

PLAN A DAY OF SILENCE TO RAISE MONEY AND
AWARENESS FOR CHILDREN WHOSE VOICES GO UNHEARD.



WE ARE SILENT

AN INITIATIVE OF



THEIR VOICES MATTER. YOUR VOICE MATTERS. HOW WILL YOU USE IT?

WE ARE SILENT

Issues like child labor, child soldiers, and access to water and education drown out the voices of youth across the globe. Take a vow of silence for a day to help you understand what it's like to have your voice go unheard. Collect pledges for every hour you go silent to fundraise for children's rights through Free The Children's WE Villages.



WE DAY APP CHALLENGE
#WEARESILENT
BECAUSE...

When you go silent, you are joining your voice with every single person that needs to be heard right now around the world. With our silence, WE can speak up for the causes that we're passionate about. Share the human right you are taking a silent stand for today!

Ways to Take Action

Here are some ideas for boosting your impact through WE Are Silent:

- ▶ Do a silence relay. Schedule different classrooms to go silent for different periods.
- ▶ Go silent with your group for the full day, but coordinate with your school to have every student in your school go silent together for a short period.

- ▶ Get permission to do a blackboard/whiteboard raid. Stay after school to write facts about your issue on the boards in every classroom the day before your campaign.

Learn how high school student Isabella Orozco-Madison and her group did a whiteboard raid and got classmates talking about global issues. Read their story at WE.org/wearesilent.



CAMPAIGN RESOURCES

- ▶ Action-planning guide (**Student Yearbook**, p. 56)
- ▶ Personalized WE Are Silent fundraising webpages (contact your WE Schools Coordinator)
- ▶ Educator-led Exploring Issues activity (**Educator's Guide**, p. 30) and Issue Compass activity (**Student Yearbook**, p. 12, and **Educator's Guide**, p. 34) for learning about and choosing a global issue to take action on
- ▶ Educator-led lesson activities for going deeper into WE Are Silent or your chosen WE Villages Pillar of Impact (WE.org/weschools/educator-resources)
- ▶ WE Are Silent campaign poster for spreading the word (see campaign posters)
- ▶ WE Are Silent campaign video to help you get your school on board (see USB)
- ▶ WE Are Silent cards for explaining your campaign when you go silent for the day (**Student Yearbook**, p. 60)

THE MOST IMPORTANT THING IS TO MAKE IT YOUR OWN.

Plan your own campaign from start to finish with the WE Are Silent action-planning activity on **page 56** of the Student Yearbook.



171 MILLION PEOPLE

COULD BE LIFTED
OUT OF **POVERTY**



if **ALL STUDENTS** *in*
LOW-INCOME **COUNTRIES** *HAD*
BASIC READING SKILLS

LEARN MORE ABOUT THE ISSUES AT WE.ORG/EXPLORINGISSUES
LEARN HOW TO TAKE ACTION AT WE.ORG/WEARESILENT

#WEARESILENT

WE ARE SILENT

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CAMPAIGN SKILLS:



Checklist

☐ Sign up for the campaign at [WE.org/wearesilent](https://www.ve.org/wearesilent).

Who do you need to ask for permission to do this campaign? _____ ☐ Permission received!

Setting Your Goal

- ▶ Is your group's goal to raise money or awareness (or both!) for your issue?
- ▶ Which Pillar of Impact of WE Villages are you fundraising for?
 - ☐ Education ☐ Water ☐ Health ☐ Food ☐ Opportunity
- ▶ If you're fundraising, what is your goal for this campaign? _____
- ▶ If you're raising awareness, what is your goal for this campaign? _____
- ▶ How many people would you like to sign up to participate? _____
- ▶ On which date are you going silent? _____
- ▶ How many hours will your group go silent for? _____

Investigate and Learn

What does your group currently know about the issue related to your chosen WE Villages Pillar of Impact? What facts and images come to mind when you think about the issue?

Check off at least three ways you will learn more about the issue.

<input type="checkbox"/> Ask your WE Schools Coordinator to present to your school or group	<input type="checkbox"/> Research the issue at WE.org/exploringissues	<input type="checkbox"/> Ask your teacher to run a lesson activity from our database at WE.org/weshools/educator-resources
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Write down at least three new things you have learned about your issue.

You have already chosen one Pillar of Impact of WE Villages to raise awareness or fundraise for, but as a group you may decide to let participants use their silence to raise awareness for other issues—possibly issues related to your WE Villages Pillar of Impact. Write down your group members and the issues they are each going silent for.

Name	Issue	Name	Issue

REFLECTION TIME: How has your understanding of the issue changed since you started researching it? How can you use this new understanding to improve your campaign?



Action Plan



Make sure each group member can explain the details of your campaign before speaking to other students about it. Review the Setting Your Goal section you filled out and practice explaining the campaign to each other. Take turns asking each other questions and answering basic questions about your campaign.

- ☐ When is this campaign happening?
- ☐ Why are you doing this campaign?
- ☐ What is your goal?
- ☐ How can others get involved?
- ☐ What is WE Villages?

Next, discuss how the group can spread awareness about WE Are Silent. Check off at least three ways you will tell others about your campaign.

<input type="checkbox"/> School announcements	<input type="checkbox"/> Put up campaign posters (see poster section of kit) or design posters	<input type="checkbox"/> Visit each homeroom in person to speak about your campaign
<input type="checkbox"/> School newsletters	<input type="checkbox"/> Social media	<input type="checkbox"/> Create and share your personal fundraising page (contact your WE Schools Coordinator for help)
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Make a list of the tasks you think are necessary for promoting, planning and completing your campaign. Then as a group, discuss who would like to be responsible for each task. Tasks might include: look up facts and other information about the issue, do morning announcements, put up posters, speak to different classrooms about the campaign, collect and add up final pledges, make donation to WE Villages,* etc.

Return to this page and check off each task as it is finished.

✓	Task	Name of person responsible	✓	Task	Name of person responsible

REFLECTION TIME: What obstacles and challenges have you run into so far? How did you solve them? How can you help each other overcome obstacles?

* Make check out to WE Charity and send to WE Charity, c/o (your WE Schools Coordinator's name and school's WE Code), Re: WE Are Silent, 233 Carlton St., Toronto, ON M5A 2L2, Canada.

Take Action



Sit down as a group and list potential issues you could run into once you go silent on the day of your campaign (e.g., a teacher asks a participating student a question, another student asks you why you are silent, a student wants to join the campaign).

Now check off at least three ways to solve these problems, either by preparing for them or by responding to them when they happen.

<input type="checkbox"/> Print or copy WE Are Silent cards to give out (p. 60)	<input type="checkbox"/> Carry a pen and notebook to write messages	<input type="checkbox"/> Design a sign explaining why you are going silent
<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____	<input type="checkbox"/> Choose your own: _____

Report and Celebrate



When you're finished your campaign, sit down as a group and record the impacts you've made.

Share your success with WE Are Silent by posting photos to social media using [#wearesilent](#).

- ▶ How many people participated? _____
- ▶ On average, how many hours did each participant go silent? _____
- ▶ What is the total number of hours of silence you achieved together? _____
- ▶ If you were fundraising, how much money did you raise toward your goal? _____
- ▶ If you were raising awareness, how many people did you reach through awareness-raising? _____
- ▶ Has your teacher contacted your WE Schools Coordinator about filling out an Impact Report? ☐ Yes / ☐ No

REFLECTION TIME: As a group, discuss the following questions. Make sure each group member gets a chance to speak and that the recorder takes notes on common themes in the answers.

- ☐ How did your group do with its goals?
- ☐ How did you feel not being able to use your voice for a day? What did you learn from the experience?
- ☐ Is there anything you would do differently next time?
- ☐ Besides the money and awareness your group raised, what impacts did you make together (e.g., involving the school, building a team, developing skills)?
- ☐ How can group members show appreciation for the contributions that each person has made toward the campaign's success (e.g., a party, an assembly, shout-outs on the morning announcements, handmade cards)?