

# creating change

the students commission

kemptville 2001



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centre of excellence



# Kemptville - 2001

## Welcome to Creating Change

The concept for Creating Change 2001 was born in the minds of youth. The topics discussed at the conference, violence, discrimination and education, were decided on after hundreds of youth had been consulted. After reviewing emails, Internet polls, and speaking with young people, there were many possible topics to choose from. Although the topics varied widely, there was a common need expressed in each of them: to learn the skills to be able to affect change. Using this as a guide, a focus of the conference was project planning. During the conference, participants created and started working on one of **twelve** National Projects, which they will continue to work on after the conference. These projects will also be developed and executed by these youth from across Canada with support from the Students Commission. Creating Change 2001 was developed by youth, for youth. Now it's ready to take on a life of its own.

In general, the youth who attended this conference had the same expectations, expectations such as meeting new people, seeing a new place, learning about new ideas and experiences. It was an unwritten rule that everyone who came would have their voice heard, would take action, would be making a difference and, most of all, everyone would have fun. Throughout the conference, youth brainstormed quite a few ideas, putting them all on paper. They constructed projects out of their ideas and learned a lot about life. Learning how to work as a team and using their newly learned skills, all delegates participated in the creation of one of twelve National Projects. In addition, the students were exposed to different cultures through the newly found friendships that were made. They also found solutions to other's problems thanks to the four pillars: respect, listen, understand, and communicate. Without a doubt, for all the youth delegates, this conference meant an opportunity for a great experience. The chance to work on a National Project that they created and will continue to work on after the conference ends is not a chance that every youth has. Each delegate will bring their National Project back home with them to their schools and communities spreading awareness, not only on these new youth-related projects, but also about the Students Commission itself. We believe that for most delegates it was a life changing experience that they will remember for their lifetimes. It allowed them the opportunity to meet like-minded people from around the country who share the same vision, to give youth a voice. It provided students with a forum to express themselves and know that what they said was significant, that their voice was heard.

Mindy Cheevers  
St. Catharines, Ontario  
17 years old

Lily Tandel  
D.D.O., Quebec  
16 years old

## WHY SO MUCH DISCRIMINATION?

Discrimination is judging without understanding. Discrimination is learned. We are not born with prejudice, we are taught it. We must unlearn it.

The media discriminates. It teaches us to discriminate. Many aspects of society promote close-mindedness and from that, discrimination is learned. We can learn to discriminate from our parents, past experiences, peers, through our religions and in our schools.

People discriminate against others because they are different. Many people have trouble understanding people that are different from themselves. Some people prefer to stay within their own traditions and cultures. Fear of the unknown, or just plain ignorance is often the root cause of discrimination. People feel insecure and scared of those things and people they don't understand. People need to get to know you for who you are, not for what you are.

Your appearance is one way that you express yourself and everybody has a certain way they want to look, and a certain thing that they want to say. We must learn to look beyond stereotypes.

It is easier to pick on people who are weak; those who are in the minority. Some people feel better about themselves by putting others down. Also, people envy others for their power, so they try to knock them down and to take it. This competition can exist between race, religions, genders...

If you have a bad experience with a certain group, then it is easy to think badly of the whole group. For example, if a black person has a bad experience with a white person, then they may form bad opinions of all white people.



## WHO'S GETTING HURT?

visible minorities **everyone** teenagers immigrant senior citizens  
the disabled transgendered **bisexuals** families **people who look**  
« different » **religious people** people of different social classes children  
**prisoners** lesbians students **aboriginal peoples**

## WHERE DOES DISCRIMINATION OCCUR AROUND ME?

We see discrimination in different ways. We see it everywhere :

*~ I walk into convenience stores, past signs that read « 2 youth at a time. » Store owners and security guards look at me as if I'm a criminal. All bags must be left at the counter..*

*~ Whenever I see aboriginal people on TV they're either drinking or sniffing. This is not the way it is*

*~ A bus driver tells my « goth » friend « You have to wait for the next bus, this one is full », even though there was still room.*

*~ The school system is homophobic. No one wants to talk about being gay, not the teachers, not the principal, not my friends. I tried to start a gay-straight alliance at my school but there was no support.*



Discrimination occurs all around us. Not only does it occur in malls, in the media, on public transportation, and in our schools, but we also see discrimination in our churches, on the Internet, and in our neighborhoods.

## WHAT ARE OUR SOLUTIONS?

### Programs and Projects Addressing Discrimination

#### 1. Education

- a. destroy the stereotypes by showing the facts; public speaking, poster and brochure campaigns.
- b. Challenging existing media and their representation of various communities.
- c. Creating our own media (websites, 'zines, tv/radio spots, newsletters etc)
- d. Teach others about other cultures and communities.



#### 2. Awareness, Mediation and Communication Between Communities

- a. Self Esteem and Self Image Awareness
    - i. be proud of what you are.
    - ii. believe in your opinion and keep an open mind
  - b. Peer Mediation Programs.
  - c. Recreation activities for young people to connect.
  - d. Exchange Clothes Day, everyone wears a different kind of clothes.
  - e. Youth Discussion Groups.
  - f. Multicultural Day.
- #### 3. Key Themes to Success
- a. Youth Participation in all activities.
  - b. People should be given the right to an unbiased environment.
  - c. people need to have the tools to speak openly as political correctness inhibits people's ability to learn about other cultures,
  - d. programs must be both national and local.

# WHAT ARE THE PROBLEMS WITH OUR EDUCATION SYSTEM?

There are many problems with our current education systems. The problems are all very different, yet all add up to one thing. The system needs help. Be it a teacher not caring about their students, or the material coming out of a text book without much relevance to real life, one thing is clear, the system needs to focus on the needs of the students. In some cases, the teachers are unavailable to help their students. Teachers sometimes discriminate against their students due to their appearance. The students have little or no say in what they are taught, and students cannot survive with the extremely limited information they are given in school. The information they are given comes from books, and not from real life experiences. Due to a lack of funding, there is a definite lack of field trips, extra-curricular activities, and resources for the students. As well, there is often too much pressure put on students to do well, and the students are taught to think that if they don't do well, they are failures. Students are often treated not as individuals, but as numbers. Students get bored, because they are sick and tired of learning information which is of no relevance to them, or their lives. The students often feel as though there is no point in continuing their education, and that they have no future. They are often not encouraged to express themselves, but to be just another sprocket in the great business machine.



## AND WHAT CAUSES THEM?



The problems don't always lie with the teachers, students, or authority figures. The problems also have plenty to do with the government and their unwillingness to provide sufficient funding to the system. Because of cutbacks and lack of proper staff, teachers are often forced to teach subjects that aren't in their field. Schools are shut down, causing other schools to become overpopulated. The system is a mess, and we need change now.

We feel that students aren't encouraged to participate in the decision-making process at their schools. Either their teachers censor them, or restrict them. Teachers are often dictatorial towards their students, crushing their school spirit. While it may be easy to put all of the blame on their shoulders, we must also take into account that the teachers are quite often overworked, underpaid and stressed out. Also, teachers quite often don't know other styles of teaching, or aren't trained well.

Students should be included in the decision-making process. At the same time, students should want to make change, and not just accept what's handed to them. Too many students are apathetic about their educational experience. If they felt the desire to get involved in the decision-making process, they would not feel as hopeless, because they would know that they are making an effort to make change. The students should also show support to their peers. If you just sit there and accept what's handed to you, there is no opportunity for change.

## WHAT ARE OUR SOLUTIONS?

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How to make the system better :

### 1. Improvements to the curriculum

- i. more inclusive of other cultures; there should be mandatory multicultural education and awareness (i.e. anti-racism workshops; create links with street youth, immigrants/refugees, etc.)
- ii. There should be more focus on aboriginal culture; more aboriginal teachers in aboriginal schools.
- iii. More specialized courses; offer options for students in the trades, as well as academics.
- iv. *"Having a goal for when schooling is finished is a good motivating factor and gives a feeling of accomplishment"* –group 3.
- v. students included in design of curriculum



### 2. Improvements to the faculty;

- i. Staff should be as diverse as the student body
- ii. Teacher testing should be implemented all across Canada.
- iii. *"Mandatory testing of teachers would ensure that students have the opportunity to achieve greatness in education!"*–group 7.
- iv. teachers who are paid well and who are more appreciated will be better at their job.
- v. students should be aware of the stress on teachers.

### 3. Finances:

- i. the government needs to stop cut backs and put money in education.
- ii. students should try and raise funds for their schools (car washes, raffles, bottle drives, etc.)

### 4. Youth/student initiatives:

- i. start your own project at school (i.e. peer mentor groups, activist groups, multicultural groups, etc)
- ii. advocacy and awareness- do presentations, create and distribute literature, work together to create change.
- iii. communicate with teachers; let them know what you need/want, ask for help, show them what you can do.
- iv. go to the school board, write letters, e-mail, and lobby for change.
- v. become active within your school, for a positive atmosphere, and to increase school spirit.

### 5. These steps should begin early in elementary school, and continue until the end of high school.

# Violence

## WHY SO MUCH VIOLENCE?

There is violence everywhere. We see it especially in the media - television, radio, newspaper, advertisements, entertainment – but we also see it in our communities. Constant exposure to violence leaves an image, an imprint in the mind of those who see it. Violence has become a source of entertainment. It is also a way of life for many. Some people don't understand those who are different than they are, be it a difference in race, religion, gender, age, or sexual orientation, and often they don't take the time to try. This is where violence begins. Instead they use violence when they are unable to deal with their problems. Although in Canada war is not an immediate danger for youth, there are gangs and bullies that try to empower themselves by picking on people. There are also other instances where violence is present, such as when there is abuse in the home (including, alcohol, substance, sexual, physical, emotional, etc.), or when there is a lack of resources (food, shelter, money), and when people are generally apathetic. We also believe that misuse of power quickly leads to violent behaviour.

Be aware. Talk to your friends about violence because it is out there and it is very real.

jealousy      victim retaliation      **revenge**      hate  
**no respect**      denial      no one listens      sex  
impatience      rebellion      **ignorance**      anger  
racism      discrimination  
**power**      media      poverty

## WHO'S GETTING HURT?

Everyone is hurt by violence. No one is immune: many people are in denial.

Violence exists in nearly every aspect of our lives, in our homes, our schools, and in our communities. We all suffer because of it. We see it on television, we hear it in the music we listen to, it is something none of us can escape. These are some of the victims: children, youth, the underprivileged, the aged, the innocent, families, homosexuals, racial, ethnic and religious minorities, women, men.

« Violence is part of our lives and it seems normal »  
Donia Arzoumi



# WHERE DO I SEE VIOLENCE AROUND ME?

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I see violent images on television, in video games and on the Internet. I also see them in movies and the news. The media glorifies these images and they seem less real to me. When I see a police officer beating a protestor or being beaten by a protestor, I sometimes forget it's 'news'. It seems more like a movie.

I hear violence in the music I listen to. Words wanting to beat, wanting to kill, wanting to hurt.

I see violence in my peers at school, in cliques, through gossip, ostracism, name calling; I see fist fighting. In school and out I see violence in sports, fans cheer as hockey players drop their gloves, football players hit harder, and race cars crash. Violence pours out onto the street. Walking alone at night is no longer safe. Fights break out in bars and clubs, but instead of breaking it up, people only applaud them. I do not feel safe on public transportation.

There is violence at work; There is violence at home, violence in me.

'Maybe you don't see violence, but it still exists'

# WHAT ARE OUR SOLUTIONS?

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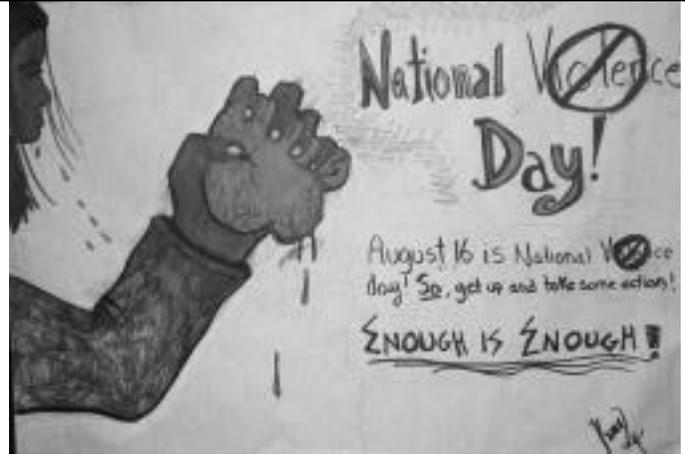
1. walk away
2. talk about it, share personal stories and experiences
3. create awareness about cultures, religions, etc, which would encourage openness
4. more anger management and conflict resolution programs – more opportunities to engage in peaceful, non-violent resolution, youth peer counseling
5. education on the causes of violence: e.g. Gang violence workshops for parents and teens
6. alternate programs – using art as a means of expressing violent feelings,
7. create videos, brochures, posters, website, commercials, multimedia presentations
8. More recreation and sports centers
9. End The Silence: make as much noise as you can for one minute use your voice to stop the violence, raise awareness
10. Youth initiated youth oriented anti-bullying, anti-violence program
11. introspection, self care – keeping a journal
12. access to free programs



# Presentation Day

## Presentation Day: Ottawa, August 21, 2001

Traditionally on presentation day, the final day of conference, delegates converged on Parliament Hill where they met with various government, corporate and community representatives and shared with them all that they had learned during the week. This year, however, the Students Commission undertook Presentation Day in a slightly different and altogether more interactive manner. In what Stoney McCart, President of the Students Commission, called "the first ever blitz by young people on almost every federal government department," ten teams of delegates made their way downtown to meet with and present to a variety of federal government officials, as well as with some non-governmental organizations - on their turf! Coming from many sleepless hours of discussions and work, the delegates not only developed national projects but also expressed their commitment to seeing them through.



Over the next year the delegates, with the help of the Students Commission, will continue to work on the projects that were developed in Kemptville, and in their communities and throughout the country continue Creating Change.



**Project description:** Our goal is to educate youth (ages 7-13) about anti-violence in a format they can comprehend, we decided to use an activity booklet. We also want to incorporate alternatives to violence while making it fun and enjoyable.

**Objectives of the Project:**

Raise awareness and introduce the different types of violence for youth at a younger age.

By empowering the youth at such an impressionable age it will educate them to help develop their own ideas about anti-violence.

To reduce the level of violence youth are exposed to; if they know how to avoid conflict they will be stronger and more confident.

Promote anti-violence in a fun yet educational way, using crosswords, word searches, cryptoquotes and other activities that encourage youth to learn and think positively.

**Impact of Project:**

Empowered youth will help to create a stronger and more caring community.

Create opportunities for youth to use their time more constructively and effectively, rather than resorting to violence.

An incentive for youth to become positive role models and peers in their own communities.

If we can change at least one person's way of thinking and prevent them from turning to violence we will know that we are working for a good cause.

**Who will be involved? :**

Youth Editorial Board

Printing company

Youth (involved in issues and ideas they want to learn about)

**Tools:**

**Office supplies**

**Fax machine**

Access to computers and the internet

Printing machines

**Steps To achieving our goals:**

6. Focus Group- to identify what issues we need to research, this will be done in our communities
7. Conference call-keep in contact and incorporate ideas together
8. Develop format of booklet
9. Make original copy
10. Write proposal for funding-we needs some funds for printing and distribution
11. Print and distribute our activity booklet



**After Presentation Day:**

We presented to Health Canada. It was a great opportunity and they were very happy to hear our ideas. They supplied us with some great contact information and suggested possible partnerships.

**Who:** Everyone who is interested – Youth – Elders – Adults

**What:** An educational showcase of Aboriginal culture and history.

**Where:** All schools across Canada), evening workshops, communities, youth/friendship/treatment centers.

**Why:** To break the stereotypes – myths about Aboriginal people. Allowing people to look at Aboriginal life through an educated perspective.



To create awareness to teach and learn about other nations across the country.

**When:** When the resources and funding needed to initiate the project are available.

**How:** Gather collective support, collective movements & efforts and collective voice to begin the project. Establish community contacts – support and keep communication strong within the group.

**Action Plan:**

3. Organize project to present to the Assembly of First Nations.
4. Maintain communication within group.
5. Organize focus groups in communities to gather information for project.
6. Compile information into proposal project for funding.
7. Gather resources and possible funding agencies.
8. Big First Nations Meeting:
  - Web-site
  - Multi-media exposure.
  - Public Relations – letting people know.
9. Project off the ground

**POW WOW TIME!!**

## After Presentation Day

We presented this project to a variety of representatives at the Assembly of First Nations, including former Grand Chief, Ovide Mecredi, current Grand Chief, Matthew Coon-Comb, and many others. The AFN was very enthusiastic about the project, so much so that they offered to write letters of support and to begin a correspondence with the project team. Additionally, a member of the team was invited to join the AFN youth advisory council in Saskatoon!!!

**Participants:** Alexis Mirasty, Rodney Laprise, Marcie Kelly, Danielle Bone, Rene Dietz, Hank Monague, Farris Lemaigre, Ruby Norman, Kesha Laracque, Janine Dawatsare, Leanne Arnison, Marlene Neepin, Tanya Gill, Michelle First Charger, Ashley First Charger, Tuffy Tailfeathers, Candace Many Bears, Myron Wolf Child, Brett Eagle Tailfeathers & Marcia Ernest

# YOUTH ON EDUCATION

**Project Name:** yet to be determined

**Date:** Jan 2002

**Project description:**

As young people our goal is to develop and produce a unique and innovative National magazine with a focus on education. We hope to inspire communities to create change around education as well as around other issues young people are facing.

**Objectives:**

Why are we doing this?

- 20. we care about education
- 21. we want our voices heard
- 22. we want a space to share thoughts between government, teachers, communities, and above all students.

To educate, to build networks, and to engage

**Who will be involved:**

Students Commission team  
Sponsors  
Printing company  
Youth editorial board  
Web Site designer  
Editor  
Researchers  
Project manager

**Tools:**

Mailing address  
Web site  
E-mail addresses  
Office supplies  
Fax machine  
Access to computers  
Tape recorder  
Phone number



**Promotional tools:**

Brochures  
Flyers  
Surveys  
Workshops  
Posters

**Steps to achieving our goal:**

- define roles
- establish a way to communicate and begin doing so
- research on how to create a magazine and a scan of existing tools
- find out what people want to see in the magazine
- develop a strategic plan
- find funding
- set up regional offices and tools
- first staff meeting (conference call or online)
- begin lay out and content
- focus testing of draft magazine
- make improvements
- identify possible magazine distribution outlets
- engage in promotional activities
- send magazine to printers
- distribute
- collect feedback

**After Presentation Day:**

We presented this to the Canadian Labour Congress. They were very welcoming and enthusiastic. They gave us a lot of helpful feedback on proposal and budget writing, giving us relevant examples of in-kind support (photocopy, translation, etc), and they invited us to submit a formal proposal which they promised would be looked upon positively!

**Participants :** Stephen Kelly, Shane Collins, Holly White, April Austen, Amanda Kryschuk, Heather Roscoe, Kelly Highfield, Nira Diamant, Amanda Lavender, Anjali Kamra, Holly Woodworth.

**Project Description:**

The aim of our project is to raise awareness and interest within youth about government. This project will provide information about youth's rights, the many different options that our government provides, and to make a voice for our future generation.

**Objectives of our Project:**

23. Educate and raise awareness about our government.
24. Provide a voice for the youth of our communities.
25. Keeping the communications between generations open.
26. To raise interests from youth to become involved in our government.

**Action Plan:**

We have divided our project into two parts starting with raising awareness and interest in youth about politics. We will educate youth through media campaigns and will organize activities to allow them to explore the subject further. With support we can raise enough interest to actively partake in our community through forums, advisory boards, and regular newsletters.

- Get funding.
- Create a web page linked to Students Commission web site.
- Gather information and print pamphlets.
- Circulate posters and pamphlets.
- Hold information sessions at local community events.
- Establish communication between local government officials and interested youth.
- Take action by creating a forum with discussions between a M.P. and community youth.
- Develop a newsletter to keep the youth informed.
- Create an advisory board to help youth with any difficulties they find.
- Make a year end report.

**Impact of Project:**

27. Empowering our youth to become more involved with social issues and our democratic system.
28. Giving youth the voice to make positive changes within our society.
29. Educating youth about the voting process and programs available for their benefit.
30. Sharing and communicating the opinions of both voters and future voters.
31. Educate youth about policies that may effect them in the future.
32. Give youth a place to express their opinions.

**After Presentation Day:**

We presented to the Department of Foreign Affairs and International Trade. They were very, VERY interested in our project. We talked a lot, they gave us some great information and also asked us some tough questions (which was good!). They provided us with some research and suggested that our next step is to consult with our communities.

Participants: Lanny Jimenez, AprilOsten, Jade Vo, Heather Janes, Allan Au, Sergio Jimenez.

**Name of the project :** Board game Maluba

**Project description :** The goal of the game is to make people of ages 12 and up sensitive to discrimination and violence, educating them by asking questions.

**Objectives of the project :**

33. To have teenagers stop doing violent acts, discrimination and to encourage them to educate themselves.
34. To enrich their general knowledge.
35. To make them interested in other cultures and in their history.
36. To have them express their own opinion.
37. To learn by having fun.

**Impact of project :**

- Make a change on their way of thinking towards other cultures.
- To be more aware of whats happening around them.
- To diminish violence present in our society.
- To show everyone that we possess equal rights.

**After Presentation Day :**

We presented to the Secretary of State for Children and Youth. Their feedback was extremely positive. They played our board game and they LOVED it! They also gave us some valuable contact information and helped us with the next steps.

**Participants :** Will Weakly, Ben Searle, Tiara Tomlin-Spence, David Boss, Donia Arzouni, Claudine Michaud, Michelle D'Souza, Alexander Tandel, Chanie O'Keefe, Luc Blanchard, Esraa Arzouni, Reda Bousseadra, Rola Brikho, Josh Halbert.



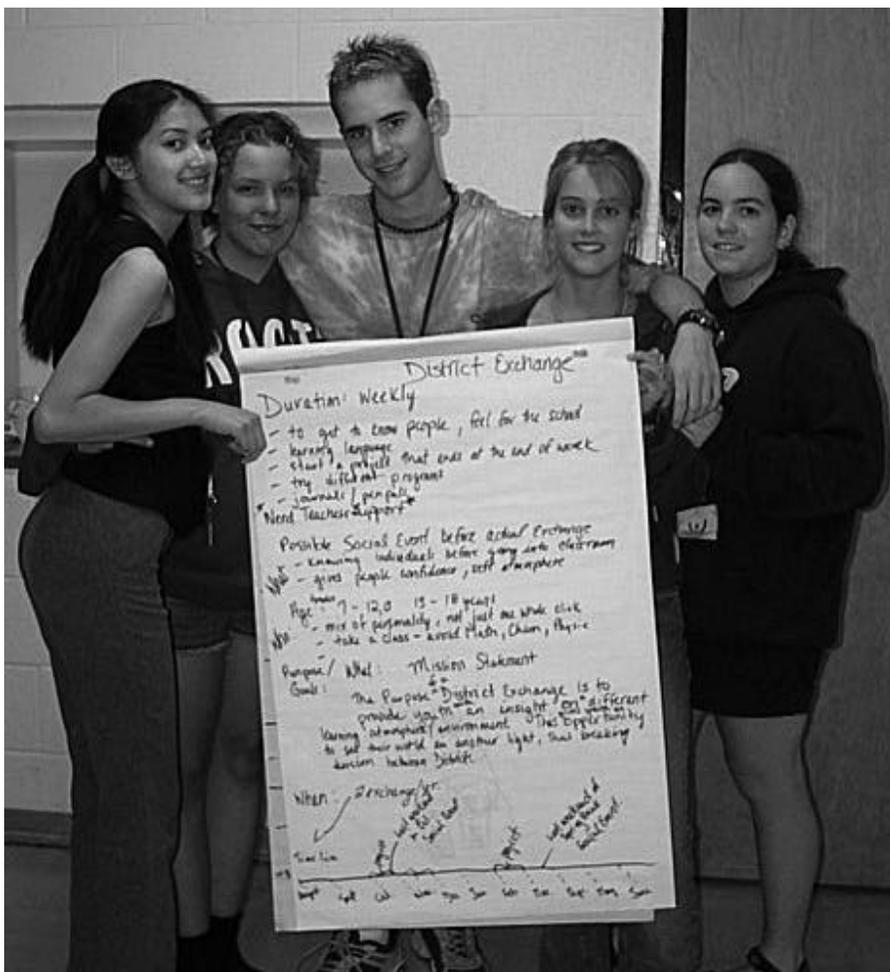
**Project Description:** The purpose of a District Exchange is to provide youth with an insight on a different learning atmosphere/environment. This gives youth an opportunity to see their world in another light, thus breaking tension between districts.

### Objectives of the Project

38. Promote awareness to youth about the way others live and learn.  
To build friendships between communities, thus prevent conflicts between these communities.  
Create opportunities for youth that would not normally have the chance to participate in exchanges.  
Reduce stereotypes formed between communities.

### Impact of the Project

- vi. Create bonds between school and students in neighboring communities that would not normally exist.
- vii. Immerse youth in a positive situation with other youth who they otherwise may not have had the chance to meet.
12. Inspire youth to return to their school and discuss what they experienced.
13. Observe the other opportunities and programs that other schools have during the exchange and to raise awareness.
14. To build an understanding of different ethnic, social and cultural backgrounds.



### Steps of Engagement

- viii. Presenting the project to Exchanges Canada.
- iii. Keep in contact with project members on returning home.
- vi. Follow-up letter to Exchanges Canada.  
Finding funding and support from our communities.  
Find other community members to get involved.  
Advertise in the community, schools, and other districts.

### After Presentation Day:

We presented our project to Exchanges Canada. They were very receptive to our idea and interested in keeping in touch with us. They showed us their website and offered to help us create our own. They also offered to help us individually in our communities. Everyone who participated felt good afterwards.

**Participants:** Ciara Mayoralgo, Janet Coxonm Devin Ruchotzke, Jossilyn Urchuk, Alana Menges



**Project Description:**

A student exchange program between schools in northern rural and urban communities across Canada.

**Objectives of the Project:**

- To increase awareness about Canada's cultural diversity.
- 15. To break down stereotypes, stigma's and discrimination.
- 16. To educate communities and school about other cultures and what they have to offer.
- 17. To create opportunities and expand horizons.

**Impact of the Project:**

- vi. Empowered youth will help create a stronger and more caring Canada.
- iv. Engaged youth will positively contribute to raising awareness about Canada's cultural diversity.
- vii. Creation of a new, open and safe system for the fair exchange of ideas, suggestions and initiatives on the resolution of discrimination, racism and stereotyping.

**The Action Plan:**

- Maintain communication within the group and the Students Commission.
- Network and collect a list of existing programs that involve student exchange.
- Collect and compile information into rough draft proposal to be presented to schools, communities and various organizations.
- Create a website for information exchange for communities, schools and various organizations.

**After Presentation Day:**

We presented our project to Exchanges Canada. They were very interested in our idea. We discussed funding possibilities and they want to stay in contact with us. They showed us their website and offered to help us create our own. They also offered to help us individually in our communities. Everyone who participated felt good afterwards.

**Participants:** Gerald Roy, Kadane Headly, Tuffy Tail Feathers, Janine Morris, Muna Samira Deria, Lisa Loiselle, Leroy Laliberte

### **Description of the project:**

The Young Men's Guyde us is a resource created for young men to address and provide alternatives to the negatives aspects of male socialization.

Also, we are willing to create a guyde, based on them, with other support materials like magazines, web site, pamphlets, etc...

### **Objectives of the project:**

39. Educate young men on how to find solutions and answers to everyday life's questions.
40. Provide a support system for men to turn to.
41. Promote all aspects of men.
42. To be a representative for men to the audience.
43. Prevention of discrimination, violence, oppression, etc...
44. To deter the negatives effects of pop culture.



### **Impact of the project:**

- Eliminates the discrimination between men and women caused by traditional male roles.
- Empowers a man with knowledge and general life skills.
- Teaches them the practical things in life.
- Push them to view all aspects of manhood.

### **After Presentation Day:**

The people at The Status of Women were receptive and interested in our project idea. They gave us specific advice for creating a budget, and we also spoke to them about potential content for the Guyde. They want to help link us to possible funding.

**Participants:** Melissa Cotton, Anthony Prokotchuk, Brandon Reeves, Gabriela Pierre, Brenan Dimotoff, Adria Borghesan, Casey Murray, Leah Francisco.

# Youth Against Violence Day

## **Project Description:**

A National Day of Awareness to stop Violence in Canada!

## **Objectives:**

45. Youth are important, Youth are the most valuable natural resource.
46. Youth are the leaders of today.
47. Youth have identified the need for change and are ready to take action.
48. Promotion of this day will be done by youth.



## **Who will be involved:**

Empowered youth will promote the day that will help eliminate violence.

## **Impact of project:**

Youth will be viewed as people; their opinions and ideas will be respected.

18. Youth that are affected by violence will have a way out and an understanding that they are not alone in their fight against violence.
- vii. Media's perception of youth will be changed; they will no longer think that we are all bad.

## **After Presentation Day:**

We presented to Crime Prevention. The presentation was good and they response was great. There were very enthusiastic and said that funding possibilities within their department next year were excellent!! They also provided us with resources and contact information.

**Participants:** Rosie Tandel, Tamara McDonald, Leandro Santo, Esad Rexhepi, Yvonne Campbell, Ewar Barzangi, Bonnie Heilman, Laura Pook, Nikki Dungog, Kaitlyn Peacock, Maria Claude, Elicia Loiselle, Crystal Gestic, Sandy Bolinski.

**Project Description:**

A video series that will create awareness about violence and discrimination. It will be youth made and youth directed. The video will depict youth experience through music and real life stories. We will present this video in workshops at schools in the team member's cities/towns. The music video will be played at school dances and on Much Music.

**Objectives:**

- 49. Stop violence and discrimination in younger youth by catching it before it starts.
- 50. Educate violent and/or discriminative youth.
- 51. Educate youth on how they can get involved.
- 52. Help those affected by violence and discrimination.

**Impact of Project:**

- 53. Eliminate discrimination and violence in schools.
- 54. Get more youth involved in these issues.
- 55. Create more awareness of violence and discrimination in schools.

**After Presentation Day:**

We presented our project idea to the Justice Department. The group worked very well together and the spirit before, during and after the presentation was high. They were very helpful and suggested some other funding possibilities.

**Participants: Scott McAllister, Amrik Randhawa, Krista McAllister, Kaitlyn Hatch, Rachana Bodani, Laura McKibben, Jerry Darcelin, Jean-Yves Abraham, Juan Carlos Hidalgo, Christina Taylor**

# ANTI-INTIMIDATION

## **Project Description :**

The development of an interactive workshop for youth by youth. These workshops will focus on deterring bullying in schools and empowering youth to solve surrounding issues for themselves. A pilot workshop will be organized, from which workshop packages will be made and sent to schools across the country.

## **Objectives of the Project :**

- iii. Educate and raise awareness about intimidation and bullying.
- ix. Create opportunities for youth to get insight on bullying from every aspect of the issue and relate to each other.
- x. Support for youth in dealing with the problems they face surrounding the topic of intimidation.
- xi. Research ways in which they can help spread the word about anti-intimidation.
- xii. Reduce the amount of isolation and conflicts in schools.
- iii. Promote unity, peace and understanding.

## **Impact of Project**

- 19. Empowered youth will help create a stronger and more caring school environment.
- 20. New hope and future for youth affected by intimidation.
- 21. Engaged youth will positively contribute creative solutions to their schools and school system.
- 22. A better educated general population about the importance of tolerance and acceptance.
- 23. Elimination of discrimination against bullies and others.
- 24. Creation of a new, open and safe school for youth.



## **After Presentation Day :**

We presented to Health Canada. It was a great opportunity and they were very happy to hear our ideas. They supplied us with some great contact information and suggested possible partnerships.

**Participants:** Rosie Tandel, Tamara McDonald, Leandro Santo, Esad Rexhepi, Yvonne Campbell, Ewar Barzangi, Bonnie Heilman, Laura Pook, Nikki Dungog, Kaitlyn Peacock, Maria Claude, Elicia Loiselle, Crystal Gestic, Sandy Bolinski.

**Project description:** Our goal is to educate youth (ages 7-13) about anti-violence in a format they can comprehend, we decided to use an activity booklet. We also want to incorporate alternatives to violence while making it fun and enjoyable.

**Objectives of the Project:**

Raise awareness and introduce the different types of violence for youth at a younger age.

By empowering the youth at such an impressionable age it will educate them to help develop their own ideas about anti-violence.

To reduce the level of violence youth are exposed to; if they know how to avoid conflict they will be stronger and more confident.

Promote anti-violence in a fun yet educational way, using crosswords, word searches, cryptoquotes and other activities that encourage youth to learn and think positively.

**Impact of Project:**

Empowered youth will help to create a stronger and more caring community.

Create opportunities for youth to use their time more constructively and effectively, rather than resorting to violence.

An incentive for youth to become positive role models and peers in their own communities.

If we can change at least one person's way of thinking and prevent them from turning to violence we will know that we are working for a good cause.

**Who will be involved? :**

Youth Editorial Board

Printing company

Youth (involved in issues and ideas they want to learn about)

**Tools:**

**Office supplies**

**Fax machine**

Access to computers and the internet

Printing machines

**Steps To achieving our goals:**

25. Focus Group- to identify what issues we need to research, this will be done in our communities
26. Conference call-keep in contact and incorporate ideas together
27. Develop format of booklet
28. Make original copy
29. Write proposal for funding-we needs some funds for printing and distribution
30. Print and distribute our activity booklet



**After Presentation Day:**

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Our partnership with Apple Canada has supplied all of our technology: ibooks for report writing, delegate project development, media releases, and imacs for multimedia presentations and video production throughout the week.



A partnership with Manitoba Education and Training and the Lieutenant Governor's Incentive Awards Program provided the funding for 30 Manitoba delegates and a Students Commission staff person to support them throughout the year in their projects.

Health Canada has provided funding to the Centre of Excellence for Youth Engagement, which enabled youth to be trained in research skills, and for a longitudinal research study of the impact of the conference.

Offices we are visiting: Health Canada; Environment Canada; Exchanges Canada; Human Resources and Development Canada; Heritage Canada; Assembly of First Nations; Department of Justice: Youth Justice Renewal Initiative; Canadian Labour Congress; Status of Women; Department of International Affairs and International Trade; Secretary of State, Children and Justice, and Crime Prevention.

Optimist Club members raised funds through bingos during the year.

CAW (Canadian Automobile Workers) provided conference supplies, such as pens and binders.

Staples provided paper.

Meadow Lake Tribal Council provided funding for a large delegation of youth.

Additionally, each delegate fundraised in their home communities from a wide variety of donors.

**Thanks to our conference support persons:** Eric Costen, Gus Croteau, Yoana Gariépy, Pytor Hodgson, Marie Kelly, Martin Latulippe, Simon Lafleche, Stoney McCart, Barb McIntosh, Marlene Neepin, Judy Ryan.

