# ME TO WE SIGNATURE LEADERSHIP PROGRAMS
# 2013-2014 IMPACTS REPORT

## TO OUR VALUED PARTNERS AT NNDSB,

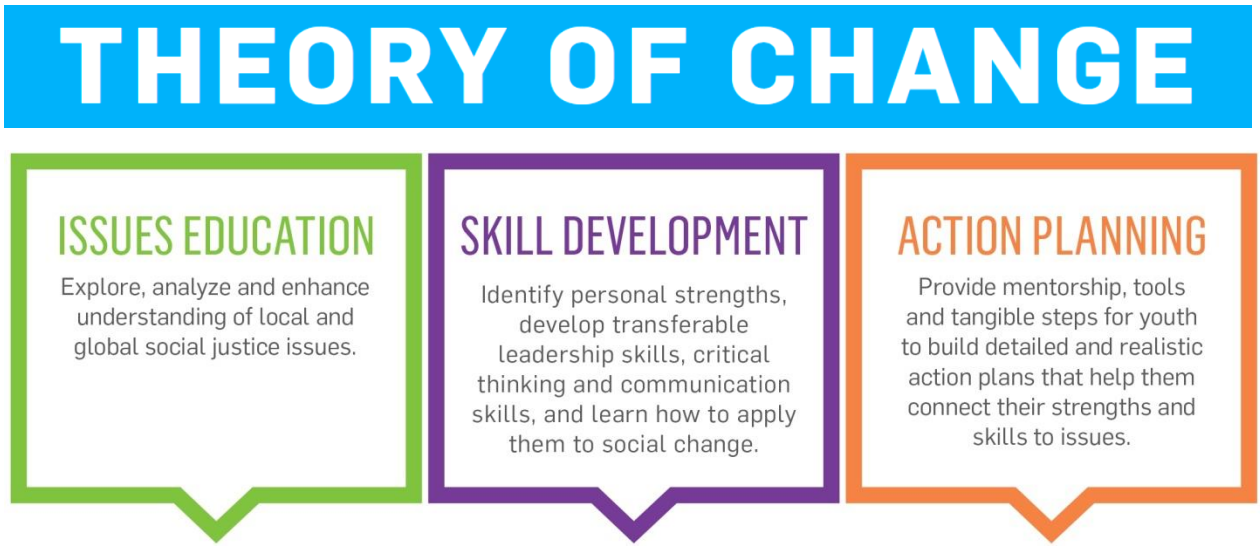
With over a decade of leadership programming under our belt, Me to We continues to set the standard for quality leadership training that celebrates the student voice. Our programs are constantly evolving as we develop innovative new pathways to address the ever-changing needs of the communities that we work in and the youth that we serve.

## OUR GUIDING PRINCIPLES

Me to We's leadership programs constantly strive to create accessible, inclusive and optimal learning environments for all students. We encourage the students that we work with to take risks and challenge themselves in an environment that feels safe and supportive.

While focused on innovation and adaptation, our motivation remains unchanged; we fundamentally believe that young people have the power to change the world. Through signature programs that focus on various themes including global citizenship and volunteerism, Aboriginal culture and tradition, and inclusivity and safe schools, we lead youth through a transformative process that helps them to discover their potential as agents of change.

Me to We is excited to showcase the impact that our programming continues to have on thousands of youth we have had the privilege of working with this year. From feeling more like a leader at their school to being able to identify issues they would like to take action on, students who take part in Me to We leadership programs are proving to be more engaged, involved and active in their communities than ever before.




The Theory of Change is Me to We's transformative model. The theory follows three key focal points to guide participants in the exploration of leadership development, social justice education and civic duty. These focal points are: Issues Education, Skill Development and Action Planning.

Our expert Me to We facilitators play an important role in mentoring students, equipping them with the skills necessary to become active members of both their local and global communities. Although our programs vary in theme, focus and structure, participants involved in any of our programs will follow this common path.

# ISSUES EDUCATION

Explore, analyze and enhance understanding of local and global social justice issues.

***Research indicates that running social advocacy training with young people assists in the evolution of their own personal values and attitudes towards the world.[1]***

Me to We programs use peer-to-peer learning to educate young people about the social issues that are present in their backyard and abroad. Through thoughtful, peer-driven discussion, students discover the issues that they are passionate about, while at the same time learning how to be supportive of the different opinions of their peers and build empathy and understanding of different points of view. It's through this process that participants identify issues that they are individually passionate about – laying the foundation for personal accountability while making positive change.

While the focus of each program varies, Me to We Programs educate youth on issues both locally and globally. Facilitators guide participants through experiential activities that explore issues such as bullying, self-esteem, discrimination, stereotypes, poverty, access to education, clean water, globalization, consumerism, the environment and more. Through facilitated discussions students engage with issues in a meaningful way and discover their passion for an issue that they would like to see change in the world.

[1] Ed Gillis (2004). *Ed's Approach to Mentorship and Facilitation*

*Programs aimed at teaching youth about civic engagement enable participants to develop social and leadership skills which translate into being more prepared for employment and educational opportunities.*[2]

Once participants have built a personal connection with a social issue, Me to We facilitators focus on training young people to develop the leadership skills that will help them address that issue. Facilitators work with youth to build upon their existing skill set as well as to develop new skills such as running effective meetings, researching, team building, communication, public speaking and conflict resolution. The skills that participants develop in Me to We programs are transferable to support their academic, professional and philanthropic aspirations.

[2] University of Waterloo Recreation and Leisure Studies (2011). *S'more than Just Fun and Games: Teacher's Perceptions of the Education Value of Camp Programs for School Groups.*

*Research indicates that participants who are trained in specific skills which help them to take action take more ownership over the process and feel more empowered.Students who learn about social issues at a deeper level tend to focus on creating realistic solutions to address those issues.*[3]

Action planning is the most important focus of Me to We programming and is the culmination of all of the program learnings. As participants of Me to We's programs, students build detailed and realistic plans of action that they implement within their schools and communities. Students are coached by and receive feedback on their action plans from their facilitators, their educators and their peers. The application of program learning to a tangible action plan empowers participants build a personal connection to service and acknowledge that they can indeed have an impact in the world.

[3] National Service-Learning Clearinghouse. (2007, April). *Citizenship and Service-Learning in K-12 Schools.* Retrieved May 18, 2012, from National Service-Learning Clearinghouse - Fact Sheets: http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/citizenship

## IMPACT OF ME TO WE'S SIGNATURE PROGRAMS

Me to We strives to understand the impacts of our programming on the development of young people, and we are diligent in collecting feedback from our participants. Once collected, we pass that feedback on to you, our valued stakeholders, to demonstrate the positive transformative value our programming has had on your youth and schools.

We evaluate the unique impacts of our Signature programs against their specific desired outcomes. The data summarized in this report reflects the feedback gathered from 485 students from across Canada who participated in our Take Action, Sacred Circle, and Stand Up! Leadership programs.

# TAKE ACTION PROGRAM

The Take Action Program uses Me to We Leadership's altruistic and shamelessly idealistic curriculum to support an experiential and service learning approach to educating students. Our longest running program, Take Action strives to help students to make positive differences in their local and global communities. By learning about world issues and discussing how students can be world-changers, the Take Action Program leads its participants through The Theory of Change, ensuring they are able to leave the series of workshops with tangible steps to take action in their communities.

**The Take Action Program is ideal for participants who have an interest in social issues and volunteerism, have been identified as leaders in their school and are looking to increase their involvement with their community. This year over 250 students surveyed about the experience participating in the Take Action Program and these were the incredible results.**

PARTICIPATION IN SERVICE ACTS & VOLUNTEERING

PASSIONATE ABOUT LOCAL & GLOBAL ISSUES

TRANSFERABLE LEADERSHIP SKILLS

**85%**
Have an understanding of the issues that affect their community.

**89%**
Have an understanding of the issues that affect the global community.

**82%**
Plan to continue to learn about social justice issues.

**84%**
Plan to participate in a community action program.

**86%**
Have a greater motivation for learning.

# STAND UP! PROGRAM

Stand Up! is a holistic leadership program designed to educate students on the issues of bullying and equity, while empowering them with the leadership skills required to build and promote a positive and inclusive school climate. The program creates accountability among students and schools to develop a safe and supportive school culture, which is both lasting and sustainable. This helps to raise awareness and lower the frequency of bullying in schools.

**The Stand Up! Program is ideal for participants that represent a cross-section of students that represent different social circles, ethnic backgrounds and grades who bring influential voices to the group. This year over 150 students were surveyed about the experience participating in the Stand Up! Program and these were the outstanding results.**

UNDERSTANDING OF SCHOOL CLIMATE

SKILLS TO DEVELOP SAFE, INCLUSIVE SCHOOL ENVIRONMENTS

SAFE SCHOOL AMBASSADORS

99%

Understand the different forms of bullying.

92%

Have an understanding of the specific needs of their school community

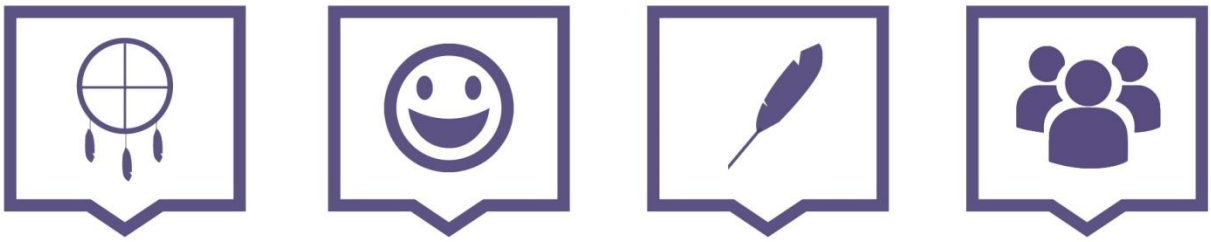
93%

Feel they can provide leadership to peers who face bullying.

# SACRED CIRCLE PROGRAM

The Sacred Circle program combines timeless Aboriginal teachings with Me to We's Theory of Change to work with Aboriginal youth to explore their potential as leaders, as well as their personal and cultural growth. By working in partnership with local Aboriginal community elders and mentors we are able to provide an arena for youth to connect with these elders to promote community connection and shared learning from one generation to the next.

**The Sacred Circle Program is uniquely designed for First Nations, Métis and Intuit youth to develop their leadership capacity, connect with their culture, confront and analyze local issues and understand their role in making positive change. This year nearly 100 students were surveyed about their experience participating in the Sacred Circle Program and these were the exciting results.**



UNDERSTANDING OF CULTURE AND TRADITIONS

INCREASED SELF-CONFIDENCE AND SELF WORTH

CONNECTIONS WITH ELDERS AND COMMUNITY LEADERS

ROLE IN COMMUNITY

**80%**
Feel a responsibility to be a positive mentor in their community.

**78%**
Plan to become a more active member of their community.

**75%**
Feel their voice/ opinion is valued.

**78%**
Feel there is a link between their education and being a positive contributor to their community.

**85%**
Feel more connected to my peers in their community.

**90%**
Are more aware of the support systems available to them for their future.

# NNDSB IMPACTS

Me to We would like to express our sincere thanks to the Near North District School Board for your continued partnership over the 2013-2014 school year. It is with great pleasure that we present the results of the commitments and actions taken by the participants of the **Take Action Program** within the NNDSB .

Below you will find a chart outlining the actions students in thirty-four schools in NNDSB have taken based on issues, both local and global, that they are passionate about. Many of these plans have already been implemented with great success!

| School Name | Issue(s) | Action(s) |
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| **William Beatty Public School** | Animal Welfare/Education | The students came together and raised $200 for the Society for the Protection of Cruelty for Animals through a bake sale, and $600 for We Create Change supporting Free the Children's year of education. |
| **Victory Public School** | School Supplies | The Take Action club held a toy drive in support of the school's kindergarten glass. They are passionate about creating a strong school culture and supporting their younger peers. |
| **Humphrey Central Public School** | Animal Welfare | Humphrey Central made an action plan to raise awareness for a local turtle species endangerment. The students have hosted a booth at their school fair around this issue. |
| **Wasauksing Public School** | Pride in identity | The students at Wasauksing Public School made an action plan focused on community pride and celebrating their culture. The students are also writing letters to Sean Atleo and plan to hand deliver them. |
| **Britt Public School** | Bullying | The students at Britt Public School hosted an anti-bullying assembly for grades 4, 5, 6, which included skits and games. |
| **Nobel Public School** | Environment | The students of Nobel Public school are passionate about the environment. To cut down on plastic lunch waste, the students initiated a no-waste lunch. |

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| **Evergreen Heights** | Child Labour/Education | Students at Evergreen Heights created a fair trade and eco-friendly t-shirt line with a unique label and raised $400.00 through this initiative! This money will be donated to support access to education. |
| **Land of Lakes Public School** | Child Labour/Education | The students at Land of Lakes Public School collaborated with Evergreen Heights to raise $400.00 in support of access to education. |
| **West Ferris Secondary School** | Education | The students at West Ferris reached their goal of raising $1500.00 for Free the Children through a dodge ball tournament and bake sale. |
| **Almaguin Secondary School** | Education | The Me to We club raised $500.00 selling tea in their school and will be donating these funds to Free the Children to support the year of Education. |
| **Parry Sound Secondary School** | Healthcare | The group at Parry Sound Secondary School came together to collect 3000 pop can tabs to donated to Sick Kids Hospital to help provide a wheelchair to a person in need. |
| **Vincent Massey Public School** | Education | These young leaders raised $2200 for Free the Children by selling rafiki friend chains to their peers in support of the education pillar of the Adopt a Village holistic and sustainable development model. |
| **E.T Carmichael Public School** | Education | The Take Action group at E.T. Carmichael planned to sell tickets for Easter baskets and raise funds to support Free the Children`s brick by brick campaign. |
| **Phelps Public School** | Hunger | This small but mighty group from Phelps Public School held a movie day and class buy-out in support of their local food bank. |
| **E.W Norman Public School** | Education | This Me to We group at E.W. Norman hosted a change drive competition in support of Free the Children`s We Create Change campaign. |

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| **W.J Fricker Public School** | Health Care | During the workshop students from W.J. Fricker created a plan to make an I-movie to raise awareness about young people with disabilities. |
| **J.W Trussler Public School** | Autism Awareness | Students from J.W. Trussler planned to raise awareness about autism by hosting a floor hockey tournament. |
| **Northern Secondary School** | Education | During the workshop, students from Northern created an action planned to raise awareness around the issue of access to education around the world and raise funds to support this initiative through Free the Children`s Brick-by-Brick campaign. |
| **Chippewa Secondary School** | Girl's Rights | The Chippewa Raider-aids held a movie night to raise awareness about girls' rights. |
| **Widdifield Secondary School** | Education | These ambitious leaders' host a yearly Global Dinner in support of building a school in Kenya to support Free the Children`s year of education. |
| **Sunset Park Public School** | Education | The Me to We club raised an outstanding $2986.00 for Free the Children through Santa sales and bake sales. |
| **West Ferris Secondary School** | Education | These young leaders raised $2200.00 through a school dance for Free the Children. |
| **Tweedsmuir Public School** | Education | This creative group held a silent auction and raised $760.00 for Free the Children. |
| **Marshall Park Public School** | Education | Through multiple dress down days and pizza sales, this group donated $1082.00 to Free the Children. |

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| **Ferris Glen Public School** | Education | The student leaders at Ferris Glen used pizza sales and pictures with Santa to raise $1012.00 that was donated to Free the Children. |
| **Chippewa Secondary School** | Education | The intermediate Me to We club collected $200.00 through Free the Children's We Are Silent campaign! |
| **Dr. Macdougall Public School** | Education | These young leaders at Dr. Macdougall reached their goal of $600.00 by hosting a business fair. All funds raise are going to support building schools through Free the Children. |
| **King George Public School** | Health Care | Students at King George Public School raised $140.00 for Free the Children in Sierra Leone by selling loom bracelets |
| **Alliance Public School** | Education | Students at Alliance Public School raised $1600.00 for Free the Children by hosting a movie day. |
| **White Woods Public School** | Global Poverty | The Me to We club at White Woods Public School raised $275.00 through a bake sale to purchase fruit trees and a water project through PLAN Canada. |
| **Mactier Public School** | Inclusion | The group focused on relationship building and communication skills with the hope of building a strong and inclusive school environment. |
| **F.J McElligott** | Local Hunger | To support their local food bank, student at F.J. McElligott collected 600 food items to donate. |
| **Mattawa District Public School** | Local Poverty | Leaders at Mattawa District Public School collected bags of winter clothing for their local shelter. |

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| **White Stone Public School** | Leadership | During the workshop, the group planned to continue to work on their leadership and teamwork skills and bring their learning's of cooperation and communication back to their peers at school to build a healthier school community. |

## Teacher Testimonials

What Take Action has meant/means to the Vincent Massey community:

Take Action has brought a sense of leadership and citizenship to not only my Take Action team of 6 (whom are all in my class), but to my entire class of 29 grade 6's. Students are more aware and engaged in local and global initiatives and are constantly wanting to help others. Students have found more of a voice in the classroom when standing up for others, and when insisting on equality among peers.

Take Action initiatives are not only a part of our classroom conversations, but they have become a part of our school community. My class created Keynote presentations on iPads, and then presented them to each class in the school to educate them on our first local initiative, We Scare Hunger, where we were able to, at a school-wide level, gather 1400 cans (1203 pounds) for the North Bay Food Bank! The class was not only proud of their accomplishments (we gathered 600 cans just in our class!), but they also wanted to share the successes of others by making daily announcements about class or individual contributions. In a global initiative, my team sold Rafiki Chains in our school, and we raised $2,100.00 which was to help families with education, clean water, food, supplemental income, and health care. The money we raised changed the lives of 210 families in a developing countries. These initiatives and awareness opportunities allow the children to think about the world as not such a big place, but to think about their role in making the world a better place.

Take Action is also a regular part of our school staff meetings, where I am able to share successes and up and coming initiatives, and the staff feels included and aware of what we're doing. Take Action is also discussed and celebrated at our Parent Council meetings.

Take Action allows kids who typically may not have a role in our classrooms, to not only have a leadership role, but to also have a voice to raise awareness and education to others. Students don't always want to listen to their teachers, but they rarely ignore what their friends and peers have to say and share. Take Action gives them a voice amongst their peers; a positive voice that promotes acceptance, tolerance and education.

~Marcie Gervais
Grade 6 Teacher
Vincent Massey Public School

The students from Dr. MacDougall Public School have had very positive experiences being involved with the Take Action Program over the course of this past school year. They have been involved with raising funds and awareness via a food drive, a haunted house, a Christmas time basket raffle, a coin drive, a bake sale, school assembly, class presentations, selling of Rafiki bracelets, Valentine candy-grams, popcorn sales, a business fair (selling student-made items) and a wacky hat day. Fundraising for the Brick by Brick Education Fund was a focus for Dr. MacDougall students to learn about students in other countries and support the efforts of Free the Children to help build schools and support education in countries other than our own. The Take Action Program has been a wonderful learning experience for our students.

~Scott Dunn
Principal
Dr. MacDougall Public School

My involvement with the Take Action program has been very positive and a success. I have been helping to implement the Take Action program at Almaguin Highlands Secondary for the past six years. Each year has been a huge success and positive experience for myself and all students involved. The workshops are run with organization, dedication and true compassion for what the instructors are teaching the students. The students bring away leadership skills, understanding of the world around them and most of all hope that they can make a difference. Over 50% of students that participate in the Take Action workshops continue with fundraising programs with our Me to We team on local and global issues. We truly appreciate this program that is offered by the board.

~Emily Bolduc
Child and Youth Development Counsellor
Almaguin Highlands Secondary School

The Take Action group at William Beatty school was motivated to make a difference. They returned from We Day, ready to take on the world and their enthusiasm has continued throughout the year. They have participated in We Scare Hunger at Halloween, our Local EMS food drive, making cupcakes for SPCA and raising funds, to helping out a Beatty Bobcat at Sick Kids in need of some extra funding. This is an outgoing group of students who are positive role models for the other students in our school and our community!

~Laurie Payne
Principal
William Beatty

The Take Action Workshops are a highlight for the members of Widdifield's Free the Children group. The activities in which they participate open their eyes to a number of social justice issues that are local, national and international. Time is taken to set up a very "safe space" so that during discussion, even the most shy offer opinions. Our students reflect on their own leadership styles and learn how to action plan as a group. They leave energized, passionate and eager to share their plans and ideas with our larger group and their peers. This type of leadership training is invaluable and benefits the entire school; not just our Free the Children group. With the Take Action Program the students gain an increased confidence and feel better prepared to help the world in which they live. At Widdifield, our members have made an anti-bullying video; they have joined with a senior geography class and raised money for the victims of Typhoon Haiyan; they raised $5000 for a local organization that helps students in need; they organized an International Dinner and donated all of the proceeds to the Agriculture and Food Security Pillar for rural China – and when this choice was challenged by some of their teachers, they educated themselves and then the staff; they have run Movember campaigns, have participated in We Scare Hunger, World Vision's 30 hour famine, We are Silent, to name a few. They are intrinsically motivated and fully engaged in the philosophy of Me to We. For the past three years our local rotary chapter has awarded a secondary student from each school with a Service Above Self Award. At Widdifield the recipient has always been a member of our Free the Children Group. Coincidence? I think not.

~Lisa O'Kane
Widdifield

This is the first year that we have been involved in the Take Action workshops but we have been very involved in charitable work through Me to We for the past few years. The workshops helped to expand the camaraderie between group members and gave them a space to share with other like-minded students. While I have often found in the past that I have to lead and organize many of our initiatives, this year's group took a larger role and decided upon what they wanted to support and how. That gave them a greater sense of purpose and helped to further develop their leadership skills.

We have also been able to "spread the word" throughout our school about how important it is to help others and the school community has embraced all of our new projects and ideas. Many students cannot wait until they are in Grade 5 or 6 so they can be a part of our group!

Thanks for the fantastic opportunity!

~Laurie Clayton
Marshall Park

The Humphrey Take Action group participated in 3 leadership training workshops at the high school this year - Nov 28th, Feb 20th, and April 28th.
The club chose to start by taking action in their school. The students ran a 'Random Acts of Kindness' campaign in December to encourage people to 'give' kindness during the time of the year that is often referred to ask the season of giving. The Take Action Club planned and made announcements each day, encouraging students by giving them examples of random acts of kindness they could do at school and home. For every 3 acts of kindness students did, they made a paper mitten with their class name on it and which was posted in the gym on the Random Acts of Kindness Wall display. By the time of the holiday concert, the wall was covered in mittens that symbolized all of our service, generosity, and compassion.
In the second term, the students wanted to do something to help the environment, and narrowed it down to a common desire to help animals. They decided that since there are a lot of turtles in this area, and since the turtles start to cross roads to lay eggs in the Spring, that they would focus on being 'Turtle Heros'. They decided to take three of the five types of action: raising awareness, raising funds, and changing people's behaviours. With the help of the Biosphere Reserve, they educated themselves and designed a booth for the MayFest community event. They designed, made, and sold over 100 'turtle hero' buttons and magnets to raise money toward the Georgian Bay Turtle Hospital. The last phase of their campaign (behaviour change) is to organize a day of games for the P/J classes, to teach them how carry turtles across the road safely with parent supervision, of course.
All extremely positive experiences...

~Julie Beaudoin, MEd.
Principal
Humphrey Public School

We continue to see incredible commitment and passion from the youth in the NNDSB and it would not be possible without each of you. We would like to extend our deepest gratitude to everyone involved for supporting our programming and sharing in our belief that young people can, and do, change the world.

## THANK YOU NNDSB!

**-The Me to We Leadership Team**