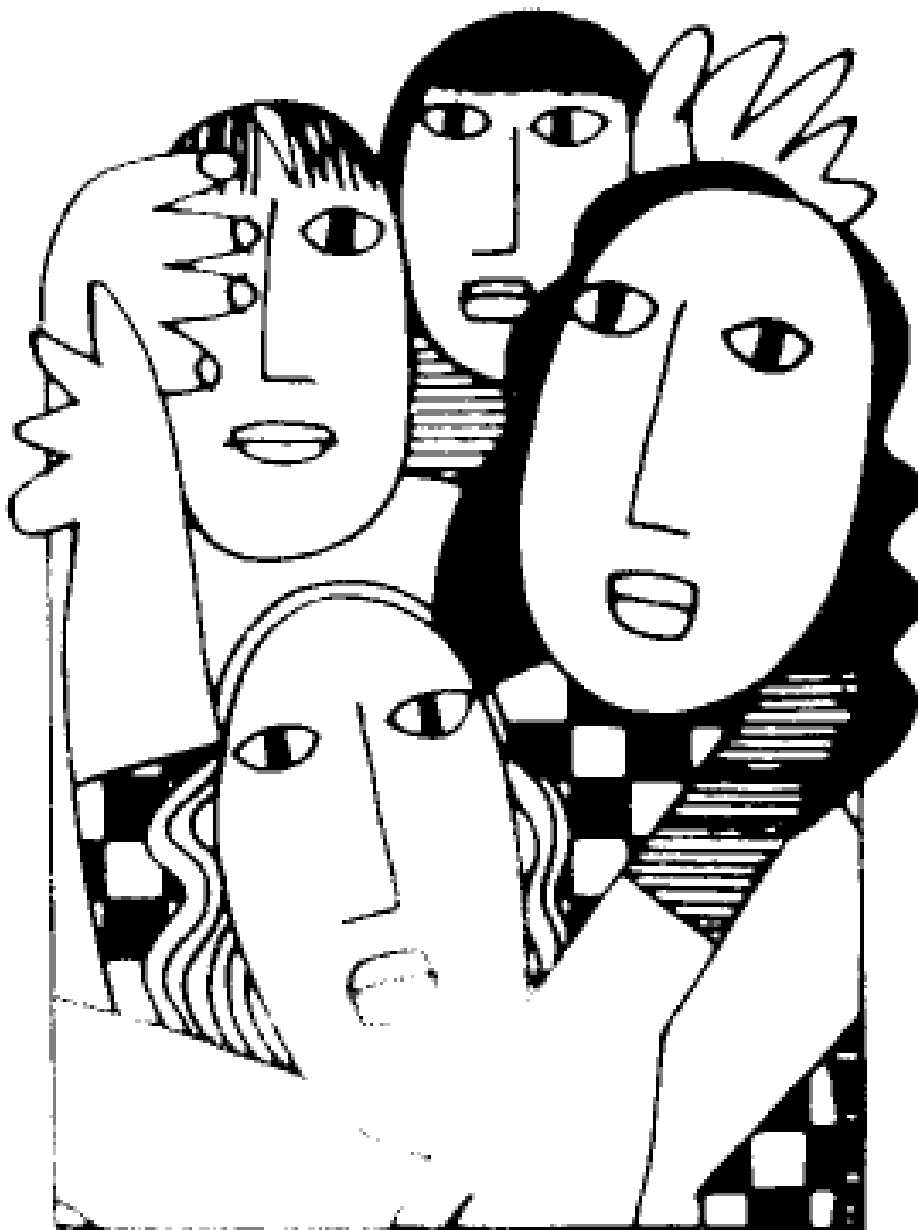
So...you're tired of trying to fit into the community and school youth groups that don't speak to you or interest you a heck of a lot. So...why not kick-start your own group and take some action on issues that are important to YOU? Here are some helpful hints on setting up a meeting for your group:

1. Organize a school or community meeting to get other people interested and involved. Pick a place: it could be your house, at school, a public library, or a community centre. Make sure it is wheelchair accessible, in a well-lit area, close to public transit (if you have public transit in your area).
2. Set a time when most people can probably come – e.g. after school, after work, lunchtime or a weekend.
3. Get the word out! Send a notice over email lists and to your friends, put up posters, make an announcement over the P.A., phone up people.
4. Set an agenda. Make a list of items you need to discuss and take action on. If possible, make copies of the agenda and/or post it up somewhere in the meeting room. It might look something like this:

AGENDA

1. **Check-In:** Welcome everyone and let them know what you have planned for the evening. Pass around a sign-in sheet to get names, phone numbers & emails. If people don't know each other, go around the room and ask people to introduce themselves & why they're here. If they know each other already, this can be a time to share what ideas they have to bring to the meeting & what they want to discuss. Ask someone to be a 'minute-taker' and make notes about everything being said.
2. **Set some group rules** that everyone should try to follow. Examples: Do not interrupt people when speaking; Make sure people from marginalized backgrounds have time to speak.
3. **Brainstorm some ideas** for a project the group could take on. It's good to have a project so that you have a clear goal to work towards.
4. **Make an action plan!** Make a list of everything that needs to get done, and when it has to be done by. Have different people responsible for different tasks. Decide what you want to have done for the next meeting.
5. **Set a time & place** for your next meeting.
6. **Check out:** Go around the room again & ask people if they have anything else to say - any questions or comments.

5. You will probably act as facilitator for this first meeting. That doesn't mean you'll be ordering people around, but you will be making sure that everyone sticks to the agenda & doesn't go off topic, and that you stick to a time limit. You should also make sure that people in dominant roles –e.g. white males – don't dominate the whole discussion, so that people in marginalized positions –e.g. women of colour – feel safe and are able to speak. See the **Facilitation** page for more info.





Group Work

GROUP DYNAMICS

A group usually has two major goals:

1. To get things done
2. To get along as a group

To be a successful group, you need both these things. If you don't get much done but have a great time partying, then you're an awesome bunch of friends but you'll never organize anything. On the other hand, if you get a lot done but are always really formal and polite, or secretly hate each other, it won't be long before you're burnt out and sick of being part of this group, no matter how much you accomplish.

GROUP NORMS

Lay out the ground rules for how you will be working together. This way, you all know right from the start what to expect from one another and can avoid a lot of unnecessary conflicts. You should work on the group norms as early as possible, and make sure that everyone has a copy, or post them up at your meeting space.

Some questions to think about include:

Anti-oppression

Will everyone be expected to receive anti-oppression training?
As a group, how will you deal with situations where people from privileged backgrounds are dominating the discussion?
What are some ways that you can all be expected to maintain an anti-oppression focus in your group?

Meeting Norms

When, where and how often will you meet?
Do you have any rules around attendance?
What should members have prepared before each meeting?
Will there be time for both work and relaxation?

continued

Working Norms

How will you share the workload?
Will there be deadlines to meet?

Communication Norms

How will you keep in contact with each other?
At your meetings, will you follow an inclusive, anti-oppressive, anti-discriminatory communication style?
How will you encourage quieter members to share more and louder members to listen more?

Duties Rotation

Who will be facilitating meetings (will you rotate?)?
Who will be taking minutes?
What other duties will people need to take on?

Comfort Zone

What things are people comfortable with and uncomfortable with? (e.g. Muslims may not be comfortable with alcohol at meetings; single mothers may not be comfortable with odd meeting hours, etc.)





Group Roles

To make sure your group meetings run smoothly, you may want to rotate the following duties. Often, especially in smaller groups, these duties are combined, and one person may even be taking on all these roles. However, each one can be a lot of work & so you'll probably want to have a different person doing each one.

FACILITATOR

See the Facilitation Page for info on what the facilitator does.

VIBE WATCHER

The vibe-watcher notes how people are feeling during the meeting – over-emotional, angry, upset, uncomfortable, etc – and deals with these feelings as needed. E.g., the vibe-watcher could suggest a time-out if things get too emotional or an energizer if people are getting restless.

TIME KEEPER

The time-keeper watches the time to make sure that all the agenda items get discussed within the meeting time & that you don't go overtime.

MINUTE TAKER

The minute-taker records everything that goes on in the meeting. Generally, a minute-taker should follow these general guidelines:

- Record the date, time and location of the meeting
- Note down who came to the meeting and pass around a sign-in sheet if you don't know everyone
- Try to be as brief and clear as possible
- For long discussions/debates, only summarize the main points and the final outcome/decision
- Write down actions that the group has agreed to take & who will be taking them
- Also record agenda items for the next meeting based on what the group decides, what updates are needed and any items that you weren't able to discuss
- Make sure everyone sees a copy of the minutes: email them out to everyone and/or have copies available at the next meeting
- Always ask the rest of the group if they see anything missing or any errors in the minutes
- Keep all meeting minutes in a folder for your records

Facilitation

Facilitation: *Guiding the group discussion in a meeting or workshop so that you accomplish what you set out to do and everyone feels safe and comfortable.*

WHAT DOES A FACILITATOR DO?

- Makes sure everyone knows what's on the agenda and what's going on
- Asks if there is anything that needs to be added to the agenda or if changes need to be made
- Watches the time and makes sure people stick to the agenda
- Guides the group process
- Anti-oppression:
 - watches who is speaking and who is not, who is taking over the discussion and who feels comfortable and uncomfortable.
- Makes sure that people from privileged backgrounds (e.g. white, male, heterosexual, able-bodied, middle/high income, English-speaking) don't take over conversations
- Makes sure that people from more marginalized backgrounds are able to speak and feel comfortable.
- In smaller groups, allows people to introduce themselves whenever there is someone new
- Checks that everyone agrees to any decisions being made
- Sums up what is being discussed and what needs to be discussed during the meeting
- Keeps track of every one who wants to speak so that everyone gets a turn
- As facilitator, guiding the consensus process is a large part of your responsibilities. See the Consensus page for info on how to do this.

When you're facilitating a meeting/event/workshop, you don't have to be the expert in charge. The idea is, everyone is an expert and everyone is responsible for making sure things run smoothly.

If you're part of a group, it's a good idea to rotate facilitating duties.

Wize Wordz: Keep a facilitator's notebook. Make note of what works and what doesn't when you're facilitating. It'll help you keep track of what you're doing and how you can improve.





CONSENSUS Decision Making

Consensus: Reaching a decision with everyone's agreement. It means that, even if people have different opinions or ideas on a topic, they can come to some sort of understanding and make a decision.

THE CONSENSUS PROCESS WHY CONSENSUS?

- No losers
- Can come up with creative decisions that meet everyone's needs
- Everyone feels a fair decision was made
- Everyone participates; there is no hierarchy

- There is no one way to make consensus decisions – your group will eventually come up with a method that works best for you.
- Here are some guidelines:
- One person suggests an idea for the group, or an action you will take as a group, and checks for everyone's agreement.
- You may want to do a 'circle check': go around the room and ask for everyone's opinion on the issue
- If there's a disagreement or concern, it should be discussed in the group.
- Someone can then suggest a new revised decision for the group to take, and again check that everyone is in agreement
- Repeat the process if you still aren't in agreement
- Those from marginalized backgrounds should not have to constantly remind others of their oppression. Everyone in the group should be responsible for this
- Do not assume you know everyone's identity, or that you need to highlight everyone's identity. Instead be sensitive & let people speak for themselves

IS CONSENSUS FOR YOU?

- People in the group have similar views
- The group is pretty small (the smaller the group, the easier the consensus process)
- You all see one another as equals
- Those with more privilege recognize it and deal with it
- The group is willing to spend a lot of time and energy on the process
- Everyone is open to change and new ideas

TIPS

- Make consensus a group norm
- As you become experienced at consensus, keep a notebook of how to make consensus work & how to deal with conflict
- Make a set of anti-oppression rules so that when there are problems with the privileged people in the group, you are able to deal with them.
- Be aware of your privilege and position in the group
- Loud people: make sure you let others talk without interrupting
- If some people are getting very emotional, the facilitator can suggest a break, or ask those people if they would like some time out
- The group could agree to meet the next day, or make the decision at the next meeting
- If the discussion becomes an argument between a few people, those people may be asked to resolve their dispute elsewhere
- If a person or people from privileged backgrounds are taking over the consensus process, there may need to be some serious discussion as to whether that person can continue in the group, or guidelines will need to be made for that person's behaviour.
- If there is serious animosity between a few people, this may be better dealt with personally, not in the group.





communication Skills

HOW TO BE A GOOD COMMUNICATOR

- try to put yourself in the other person's shoes
- concentrate and be patient
- do not interrupt
- don't judge
- give praise when it's due
- use non-verbal gestures to show your feelings instead of accusing others
E.g. smiling, nodding etc.
- talk about your feelings instead of accusing others
E.g. instead of "you make me feel awful when you do that" say "I feel awful when I am yelled at"

Think about how these factors affect your communication style:

- Tone of voice (angry, sad, happy)
- Volume of voice (soft, loud)
- Body language
- Listening skills (hearing is not the same as listening)
- Facial expression
- Pace of speech (fast, slow)
- Biases, stereotypes, preconceptions/judgments
- Speaking style (do you use slang, academic language, simple language, etc.)
- Privilege and/or marginality
- Life experiences
- Cultural background

HOW DO YOU COMMUNICATE?

ACTIVE LISTENING

When to use it:

- in very emotional situations
- when communication is too difficult
- when you're not understanding each other
- when discussion isn't going anywhere

How to do it:

- don't judge or interrupt
- listen to learn
- listen between the lines to what they're feeling
- rephrase to make sure you understand what they said

Crosscultural Communication

Use cross-cultural

communication when you are **speaking** with, **listening** to or **writing** for someone who speaks a **different language**, or who has a different cultural upbringing. This way, you can avoid misunderstanding and **unnecessary conflict**.



TRANSLATION CHECKLIST

- ☐ look at the person you are communicating with
- ☐ speak slowly
- ☐ make notes
- ☐ use pictures, body language and gestures
- ☐ speak at a normal volume
- ☐ enunciate
- ☐ be clear!

CROSS-CULTURAL COMMUNICATION CHECKLIST

- ☐ be willing to put in a lot of time and effort
- ☐ in meetings choose a location with minimum noise distraction
- ☐ use visuals(charts, handouts, drawings,)
- ☐ don't use slang
- ☐ use simple language
- ☐ get to know different behaviors
- ☐ be aware of racism and discrimination
- ☐ be aware of your own positions and privilege
- ☐ know yourself and your biases
- ☐ stay open-minded and patient





Conflict Mediation

Conflict Mediation: Means finding a way to sort out a problem or conflict between two or more people or groups with the help of a person or group who can listen and suggest a compromise without being biased or judgmental.



WHEN TO USE IT

- The problem is too hot to handle for the people involved
- The argument has been going on too long and you need to make a decision

THE BASICS:

- Let people know you aren't there to judge or to be a problem solver – you are there to help them work through their problems
- Keep the discussion confidential & make sure everyone knows that!
- Make an agenda and time frame so that people know when they will be able to speak and when they need to listen, and for how long
- Set a few ground rules to help the process move along smoothly (e.g. no interrupting, no name-calling etc.)
- Make sure it is a safe space for people to express their views
- Be an active listener
- Don't take sides & be objective. Try to understand (not just hear) what each person is saying and why.



Crosscultural Conflict Mediation

Cross-Cultural Conflict Mediation: Finding a way to sort out a problem or conflict between two or more people or groups that was either caused by cultural differences, or is more difficult to resolve because of cultural differences. A cross-cultural mediator is from a different cultural background from the people in the dispute and can listen and suggest a compromise without being biased or judgmental.



WHEN TO USE IT

- The problem is too hot to handle for the people involved
- The argument has been going on too long and you need to make a decision
- You aren't hearing each other out because of cross-cultural differences

THE BASICS:

- Use the same basic process as conflict mediation
- Also be aware of cross-cultural elements
- How does each person's background affect the way they communicate? How do they express their feelings? How does this affect the other person (i.e. are they offended/hurt/confused?)
- Find out how different cultural backgrounds may have caused or contributed to the conflict. •Ask each person to speak a bit about their background and how it affects the way they would deal with this conflict. Point out differences in thinking and in the way they see and do things.





Networking

Networking is definitely the buzz word of the day. Really, it's just a fancy word for getting to know people who can help you out, and who you can help out if necessary.

WHY IS NETWORKING IMPORTANT?

- When you organize an event or project, people are more likely to participate & to get others to do the same if they know & trust you
- People are more likely to help you out with your organizing if they know & trust you.
- You can get more widespread community support for your event/project if you know people.
- Save time, money & resources: you'd be surprised how much your friends & acquaintances can do for you.
- Every person you come in contact with knows tons more people that can help & support you.
- You can find out about awesome jobs, opportunities, scholarships, awards, etc. & get them through people you know.

HOW DOES IT HAPPEN?

- The best networking happens informally- you network all the time without realizing it whenever you meet new people at meetings, parties, gatherings, workshops, school, family functions, and virtually any other social event. All the people you meet have skills, talents, knowledge and other connections that can help you out at one point or another.
- People often attend conferences, workshops and other events related to social and environmental issues hoping to meet like-minded individuals & discuss the organizing they are doing. At some of these events, there may even be a special time set aside for networking.
- When you talk to friends, family, and others that you know, they will often refer you to someone that can help you out, or tell that person about you

NETWORKING TIPS

- People will like you and trust you more if they know you in a social, informal setting & not just a formal setting. Have some relaxed, informal chitchat before you start talking about serious stuff. Know how to enjoy yourself & socialize!
- Let the networking happen naturally. But that doesn't mean you can just sit on your ass either! You should also be willing to take the initiative to introduce yourself to people you don't know.
- You don't have to be a big loudmouth to be a good networker. Even if you're on the quiet side, you'd be surprised how a far a few contacts can take you, especially if you build strong, trusting relationships. People won't hold your quietness against you!

coalition Building

What is a coalition?

A coalition is a network of groups that have a common interest, goal or mandate and who come together to take action on a specific issue/issues

Why Build a coalition?

- Bring together a wider range of skills, ideas, experiences and connections
- Address large issues that demand a lot of public support
- You are stronger as a large group than as small, isolated groups
- Can help each other out with future projects
- Gather wider support and bring in new allies
- By working together, you set an example for others, breaking down barriers and stereotypes
- Tackle larger projects
- Make your organization visible
- If your group/organization is not recognized, seen as threatening by the general public, or when speaking out puts you in a dangerous position, working with more mainstream groups can help you get your message across
- Better media coverage
- Easier to get funding
- Share responsibilities, resources, equipment, supplies, space





Who Can Join Your Coalition?

- Look for existing coalitions who seem to have similar goals to your group, and find out how you can join. You can do this research over the web, through word-of-mouth, or by speaking to like-minded local organizations who may belong to a coalition.
- Make a list of groups who are working on similar issues – if you have trouble, look on the Internet, phone book, or visit the local library & ask where you can find a community directory
- Find out if there are organizations working on a regional or national level on the issues that interest you. They may have connections to a wide range of groups in your community/area.
- Don't just form a coalition for the heck of it – you should have a reason to build a coalition, and the groups involved should be not only interested but committed as well.



How to Build a Coalition

- Invite the interested groups to come to an introductory meeting. At the meeting, include some time to relax & get to know one another, to tell each other what your group is about and to find out what each of you would like to get out of the coalition & what you want from each other. Set another meeting date so that you can work out the details of your coalition.
- Write a coalition mission statement, goals and objectives
- Make a set of coalition rules and norms on what sort of projects you will take on, your commitment to anti-oppression, when you will meet, how to make decisions, how you will speak to the media and general public, and who will do this, responsibilities you will have, how you will resolve conflicts, etc.

Section 3

Fan the Flames



Event Planning

What are you doing and Why?

- ☐ Know a bit about the issues (e.g. environment, youth empowerment, poverty, racism, etc.)
- ☐ know what your group is all about
- ☐ have a goal in mind.
- ☐ Name 3-5 specific things (objectives) you want people to get out of your event, and make sure you can achieve those objectives through the activities you've planned

**Here are
some things to
think about
when planning
your
event!**

When and Where?

- ☐ set a date and time
- ☐ make a schedule
- ☐ Make sure you can get a space booked for that date, and that you can get the speakers or materials/supplies, or whatever else you need, for that date.

Who's coming?

- ☐ Know beforehand!
- ☐ On the poster or pamphlet phone for the event, give people a
- ☐ #, fax #, e-mail and mail address where they can contact you to let you know they're coming
- ☐ Have one person in the group in charge of this

**The next
few pages will
provide you
with the
tools
necessary for
planning
great
events!**

How To Do It

- ☐ Make a List of What Needs To Be Done, By Who & By When (See the Time Management Page)
- ☐ Meet on a regular basis (e.g. every week, once a month etc) to keep each other updated and on track
- ☐ Keep a folder/binder of all the notes, contacts, and info you collect
- ☐ Make contact lists: people you need to contact, media, group members, resources and any other useful info
- ☐ Set up a listserv to keep the group connected online
- ☐ Set up a group email for all emails related to your project & keep one group member in charge of it



Plan of Action

Now that you've formed a group, you'll want to start taking action as soon as possible. Here are some tips to get you going:

- 1) **List** the issues that the group wants to address.
- 2) **Research, research, research:** find out as much as possible on the issue by talking to people and groups/organizations, reading, watching and listening to the news, going to the library, surfing the Internet, making observations, doing surveys etc.
- 3) Based on the info you collect, **set a broad goal** as well some more specific objectives, e.g. Goal: we want to address the root causes of violence in our community. Objectives: 1. To raise awareness about connections between violence, racism and poverty in the community. 2. To promote community empowerment.
- 4) Decide **who will participate** in your project and/or who your actions will be targetted towards.
- 5) **List actions** you could take or projects you could take on to reach your goal. Some examples: street theatre, workshop, letter writing, conference, rally, protest/demonstration, zines, film/video screening, graffiti, sit-in, march. See the Sample Projects page for some ideas.
- 6) **Be practical.** Decide what actions/projects it is possible to take on with the time and resources that you have.
- 7) Keep an **anti-oppression** focus. Remember that it is First Nations peoples and people of colour who will be targetted first in your group by the media, police and general public. Make sure you have safety measures in place to deal with this.

8) For each action:

- Decide what you need to do and by when– make a task list.
- Determine who can do each task based on interest, skills and time.
- List all the materials and supplies you need and decide how you will get them
- Fundraise if necessary to cover your costs
- Find out about any legal issues you will need to deal with and if you will be risking arrest, be prepared to deal with the consequences. For example, in some cases you need a permit to hold a rally in a public space.

9) Meet on a regular basis to update each other and revise your plan of action.

10) Always balance out short-term actions with long term ones. Rallies and demonstrations may attract a lot of attention, but they aren't the only way to organize for change. Doing local community work is just as (if not more) important.





Time Management

It may not be impossible to organize a kick ass event, but it definitely takes a lot of careful planning.



Think about

1. What you have to do. Make a list!
2. When does each task have to be done by, and how much time do you need to get it done?
3. How many people do you need to do the job, and who will do it?
4. What are some little details you will need to remember?
5. Don't worry if you don't get everything done by the exact date listed, but don't slack off either! Do your best to meet your deadlines & revise them if necessary.

organize all your info onto a chart

What	By When	By Who	Notes
Call local radio station	July 20, 2002	Salima	Do internet research first
Book community Centre	Sept 3, 2002	Markus	Call first to get prices



BOOKING a Space

You can book rooms for free in a lot of places, or for a low cost depending on how big your event or meeting is.

SOME IDEAS

- Community centre
- local public school
- university/college
- place of worship : mosque, temple, church, synagogue
- local NGO or small business
- someone's house or backyard

HOW TO DO IT

- Make a list of different places in your community. Check the Yellow Pages or community directory for more ideas. Ask friends, neighbors, teachers and others for advice
- Call up and ask if there is any application form to fill out before you can make the booking
- Make sure you have enough \$ in the budget to pay for the rooms (if they aren't free)
- Visit the location first to be sure it's suitable for you
- See if there is audio-visual equipment available if you need it
- Make sure the building is wheelchair accessible
- Is the location safe, well-lit and easily accessible to most people attending your event (i.e. in a city, close to public transit; in a small town, in a central area)
- Find out what kind of seating is available – can you move the chairs around or is it like an auditorium?
- Also consider: Are you allowed to serve food there? Is there a kitchen available if you want to have a caterer/cook your own food?
- Find out if you need a key to get in and lock up, or if this will be done for you
- Get a written confirmation of the booking & note the contact info of the person who did the booking





Fundraising

BEFORE YOU GET STARTED:

- Make a budget first – think about everything you need to organize your event and estimate about how much each item would cost. If you're unsure, double check by looking at the different stores you need to get supplies from.
- Decide how you want to fundraise:
 - a. collecting cash donations and in-kind donations (materials, supplies, office space etc)
 - b. special event
 - c. both a & b

a. COLLECTING DONATIONS

- ☐ Decide who you want to ask for money, and who you want to ask for in-kind donations.
- ☐ The best way is to ask people who know and trust you !
- ☐ The next best way is to find organizations, small businesses, religious groups and school/college/university groups who would be interested in the issues you are raising.
- ☐ Make a list of all the potential donors with all their contact info: telephone numbers, fax numbers, email and mailing address (you can find this out by looking up the organization on the web or the phone book, or simply by phoning up the donor to get the right info)
- ☐ Know what your group and event is all about, and try to summarize it in a few sentences so people know exactly what you're doing when you talk over the phone or in a meeting.
- ☐ Write-up a letter to the donor with a description of your project, a little bit about your group, how your project fits into what the organization/business is all about and your contact info.
- ☐ Next, phone up the potential donor and ask if you can send them your letter. Make sure you send it to the right person and get their name spelled right.
- ☐ Send them the letter, and phone them back in 2-3 days to find out what they think.
- ☐ They may want to have a meeting with you first. Be prepared and on time! Be sure to know exactly what your project is about and what exactly you want from them.
- ☐ If they give you a donation, send a thank you letter or card right away, and keep them updated on how your project is going.

h. SPECIAL EVENT

- ❑ Here are some ideas for special events:

Penny/Loonie drive – car wash – busking – screen an independent film/video – yard sale – bake sale – piggy-backing: find out what other events are going on & ask if you can set up a donations booth, or get a portion of the event's earnings – spoken word/poetry night-local actors/musicians performance – street festival – face painting – lemonade stand – barbecue – dance party- Walk-athon/ Dance-athon, skate-athon...-

- ❑ DO Pick an event that is creative and fun

- ❑ DON'T Pick an event you don't have the time or energy for

- ❑ DO Plan well ahead in advance

Plan your special event as you would any event:

- ❑ Set a date and make sure there isn't another similar event going on. If there is, find out if you can team up to do one big event.
- ❑ Make a list of what you need to do before, during and after the event
- ❑ Make a schedule and a list of materials and supplies
- ❑ Make a budget
- ❑ Advertise the event in the local paper's events section and put up posters
- ❑ Book a space if you need to, as well as performers
- ❑ Make sure there are enough volunteers to help with planning and with set-up, handing out flyers, greeting people, etc.
- ❑ Contact local businesses to donate prize items you can give away and other items that will jazz up your event





Grant Writing

Another way to get big bucks is to ask for cash from government programs and charitable foundations.

To do that, you need to prepare a grant proposal. A grant proposal is just a detailed description of your project.

Before you apply for the grant, you need a charitable number. You have to be an established organization to have a charitable number, so link up with a local organization that you think has views and goals like yours, and that would be willing to work with you on this. Have a plan ready to present to them.

HOW TO Write It

Every funder will want slightly different info - some like brief proposals while others like long details - so you will have to tailor the proposal to meet their requirements, but the sort of stuff they might ask for might be:

1. **Cover page:** (on letterhead paper)

The cover page should include:

- the date
- name and position of the person you are sending the proposal to, and the organization name
- your name & position (e.g. coordinator)
- a few sentences on what the proposal is about ('Please find enclosed a proposal regarding...')

2. **Table of contents:**

List the contents of the proposal and give page #s.

3. **Project overview:** give a summary of the project under the following headings:

- Date
- Project Name: think of a snazzy name to grab their attention!
- Organization (your organization)
- Contact Person (give your name and position)
- Address
- Phone Number
- Fax
- Email
- Website
- Charitable Number
 - Amount Requested: tell them how much \$\$ you want!!
 - Brief Project Description: write a 2-3 sentences summary of your project.

4. **Organizational Information:** give a short history of the organization you are working with - their goals and objectives, and the sort of work they do. Most likely they already have something written up which you can copy or adapt.

_____ is an organization established in...with a commitment to...our main goals are...we do this by...our past accomplishments include...

5. **Need for Project:** tell the funder why your project is important. Make it sound urgent, creative and new! If you can, find statistics or expert research to back up your points.

This project is much needed because:

- a. *currently, x% of youth live below the poverty line and do not have the resources to improve their life situation.*
- b. *Many youth living in poverty resort to drugs and violence with no other viable options*
- c. *A recent study by professor Y showed that when presented with the opportunities, low-income youth can be motivated to make positive changes in their lives.*

6. **Goal of Project:** give the overall, general goal of the project. If you have more than one point (you should have a maximum of 3 goals), use point form.

The goal of the project is to allow youth to voice their opinions in diverse and creative ways.

7. **Objectives of Project:** give the funder a list of concrete things you want to get out of the projects. Use action words like 'build', 'create', 'develop', 'ensure', 'engage' etc.

The objectives of the project are to:

- a. *create a video document of youth views on racism*
- b. *Bring media attention to the issue*
- c. *Build a network of interested youth groups in `Winnipeg.*

8. **Timeline:** make a timeline of all the things you have to do and when you need to be done by. You can also write a short introduction on your working process (i.e. who is working on it, how often your group meets, how you're dividing up the work).





Task	Activities	Outcome	Date Completed
Advertising	design brochure for event and make copies -distribute at local community centres and high schools	Ensure interest and participation of youth at event	June

9. **Evaluation:** tell the funder how you will know that your project was kick-ass.

___ will measure the success of this project by:

- a. asking participants to fill out a survey
- b.
- c.

10. **People Working on the Project:** give a rundown of the main people working on the project.

John Doe has been involved in youth initiatives such as ... and has skills in areas such as...

11. **Budget:** make an approximate budget of how much you need, organized onto a table like this. Include a separate column for the funder and how much you would like in each category from them.

Also include:

- a list of donations you have already received
- a list of places you are sending your application to

Category	Explanation	Funder's Name	Total
Communication	1000 brochures x 10cents/copy = \$100	\$100	\$300
•Photocopying brochures			
•Long distance phone calls	\$20 long distance/month x 5 months = \$200		

Have a separate mini-table for in-kind donations (office space, photocopying, materials, supplies etc). Include volunteer time in this! Each volunteer hour is worth \$12.

12. **Financial statements:** ask the Finances person in the organization for a copy of their most recent financial statements.

13. **Supporting documents:** attach any other info that you think is important: event schedules, supporting organizations, pamphlets, etc.
14. **References:** provide 2-3 reference people who can say good things about your organization. Give their name, position, the organization they work for, phone # and email. If possible, provide reference letters from organizations who support your work.

Who Can YOU Ask For \$\$?

Do some research first. Decide what general category or categories your project falls under: youth, environment, immigrants, etc.

Find potential funders by:

- Looking up the funder's directory online at Charity Village www.charityvillage.com
- Going to a local library and asking for The Canadian Guide to Philanthropy, a big directory of funders
- Asking a local NGO if they subscribe to BigDatabase.ca & if you can look up funders on it.
- Talking to a local organization, or emailing/phoning a regional/national organization that seems to have similar interests to yours and asking them for advice on where to apply for funding

Then...

- Make a list of all potential funders. Then, look up the funder's website or give them a call to see if your project matches their objectives, and if they fund the sort of project you want to do.
- Make sure you know what their deadlines are
- If possible, call the funder and discuss whether your project is eligible, how long it takes for them to approve the application, their average donation size, and any other important details they think you should know.
- Call the funder for updates on your application once you've handed it in.
- If you get rejected, don't give up. Most funders give you a second chance by telling you what changes to make in your proposal before handing it in again.





Getting Youth Involved

One of the most common problems for youth organizers is getting other youth interested & involved in our events and projects. There are many different reasons for this. So how exactly can we make sure we get a wide range of youth participation??

Go to where the youth are!

1 YOUTH HANGOUTS



- ☐ Put up posters around these hangouts
- ☐ Talk to youth individually or in small groups about your project
- ☐ At youth events- make an announcement about your project. Find out if you can set up an info table to hand out brochures and pamphlets about your event/project
- ☐ Find out if you can organize or co-organize a youth social event so that you can promote your project in a fun way
- ☐ Tell youth about the issues you want to address by organizing a theatre performance, film screening, musical performance, art display or poetry/spoken word performance



2

PLACES OF WORSHIP

- ☐ Put up posters at synagogues, temples, mosques, churches and other religious places
- ☐ Ask if you can make an announcement for youth who attend the services

3



HIGH SCHOOLS

- ☐ Ask if you can put an announcement over the PA system
- ☐ Post up flyers around the school
- ☐ Give presentations to different classes as well as student groups about your event/project and how you want youth involved
- ☐ Find a teacher who is interested in the issues you are addressing and ask him/her if being involved in this project can be part of a class activity, or part of a student club activity

COMMUNITY CENTRES 4

- ☐ Contact a local community centre or agency that has a youth program.
- ☐ Ask if you can make a presentation to youth in the program
- ☐ Ask the youth worker/social worker to recommend a few youth who would be interested in this project
- ☐ Work with the youth worker/social worker to make your project part of the youth program

5

YOUTH MEDIA



- ☐ Contact local TV, radio, websites, newspapers and magazines that have a youth focus, or that have youth programs/sections. Ask if you can make/post an announcement, write an article or be interviewed.

BE YOUTH FRIENDLY AND ACCESSIBLE

1. Don't use highly academic or activist language.
2. Be flexible...don't give orders, let the youth involved run the show.
3. Share responsibilities & leadership.
4. Make sure youth can get a reference letter or certificate after working on the project.
5. Offer possibility of smaller commitments (e.g. short-term volunteering, coming in once a month etc.) as well as larger commitments (more responsibility)





Getting the Word Out

Get the word out about your project through:

1 WORD OF MOUTH *

Tell your friends, neighbours, family, teachers, and everyone else you know, and ask them to pass on the message.

*POSTERS AND PAMPHLETS 2

Put up posters and drop off pamphlets around your community, workplaces, community centres and schools.

3 EMAIL *

Circulate your event listing by email to people you know, organizations/groups who would be interested and to any listservs you belong to.

* MEDIA 4

Get local media outlets to advertise your project for free (Read the media relations section for more info). Find out if there are free community listings in the local papers & submit your event listing. Make sure you meet the deadline!

5 WEB *

Post your event listing on the web. Many community, organization and government websites have event listings. Do a bit of research beforehand to find suitable places to put up your posting.

OTHER EVENTS 6

Attend events and participate in projects related to yours and make an announcement and/or set up an information table.

Media Relations

You've planned an awesome event...now you just have to make sure everyone else knows how awesome it is. So, get the media involved!

Who are the media?

- Newspapers
- Television
- Magazines
- Radio
- On-line publications

What can they do?

- Act as a media sponsor and advertise your event for free, or interview you/do a write-up on you
- Cover your event when it happens so that people who didn't come get to know some of the issues your group works on, and so that your group gets recognized

Who do you contact?

- Make a list of all the different media outlets you know. If you need help, take a look at the Yellow Pages under 'news-papers', 'radio' and 'television'. You can also make a trip to the public library and find the Canadian media directory (it should be in the reference section). Organize all the info onto a chart.
- Call up the newspaper/TV/radio etc. and find out who is in charge of promotions/public relations. This person will let you know if you can get your event advertised for free.
- Also ask who you should send press releases to. This person can make sure that your event gets a lot of publicity.

What do you send them?

1. Request for media sponsorship: a letter describing your event, your group and how you want the media to help you promote it. **See page 39 for a sample.**
2. Media advisory: a brief page with the bare facts (5 W's & H) on your event: when and where it's happening, who's coming, how many people are coming, what you'll be doing, why you're doing it. **See page 40 for a sample.**
3. Press release: a description of your event, written like a news story (in the third person – don't use "I", "we", "me" or "us") with quotes from key organizers and your contact info. **See page 41 for a sample.**



sample Press Release

If you can't afford fancy letterhead, make your own on the computer. Put in a logo if you have one!

Grab the reader's attention right away with the main details of the event

A few sentences about your group.

Give the main goals of your event.

A few sentences on what will be happening at the event.

Tell them why you need their help. Make it sound worth their while!

Thank them & close off with your contact info.

The Hungry Youth Collective

103 AnyStreet, Ourtown, AB, R7Y T5H. Email: hungryyouth@hotmail.com
Internet: <http://www.ourtown.ca/hungryyouth> Phone: (780) 555-1234 Fax: (780) 555-4321

The GMO-Free Youth Fest

September 1st, 2002

Dear Mr. Lim:

The GMO-Free Youth Fest is taking place this October 5th, 2002 at the Community Park, and The Hungry Youth Collective wants to offer CGVF Radio a role in its creation and success! This event will bring together a wide range of youth groups in Ourtown, including the Youth Council and Youth for Change, to learn about genetically modified organisms (GMO), share great food, and take action on the issues affecting our health and our bodies.

The Hungry Youth Collective (HYC) is a group of committed youth aged fifteen to nineteen who are concerned about the chemicals and toxins found in the food we eat. We organize workshops and community events to raise awareness and to encourage youth to choose healthier food options. HYC is committed to maintaining an anti-oppression and anti-discrimination focus in all of our organizing efforts.

With the current controversies surrounding our food and GMOs, this event is extremely important. The three main goals of the GMO-Free Youth Fest are to: a) inform youth about the GMO food industry and its affects on the environment and health b) link the issue of GMOs to other issues, such as poverty and globalization and c) discuss ways youth can take action on these issues.

At the GMO-Free Youth Fest, youth will have the opportunity to attend informal workshops on issues such as 'Portrait of a GMO', 'Who Wins & Who Loses with GMOs?' and 'Where Do the Big Bucks Go'. Small working group are also being organized so that youth can take the skills they learn and put them to action! Most importantly, they will enjoy the scrumptious cooking of fellow youth at the free-for-all buffet table and watch local talents perform high-calibre skits, dances and spoken word.

The Hungry Youth Collective relies on the support of media outlets like CGVF to see the fruition of this exciting initiative. We are currently seeking media sponsors who would like to help publicize and promote this exciting event. The GMO-Free Youth Fest is a unique celebration of youth that will allow youth to think, act and have fun, and The Hungry Youth Collective would like to see CGVF there when it happens!

In closing, we thank you for your consideration, and look forward to hearing from you in the near future. If you have any questions, or require further information, please feel free to contact me at hungryyouth@hotmail.com or 555-1234.

Sincerely,

Lucy Winter
The Hungry Youth Collective

sample Press Release

MEDIA ADVISORY

(HEADLINE)

One sentence summary of your event.

Who: *Name of your group.*

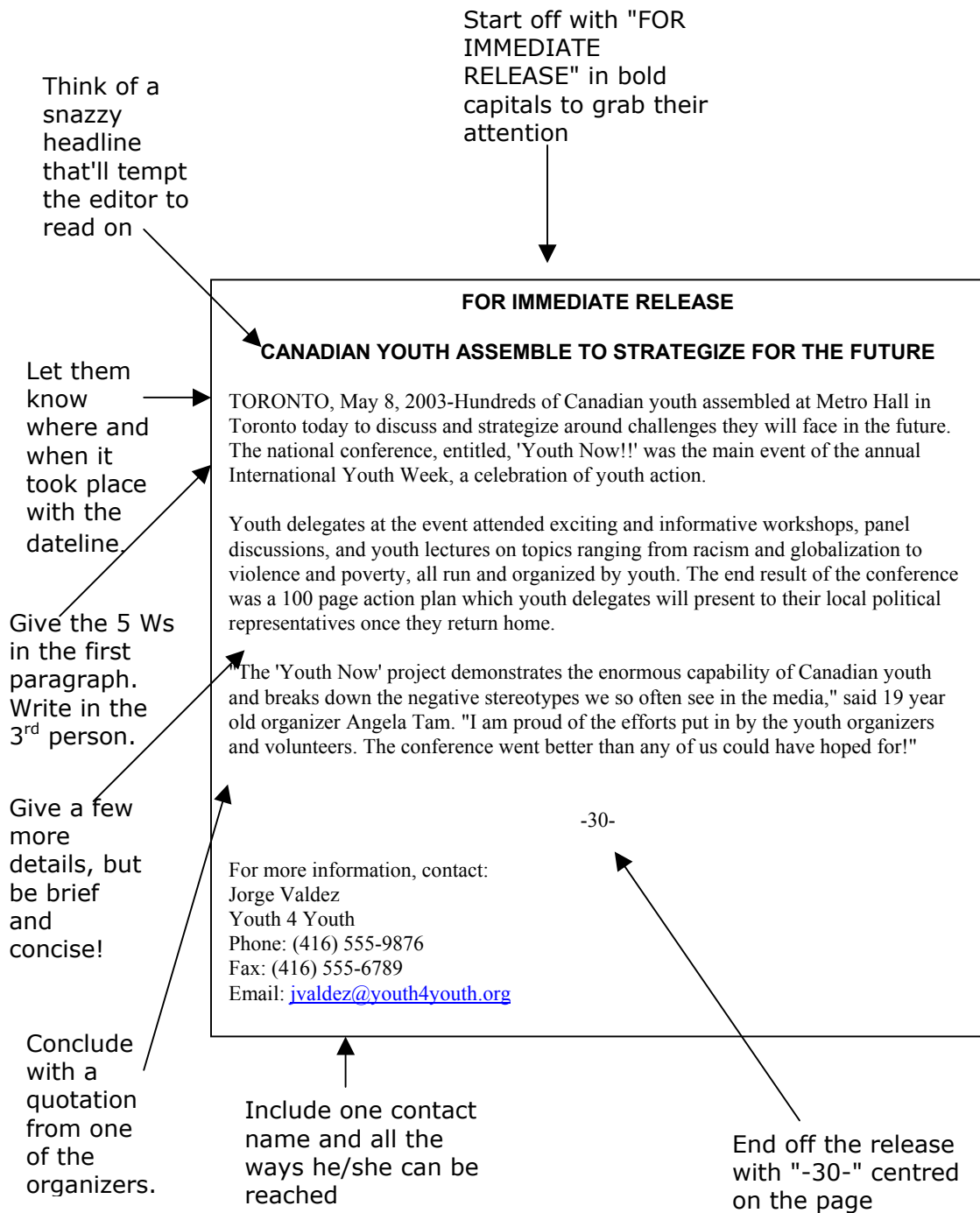
What: *Name of your event or project*

When: *Date of event*
Time of event

Where: *Location and address where event/project is taking place.*

Contact: *Contact Name*
Position
Phone:
Fax:
Email:

sample Press Release



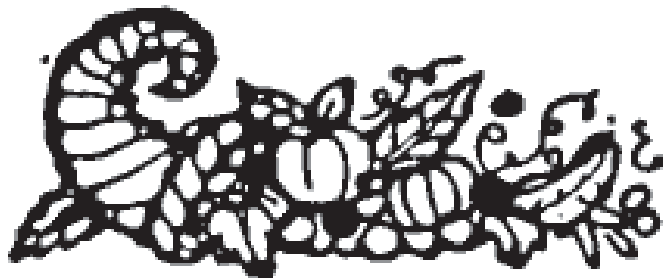
Food Preparation

What YOU Should Know

- the # of people attending
- dietary restrictions...people have restrictions on what they can and can't eat based on personal/political, religious and/or medical reasons. If possible, try to keep a wide range of foods. Having all vegan food is a good idea sometimes because almost everyone can eat it.
- your budget: what can you afford?? caterers can be pretty expensive, but preparing your own food takes a lot of time and effort.
- how you'll serve the food...
 - will there be throw-away plates? not eco-friendly but convenient
 - do you have dishes you can serve on, and is there somewhere to wash them can people bring their own utensils
 - do you need dishes at all? (e.g. for pizza or sandwiches you could get away without using them)

Cooking Tips

- make a grocery budget
- ask local grocery stores, food co-ops, restaurants etc, if they can donate food products. You will most likely need to draft a letter explaining what you're doing, how much food you need, etc.
- have 1-2 food coordinators and lots of food volunteers
- plan a menu ahead of time.
- make sure you have all the necessary ingredients
- post up the menu on large chart paper in the kitchen
- also post up a task sheet with everything that needs to be done, who will be doing it, and when
- let the people at your event know how you'll be serving the food (i.e. do they need to form a line or will it be served at their table)

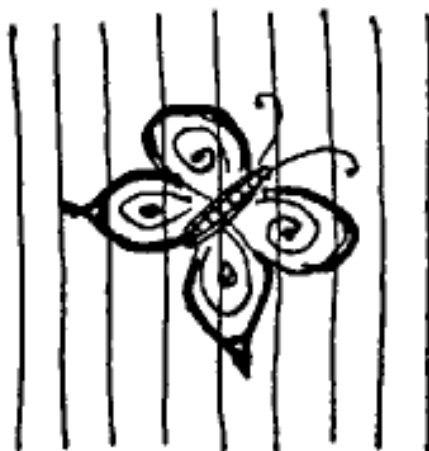




SPECIAL TOUCHES

Make your project memorable and exciting by adding a few extra touches. Here are some ideas:

- **Art display:** ask some local artists if they would like to display some artwork that is related to the theme of your project. Make sure you have all the necessary supplies, as well as space to hang the art.
- **Entertainment nite:** organize a concert at a local venue and invite some community musicians, poets, DJs and/or spoken word artists to perform.
- **T-shirts, posters and mugs:** print off some T-shirts, posters, mugs or other paraphernalia with your logo on it and give them away as prizes or sell them to raise funds for your project.
- **Speaker/Facilitator Gifts:** give speakers and facilitators a nice gift in addition to or instead of their honorarium.
- **Participant Package:** for larger events and conferences, assemble a package for all participants with an agenda, speaker's bios, resources, contact lists, posters, community information and more.
- **Names & Titles:** think of a creative title for your project and creative names for the main activities.
- **Themes:** think of a theme for your project, and have all events and activities relate to that theme.
- **Group Mural:** have all the participants in the project contribute something to a giant group mural.
- **Group Video:** set up a video camera and have people come by and share their thoughts, opinions and ideas during the project.
- **Recording:** audio and video record the project. If possible, edit it later and make it into a radio/video documentary.



Website Design

- A website is a great way to let people know about important issues, and about projects and events you are organizing. It's also a good way to connect people over long distances. Here are some things to think about when building a website...

1. Getting a web page

- If you're on a low budget, you can get a web space from sites like these:

Brinkster www.brinkster.com

Freeservers www.freeservers.com

Free Site www.thefreesite.com

FreeWebSpace www.freewebspace.net

Geocities www.geocities.com

She Made This www.shemadethis.com

Tao Communications www.tao.ca

Community web networks and college/university networks also often offer free web space.

- If you can afford it, you can get your own domain name registered. That means getting a personalized site, e.g. www.yourname.com. You also need a service provider, or web host, who will display your site. For info on how to do this, go to <http://www.cybersolidarity.com/basics.html>, or <http://www.budgetweb.com/budgetweb/>.

2. What to put on your website

- A description of you/your group and the work you do
- Contact info
- Resources on issues you work on
- Events listings
- Articles, poetry, images related to your work
- Links to similar groups or individuals
- Anything else you think would be useful in getting your message across!

3. Web page design

- You can design your website with the help of a program such as Microsoft Front page Express or Dreamweaver. If you don't have access to any web publishing program, you will need to know HTML (Hyper Text Mark-up Language), which is the programming language for most websites. For info on HTML, go to www.builder.com/Authoring/Basics or <http://freespace.virgin.net/r.cawley/lessons.html> or http://216.147.98.109/support_htmlbasics.html.





- Make your website interesting and interactive with tools such as: chat rooms, images & graphics, counters (see how many people visit your site), message boards etc. Get these tools for free from <http://www.webmastertoolscentral.com/> (click on "utilities") or <http://www.megawebtools.com/> .
- Stick to a simple but eye-grabbing layout and design that you don't have to wait for hours to download. For info on design basics, go to <http://www.dreamink.com/design1.shtml> or <http://www.efuse.com/Design/> .

4. Promoting your website

- Once your website is ready, you need to be sure people can access it through different Internet search engines like www.google.ca and www.yahoo.com. To find out how to promote your site, go to www.promotion101.com or http://www.bizmove.com/website_promotion/WebsitePromotion.htm

For other useful hints on web design, go to:

<http://www.idealist.org/getting-started.html>

<http://www.netaction.org/training/>

<http://www.techsoup.com>



Do It Yourself communications!!!!

Most of us decide to organize projects and groups because we want to share our work and ideas with the world. Whether you want to let people know about an anti-racist workshop you're putting on, find people to join your photography festival, or members of your national environmental group want to talk with each other, you need to make use of a number of different communication methods.

The range of communications is HUGE! And there are a many different ways to go about it. Telephone conference calls, websites, newsletters, tv commercials, email lists, meetings, etc. But for now we'll just give you some ideas about how to get started on some inexpensive (mostly free) but effective choices.

Using the example of how to start up a YAC (Youth Action Connect) in your area we'll show you how to start an email list, newsletter, and web page, plus some basic things you should think about when doing this. It'd be awesome if you started a YAC in your area, but either way this info will help with any project.

A NOTE ABOUT THE INTERNET...

- ⑦ **Going online determines who you are communicating to.** It might seem like everyone is connected, but think for a moment, is everyone? And what is the level of quality, experience, and confidence with their access?
- ⑦ Who can afford to have their own computer, internet connection, and telephone line?
- ⑦ How would internet skills and confidence compare between a university student and someone who only has occasional access to a library's computer?
- ⑦ How does a persons language skills, age, gender, or race affect their access? What about disabilities?
- ⑦ If your group communicates primarily over email, **who will be more 'in the know'?** How will this affect who has leadership, knowledge, and confidence in your group?
- ⑦ Setting meeting times, making decisions, and last minute changes can be a big problem. Often this can cause confusion and over time can create unwanted power structures in your group.



GETTING STARTED! WHAT DO YOU NEED?

Some resources you might need and how to get them...



A computer...

- Many schools, libraries, and community centres have public computers. Usually you need to wait in line or book some time.
- A local community group you work with might have a computer you can use.
- There are a lot of older computers sitting around. Ask your friends or their parents, someone may have one they can donate to your project, and would love to get it off their hands.

Photocopies and paper...

- It can be costly, but often community groups who support your project may be willing to donate copies to you.
- Think about the people you know who may work with a photocopier and see if they can help you. ;-)
- Keep you eye out! There are many community and government agencies that exist to support youth initiatives. Don't be afraid to ask for help or ideas!



START YACING! A YOUTH ACTION CONNECT

Youth Action Connect says it all in the title! At the Youth Action Network we are always receiving events, projects, and calls for participation. To get this information out to people we decided to create Youth Action Connect or YAC for short.



It's a newsletter that takes on different forms all with the same goal. Our main motivation is to network and hook up youth with other youth-run projects and to provide a space for these projects to get support and publicity. At YAN we will start the national YAC and one for the Toronto area, but we won't limit it to that. We encourage you to start one in your area. Visit www.youthactionnetwork.org to learn more about YAC and what we do.

How do I start my own Youth Action Connect? (Things to think about when starting a newsletter.)

Choose an area to YAC about!: What community do you want to cover? Your school? A small town? Suburb? City? Province? A summer camp? Or maybe you want to do one for a group such as queer youth across your province, or youth of colour in your city. Finish your assessment and then decide if you want to refocus.

Do an assessment: Once you've figured out an area to work with, why not do an assessment? Since you're already thinking about it, there's a good chance that this community needs a YAC newsletter to help get the info out. But make sure. Check with community organizations and youth groups you know about and ask if they have something similar. If they do you might want to help them out and have it become a YAC. Many groups would love to have someone help them and there is no sense duplicating work. Maybe their list has been forgotten and it needs rejuvenation! You could be the one! If the other newsletters aren't quite what you're thinking about, talk to them and see if there are ways to work together. Otherwise, it might be that more newsletters are better! Remember that you don't need to compete with them...we're all working for the same goal. Talk to others in your target community and see if it would be useful and who would read it.

Work with others!: Being a community activist means working with others. Ask your friends and people you know if they would like to help out. More heads means more ideas and it can get done faster. Think about the identity of members in your group and how that will reflect what gets covered.

Timelines: How long will it take you to gather, layout, publish, and distribute. How often do you want it to come out (think about your timing, budget, distribution, and volume of events)? YAC's need to be timely. If you spend all your time producing an events list and the events are over b4 it comes out, it's not very useful. How will you distribute it?

Format: Will you go print or have an email list? Email lists are easy and inexpensive but think about who you are targeting, will everyone have internet access? What will you include in the YAC? Youth only events? Job postings? How about an opinions or news item section? A list of useful links? Can other people submit articles? Actively pursue groups you want to represent. It might be a good idea to think about what items you might exclude. We encourage freedom of speech, but we won't work to promote groups that are racist, sexist, or homophobic.

Distribution: Think about this before you actually create your first YAC. Who will you send it to? Try contacting groups in your area. Ask us at YAN if you need help. How about sending out promotional flyers and emails to get people to sign up. Remember to not spam people. Many of the people and groups you sign people up for the newsletter will have events for you to publish as well.

Promotion: Create a flyer talking about YAC. Put your contact info and our web address on it. Send out emails to people you think might like to receive it. Think of some catchy titles or phrases you can use on your flyer.

EMAIL GROUPS

COMMUNICATION MADE EASY

So you've gone through all the steps of how and why you want to start a newsletter, and you've decided to go with a email list. Well read on because it's super easy.

What do the words mean?

Listserv, group, email list, mailing list, forum, and email groups all refer to the same kind of thing. Simply put they are a central email address with many people connected to it. When a message is sent to it, all the members get the message. They all have different features depending on which program you use.

What do you need to start?

A computer, email address, and access to the internet.

How to do it...

The simplest ways include:

Use your email program.

This isn't technically a listserv but it can function just like one. Check out your email whether it is online email like Yahoo! and Hotmail! or a program on your computer like Eudora and Outlook. They all have functions to create groups. Usually this is part of the address book functions.

Find the function to start a group and then follow the instructions to enter all the email addresses you want on it. Then whenever you have events to send out just type in the group name in the TO: portion of your email. This way isn't automatic so you need to keep track of which members want to leave or join the group. You will also need to gather all the events and news items and put them together, but if you are doing a newsletter like YAC you will want to do this anyway.

Sign up for a free online group list.

1. Choose a group. You will often need to become a member of the service to use it. Follow the instructions online. This is free.
2. During the registration you will often be asked to categorize the group and make some choices. Do you want this group to be open to everyone? You will need to have a description of the group ready and write an introduction note that will be sent to new members and be on the homepage for your list.
3. Most likely you will want to moderate your list. This means that only you will be able to decide what gets sent over the list. For YAC you will want to compile this info into one email a week. (often called a digest).
4. Sign people up for the list if you have emails for people you want to receive the newsletter. Otherwise you need to promote the list.

Some free lists online. Many of these include functions such as calendars, chat rooms, and archives of the messages. Experiment and see.

<http://www.delphiforums.com>

<http://groups.yahoo.com>

<http://www.topica.com>

<http://www.coollist.com>



Your online list will often have a home page that you can direct people to. It will have features that your group can use with each other such as a calendar, chat, and file storage.

Hints:

* To avoid unwanted spam, read over your registration carefully and make sure you uncheck any boxes offering to send you information.

* It is often a good idea to create an email account just for the group so that if you ever decide to have someone else take over they can use the email address.



GOING ONLINE

BUILDING YOUR WEB PAGE

Learning to build a website is simpler than you might imagine. There is lots of information online if you search so we'll just give you a quick primer of things you need to get started and an outline of the process.

The first steps

Things you need.

A computer, internet connection, web browser, and a word processor like Word Pad which comes on most Windows computers. An FTP program depending on your site location.

As you become more familiar with building websites, you will find a image editor like Adobe Photoshop useful and may decide to use a web program like Dreamweaver or FrontPage.

Web Page Terms:

Domain name: www.thename.org is a domain. You can register a unique name for a fee, or use a sub domain such as yourname.thename.org provided by a free service.

Host: This is where you store your website. Your Internet Provider may also give you free web space. Otherwise, having your own space usually costs close to \$300 a year, but you can find free ones if you don't mind the advertising.

HTML: Hyper Text Mark-Up Language is the language you use to make basic pages. It is very easy to learn. Many tutorials exist online if you search for them. One is <http://archive.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimerP1.html>

FTP: File Transfer Protocol is a simple program you use to transfer files from your computer to your host computer (and back). Many free pages have an FTP uploader built into the site.



Many people learn how to build websites by copying others. Find a page you like. Select 'View Source' and you will see the code for the page. Then Cut and Paste.

These companies give out free web space (with advertisements). They are perfect places to learn how to build websites.

<http://angelfire.lycos.com/>
<http://www.tripod.lycos.com/>
<http://geocities.yahoo.com>

The steps to get online:

1. In Word Pad (or other processor) use HTML to write up your website. Save as index.html (this is the main page).
2. Using your web browser, Open the file index.html where you saved it.
3. Alternate between these two steps until you are satisfied with your page.
4. Upload your web page, and any linked files (remember to keep the directory structure the same) to your site using either an FTP program or the uploading section of your site provider.
5. Voila! Your website is up.

Section 4

Spread the Fire!

POPULAR Education

What is it?

Popular education is a way of helping people learn and empower themselves to take action. Popular education uses people's own experiences, knowledge, ideas and creativity as the basis of learning, and links this to broader processes, systems and structures. Rather than teaching people what to think or how to act, popular educators facilitate the learning process by raising questions, challenging norms and assumptions and encouraging people to reflect on their experiences and actions. It is a continual process of reflecting on our actions, taking action, and reflecting again.

When is it Used?

Popular education is used to educate people on important social justice and environmental issues, such as environmental racism, globalization, human rights, violence and poverty.

Who can Be a Popular Educator?

Anyone can be a popular educator, but, like facilitation, it takes a lot of practice. To be a popular educator, you also need some background knowledge on the issue you are addressing. You don't have to be an expert, but you should be comfortable enough to be able to answer questions, and to be able to ask people the right questions to get them thinking

Key Elements of Popular Education:

- Social Identity: have participants think about their own social identities (i.e. age, race, gender, class, ability etc.) and reflect on how this affects whatever activity you are doing and issue you are discussing
- Make connections: be sure to link local issues, events and actions with global ones. Also link up participants' identities with broader social processes.





POP Ed Planning

As you do more workshops and attend more workshops you will see that there are many weird and wild ways to plan and run a workshop. It's all about finding your style! But there are always some key things to remember. Read on to find out more...

What the Heck Are You Doing! Anyway?

The first step is to build a framework for your workshop(s). To do this, think about:

- 1. Who You Are:** Do you belong to a marginalized group? A privileged group? How do these two factors affect how you plan and carry out the workshop? What is your general outlook on different issues and ideas? Why do you want to do this workshop?
- 2. The Issues.** Pick an issue that you are familiar with and would like to know more about. Do a bit of research: read books, articles, online stuff, watch videos, listen to the radio. Make copies of new and interesting info & remember to take notes!
- 3. Who's Coming?** Who will be coming to the workshop? Youth, students, women, community members?? Try to find out as much as possible about them: why they're coming, what they'll be expecting, what their needs are, barriers they face and discrimination they deal with.
- 4. Time Limit!** Will the workshop be 1 hour, 2 hours...
- 5. Overall goal:** What's the general goal of the workshop? Relate it to the bigger picture and broader issues.
- 6. Specific Objectives:** Name three to five skills, ideas, understandings etc. related to the goal that people should get out of the workshop. Make the objectives clear & realistic; remember your time limit. How will you know you've achieved your objectives?
- 7. How?** For each objective, think of an activity or exercise that will help you achieve that objective; or, choose one big activity that could meet all your objectives.

WorkShop Design

Here are some things to think about when designing your workshop:

1. The Basics

- How many people are you expecting?
- How much space do you need?
- Do you need one large room or many small ones?
- What sort of seating arrangement do you need?
- Is the space safe and accessible?
- When will the workshop be held?

2. Overall Flow/Plan

- Will it be a noisy workshop, or quiet, or both?
- Will people be working in small groups, one large group or both?
- How much moving around will there be?
- Make sure there are enough breaks
- Set in time for energizers when people are getting bored or restless
- Make an agenda! The basic ingredients of a good agenda include:

-Introduction: introduce yourself, tell them what the workshop is about and the agenda for the workshop

-Icebreakers: let the participants relax and get to know one another with a little game.

-Main activity/activities: do the activity/activities you've planned

-Breaks: give 10-15 minute breaks after a couple of hours, and a lunch break if it's a day long workshop

-Energizers: you can build a 5-10 minute energizer into the agenda or just have one when you notice people getting bored

-Reflection: discuss what participants have learned from the activity, how it is linked to broader issues and how it can help them take action.

-Evaluation: have participants evaluate how the activity went.

3. Facilitators

- How many facilitators do you need, and who will do it?
- What skills do the facilitators need?
- What knowledge should the facilitators have?
- Do the facilitators know one another (if not, set aside some time for them to get to know each other)
- Will you be giving them an honorarium? How much will you be able to give them?





4. Activities

- Brainstorm as many as possible. Some ideas: going on a neighbourhood/community tour, discussing newspaper/magazine articles in small groups, watching a video, doing art work, role-playing, group game...
- Think about: supplies you need, how much space is required, facilitator's responsibilities

5. Back-Up Plan

- Have a back-up plan and/or be prepared to make changes to the workshop if something goes wrong — for example, if there aren't enough people, people are uninterested, there isn't enough time/too much time, bad weather (for outdoor workshops)

6. Evaluation

- Based on the participants' evaluation, and on your own observations, make note of changes that need to be made, things to look out for, and anything else that would help make the workshop better for next time.

If you are stuck on what sort of activity to do, don't worry. There are tons of resources on ready made activities and workshops that work well. Start off by using some of those until you're ready to design your own. Look in the resources section of this manual on page for more info.

"Education is not about career training, it is about tempering the soul for life..."

Canada World Youth participant, 2000

Icebreakers

Note: Some of these icebreakers involve bodily contact that not everyone will feel comfortable with, and others may not be accessible for youth with disabilities. Try to pick an icebreaker that everyone can feel comfortable with, or else adapt some activities so that everyone can participate (e.g. having everyone sitting instead of standing for an activity).

1 Everyone Who...

- Arrange a circle of chairs. There should be one less chair than the # of people
- One person stands in the middle and shouts: Everyone who _____! (makes their bed, wears glasses, born in July etc)
- All those people jump up and switch chairs
- Whoever is left without a chair is the next to shout

2 Resistance Chain

- The group stands in a circle
- Everyone crosses their hands and puts them in the middle
- Grab someone else's hands (make sure it's not the same person)
- Try to untangle the knot without letting go of one another

3 I Am...

- Everyone gets a blank sheet of paper and marker
- On the paper, complete this sentence in 5 ways: I AM _____ (e.g. an organizer, a neat freak, a mother, a vegetarian etc)
- Walk around the room and introduce yourself to every other person
- Post up the sheets somewhere in the room for people to look at afterwards

Variation: have people write 5 sentences describing their skills (e.g. I speak 3 languages, I am a strong swimmer, I am good at math)





4 Name Game

- Everyone sits in a circle
- First person says their name and one adjective to describe themselves (eg I'm Jake and I'm funny)
- Second person does the same, but also repeats what the first person said
- Continue along the circle this way, so that the last person repeats everyone's name

5 Group Mural

- Lay out a big piece of chart paper and markers, crayons, pencil crayons etc.
- Each person draws some sort of image/shape on the mural that represents who they are
- When the mural is done, people explain what they drew

6 Solidarity Tags

- Everyone picks a blank name tag & decorates it with a border, then writes their name in pencil on the back
- Put all the decorated name tags in a pile
- Everyone picks out a decorated name tag (not their own) & writes their name in the middle
- Then, everyone introduces themselves to whoever made their name tag.

7 Reporter

- Randomly pair up people in the group
- Partners ask each other 3 questions. Eg. What is one interesting thing about you? Why did you come to this event? Who is your hero?
- Come back as a group and have everyone introduce their partner

8 Silent Communication

- Ask everyone to line themselves up from eldest to youngest/ alphabetical order of first or last names without speaking.

Group Games: Energizers

Everyone gets burnt out sometimes. If during a workshop or other group activity you notice people getting restless or bored, it may be time for an energizer

1 Coalition Tag

- One person is 'It' and tries to tag someone else
- Whoever gets caught joins hands with the one who is 'It' and they become a 'coalition'
- The coalition tries to catch everyone else. Every time some one is caught, they join the coalition

2 Pushover

- Group is divided into pairs
- Partners stand with their palms upright, facing one another
- Partners try to push each other over with their palms without moving their feet

3 Bean Bag Toss

- Group sits/stands in a circle
- 2 people begin by throwing a bean bag (or soft ball) across the circle to each other
- Slowly, more pairs begin tossing bean bags across to each other until everyone is tossing a bean bag to someone else
- Make the game more challenging by adding restrictions, e.g. eyes closed, one hand, one foot etc.

4 Freeze

- Facilitator plays some music, or makes some noise, and asks the group to move around the room
- Once noise/music stops, anybody who moves is 'out'
- Last person remaining wins

5 Superstar

- Write down the names of several well-known celebrities – politicians, activists, musicians, actors, other global figures etc on little pieces of paper
- Tape one paper to each person's back
- Everyone walks around and tries to guess what is taped on their back by asking 'yes' or 'no' questions – e.g. am I under 50? Am I a musician? Am I still alive?
- Continue until almost everyone has guessed their identity or time runs out





6 Dictator's Wink

- Everyone sits in a circle with their eyes closed while the facilitator picks a 'dictator'
- Everyone opens their eyes
- Whoever gets winked at by the dictator is automatically banished (make the banishment dramatic!)
- Those left try to guess who the dictator is as s/he continues winking at people
- Variation: dictator handshake-people walk around room, shaking hands, and the dictator banishes by giving a little scratch when s/he shakes hands

7 Boomachickaboom!

- One person is the leader
- Leader shouts BOOM! And the group repeats
- Leader shouts BOOMACHICKABOOM! And the group repeats
- Leader shouts BOOMACHICKAROCKACHICKAROCKACHICKABOOM! And the group repeats
- Leader begins again, but in a different tone of voice. Repeat several times with different voices. Leaders can be rotated.

8 Spread the Word

- Everyone sits in a circle
- One person thinks of a secret message and whispers it in the ear of the person next to them
- That person passes the message on to the next person, and so on
- The last person says the message out loud to see how close it is to the original

9 The Youth Say

- One person is the leader
- The rest of the group must obey the leader only when s/he gives a command that begins with "The Youth Say", e.g "The Youth Say Jump"
- People who obey commands that don't start with "The Youth Say" are 'out'
- Last person out wins

10 Ruckus Makers

- Each individual picks a different noise or sound
- When the facilitator says GO, everyone begins making their noise
- Repeat a few times until the group is as loud as they can get

Reflection & Evaluation

- After a workshop activity, there should be time for reflection – to discuss what everyone has learned, how it relates to broader issues, and what they can do with this new understanding.
- Then, you can find out how successful your activity was and what you need to improve for next time by doing an evaluation. Sometimes a reflection and evaluation may be combined and done at the same time.
- There are many ways to do reflection & evaluation. Be creative! Here are some ideas:

Group Discussion

In small groups or as a large group, have a discussion to reflect on what each person knew before, what they know now and how they can use this learning in the future. You might want to bring everyone back into a large group to summarize what was said in the small groups.

Group drawing

The group makes a large mural with images, words, colours etc. that portrays what they've learnt, how they feel, frustrations they had, new actions they want to take in the future, etc. There should be a discussion to talk about what they've drawn afterwards.

Posters

Ask the group to post up their evaluation. Have one poster for things people liked, one for things that could be improved, and one for suggestions.

Survey

Have a survey of questions on different aspects of the workshop (what was good, what was bad, what could be improved, timing, technical stuff, etc) for the group to fill out at the end of the activity.

Pick Out of a Hat

Jot down different issues raised in the workshop onto small slips of paper & place them in a hat. Go around the group asking people to pick a paper and share what they've learned/how they feel/what they still want to know/ etc, about that issue.

Make this an evaluation tool by jotting down things like 'what could be improved', 'how was the workshop overall', etc. on the slips instead.

Before & After

Ask the group to tell you how they feel/ how much they know about the issue at the beginning of the activity. They can do this by ...

- Rating themselves on a scale of 1-5 and posting sticky notes on a designated area
- arranging themselves along an imaginary line, with one end being 'excellent', and one end being 'very poor'
- Making a drawing
- writing a short sentence(s)
- making a human sculpture



Section 5

Keep the Fire Going!



Sample Projects & Actions

Here are a few examples of projects and actions you can carry out!

Making a Video:

Getting the Equipment

What you need:



- ☐ Video Camera
- ☐ Editing equipment: Make sure you have a manual/guide of how to use it, and someone experienced you can ask for help. If proper editing equipment cannot be obtained, you can use your video camera as the second VCR. Make sure you have two batteries for the camera, so that when one is recharging, you can use the other. Another alternative is to get a replacement wire that plugs into the video camera and into the wall.
- ☐ Voice-overs are very useful if available
- ☐ Tripod
- ☐ At least five blank tapes

Getting Started

- Decide on a topic you find interesting
- If you have a partner, make sure you are compatible
- Do some research (i.e. reading books, articles, etc.)
- If you are interviewing people, set up the interviews ahead of time and prepare a list of questions
- Prepare an outline of what you plan to do, or a thesis if you are doing a documentary

Filming

- Be comfortable with the camera and how to record
- Be aware of: background noise, lighting, and voice levels (too loud is better than too quiet)
- Try to get a variety of visual backgrounds
- Be prepared for: interruptions, rambling people, shy people, etc.
- Be ready to think on your feet and ask unprepared questions

Editing

Editing is the most crucial and time-consuming part of the project. It can make or break your final product.

- If working with a partner, set meeting times in advance; be prepared for cancellations or delays
- Editing may sound easy, but it will take a while to get the hang of it-leave extra time!

Source: Susan Mazza & Anna Strauss, Global Development Network, 1998, *Think, Act, Change!*

Make A 'Zine!



What's a 'zine?? Zines are 'alternative' magazines. Zines are made from creativity, original ideas, and a photocopier.

Why make a 'zine? To give yourself a voice. Most media – TV, newspapers, magazines – are based on an adult perspective. Writing a 'zine gives alternative, youth perspectives on issues not represented in mainstream media.

How do I make one? Make it yourself or with a friend. Decide if your 'zine is a forum for your ideas, or if it has a specific topic. Choose a title; pick one that grabs people's attention.

Keep a book where you can write down your ideas regularly. Then, write the articles.

Remember to make you 'zine visually interesting. Add graphics, like cartoons, art, photographs, and pictures from magazines. Beware of copy rights!

Your 'zine will be judged by its cover. Make it nice to look at. Put graphics on the front, and tell the reader the contents of the 'zine.

For a sample eight-page 'zine...

1) Take 2 sheets of 8 ½" x 11" paper and fold them in half to form a booklet. 2) Number the pages lightly in pencil. 3) Arrange the articles and graphics where you want them to go, then paste everything down. Just use your imagination. 4) Photocopy the 'zine double-sided. Make one prototype before you photocopy a run to make sure it is perfect.

Where to buy and sell 'zines:

Stores such as music stores, vintage clothing stores, and other 'zine-friendly places.

Friends-sell or trade your 'zine!

Source: Jennifer Holland, Global Development Network, 1998, *Think, Act, Change!*

Write a letter to the editor



Writing a letter to the editor can be an effective manner of addressing issues of bias in the media. There are several things to keep in mind when writing a letter:

- You can respond to both negative and positive portrayals. (While anger towards a negative portrayal may fuel a pithy response, newspapers like to receive praise and, if the end result is improved coverage, then by all means take advantage of the opportunity).
- Respond as quickly as possible. Try to get your letter off on the day, or the day after, the story you wish to comment on was published.
- Keep your response brief. An effective letter can be as short as 50-100 words.
- Make sure you refer in the first sentence to the article which





prompted your response.

- Be succinct. Do not wander from the one or two points you wish to make.
- Be forceful, but not inflammatory. Do not attack the writer of the story; rather, challenge the representation.
- If you are sending your letter via e-mail, include the letter in the text, not as an attachment. Many newspapers are unable to receive the transmission of attachments.

Sample Letter to the Editor (Fictive)

June 23, 2003

Dear Sir or Madam,

Your newspaper's otherwise thorough coverage of the hostage-taking in Pakistan (India Air Hostages Freed - June 23) lacked one pertinent bit of information. When the Globe & Mail uses the phrase "Islamic militant group", you ought to supply your readers with an explanation of the connection between the group's faith and their objectives. After all, "Islamic" and "militant" are not synonymous! In this case, the group in question's militancy was political, and not religious, in nature.

Jane Ménard, Fair Say

Source: Young People's Press e-zine, 2002. <http://www.equalitytoday.org/editor-p.html>

The Media Walk of Shame

What you need:

magazines to cut pictures out of
scissors, tape, paper, some markers
and a few friends to help out



Prep Work:

Talk to your teacher about the project and get permission to do the Walk of Shame in a public area in or around the school.

Find offensive and demeaning images of women from magazines.

Tear, cut or pull out the images.

Find a central pathway leading to a classroom inside your school or use the main school entrance walk way.

Lay out the images on the floor to take up the most amount of space as possible.

Tape down all of the images you have collected on the ground so that it forms a path leading to the door.

Make sure you have the title "MEDIA WALK OF SHAME!" near the area.

Write the title on scrap or construction paper. Place the title above, below or on the wall near the path you have created.

Have a written explanation of what the Walk of Shame is. The write-up should indicate that everyday these images can be found in the media and that this walk of shame is symbolic of the way women and girls are walked on and walked over in their daily lives.

Put the write-up on a placard or make a sign and put it on the wall.

If you can, photocopy your write up on a half sheet of paper and hand it out to people as they walk by.

Timing:

This type of action works best around December 6, Women's Remembrance Day, or on March 5, International Women's Day. However, you can try it any time of the year.

It will take about 1-2 hours to find the ads, and post the ads on the floor. You should budget an additional hour for a constructing, reviewing and editing the write-up.

Helpful tips:

It is always good to talk to your teacher before taping things on the floor or wall, even if you decide to do it outside. No one wants to see their hard work go to waste.

If you can put down a piece of clear plastic over the images. That way the walk will last longer and if you are outside it will stand up against the rain.

Having a small written hand out is effective because it allows people to take something away and think about it later.

Source: MediaWatch Youth, 2002 <http://www.mediawatchyouth.ca>

Power Petitions

"No one listens to me!" How many times have you said that? It's a common complaint. But you can do something about it. You can collect other voices and create a louder noise — one that's harder for people to ignore.

A petition is a paper with signatures to prove that many people agree with your position. It's a demonstration of group strength. It can be a very powerful tool in gaining the attention you might need for your problem or project.

- Most of the time, you'll want to use regular 8 1/2" by 11" paper to describe your problem and collect signatures. But this isn't essential.
- Give your petition a title (for example, "Petition Against Discrimination").
- Identify your group.
- Identify the official or agency that will receive your petition.
- Write a statement describing the problem you want to resolve or the plan you're proposing. This should appear at the top of every petition page so that people can't say they didn't understand what they were signing. If you plan to take your petition door-to-door, never go alone.
- Provide blank lines after your statement for people to write any or all of these:
 - Their signature
 - Their class, grade, or group
 - Their school or hometown
 - Their address and phone number





Some petitions might require addresses as proof that the signers own property in the area (for example, if you're petitioning to stop a bar from opening in a quiet neighborhood). Also, you might want to contact some of your signers again. Give people the choice of listing this information.

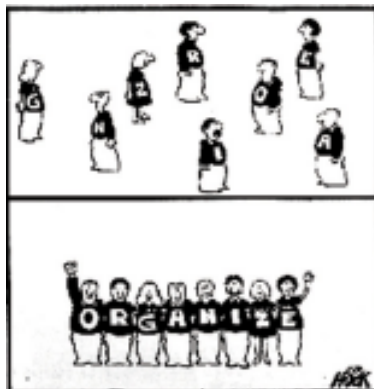
- Number the signature lines for easy totaling.
- Smile! The better you treat the people you meet, the more likely they'll sign your petition.
- Some people you ask to sign your petition might disagree with you. Keep calm and stay polite anyway. Never speak or act rudely.
- When you're through collecting signatures, photocopy all the pages of your petition. Keep the copy in a safe place. You may need proof of the signatures later, if your original petition is lost.

Present your petition to someone who has power to act on your ideas.

Source: Shine Youth Action Guide, 2002 http://www.shine.com/action_guide.cfm?content_id=powerpetitions

Hello, my name is Heidi Wong, and I am from Brampton, Ontario. Currently, I am 12 years old. For a long time, I had always wanted to make a difference, especially when it came to the environment. I was frustrated that it was hard to make our opinions heard. However, the perfect chance came my way. I was chosen to represent the city at the International Children's Conference on the Environment, and it was held in Victoria, British Columbia. I learned all about how other children around the world were helping to save the environment, and we were able to develop challenges to be sent to world leaders during a world summit- I had the opportunity to make my voice heard. Now that I have returned, I have started a creek cleaning project, to keep the nearby creek clean for everyone!

By Heidi Wong



Youth Organizations

Below is a sampling of a few of the many national youth organizations in Canada that you can contact for resources, support, or just to get more involved! Each organization is connected to many others, so if you don't find what you're looking for here, chances are, they can help you.

In addition to these organizations, you can also look up youth programs offered by: YMCA/YWCAs, Boys & Girls Clubs, 4-H Clubs, Boy Scouts & Girl Guides, community centres and agencies, student clubs & organizations, faith groups, 'ethnic' communities and many others.

Aboriginal Youth Council (AYC)

c/o National Association of Friendship Centres, 275 MacLaren Street, Ottawa ON K2P 0L9

tel: 613- 563-4844 fax: 613-594-3428 or 613-563-1819

email: siteadmin@ayn.ca

web: www.auysop.com/ayc/ayc.html

The mission statement of the AYC is to create positive change for Friendship Centre Youth through inclusion, empowerment and culture by increasing communication, training and development opportunities and youth involvement; by facilitating the development of youth leaders; by providing awareness on issues facing urban Aboriginal Youth; by encouraging and supporting the ongoing spiritual, mental, emotional and physical development of urban Aboriginal Youth; and by preserving and promoting aboriginal culture and heritage.

Aboriginal Youth Network

Box 34007 Kingsway PO Edmonton AB T5G 3G4

tel: 780-459-1058 or 1-866-459-1058 fax: 780-419-7266 or 1-866-419-7266

email: siteadmin@ayn.ca

web: www.ayn.ca

The Aboriginal Youth Network is foremost an online resource created by youth for youth. They are accountable to youth through our youth advisory committee which meets in person twice yearly and twice again via teleconference. The committee is consulted on an ongoing basis, informally using mailing lists, Microsoft NetMeeting, message boards and chat rooms.

Canada World Youth

Head Office: 2330 Notre-Dame Street West 3rd floor Montreal, QC H3J 1N4

tel: 1-800-605-3526 or 514- 931-3526 fax: (514) 939-2621

email: cwy-jcm@cwy-jcm.org

web: www.cwy-jcm.org

(There are separate regional offices. Look up the website or contact the head office for the office nearest you).





Canada World Youth is a national, non-governmental organization that provides young people from Canada and around the world with the opportunity to travel, live and work in different communities, to learn about local and international development, and to gain important job skills for the future.

Canadian Labour Congress (CLC) Youth

2841 Riverside Drive, Ottawa, ON K1V 8X7

tel: 613- 521- 3400 ext 424 fax: N/A

email: nnann@clc-ctc.ca

web: www.clc-ctc.ca/youth

The CLC is helping unions throughout Canada organize young workers — particularly in those sectors where youth are concentrated. They are making the labour movement more visible to young workers in their community, on their issues. They are also working to increase opportunities for youth in the labour movement by including them in the movement's leadership. They are also committed to communicating with young people in schools and in the broader community.

Inuit Youth Council

c/o Inuit Tapirisat of Canada 170 Laurier St. W, Suite 510 Ottawa, ON K1P 5V5

tel: 613-238-8181 fax: 613- 234-1991

email: lokalik@tapirisat.ca

web: 216.191.232.181/itcyouth/index.html

The mission of the NIYC is to benefit all Inuit youth through the strength of our voice and action. Furthermore, they commit to work with elders and other partners in the preservation and strengthening of the Inuit language(s) and culture; and provide opportunities for young Inuit to attain their dreams and visions

MediaWatch Youth

517 Wellington St. West, Suite 204 Toronto, ON M5G 1V1

tel: 416-408-2065 fax: 416-408-2069

email: info@mediawatch.ca

web: www.mediawatchyouth.ca/

MediaWatch is a national, non-profit, feminist organization that seeks to transform the media environment from one in which girls and women are either invisible or portrayed through a stereotype, to one in which girls and women are realistically portrayed and equitably represented in all their physical, racial, religious, economical and cultural diversities.

NAC Young Womyn

234 Eglinton Ave. East Suite 203 Toronto, ON M4P 1K5

tel: 416- 932-1718 fax: 416- 932-0646

email: nacyoungwomyn@hotmail.com

web: http://www.nac-cca.ca/young/young_e.htm

NAC Young Womyn (NAC YW) was born as a space for young women to meet, dialogue and work together to advance women's

equality. The core vehicle for the network has been an electronic discussion list where several hundred young women have been sharing opportunities for advocacy, discussing issues, planning local activism and sharing their views with researchers and publications.

National Youth in Care Network

202-327 Somerset Street west, Ottawa ON K2P 0J8
tel: 613-230-8945 or 1-800-790-7074 fax: 613-230-4383
email: nd@youthincare.ca
web: www.youthincare.ca

The National Youth In Care Network (NYICN) is a non-profit, charitable organization run by and for young people, aged 14 to 24, who are or have been in the care or custody of child welfare authorities across Canada. They develop resources and provide training to groups of youth in care who want to set up networks in their community or region.

Native Women's Association of Canada (NWAC) Youth Council

1292 Wellington Street Ottawa, Ontario K1Y 3A9
tel: 613- 722-3033 ext 230 fax: 613- 722-7687
email: jgolic@nwac-hq.org
web: <http://www.nwac-hq.org/youth/youth.htm>

NWAC Youth Council is comprised of one representative from each Provincial/Territorial Member Office. Four of the Youth Council's members from four directions are elected as Youth Directors of NWAC and they have a voting seat on NWAC's Board of Directors. NWAC Youth Council works toward active participation in youth initiatives and promoting the well being of young Aboriginal women.

Public Interest Research Groups (PIRGs)

tel: N/A fax: N/A
email: N/A
web: www.pirg.ca/

PIRGs are a network of groups conducting research, education, and action on social and environmental justice issues and they are all non-profit, university student-funded and directed. Check out the website for the PIRG nearest you or contact a local university to find out if a PIRG exists there.

Sierra Youth Coalition (SYC)

tel: 1-888-790-7393. fax: N/A
email: sierrayc@web.ca
web: www.sierrayouthcoalition.org/en_CA/

The SYC is the youth-run branch of the Sierra Club of Canada that serves as an action centre for youth concerned about the environment. It embraces all the diverse peoples of Canada ages 15 to 25 and students of any age. As a part of the Sierra Club the SYC connects the youngest activists to the oldest, and to the largest organization for environmental protection on our continent. It





works on environmental campaigns (locally and nationally), internships, youth skills building and empowerment, conferences, creating a voice for youth in policy making, networking young people, and linking social justice and environment issues. Sierra Youth Coalition is unique as it is Canada's only national youth environmental group.

TakingITGlobal

42 Charles Street East, 5th Floor Toronto, ON M4Y 1T4
tel: 416- 928-3362 x4225. fax: N/A
email: info@takingitglobal.org
web: www.takingitglobal.org/

TakingITGlobal (TIG) is an international organization, led by youth, empowered by technology. TIG brings together young people in more than 190 countries within international networks to collaborate on concrete projects addressing global problems and creating positive change.

Tiny Giant Magazine/The Student's Commission

tel: N/A fax: N/A
email: tgmag@tgmag.ca
web: www.tgmag.org

Tiny Giant Magazine/The Students Commission (TG/SC) is a diverse, global-minded organization that is run by youth for youth across Canada. They strive to create opportunities for empowerment through innovative and educational processes and products. Check out the website to ask about the office nearest you.

United Nations Association in Canada (UNAC)

Suite 900, 130 Slater Street Ottawa, ON K1P 6E2
tel: 613- 232-5751 fax: 613- 563-2455
email: info@unac.org
web: www.unac.org

The United Nations Association in Canada builds bridges of knowledge and understanding that link all Canadians with the people and nations of the world. Through the United Nations system, they share in the common quest for peace, human rights, equitable and sustainable development and the elimination of poverty.

YouCAN

797 Somerset Street West, Suite 34 Ottawa, ON, K1R 6R3
tel: 613-230-1903 or 1-888-4youcan fax: 613-233-3700 or 1-877-309-5969
email: info@youcan.ca
web: www.youcan.ca

YouCAN! (Youth Canada Association) is a national non-profit charitable organization that is dedicated to empowering youth and building a culture of peace among the youth of today. They assist young people in developing the skills needed to build peace, resolve conflict and participate actively in youth issues.

Young People's Press (YPP)

110 Eglinton Ave. W., Suite 200, Toronto, ON M4R 1A3
tel: 416-484-4570. fax: 416- 484-8173
email: writeus@ypp.net
web: www.ypp.net/

YPP is a national news service for youth, and assists youth in publishing their work, dealing with the media and getting their voice heard. Their website provides a great chance for talented and emerging youth out there to showcase their work. Mail, fax, or email them with your work, or to find out more.

YouthFluence

c/o Institute On Governance 122 Clarence Street Ottawa, ON K1N 5P6
tel: 613-562-0090 fax: 613-562-0097
email: info@youthfluence.com
web: www.youthfluence.com/

YouthFluence is a network of young people and youth organizations initially brought together through a millennium project of Citizenship and Immigration Canada (CIC). Their goal is to bridge the gap between youth and decision-makers, build resources and networks within the youth community, and make youth voices heard!

What Youth Are Doing...

DANCEARTS IN VANCOUVER PRESENTS: EARTH Project

EARTH Project is a four-year, international arts-based initiative which explores issues of global sustainability and social justice through the eyes of young people. A network of 22 arts organizations who work with and for teenagers will collaborate in a 5-stage process which will bring together youth, artists (both young and mature), and youth-driven environmental and social justice networks. We will collaborate in a series of workshops in Canada and abroad. Productions will then be created in each centre. The project culminates in a festival in the fall of 2005 which brings all the work together (perhaps at the World Expo in Nagoya, Japan) in late 2005. The goal is to enrich and expand levels of knowledge and energy for positive environmental and social change amongst young people at local levels and across diverse communities globally.

For more info, contact: call 604 -606-6425 or visit www.dancearts.bc.ca





Glossary

***Note:** these are working definitions. By reading this you will get a basic understanding of what these terms mean, but as you continue to organize and take action you will see that most terms have a huge history and lots of debate surrounding them, and that there are multiple meanings behind everything. It is up to you to make your own definitions...

Able-bodied: someone without a disability.

Ableism: defines people without a disability (a mental, physical or emotional impairment) as being normal, and in this way marginalizes those with a disability.

Accessibility: means having meaningful inclusion and participation of everyone, especially those from marginalized backgrounds (e.g. people of colour, elderly, low-income). It requires the elimination of barriers (such as high tuition, poor public transportation) and of limits to participation (academic language, Eurocentric curriculum). Sometimes it refers specifically to meeting the needs of people with disabilities not only through things like wheelchair friendly buildings, sign language interpretation and Braille resources but also by having an anti-ableist environment.

Activist: a person who takes action in some way in order to challenge inequality or injustice.

Adult Education: similar to popular education. A way of helping people learn that assumes that the individual is responsible for and capable of their own learning. An adult educator does not teach, but facilitates the learning process.

Adulthood: when youth or children are marginalized and discriminated against based on their age.

Ageism: discrimination based on a person's age.

Anti-Globalization: movement and set of theories to counter the expansion of corporations in such a way that they produce unfair working conditions, economic inequalities, environmental degradation, loss of cultural traditions and other problems.

Anti-Oppression: strategies, theories and actions that challenge illegitimate power structures.

Anti-Racism: strategies, theories and action that aim to challenge and counter the inequalities, misconceptions, prejudices and discrimination produced through a system that has historically developed to favour white people while marginalizing people of colour.

Anti-Racist Environmental Justice: actions and ideas resulting from the belief that all people are entitled to: a healthy environment, the right to develop, implement and enforce environmental

laws, regulations and policies (especially marginalized communities) and an environmental movement to protect communities of colour, First Nations, immigrant/refugee and low income communities. Anti-racist environmental justice sees the social, economic and political dimensions of environmental issues and challenges inequities to create a new agenda for change.

Bisexual: someone who is attracted to both males and females.

Charitable Registration Number: a number given to established organizations by the government which recognizes that organization's ability to run itself and manage finances. When applying for large amounts of money from government agencies and charitable foundations, you need a charitable registration number.

Class: a person's position in society based on income-level, education, or employment.

Classism: belief that those belonging to a higher class are deserving of better services, living conditions and opportunities and are more cultured, less dangerous and refined because of their wealth while poorer people are seen as worthless and as responsible for their poverty. In this way, those from higher classes dominate the political, education, economic, cultural and even activist scene. Class oppression and marginalization is affected by factors such as race, gender, sexuality and ability. Classism also refers to the use of academic or activist language that most people do not understand, having access to jobs/education/other opportunities, and having the choice to be an activist or take risks.

Coalition: a network of groups that have a common interest, goal or mandate and who come together to take action on a specific issue/issues.

Colonialism: means entering into a foreign place proceeding to steal land and resources while killing off or reducing the people living there to third class citizens.

Commodification: when something is made to seem like an object or thing that can be controlled and manipulated. For example, cultural traditions are often commodified in our society, reduced to objects that can be bought and sold.

Conflict Mediation: finding a way to sort out a problem or conflict between two or more people or groups with the help of a person or group who can listen and suggest a compromise without being biased or judgmental.

Consensus: reaching a decision with everyone's agreement. It means that, even if people have different opinions or ideas on a topic, they can come to some sort of understanding and make a decision.

Cross-Cultural Conflict Mediation: finding a way to sort out a problem or conflict between two or more people or groups that was either caused by cultural differences, or is more difficult to resolve because of cultural differences. A cross-cultural mediator is from a





different cultural background from the people in the dispute and can listen and suggest a compromise without being biased or judgmental.

Cultural Appropriation: knowingly or unknowingly using or commodifying elements of another culture that would not necessarily be acceptable if used by a person belonging to that culture- e.g. symbols, art, language, customs, clothing etc. - without always understanding the value of these elements. Grows out of the assumption of a dominant (white/western) culture's right to take from other cultures.

Direct Action: protests, rallies, street theatre, defacing property, and other activities that are highly visible and that challenge a person/group of people causing injustice and/or raise general awareness.

Disability: a highly debated term. Generally refers to a mental, physical or emotional impairment. As a result of the disability, people face social, economic, physical, attitudinal and systemic barriers when accessing services, resources, rights and freedoms.

Discrimination: actions or behaviours carried out based on generalizations about a group of people (e.g. people of colour, women, queer etc) that negatively affect that group of people.

Environmental Justice: see **anti-racist environmental justice**

Environmental Racism: refers to the way that wealthy, mainly white communities have been protected by the systemic racism that allows them to dominate and control the environmental movement whereas communities of colour, First Nations, immigrant/refugee and low-income communities bear disproportionate environmental burdens. These communities face: racial discrimination in environmental policy making and the enforcement of regulations and laws; deliberate targeting for toxic waste facilities; life threatening presence of poisons and pollutants in communities; and a history of exclusion from meaningful participation and leadership in the environmental movement.

Evaluation: following a workshop, meeting or other event, a discussion, written form or other activity to determine how well the workshop/meeting/event went.

Facilitation: *Guiding* the group discussion in a meeting or workshop so that you accomplish what you set out to do and everyone feels safe and comfortable.

Feminism: refers to the theories, movements, and actions that aim to challenge and eliminate sexism.

First Nations: the people living in the Americas and Australia before colonization, and their descendants. This term is generally preferred over 'Native' or 'Indian'.

Gay: males who are attracted to males only (sometimes includes females who are attracted to females as well).

Globalization: the process through which corporations and economies are expanding globally, with the help of global agreements and institutions like the World Trade Organization (WTO) and International Monetary Fund (IMF). Globalization is happening in a very unequal fashion, producing unfair working conditions, economic inequalities, environmental degradation, loss of cultural traditions and other problems.

Grant: a fairly large sum of money given to a group to run a project. Requires an application, usually in the form of a proposal.

Group Dynamics: balancing the two elements of a group: getting work done and getting along as a group.

Heterosexism: the belief that heterosexuality is natural/superior.

Homophobia: the fear of and discrimination against those who are/who are thought to be lesbian, gay, bisexual, transgender, transsexual and intersexed (LGBTI).

HTML: Hyper-text mark-up language. The main computer language used to design websites.

In-Kind: a non-financial donation – for example, volunteer work, office equipment and supplies, meeting space, etc.

Institution: a broad word referring to any sort of organized/established structures, systems or processes. For example, an educational institution is a school, college or university, while the institution of marriage refers to the ideas, rules and processes of getting married. *Institutionalized* means formally established (e.g. the education system became institutionalized at some point with formal rules and regulations about learning) or fixed into formal structures (e.g. racism is institutionalized in North American society).

Intersexed: someone who is born with a mix of male and female sex organs.

Lesbian: females who are attracted to females only.

LGBTI: an acronym for lesbian, gay, bisexual, transgender, transsexual and intersexed people.

Lobbying: meeting with government officials and other public officials to urge them to take action on a certain issue or to change an unjust policy or bill.

Marginalized: a word to describe people who have a less advantaged position in society because of their race, class, age, gender, sexuality, ability, or some other aspect of their identity.

Media Advisory: a brief page with the bare facts (5 W's & H) on your event: when and where it's happening, who's coming, how





many people are coming and what the event is.

NGO: non-governmental organization. An officially recognized organization that is not connected to the government.

Oppression: socially and historically built inequalities and injustices that are ingrained in our systems, institutions and process. These inequalities and injustices are supported and continued by policies, institutions, systems and processes in society and allow certain groups (e.g. wealthy people, white people) to dominate over other groups.

Organizer: a person who takes action in their community by organizing events, activities and projects.

Patriarchy: the norms, values, beliefs, structures and systems that grant power, privilege and superiority to men and thereby marginalize and subordinate women.

People of colour: a term to refer to people who are not seen by society as being white. This term is usually preferred over 'non-white', 'visible minority' or 'minority' because it suggests collectivity and empowerment rather than inferiority.

Popular Education: a way of helping people learn and empower themselves to take action. Popular education uses people's own experiences, knowledge, ideas and creativity as the basis of learning, and links this to broader processes, systems and structures. Rather than teaching people what to think or how to act, popular educators facilitate the learning process by raising questions, challenging norms and assumptions and encouraging people to reflect on their experiences and actions. It is a continual process of reflecting on our actions, taking action, and reflecting again.

Poverty: refers to a lack of wealth, resources, services, materials and/or supplies.

Power: the meaning of *power* varies depending on the specific situation. In different times and places it can mean:

- a) control over and/or access to government owned/sponsored institutions (i.e. systems, agencies, resources, processes, structures etc.)
- b) defining what is considered normal, and convincing others that this is true
- c) being able to decide what you want and take action accordingly
- d) being able to take action

Prejudice: a positive or negative assumption, generalization or pre-judgment about a group of people which may be based on stereotypes.

Press Release: a description of your event, written like a news story (in the third person) with quotes from key organizers and your contact info.

Privilege: refers to the rights, control, access to services, opportunities, products and other forms of power that all members belonging to a dominant group (such as whites, males, heterosexuals etc) automatically have because of their identity. Those with privilege don't necessarily know that they have it,

but are still at an advantage over those without it.

Proposal: a report that outlines a plan for a project or for research. Requirements for a proposal may vary according to whoever you are submitting the proposal to.

Queer: once a negative term used to describe those who did not meet societal norms of sexual behaviour, *queer* is now used by many LGBTI people to describe themselves.

Racism: a 300-500 centuries-old belief that there are separate human races with distinct qualities, and that the white race is the most superior. This false notion is ingrained in our society today and can be found embedded within societal structures, processes and institutions. In this way, racist norms and ideas persist. As a result, those who are white maintain certain privileges and controls in society while those who are not white are marginalized and must suffer the consequences. **Reflection:** refers to the discussion people have after a workshop activity to discuss what they learned during the activity, how it relates to broader processes and structures, and what they can do with the new understanding/knowledge they have gained.

Sexism: norms, values, beliefs, structures and systems that marginalize and subordinate women while granting power, privilege and superiority to men

Stereotype: a negative assumption, generalization or pre-judgment about a group of people, which may or may not be based in reality.

Systemic: when something is embedded into societal structures, making it invisible to most people.

Tokenism: allowing the participation of someone from a marginalized group without really challenging underlying oppressions that make them marginalized in the first place.

Transgender: someone who was born/brought up as being one sex/gender but who identifies as being from the other sex/gender.

Transsexual: someone who takes hormones or gets surgery done to change their sex because they do not identify as belonging to the sex they were assigned at birth.

Workshop: an informal class that uses adult education or popular education methods to help people learn about a certain topic or issue.

Youth: usually refers to people under twenty-five years of age, and sometimes to people under thirty years of age.



Resources Chart

Topic Area	Websites Covering Topic
Anti-Oppression	<p>Aboriginal Youth Network www.ayn.ca</p> <p>Canadian Labour Congress Youth http://www.clc-ctc.ca/youth/</p> <p>Canadian Race Relations Foundation www.crr.ca</p> <p>Colours of Resistance (COR) www.tao.ca/~colours</p> <p>Feminist Campus www.feministcampus.org</p> <p>JustAct www.justact.org</p> <p>Student Environmental Action Coalition www.seac.org/sog</p> <p>The Active Solidarity Collective www.activesolidarity.net</p> <p>The National Educational Association of Disabled Students www.neads.ca</p> <p>UNAC Youth Forums Against Racism (YFAR) www.unac.org/yfar</p> <p>Young People's Press www.ypp.net (go to e-zines)</p> <p>Youth Resource www.youthresource.com</p>
Coalition Building	<p>Student Environmental Action Coalition www.seac.org/sog</p> <p>United for a Fair Economy (UFE) http://www.ufenet.org/activist/tools/index.html</p> <p>Youth Sourcebook on Sustainable Development</p>

	http://iisd1.iisd.ca/youth/ysbk000.htm
Conflict Mediation	Youth Canada www.youcan.ca
Consensus	The FreeChild Project www.freechild.org The Global Youth ACTION Network www.youthlink.org Student Environmental Action Coalition www.seac.org/sog Youth Sourcebook on Sustainable Development http://iisd1.iisd.ca/youth/ysbk000.htm
Cross-Cultural Communication	Cross-Cultural Communication http://expert.cc.purdue.edu/~qquo/crossculture.html Tiny Giant Magazine http://www.tgmag.ca/ap/sug/sug_e5.html
Event Planning	Feminist Campus www.feministcampus.org Student Environmental Action Coalition www.seac.org/sog Tiny Giant Magazine www.tgmag.ca Youth Fluence www.youthfluence.com
Facilitation	Activism Resources http://www.actionpa.org/activism/index.html The Catalyst Centre http://www.catalystcentre.ca/ Feminist Campus www.feministcampus.org The FreeChild Project www.freechild.org Student Environmental Action Coalition www.seac.org/sog www.tgmag.ca Tiny Giant Magazine

Fundraising	<p>Charity Village www.charityvillage.com</p> <p>Environmental Youth Alliance www.eya.ca</p> <p>Feminist Campus www.feministcampus.org</p> <p>RainForest Action Network. http://www.ran.org/action/toolbox/</p> <p>Student Environmental Action Coalition www.seac.org/sog</p> <p>The UK Youth Action Network www.youth-action.org.uk</p> <p>YouthActionNet www.youthactionnet.org/toolkit.php</p> <p>Youth Fluence www.youthfluence.com</p>
Getting the Word Out	<p>Feminist Campus www.feministcampus.org</p> <p>The UK Youth Action Network www.youth-action.org.uk</p> <p>United for a Fair Economy (UFE) http://www.ufenet.org/activist/tools/index.html</p> <p>Student Environmental Action Coalition www.seac.org/sog</p> <p>YouthActionNet www.youthactionnet.org/toolkit.php</p> <p>Youth Fluence www.youthfluence.com</p> <p>Youth Sourcebook on Sustainable Development http://iisd1.iisd.ca/youth/ysbk000.htm</p>
Getting Youth Involved	<p>YouthWeek www.youthweek.org</p>
Grant-writing	<p>Be The Change! http://www.peacechild.org/bethechange/</p> <p>Charity Village</p>

	www.charityvillage.com Environmental Youth Alliance www.eya.ca The FreeChild Project www.freechild.org The UK Youth Action Network www.youth-action.org.uk YouthActionNet www.youthactionnet.org/toolkit.php
Group Meetings	Activism Resources http://www.actionpa.org/activism/index.html Feminist Campus www.feministcampus.org Student Environmental Action Coalition www.seac.org/sog Youth Fluence www.youthfluence.com
Group Work/Group Roles	Feminist Campus www.feministcampus.org The FreeChild Project www.freechild.org Student Environmental Action Coalition www.seac.org/sog The UK Youth Action Network www.youth-action.org.uk Youth Fluence www.youthfluence.com Youth Sourcebook on Sustainable Development http://iisd1.iisd.ca/youth/ysbk000.htm
Icebreakers, Energizers and other Group Games	The Catalyst Centre http://www.catalystcentre.ca/ The FreeChild Project www.freechild.org Tiny Giant Magazine

	www.tgmag.ca The UK Youth Action Network www.youth-action.org.uk UNAC Youth Forums Against Racism (YFAR) www.unac.org/yfar
Media Relations	Activism Resources http://www.actionpa.org/activism/index.html Environmental Youth Alliance www.eya.ca Feminist Campus www.feministcampus.org Media Awareness Toolkit www.media-awareness.ca/eng/med/comm/youth/toolkit/index3.htm Media Watch www.mediawatchyouth.ca RainForest Action Network. http://www.ran.org/action/toolbox/ Student Environmental Action Coalition www.seac.org/sog Toronto Youth Cabinet www.torontoyouth.com YouthActionNet www.youthactionnet.org/toolkit.php Young People's Press www.ypp.net
Networking	The Aboriginal Youth Network www.ayn.ca Student Environmental Action Coalition www.seac.org/sog The UK Youth Action Network www.youth-action.org.uk Youth Sourcebook on Sustainable Development http://iisd1.iisd.ca/youth/ysbk000.htm
Plan of Action	Activism Resources

	http://www.actionpa.org/activism/index.html Feminist Campus www.feministcampus.org The FreeChild Project www.freechild.org RainForest Action Network. http://www.ran.org/action/toolbox/ Student Environmental Action Coalition www.seac.org/sog United for a Fair Economy (UFE) http://www.ufenet.org/activist/tools/index.html YouthActionNet www.youthactionnet.org/toolkit.php Youth Fluence www.youthfluence.com Youth Sourcebook on Sustainable Development http://iisd1.iisd.ca/youth/ysbk000.htm
Popular/Adult Education (incl. reflection & evaluation tools)	Advocates for Youth http://www.advocatesforyouth.org/ The Catalyst Centre http://www.catalystcentre.ca/ The Electronic Resource Centre for Human Rights Education http://www.hrea.org/erc The FreeChild Project www.freechild.org Tiny Giant Magazine www.tgmag.ca UNAC Youth Forums Against Racism (YFAR) www.unac.org/yfar Youth Sourcebook on Sustainable Development http://iisd1.iisd.ca/youth/ysbk000.htm
Sample Projects/Actions/Ideas	Activism Resources http://www.actionpa.org/activism/index.html Advocates for Youth http://www.advocatesforyouth.org/

	<p>Anarchist Youth Action- Network of Anarchist Youth www.infoshop.org/kidz/nay.html</p> <p>Canadian Federation of Students www.cfs-fce.on.ca</p> <p>The Electronic Resource Centre for Human Rights Education http://www.hrea.org/erc</p> <p>The FreeChild Project www.freechild.org</p> <p>The Global Youth ACTION Network www.youthlink.org</p> <p>Human Rights Canada www.hri.ca/children/youth</p> <p>Maquila Solidarity Network (MSN) www.maquilasolidarity.org</p> <p>Media Watch www.mediawatchyouth.ca</p> <p>NAC Young Womyn http://www.nac-cca.ca/young/young_e.htm</p> <p>RainForest Action Network. http://www.ran.org/action/toolbox/</p> <p>Student Environmental Action Coalition www.seac.org/soc</p> <p>TakingITGlobal www.takingitglobal.org</p> <p>Tiny Giant Magazine www.tgmag.ca</p> <p>Toronto Youth Cabinet www.torontoyouth.com</p> <p>The UK Youth Action Network www.youth-action.org.uk</p> <p>UNAC Youth 2002 Project http://youth2002jeunesse.unac.org/youth_e/index.htm</p> <p>UNAC Youth Forums Against Racism (YFAR) www.unac.org/yfar</p>
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	<p>United for a Fair Economy (UFE) http://www.ufenet.org/activist/tools/index.html</p> <p>Youth Fluence www.youthfluence.com</p> <p>Youth Resource www.youthresource.com</p>
Website Design/Internet Usage	<p>The Aboriginal Youth Network www.ayn.ca</p> <p>Activism Resources http://www.actionpa.org/activism/index.html</p> <p>The Catalyst Centre http://www.catalystcentre.ca/</p> <p>Community Access Programs www.cap.ic.gc.ca/english/7404.shtml</p> <p>Human Rights Canada www.hri.ca/children/youth</p> <p>Media Awareness Toolkit www.media-awareness.ca/eng/med/comm/youth/toolkit/index3.htm</p> <p>Youth Sourcebook on Sustainable Development http://iisd1.iisd.ca/youth/ysbk000.htm</p>

Web Sites:

www.youth-action.org.uk

-info on: funding, publicity, networking, community development, other. corporate focus, anti-discrimination policy, icebreakers, lots of other stuff –esp. red-tape, administrative

<http://www.ufenet.org/activist/tools/index.html>

-campus & living wage manual avail online-info on coalition building, campaign support, getting resources, action plan +other kits avail on order : street theatre, creative direct action, media stunts,

<http://www.ran.org/action/toolbox/>

-info on: media, fundraising, direct action. comprehensive

www.feministcampus.org

-extensive info on running a student group: running meetings, making a constitution, recruitment etc, planning events, media, funding, visibility events, public speaking
-study and action manual to run a feminist majority leadership alliance
-info on feminism
-info, links to pro-choice groups and religious groups
-links to youth activist resources

www.seac.org/sog

-online organizing guide with lots of info on: starting a group, structuring a group- running meetings, facilitation, consensus, writing group documents, issues to tackle, launching a campaign, building your organization, anti-oppression, outreach, resources – online organizations and US based mostly orgs,

www.youthlink.org

-Youth in Action: annual youth action guide avail in pdf. this year - on violence & education. previous years also available. info on consensus & organizing projects on these topics. not very comprehensive, US based.

www.justact.org

-links to other social, environmental justice orgs and campaigns globally
-links to partner orgs
-news and articles
-alternative opportunities database
-can order education & action packet on globalization issues
-grassroots, progressive, anti-racism

www.youthactionnet.org/toolkit.php

-action toolkit with pdf files on advocacy (strategies & tactics for action), fundraising, lobbying, writing proposals, funding sources worldwide, public relations
-database of youth orgs globally
-links to grants, scholarships, jobs, internships globally

www.youthactivism.com

- US focussed resources, but has links to organizations on a variety of different issues
- activist toolkit available on order

www.infoshop.org/kidz/nay.html

- links to chapters in Canada (only 2 right now), you can start your own
- ideas for how to start your group and actions you can take
- student toolkit coming soon
- lots of links to other organizing
- info on various issues
- race issues??

<http://crayon.does.it>

- zine- crayon colouring book –
- essays
- flyers you can download and print out

www.tgmag.ca

- hosts lots of conferences every year
- write for Tiny Giant Magazine
- young women connect –info on facilitation, icebreakers, running workshops
- outline for a workshop on volunteerism www.tgmag.ca/vol/worksh_e.htm
- info and links to other info & resources
- some very mainstream other more progressive
- conference planning handbook (run a students commission conference), workbook for taking action against child poverty plus other tools at [ww.tgmag.ca/sr200/tools/index_e](http://www.tgmag.ca/sr200/tools/index_e)

www.unac.ca/yfar

- anti-racism workshops, organizations across Canada, resources on anti-racism, info on racism in Canada. Avail by request and online.

http://youth2002jeunesse.unac.org/youth_e/index.htm

How to Survive and be Effective at Multilateral International Meetings –guide for youth attending international meetings

Mapping the Mind Maze survey – a survey on youth participation and involvement that you can do with a local youth group. It can be used as a tool to spark discussion about youth and sustainable development. Includes an activity guide for taking action and building awareness.

Mosaic – a database of successful youth-for-youth projects on sustainable development

- actions youth can take to get more involved
- links to other orgs, and information
- indigenous youth to youth project-workshops by indigenous facilitators from Canada & Pacific countries for FN youth from across Canada
- Model UN project
- other various projects each year

www.torontoyouth.com

2 youth action guides available in pdf or in print form by request:

[Youth Guide to making change in your Community!](#)

[Toronto Youth Cabinet: Public Speaking and Media Training Guide](#)

www.ypp.net

- Have a comprehensive writer's guide available for download in pdf format
- contact YPP to get help on writing & publishing stories and articles
- several on-line zines on diverse issues
- anti-racism e-zine includes two curriculum guides for use in classrooms or workshops, anti-racism postcards
- excellent online tutorial, 'how to deal with racial bias in the media', analyzing media, report card (evaluation form for newspapers), how to approach editorial board with your complaints, writing a letter to editor, press release, news article, opinion piece,

www.clc-ctc.ca/youth

- info on getting involved with union movement
- links to union youth committees

www.youthresource.com

- database of youth groups, gay straight alliances, queer friendly groups, a few Canadian but mostly US
- tips on speaking out about LGBTI issues in your school & connecting with other groups [95 Ideas for Your Student Group](#): Great ideas for activities for your high school or campus group. [Recommendations for K-12 Schools](#): Information about what schools can do to improve the climate for GLBTQ youth. [Recommendations for Colleges](#): Information about what colleges can do to improve campus climate.
- join listservs, webring,
- links to other resources

<http://www.advocatesforyouth.org/>

- several publications, avail as pdf on info & action related. to sexual & reproductive health incl.: Guide to Implementing TAP (Teens for AIDS Prevention): A Peer Education Program to Prevent HIV and STI [\[pdf of the full document\]](#) - 198 pp.], Advocacy Kit , A Youth Leader's Guide to Building Cultural Competence ,
- Spanish & French also available

www.hri.ca/children/youth

- info on human rights issues for youth
- guide: The Real Deal Rights, Resources and Opportunities for Youth in and from Care in Ontario**
- incl. Info on how to use Internet, phone book
- info for youth in care

www.ipl.org/teen

- links to resources and info on a variety of teen issues Teen Section of The Internet Public Library (IPL), is a public service organization and learning/teaching environment at the University of Michigan School of Information.

www.youthincare.ca

- guidebooks and videos available on order, some in French
- links to resources
- info on scholarships for youth in care
- contacts for youth in care networks in different provinces

www.ayn.ca

- join network of aboriginal youth through online forums, chat, emails, listservs
- news features
- aboriginal radio sites
- info on employment, health, education etc
- Cyberskins: activism links to submit stories and articles
- get free web hosting through AYN
- links to aboriginal schools and community websites in Canada

www.eya.ca

- lots of resources
- organizations manual (youth driven project): fundraising, policy writing, media,
- downloadable Indy videos
- many different resources for environmental projects
- youth driven project: resources for BC Youth

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

- urban native youth magazine

www.takingitglobal.org

- submit articles
- get involved with takingitglobal workshops, have a guest speaker from tig
- submit ideas for projects in the idea bank & connect with others who can help
- youth in action awards – win \$1000 for your work
- view database of youth projects globally
- global directory of organizations incl.300 in Canada
- funding info

www.activesolidarity.net

-links to anti-racism groups

- info resources for anti-racism

www.enablelink.org/youth/you_disab_orgs.html

- links to youth disability organizations in Canada

www.activist.ca

- Online network of activist groups in Canada

www.charityvillage.com

- excellent database of funding sources nationally
- database of non-profit groups in Canada
- links to and info on useful publications and resources
- links to free on-line stuff
- huge list of links for fundraising and grant writing, recruiting volunteers, becoming a non-profit organization

<http://www.peacechild.org/bethechange/>

- gives funding for youth projects around the world

www.cfs-fce.on.ca

-posters, petitions, other tools for student activism

www.maquilasolidarity.org

-action tools: Stop Sweatshop Campaign (fashion show, street theatre, store visits, rallies, leafleting etc0,
action research on sweatshops, education/action kit & videos avail on order for pop ed workshops

-background info on sweatshops

-links to other anti-sweatshop, fair labour, anti-corporate websites

www.gaycanada.com/categories/univgrp.htm

-directory of LGBTI groups at colleges and universities in Canada

http://www.nac-cca.ca/young/young_e.htm

-join email network

-info on feminist organizing in Canada

info on getting involved with their projects

www.neads.ca

-projects to get involved with

-student leadership guidebook : hints on organizing and leadership, directory of student disability orgs,

-links to websites on disability, government services, career, education etc

<http://www.crr.ca/>

Canadian Race Relations Foundation

-links to youth orgs, and other NGOs

-E-race IT! A Youth and Racism Fact Sheet.-articles on racism & anti-racism in Canada-links to more info
and orgs-lots of printable fact sheets

<http://www.catalystcentre.ca/>

-Engl., Fr.

-links to lots of pop ed resources online

-pop ed map: database of Canadian and international orgs working with pop ed

www.tao.ca/~colours

Colours of Resistance (COR)

-organizing tools: info on anti-racism & anti-oppression organizing

-links to many anti-racism orgs

-articles & analysis

www.youthfluence.com

lots of how-to guides: [Approach An Editorial Board](#) [Make an Action Plan](#) [Plan a Meeting](#) [Organize a Community Clean Up](#) [Organize a Conference](#) [Run an Annual General Meeting](#) [Set Up a Conference Call](#) [Take the Minutes of a Meeting](#) [Write an Effective Position Paper](#) [Write A Letter To The Editor](#) [Write a Research Proposal](#)

links, youth orgs listing

www.youthweek.org

www.youthone.com

-articles by youth, submit stuff

-community: advocacy orgs, youth orgs and political parties' directory

<http://www.hrea.org/erc>

Resource Centre

The Electronic Resource Centre for Human Rights Education is an on-line repository of human rights education and training materials, on-line forums, databases and links to other organizations and resources. The materials are provided free of charge.

-links to other human rights groups

www.mediawatchyouth.ca

Media Watch seeks to eliminate [sexism](#) in the media. With your help we can transform how the media represents and portrays girls and women as either invisible or in [stereotype](#) ways.

-media dictionary, fact sheets

-links related to media, anti-racism, on-line magazines, other resources

-action generation: how to do culture jamming, making creative resistance stickers

-interactive features

www.fesfo.ca

La Fédération de la jeunesse franco-ontarienne (**FESFO**) a été créée en 1975 par des jeunes qui voulaient "s'assurer que la jeunesse franco-ontarienne participe pleinement au développement de sa communauté".

-action-reaction: outil d'info sur le gouvernement, liens aux autres documents et organismes

www.enviroweb.org/issues/Septem/activism/index.html

Activism Resources

www.media-awareness.ca/eng/med/comm/youth/toolkit/index3.htm

Media Awareness Toolkit

www.cap.ic.gc.ca/english/7404.shtml

Community Access Programs