

Introduction

This is the second workshop entitled Sharing Resources 2000 bringing together over one hundred and twenty youth from across Canada to discuss child poverty. Not only does this focus a tremendous amount of passion and creative energy on this too often overlooked or misrepresented challenge, but also allows us to contribute our unique talents.



Many delegates who attended last year's workshop held in Kemptville have returned as facilitators, offering knowledge and resources from their wealth of experience. Over the past five days, we have had the privilege of listening to speakers who have tackled child poverty in their personal and/or professional lives. Meeting directly with the leaders of today creates strong links to the potential leaders of tomorrow. It brings us closer to individuals in our communities. One of the most vital ideas stressed in our panels is that "the poor" are not a nameless mass. They do not conform to myths and stereotypes any more than other members of society do.

Individuals deserve respect and consideration. They deserve to be offered appropriate

support and services rather than ones based on statistical or prefabricated assumptions. Part of what we have learned at this conference is the necessity of making personal commitments to find our internal prejudices as well as external ones. When we leave Banff, we won't just be coming home with our arms full of reports and the contact information of our new friends and associates.

We are coming home with opened eyes, hearts, and minds; these are the resources we would like to share in working together with you to help find solutions.

Gathering youth from across the nation to address the issue of child poverty and brainstorm solutions and action plans has created more than a mere National Report of ideas and recommendations. It has created significant bonds of sincerity, optimism, and motivations that carry on through each delegate, facilitator, and staff member. The Sharing Resources 2000 Workshop has been about ideas, energy and the possibility of creating something greater. It's not just about "fighting" child poverty, but about CREATING love, wealth, and opportunity for everyone. The Students Commission is about individuals coming together to share their unique perspectives and experiences in order to move forward as a unit and create greatness. This conference is about identifying needs within our own communities and developing action plans to address those needs. Most importantly, this is about giving young people a voice. When youth are placed at the center of education, government, and business, great things can happen. As leaders of the next millennium, it is necessary for us to recognize our own potential to lead ...our own power to change the world.

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






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Sharing Resources 2000

National Youth Report



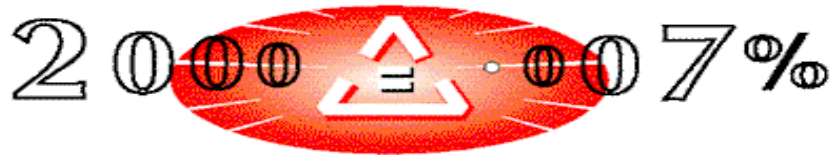
Banff - February 1999

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"We Believe"

- that all youth have the right to stability, structure, and love.
- that people need a carefree childhood with no worries, with respect and opportunities.
- that equal rights to friendship and a chance in society are just as important as the ability to use the potential we all possess.
- that we must strive towards a common goal or purpose of happiness and make sure that what we are striving for is made clear.
- that we all have a right to the basic necessities of life such as food, shelter, clothes, love, and education which are needed to be truly happy.
- that poverty is not only a lack of money or goods; it can be a lack of opportunities, a lack of love, and a lack of support.
- that awareness of child poverty is important.
- that children and youth need knowledge to achieve their goals.
- that children and youth have the right to be kids. They shouldn't have to worry about food or shelter.
- that children and youth need support from adults in all aspects of their lives.
- that children and youth need peer support, a vision, more job opportunities, more educational opportunities and need to see the world.
- that the government should be more concerned about poverty.
- that agencies should be set up in high schools by students to help students find jobs.
- that support groups should be set up in middle schools.
- that everyone has the right to adequate food and shelter, and an environment that allows for growth and education.
- that every child has the right to be provided with encouragement by means

of tools, resources, role models, and support by which they may reach their full potential.

- **that every child has the right to be recognized for who they are and what they believe.**
- **that child poverty can be defined as "the insufficient fulfillment of a child's social, emotional, physical, spiritual, and mental needs."**
- **that economics is a large factor of poverty (government spending).**
- **that poverty is a big issue. It should be dealt with, not put aside.**
- **that poverty will be part of our future if we don't act now.**
- **that we should approach poverty slowly and not approach it all at once. We have to be concerned about everyone.**
- **that governments are just setting short-term goals; we need to change the government's policies so that we can look out for our future.**
- **that we need to look for out all needs, not just economic needs.**
- **that all people are not just striving to reach an economic goal, they all want to be accepted and have other things that they are recognized for.**
- **that to reduce child poverty, children must live in a positive environment. In this environment, such as in school, there must be mentors who help and listen. The first thing needed to make this work is respect.**
- **that child poverty is the lack of rights, communication, understanding and support.**
- **that child poverty sometimes results in the inability to experience love.**
- **that as human beings we all deserve the following: stability, unconditional love, support, respect, encouragement, and acknowledgement. A lack of these resources is our definition of poverty.**
- **that child poverty is not only related to a lack of material possessions and financial stability, but encompasses emotional suffering. This includes abuse, isolation, abandonment, self-hatred, hopelessness, lack of resources, and lack of opportunity.**
- **that when individuals are situated in a negative environment, the positive energy held within them is suppressed.**
- **that in determining where money is spent in social programs, housing for youth be a priority.**
- **that discrimination is like a brick wall keeping us from realizing what we can achieve and how we can help.**

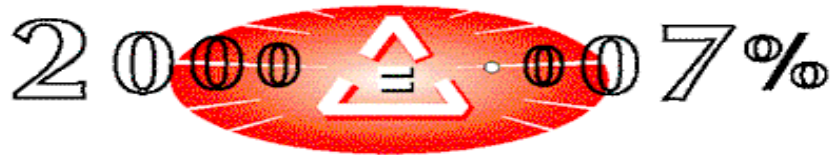
- that youth are lacking after-school community projects, activities, and job search programs.
- that we need to create more love in the world.
- that families could lack in financial resources but can be very rich in emotional, spiritual and moral resources. A child from an affluent home could be lacking in these resources.

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Recommendations

- We recommend that parents give unconditional love to their children.
- We recommend that parents have a balance between discipline, caring and freedom.
- We recommend that parents pass down their culture and let children know their background.
- In order to grow up healthy, we feel that children must be provided with freedom, love, attention, and acceptance.
- We feel that parents should try to understand and compromise by putting themselves in their children's shoes
- We feel that parents must do their best to provide their kids with the necessities (i.e. food, clothing, shelter), but make their children do chores and work for luxuries.
- We recommend that children be encouraged and praised when they succeed and be accepted when they fail
- We think that parents should spend time talking with their children and showing that they care. They must bring their children up in a positive environment and encourage them to pursue their dreams.
- We recommend that families set aside one night every few weeks to do an activity together, such as bowling. This would be precious quality time that could bring everyone closer together.
- We feel that parents should do their best to prepare themselves before having children. They should be willing to accept the tremendous responsibilities that come with raising a child before becoming a parent.
- We feel that all family members deserve equal respect. This includes encouraging all family members to express feelings and listen openly to each other.

- **We recommend that children need a role model.**
- **We feel that children need rules and guidelines enforced through non-violent discipline.**
- **We think that parents have to try to fully understand their kids, not just sit and listen.**
- **We think the child welfare system is undergoing change and improvements.**
- **We recommend parents' involvement in their kids' lives.**
- **We recommend that parents are honest, trusting, and open.**
- **We think family break-up sometimes can improve relationships and sometimes damage them. For example, there may be: less fighting at home, a fresh start, new parental figures. Some negative aspects might be: instability, feeling a lack of love, self-blame, distance between parent and child and custody battles.**
- **There are negative aspects to physical discipline: We think the child may follow the parents's example of violence, which would be a bad thing; we think violence may make the child fearful of authority figures. We think that physical discipline may influence kids to hit others to solve disagreements with their friends.**
- **We think that discipline is an issue that needs to be addressed. Parents that are given the proper information can properly discipline their children.**
- **We believe that parents and guardians should be the essential role models and mentors for their children and should strive to establish strong relationships with them. Quality time and an emphasis on family values will strengthen and enrich these cooperative relationships.**
- **We recommend that parents be sensitive to the individual maturity levels of their children when they are establishing regulations and limitations for them.**
- **We recommend that in order to construct healthy and comfortable relationships with their children, parents should engage in good communication, less of a struggle for power, and more trust and privacy.**
- **We believe that good parents are: supportive, encouraging, approachable, trusting, and sensible.**
- **We believe that good parents learn from their mistakes; they use negative experiences positively**
- **We believe that good parents have a positive outlook, communicate well, and tell us they love us a lot.**
- **We believe that our parents can be our friends, not only our parents.**

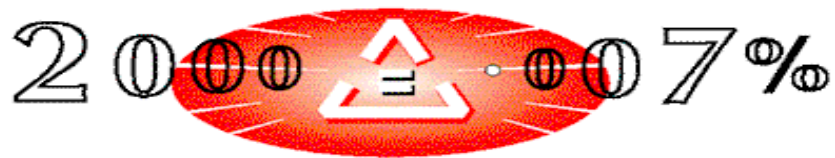
- **We believe it is not okay for parents to be sexist, old-fashioned, stuck in their generation or to abuse their children physically, mentally, emotionally or spiritually.**
- **We believe it is not okay for parents to buy their kids off, spoil them and blame others for problems.**
- **I thrive when my parents show me that they respect me by compromising and being consistent in their actions.**
- **I thrive when my parents support and encourage my independence through earned trust and acceptance.**
- **I thrive when my parents listen and value my opinions and demonstrate their positive values and morals.**
- **We think parents play a significant role in the development, growth, and health of their child.**
- **We think some of the outcomes of unhealthy relationships are high risk behavior.**
- **We think parents should be able to give justifiable reasons as to why they don't want their kids to engage in certain activities, and otherwise provide support and encouragement with their involvement.**
- **We believe parents should listen to the needs and wants of their child even if they cannot fulfill them.**
- **We believe parents should encourage their children to discover their goals and pursue them**
- **We believe that parents should provide basic living needs such as food, shelter, clothing and love.**
- **We believe a good parent is able to talk to their child as a friend and not as an authority figure.**
- **We believe parents need to take interest in their kids, provide them with opportunities and allow them to experience things in order for the children to grow into stable, confident individuals.**

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Youth Action Projects

Our suggestions for projects to help to eliminate the child poverty that exists today are:

- **Make contact with other youth to discuss some problems and answers.**
- **Set up peer groups at local schools or community centers for support.**
- **Set up breakfast clubs which have very low costs, if any at all.**
- **Set up a program to collect anonymous donations of food to local schools.**
- **Set up after school activities at the schools as a place for children to go.**
- **Set up a buddy system.**
- **Set up posters to promote awareness.**
- **Join all the small, grassroots organizations to form one big organization.**
- **Set up a school partnership program for such items as snacks and clothes.**
- **Set up a habitat for humanity program.**
- **We can set up after-school peer group programs so that kids know there's someone out there who's available to talk and listen.**
- **We can organize poverty awareness days at school.**
- **We can approach the canteen committees in our schools to set up a free breakfast program.**
- **We can approach buffet restaurants to donate 10 meals and bring them to a food bank.**
- **We recommend that all levels of government be pressured to address the issue of child poverty; this can be accomplished by presenting governments with petitions and awareness videos.**
- **We recommend that schools and local communities implement activities and facilities providing recreational and cultural activities at no or minimal cost to**

their users. We also recommend the creation of a resource book containing lists of community activities and facilities for youth.

- **We recommend that community organizations with similar interests join together in order to be more efficient.**

We recommend the following projects to raise awareness of issues surrounding child poverty in Canada in schools and communities:

- **Presenting ideas and debates to principals and to students at school.**
- **Getting a group together to discuss various issues.**
- **Raising funds from the community or businesses for activities to help fight poverty.**
- **Speaking about and publicising our ideas to the media.**
- **Compiling a publication written by young people similar to "Chicken Soup for the Soul" but dealing with the issue of poverty.**
- **We recommend support and programs in place for pregnancy prevention including: moral support for pregnant women and youth and information on preventing pregnancy.**
- **We recommend that people in the community be brought together to help fight poverty through: creating a community garden, linking youth living in poverty with speakers that can share various life experiences, looking for talents in other youth to create these programs, having sports teams collect money to provide funding for community programs to fight poverty, receiving donations from sponsors and donating the money to various organisations, creating interactions between people of various economic situations, getting involved in adult organizations (being persistent to gain respect).**
- **We recommend having training sessions for families and youth through: offering free babysitting and gift certificates from food stores for volunteered time at a community centre, providing computer training, having a job resource/employment centre, offering free babysitting.**
- **We recommend projects that link students and other youth-created and youth-run groups together by: starting a database of various resource organizations and individuals, creating an Internet site to promote these resources and provide a forum for youth to discuss various issues.**
- **Communicating and partnering with other NGOs to find out what they are doing**

- **We recommend providing programs to help youth and families living in poverty by: providing information on resources available in these sites, finding a piece of land or building and fixing it up to use as a youth center.**
- **We recommend that there be an equal geographical distribution of the youth centers in communities to allow youth from all areas to have easier access to them. We also recommend that public funding be available when establishing these centers, and that programming should be coordinated by the youth.**
- **We recommend that there be more community-supported agriculture projects and community gardens.**
- **We recommend that there be more cooperative housing projects and low-income housing available.**
- **We recommend that there be lunch and breakfast programs offered at schools for those students who need it.**
- **We recommend that there be more direct street projects offering free items such as condoms, needles, mittens, toques and food to young.**
- **We recommend that more toll-free phone hotlines for youth counseling be available.**
- **A Day in the Park: This program is for children ages four to twelve that need a supervised place where they feel safe to converse and interact with other children.**
- **Learning Computers: There will be people teaching youth aged 13 to 18 (and anyone else who comes) how to use computers, and also teaching the skills necessary to enter technology-related careers.**
- **Ambition: A non-profit teen drop-in center that will have a daycare and is open to all teenagers after school.**
- **Special Love: A support group for youth so they can help each other and bond together.**
- **Party for a cause: A party at night for which the admission price would be one canned food item to be given to the poor. The party would be open to all.**
- **Somewhere to go, something to do: A grant from the government will enable an employee to supervise teens from 7 PM to 10 PM at a town hall. There will be: 1) Fundraisers, 2) Sports, 3) Conferences on Poverty, 4) Clothes Drive Food Chain (human chain from school to food bank), 5) Drama Class for youths to fundraise, 6) Benefit Concerts, 7) Fashion Show**
- **Working towards eliminating child poverty, I will go to an elementary school in my community on a regular basis and facilitate participation in activities.**
- **Working towards eliminating child poverty, I will organize a group of people**

to write and present an artistic representation of issues relating to child poverty in order to promote awareness.

•Working towards eliminating child poverty, I will volunteer in a local community center in order to support free recreational opportunity for everyone.

•Working towards eliminating child poverty, I will prepare a motivational lecture to present to my community in order to inspire, energize and encourage involvement from the entire community.

•Working towards eliminating child poverty, I will volunteer to baby-sit for a single parent I know so they can have a break from their child or children.

•Young people are faced with great obstacles when it comes time to get a job. Much of the time, they lack experience and knowledge of opportunities that are available to them. There needs to be a greater emphasis placed on building a personal profile at a young age. We recommend workshops on writing resumes, building self-esteem and developing leadership skills. Such a program should also help people find placements, or gain the confidence to look for their own job placements, in order to gain experience in different fields.

•Young people need to be encouraged to dream. We recommend monthly conferences in schools with motivational speakers, encouraging people to take initiative by being active members of their communities. We recommend that young people within their own community speak on the panel about their dreams, struggles and triumphs. At these gatherings, young people should be made aware of the different opportunities that are available to them.

• Communities across the nation need to connect through the Internet and share information about opportunities and organizations that are available to young people. All this information needs to be accessible through a central hub that links to other individual sites.

•We recommend that awareness groups and spirit clubs be set up in schools to work towards breaking the barriers of discrimination. We need to educate students on social issues such as child poverty, and how the community can work together in attempt to deal with the issues. This would help people to understand that child poverty is a current issue and that people should not be judged because of their economic situation. Aside from addressing child poverty, members of the spirit club can be youth mentors for anyone in the community who needs someone to talk to. The primary goal of the mentor would be to listen, provide support and work with the individual in need, to help them create possible solutions for themselves. It's about people helping people.

•We recommend that groups of people ask companies such as Grand and Toy, Business Depot, Zellers (etc.), to donate school supplies to food banks

to create packages for young people who can't afford to buy the supplies.

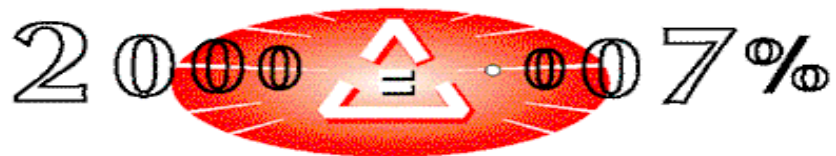
•We recommend that money be donated for babysitting services. Sometimes parents just need a break. They may want to go out but can't afford to pay a babysitter. We recommend that money be donated to an organization that can pay the babysitters, give gift-certificates to the parents. This would create a stress-relieving break for everyone in the household.

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Youth Action Plans

After School Activities

Awareness Conference

Awareness Video

Internet Access

Community Gardens

Youth Housing

Benefit Concert

Artists' Series

Awareness Program

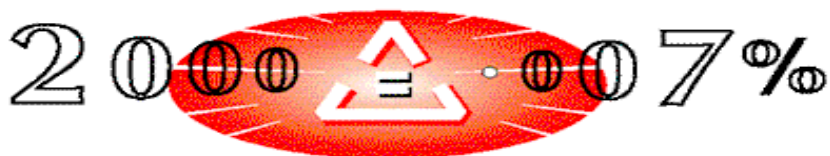
Drama/Theatre Group

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The Students Commission Background

THE PROGRAM:

Established in 1991, The Students Commission is a non-profit organization that brings together 200 youth, from across Canada, to discuss issues and write a National Report at an annual conference in the Ottawa region.

In just under eight years, The Students Commission has created a positive proactive forum for young people to direct and influence public policy and a program to assist them to take action on issues themselves. They have presented their National Reports to the Prime Minister, the Governor-General, Cabinet Ministers, Provincial Premiers and leaders of business, education, community and labour.

The Students Commission provides a national policy forum and leadership training venue for all Canadian students. It is not a 'leadership' program for elite students, but actively recruits among those youth not usually chosen for national conferences. The Commission starts from the premise that every student has ideas that can make a difference if they are given the framework and the tools.

At the conference, considerable effort is spent on helping youth to practice the communication process: learning to listen and learning to understand another point of view. More time and effort is also spent by the youth delegates, recognizing the reality of language barriers and developing creative hands-on solutions to overcome them. Media training, report preparation and cultural workshops run by youth for youth are part of the conference, which is organized and executed by returning youth delegates from previous years.

THE IMPACT:

These high school students have published seven major National Youth Reports, published an anti-racism guide, implemented hundreds of in-school programs, workshops, and youth training initiatives, and reached more than 14.4 million people through their media and presentation campaigns.

Student Commissioners have won recognition awards in almost every province for their efforts, including a YTV Public Service Award, three Lincoln Alexander Anti-racism Awards, a Canadian Human Rights Achievement Award and numerous provincial citizenship and youth of the year awards.

THE YEAR-LONG PROGRAM:

After the national conference, the youth delegates return to their communities to share what they learned, consult with other youth and mobilize other youth in executing their ideas. The delegates work all year long in their communities and schools, implementing personal action plans and advising The Students Commission's Planning Committee. The delegates also participate in various projects of the Commission, such as developing 'Nobody's Born a Racist,' a Guide to Equity, and consulting for our report on social reforms, 'Your Future, Your Decision—Youth Speak out on Social Reforms.'

SKILLS DEVELOPMENT:

With TG Magazine Publishing Institute, youth learn communications technology skills, internet, video conferencing techniques, publishing, marketing and other transferable skills relevant to all areas of their lives.

THE ADMINISTRATION:

The Students Commission has been developed by a National Planning Committee comprising senior Student Commissioners, Optimist Club members, TG Magazine staff and volunteer educators.

THE INTERNATIONAL SCENE:

Student Commissioners have helped establish Canada Youth-speak International to give youth in Canada a chance to influence United Nations and international policy. Two Students Commissioners attended the World Summit on Social Development in March 1995, and three Student Commissioners the UN 50 conference, in Toronto. A team covered the G-7 Summit from a youth perspective with Auburn Air Student Media Services.

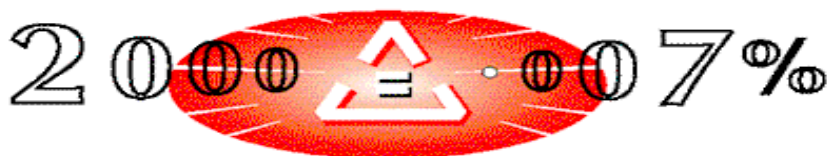
Another commissioner ran a workshop at the Global Youth Forum in San Francisco. Two more Commissioners, accredited for the Women's World Summit in Beijing, created "Challenge the Assumptions," an international multimedia educational package on gender issues.

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Sponsors

The Students Commission Partners:

The Millennium Bureau of Canada

Canadian Optimist Clubs

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Funding for the 1999 Students Commission Conference:

1999 Student Participants

The Students Commission would like to thank the local service clubs, businesses, political representatives, student councils, school boards, school trustees, band councils, youth organizations, volunteers, community groups, parents and friends from across Canada who supported the fundraising efforts of each and every participant in the 1999 Students Commission.

Product and Service Donations:

TG Magazine, The Optimist Club of St. Clair - Sarnia, The Moore Optimist Club, Canadian Teachers Federation, The Document Company Xerox, Memorial University of Newfoundland White Mountain Tours (Canmore), Hard Rock Cafe (Banff), R & B Sights and Sounds, Eric Plourde, Keepsakes Time Capsules Inc.

Speakers:



Pytor Hodgson, Ben Wicks, Patricia Kotovich, Richard Rothenberg, Michael Towle, Barb McIntosh, Dianah Smith, Liz Greene, Nicholas Cornell, Anuj Khosla, Jennifer Corriero, Patrick Lavergne Smith, Sheila Baxter

Thanks to all the speakers and volunteers who donated their time.





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Youth Action Plan: After School Activities

	the what	<ul style="list-style-type: none">- a group for after school activities with babysitting facilities for younger siblings- week-end free babysitting for adults.
	the why	<ul style="list-style-type: none">- do something concrete to help others.- because we can.- give people a break and provide support- give children, that have adult responsibility, back their childhood.
	the how	<ul style="list-style-type: none">- a safe sitter list.- utilizing school and home facilities.- send letters from the school to the parents.- announce events and ideas at community meetings.- get support from school board at whatever meetings that are especially made for giving student opinions.
	the where	<ul style="list-style-type: none">- in the school.- in the home.- in community centers.



	the when	- after schools for kids during the weekend for parents.
	the who	-all of society. -parents who need a break and kids who need a childhood. -parents and kids separately.



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Youth Action Plan: Awareness Conference

	the what	<ul style="list-style-type: none">-conferences on child poverty in schools and in our communities
	the why	<ul style="list-style-type: none">-it's a good way to make people aware of child poverty since not enough people are aware-inform people what it's about and that we do have child poverty (in Canada)-to create support for change-because it's possible for us to do that-to offer opportunities to everyone
	the how	<ul style="list-style-type: none">-contact teachers in schools and see if they're interested-use internet to gather more information-advertise by making posters and pamphlets with statistics, and local newspapers or school newspapers-invite the business community to a group discussion and to help out and get involved-explain what child poverty really is
	the where	<ul style="list-style-type: none">-schools and communities




	the when	-ASAP!
	the who	-for everyone who has a need -anyone else that's interested -a spectrum of youths from all walks of life




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Youth Action Plan: Awareness Video

	the what	<ul style="list-style-type: none">-real-life awareness video on child poverty (community-based)
	the why	<ul style="list-style-type: none">-to create awareness.-to help create support for community based programs.-to provide an activity for the youths in their community.-to encourage partnership between age groups.- to give an experience and skill opportunity for youth (for resumes, jobs, marketing, future studies, recommendations).-starting a youth improvement movement.-to prevent poverty.-to have fun!!!-the video can be used as a tool to express the need for funding and community education.
	the how	<ul style="list-style-type: none">-made by youth in the community about youth in the community experiencing a form of poverty.-made to alert members of the community and the local government about local poverty.-getting "in-kind" donations to produce the video.-asking for help from students in the field for the realization.-having a resource-person going around the community to promote the making of the video (in classes, youth groups), explaining what poverty is , why this project should be done and the benefits for them and the community.-meeting the people before filming to know their background and experiences to have a good relation

		based on trust.
	the where	-local t.v. stations could broadcast the videos. -groups could present their videos in schools.
	the when	-today!
	the who	-youth.



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Youth Action Plan: Internet Access

?	the what	- Internet all around Canada.
?	the why	- promote creativity. - create awareness of poverty (through essays, poetry, art, literature, dramas). - bring important issues into the media spotlight. - close the generation gap.
?	the how	- fundraising events such as bingos and sports tournaments. - asking banks or sponsors in community for donations. - get help from media to fundraise.
?	the where	- throughout Canada.





	the when	<ul style="list-style-type: none">- by the Millennium.- done by October 31.- release December 31.
	the who	<ul style="list-style-type: none">- everyone!- contacts in each province.- editors from our group.- teens who have gone through poverty.- teens/adults who feel strongly about the issue.


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Youth Action Plan: Community Gardens

	the what	<ul style="list-style-type: none">- A community garden that will include: carrots, lettuce, fruit trees (apple, cherry), lots of coloured flowers, pumpkins, a fountain, animals frolicking, green grass, lots of youth volunteers, sprinklers to keep grass green, a fence.
	the why	<ul style="list-style-type: none">- Benefit the community.- Beauty for the community.- Healthy, organic, safe food.- Poor people can afford the products of the garden.- Youth get to volunteer.- People get work experience.
	the how	<ul style="list-style-type: none">- Advertise with flyers.- Write a proposals to get resources and landowner's help.- Send press releases to get media attention.
	the where	<ul style="list-style-type: none">- Inner city.- Easily accessible with a nice view

	the when	<ul style="list-style-type: none">- Start planning in autumn.- In spring be ready to plant.- Start planning at least 6 months beforehand.
	the who	<ul style="list-style-type: none">- Youth who want to make a change.- Poor people.- People with resources.- Media.- Youth, adults, and other helpers.- Gardeners.- Landowners (government, businesses).

	the what	-Community Garden.
	the why	-to bring people together and supply food to the community.
	the how	-find land and grow fresh produce to supply to those in need in the community.




	the where	-wherever land is accessible & available.
	the when	-starting in spring and harvesting produce in fall.
	the who	-people who want to support their community, people who care, people in need and the target audience.




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Youth Action Plan: Youth Housing

	the what	-We would like to create a youth environment that would provide housing.
	the why	-to keep youth off the street, creating a family environment so youth would feel safe.
	the how	-involve public service personnel to include police, social services, mobile crisis, etc. -get support from city counsel, parks and recreation. -organize staff and volunteers by contacting volunteer clubs to see if they are willing to volunteer their time, support, and resources. -contact friends, family and fellow students through word of mouth to see if they want to participate in the project. -find funding by contacting city counsel and research who's giving money and how to get it. -contact sponsors and prepare a proposal to include a budget of costs to this project. -acquire resources that we need. -promote awareness of this project through media coverage to include local newspapers, television stations, school papers, etc.





	the where	-would need to define as planning occurs.
	the when	-would begin mid-February, opening date September 1999.
	the who	-for homeless young people living on the street.


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Youth Action Plan: Benefit Concert

	the what	-Benefit concert of mixed artists (local or not) who could donate their time for charity.
	the why	-to spread awareness about the issue of child poverty. -to raise funds (donations) toward resources for those living in poverty.
	the how	-organize resource people in the community who have experience with concerts who could help us.
	the where	-outdoors or a common recreational area.





	the when	-during a special event in the community.
	the who	-anyone who loves music



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Youth Action Plan: Artists' Series

	the what	Our project plan is to organize a group of people to write and present a series of artistic representations of issues relating to child poverty.
	the why	<ul style="list-style-type: none">- to promote awareness of this issue in an entertaining & appealing way.- to get others involved in expressing their personal experiences at a comfortable level.- to raise funds in support of: a) community programs which offer resources to children & youth, b) developing our own resource idea.
	the how	<ul style="list-style-type: none">- recruit participants from school drama clubs, posters around town requesting help, word of mouth.- have performing team rehearse and organize program to include sets, props and lighting.- publicize our events through writing media releases, posters, inviting schools (or performing at schools), special invitations to policy makers and media.- organize local support & donations to keep this project "cost free".- charge an admission fee (to be decided) or ask for donations at the door.
	the where	We would organize several locations in the community to perform our program to include coffee houses, schools, local street festivals in the summer and senior citizen homes at no cost. Request props and lighting equipment be donated where not included at location.




	the when	We would start immediately by first organizing our performers and program while booking dates to perform at various locations. Performances would take place mostly on weekends and evenings except for school locations which could also be during the day.
	the who	-anyone interested!




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Youth Action Plan: Awareness Program

	the what	-An awareness program.
	the why	-People need to know that child poverty is everywhere around us and touches us in one way or another. -There is a need to decrease stigma around the issues of child poverty. -People living with such issues need to be aware of all the services available to them. -This awareness program could also create employment at the same time.
	the how	-The people involved in organizing it could be motivational speakers that have dealt with the issues around child poverty. -Other people with skills ranging from web page to graphic design for the posters, making contacts or publishing resource lists. -Posters and media make people see the reality of child poverty in Canada. -Publish a resource list with all the available services in a region. -Publish a guide for children -Partner with other programs to setup workshops on how to fight child poverty. -Make it ok to talk about it.





	the where	-Such a program could have a fixed address but also have a mobile team that could visit schools, community centers, detention centers, shelters, the street and drop-in centers. -Wherever people are or anyway we can reach people; through the media, radio and the newspaper.
	the when	-The planning and hiring for such a program is a process that could take several months.
	the who	-For everyone.



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Youth Action Plan: Drama/Theatre Group

	the what	- A drama club/theatre group run for and by youth, where open-mindedness is encouraged and promoted.
	the why	- We feel that this type of club would help youth, regardless of income, age or race, and give youth the opportunity to express themselves. It would also help them acquire important social skills. The cost of running a drama club could be very low.
	the how	- Meet with interested people. - Find a community building in a central location. - Advertise (posters on street light poles).
	the where	- Location can be any free community building, including schools. A central location is recommended since transportation is a problem for youth.

	the when	- A.S.A.P.
	the who	- Youth.

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