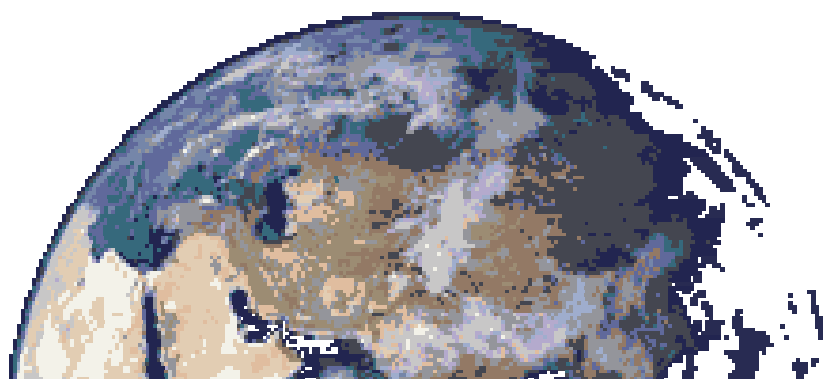


**TAKING EFFECTIVE ACTION TO ACHIEVE THE**  

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*UNITED NATIONS MILLENNIUM DEVELOPMENT GOALS*



A Guide to MDG  
Action

**Taking Effective Action to Achieve the  
United Nations Millennium Development Goals**  
*A collaboration between One World Youth Project and Youth Service  
America*

Dear Reader,

A billion people worldwide survive on less than a dollar a day. There are 115 million children who do not attend primary school, three fifths of whom are girls. In many countries, one child in 10 dies before its fifth birthday. Malaria infects 500 million people each year and kills more than 1 million annually. These are not acceptable statistics.

The world needs your help.

In 200, 189 Heads of State and Governments pledged to work together to make a better world for all by 2015. These leaders signed the Millennium Declaration which promises to free men, women and children from dehumanizing conditions of extreme poverty and make the right to development a reality for everyone. They summarized their ideas into eight goals to be achieved by 2015: 8 UN Millennium Development Goals.

Progress has been made, but in order to accomplish these goals it cannot just be governments working toward them. People, like you, have to take action. Young people in particular need to take action – because you have experiences and ingenious ideas to help solve these problems!

Everyone is affected in some way, direct or indirect, by the challenges addressed in the UN Millennium Development Goals. We hope the following pages will inspire local action. This guide helps you and your group develop a UN Millennium Development Goal (MDG) community service project. It takes participants from SEEing community concerns, to REFLECTing on teamwork and mindsets for action, to ACTing for change, and finally helps participants INSPIRE future action. This guide is developed for use by youth leaders and educators/group mentors.

It was written using materials from One World Youth Project and Youth Service America.



## One World Youth Project

One World Youth Project is a unique sister-school program for middle and high school students, linking groups in the US/Canada with groups from

around the world together in learning partnerships for the purpose of community service toward the achievement of the United Nations Millennium Development Goals.

Our philosophy is that through participating in cultural exchange, youth are inspired to take positive action. One World Youth Project's innovative and fun educational program allows youth to explore and better understand their own community, while at the same time learning about the community of their sister-group overseas. It is through this process that participants discover friendship across borders, gain empowerment as they recognize the integral role each individual plays in a community, and realize the challenges that face our world. Each sister-group pair is assigned one of the United Nations Millennium Development Goals on which to focus their year-long study and communication. Each sister-group ultimately takes action on their UN Millennium Development Goal through a local service project.

**[www.oneworldyouthproject.org](http://www.oneworldyouthproject.org)**



Youth Service America (YSA) is a resource center that partners with thousands of organizations committed to increasing the quality and quantity of volunteer opportunities for young people, ages 5-25, to serve locally,

nationally, and globally. Founded in 1986, YSA's mission is to expand the impact of the youth service movement with communities, schools, corporations, and governments. YSA envisions a global culture of engaged youth who are committed to a lifetime of service, learning, leadership and achievement.

YSA organizes the annual National and Global Youth Service Day, mobilizing youth to identify and address the needs of their communities through service and learning, supports youth on a lifelong path of service and civic engagement, and educates the public, the media, and policymakers about the year-round contributions of young people as community leaders. An active consortium of more than 200 National and Global Partners organizes thousands of projects each year in the United States and more than 100 countries.

**[www.ysa.org](http://www.ysa.org)**

## United Nations Millennium Development Goals

*In the year 2000, 189 Heads of State and Governments pledged to work together to make a better world for all by 2015. On behalf of their people, they signed the Millennium Declaration which promises to free men, women and children from the dehumanizing conditions of extreme poverty and make the right to development a reality for everyone. They summarized their ideas into eight goals to be achieved by 2015: 8 UN Millennium Development Goals. Based on this information, the United Nations Development Program (UNDP) worked to write a concise set of goals, numerical targets and quantifiable indicators to assess progress. This set is what you see below. It includes eight goals that the United Nations hopes to achieve by 2015. Many countries have signed on and great progress has been made, but there is still more work to be done. Only together can we meet these goals.*



1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

To learn more visit:

<http://www.un.org/millenniumgoals/index.html>

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

<http://www.unmillenniumproject.org/goals/index.htm>

<http://cyberschoolbus.un.org/mdgs/index.asp>

<http://www.takingitglobal.org/themes/mdg/>

# SEE

## *Understanding the United Nations Millennium Development Goals and how they relate to your local community*

Before taking effective action, it is important to gain a better understanding of the issues. This section helps you explore the United Nations Millennium Development Goals (MDGs) and discover how they connect to your local community. Identifying these links, will help you to develop an MDG community service project.

### **Activity One: MDGs in the Newspaper**

***Objective:*** To help your group realize the everyday significance and scope of the UN Millennium Development Goals.

***Materials:*** Local Newspaper, chalk board and chalk or large piece of paper and markers, pen or pencil

***Curriculum Connections:*** language Arts, social studies, media

Tell your group that even before they began this curriculum, all of them had heard about the UN Millennium Development Goals. Some students may disagree. Say: if you had ever heard of HIV/AIDS before this year raise your hand. Or: if you had ever learned about the importance of protecting the environment before this class, raise your hand. Explain that these issues, along with others, are core values addressed in the Millennium Development Goals. Explain that on a daily basis they may encounter information related to the Goals but not realize it.

Ask your group to bring a copy of a local newspaper to class. Once the class has obtained a newspaper, write your group's focus MDG on the board or a large piece of paper. Explain to participants that they are to go through the newspaper in search of articles that relates to any aspect of this MDG. The articles do not need to mention the MDGs or have any direct relations to the goals, but need to touch on issues related to the focus goal. For instance, an article on a local pond being protected would relate to MDG 7: Ensure Environmental Sustainability. Every time the participants come across an article that relates to their MDG, they should put a tally mark on a piece of paper.

Bring the class together to tally up their results. Ask each participant, or several volunteers, to talk about one of the articles they found. Ask them explain how the article related to their focus MDGs.

You may wish to lead a discussion involving some of these questions:

- Were you surprised by anything during this activity?
- Would understanding the Millennium Development Goals change the way you might read these articles in the future? Would it change which articles you chose to read?
- Do you think our focus MDG affects your life and community?

\*This entire activity can also be done as a homework assignment, with class discussion to follow the next day.

## Activity Two: Map Your Community\*

**Objective:** *To identify your community's assets and needs and define a project to work on to meet a need.*

**Materials:** *Pen and paper for each pair of participants. Large piece of paper divided into two columns – one titled Community Assets and the other titled Community Concerns.*

**Curriculum Connections:** *civics, art, social studies*

1. Agree upon what your group will identify as their community or neighborhood.
2. Walking in pairs, conduct a tour of the selected area and identify key places, organizations, and institutions in the community.

**Questions to consider:** Where do people congregate? What are the most important businesses in the area? What recreation facilities, schools, associations, congregations, and other neighborhood institutions exist?

As you walk, consider the assets that exist, such as: medical facilities, schools, public parks, businesses that may employ women in leadership roles, children safely playing, etc. These will be identified as *community assets* – the good things the community has to offer.



*Youth in Kiko Parish, Uganda survey their local environment*

3. As the group walks around, participants will also observe and write down what they consider to be needs or problems in the community. Do they encounter homeless people or street children? Are there safe, productive, and fun places for children to spend time after school? Are there any tensions among neighbors? Are there adequate medical facilities –for women and men of all ages? Is there enough employment opportunity locally? Is there trash on the streets? What other problems or issues do they find? These will be identified as *community concerns* – what the community is lacking and the problems it faces.

4. Come together as a group (the same day or on a different day) to share what you found, both as assets and as concerns. A facilitator uses a large piece of paper and writes down participants' observations under the Assets column and the Concerns column. Discuss: What are common themes among the participants' observations?

5. Broaden the discussion by asking the group what items they would add to the lists, i.e. other assets and concerns that participants are aware of but may not have observed directly during their walk.
6. Have participants identify which concerns relate to their focus MDG. Once these have been noted, have each participant come up and place a check next to the concern (related to the focus MDG) that they would most like to address. Count the check marks as votes: What concerns does the group identify as a priority? If there is more than one item checked several times, discuss whether it is feasible for your team to organize a project that helps address both these specific concerns related to your focus MDG.

Going Further:

- Create a neighborhood/community map with the most important places and institutions (assets) and mark where you identified concerns. Mark assets and concerns with different colors, symbols or notations.

“Through service-learning, students have unique opportunities to learn the value of teamwork and build critical thinking skills while completing service project areas such as education, public safety and the environment. Studies have shown that students who participate in such programs demonstrate increased civic and social responsibility and improved academic achievement.”

**-U.S. Secretary of Education  
Margaret Spellings**

- Write an opinion piece on what you discovered about your neighborhood/community and submit it to a local paper.
- Research how your political representative is voting on or addressing any of the issues you marked as concerns. Contact him/her to express your opinion on his/her voting/action record on this issue.
- Conduct research about the problem you identified as a priority in your community and write an article about some of its underlying causes. Do so by reading newspapers, interviewing people who know about this issue, and/or consulting relevant books or articles in the library or on the Internet.
- Invite a speaker who has experience on the concern your group listed as a priority.

**\*NOTE:** *This activity works well focusing on one’s local community, but in step 6 you can also look beyond your local community for concerns related to your group’s focus MDG. Perhaps, some of your community assets can help in solving MDG related concerns in another community.*

# REFLECT

## *Developing innovative mindsets useful for action*

In order to carry out your MDG community service project, your group/class must work together as a team –building off each other’s strengths. The following activity will help your group identify individual participant strengths and begin to see each other as a team not only in learning –but also in action!

### **Activity Three: Something Special**

**Objective:** *To identify personal skills and strengths, and how to apply those assets in everyday activities and relationships.*

**Materials:** *Pen and paper for each participant (participants could also share a pen), blackboard and chalk or large piece of paper and markers, art supplies*

**Curriculum Connections:** *social studies, leadership, art*



*Youth in Majengo, Tanzania build leadership skills*

1. Each participant writes down on a sheet of paper a skill or strength they are particularly proud of. Strengths of any type are valid, from “good soccer player” to “I remember to call every friend on their birthday” to “good computer skills”, and from “very organized” to “great with numbers” to “talented writer”. They do not write their name on the paper.
2. Participants fold their papers and throw them into a box in the center of the room. Variation: they can throw them across the room for others to pick up.
3. Participants pick a folded paper and one at a time read it for the group to guess whom it describes. The facilitator writes down assets and names on the board. The person who wrote down the strength should identify him or herself if the participants are unable to guess correctly.
4. Participants review the skills listed and discuss what it means to have a group with those strengths.
  - What do these strengths tell us about our group?
  - How have participants used these skills in the past?
  - What did we learn about our group that we didn’t know before?
  - What makes us proud about our group?

### Going Further

- Create a design that represents the group's strengths and put it up in a public place like a school hallway or youth center lobby. You could also choose to paint the design on the outside of a youth center building or meeting place.
- Pair up and conduct interviews with your partner about each other's strengths

### **Activity Four: Passion to Action**

***Objective:*** *To introduce the idea of using one's personal passion as a way to take positive action. This concept may be useful in developing a service project.*

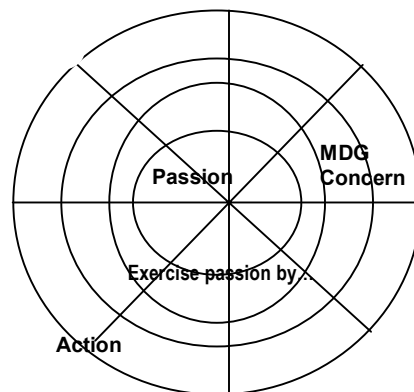
***Materials:*** *blackboard and chalk or a large piece of paper and marker*

***Curriculum Connections:*** *civics, social studies, leadership*

1. Ask participants to close their eyes and picture in their mind something they are passionate about. It could be anything: dance, drama, study of marine mammals, business, learning languages, soccer, etc. Ask participants to remember their passion or to write it down on a piece of paper.

*Read the following quote to participants:* "It is myth that in order to be a change-maker you have to give up a part of your life. Imagine using your passion as a way to affect change. Imagine living your passions in a way that make a positive impact in the world. Imagine doing what makes you happy in a way that makes others happy too. We don't need a generation of tired and detached politicians, activists, and economists. We need a generation of people living positively. That means living the life you want to live and exploring your passions in a way that also positively affects the world." -One World Youth Project Core Principles

2. Ask for a volunteer who likes to draw. Ask the volunteer to draw a spider's web on the chalkboard or large piece of paper. The spider's web should have 4 concentric circles (including the outer edge) and several spokes coming from a central point. (See worksheet on page 7 and diagram below)

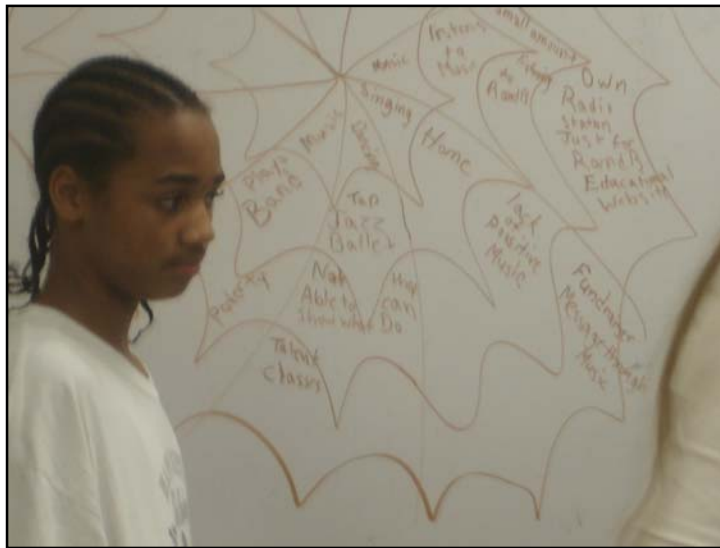


3. Ask for a volunteer to share with the group what they considered to be their passion. Write their passion in the "Passion" section of the spider's web.

4. Now, ask the volunteer to identify how they exercise this passion. For instance, if the passion was writing, they may exercise this passion by keeping a journal, writing newspaper articles, or composing poetry. Write their answer in the "Exercise passion by..." section of the spider's web.

5. Next, ask the volunteer to identify one specific concern of theirs related to your group's focus MDG. For instance, if your group had Goal 7: Ensure environment sustainability, a participant might list "the unhealthy environment of their neighborhood" as a specific concern. The participant could be more specific by focusing on a certain area of their neighborhood which is particularly unsanitary and environmentally unhealthy. For instance: "the stream has too much trash in it". Write their response in the "MDG Concern" section of the spider's web.

6. Now, ask the entire group to look at what has been written so far. Ask: "How can name of volunteer use his or her passion as a way to take positive action toward helping to alleviate his or her chosen MDG concern? Ask the volunteer if they have any ideas? If so, write the ideas in the "Action" area of the spider's web. Ask the entire group if they have any ideas. List all ideas on the board or large piece of paper.



*Young leader in New Orleans, Louisiana, USA works on his Passion to Action web*

7. Repeat this process with one or more volunteers.

8. At the end of the exercise, ask participants to reflect on what they have discovered about themselves and their peers through this exercise. Ask: Do you feel you could live your life and explore your passions in ways that also positively affect the world?

# ACT

## *Developing a community service project based on achieving the United Nations Millennium Development Goals*

The United Nations Millennium Development Goals can be achieved by individuals –by people like *you*. If people around the world begin to show their commitment to these causes through direct positive action –things *will* change. “It is not in the United Nations that the UN Millennium Development Goals will be achieved,” said UN Secretary General Kofi Annan. “They have to be achieved in each country by the joint efforts of the Governments and people.” Each community service project makes a difference. *You* have the opportunity to help achieve the United Nations Millennium Development Goals! *You* have the opportunity to affect change! The following activities and templates will help your group plan and implement an MDG community service project.

### **Activity Five: Brainstorming for Action**

**Objective:** *To take participants from noticing a community concern to developing ideas for effective action through community service solutions.*

**Materials:** *piece(s) of paper, photocopying machine (if you wish to make worksheet copies) –if a photocopying machine is not available you could also write the worksheet questions on a chalkboard or read them out loud, allowing each participant the chance to write responses on a piece of paper, pen(s) or pencil(s).*

**Curriculum Connections:** *leadership, language arts*

Use the following worksheet to brainstorm ideas for your group’s MDG community service project. This brainstorming sheet can be a jumping off point to the creation of your action plan. But, for right now just focus on gathering ideas. The following worksheet can be done as a group or each individual can explore ideas separately using the sheet and then share. For right now, do not worry too much about what is practical or achievable –just get ideas down. When you write your action plan you will focus on narrowing ideas and drawing a clearer focus.





Building off of your dream, define some goals for your project? What do you hope achieve?

Which solutions previously listed might help your group lessen or alleviate the concern(s)/problem(s)? How might you need to adapt, downscale, upscale, or change the solutions you listed above?

How can your group be part of the solution? How can your group make all or some of your goals a reality through a community service project? Think of this process as crossing a bridge...



What challenges might your group face while carrying out your service project? How might you overcome these challenges as a group?

***Objective:*** To learn about the concept of an action plan and write an action plan for your group's MDG community service project.

***Materials:*** piece(s) of paper, pen(s) or pencil(s).

***Curriculum Connections:*** leadership, language arts, social studies, math

An action plan is a document agreed upon by a group of participants as a collaborative outline defining how to carry out a joint project that will lead to a desired action or result. Your next step is to work together as a group to develop an action plan for the implementation of an MDG community service project.



Youth at the Buduburam Refugee Camp in Ghana write an MDG action plan

The action plan should include three primary components:

- 1) *A definition of your MDG community service. What is the project? What will you do and why?*
- 2) *A plan of implementation. How will your group do the project?*
- 3) *A way to measure the success of the project. How will you determine if you reached your goals? How could you share with others the tangible result of your work?*

An action plan can be one page or twenty pages, it can be in any language, it can include drawings and diagrams, it can be a bulleted list or written in prose –there are many different ways to write an action plan!

For each of the concepts above your group may wish to discuss the following questions before writing the plan:

**1) A definition of your MDG community service. What is the project? What will you do and why?**

- a. Why is your project important/needed? How could you articulate this need to an outsider who may not be familiar with your group's focus MDG?

- b. If you had to explain the project to someone in 30 seconds or less what would you say?

**2) A plan of implementation. How will your group do the project?**

- a. What are the steps to implementing your project?
- b. Who will be in charge of what in the project? Who will do what?
- c. How will your group make sure that each person who takes on responsibility fulfills his or her responsibility? Do you need a system of checks and balances; do you need a point-person for specific aspects of the project?
- d. What materials do you need to implement your project? How will your group obtain these materials?
- e. What timeline will your project operate on? When will you start it? When do you plan to complete it? When will certain steps occur?
- f. Think about the logistics of the project: is transportation needed, do you need to invite additional volunteers to be involved, do you need a facility for any reason and if so how will you get permission to use the facility?
- g. How might you work with other community partners? How might you engage the media or public officials?
- h. After you finish your project, how can you teach others about what you did? Maybe others will adapt and replicate your project!

**3) A way to measure the success of the project. How will you determine if you reached your goals? How could you share with others the tangible result of your work?**

- a. What results do you hope to reach? How will you know if you have reached these results?
- b. How could you document the process of your service project? Who in your group could be in charge of documentation (i.e.: taking pictures, writing updates on the project's process, filming the project if film technology is available)?



*Youth in Sale, Morocco write an MDG action plan*

- c. If your project leads to a result that is not necessarily 'tangible' or visible, how could you still 'show' your accomplishment and inspire others to take action as well?

## Tool One: Creating a Budget Plan

Before you begin fundraising, design a budget itemizing all of your project expenses. Keep in mind that service projects don't have to be expensive! In fact, try to do as much as possible at no cost. Make sure, however, that your budget includes everything you might need for your project – for example, stationery, postage, film and developing, copying, food, T-shirts and posters. You may also need to purchase or rent equipment and materials like paint, cleaning supplies, a vehicle for transport. Remember to keep your costs low –a successful project has a realistic budge plan.

Materials/needs	Amount/quantity	Cost per item or service	Total cost	Possible funder or possible way to get the material donated	Person within your group who may have a connection or idea on how to obtain the material or funding


## Tool Two: Fundraising Strategies

Once your budget is complete, your group may wish to designate a fundraising committee to identify potential supporters and collect resources. Or, certain individuals can be responsible for obtaining specific materials. Raising funds or obtaining donations of materials can be a creative and fun process! There are many ways people can support your project through monetary and in-kind contributions, but all fundraising is generally broken down into three simple steps:

Target potential supporters \* Inform them of your project \* Ask for and solidify their contribution.

*Here are some ideas:*

### **Local Business Support**

A community service project is great way to include local businesses and corporations in youth initiatives and programs. Involvement can mean more than just writing a check. Make sure you have a list of all the materials you need for your project and ask local businesses to make “in-kind” contributions like food, office supplies, t-shirts, facility space, film, etc. Local businesses may also be willing to volunteer their staff’s time and experience! Select one business or a whole group, like a shopping center (call the Chamber of Commerce for suggestions), and tell them about your plans. Ask them to sponsor a portion or your entire project. Let them know they will benefit from the publicity and recognition in any materials you create.



*Youth in Ngaoundere, Cameroon use school supplies donated from the local branch of Nestlé food and beverage company*

### **Fundraising Events**

These events are designed to increase visibility for your organization and youth service while encouraging a large number of individuals to make small financial contributions. They can be a fun opportunity for group members to take an organizational lead in projects. Consider holding a music or dance performance in the community, a car wash, used book sale, raffle, rummage/garage/jumble sale, bake sale, or small reception and tour of your facility. In addition to the monetary support you receive, these events are great publicity for your group/school and can build awareness to your MDG action efforts. Remember to make sure your event “overhead” isn’t too high. An overhead is the cost it takes to host your fundraising event. You always want to make sure that you are guaranteed to exceed your overhead in revenue (the amount of funds you take it) –thus generating a profit. If your event will have a program, ask local businesses if they

would like buy advertisement space within the program. *For ideas on different types of events see page 18.*

### ***The Community as a Resource***

If the project benefits the local community, make your budget and project information available to the entire community so that everyone can understand how to help. Announce that your group seeks volunteers, small monetary donations, or donations of materials/services (i.e.: vehicle for transport, paint, a strong man to help lift heavy trash items out of a stream). You may wish to offer to recognize those who help at an award ceremony for outstanding supporters after your project is complete. Keep the community informed about your fundraising progress.

### ***Generating Income for Positive Services***

A group can also provide positive services for a fee to benefit the community service project. Here are some ideas:

- If your group has access to a VCR, DVD play, TV, DVD/VHS tapes, and facility (or even an outside area in nice weather) you could host a series of movie nights, charging a small fee to attendees.
- Your group could organize dance workshops and charge participants a fee.
- If someone in your group members is skilled at computers they could offer a workshop in computer skills (i.e.: how to use Microsoft word, how to use the internet) –you might be able to convince a local internet café to donate space for an hour in exchange for a certificate or recognition for their support of the project.
- Your group could baby-sit younger children for a small fee or hold a story-telling hour at a local library and ask for donations for the service project at the end of the program.
- If you plan far enough ahead of time, your group could grow a garden and sell the produce for revenue for your project.
- If suitable to your environment, your group could invest in future projects by purchasing livestock with the intent to sell the milk or eggs.



*Youth in Uganda perform dances and songs for the community*

*Remember all group members must feel comfortable in participating in whatever activity you take on. All income acquired should be done honestly and through the offering of positive, community-building services. Never undertake in activities that degrade someone's integrity or could potentially harm them physically/emotionally. Also, keep in mind what the community impact of your efforts may be. For instance, if you offer movie nights for several weeks at a cheap rate – will this financially hurt the local movie showing business? Assess the impacts before you make your decisions.*

## Ideas for Fundraising Events

*Adapted from the Youth Action Net Toolkit, which was reprinted with permission of CeSHRA – the Center for Sustainable Human Rights Action. For more information, contact CeSHRA at 122 West 27th Street 10th Floor New York, NY 10001 USA. Tel: (212) 691-8020. Fax: (253) 390-92781. Email: ceshra@ceshra.org.*

[www.ceshra.org](http://www.ceshra.org).

[www.youthactionnet.org/toolkit](http://www.youthactionnet.org/toolkit)

***An event can be big or small. It can be aimed at raising a lot of funds or a small amount funds for a specific purpose. The most successful events will cater to local tastes.***

**Raffles:** can also be lucrative. A raffle is a game of chance popular in most cultures which requires selling raffle tickets to customers and then selecting a few winners to receive donated prizes. The prizes may be something tangible like a bicycle or pack of school supplies, or intangible like a mini-vacation or a song/dance performance for the recipient and their family. A travel agent might donate a free trip. Whoever donates the prize could receive credit by having their name or business name printed on each raffle ticket.

**Auction:** popular event at which donated items are presented before an audience, members of which offer a price, or "bid", for the items being auctioned off. The highest bid wins. Auctions are a way to convince big spenders to donate large sums of money. They will spend because they seek a bargain on the items being auctioned. And bargains may indeed be possible if local artists, celebrities or people of considerable means donate auctionable items. It might be a good idea to obtain the services of a volunteer professional auctioneer, but a group participant can be a successful auctioneer.

**Tasting events:** everyone loves to try something new. Parties can be organized to taste homemade cakes, the best couscous, beignets, or any other popular treat. Friends and local businesses can donate the items to be tasted. (For commercial donors, this is a very low-cost way to advertise!) A small entrance fee to the tasting can be charged, and the guests can be asked to vote for the product they like best. In most cases, a prize (donated, of course) will be offered to the provider of choice that wins.

**24-hour Fast:** a strategy which has worked particularly well for NGOs/groups working toward MDG 1: Eradicate Extreme Poverty and Hunger. Groups utilizing this strategy set a specific date for the fast well in advance, publicized it, and asked targeted sectors of the public to go without food on that day and donate to the NGO/group the money they would have spent on food. The fasting event not only raises funds, but also helps to raise awareness about MDG 1. This experience often translates into additional donations.

**Bazaar or Fair:** is a collection of several small fundraising activities in the same location. Money is made by playing games and selling food and handmade or bargain goods. Churches and schools have favored this special event for decades. Bazaars are often combined with **rummage/garage** or **jumble sales**.

**Sponsored Events (Pledges):** are another time-tested source of local funds. Almost anything can be sponsored. The idea is to enlist volunteers to engage in an activity (dancing, juggling, walking, running, etc.) and to ask their friends, family and workmates to "sponsor" them. "Sponsors" agree to pledge a set amount for each hour that the volunteer dances or fasts, or for each kilometer that the volunteer walks or runs. The volunteer is responsible for collecting the funds pledged, ideally before the event occurs. Volunteers should argue that the pledge is for a good cause. It may be necessary to obtain the permission of police (or other local authority) for walks or runs. Local authorities may also need to be consulted regarding insurance regulations, where necessary. **Competitive sports tournaments** are another entertaining way to raise local funds through pledges. Volunteers offer to compete at soccer, basketball, handball, volleyball, squash,

tennis or any other competitive sport. The players then ask friends to sponsor them per point or per game. Local businesses might donate tee-shirts for the players and prizes for the winners. A small admission fee is charged for the viewing public.

**Speaker Programs:** in many countries, people will pay to hear an interesting speaker or series of speakers. Some groups rent a hall, or have one loaned, and solicit compelling speakers on subjects of interest, making sure to publicize the program well in advance. You may wish to host speaker's forum on the topic of your group's focus MDG.

**Theater Parties:** a local theater company might be persuaded to donate a number of seats to a play. This way, the theatre does all the production work and group volunteers need only sell tickets. This is a relatively easy benefit to organize and because the event is such fun, it may be possible to sell tickets for a slightly higher price than for other events. You could also put on your own play, perhaps about the MDGs, and charge an admission fee.

**Concerts:** ask local musicians to do a benefit concert, and then sell tickets to friends, family and community members. Advertise the concert as widely as possible to ensure sale of tickets. Wealthier patrons can be asked to purchase a block of seats so that people who could not otherwise afford to attend the concert may come. This allows wealthier concert sponsors to do a double service. You could combine the musical performances with a talk about your group's focus MDG and the plans for your community service project. You could even involve the audience in letter-writing or petition-signing campaigns.

**Community Hero Dinner:** every community has role-models, popular do-gooders, and heroes. Host a community dinner or lunch to honor a person like this by giving them an award from your class or group (an award could be small symbolic item or signed recognition of the person on paper). The more well-known the individual honored, the easier it is to draw a crowd. An event like this requires advanced planning and a guaranteed minimal turnout so that there is no risk of embarrassing the person being honored. You could put together a steering committee of other influential or well-known community members to send out invitations to the dinner and make speeches praising the guest of honor. Charge admission to the dinner, making it clear that all the money is going to support your class or group's project. (Some dinners can have a range of prices for individual seats to accommodate differing levels of income.) Profitable local businesses can be urged to purchase one or more "seats" at the dinner. A variation on this theme is to hold a "roast" dinner where friends and colleagues are invited to tell jokes and humorous stories about the honoree.

#### ***Real Stories of Successful Events:***

**Women Working for Social Progress**, an NGO from Trinidad, raised local funds by charging an entrance fee for speaking engagements on subjects such as the conditions of local prisons. They also document the speakers' comments using desktop publishing and sell the resulting papers.

The Zimbabwean NGO, **Organization of Grassroots Women in Development**, sponsored a two-day cooking and selling event which was initiated by sending written appeals to people in a position to donate used clothing, magazines, books, cakes and vegetables. People were encouraged to send "postal" cakes if they had neither the time nor inclination to actually bake a cake. (A "postal" cake is a donation equal to the proceeds that would have been received had the donor actually baked a cake.) The baking was done at a church mission. Flour and ingredients were donated. The first day was devoted to cooking, baking, receiving and pricing the goods to go on sale, and laying out the tables and displays which included clothes, books, clay pots, crafts and foodstuffs such as maize, peanut butter, and eggs. The second day of the event constituted the official opening which included traditional dances, selling and eating. The event generated U.S. \$1,000 (\$400 from the postal cakes, \$200 from the cake sale, \$150 from craftpersons' contributions of a percentage of their profits, and \$250 from the sale of used items). Costs were \$75.

The **National Professional Media Women of Yaoundé, Cameroon** made the launching of its new magazine, "The Voice", a fund-raising event. Invitations to the event, included donor envelopes, and were sent out to the heads of both large and small businesses and to community leaders. At the door, children collected the envelopes and pinned nametags on invitees, for which they received token donations as thank-yous. Entertainment in the form of singing and dancing was provided. Members prepared special dishes and guests were asked to "open" the dishes with monetary contributions. Donations were announced to motivate others to compete by digging deeper into their pockets. Thank-you notes were sent out after the event.

The **Uganda Catholic Women's Bureau** raised funds for an orphanage by having a jumble sale (also known as flea market or rummage sale). In addition to selling used clothing and household goods, the event included a wide variety of entertaining income-generation techniques. U.S. \$3 packets containing small items, such as soap, were sold alongside \$25 tickets for larger items to be auctioned off. There were contests such as guessing the number of beans in a bottle, and bobbing for items in a water barrel without

using hands or feet. This was a high-spirited event which the local community supported both because it was fun and because it was for a good cause.

A small rural group in the U.S. held a "**Sorghum Stir-Off**" which raised over U.S. \$1,000. Farmers planted four acres of sorghum cane, harvested it, refined it into 600 gallons of molasses, bottled and sold it at the "Stir-Off".

An urban group in the USA ran something it called the "**Stock-a-rama**" in which people bought "play" money to gamble on the stock market for a month. Several volunteer stockbrokers kept track of each person's transactions. At the end of the month, the person who hypothetically made the most money trading stocks received a prize, and the person who lost the most received back the play money. The group netted U.S. \$4,000.

### **Tool Three: Sponsorship is a Two-Way Street**

Don't forget that although sponsors do have the interest of the community in mind, they also want recognition. Approach businesses in your community that would benefit from marketing and public relations, such as sporting goods stores, retail outlets, internet cafes, supermarkets. Don't forget to check with potential sources of funding in your own backyard. Your school's principal, the dean's office, student government, the city office of community relations, the mayor's youth program, and other departments of city and state government may have available funds to sponsor special projects that benefit their particular jurisdiction.

Remember to take care of your sponsors. Write follow-up letters and invite sponsors to participate in your project if appropriate. Let them know how much you value their support. Send thank you letters from staff and volunteers. Give them as much publicity and recognition as you possibly can. Remember, donors you reach now can also be potential sponsors for future initiatives and you should solidify relationships as much as possible.

Below is a sample thank you letter:

April 20<sup>th</sup> 2007

Maggie Jones Oloya  
Cyberspace Ways Internet Cafe  
10 Mainway, 2<sup>nd</sup> floor  
Kampala, Uganda

Dear Ms. Jones,

We would like to thank you for your generous donation. *Discuss what the donation was used for and how it significantly helped.*

It was so kind of you to donate your resources and we will be sure to mention your support to our family, friends, and colleagues.

Please take pride in the fact that you have made a tangible difference in our lives and the lives of others. Thank you for making this world a better place.

Again, we appreciate all you have done to help make our project a success!

Sincerely,

Albert's Secondary School Class  
*Contact information for your group*

## Tool Four: Getting Started with Public Relations

Involving media in your MDG community service project can be a great way to spread awareness for the cause, inspire action among community members, gain recognition for your school/group, and raise your group member's voices higher.

### ***The Role of Media Coordinator:***

Consider assigning a Media Coordinator to engage local and regional media about your project. While the Media Coordinator does not do all the work or give all the interviews, all aspects of public relations go through him or her to minimize confusion. The Media Coordinator should contact members of the media, get them excited about your project and schedule interviews for others working on the project. Keep the media focus on the youth participants. The Media Coordinator may be a young person, or you may designate one or more youth spokespersons to work with the Media Coordinator. Youth spokespersons should be prepared to talk with members of the media about the project.

### ***Compile a Media List:***

To assist you in your media outreach, compile an accurate, up-to-date media list with the names, titles, addresses, and telephone/fax numbers of every news organization, reporter and editor who wants, and is most likely to use, the materials you send. Ask campus/school PR offices and agency contacts for press lists, introductions, etc. You can also reach out to local media outlets to seek contacts. You may be able to find media directories in the latest copy of Editor and Publisher and The Broadcasting Annual at your local library. Other nonprofit organizations in your area may also have lists you can access.

## Tool Five: Contacting the Media

The media will not come looking for you. *You* must inform the media of your project to receive coverage! If it is possible, make a personal contact to ensure your story is understood. Here are some ways to tell the media about your project:

***1. Develop a Relationship:*** Take time to get to know key members of the local media. Call and introduce yourself. Ask reporters for a personal appointment to tell them about your project. Bring along any written materials you have. Be ready to explain in a concise but enthusiastic way why you are excited about your project.

***2. Engage Media Partners:*** Create a formal role for one or more media



partners, such as the local affiliate of a national TV network, a popular radio station, or your local newspaper. This gives the media outlet a greater stake in your project, and increases the likelihood that they will cover your endeavor. To correspond with the media partner's formal role, identify specific ways you will publicly recognize their support. Make this part of your pitch, and make sure to follow through. If you meet and exceed their expectations, they will likely support you again in the future.

**3. What's News:** When talking to the media about your event, remember that they choose stories based upon these characteristics:

- **Timeliness:** Is there a good reason to do the story now? The answer is “yes” –everyone must take action on the MDGs now in order to try to reach to the 2015 targets.
- **Human Interest:** Tie your local event to a larger news event or issue that people in your area are discussing (i.e. education, violence, youth leadership, etc.)
- **Uniqueness:** What makes the event different, surprising, or outstanding?
- **Impact:** Does it have an effect on individual young people? Can you give examples? Does the event or story affect a large number of people in your community?
- **Prominence:** Involving celebrities or elected officials/local VIPs adds value to a story.

The more characteristics you can involve in your story, the greater chance it has of being placed in the media. Focus on the aspects of your story that demonstrate these characteristics when meeting media personnel.

**4. Send a pitch letter or media release.** See Tool Seven for more information.

**5. Media Follow-up:** Make a follow-up call within a week of mailing your media materials. This call ensures receipt of the information and gives you the opportunity to answer any questions, determine their interest in the story, and provide them with additional information, interviews, or contacts. Reporters operate in hectic environments and often are pressured with constant deadlines. Always ask them if it's a good time to talk, and get your point across quickly. Start off with the most interesting part of your project and suggest a story for them. If they don't like the initial idea, be prepared with a second suggestion.

**6. Contact Editors:** Find out the names of your local papers' editors and write each a letter requesting a meeting. State your goal. Do you want an opinion page piece or more coverage? Be sure to stress the timeliness of your project and link it to local and national events/trends. Include background information on your program, contact names, and phone numbers. Follow up with a telephone call and restate your interest in a meeting. Be courteous and professional.

Make follow-up calls within a week of sending your letter. In most cases, the assignment editor decides what is news and assigns stories to reporters. Do not assume the editor/reporter knows anything about your project (even though you have sent them information). Give your name, organization, and job title immediately and ask if your letter has been received. Ask if the person is on a deadline; if so, schedule a time to call back, say thank you, and hang up. If the reporter has time to listen, enthusiastically describe your plans. Convey a sense of excitement. Extend an invitation to participate in your project.

## **Tool Six: Understanding Types of Media**

### **Weeklies**

Weekly newspapers, including shopper's guides, offer more stories of interest to the local community. They are a major source of information for people outside metropolitan areas, and it is usually easier to place stories in these publications. Once published, they can be clipped,

copied, and circulated to other news sources, or filed in the scrapbook of information you are keeping about your project.

### Magazines

Get started ASAP to place a story about your MDG community service project in local and regional magazines. Most of these magazines can offer more time and space to devote to your story, and you will have a printed product that can be saved. Stories of interest to magazines would include: profiles of volunteers, interaction between volunteers and clients, the “streams” of service in your locality, why this generation is becoming the “we” not “me” generation, etc. Magazines have a long lead-time— at least three months before the story is published. Check the deadlines and act accordingly.

### Television

Television is a medium for the eyes, and you must have a visual component to your story to get air-time. There are different types of television news programs:

- Public Affairs Programs
- Talk Shows
- Editorials (usually part of news programs, but planned in advance)
- Public Service Announcements (PSAs)
- Feature Segments of the News (usually planned in advance)

TV news has special requirements. In addition to visual appeal, the story must happen in time for that day’s newscasts. If you are being featured on television, plan brief and informative comments in advance. Keep answers to questions short. Try to speak in “sound bytes” — short but substantive phrases of no more than 15-20 seconds.

Remember you are trying to make a positive impression about something you believe in deeply. Do not ramble on with unnecessary information. The interviewer will find a way to ask for more.

If you are asked a negative question, respond briefly with a polite attitude and message, and then go on to the story you want to tell. For example, if the interviewer asks, “How do you deal with the high percentage of youth that are on drugs?” You can respond, “While we recognize that some youth are involved in problem behaviors, it is important to also. . . .”

### Radio

More and more radio stations provide air-time for call-in, news, and talk shows. They are also a great venue to air public service announcements.

- Arrange a time with a local radio program to call in and give a live interview over the phone
- Write press releases for on-the-air delivery
- Offer for your group to participate in talk shows
- Distribute public service announcements and ask to participate in community affairs programs.

## **Tool Seven: Writing and Making Phone Calls to Get Media Coverage**

### Media Releases

The Media Release is your basic tool for generating coverage. It should be written as though you are a reporter telling the story of your project all in one-page article. It is feasible that the media may reprint your media release as an article with very few changes. Follow these suggestions for your news release:

- Type double-spaced with wide margins (for editor’s notes)
- Use your organization’s letterhead (8½ x 11)
- Include home and office phone numbers and available hours at the top of the page.

- Note the date and release-time for the story, (i.e. 9 a.m.- April 10, 2006) or “For Immediate Release”
- Write a short headline that indicates the contents at a glance
- Use a dateline to begin the first paragraph (i.e. Sacramento, California)
- If there is more than one page, type “-more-” at the bottom. Use only one side of each page
- Number each page, but try to keep the overall length to two pages
- End your release with hash marks “###” or “-end-”
- The lead paragraph has the famous five W’s and an H— Who? What? When? Where? Why? And, How?
- Structure the information in the body in order of importance, so the editor can cut where needed without losing the most important facts.

### Pitch Letters

Your MDG community service project is a “good news” story. The news is that thousands of young people, contrary to many stereotypes, are taking action for the MDGs and telling the world about it through community service projects. Some reporters may not see this as news and therefore not give it as much attention. That’s where the pitch letter comes in!

*The pitch letter helps sell a story that is interesting, but not breaking, news.* You might want to write one to interest the editors, assignments editors, and broadcast news directors as your first step in making contact. Keep the letter simple and short. Immediately explain why you are writing, then summarize the most important information in one paragraph. The letter should be short, no more than a page. Explain why the newspaper or station’s audience would be interested and include some of your most newsworthy details. Always follow up your letter with a phone call.

### Public Service Announcements

In some countries, law requires television and radio stations to provide free air time for public service organizations. These are called Public Service Announcements or PSAs. Here is how to go about requesting a PSA:

- Contact the public service directors (or station managers) at your area’s TV and radio stations. Meet with them personally, if possible, to find out their PSA specifications (preferred length and format).
- Ask the station to help you produce your spot
- Write your PSA, using the following guidelines:
  - o Use short, upbeat sentences in a conversational tone
  - o Tell how your information can help the listener/viewer
  - o Ask for action on their part
  - o Tell the audience exactly where to go or what to do (like visiting your website or calling a specific phone number)
  - o Tell the listener/viewer to contact your program for more information
  - o Include your telephone number/website
- Use this length guideline:
  - o 10 seconds=25 words
  - o 30 seconds=75 words
  - o 60 seconds=150 words

## **Tool Eight: Documenting Your Project**

***Photos:*** If possible, take photos of your project work. Remember to label all photos with captions and names on the back. Avoid using ballpoint and felt-tip ink, for it has a tendency to come through or rub off.

### *Photo taking tips...*

- Select a focal point in order to avoid unclear subject matter.
- Pay attention to the background and how it affects the focal point.
- Capture the energy and action involved in the activity.
- Capture the interaction of group and community members.
- Try to capture more than one person in each photograph.
- Keep the scene as natural as possible.
- Shoot for good, clean detail.

### *What works to create great photos...*

- Close-ups
- Photos in-focus and properly lit
- Faces & Smiles
- Event or program-related caps and shirts
- Action: getting things done
- Before and after shots of project
- Older youth serving younger youth, or youth of different ages serving together
- Elected officials or members of the media engaged in community service with youth

### *What doesn't work to create great photos...*

- Distant shots
- Dim, overexposed, or blurred shots
- Backs & Frowns
- People standing around/not in the process of taking action

***Compiling Received Media Coverage:*** It is also important to obtain copies of any press you received. Ask the reporter or editor when they think the story will appear. Request copies of print materials, radio or television broadcasts.

***Reporting Back:*** Please complete the One World Youth Project MDG Community Service Project Report form on the following page and submit it to: [info@oneworldyouthproject.org](mailto:info@oneworldyouthproject.org).



*Youth in Tanzania take action toward achieving the MDGs*

**One**

**World**

**Youth Project  
UN Millennium Development Goal Community Service  
Project**

**Group name:** \_\_\_\_\_

**Name(s) of youth leader(s):** \_\_\_\_\_

**City/Town and Country of group:** \_\_\_\_\_

**Please describe your project.** What did you do? Why did you do it? How does it help to meet your UN Millennium Development Goal of focus?

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**Please reflect on the experience of organizing the project.** What challenges did your group face? What were the positives? What was your favorite part? Your least favorite part? Do you feel like you made a difference?

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**\*\*Please attach a visual representation of your project.** This could be a photo or photos, a video, an article from a local newspaper about your project, etc.

**EMAIL THIS WORKSHEET TO: [info@oneworldyouthproject.org](mailto:info@oneworldyouthproject.org)**

# INSPIRE

## *Celebrating Action*

One of the most important parts of community service is taking time to celebrate positive action! We encourage you to organize a small classroom/group party after the completion of your MDG community service project. If you can include tasty food, that is always a great addition to a fun gathering! Part of celebration is also reflection and appreciation. Feel free to use any of the following activities to help facilitate this process. By taking the time to celebrate, reflect, and appreciate – participants recharge their energy perhaps inspiring them to take action again in the future.

### **Activity Six: Web of Appreciation**

**Objective: To appreciate individual contributions and recognize the power of teamwork**

**Materials: a ball of string, yarn, or twine**

**Curriculum Connections: civics, leadership**

1. All participants stand in a circle. One person begins by holding the ball of string. They think of one person in the class/group who they appreciated throughout the course of the MDG community service project work. They say out loud this person's name and throw them the ball of string, keeping a hold of one end of the string –thus making a string bridge between themselves and the person just called. The thrower explains why they appreciated this person during the project work. For instance, "I appreciated the way Ruthie always listened to everyone's ideas. She is a good listener." Or, "I appreciated Ruthie's skill at media relations."

2. The person who just received the string (in this case, Ruthie), would then repeat the same process with another person in the group.



*Youth in Oakland, California, USA celebrate!*

3. This process continues until everyone in the group has been appreciated.

4. Once a “web” of string has been weaved between participants standing in a circle. Ask: “What would have if one person let go of their part of the string?” “Do we need everyone in order to hold the web together” Ask, participants to pull on their string (gently) to make the web tight and strong. Take a moment of silence and then ask participants if there is anything else they would like to share.

## **Activity Seven: Journal Reflection**

*Objective: To reflect on the project through writing*

*Materials: pieces of paper and pens/pencils*

*Curriculum Connections: language arts*

Ask participants to consider the following questions as they take time to write a journal entry reflecting on the MDG community service project.

- How do you feel about having completed the project?
- What were your original expectations? What do you think now?
- Write down quotes or reactions you remember from community members who may have participated in the project.
- What obstacles did you overcome?
- What academic/life skills and practical knowledge did you learn from the project?
- Have your ideas about your group’s focus MDG changed over the course of the project? What have you discovered? What has surprised you?
- Do you have any ideas for future positive action?

## **Activity Eight: Involving Younger Students**

*Objective: To help participants teach the knowledge they have acquired and inspire others to take action*

*Materials: will vary*

*Curriculum Connections: early childhood development, education, leadership, social studies, language arts*

Have classmates/group members teach younger students about the importance of your focus MDG and the action your group has taken. Group members can develop a lesson plan for younger students –making sure to keep in 'light' and fun! You may be able to arrange a fieldtrip to an elementary or primary school –or perhaps there are younger students within your school or youth group location!

### **Activity Nine: Celebrate through Music**

**Objective:** *To celebrate through music and boost the morale of your group*

**Materials:** *none needed, but a paper and pen/pencil may be useful*

**Curriculum Connections:** *music, language arts*

Have one or several group members create a song for your MDG community service project or action team. Celebrate the success of your project through a musical performance of the song. You could vary this activity by creating dance to celebrate the project success.