



Make A Difference Day

Youth Toolkit



MAKE A DIFFERENCE DAY BEGAN IN 1992 AND TAKES PLACE ANNUALLY ON THE FOURTH SATURDAY IN OCTOBER.
MAKE A DIFFERENCE DAY IS MADE POSSIBLE BY THE EMPLOYEES OF TEGNA
AND LONGTIME PARTNER POINTS OF LIGHT.

Make A Difference Day

Make A Difference Day

Make A Difference Day is one of the largest national day of community service. Celebrated on the fourth Saturday of October, thousands of volunteers unite in a common mission to improve the lives of others. For over two decades, Points of Light has partnered with media to mobilize and celebrate the power of people to make a difference. This year, we are thrilled to continue this tradition with TEGNA Media, which includes 46 television stations in 23 states.

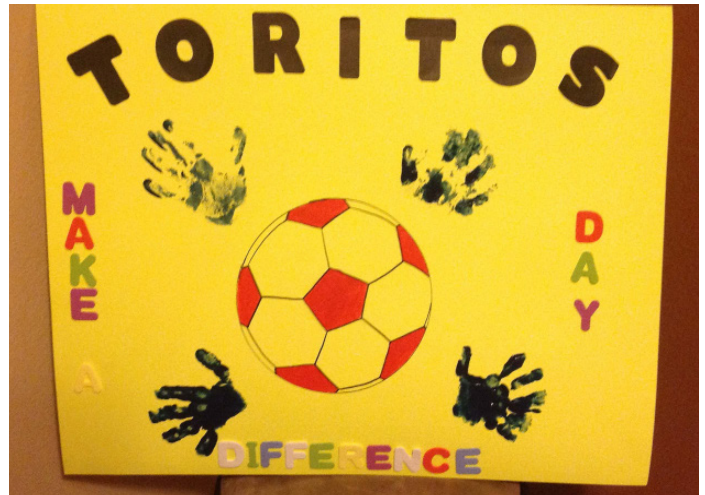
On Saturday, October 22, 2016, Points of Light and TEGNA's affiliate television stations will seize the moment to inspire, equip and mobilize corporations, nonprofit organizations, families and individuals to improve their communities. Together, we will recognize the efforts of this day by awarding \$10,000 to the charities of each of the 10 National Honorees and three Community Awardees. Enter your project today at HYPERLINK "<http://www.MakeADifferenceDay.com>" www.MakeADifferenceDay.com.

The Youth are Changemakers

Youth today have dynamic power and potential to make a difference in their communities and the world. The goal of this guide is to empower you with the tools needed to be agents of change.

Welcome!

This Youth **CHANGEMAKER** Guide serves as a reference for you to use as you create an idea that identifies and addresses a need in your community or the world. We hope that you will use this as a clear step-by-step action manual that will guide you through the leadership process, including creative ideas, organizing tips and leadership tools.



Make A Difference Day

What's inside?

Inside these pages, you'll explore global and local issues and create a meaningful idea to affect change in your community - also known as a **CHANGEMAKER** Idea. You'll also explore the importance of community, leadership and service.



generationOn

generationOn is the youth, family and education division of Points of Light Institute. With volunteer service and service learning at the core of its mission, generationOn mobilizes the energy, ingenuity and compassion of young people and empowers them to take action that changes the world and themselves.

Making Change.

This guide was created by members of the generationOn Young Women's Planning Board. Special thanks to Suprita Datta, age 17; Niomi Murphy, age 17; and Roslyn Rivas, age 15.

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What? Be a CHANGEMAKER! Create!

What's Your Passion?

Make a list of all of the issue areas that you feel passionate about. You can be as specific or as general as you like. What news stories make you want to **DO** something? Think about the hot-button issues in the last political election, the news stories that caught your attention, or other social problems that make you say, "Why doesn't someone do something about this?!"

You can be passionate about a global issue, such as world hunger, or about something closer to home, such as the accessibility to libraries in your neighborhood.

As you begin exploring ideas for service activities, it's important to make sure that what you're considering will be something that is truly needed by the community. For example, make sure to survey your community to ensure that your idea is doable, and not already being tackled by someone else!

Below is a list of some of the most pressing issues facing

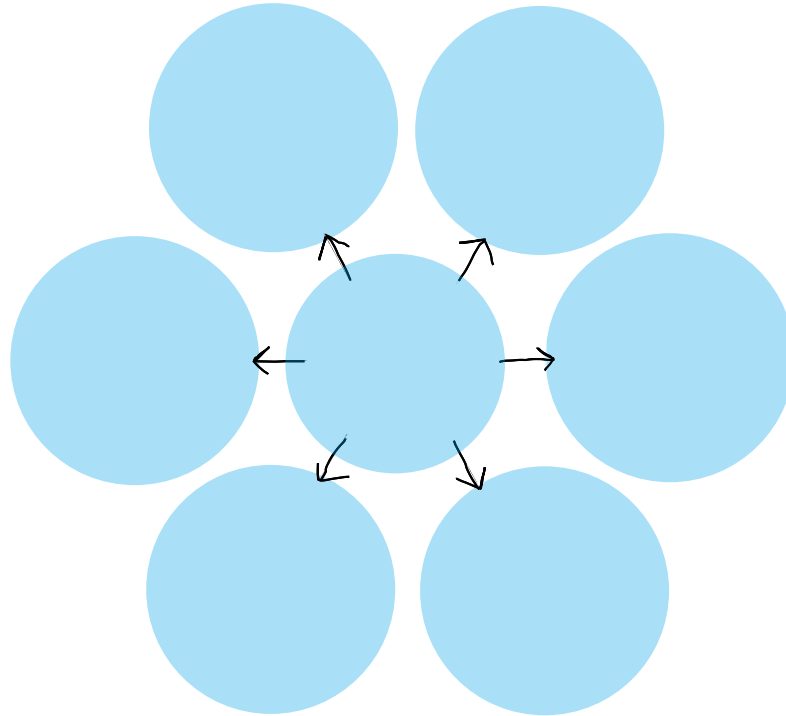
our nation today. See if any of these make light bulbs go off in your head:

- Animals (homeless pets, endangered animals, abused animals)
- Community revitalization
- Disaster relief
- Domestic abuse
- Education/tutoring/mentoring
- Unemployment
- Environment/conservation
- Healthcare
- Health-related issues (cancer, HIV/AIDS, obesity, etc.)
- Homelessness
- Housing (building, renovation)
- Human Rights
- Hunger
- People with disabilities
- Poverty
- Recreation/sports
- Seniors
- Technology
- Female empowerment
- Youth Leadership
- Other



Brainstorming Tool

In the center circle, write the main theme or issue that you are interested in addressing. Example: hunger, homelessness, the environment. In the outer circles, write more specific areas within the theme that you are interested in addressing. Example: (for the environment) water pollution, air pollution, carbon emissions.



Decide on 1 particular area that you are interested in tackling.

Think: Which of these circles interests me the most?
Which do I have the power to change?

Place the selected issue in the box below.

Now get even more specific! Use the lines provided to think of the specific aspect of this issue you will tackle.

Example: For water pollution, tackle oil spills.

Why? Is This Important?

Consider why you feel passionate about this issue. What do you know or what have you experienced that has inspired you to create a **CHANGEMAKER** idea to address this need?

Brainstorming Tool

Why is this particular issue so important?
Answer some of the following questions in the space below.

What do you know about this issue? _____

What research or facts support your cause? _____

What will happen if you don't address this issue? _____

Why do you care about this? _____

Why should others care about this? _____



- _____
- _____
- _____
- _____
- _____

Where? Location! Location! Location!

Consider where you will implement your **CHANGEMAKER** idea. Is this a program that lives on the Internet? Do you need a physical space to conduct projects? Will you need a space to store materials? Does your idea require you to travel locally or travel long distances?

Brainstorming Tool

What is the best location for this program? _____

Why is this location the best? _____

Is there a fee associated with utilizing this space? YES NO
If YES, what are the costs? _____

Are you interested in traveling for this program? YES NO

How will you get there? _____

Is there a fee associated with this travel? YES NO
If YES, what is the fee? \$ _____

How long will you be at this location? _____

What alternative locations are available? _____

“ There’s still plenty to do. I think I’ll never run out of things to accomplish, as long as I’m alive, because there’s so much to learn, and so much to do. I always feel like I have so much further to go, personally, spiritually, emotionally, mentally and physically.”

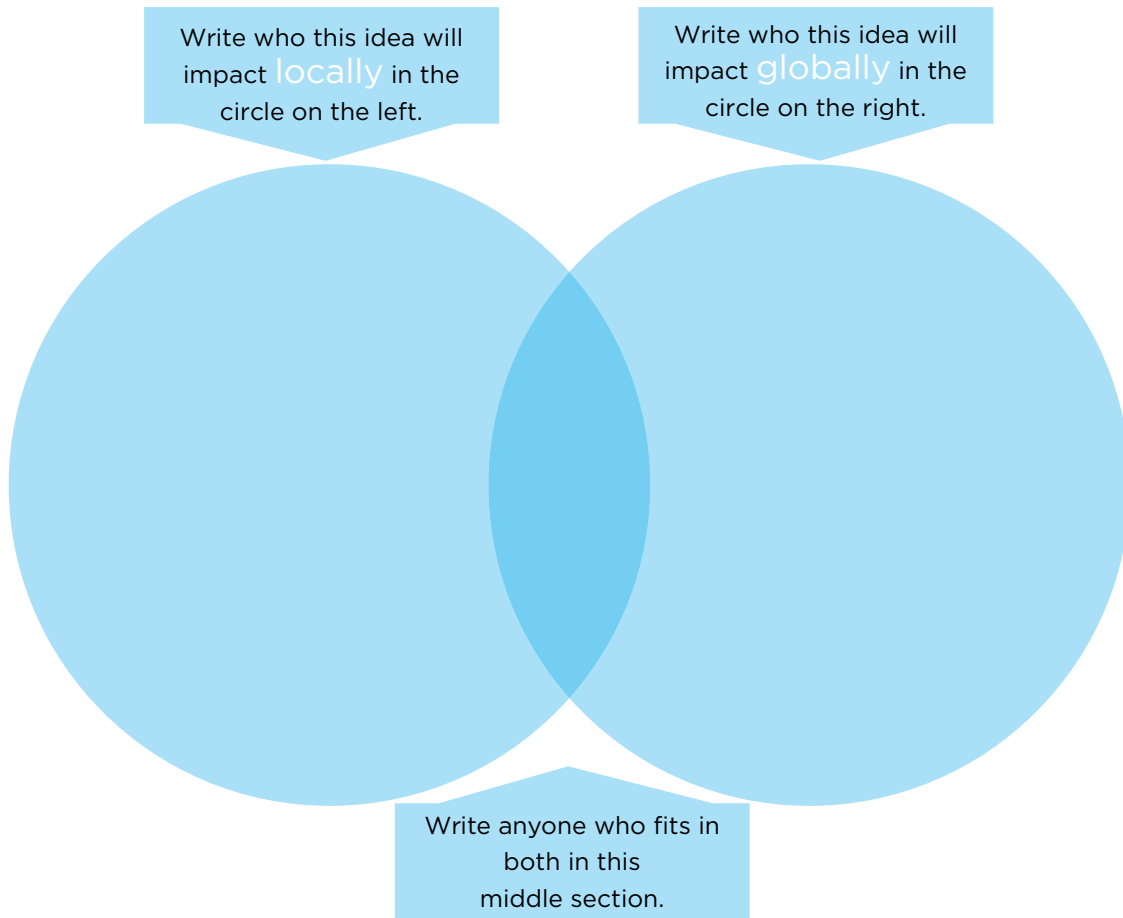
— Queen Latifah,
American singer, rapper
and actress

Who? The Target

Consider whom you will work with to effect change in your community and who will benefit from these changes.

Brainstorming Tool

What people/animals will your program impact?



How many people do you think your program will impact (consider how you will prove and track this):

In the first six months? _____ One year? _____ Three years? _____

In what way(s) will these people be impacted? (Use the bullets below)

- _____
- _____
- _____

How? Will you make it work?

Details Make the Difference

You've chosen a **CHANGEMAKER** idea; now you have to make it a reality. Planning your activities will take some effort. Be sure to take time **BEFORE** the activities to plan what you're going to do, what materials you need, how you're going to get them, who is going to do what and all of the other details that will make your activities a success. Below are some planning and organizational tips to help you get your **CHANGEMAKER** idea going.

Project Plan

A project plan is your first step in planning an activity. It is a detailed and organized body of work (in the form of an outline, a written document, etc.) that describes an individual service activity in a logical fashion. A good plan will have every bit of important information included, with plenty of space to add or change information as your **CHANGEMAKER** idea progresses.

Task List

You may find it helpful to create a task list to keep you organized. Think about everything that needs to be done to make your **CHANGEMAKER** idea successful. Consider prep work, tasks and follow-up needs. Be specific! Below is a general step-by-step guide for creating a workable task list:

- Write down every task that must be completed to achieve your goals
- Organize each task in order of importance
- Consider how many people or volunteers are needed to complete each task
- Estimate the amount of time that each task will take to complete

Resource List

Brainstorm all of the resources and materials that you will need to implement the **CHANGEMAKER** idea. This could include supplies, materials, or services. Think about everything from tools and meeting spaces to printing and outreach.

Try to include as much information as possible:

- Write down what resources you need and why - include a description of the purpose for each resource.
- Include the amount of the resource needed (100 flyers printed, etc.)
- Be clear on how you will obtain the material or resource - will someone donate what you need, or will you have to purchase it?
- Make sure to include the estimated cost of everything (this may require some basic research).
- If necessary, also include the names of the people responsible for securing each item and the deadlines by which they must be obtained.

How? Will you make it work? (continued)

Who will you recruit to help you with the idea? ANYONE can be a volunteer. Here are some creative suggestions for finding out who might be interested in volunteering:

- List five people you know who might be interested in volunteering.
- List five groups of potential volunteers (clubs, honor societies, faith-based organizations, etc.). What will motivate each of these people to volunteer?
- You can recruit volunteers in a variety of different ways. You can ask them personally.

You can post flyers and pass out brochures. You can visit classes or the meetings of groups you want to involve. Don't forget about using the Internet, school newspaper, bulletin boards, or blogs. Word of mouth is one of the best tools for recruitment, so spread the message!

Make connections that count! Here are some tips:

- Begin with people you know (family, friends, neighbors, other students).
- Partner with associations and institutions in your community. Businesses, non-profit organizations, community centers, and neighborhood associations can help you recruit participants, secure donations, obtain meeting space, and accomplish other tasks on your project plan.
- Talk personally with people to "sell" your idea and get their support.

Budgeting

Budgeting isn't always easy, but with the right tools, it can be quick, easy, and painless. From the beginning of the planning process, plan your budget carefully. It's important to watch your expenses and the funds you have available through sponsorship or fundraising.

Here are some basic steps to preparing a budget:

- Assess your needs.
- Recognize what you have. List funding and other resources you have from grants, gifts, donations, and other sources of income.
- Create categories. Separate costs by category (e.g., supplies, food/beverage, printed goods, communication costs, volunteer recognition items, etc.).
- Stick to your budget. Track your income and expenses based on the categories. If your budget begins veering off track, try to figure out where you are over-spending (or under-spending), and adjust accordingly.

Spread the Word

Become an ambassador of your idea, creating buzz. Publicizing your idea has several benefits:

- It can boost volunteer recruitment.
- It can raise awareness of the community issue and possible solutions.
- It can inspire others to take further action.

Think about these questions:

- Who would want to know about your idea?
- Who do you want to tell about your idea?
- What's the best way to get the word out to these people?
- Who can help you publicize your idea?

How? Will you make it work? (continued)

There are multiple ways to publicize and inform others about your **CHANGEMAKER** idea. Make sure that you comply with your school or local community rules about advertising (accepted places to hang posters, pass out flyers, etc).

The following list offers some ideas for ways to publicize:

- Flyers, posters, or banners (think about most logical places to post these materials where they will be seen by your target audience)
- Media campaigns: radio, T.V. or newspaper
- Press releases
- Mass e-mail distribution
- Emails to everyone you know, plus e-mails to specific groups that you want to know about and/or participate in your event
- Online forums, blogs, and online public events calendars





Brainstorming Tool

What materials will you need to implement this idea?
(Complete the list below.)

Item	Quantity	Cost
		\$
		\$
		\$
		\$
		\$
		\$
		\$

Can you get the materials for free? YES NO

Will you fund raise? YES NO

If YES, how? _____

Who can help you? (Partners, Schools, Groups) _____

How much money do you think you can raise to get started? \$ _____

What is your total initial budget? \$ _____

Write a persuasive paragraph summarizing how you will use this amount of money to make your **CHANGE MAKER** idea happen.

What will you call this program/idea? _____

Will you have a slogan? YES NO

What will it be? _____



How? Will you make it work? (continued)

Brainstorming Tool (continued)

How will you let people know about your **CHANGEMAKER** idea?

How will you advertise? _____

Will you make calls? YES NO

Will you use the Internet? YES NO

List FIVE things you could do to get the word out about your idea :

- _____
- _____
- _____
- _____
- _____

Use the space below to design a flyer promoting your idea.

When? Tick Tock... Tick Tock...

Time Management

Time management is an important part of ensuring that your idea actually becomes a reality. Make sure that you set realistic goals. Implementing a **CHANGEMAKER** idea can take months or years of planning. Make sure that you break the project tasks into manageable chunks and assign each chunk a deadline. Review your schedule regularly and make adjustments as necessary.

Organization

The key is to decide what organizational style works best for you, and just follow through with it. A carefully planned idea will make for smooth and successful execution for everyone involved. Clearly defining goals and organizing tasks in advance increases the likelihood of accomplishing the goals of the **CHANGEMAKER** idea. This will leave the volunteers, the community, and yourself feeling like you truly accomplished something significant. Time spent organizing in advance will save you big headaches in the long run and help you gain a more realistic grasp of the requirements for implementing your idea.

Task List

You will find it helpful to create a task list to keep you organized. Think about everything that needs to be completed in order to make your idea successful. Consider prep work, assignments that you can delegate to others, and how you will mark your progress. Be specific!

Brainstorming Tool

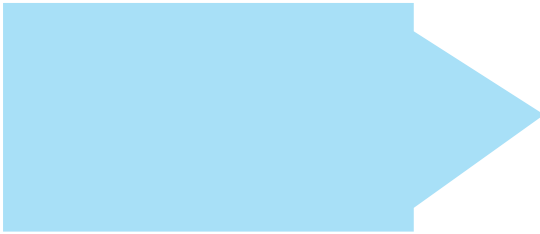
Complete the chart below to figure out when you're going to finish everything!

Task	Deadline	Where is this happening ?	Who is helping?

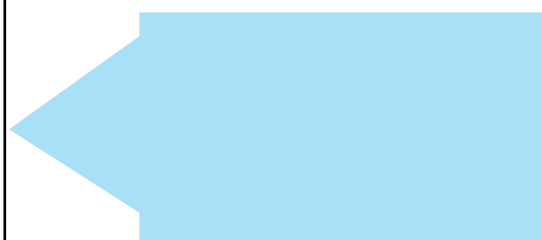
When? Tick Tock... Tick Tock...

Draw a six-month timeline of the major milestones in getting your **CHANGEMAKER** started:

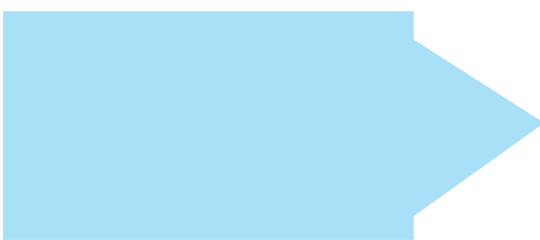
1st Month Tasks Completed



2nd Month Tasks Completed



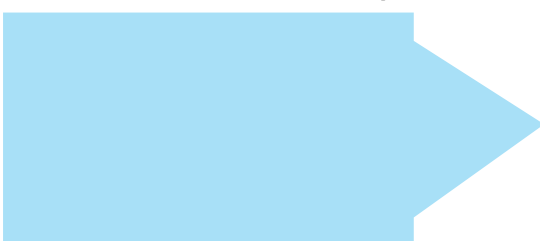
3rd Month Tasks Completed



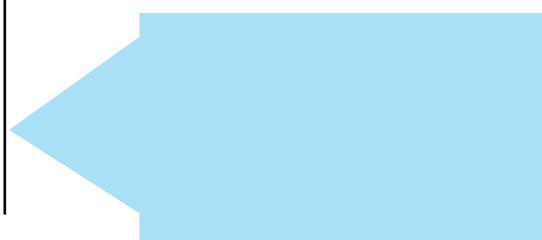
4th Month Tasks Completed



5th Month Tasks Completed



6th Month Tasks Completed





Reflection. What's the Impact?

It is important to take some time to consider the results of your efforts and think of ways that you can continue to expand and grow your **CHANGEMAKER** idea. Use this section to reflect on your impact as you create and realize your idea.

After One Week

What have you learned so far? What has been the most meaningful part of the process to you? What challenges have you faced? What have you gained from this experience?

After One Month

How has your idea evolved? What more can you do? What challenges have you faced? What have you gained from this experience? What is the most important part of this process to you?

After Six Months

What impact have you had so far? What has been the most meaningful part of the process to you? What challenges have you faced? What have you gained from this experience? What more can you do?

You know **WHAT** you're going to accomplish; you have a great **CHANGEMAKER IDEA**, **WHY** you're going to make this happen, **Where** you're going to make this happen, **Who** you're doing this with, and **How** and **When** you're going to get this done!

YOU HAVE THE TOOLS AND THE PLAN, NOW IT'S UP TO YOU TO MAKE IT A REALITY!

Now you're ready to implement your idea!



On Your Mark...Get Set...GO!

Appendix A: Think of ideas to get the ball rolling

EDUCATION

More than 50 years ago, the Universal Declaration of Human Rights established that governments are obligated to provide children with free education. Today, this is one of the most widely violated of all human rights.

Education empowers people to take more control over their own lives, provides people with the self-confidence needed to make their opinions heard and provides the skills through which people can protect their rights.

Thinking Globally...

Education in developing countries is not free. Poor families are not able to pay for fees, uniforms and supplies. One billion people live on less than \$1.00 a day. Orphans and children living on the street rarely attend school consistently. Consider the following facts gathered from UNESCO,

- 125-140 million children worldwide do not receive even an elementary education.
- 60% of them are girls.
- 15 million children worldwide are AIDS orphans.
- 2 million children have died in the last decade from war and violent conflict
- 300,000 plus child soldiers are exploited in over 30 countries.
- 250 million children - that is one out of six - work as child laborers.

Lack of an education is a loss of prosperity, human development, democracy and social justice, and is transmitted from generation to generation. The cost of an education becomes a luxury as families struggle to survive.

To make education available to all, governments in developing countries need to increase spending on education, remove education fees (which can amount to half of the educational expense) and form incentives to educate girls. Schools must be repaired and built. Teaching standards must be raised for the teachers and the curricula.

As globalization erodes the economic borders between nations and through the technological developments in computers and telecommunications, new borders are emerging between the educated and the uneducated, the rich and the poor countries.

And Locally...

In the United States, public school education is free. As The Center for Public Education points out, public school education in America provides:

- Education for 90% of Americans (10% choose to attend private schools or home schools)
- Equal educational opportunities for all races, religions and abilities
- High standards
- Public accountability
- Local citizen participation and voice in community schools
- A wide range of services and special education

Unfortunately, not all children in America have the supplies to start school and work successfully.

WHAT WILL YOU DO TO MAKE SURE THAT EVERY CHILD HAS AN EQUITABLE EDUCATION?

On Your Mark...Get Set...GO!

Appendix A: Think of ideas to get the ball rolling

ENVIRONMENTALISM

Environmentalism spans a diverse array of movements dedicated to the protection, restoration, and sustainability of the world's natural environment. Some of these major movements include: reduction of pollution levels, development of renewable energy and decreased consumption of non-renewable fuels, conservation of our natural resources, protection and preservation of endangered species, and the protection of our ecosystem.

Thinking Globally...

The environment is constantly in flux. Every day, humans and natural forces interact to reshape parts of the world and change the natural landscape. Young people can help take a stand for the environment by advocating for international laws, such as the 1997 Kyoto Protocol and the 1992 Convention on Biological Diversity, that seek to preserve the earth for all its inhabitants.

And Locally...

While the environment is a public good shared by all people, each person has an individual responsibility for ensuring its protection and preservation. Simple actions like picking up garbage from the ground, or more complex undertakings, such as effectively harnessing the power of solar energy, all play a role in benefiting the environment.

WHAT WILL YOU DO TO PRESERVE OUR PLANET?

" Be the change you want to see in the world."

– Mahatma Gandhi,
Indian Philosopher

On Your Mark...Get Set...GO!

Appendix A: Think of ideas to get the ball rolling

DEMOCRACY AND CIVIC PARTICIPATION

Government that is “of the people, by the people, and for the people” are the famous words used by Abraham Lincoln to define democracy. While no universally accepted definition exists, the main features of a democracy include government by the people, where every person has the free and equal right to take part in government, whether by serving as a representative of the people or by electing representatives under a free electoral system. In a democracy, citizens vote.

Thinking Globally...

The word democracy is derived from the Greek *demokratia*, which was coined from *demos* (“people”) and *kratos* (“rule”) in the middle of the 5th century BC¹. During this period, democracy, rule by the people was contrasted to alternative systems of governance that included monarchy, rule by one individual and oligarchy, rule by a small group of people. Today, with the rise of multi-party political systems and universal suffrage, 121 out of 193 countries are classified as electoral democracies². As more and more people are granted the right to have their say across the world, it is imperative that we become not only more engaged national participants, but also informed and engaged world citizens with the knowledge and agency to tackle global issues such as poverty, human rights and environmental degradation.

And Locally...

How can we empower others to become engaged stakeholders that contribute, problem solve, and become agents of positive change in the community? This is a fundamental question of concern as we seek to reverse the trend of youth political disengagement across the nation. Whether students have reached voting age or not, youth voice is a critical component of a flourishing democracy. Youth who remain actively involved in their community can affect powerful and lasting youth-driven change and make more informed decisions as adults. But how can youth actually go about making a difference in their community?

Multiple avenues exist for youth voice. Youth may choose to join a civic organization or community group such as the Boys and Girls Clubs, or their local church group. They may choose to attend community board meetings or meet with elected officials to share their views. Youth may use media outlets such as blogs and letters to the editor or organize public awareness campaigns to bring important attention to an issue. They may also choose to volunteer for a cause in their community. Whichever vehicle students decide to use, it is crucial that young people understand the responsibilities and privileges that come with citizenship, as well as their individual and collective agency to positively shape the society in which they live.

HOW WILL YOU EXERCISE YOUR VOICE, AND IN THE PROCESS, INSPIRE OTHERS TO DO THE SAME?

1. “democracy.” Encyclopedia Britannica. 2008. Encyclopedia Britannica Online. 8 Jan. 2008 <http://www.britannica.com/eb/article-9029895>.

2. Paddington, Arch. Freedom in the World 2007: Freedom Stagnation Amid Pushback Against Democracy. Freedom House.

On Your Mark...Get Set...GO!

Appendix A: Think of ideas to get the ball rolling

GOOD HEALTH AND NUTRITION

Food contains essential nutrients necessary for healthy living. The human body needs seven types of nutrients to fuel life and maintain good health: carbohydrates, proteins, fats, vitamins, minerals, fiber and water. Good nutritional practices include a balanced intake of each of these nutrients, while malnutrition, or inadequate nutrition, can stem from the lack of healthy foods or the surplus of unhealthy foods in a diet.

Thinking Globally...

Three out of 10 people in developing countries suffer from a lack of essential vitamins and minerals in their diet³. According to World Bank official, Jean-Louis Sarbib, "Poor nutrition is implicated in more than half of all child deaths worldwide—a proportion unmatched by any infectious disease since the Black Death." Poor nutrition can also undermine the economic productivity of a nation. When people do not consume adequate nutritional foods, they are more likely to need costly medical care and less likely to work productively due to poor physical health. Therefore, investment in sound nutritional practices is essential to reducing the rate of poverty around the world.

And Locally...

Malnutrition is not just a problem in developing countries. As noted above, excess consumption of unhealthy foods is the flip side of the malnutrition coin. In the United States, poor nutritional habits have contributed to skyrocketing rates of obesity over the last 30 years⁴. Obesity means weighing much more than your body should, based on your height. Serious obesity-related health problems include diabetes, high blood pressure, heart disease and cancer. Obesity is the most common, prolonged health problem among children. Recent research suggests that if this trend continues and obesity rates continue to rise, this generation of young people could be the first to have shorter life spans than their parents⁵.

WHAT WILL YOU DO TO SPREAD AWARENESS ABOUT GOOD HEALTH AND NUTRITION?

3. Repositioning Nutrition as Central to Development: A Strategy for Large-Scale Action. The International Bank for Reconstruction and Development/The World Bank, 2006.
4. Data from the National Health and Nutrition Examination Surveys show that among adults aged 20–74 years the prevalence of obesity increased from 15.0% (in the 1976–1980 survey) to 32.9% (in the 2003–2004 survey).
5. Jay S. Olshansky, Ph.D., et al., "A Potential Decline in Life Expectancy in the United States in the 21st Century," The New England Journal of Medicine Mar. 2005.

On Your Mark...Get Set...GO!

Appendix A: Think of ideas to get the ball rolling

HOMELESSNESS

As defined by the U.S. Department of Housing and Urban Development, "Homeless" or a "homeless individual or homeless person" is:

1. An individual who lacks a fixed, regular and adequate nighttime residence;
2. An individual who has a primary nighttime residence that is:
 - A supervised, publicly or privately, operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - An institution that provides a temporary residence for individuals intended to be institutionalized; or
 - A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Thinking Globally...

The global housing crisis impacts all of us. Throughout the world, millions of people experience homelessness each year, and of these, many are young people. According to the United Nations, 100 million people are homeless and 1.6 billion people live in substandard housing, lacking access to clean water or adequate sanitation. Of these, many live in urban slums, overcrowded areas that typically lack access to electricity, clean water and sanitation. Estimates indicate that 32 percent of the global urban population lives in slums, nearly one out of every three city residents, and the United Nations reports without serious action, this number will near two billion within 30 years.

And Locally...

In the United States, roughly three million people, including 1.35 million youth (between 5% and 8%) experience homelessness each year. And this number continues to increase as young people exit the foster care system, mental health and juvenile justice facilities.

WHAT WILL YOU DO TO HELP REDUCE THE NUMBERS OF HOMELESS PEOPLE LIVING IN YOUR COMMUNITY?

On Your Mark...Get Set...GO!

Appendix A: Think of ideas to get the ball rolling

IMMIGRATION

Immigration refers to movement of people from one country to another. There are many factors that can influence an individual or a group of people to leave their country to resettle in another. Voluntary immigrants, people who have chosen to leave their country of their own free will, primarily immigrate to improve their economic situation, reunite with family members and gain access to better education opportunities. In contrast, immigrants who are forced to leave their country due to events beyond their control, e.g., war, slavery, discrimination, etc, are called involuntary immigrants.

Thinking Globally...

Three percent of the world's population, or 192 million people, currently live outside their country of birth. The remaining 97 percent still live in the country in which they were born⁶. In an era when modern forms of transportation allow for easy travel between nations and information can be accessed about living conditions in another country with a click of the mouse, more people are crossing national borders than ever before. The challenge for all countries remains how to effectively manage these large-scale movements.

And Locally...

The United States has been settled by people from all over the world, from the Native Americans who arrived over 10,000 years ago from North Asia, to more recent immigrants who have arrived from countries such as Mexico, China and the Philippines. Everyone's family immigrated to the United States from another part of the world at some point in history. While acts of terrorism and tougher immigration laws have shuttered the open window policy of decades past, the backbone of this country remains built on the sweat and hard work of its immigrant communities.

WHAT WILL YOU DO TO HELP IMMIGRANTS FEEL WELCOME IN YOUR COMMUNITY?

" How wonderful it is that nobody need wait a single moment before starting to improve the world."

– Anne Frank
Young Author and Victim of the Holocaust

6. Statistics from the International Organization for Migration. Accessed on Jan. 11, 2008 <http://www.iom.int/jahia/Jahia/pid/3>

On Your Mark...Get Set...GO!

Appendix A: Think of ideas to get the ball rolling

PANDEMIC DISEASES: MALARIA

Every 30 seconds, a child dies of malaria, and worldwide, more children die as a result of this disease than any other. Malaria is caused by the plasmodium parasite and spread by the female Anopheles mosquito. This deadly disease is widespread in tropical and subtropical regions, including parts of the Americas, Asia, and Africa. Each year, malaria causes disease in approximately 515 million people and kills between one and three million people, the majority of whom are young children in Sub-Saharan Africa⁷. More than half of the world's population is at risk of acquiring malaria, and the proportion increases each year due, in large part, to growing drug and insecticide resistance, deteriorating health systems, climate change, armed conflict and natural disasters.

Thinking Globally...

Attempts to control malaria have been made increasingly difficult, as the disease's resistance to existing drugs has grown. Yet, for only a few dollars, an insecticide treated bed net can help prevent the spread of the disease that is killing so many innocent and vulnerable children across South America, Asia, and Sub-Saharan Africa. It is estimated that the widespread distribution of this simple mosquito control could help save the lives of nearly 500,000 children a year in Africa alone. By taking a stand against malaria, youth are empowered to take a global perspective and look at the world as their community at large. As young people reach out to others in the face of this deadly disease, they not only fight malaria, but become global citizens, responding to the needs of people from all nations and backgrounds.

And Locally...

Young people of all ages can impact this global issue from their own backyard. There are over ten million school-aged children in the United States. If these children were to create a push to educate the public about the urgent need for insecticide treated bed nets to protect the more than 100 million children exposed around the world, what would the impact be?

HOW CAN YOU HELP SAVE A CHILD?

7. Snow RW, Guerra CA, Noor M, Myint HY, Hay SI (2005). "The global distribution of clinical episodes of Plasmodium falciparum malaria". Nature 434 (7030): 214-7

On Your Mark...Get Set...GO!

Appendix B: Sample CHANGEMAKER Idea

This real **CHANGEMAKER** idea was created by Avery Hairston. In March 2006, Avery was a 14 year old who had just seen Al Gore's "Inconvenient Truth" and knew that something had to be done to positively impact the environment.

So, Avery and a group of friends got together to create RelightNY, a program that runs on the idea that together, everyone can have a big impact by doing something small. It's a simple concept that's mobilizing thousands of young people to directly tackle climate change in their communities. Check out www.relightny.com/relightny.pdf to learn more!

" Never give in, never give in, never, never, never, never - in nothing, great or small, large or petty - never give in except to convictions of honor and good sense."

Winston Churchill,
British Prime Minister

What? Be a CHANGEMAKER! CREATE!

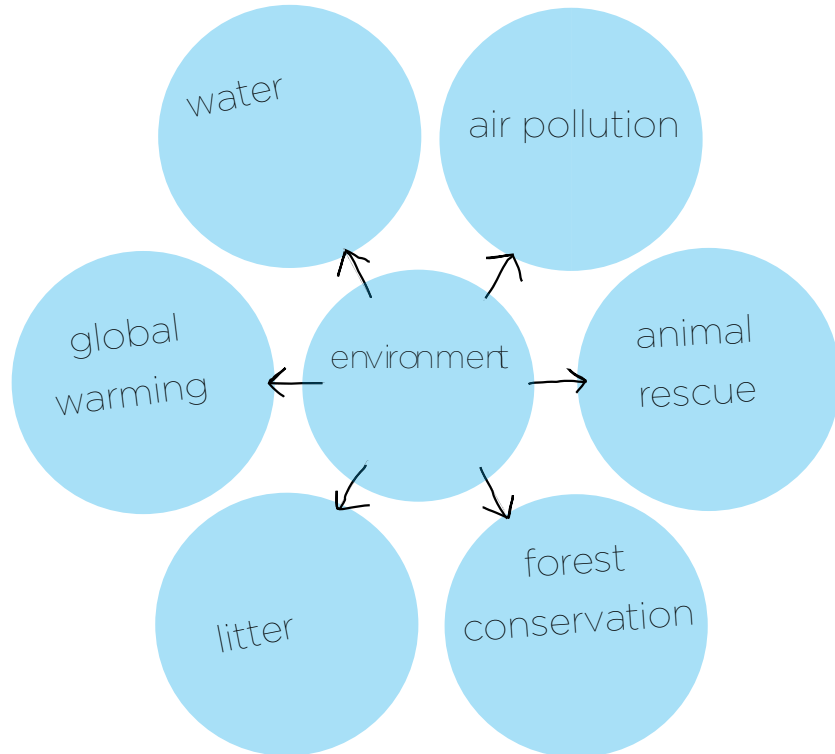
Brainstorming Tool

In the center circle, write the main theme or issue that you are interested in addressing.

Example: hunger, homelessness, the environment.

In the outer circles, write more specific areas within the theme that you are interested in addressing.

Example: (for the environment) water pollution, air pollution, carbon emissions.



Decide on 1 particular area that you are interested in tackling.

Think: Which of these circles interests me the most? Which do I have the power to change?

Place the selected issue in the box below.

Global Warming

Now get even more specific! Use the lines provided to think of the specific aspect of this issue you will tackle.

Example: For water pollution, tackle oil spills.

Decrease CO₂ emissions

Why? Is This Important?

Consider why you feel passionate about this issue. What do you know or what have you experienced that has inspired you to create a **CHANGEMAKER** idea to address this need?

Brainstorming Tool

Why is this particular issue so important?
Answer some of the following questions in the space below.

What do you know about this issue? Carbon dioxide causes global warming

What research or facts support your cause? It traps heat from the sun in the atmosphere.

What will happen if you don't address this issue? Glaciers are melting and plants and animals are being displaced from their habitats.

Why do you care about this? _____

Why should others care about this? _____

Global
Warming

- The weather is being affected - storms and droughts are increasing.
- We need to protect our environment.
- We need to make sure that we don't disrupt animals and plants.

Where? Location! Location! Location!

Consider where you will implement your **CHANGEMAKER** idea. Is this a program that lives on the Internet? Do you need a physical space to conduct projects? Will you need a space to store materials? Does your idea require you to travel locally or travel long distances?

Brainstorming Tool

What is the best location for this program? Everywhere! Online!

Why is this location the best? Because everyone can access it.

Is there a fee associated with utilizing this space? YES NO
If YES, what are the costs? Website costs

Are you interested in traveling for this program? YES NO

How will you get there? Work from home.

Is there a fee associated with this travel? YES NO
If YES, what is the fee? \$ _____

How long will you be at this location? At least until I go to college.

What alternative locations are available? Library, Friends' house, school.

" The future belongs to those who believe in the
beauty of their dreams."

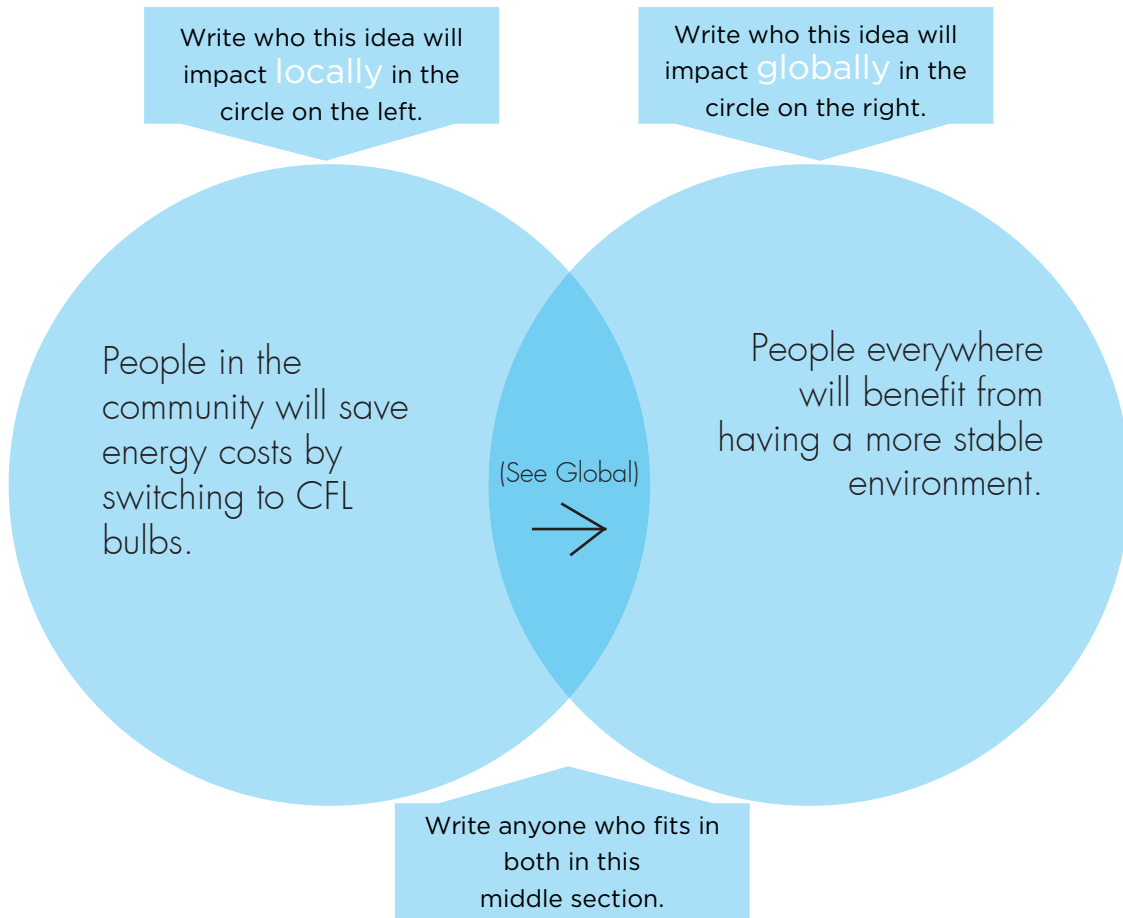
— Eleanor Roosevelt
Civil Rights advocate, former First Lady
of the United States

Who? The Target

Consider whom you will work with to affect change in your community and who will benefit from these changes.

Brainstorming Tool

What people/animals will your program impact?



How many people do you think your program will impact (consider how you will prove and track this):

In the first six months? 100 One year? 500 Three years? 5,000

In what way(s) will these people be impacted? (Use the bullets below)

- They will have decreased electricity bills
- They will have longer-lasting light bulbs
- They will decrease global warming

Brainstorming Tool

What materials will you need to implement this idea?
(Complete the list below.)

Item	Quantity	Cost
Light Bulbs (CFL)	5,000	\$ 15,000
web site	1	\$ 500
Printed materials	100	\$ 50
		\$
		\$
		\$
		\$

Can you get the materials for free?

YES

NO

Will you fund raise?

YES

NO

If YES, how? Light bulbs - get a sponsor

Who can help you? (Partners, Schools, Groups) I will ask for donations on the web site. I will ask my friends to buy light switch plates that I have decorated.

How much money do you think you can raise to get started? \$ 1,000

What is your total initial budget? \$ 1,000

Write a persuasive paragraph summarizing how you will use this amount of money to make your **CHANGE MAKER** idea happen.

I will get donations of light bulbs so that I can help change bulbs and educate the public on the importance of decreasing CO₂ emissions.

What will you call this program/idea? Relight NY

Will you have a slogan?

YES

NO

What will it be? Change a light bulb! Change the city!

How? Will you make it work? (continued)

Brainstorming Tool (continued)

How will you let people know about your **CHANGEMAKER** idea?

I will tell all of my friends. I will also ask to make a presentation to my class at school.

How will you advertise? I will make posters and flyers. I will also design a website.

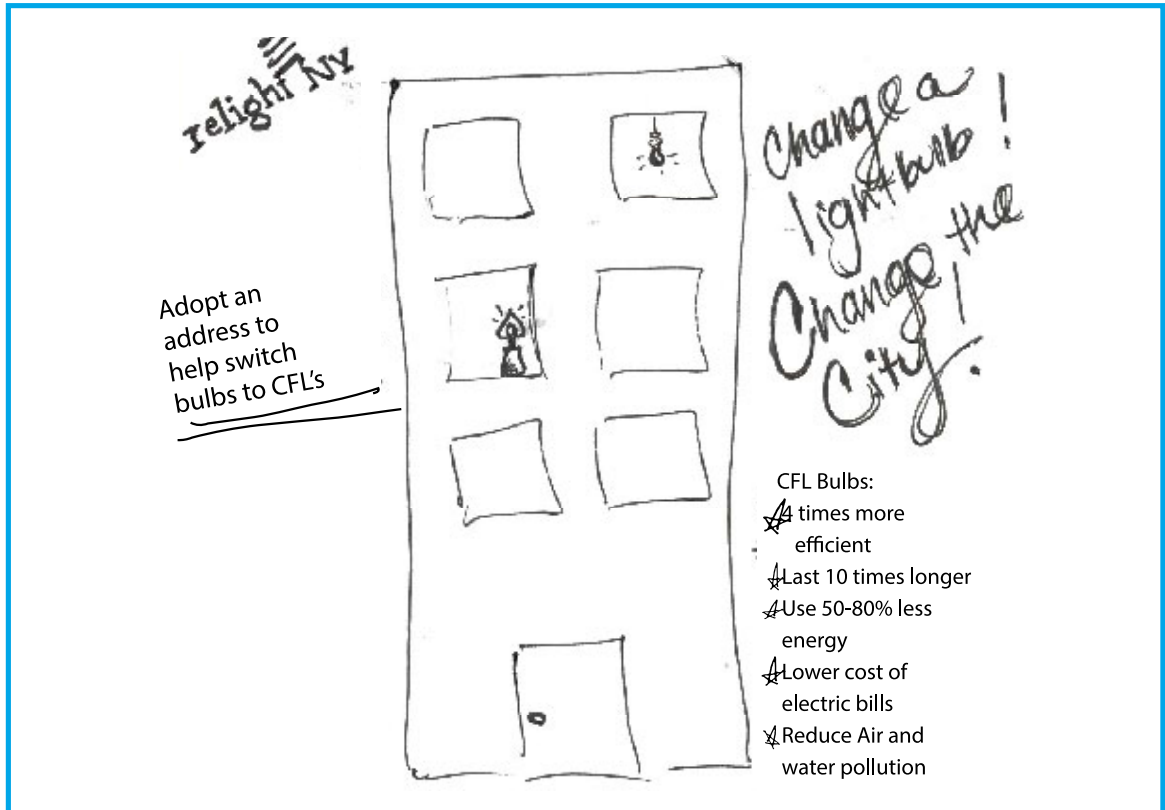
Will you make calls? YES NO

Will you use the Internet? YES NO

List FIVE things you could do to get the word out about your idea :

- Email my friends
- Post it on Facebook
- Put flyers up at school
- Talk to local environmental groups
- _____

Use the space below to design a flyer promoting your idea.



When? Tick Tock... Tick Tock...

Brainstorming Tool

Complete the chart below to figure out when you're going to finish everything!

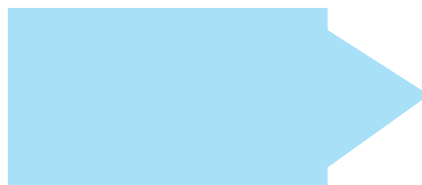
Task	Deadline	Where is this happening?	Who is helping?
Design Web site brother	July 18	Home	My
Design Posters	July 30	Home	

Draw a six-month timeline of the major milestones in getting your **CHANGEMAKER** started:

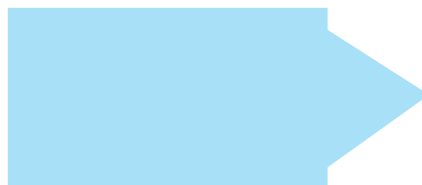
1st Month Tasks Completed



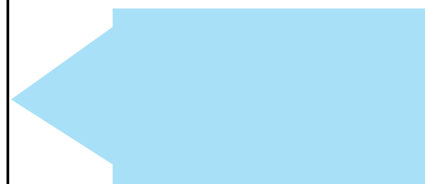
3rd Month Tasks Completed



5th Month Tasks Completed



2nd Month Tasks Completed



4th Month Tasks Completed



6th Month Tasks Completed



Appendix C: Other Resources

The Internet is full of great resources about service, service learning, and civic engagement. Here are a few that might be of interest to you!

- generationOn: www.generationOn.org
- HandsOn Network: www.pointsoflight.org/handsonnetwork
- Corporation for National and Community Service:..... www.nationalservice.gov
- Civic Reflection: www.civicreflection.org
- Do Something:..... www.dosomething.org
- Energize: www.energizeinc.com
- Idealist:.. www.idealists.org
- National Service Learning Clearinghouse:..... www.servicelearning.org
- National Youth Leadership Council: www.nylc.org
- Raise Your Voice: www.actionforchange.org
- Resource Center: www.nationalserviceresources.org
- Service Leader: www.serviceleader.org
- Students in Service to America: www.studentsinservicetoamerica.org
- Taking It Global: www.takingitglobal.org
- Youth Service America:..... www.ysa.org/nysd/resource/

