

ESTTA Tracking number: **ESTTA873472**

Filing date: **01/26/2018**

IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE TRADEMARK TRIAL AND APPEAL BOARD

Proceeding	91227505
Party	Plaintiff WE Brand S.a.r.l.
Correspondence Address	WILLIAM J SEITER SEITER LEGAL STUDIO 2500 BROADWAY BLDG F SUITE F125 SANTA MONICA, CA 90404 UNITED STATES Email: williamjseiter@seiterlegalstudio.com
Submission	Plaintiff's Notice of Reliance
Filer's Name	William J. Seiter
Filer's email	williamjseiter@seiterlegalstudio.com
Signature	/wjs/
Date	01/26/2018
Attachments	Opposer Notice of Reliance 91227505 w Exhibits 1 to 3.pdf(2849380 bytes) Opposer Notice of Reliance 91227505 Exhibit 4_Part1.pdf(5086442 bytes) Opposer Notice of Reliance 91227505 Exhibit 4_Part2.pdf(5044592 bytes) Opposer Notice of Reliance 91227505 Exhibit 4_Part3.pdf(5107182 bytes) Opposer Notice of Reliance 91227505 Exhibit 4_Part4.pdf(4707202 bytes)

**IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE TRADEMARK TRIAL AND APPEAL BOARD**

In the Matter of Application Serial No. 85823620

Mark: WE 365

Published: October 27, 2015

WE Brand S.a.r.l.,
a Luxembourg corporation

Opposer,

v.) Opposition No. 91227505
Me to We Social Enterprises Inc.,
a Canadian corporation

Applicant.)

OPPOSER'S NOTICE OF RELIANCE

Opposer WE Brand S.a.r.l. (herein "Opposer"), by its attorneys, pursuant to 37 C.F.R. §§ 2.120 and 2.122, hereby gives notice that it intends to rely at trial on the following evidence, relevant to the issues raised by the pleadings:

1. Pursuant to 37 C.F.R. § 2.122(d), Opposer intends to rely on the following U.S. trademark registrations in the name of Opposer, pled in its Notice of Opposition, and submits current printout of information and pertinent file wrapper documentation from the electronic database records of the U.S. Patent and Trademark Office consisting of copies obtained from the Office's TESS (Trademark Electronic Search System) and TSDR (Trademark Status and Document Retrieval) systems:

Trademark Registration No. 4714553 (Exhibit 1).

Trademark Registration No. 4710199 (Exhibit 2).

These documents are relevant in this opposition because they establish Opposer's standing to bring this opposition.

2. Pursuant to 37 C.F.R. § 2.120(k), Opposer submits Opposer's First Set of Interrogatories, dated August 8, 2016, and Applicant's responses thereto, dated September 12, 2016 (Exhibit 3).

These interrogatories and Applicant's responses thereto are relevant to the merits of this Opposition because they establish that Applicant made no use in U.S. commerce of the mark in Application Serial No. 85823620 for the applied-for goods in International Classes 18 and 25 therein prior to Opposer's priority date.

3. Pursuant to 37 C.F.R. § 2.120(k), Opposer submits Opposer's First Request for Production, dated August 8, 2016, Applicant's responses thereto, dated September 12, 2016, and Applicant's Production of Documents, served September 27, 2016 (Exhibit 4).

These documents are relevant to the merits of this opposition because they establish Applicant's extensive uses not only of the opposed mark "WE 365," but also its extensive uses of "WE" as a standalone mark online and on its product offerings, going to Applicant's intent in applying for and using the opposed mark.

Dated: January 26, 2018

SEITER LEGAL STUDIO

By: _____/s/_____
William J. Seiter

Attorneys for Opposer
2500 Broadway, Bldg F,
Suite F-125 Santa Monica
California 90404 USA
williamjseiter@seiterlegalstudio.com
Phone: (424) 238 4333

CERTIFICATE OF SERVICE

I hereby certify that a copy of the foregoing Opposer's Notice of Reliance has been sent via email Applicant's attorney of record at her email address of record as follows:

JESSICA HINEY
MCCARTER & ENGLISH LLP

jhiney@mccarter.com

on this 26th day of January, 2018.

/s/
William J. Seiter

EXHIBIT 1

United States of America

United States Patent and Trademark Office

WE

Reg. No. 4,714,553

Registered Apr. 7, 2015

**Int. Cls.: 9, 14, 18, 25
and 35**

TRADEMARK

SERVICE MARK

PRINCIPAL REGISTER

WE BRAND S.A.R.L. (LUXEMBOURG CORPORATION)
17, RUE BEAUMONT
LUXEMBOURG, LUXEMBOURG L-1219

FOR: SPECTACLES INCLUDING SUNGLASSES; SPECTACLE FRAMES; CASES AND CONTAINERS FOR SPECTACLES, IN CLASS 9 (U.S. CLS. 21, 23, 26, 36 AND 38).

FOR: PRECIOUS METALS AND THEIR ALLOYS AND GOODS IN PRECIOUS METALS OR COATED THEREWITH, NAMELY, TIE CLIPS; JEWELRY, COSTUME JEWELRY, PRECIOUS STONES; HOROLOGICAL AND CHRONOMETRIC INSTRUMENTS, INCLUDING WATCHES, IN CLASS 14 (U.S. CLS. 2, 27, 28 AND 50).

FOR: LEATHER AND IMITATION LEATHER, GOODS MADE OF THESE MATERIALS AND NOT INCLUDED IN OTHER CLASSES, NAMELY, LEATHER HANDBAGS, WALLETS, PURSES, BRIEFCASES; UMBRELLAS AND PARASOLS; TRUNKS AND TRAVELLING BAGS; BAGS NOT INCLUDED IN OTHER CLASSES, NAMELY, ALL-PURPOSE CARRYING BAGS INCLUDING DUFFLE BAGS, GYMBAGS, SCHOOL BAGS, SPORTS BAGS, ATHLETIC BAGS, BACK PACKS, CANVAS, TEXTILE, COTTON, SILK AND WOOL SHOPPING BAGS, BEACH BAGS, SUITCASES AND TRAVELLING BAGS, IN CLASS 18 (U.S. CLS. 1, 2, 3, 22 AND 41).

FOR: CLOTHING, NAMELY, TROUSERS, SHORTS, BERMUDA SHORTS, SKIRTS, DRESSES, SWEATERS, PULLOVERS, CARDIGANS AND VESTS, JACKETS, OVERCOATS, JACKETS AND WAIST COATS, BLOUSES AND SHIRTS, UNDERSHIRTS, T-SHIRTS, SHAWLS, SCARVES, MITTENS, SOCKS, STOCKINGS, TIGHTS AND PANTYHOSE, SWIMMING COSTUMES; FOOTWEAR, NAMELY, SANDALS, BOOTS, SHOES, SLIPPERS, SPORTS SHOES; HEADGEAR, NAMELY, BONNETS, HATS AND CAPS, IN CLASS 25 (U.S. CLS. 22 AND 39).

FOR: RETAIL STORE SERVICES AND COMPUTERIZED ONLINE RETAIL STORE SERVICES FEATURING EYEWEAR INCLUDING SUNGLASSES, OPTICAL FRAMES, CASES AND CONTAINERS FOR SPECTACLES, PRECIOUS METALS AND THEIR ALLOYS AND PRODUCTS MADE FROM THE AFORESAID MATERIAL OR COATED THEREWITH, JEWELRY, COSTUME JEWELRY, PRECIOUS STONES, CLOCKS AND CHRONOMETRICAL INSTRUMENTS, INCLUDING WATCHES, LEATHER AND IMITATION LEATHER AND PRODUCTS MADE FROM THE AFORESAID MATERIALS, UMBRELLAS AND PARASOLS, TRUNKS AND SUITCASES, BAGS, CLOTHING, FOOTWEAR, HEADGEAR; FRANCHISE



Michelle K. Lee

Director of the United States
Patent and Trademark Office

Reg. No. 4,714,553 SERVICES, NAMELY, OFFERING BUSINESS MANAGEMENT ASSISTANCE IN THE ESTABLISHMENT AND OPERATION OF FRANCHISED RETAIL SHOPS FEATURING EYEWEAR INCLUDING SUNGLASSES, OPTICAL FRAMES, CASES AND CONTAINERS FOR SPECTACLES, PRECIOUS METALS AND THEIR ALLOYS AND PRODUCTS MADE FROM THE AFORESAID MATERIAL OR COATED THEREWITH, JEWELRY, COSTUME JEWELRY, PRECIOUS STONES, CLOCKS AND CHRONOMETRICAL INSTRUMENTS, INCLUDING WATCHES, LEATHER AND IMITATION LEATHER AND PRODUCTS MADE FROM THE AFORESAID MATERIALS, UMBRELLAS AND PARASOLS, TRUNKS AND SUITCASES, BAGS, CLOTHING, FOOTWEAR, HEADGEAR; THE AFORESAID SERVICES ALSO OFFERED VIA ELECTRONIC CHANNELS, INCLUDING THE INTERNET, IN CLASS 35 (U.S. CLS. 100, 101 AND 102).

THE MARK CONSISTS OF STANDARD CHARACTERS WITHOUT CLAIM TO ANY PARTICULAR FONT, STYLE, SIZE, OR COLOR.

PRIORITY CLAIMED UNDER SEC. 44(D) ON RUSSIAN FED. APPLICATION NO. 2010717912, FILED 6-2-2010.

OWNER OF BENELUX REG. NO. 0879701, DATED 7-12-2010, EXPIRES 3-31-2020.

SER. NO. 85-084,765, FILED 7-14-2010.

JOHN GARTNER, EXAMINING ATTORNEY

**REQUIREMENTS TO MAINTAIN YOUR FEDERAL
TRADEMARK REGISTRATION**

**WARNING: YOUR REGISTRATION WILL BE CANCELLED IF YOU DO NOT FILE THE
DOCUMENTS BELOW DURING THE SPECIFIED TIME PERIODS.**

Requirements in the First Ten Years*

What and When to File:

First Filing Deadline: You must file a Declaration of Use (or Excusable Nonuse) between the 5th and 6th years after the registration date. See 15 U.S.C. §§1058, 1141k. If the declaration is accepted, the registration will continue in force for the remainder of the ten-year period, calculated from the registration date, unless cancelled by an order of the Commissioner for Trademarks or a federal court.

Second Filing Deadline: You must file a Declaration of Use (or Excusable Nonuse) **and** an Application for Renewal between the 9th and 10th years after the registration date.* See 15 U.S.C. §1059.

Requirements in Successive Ten-Year Periods*

What and When to File:

You must file a Declaration of Use (or Excusable Nonuse) **and** an Application for Renewal between every 9th and 10th-year period, calculated from the registration date.*

Grace Period Filings*

The above documents will be accepted as timely if filed within six months after the deadlines listed above with the payment of an additional fee.

***ATTENTION MADRID PROTOCOL REGISTRANTS:** The holder of an international registration with an extension of protection to the United States under the Madrid Protocol must timely file the Declarations of Use (or Excusable Nonuse) referenced above directly with the United States Patent and Trademark Office (USPTO). The time periods for filing are based on the U.S. registration date (not the international registration date). The deadlines and grace periods for the Declarations of Use (or Excusable Nonuse) are identical to those for nationally issued registrations. See 15 U.S.C. §§1058, 1141k. However, owners of international registrations do not file renewal applications at the USPTO. Instead, the holder must file a renewal of the underlying international registration at the International Bureau of the World Intellectual Property Organization, under Article 7 of the Madrid Protocol, before the expiration of each ten-year term of protection, calculated from the date of the international registration. See 15 U.S.C. §1141j. For more information and renewal forms for the international registration, see <http://www.wipo.int/madrid/en/>.

NOTE: Fees and requirements for maintaining registrations are subject to change. Please check the USPTO website for further information. With the exception of renewal applications for registered extensions of protection, you can file the registration maintenance documents referenced above online at <http://www.uspto.gov>.

NOTE: A courtesy e-mail reminder of USPTO maintenance filing deadlines will be sent to trademark owners/holders who authorize e-mail communication and maintain a current e-mail address with the USPTO. To ensure that e-mail is authorized and your address is current, please use the Trademark Electronic Application System (TEAS) Correspondence Address and Change of Owner Address Forms available at <http://www.uspto.gov>.



Trademarks > Trademark Electronic Search System (TESS)

TESS was last updated on Tue Dec 12 03:47:02 EST 2017

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Word Mark WE

Goods and Services IC 009. US 021 023 026 036 038. G & S: Spectacles including sunglasses; spectacle frames; cases and containers for spectacles

IC 014. US 002 027 028 050. G & S: Precious metals and their alloys and goods in precious metals or coated therewith, namely, tie clips; jewelry, costume jewelry, precious stones; horological and chronometric instruments, including watches

IC 018. US 001 002 003 022 041. G & S: Leather and imitation leather, goods made of these materials and not included in other classes, namely, leather handbags, wallets, purses, briefcases; umbrellas and parasols; trunks and travelling bags; bags not included in other classes, namely, all-purpose carrying bags including duffel bags, gym bags, school bags, sports bags, athletic bags, back packs, canvas, textile, cotton, silk and wool shopping bags, beach bags, suitcases and travelling bags

IC 025. US 022 039. G & S: Clothing, namely, trousers, shorts, Bermuda shorts, skirts, dresses, sweaters, pullovers, cardigans and vests, jackets, overcoats, jackets and waist coats, blouses and shirts, undershirts, t-shirts, shawls, scarves, mittens, socks, stockings, tights and pantyhose, swimming costumes; footwear, namely, sandals, boots, shoes, slippers, sports shoes; headgear, namely, bonnets, hats and caps

IC 035. US 100 101 102. G & S: Retail store services and computerized online retail store services featuring eyewear including sunglasses, optical frames, cases and containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, jewelry, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, headgear; franchise services, namely, offering business management assistance in the establishment and operation of franchised retail shops featuring eyewear including sunglasses, optical frames, cases and containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, jewelry, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, headgear; the aforesaid services also offered via electronic channels, including the Internet

Standard Characters Claimed

Mark (4) STANDARD CHARACTER MARK

Drawing Code
Serial Number 85084765
Filing Date July 14, 2010
Current Basis 44E
Original Filing Basis 1B;44D
Published for Opposition January 20, 2015
Registration Number 4714553
Registration Date April 7, 2015
Owner (REGISTRANT) WE Brand S.a.r.l. CORPORATION LUXEMBOURG 31-33 Avenue Pasteur Luxembourg LUXEMBOURG L-2311
Attorney of Record William J. Seiter
Priority Date June 2, 2010
Description of Mark Color is not claimed as a feature of the mark.
Type of Mark TRADEMARK. SERVICE MARK
Register PRINCIPAL
Live/Dead Indicator LIVE

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TSDR now includes a Post Registration Maintenance Tab. When viewing a Registered mark, users will now find a new 3rd tab providing Post Registration information next to the "Status" and "Document" tabs, below the search text box. The tab will not appear if the mark is not registered.

STATUS DOCUMENTS MAINTENANCE

[Back to Search](#)

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Mark: WE

WE

US Serial Number: 85084765

Application Filing Date: Jul. 14, 2010

US Registration Number: 4714553

Registration Date: Apr. 07, 2015

Register: Principal

Mark Type: Trademark, Service Mark

TM5 Common Status
Descriptor:



LIVE/REGISTRATION/Issued and Active

The trademark application has been registered with the Office

Status: Registered. The registration date is used to determine when post-registration maintenance documents are due.

Status Date: Apr. 07, 2015

Publication Date: Jan. 20, 2015

Mark Information

Mark Literal Elements: WE

Standard Character Claim: Yes. The mark consists of standard characters without claim to any particular font style, size, or color.

Mark Drawing Type: 4 - STANDARD CHARACTER MARK

Color(s) Claimed: Color is not claimed as a feature of the mark.

Foreign Information

Priority Claimed: Yes

Foreign Application Number: 2010717912

Foreign Application Filing Date: Jun. 02, 2010

Foreign Application/Registration Country: RUSSIAN FEDERATION

Foreign Registration Number: 0879701

Foreign Registration Date: Jul. 12, 2010

Foreign Application/Registration Country: BENELUX

Foreign Expiration Date: Mar. 31, 2020

Goods and Services

Note:

The following symbols indicate that the registrant/owner has amended the goods/services:

- Brackets [..] indicate deleted goods/services;
- Double parenthesis ((..)) identify any goods/services not claimed in a Section 15 affidavit of incontestability; and
- Asterisks *..* identify additional (new) wording in the goods/services.

For: Retail store services and computerized online retail store services featuring eyewear including sunglasses, containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, services, namely, offering business management assistance in the establishment and operation of franchise stores, eyewear including sunglasses, optical frames, cases and containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, jewelry, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, headgear; the aforesaid services also offered via electronic channels, including electronic mail.

International Class(es): 035 - Primary Class U.S Class(es): 100, 101, 102

Class Status: ACTIVE

Basis: 44(e)

For: Clothing, namely, trousers, shorts, Bermuda shorts, skirts, dresses, sweaters, pullovers, cardigans and vests, jackets and waist coats, blouses and shirts, undershirts, t-shirts, shawls, scarves, mittens, socks, stockings, tights and costumes; footwear, namely, sandals, boots, shoes, slippers, sports shoes; headgear, namely, bonnets, hats, caps and headbands.

International Class(es): 025 - Primary Class U.S Class(es): 022, 039

Class Status: ACTIVE

Basis: 44(e)

For: Leather and imitation leather, goods made of these materials and not included in other classes, namely, leather goods, purses, briefcases; umbrellas and parasols; trunks and travelling bags; bags not included in other classes, namely, handbags including duffle bags, gym bags, school bags, sports bags, athletic bags, back packs, canvas, textile, cloth, shopping bags, beach bags, suitcases and travelling bags.

International Class(es): 018 - Primary Class U.S Class(es): 001, 002, 003, 022, 041

Class Status: ACTIVE

Basis: 44(e)

For: Precious metals and their alloys and goods in precious metals or coated therewith, namely, tie clips; jewelry including rings, necklaces, earrings, bracelets, pendants, brooches, buttons and cufflinks; precious stones; horological and chronometric instruments, including watches.

International Class(es): 014 - Primary Class U.S Class(es): 002, 027, 028, 050

Class Status: ACTIVE

Basis: 44(e)

For: Spectacles including sunglasses; spectacle frames; cases and containers for spectacles.

International Class(es): 009 - Primary Class U.S Class(es): 021, 023, 026, 036, 038

Class Status: ACTIVE

Basis: 44(e)

Basis Information (Case Level)

Filed Use:	No	Currently Use:	No	Amer
Filed ITU:	Yes	Currently ITU:	No	Ame
Filed 44D:	Yes	Currently 44D:	No	Amer
Filed 44E:	No	Currently 44E:	Yes	Amer
Filed 66A:	No	Currently 66A:	No	
Filed No Basis:	No	Currently No Basis:	No	

Current Owner(s) Information

Owner Name:	WE Brand S.a.r.l.		
Owner Address:	31-33 Avenue Pasteur Luxembourg LUXEMBOURG L-2311		
Legal Entity Type:	CORPORATION	State or Country Where Organized:	LUXEMBOURG

Attorney/Correspondence Information

Attorney of Record

Attorney Name:	William J. Seiter		
Attorney Primary Email Address:	williamjseiter@seiterandco.com	Attorney Email Authorized:	Yes

Correspondent

Correspondent Name/Address:	William J. Seiter Seiter Legal Studio 2500 Broadway, Bldg F, Suite F-125 Santa Monica, CALIFORNIA UNITED STATES 90404		
Correspondent e-mail:	williamjseiter@seiterlegalstudio.com	Correspondent e-mail Authorized:	Yes

Domestic Representative

Domestic Representative Name:	William J. Seiter	Phone:	(310) 395-6100
Fax:	(310) 395-6115		
Domestic Representative e-mail:	williamjseiter@seiterandco.com	Domestic Representative e-mail Authorized:	Yes

Prosecution History

Date	Description	Proceeding Number
Mar. 16, 2017	TEAS CHANGE OF CORRESPONDENCE RECEIVED	
Apr. 11, 2016	APPLICANT/CORRESPONDENCE CHANGES (NON-RESPONSIVE) ENTERED	88888
Apr. 11, 2016	TEAS CHANGE OF OWNER ADDRESS RECEIVED	

Apr. 07, 2015	REGISTERED-PRINCIPAL REGISTER	
Jan. 20, 2015	OFFICIAL GAZETTE PUBLICATION CONFIRMATION E-MAILED	
Jan. 20, 2015	PUBLISHED FOR OPPOSITION	
Dec. 31, 2014	NOTIFICATION OF NOTICE OF PUBLICATION E-MAILED	
Dec. 16, 2014	ELECTRONIC RECORD REVIEW COMPLETE	77975
Dec. 12, 2014	ON HOLD - ELECTRONIC RECORD REVIEW REQUIRED	
Dec. 11, 2014	NOTICE OF ALLOWANCE CANCELLED	71034
Nov. 26, 2014	ATTORNEY REVIEW/DECISION ON AMENDMENT REQUIRED	
Nov. 25, 2014	PETITION TO DIRECTOR - CHANGE BASIS - GRANTED	67832
Nov. 25, 2014	ASSIGNED TO PETITION STAFF	67832
Nov. 13, 2014	TEAS PETITION TO AMEND BASIS RECEIVED	1111
Oct. 10, 2014	NOTICE OF APPROVAL OF EXTENSION REQUEST E-MAILED	
Oct. 09, 2014	EXTENSION 2 GRANTED	71034
Sep. 25, 2014	EXTENSION 2 FILED	71034
Oct. 09, 2014	CASE ASSIGNED TO INTENT TO USE PARALEGAL	71034
Sep. 25, 2014	TEAS EXTENSION RECEIVED	
Apr. 18, 2014	NOTICE OF APPROVAL OF EXTENSION REQUEST E-MAILED	
Apr. 16, 2014	EXTENSION 1 GRANTED	98765
Apr. 16, 2014	EXTENSION 1 FILED	98765
Apr. 16, 2014	TEAS EXTENSION RECEIVED	
Oct. 29, 2013	NOA E-MAILED - SOU REQUIRED FROM APPLICANT	
Sep. 03, 2013	OFFICIAL GAZETTE PUBLICATION CONFIRMATION E-MAILED	
Sep. 03, 2013	PUBLISHED FOR OPPOSITION	
Aug. 14, 2013	NOTIFICATION OF NOTICE OF PUBLICATION E-MAILED	
Jul. 26, 2013	LAW OFFICE PUBLICATION REVIEW COMPLETED	73787
Jul. 25, 2013	APPROVED FOR PUB - PRINCIPAL REGISTER	
Jul. 25, 2013	EXAMINER'S AMENDMENT ENTERED	88888
Jul. 25, 2013	NOTIFICATION OF EXAMINERS AMENDMENT E-MAILED	6328
Jul. 25, 2013	EXAMINERS AMENDMENT E-MAILED	6328
Jul. 25, 2013	EXAMINERS AMENDMENT -WRITTEN	77769
Jul. 05, 2013	TEAS/EMAIL CORRESPONDENCE ENTERED	88889
Jul. 05, 2013	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889
Jul. 05, 2013	TEAS REQUEST FOR RECONSIDERATION RECEIVED	
Jun. 02, 2013	TEAS CHANGE OF CORRESPONDENCE RECEIVED	
Jan. 07, 2013	NOTIFICATION OF FINAL REFUSAL EMAILED	
Jan. 07, 2013	FINAL REFUSAL E-MAILED	
Jan. 07, 2013	FINAL REFUSAL WRITTEN	77769
Dec. 12, 2012	TEAS/EMAIL CORRESPONDENCE ENTERED	88889
Dec. 11, 2012	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889

Dec. 11, 2012	TEAS RESPONSE TO OFFICE ACTION RECEIVED	
Jun. 22, 2012	NOTIFICATION OF NON-FINAL ACTION E-MAILED	6325
Jun. 22, 2012	NON-FINAL ACTION E-MAILED	6325
Jun. 22, 2012	NON-FINAL ACTION WRITTEN	77769
May 29, 2012	TEAS/EMAIL CORRESPONDENCE ENTERED	88889
May 29, 2012	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889
May 29, 2012	TEAS RESPONSE TO SUSPENSION INQUIRY RECEIVED	
Nov. 28, 2011	NOTIFICATION OF INQUIRY AS TO SUSPENSION E-MAILED	
Nov. 28, 2011	INQUIRY TO SUSPENSION E-MAILED	
Nov. 28, 2011	SUSPENSION INQUIRY WRITTEN	77769
Nov. 28, 2011	LIE CHECKED SUSP - TO ATTY FOR ACTION	73787
Nov. 23, 2011	ASSIGNED TO LIE	73787
May 23, 2011	NOTIFICATION OF LETTER OF SUSPENSION E-MAILED	6332
May 23, 2011	LETTER OF SUSPENSION E-MAILED	6332
May 23, 2011	SUSPENSION LETTER WRITTEN	77769
Apr. 28, 2011	TEAS/EMAIL CORRESPONDENCE ENTERED	88889
Apr. 27, 2011	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889
Apr. 27, 2011	TEAS RESPONSE TO OFFICE ACTION RECEIVED	
Oct. 27, 2010	NOTIFICATION OF NON-FINAL ACTION E-MAILED	6325
Oct. 27, 2010	NON-FINAL ACTION E-MAILED	6325
Oct. 27, 2010	NON-FINAL ACTION WRITTEN	77769
Oct. 27, 2010	ASSIGNED TO EXAMINER	77769
Jul. 20, 2010	NEW APPLICATION OFFICE SUPPLIED DATA ENTERED IN TRAM	
Jul. 17, 2010	NEW APPLICATION ENTERED IN TRAM	

TM Staff and Location Information

TM Staff Information - None

File Location

Current Location: PUBLICATION AND ISSUE SECTION

Date in Location: Apr. 07, 2015

[Assignment Abstract Of Title Information - Click to Load](#)

[Proceedings - Click to Load](#)

EXHIBIT 2

United States of America

United States Patent and Trademark Office

WE

Reg. No. 4,710,199

Registered Mar. 31, 2015

**Int. Cls.: 9, 14, 18, 25
and 35**

TRADEMARK

SERVICE MARK

PRINCIPAL REGISTER

WE BRAND S.A.R.L. (LUXEMBOURG CORPORATION)
17, RUE BEAUMONT
LUXEMBOURG, LUXEMBOURG L-1219

FOR: SPECTACLES INCLUDING SUNGLASSES; SPECTACLE FRAMES; CASES AND CONTAINERS FOR SPECTACLES, IN CLASS 9 (U.S. CLS. 21, 23, 26, 36 AND 38).

FOR: PRECIOUS METALS AND THEIR ALLOYS AND GOODS IN PRECIOUS METALS OR COATED THEREWITH, NAMELY, TIE CLIPS; JEWELRY, COSTUME JEWELRY, PRECIOUS STONES; HOROLOGICAL AND CHRONOMETRIC INSTRUMENTS, INCLUDING WATCHES, IN CLASS 14 (U.S. CLS. 2, 27, 28 AND 50).

FOR: LEATHER AND IMITATION LEATHER, GOODS MADE OF THESE MATERIALS AND NOT INCLUDED IN OTHER CLASSES, NAMELY, LEATHER HANDBAGS, WALLETS, PURSES, BRIEFCASES; UMBRELLAS AND PARASOLS; TRUNKS AND TRAVELING BAGS; BAGS NOT INCLUDED IN OTHER CLASSES, NAMELY, ALL-PURPOSE CARRYING BAGS INCLUDING DUFFLE BAGS, GYM BAGS, SCHOOL BAGS, SPORTS BAGS, ATHLETIC BAGS, BACK PACKS, CANVAS, TEXTILE, COTTON, SILK AND WOOL SHOPPING BAGS, BEACH BAGS, SUITCASES AND TRAVELING BAGS, IN CLASS 18 (U.S. CLS. 1, 2, 3, 22 AND 41).

FOR: CLOTHING, NAMELY, TROUSERS, SHORTS, BERMUDA SHORTS, SKIRTS, DRESSES, SWEATERS, PULLOVERS, CARDIGANS AND VESTS, JACKETS, OVERCOATS, JACKETS AND WAIST COATS, BLOUSES AND SHIRTS, UNDERSHIRTS, T-SHIRTS, SHAWLS, SCARVES, MITTENS, SOCKS, STOCKINGS, TIGHTS AND PANTYHOSE, SWIMMING COSTUMES; FOOTWEAR, NAMELY, SANDALS, BOOTS, SHOES, SLIPPERS, SPORTS SHOES; HEADGEAR, NAMELY, BONNETS, HATS AND CAPS, IN CLASS 25 (U.S. CLS. 22 AND 39).

FOR: RETAIL STORE SERVICES AND COMPUTERIZED ONLINE RETAIL STORE SERVICES FEATURING EYEWEAR INCLUDING SUNGLASSES, OPTICAL FRAMES, CASES AND CONTAINERS FOR SPECTACLES, PRECIOUS METALS AND THEIR ALLOYS AND PRODUCTS MADE FROM THE AFORESAID MATERIAL OR COATED THEREWITH, JEWELRY, COSTUME JEWELRY, PRECIOUS STONES, CLOCKS AND CHRONOMETRIC INSTRUMENTS, INCLUDING WATCHES, LEATHER AND IMITATION LEATHER AND PRODUCTS MADE FROM THE AFORESAID MATERIALS, UMBRELLAS AND PARASOLS, TRUNKS AND SUITCASES, BAGS, CLOTHING, FOOTWEAR, HEADGEAR; FRANCHISE



Michelle K. Lee

Director of the United States
Patent and Trademark Office

Reg. No. 4,710,199 SERVICES, NAMELY, OFFERING BUSINESS MANAGEMENT ASSISTANCE IN THE ESTABLISHMENT AND OPERATION OF FRANCHISED RETAIL SHOPS FEATURING EYEWEAR INCLUDING SUNGLASSES, OPTICAL FRAMES, CASES AND CONTAINERS FOR SPECTACLES, PRECIOUS METALS AND THEIR ALLOYS AND PRODUCTS MADE FROM THE AFORESAID MATERIAL OR COATED THEREWITH, JEWELRY, COSTUME JEWELRY, PRECIOUS STONES, CLOCKS AND CHRONOMETRICAL INSTRUMENTS, INCLUDING WATCHES, LEATHER AND IMITATION LEATHER AND PRODUCTS MADE FROM THE AFORESAID MATERIALS, UMBRELLAS AND PARASOLS, TRUNKS AND SUITCASES, BAGS, CLOTHING, FOOTWEAR, HEADGEAR; THE AFORESAID SERVICES ALSO OFFERED VIA ELECTRONIC CHANNELS, INCLUDING THE INTERNET, IN CLASS 35 (U.S. CLS. 100, 101 AND 102).

PRIORITY CLAIMED UNDER SEC. 44(D) ON RUSSIAN FED. APPLICATION NO. 2010717776, FILED 6-1-2010.

OWNER OF BENELUX REG. NO. 0895025, DATED 5-10-2011, EXPIRES 1-4-2021.

THE MARK CONSISTS OF THE TERM "WE" IN STYLIZED LETTERS.

SER. NO. 85-084,803, FILED 7-14-2010.

JOHN GARTNER, EXAMINING ATTORNEY

**REQUIREMENTS TO MAINTAIN YOUR FEDERAL
TRADEMARK REGISTRATION**

**WARNING: YOUR REGISTRATION WILL BE CANCELLED IF YOU DO NOT FILE THE
DOCUMENTS BELOW DURING THE SPECIFIED TIME PERIODS.**

Requirements in the First Ten Years*

What and When to File:

First Filing Deadline: You must file a Declaration of Use (or Excusable Nonuse) between the 5th and 6th years after the registration date. See 15 U.S.C. §§1058, 1141k. If the declaration is accepted, the registration will continue in force for the remainder of the ten-year period, calculated from the registration date, unless cancelled by an order of the Commissioner for Trademarks or a federal court.

Second Filing Deadline: You must file a Declaration of Use (or Excusable Nonuse) **and** an Application for Renewal between the 9th and 10th years after the registration date.*
See 15 U.S.C. §1059.

Requirements in Successive Ten-Year Periods*

What and When to File:

You must file a Declaration of Use (or Excusable Nonuse) **and** an Application for Renewal between every 9th and 10th-year period, calculated from the registration date.*

Grace Period Filings*

The above documents will be accepted as timely if filed within six months after the deadlines listed above with the payment of an additional fee.

***ATTENTION MADRID PROTOCOL REGISTRANTS:** The holder of an international registration with an extension of protection to the United States under the Madrid Protocol must timely file the Declarations of Use (or Excusable Nonuse) referenced above directly with the United States Patent and Trademark Office (USPTO). The time periods for filing are based on the U.S. registration date (not the international registration date). The deadlines and grace periods for the Declarations of Use (or Excusable Nonuse) are identical to those for nationally issued registrations. See 15 U.S.C. §§1058, 1141k. However, owners of international registrations do not file renewal applications at the USPTO. Instead, the holder must file a renewal of the underlying international registration at the International Bureau of the World Intellectual Property Organization, under Article 7 of the Madrid Protocol, before the expiration of each ten-year term of protection, calculated from the date of the international registration. See 15 U.S.C. §1141j. For more information and renewal forms for the international registration, see <http://www.wipo.int/madrid/en/>.

NOTE: Fees and requirements for maintaining registrations are subject to change. Please check the USPTO website for further information. With the exception of renewal applications for registered extensions of protection, you can file the registration maintenance documents referenced above online at <http://www.uspto.gov>.

NOTE: A courtesy e-mail reminder of USPTO maintenance filing deadlines will be sent to trademark owners/holders who authorize e-mail communication and maintain a current e-mail address with the USPTO. To ensure that e-mail is authorized and your address is current, please use the Trademark Electronic Application System (TEAS) Correspondence Address and Change of Owner Address Forms available at <http://www.uspto.gov>.



Trademarks > Trademark Electronic Search System (TESS)

TESS was last updated on Thu Sep 14 04:51:02 EDT 2017

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Record 1 out of 1

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Word Mark WE

Goods and Services IC 009. US 021 023 026 036 038. G & S: Spectacles including sunglasses; spectacle frames; cases and containers for spectacles

IC 014. US 002 027 028 050. G & S: Precious metals and their alloys and goods in precious metals or coated therewith, namely, tie clips; jewelry, costume jewelry, precious stones; horological and chronometric instruments, including watches

IC 018. US 001 002 003 022 041. G & S: Leather and imitation leather, goods made of these materials and not included in other classes, namely, leather handbags, wallets, purses, briefcases; umbrellas and parasols; trunks and traveling bags; bags not included in other classes, namely, all-purpose carrying bags including duffle bags, gym bags, school bags, sports bags, athletic bags, back packs, canvas, textile, cotton, silk and wool shopping bags, beach bags, suitcases and traveling bags

IC 025. US 022 039. G & S: Clothing, namely, trousers, shorts, Bermuda shorts, skirts, dresses, sweaters, pullovers, cardigans and vests, jackets, overcoats, jackets and waist coats, blouses and shirts, undershirts, t-shirts, shawls, scarves, mittens, socks, stockings, tights and pantyhose, swimming costumes; footwear, namely, sandals, boots, shoes, slippers, sports shoes; headgear, namely, bonnets, hats and caps

IC 035. US 100 101 102. G & S: Retail store services and computerized online retail store services featuring eyewear including sunglasses, optical frames, cases and containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, jewelry, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, headgear; franchise services, namely, offering business management assistance in the establishment and operation of franchised retail shops featuring eyewear including sunglasses, optical frames, cases and containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, jewelry, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, headgear; the aforesaid services also offered via electronic channels, including the Internet

Mark Drawing Code (5) WORDS, LETTERS, AND/OR NUMBERS IN STYLIZED FORM

Serial 85084803

Number
Filing Date July 14, 2010
Current Basis 44E
Original Filing Basis 1B;44D
Published for January 13, 2015
Opposition
Registration Number 4710199
Registration Date March 31, 2015
Owner (REGISTRANT) WE Brand S.a.r.l. CORPORATION LUXEMBOURG 31-33 Avenue Pasteur Luxembourg LUXEMBOURG L-2311
Attorney of Record William J. Seiter
Priority Date June 1, 2010
Description of Mark Color is not claimed as a feature of the mark. The mark consists of the term "WE" in stylized letters.
Type of Mark TRADEMARK. SERVICE MARK
Register PRINCIPAL
Live/Dead Indicator LIVE

[TESS HOME](#)

[NEW USER](#)

[STRUCTURED](#)

[FREE FORM](#)

[BROWSE DICT](#)

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TSDR now includes a Post Registration Maintenance Tab. When viewing a Registered mark, users will now find a new 3rd tab providing Post Registration information next to the "Status" and "Document" tabs, below the search text box. The tab will not appear if the mark is not registered.

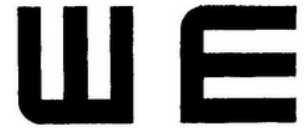
[STATUS](#) [DOCUMENTS](#) [MAINTENANCE](#)

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Mark: WE



US Serial Number: 85084803

Application Filing Date: Jul. 14, 2010

US Registration Number: 4710199

Registration Date: Mar. 31, 2015

Register: Principal

Mark Type: Trademark, Service Mark

TM5 Common Status

LIVE/REGISTRATION/Issued and Active

Descriptor:



The trademark application has been registered with the Office

Status: Registered. The registration date is used to determine when post-registration maintenance documents are due.

Status Date: Mar. 31, 2015

Publication Date: Jan. 13, 2015

Mark Information

Mark Literal Elements: WE

Standard Character Claim: No

Mark Drawing Type: 5 - AN ILLUSTRATION DRAWING WITH WORD(S) /LETTER(S)/ NUMBER(S) INSTYLIZED FORM

Description of Mark: The mark consists of the term "WE" in stylized letters.

Color(s) Claimed: Color is not claimed as a feature of the mark.

Foreign Information

Priority Claimed: Yes

Foreign Application Number: 2010717776

Foreign Application Filing Date: Jun. 01, 2010

Foreign Application/Registration Country: RUSSIAN FEDERATION

Foreign Registration Number: 0895025

Foreign Registration Date: May 10, 2011

Foreign BENELUX

Foreign Expiration Date: Jan. 04, 2021

Application/Registration

Country:

Goods and Services

Note:

The following symbols indicate that the registrant/owner has amended the goods/services:

- Brackets [...] indicate deleted goods/services;
- Double parenthesis ((...)) identify any goods/services not claimed in a Section 15 affidavit of incontestability; and
- Asterisks *.* identify additional (new) wording in the goods/services.

For: Spectacles including sunglasses; spectacle frames; cases and containers for spectacles

International Class(es): 009 - Primary Class

U.S Class(es): 021, 023, 026, 036, 03

Class Status: ACTIVE

Basis: 44(e)

For: Precious metals and their alloys and goods in precious metals or coated therewith, namely, tie clips; jewelry stones; horological and chronometric instruments, including watches

International Class(es): 014 - Primary Class

U.S Class(es): 002, 027, 028, 050

Class Status: ACTIVE

Basis: 44(e)

For: Leather and imitation leather, goods made of these materials and not included in other classes, namely, leather purses, briefcases; umbrellas and parasols; trunks and traveling bags; bags not included in other classes, namely, bags including duffle bags, gym bags, school bags, sports bags, athletic bags, back packs, canvas, textile, and shopping bags, beach bags, suitcases and traveling bags

International Class(es): 018 - Primary Class

U.S Class(es): 001, 002, 003, 022, 04

Class Status: ACTIVE

Basis: 44(e)

For: Clothing, namely, trousers, shorts, Bermuda shorts, skirts, dresses, sweaters, pullovers, cardigans and vests and waist coats, blouses and shirts, undershirts, t-shirts, shawls, scarves, mittens, socks, stockings, tights and costumes; footwear, namely, sandals, boots, shoes, slippers, sports shoes; headgear, namely, bonnets, hats

International Class(es): 025 - Primary Class

U.S Class(es): 022, 039

Class Status: ACTIVE

Basis: 44(e)

For: Retail store services and computerized online retail store services featuring eyewear including sunglasses, containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, and services, namely, offering business management assistance in the establishment and operation of franchisee retail store services featuring eyewear including sunglasses, optical frames, cases and containers for spectacles, precious metals and their alloys and products made from the aforesaid material or coated therewith, jewelry, costume jewelry, precious stones, clocks and chronometrical instruments, including watches, leather and imitation leather and products made from the aforesaid materials, umbrellas and parasols, trunks and suitcases, bags, clothing, footwear, headgear; the aforesaid services also offered via electronic channels, in

International Class(es): 035 - Primary Class

U.S Class(es): 100, 101, 102

Class Status: ACTIVE

Basis: 44(e)

Basis Information (Case Level)

Filed Use:	No	Currently Use:	No	Amer
Filed ITU:	Yes	Currently ITU:	No	Ame
Filed 44D:	Yes	Currently 44D:	No	Amer
Filed 44E:	No	Currently 44E:	Yes	Ame
Filed 66A:	No	Currently 66A:	No	
Filed No Basis:	No	Currently No Basis:	No	

Current Owner(s) Information

Owner Name: WE Brand S.a.r.l.

Owner Address: 31-33 Avenue Pasteur
Luxembourg LUXEMBOURG L-2311

Legal Entity Type: CORPORATION State or Country Where Organized: LUXEMBOURG

Attorney/Correspondence Information

Attorney of Record

Attorney Name: William J. Seiter

Attorney Primary Email: williamjseiter@seiterandco.com Attorney Email Authorized: Yes

Address:

Correspondent

Correspondent Name/Address: William J. Seiter
Seiter Legal Studio
2500 Broadway, Bldg F, Suite F-125
Santa Monica, CALIFORNIA UNITED STATES 90404

Correspondent e-mail: williamjseiter@seiterlegalstudio.com Correspondent e-mail Authorized: Yes

Domestic Representative

Domestic Representative Name: William J. Seiter Phone: (310) 395-6100

Fax: (310) 395-6115

Domestic Representative e-mail: williamjseiter@seiterandco.com Domestic Representative e-mail Authorized: Yes

Prosecution History

Date	Description	Proceeding Number
Mar. 16, 2017	TEAS CHANGE OF CORRESPONDENCE RECEIVED	

Apr. 11, 2016	APPLICANT/CORRESPONDENCE CHANGES (NON-RESPONSIVE) ENTERED	88888
Apr. 11, 2016	TEAS CHANGE OF OWNER ADDRESS RECEIVED	
Mar. 31, 2015	REGISTERED-PRINCIPAL REGISTER	
Jan. 13, 2015	OFFICIAL GAZETTE PUBLICATION CONFIRMATION E-MAILED	
Jan. 13, 2015	PUBLISHED FOR OPPOSITION	
Dec. 24, 2014	NOTIFICATION OF NOTICE OF PUBLICATION E-MAILED	
Dec. 11, 2014	NOTICE OF ALLOWANCE CANCELLED	71034
Nov. 26, 2014	ATTORNEY REVIEW/DECISION ON AMENDMENT REQUIRED	
Nov. 25, 2014	PETITION TO DIRECTOR - CHANGE BASIS - GRANTED	67832
Nov. 25, 2014	ASSIGNED TO PETITION STAFF	67832
Nov. 13, 2014	TEAS PETITION TO AMEND BASIS RECEIVED	1111
Oct. 10, 2014	NOTICE OF APPROVAL OF EXTENSION REQUEST E-MAILED	
Oct. 09, 2014	EXTENSION 2 GRANTED	71034
Sep. 25, 2014	EXTENSION 2 FILED	71034
Oct. 09, 2014	CASE ASSIGNED TO INTENT TO USE PARALEGAL	71034
Sep. 25, 2014	TEAS EXTENSION RECEIVED	
Apr. 18, 2014	NOTICE OF APPROVAL OF EXTENSION REQUEST E-MAILED	
Apr. 16, 2014	EXTENSION 1 GRANTED	98765
Apr. 16, 2014	EXTENSION 1 FILED	98765
Apr. 16, 2014	TEAS EXTENSION RECEIVED	
Oct. 29, 2013	NOA E-MAILED - SOU REQUIRED FROM APPLICANT	
Sep. 03, 2013	OFFICIAL GAZETTE PUBLICATION CONFIRMATION E-MAILED	
Sep. 03, 2013	PUBLISHED FOR OPPOSITION	
Aug. 14, 2013	NOTIFICATION OF NOTICE OF PUBLICATION E-MAILED	
Aug. 01, 2013	LAW OFFICE PUBLICATION REVIEW COMPLETED	73787
Jul. 25, 2013	APPROVED FOR PUB - PRINCIPAL REGISTER	
Jul. 25, 2013	EXAMINER'S AMENDMENT ENTERED	88888
Jul. 25, 2013	NOTIFICATION OF EXAMINERS AMENDMENT E-MAILED	6328
Jul. 25, 2013	EXAMINERS AMENDMENT E-MAILED	6328
Jul. 25, 2013	EXAMINERS AMENDMENT -WRITTEN	77769
Jul. 05, 2013	TEAS/EMAIL CORRESPONDENCE ENTERED	88889
Jul. 05, 2013	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889
Jul. 05, 2013	TEAS REQUEST FOR RECONSIDERATION RECEIVED	
Jun. 02, 2013	TEAS CHANGE OF CORRESPONDENCE RECEIVED	
Jan. 07, 2013	NOTIFICATION OF FINAL REFUSAL EMAILED	
Jan. 07, 2013	FINAL REFUSAL E-MAILED	
Jan. 07, 2013	FINAL REFUSAL WRITTEN	77769
Dec. 12, 2012	TEAS/EMAIL CORRESPONDENCE ENTERED	88889

Dec. 11, 2012	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889
Dec. 11, 2012	TEAS RESPONSE TO OFFICE ACTION RECEIVED	
Jun. 22, 2012	NOTIFICATION OF NON-FINAL ACTION E-MAILED	6325
Jun. 22, 2012	NON-FINAL ACTION E-MAILED	6325
Jun. 22, 2012	NON-FINAL ACTION WRITTEN	77769
May 29, 2012	TEAS/EMAIL CORRESPONDENCE ENTERED	88889
May 29, 2012	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889
May 29, 2012	TEAS RESPONSE TO SUSPENSION INQUIRY RECEIVED	
Nov. 28, 2011	NOTIFICATION OF INQUIRY AS TO SUSPENSION E-MAILED	
Nov. 28, 2011	INQUIRY TO SUSPENSION E-MAILED	
Nov. 28, 2011	SUSPENSION INQUIRY WRITTEN	77769
Nov. 26, 2011	LIE CHECKED SUSP - TO ATTY FOR ACTION	73787
Nov. 23, 2011	ASSIGNED TO LIE	73787
May 23, 2011	NOTIFICATION OF LETTER OF SUSPENSION E-MAILED	6332
May 23, 2011	LETTER OF SUSPENSION E-MAILED	6332
May 23, 2011	SUSPENSION LETTER WRITTEN	77769
Apr. 28, 2011	TEAS/EMAIL CORRESPONDENCE ENTERED	88889
Apr. 27, 2011	CORRESPONDENCE RECEIVED IN LAW OFFICE	88889
Apr. 27, 2011	TEAS RESPONSE TO OFFICE ACTION RECEIVED	
Oct. 27, 2010	NOTIFICATION OF NON-FINAL ACTION E-MAILED	6325
Oct. 27, 2010	NON-FINAL ACTION E-MAILED	6325
Oct. 27, 2010	NON-FINAL ACTION WRITTEN	77769
Oct. 27, 2010	ASSIGNED TO EXAMINER	77769
Jul. 21, 2010	NEW APPLICATION OFFICE SUPPLIED DATA ENTERED IN TRAM	
Jul. 17, 2010	NEW APPLICATION ENTERED IN TRAM	

TM Staff and Location Information

TM Staff Information - None

File Location

Current Location: PUBLICATION AND ISSUE SECTION

Date in Location: Mar. 31, 2015

[Assignment Abstract Of Title Information - Click to Load](#)

[Proceedings - Click to Load](#)

EXHIBIT 3

**IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE TRADEMARK TRIAL AND APPEAL BOARD**

In the Matter of Application Serial No. 85823620
Mark: WE 365
Published: October 27, 2015

WE Brand S.a.r.l.,)	
a Luxembourg corporation)	
)	
Opposer,)	
)	
v.)	Opposition No. 91227505
)	
Me to We Social Enterprises Inc.,)	
a Canadian corporation)	
)	
Applicant.)	

OPPOSER’S FIRST SET OF INTERROGATORIES TO APPLICANT

Opposer WE Brand S.a.r.l. (herein “Opposer”), by its attorneys, pursuant to Rule 33 of the Federal Rules of Civil Procedure and Rules 2.116 and 2.120 of the Trademark Rules of Practice, requests that Applicant Me to We Social Enterprises Inc. (herein “Applicant”), answer the following interrogatories separately and fully in writing and under oath.

INSTRUCTIONS

1. In answering these interrogatories, furnish all information, however obtained, including hearsay which is available to Applicant and information known by or in possession of Applicant, its agents and attorneys, or appearing in its records.
2. Applicant is reminded that it is under a duty to conduct a reasonable investigation in connection with its answers, and that its answers to these interrogatories must contain all information possessed by it.
3. If Applicant cannot answer the following interrogatories in full after exercising due diligence to secure the full information to do so, state an answer to the extent possible,

specifying Applicant's inability to answer the remainder, stating whatever information or knowledge Applicant has concerning the unanswered portion and detailing what Applicant did in attempting to secure the unknown information.

4. These interrogatories shall be deemed to be continuing and it is requested that Applicant serve supplementary answers as required by Rule 26(e) of the Federal Rules of Civil Procedure.

5. For the convenience of the Board and counsel, it is requested that each interrogatory be set forth immediately preceding the answer thereto.

DEFINITIONS

"Describe" means to specify in detail and to particularize the contents of the answer to the question and not just to state the reply in summary or outline fashion.

"Document" means any writing or record of any type or description, including but not limited to originals (or, if Applicant lacks the original, whatever type of copy he has) of agreements, correspondence, letters, telegrams, inter-office and intra-office communications, memoranda, reports, records, instructions, specifications, notes, notebooks, scrapbooks, diaries, minutes, minutes of meetings, plans, drawings, sketches, blueprints, photographs, photocopies, charts, curves, descriptions, invoices, purchase orders, bills of lading, motion pictures, recordings, published or unpublished speeches or articles, publications, transcripts, and any other retrievable data however recorded, memorialized or preserved, in the possession, custody or control of Applicant or known to Applicant, wherever the same may be located, however produced or reproduced, including any non-identical copy, whether differing from an original or another version thereof because of any alterations, notes, comments or other material contained thereon or attached thereto, or otherwise, and whether a draft or a final version.

"Identify" means, when used in reference to:

(a) a natural person: his/her full name, present or last known home address; present or last known business address; present position, business affiliation and job description (and if the same not be known, his/her last known position, business affiliation and job description, identified as such); his/her position, business affiliation and job description at the time in question, with respect to the interrogatory involved; and with respect to each present or past employee of Applicant, the date such person began employment with Applicant and, if no longer employed, the date such employment terminated; and identification of each position held by such person with Applicant, including the beginning and ending dates during which each such position was held, the title of each position, the description of the duties and responsibilities of such position, the name of the direct supervisor of such person or the name of the person to whom such person reported in each such position, and the approximate number of persons who reported to such person in each position;

(b) a company, corporation, association, partnership, or any other business or legal entity not a natural person: its full name; principal place of business, state of incorporation or juridical status;

(c) a document: its character (e.g., letter, memorandum, report, etc.), its title, date, author, addressee, distributee, and number of pages, its subject matter, identification of each person Applicant has reason to believe may have knowledge of the contents thereof, its present location and its custodian's identification (or, if any such document is no longer in existence or in the possession of or subject to the control of Applicant, the disposition made of it and the circumstances and date of such disposition);

(d) a license, distribution agreement, or other contract or agreement: its date, title, identification of each party thereto, subject matter, the date and subject matter of any amendment, schedule or addendum thereto or any modification thereof;

(e) any other thing: a description with sufficient particularity that such thing may thereafter be specified and recognized as such;

(f) an oral statement or communication:

(i) its date and the place where it occurred;

(ii) its substance;

(iii) the identification of each person to whom such statement or communication was made, each person by whom such statement or communication was made, and each person who was present when such statement or communication was made.

“Applicant” means Me to We Social Enterprises Inc., a Canadian corporation, and includes its agents, employees, servants and attorneys and all other persons acting for or on its behalf.

“Applicant’s Mark” means the following alleged mark: WE 365 under U.S. Trademark Application Serial No. 85823620.

“Person” means any natural person, corporation, association, firm, partnership or other business or legal entity.

“Opposer” means WE Brand S.a.r.l., a Luxembourg corporation, and includes its officers, directors, agents, employees, servants and attorneys and all other persons acting for or on its behalf.

INTERROGATORIES

INTERROGATORY NO. 1

Describe how Applicant selected Applicant’s Mark.

INTERROGATORY NO. 2

Identify all persons who participated in any way in Applicant’s decision to adopt Applicant’s Mark.

INTERROGATORY NO. 3

Identify any search conducted by Applicant to determine whether Applicant's Mark was available for use in United States commerce.

INTERROGATORY NO. 4

State the date of the first sale in United States commerce of any goods under Applicant's Mark.

INTERROGATORY NO. 5

Describe the goods sold in Applicant's first sale in United States commerce of goods under Applicant's Mark.

INTERROGATORY NO. 6

Describe the channel of trade through which Applicant's first sale in United States commerce of goods under Applicant's Mark was made.

INTERROGATORY NO. 7

Identify to whom the first sale in United States commerce of goods under Applicant's Mark was made.

INTERROGATORY NO. 8

If Applicant has ceased use of Applicant's Mark in United States commerce on or in connection with the sale of goods, state the date on which Applicant ceased such use.

INTERROGATORY NO. 9

If Applicant has ever discontinued the use of Applicant's Mark for any goods in United States commerce for any period of time:

- (a) identify the goods for which Applicant's Mark was discontinued; and
- (b) set forth the dates during which each such use was discontinued.

INTERROGATORY NO. 10

State the date on which Applicant first became aware of Opposer's brand WE.

INTERROGATORY NO. 11

State the date on which Applicant first became aware of the use of the term WE by any person or persons on or in connection with the sale of clothing goods.

INTERROGATORY NO. 12

(a) State whether Applicant acquired any rights in Applicant's Mark by assignment.

(b) If the answer to (a) above is in the affirmative, state

- (i) from whom such assignment was received;
- (ii) the date such assignment was made;
- (iii) the goods for which each such assignment was made.

INTERROGATORY NO. 13

(a) State whether Applicant has licensed Applicant's Mark to any party.

(b) If the answer to (a) above is in the affirmative, state:

- (i) to whom the Applicant's Mark was licensed;
- (ii) the date any such license was made;
- (iii) the goods for which any such license was granted.

INTERROGATORY NO. 14

Identify the specific goods, if any, on or in connection with which Applicant's Mark is in current use in United States commerce.

INTERROGATORY NO. 15

Set forth:

(a) the annual dollar amount of Applicant's revenues from sales of goods using Applicant's Mark in United States commerce during each of the past five years; and

(b) the annual dollar amount of Applicant's promotional expenditures promoting Applicant's Mark in United States commerce during each of the past five years.

INTERROGATORY NO. 16

Identify any agreement entered into by Applicant which refers or relates to the manufacture of goods under Applicant's Mark.

INTERROGATORY NO. 17

Identify any agreement entered into by Applicant which refers or relates to the promotion of Applicant's Mark.

INTERROGATORY NO. 18

Identify each type of media through which Applicant has ever promoted the sale of any goods in United States commerce bearing Applicant's Mark.

INTERROGATORY NO. 19

State the domain name of any website controlled by Applicant utilizing Applicant's Mark in the promotion of any goods.

INTERROGATORY NO. 20

Identify any litigation involving Applicant's Mark to which Applicant has been a party at any time.

INTERROGATORY NO. 21

Describe each incident known to Applicant of actual confusion between Applicant or any of its goods provided under Applicant's Mark, and Opposer or any of its goods provided under WE and identify any person with knowledge thereof.

INTERROGATORY NO. 22

Identify any communications received by Applicant that were addressed to or intended for Opposer.

INTERROGATORY NO. 23

Identify every opinion, legal or otherwise, requested or received by Applicant regarding the right to use Applicant's Mark in United States commerce including the identity of the persons requesting the opinion, the date and substance of the opinion, and the persons receiving the opinion.

INTERROGATORY NO. 24

Identify any cease and desist letters sent or received by Applicant at any time relating to, regarding or concerning Applicant's mark.

INTERROGATORY NO. 25

Describe any instances in which any third party at any time challenged Applicant's right to use Applicant's Mark in United States commerce.

INTERROGATORY NO. 26

Identify the persons most knowledgeable about Applicant's use of Applicant's Mark in United States commerce.

INTERROGATORY NO. 27

Identify by name, title and contact information the persons at Applicant chiefly responsible for the business operations of Applicant.

INTERROGATORY NO. 28

Identify by name, title and contact information the persons at Applicant chiefly responsible for marketing Applicant's goods under Applicant's Mark.

INTERROGATORY NO. 29

Identify by name, title and contact information the persons at Applicant chiefly responsible for preparing and maintaining the financial records of Applicant.

INTERROGATORY NO. 30

Identify each of the fact witnesses Applicant intends to call to testify on its behalf in connection with this opposition proceeding.

INTERROGATORY NO. 31

Identify each person who participated in the preparation of Applicant's responses to the foregoing interrogatories.

Dated: August 8, 2016

SEITER LEGAL STUDIO

By: _____
 /s/
 William J. Seiter

Attorneys for Opposer
2500 Broadway, Bldg F, Suite F-125
Santa Monica, California 90404
Telephone: 1. 424.238.4333
Email: williamjseiter@seiterlegalstudio.com

CERTIFICATE OF SERVICE

I hereby certify that a copy of the foregoing Opposer's First Set of Interrogatories has been sent by first class mail to Opposer's attorney of record at her address of record as follows:

LISA MOTTES
FITZPATRICK CELLA HARPER & SCINTO
1290 AVENUE OF THE AMERICAS
NEW YORK, NY 10104-3800

on this 8th day of August, 2016.

/s/
William J. Seiter

**IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE TRADEMARK TRIAL AND APPEAL BOARD**

WE Brand S.a.r.l.,)	In re Serial No. 85823620
)	Mark: WE 365
Opposer,)	
)	Opposition No.: 91227505
v.)	
)	
Me to We Social Enterprises Inc.,)	
)	
Applicant.)	

**APPLICANT'S CONFIDENTIAL RESPONSE TO OPPOSER'S
FIRST SET OF INTERROGATORIES TO APPLICANT**

Pursuant to Rules 26 and 33 of the Federal Rules of Civil Procedure, 37 C.F.R. § 2.120(d), and the applicable rules of the Trademark Trial and Appeal Board Applicant Me to We Social Enterprises Inc. (hereinafter "Me to We"), by and through its attorneys, hereby responds and objects to Opposer WE Brand S.a.r.l.'s First Set of Interrogatories to Applicant. Me to We reserves its right to modify, amend and/or supplement its responses and objections and to move for protective orders as necessary. Me to We makes these responses subject to and without waiver of the allegations and affirmative defenses set forth in its Answer to the Notice of Opposition herein.

General Responses

The following General Responses are incorporated, unless otherwise noted, into each and every one of Me to We's Interrogatory responses:

A. The specific responses set forth below are for the purposes of discovery only, and Me to We neither waives nor intends to waive, but expressly reserves, any and all objections it may have to the relevance, competence, materiality, admission, or admissibility for

use at trial of any information, documents or writings produced, identified or referred to herein, or to the introduction of any evidence at trial relating to the subjects covered by such responses.

B. Me to We expressly reserves its right to rely, at any time including trial, upon subsequently discovered information or information omitted from the specific responses set forth below as a result of mistake, oversight or inadvertence.

C. The specific responses set forth below are based upon Me to We's interpretation of the language used in the Interrogatories, and Me to We reserves its right to amend or supplement further its responses in the event Opposer asserts an interpretation that differs from Me to We's interpretation.

D. By making these responses, Me to We does not concede it is in possession of any information responsive to any particular Interrogatory, or that any response given is relevant to this action.

E. Subject to and without waiving the General and Specific responses and objections set forth herein, Me to We will provide information responsive to the Interrogatories that it has to date. Me to We will continue to provide responsive information as such is discovered and as required by the Federal Rules of Civil Procedure. Me to We's failure to object to a particular Interrogatory or willingness to provide responsive information pursuant to an Interrogatory is not, and shall not be construed as, an admission of the relevance, or admissibility into evidence, of any such information, nor does it constitute a representation that any such information in fact exists.

F. Because Me to We may not have discovered all the information that is possibly within the scope of the Interrogatories, Me to We expressly reserves its right to amend

or to supplement its Responses and Objections with any additional information that emerges through discovery or otherwise.

G. All information included in Me to We's responses to these Interrogatories is provided pursuant to the standard Protective Order provided by the Trademark Trial and Appeal Board, and is confidential. The information provided herein shall be maintained as "Confidential-Outside Counsel Only" until such time as the Parties have executed the Protective Order.

General Objections

The following General Objections apply to each of Me to We's responses to the Interrogatories propounded by WE Brand S.a.r.l.:

1. Me to We objects to each Interrogatory to the extent that it seeks to impose discovery obligations on Me to We that are inconsistent with, are not found in, or which are beyond the scope of, the Federal Rules of Civil Procedure, 37 C.F.R. § 2.120, and/or the rules of practice of the Trademark Trial and Appeal Board.

2. Me to We objects to each Interrogatory to the extent it seeks information that is not relevant to the claims or defenses of either party.

3. Me to We objects to each Interrogatory to the extent it is overly broad, to the extent it calls for information relating to Applicant's activities vis-à-vis an unopposed class of goods/services, is unduly burdensome, and/or is vague and ambiguous.

4. Me to We objects to each Interrogatory to the extent it seeks information protected by the attorney-client privilege, the work product doctrine, and/or is otherwise immune from discovery. Me to We will provide the information called for by Fed. R. Civ. P. 26(b)(5), if

any, in the form of a privileged document list to be exchanged with Opposer on a date to be agreed upon by the Parties.

5. Any disclosure of information protected by any privilege or immunity is inadvertent and does not constitute a waiver of any privilege or right of Me to We.

6. Me to We objects to each Interrogatory as improper and unduly burdensome to the extent it seeks information that is not in the possession, custody or control of Me to We.

7. Me to We objects to each Interrogatory that seeks the identity of “any”, “each” or “all” persons or documents and things as such requests are overly broad and unduly burdensome.

8. Me to We objects to each Interrogatory to the extent that it seeks information that is already in Opposer’s possession, custody or control.

9. Me to We objects to each Interrogatory to the extent that it seeks information that is publicly available, is a matter of public record, and/or is information generated by other entities.

10. Me to We objects to each Interrogatory to the extent that it is unlimited in time, or calls for information about events at an unspecified time, or events that may occur at some future time, or calls for irrelevant information about events that have occurred or may occur outside of the United States of America.

11. Me to We reserves the right to supplement its responses in accordance with the Federal Rules of Civil Procedure.

SPECIFIC OBJECTIONS AND RESPONSES

INTERROGATORY NO. 1.

Describe how Applicant selected Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 1.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that is protected by the attorney-client and work product privileges. Subject to and without waiver of the foregoing objections, Me to We responds that WE 365 was selected to align and compliment with Applicant's pre-existing WE DAY brand, which is a stadium-sized event that celebrates youth engagement in local and global causes. WE 365 represents a year-round engagement of the same.

INTERROGATORY NO. 2.

Identify all persons who participated in any way in Applicant's decision to adopt Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 2.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that is protected by the attorney-client and work product privileges. Subject to and without waiver of the foregoing objections, Me to We responds that Craig Kielburger, Marc Kielburger, Erin Barton, Jill Schnarr, and Katie Griffiths all participated in the decision.

INTERROGATORY NO. 3.

Identify any search conducted by Applicant to determine whether Applicant's Mark was available for use in United States commerce.

RESPONSE TO INTERROGATORY NO. 3.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that is protected by the attorney-

client and work product privileges. Subject to and without waiver of the foregoing objections, Me to We responds that no search was conducted.

INTERROGATORY NO. 4.

State the date of the first sale in United States commerce of any goods under Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 4.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Subject to and without waiver of the foregoing objections, Me to We responds that the date of first sale was October 18, 2013.

INTERROGATORY NO. 5.

Describe the goods sold in Applicant's first sale in United States commerce of goods under Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 5.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Subject to and without waiver of the foregoing objections, Me to We responds that the first "good" sold under Applicant's Mark was a digital smartphone/tablet application.

INTERROGATORY NO. 6.

Describe the channel of trade through which Applicant's first sale in United States commerce of goods under Applicant's Mark was made.

RESPONSE TO INTERROGATORY NO. 6.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it is vague and ambiguous, and to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Subject to and without waiver of the foregoing objections, Me to We responds Applicant's first sales were made through the internet and through charitable fundraising and educational channels.

INTERROGATORY NO. 7.

Identify to whom the first sale in United States commerce of goods under Applicant's Mark was made.

RESPONSE TO INTERROGATORY NO. 7.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Subject to and without waiver of the foregoing objections, Me to We responds that the first sale was made by an internet user completing a digital download of the WE 365 application.

INTERROGATORY NO. 8.

If Applicant has ceased use of Applicant's Mark in United States commerce on or in connection with the sale of goods, state the date on which Applicant ceased such use.

RESPONSE TO INTERROGATORY NO. 8.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information,

and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that it has not ceased use of its mark.

INTERROGATORY NO. 9.

If Applicant has ever discontinued the use of Applicant's Mark for any goods in United States commerce for any period of time:

- (a) identify the goods for which Applicant's Mark was discontinued; and
- (b) set forth the dates during which each such use was discontinued.

RESPONSE TO INTERROGATORY NO. 9.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that it has not discontinued use of its mark for any goods.

INTERROGATORY NO. 10.

State the date on which Applicant first became aware of Opposer's brand WE.

RESPONSE TO INTERROGATORY NO. 10.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that is protected by the attorney-client and work product privileges. Subject to and without waiver of the foregoing objections, Me to We responds that it first became aware of Opposer's brand on February 9, 2011.

INTERROGATORY NO. 11.

State the date on which Applicant first became aware of the use of the term WE by any person or persons on or in connection with the sale of clothing goods.

RESPONSE TO INTERROGATORY NO. 11.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that is protected by the attorney-client and work product privileges. Subject to and without waiver of the foregoing objections, Me to We responds that it first became aware of use of the term WE in connection with the sale of clothing on February 9, 2011.

INTERROGATORY NO. 12.

- (a) State whether Applicant acquired any rights in Applicant's Mark by assignment.
- (b) If the answer to (a) above is in the affirmative, state
 - (i) from whom such assignment was received;
 - (ii) the date such assignment was made;
 - (iii) the goods for which each such assignment was made.

RESPONSE TO INTERROGATORY NO. 12.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that it has not acquired any rights in its mark by assignment.

INTERROGATORY NO. 13.

- (a) State whether Applicant has licensed Applicant's Mark to any party.
- (b) If the answer to (a) above is in the affirmative, state:
 - (i) to whom the Applicant's Mark was licensed;
 - (ii) the date any such license was made;

(iii) the goods for which any such license was granted.

RESPONSE TO INTERROGATORY NO. 13.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that (a) it has authorized WE Charity, Applicant's charity partner, and WE 365 LP, an organization related to WE Charity to use Applicant's Mark; (b) such authorization was granted on or about June 1, 2014; and (c) all goods/services covered by the opposed classes have been authorized.

INTERROGATORY NO. 14.

Identify the specific goods, if any, on or in connection with which Applicant's Mark is in current use in United States commerce.

RESPONSE TO INTERROGATORY NO. 14.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that the WE 365 mark is in use in United States commerce in connection with the opposed goods in class 25.

INTERROGATORY NO. 15.

Set forth:

- (a) the annual dollar amount of Applicant's revenues from sales of goods using Applicant's Mark in United States commerce during each of the past five years; and
- (b) the annual dollar amount of Applicant's promotional expenditures promoting Applicant's Mark in United States commerce during each of the past five years.

RESPONSE TO INTERROGATORY NO. 15.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that it does not maintain records in a way that would permit it to specify the dollar amount of Applicant's revenues as related to the goods/services of the classes opposed herein. Notwithstanding the foregoing, Applicant responds that (a) the annual dollar amount of Applicant's revenues for 2014 were approximately \$800,000 (CAD); for 2015 were approximately \$700,000 (CAD), and for 2016 are currently approximately \$550,000 (CAD) and (b) Applicant has not expended any money in promotion of the WE 365 brand.

INTERROGATORY NO. 16.

Identify any agreement entered into by Applicant which refers or relates to the manufacture of goods under Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 16.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and

ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that pursuant to Rules 33 and 34 of the Federal Rules of Civil Procedure, it will produce documents responsive to this request to the extent they can be located after a reasonable search.

INTERROGATORY NO. 17.

Identify any agreement entered into by Applicant which refers or relates to the promotion of Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 17.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that it has entered into verbal agreements relating to its WE Day events.

INTERROGATORY NO. 18.

Identify each type of media through which Applicant has ever promoted the sale of any goods in United States commerce bearing Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 18.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that consists of Me to We trade secrets, of its confidential research, development, commercial, business, marketing information, and/or sales information. Me to We also objects to this Interrogatory as overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that its goods have been promoted on the WE 365 app; on social media, including, Twitter,

Instagram, Facebook, and Tumblr; on YouTube; through the IPG Campaign; in emails; and through various WE Day events.

INTERROGATORY NO. 19.

State the domain name of any website controlled by Applicant utilizing Applicant's Mark in the promotion of any goods.

RESPONSE TO INTERROGATORY NO. 19.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it is overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds that the following domain names are used:

<https://we365.com/>

<https://www.facebook.com/we365/>

<https://www.instagram.com/we365/>

https://twitter.com/We_365

INTERROGATORY NO. 20.

Identify any litigation involving Applicant's Mark to which Applicant has been a party at any time.

RESPONSE TO INTERROGATORY NO. 20.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent that it calls for information that is irrelevant to the current proceeding. Subject to and without waiver of the foregoing objections, Me to We responds that it has not been involved in any litigation involving Applicant's Mark.

INTERROGATORY NO. 21.

Describe each incident known to Applicant of actual confusion between Applicant or any of its goods provided under Applicant's Mark, and Opposer or any of its goods provided

under WE and identify any person with knowledge thereof.

RESPONSE TO INTERROGATORY NO. 21.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it is overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds there have been no such instances.

INTERROGATORY NO. 22.

Identify any communications received by Applicant that were addressed to or intended for Opposer.

RESPONSE TO INTERROGATORY NO. 22.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it is overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds there have been no such communications.

INTERROGATORY NO. 23.

Identify every opinion, legal or otherwise, requested or received by Applicant regarding the right to use Applicant's Mark in United States commerce including the identity of the persons requesting the opinion, the date and substance of the opinion, and the persons receiving the opinion.

RESPONSE TO INTERROGATORY NO. 23.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that is protected by the attorney-client and work product privileges. Me to We also objects to the extent it is overly broad, vague, and ambiguous.

INTERROGATORY NO. 24.

Identify any cease and desist letters sent or received by Applicant at any time relating to, regarding or concerning Applicant's mark.

RESPONSE TO INTERROGATORY NO. 24.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it is overly broad and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds there have been no such letters.

INTERROGATORY NO. 25.

Describe any instances in which any third party at any time challenged Applicant's right to use Applicant's Mark in United States commerce.

RESPONSE TO INTERROGATORY NO. 25.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it is overly broad, vague, and ambiguous. Subject to and without waiver of the foregoing objections, Me to We responds there have been no such instances.

INTERROGATORY NO. 26.

Identify the persons most knowledgeable about Applicant's use of Applicant's Mark in United States commerce.

RESPONSE TO INTERROGATORY NO. 26.

Marc Kielburger
Chief Executive Director for Applicant

INTERROGATORY NO. 27.

Identify by name, title and contact information the persons at Applicant chiefly responsible for the business operations of Applicant.

RESPONSE TO INTERROGATORY NO. 27.

Marc Kielburger
Chief Executive Director for Applicant

INTERROGATORY NO. 28.

Identify by name, title and contact information the persons at Applicant chiefly responsible for marketing Applicant's goods under Applicant's Mark.

RESPONSE TO INTERROGATORY NO. 28.

Angelique de Montbrun
Director, Marketing and Communications

INTERROGATORY NO. 29.

Identify by name, title and contact information the persons at Applicant chiefly responsible for preparing and maintaining the financial records of Applicant.

RESPONSE TO INTERROGATORY NO. 29.

Victor Li
Chief Financial Officer

INTERROGATORY NO. 30.

Identify each of the fact witnesses Applicant intends to call to testify on its behalf in connection with this opposition proceeding.

RESPONSE TO INTERROGATORY NO. 30.

Me to We objects to this Interrogatory for the reasons set forth in the General Objections, and particularly to the extent it calls for information that is protected by the attorney-client and work product privileges. Me to We further objects to the extent the Interrogatory is premature. Subject to and without waiver of the foregoing objections, Me to We will respond to this Interrogatory in a manner consistent with its obligations under the Federal Rules of Civil Procedure and the rules of practice of the Trademark Trial and Appeal Board.

INTERROGATORY NO. 31.

Identify each person who participated in the preparation of Applicant's responses to the foregoing interrogatories.

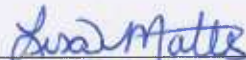
RESPONSE TO INTERROGATORY NO. 31.

Mike Anderson
General Counsel for Applicant

Timothy J. Kelly & Lisa Mottes
Attorneys for Applicant

Dated: September 12, 2016

By:



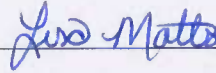
Timothy J. Kelly
Jessica Hiney
Lisa Mottes
FITZPATRICK, CELLA, HARPER
& SCINTO
1290 Avenue of the Americas
New York, New York 10104-3800
Telephone: (212) 218-2100

Attorneys for Applicant

CERTIFICATE OF SERVICE

I, Lisa Mottes, hereby certify that on this the 12th day of September 2016, the foregoing Applicant's Response to Opposer's First Set of Interrogatories to Applicant was served upon the following counsel of record for Opposer, by email and First Class Mail, as follows:

William J. Seiter, Esq.
Seiter Legal Studio
2500 Broadway, Bldg F Suite F125
Santa Monica, CA 90404
bill@seiterlegalstudio.com



**IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE TRADEMARK TRIAL AND APPEAL BOARD**

In the Matter of Application Serial No. 85823620
Mark: WE 365
Published: October 27, 2015

-----)	
WE Brand S.a.r.l.,)	
a Luxembourg corporation)	
)	
Opposer,)	
)	
v.)	Opposition No. 91227505
)	
Me to We Social Enterprises Inc.,)	
a Canadian corporation)	
)	
Applicant.)	
-----)	

OPPOSER’S NOTICE OF RELIANCE

Opposer WE Brand S.a.r.l. (herein “Opposer”), by its attorneys, pursuant to 37 C.F.R. §§ 2.120 and 2.122, hereby gives notice that it intends to rely at trial on the following evidence, relevant to the issues raised by the pleadings:

1. Pursuant to 37 C.F.R. § 2.122(d), Opposer intends to rely on the following U.S. trademark registrations in the name of Opposer, pled in its Notice of Opposition, and submits current printout of information and pertinent file wrapper documentation from the electronic database records of the U.S. Patent and Trademark Office consisting of copies obtained from the Office’s TESS (Trademark Electronic Search System) and TSDR (Trademark Status and Document Retrieval) systems:

Trademark Registration No. 4714553 (Exhibit 1).

Trademark Registration No. 4710199 (Exhibit 2).

These documents are relevant in this opposition because they establish Opposer’s standing to bring this opposition.

2. Pursuant to 37 C.F.R. § 2.120(k), Opposer submits Opposer's First Set of Interrogatories, dated August 8, 2016, and Applicant's responses thereto, dated September 12, 2016 (Exhibit 3).

These interrogatories and Applicant's responses thereto are relevant to the merits of this Opposition because they establish that Applicant made no use in U.S. commerce of the mark in Application Serial No. 85823620 for the applied-for goods in International Classes 18 and 25 therein prior to Opposer's priority date.

3. Pursuant to 37 C.F.R. §2.120(k), Opposer submits Opposer's First Request for Production, dated August 8, 2016, Applicant's responses thereto, dated September 12, 2016, and Applicant's Production of Documents, served September 27, 2016 (Exhibit 4).

These documents are relevant to the merits of this opposition because they establish Applicant's extensive uses not only of the opposed mark "WE 365," but also its extensive uses of "WE" as a standalone mark online and on its product offerings, going to Applicant's intent in applying for and using the opposed mark.

Dated: January 26, 2018

SEITER LEGAL STUDIO

By: _____/s/_____
William J. Seiter

Attorneys for Opposer
2500 Broadway, Bldg F,
Suite F-125 Santa Monica
California 90404 USA
williamjseiter@seiterlegalstudio.com
Phone: (424) 238 4333

CERTIFICATE OF SERVICE

I hereby certify that a copy of the foregoing Opposer's Notice of Reliance has been sent via email Applicant's attorney of record at her email address of record as follows:

JESSICA HINEY
MCCARTER & ENGLISH LLP

jhiney@mccarter.com

on this 26th day of January, 2018.

/s/
William J. Seiter

EXHIBIT 4

**IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE TRADEMARK TRIAL AND APPEAL BOARD**

In the Matter of Application Serial No. 85823620
Mark: WE 365
Published: October 27, 2015

WE Brand S.a.r.l.,)	
a Luxembourg corporation)	
)	
Opposer,)	
)	
v.)	Opposition No. 91227505
)	
Me to We Social Enterprises Inc.,)	
a Canadian corporation)	
)	
Applicant.)	

**OPPOSER’S FIRST REQUEST FOR PRODUCTION OF
DOCUMENTS AND THINGS**

Opposer WE Brand S.a.r.l. (herein “Opposer”), by its attorneys, pursuant to Rule 34 of the Federal Rules of Civil Procedure and Rules 2.116 and 2.120 of the Trademark Rules of Practice, requests that Applicant Me to We Social Enterprises Inc. (herein “Applicant”) produce all documents and things within Applicant’s possession, custody or control which are hereinafter described. Applicant is requested to produce all such documents and things within thirty (30) days of service of this request at the offices of Opposer’s attorneys of record, Seiter Legal Studio, 2500 Broadway, Bldg F, Suite F-125, Santa Monica, California 90404, or such other location as counsel for the parties may mutually agree.

DEFINITIONS

For purposes of this document request, the definitions contained in “Opposer’s First Set of Interrogatories to Applicant” served simultaneously with this Request for Production shall apply and are incorporated herein by reference.

INSTRUCTIONS

All documents shall be segregated and identified by the request to which they are primarily responsive. For each document requested herein which is sought to be withheld under a claim of privilege, or other objection, provide the following information:

- (a) identify the nature of the privilege, e.g., work product, which is being claimed;
- (b) the place, approximate date, and manner of recordation or preparation of the document;
- (c) the name and title of the sender, and the name and title of each recipient of the document;
- (d) the name of each person or persons (other than stenographic or clerical assistants) who participated in the preparation of the document;
- (e) the name and corporate position of each person to whom the contents of the document have heretofore been disclosed or communicated by copy, exhibition, reading or substantial summarization;
- (f) a statement of the basis upon which the claim of privilege is asserted and whether or not the subject matter of the contents of the document is limited to legal advice or information provided for the purpose of securing legal advice;
- (g) the number of the request herein to which the document is responsive;
- (h) the identity and corporate position of the person or persons supplying the attorney with the information in subsections (b) through (f) above; and
- (i) a brief description of the subject matter of the contents of the document.

Documents to be produced pursuant to this request include all documents prepared or used at any time to the present.

Each request for documents seeks production of all documents described herein in the possession, custody or control of Applicant, including but not limited to, its attorneys.

Each request for documents seeks production of the document in its entirety, without abbreviation or expurgation, including all attachments or other matters affixed thereto.

If any document requested herein was formerly in Applicant's possession, custody, or control and has been lost or destroyed, or otherwise disposed of, Applicant is requested to submit in lieu of any such document a written statement: (i) describing in detail the nature of the document and its contents; (ii) identifying the person(s) who prepared or authorized the document and, if applicable, the person(s) to whom the document was sent and indicated or blind copies; (iii) specifying the date on which the document was prepared or transmitted; and (iv) specifying, if possible the date on which the document was lost or destroyed and, if destroyed, the conditions of and reasons for such destruction and the persons requesting and performing the destruction.

If any document relates in any manner to a meeting or to any other conversation, all participants in the meeting or conversation are to be identified.

This request is a continuing one and any document obtained subsequent to production which would have been produced had it been available or its existence been known at the time of production specified herein is to be supplied forthwith.

DOCUMENTS REQUESTED

1. All documents which refer or relate to Applicant's formation as a Canadian corporation, any changes in the entity name of Applicant, any fictitious business names used or filed by Applicant in any state of the United States or county or other political subdivision of any state, any merger of Applicant with or into any other entity, license or licenses to do business in any state of the United States, and any qualification or qualifications to do business in any state of the United States.

2. All documents which refer or relate to or comment on Applicant's decision to select, adopt or use Applicant's Mark anywhere in the world.
3. All documents which refer or relate to or comment on Applicant's decision to select, adopt or use Applicant's Mark in the United States.
4. All documents which refer or relate to or comment on Applicant's advertising or promotion in United States commerce of any goods under Applicant's Mark.
5. All documents which refer or relate to or comment on Applicant's use or intended use of Applicant's Mark in United States commerce.
6. All documents which refer or relate to or comment on any offering of goods under Applicant's Mark in United States commerce.
7. All documents which refer or relate to or comment on any sales of goods under Applicant's Mark in United States commerce.
8. All documents which refer or relate to any discontinuation of use by Applicant in United States commerce of Registrant's Mark for any goods for any period of time.
9. All documents which refer or relate to or comment on any searches, investigations or inquiries conducted by Applicant or by any person acting for or on its behalf regarding the availability of Applicant's Mark for use in United States commerce and/or registration in the United States.
10. A sample, copy, photograph, illustration, sketch or other depiction of each website, webpage, web banner ad, web button, package, label, sign, print, wrapper, receptacle and the like which has been or now is being used by Applicant in United States commerce which bears Applicant's Mark in whole or in part.
11. A sample, copy, photograph, illustration, sketch or other depiction of each website, webpage, web banner ad, web button, package, label, sign, print, wrapper, receptacle

and the like which has been or now is being used by any licensee of Applicant in United States commerce which bears Applicant's Mark in whole or in part.

12. Copies of each and every different advertisement and item of a promotional nature disseminated or printed by or for Applicant in United States commerce via the Internet, television, radio, print media or any other medium whatsoever, whether or not released or aired, in which Applicant's Mark appears.

13. All documents which refer or relate to or comment on any license, permission, or authorization by Applicant or by any person acting for or on its behalf to use Applicant's Mark in United States commerce.

14. All documents which refer or relate to or comment on any application for registration or any registration by Applicant, or by any predecessor and/or affiliated person or company of Applicant, of Applicant's Mark for any goods or services in the United States Patent and Trademark Office.

15. Copies of all agreements, contracts or other arrangements between Applicant and any third party which refer or relate to or comment on the promotion or use in United States commerce of Applicant's Mark.

16. Copies of all agreements, contracts or other arrangements between Applicant and any third party which refer or relate to or comment on the provision of any services under Applicant's Mark.

17. All documents which refer or relate to any litigation or other proceedings in the United States involving Applicant's Mark to which Applicant or any predecessor-in-interest of Applicant is or had been a party or in which Applicant or any or any predecessor-in-interest of Applicant is or has been involved.

18. (a) Copies of any and all statements and/or opinions of any person, other than an attorney rendering legal advice to Applicant within the scope of an attorney-client privilege, regarding any of the issues involved in this opposition proceeding.

(b) All documents which refer or relate to or comment on any of the statements and/or opinions referred to in (a) above.

19. Copies of any and all statements and/or opinions of any expert obtained by Applicant or any person acting for or on behalf of Applicant regarding any of the issues involved in this opposition proceeding.

20. All documents, other than those produced in response to any of the foregoing requests, identified by Applicant in its responses to “Opposer’s First Set of Interrogatories to Applicant.”

21. Copies of all documents, other than those produced in response to any of the foregoing requests, upon which Applicant intends to rely in connection with this opposition proceeding.

22. Copies of all documents, other than those produced in response to any of the foregoing requests, which were examined, reviewed or inspected by Applicant or any person acting for or on behalf of Applicant in connection with the preparation of Applicant’s responses to “Opposer’s First Set of Interrogatories to Applicant.”

Dated: August 8, 2016

SEITER LEGAL STUDIO

By: _____ /s/
William J. Seiter

Attorneys for Opposer
2500 Broadway, Bldg F, Suite F-125
Santa Monica, California 90404
Telephone: 1. 424.238.4333
Email: williamjseiter@seiterlegalstudio.com

CERTIFICATE OF SERVICE

I hereby certify that a copy of the foregoing Opposer's First Request for Production of Documents and Things has been sent by first class mail to Opposer's attorney of record at her address of record as follows:

LISA MOTTES
FITZPATRICK CELLA HARPER & SCINTO
1290 AVENUE OF THE AMERICAS
NEW YORK, NY 10104-3800

on this 8th day of August, 2016.

_____/s/
William J. Seiter

**IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE TRADEMARK TRIAL AND APPEAL BOARD**

WE Brand S.a.r.l.,)	In re Serial No. 85823620
)	Mark: WE 365
Opposer,)	
)	Opposition No.: 91227505
v.)	
)	
Me to We Social Enterprises Inc.,)	
)	
Applicant.)	

**APPLICANT’S CONFIDENTIAL RESPONSE TO OPPOSER’S
FIRST REQUEST FOR PRODUCTION OF DOCUMENTS AND THINGS**

Pursuant to Rules 26 and 34 of the Federal Rules of Civil Procedure, 37 C.F.R. § 2.120(d), and the applicable rules of the Trademark Trial and Appeal Board, Applicant Me to We Social Enterprises Inc. (hereinafter “Me to We”), by and through its attorneys, hereby responds and objects to Opposer WE Brand S.a.r.l.’s First Request For Production of Documents and Things (hereinafter “Document Requests”). Me to We reserves its right to modify, amend and/or supplement its responses and objections and to move for protective orders as necessary. Me to We makes these responses subject to and without waiver of the allegations and affirmative defenses set forth in its Answer to the Notice of Opposition herein.

General Responses

The following General Responses are incorporated, unless otherwise noted, into each and every one of Me to We’s responses to the Document Requests:

A. The specific responses set forth below are for the purposes of discovery only, and Me to We neither waives nor intends to waive, but expressly reserves, any and all objections it may have to the relevance, competence, materiality, admission, or admissibility for

use at trial of any information, documents or writings produced, identified or referred to herein, or to the introduction of any evidence at trial relating to the subjects covered by such responses.

B. Me to We expressly reserves its right to rely, at any time including trial, upon subsequently discovered information or information omitted from the specific responses set forth below as a result of mistake, oversight or inadvertence.

C. The specific responses set forth below are based upon Me to We's interpretation of the language used in the Document Requests, and Me to We reserves its right to amend or supplement further its responses in the event Opposer asserts an interpretation that differs from Me to We's interpretation.

D. By making these responses, Me to We does not concede it is in possession of any information responsive to any particular Document Request, or that any response given is relevant to this action.

E. Subject to and without waiving the General and specific responses and objections set forth herein, Me to We will provide information responsive to the Document Requests that it has to date. Me to We will continue to provide responsive information as such is discovered and as required by the Federal Rules of Civil Procedure and the rules of practice of the Trademark Trial and Appeal Board. Me to We's failure to object to a particular Document Request or willingness to provide responsive information pursuant to a Document Request is not, and shall not be construed as, an admission of the relevance, or admissibility into evidence, of any such information, nor does it constitute a representation that any such information in fact exists.

F. Because Me to We may not have discovered all the information that is possibly within the scope of the Document Requests, Me to We expressly reserves its right to

amend or to supplement its Responses and Objections with any additional information that emerges through discovery or otherwise.

G. All documents produced by Me to We pursuant to these document requests are produced pursuant to the standard Protective Order provided by the Trademark Trial and Appeal Board, and are confidential. The information provided herein shall be maintained “Confidential-Outside Counsel Only” until such time as the Parties have executed the Protective Order. Accordingly, to the extent Applicant’s responses herein indicate that documents will be produced, only non-confidential documents will be produced until such time as the Protective Order is executed and filed.

General Objections

1. Me to We objects to each Document Request to the extent that it seeks to impose discovery obligations on Me to We that are inconsistent with, are not found in, or which are beyond the scope of, the Federal Rules of Civil Procedure, 37 C.F.R. § 2.120, and/or the rules of practice of the Trademark Trial and Appeal Board.

2. Me to We objects to each Document Request to the extent it seeks information that is not relevant to the claims or defenses of either party.

3. Me to We objects to each Document Request to the extent it is overly broad, to the extent it calls for information relating to Applicant’s activities vis-à-vis an unopposed class of goods/services, is unduly burdensome, and/or is vague and ambiguous.

4. Me to We objects to each Document Request to the extent it seeks information protected by the attorney-client privilege, the work product doctrine, and/or is otherwise immune from discovery. Me to We will provide the information called for by Fed. R. Civ. P. 26(b)(5), if any, in the form of a privileged document list to be exchanged with Opposer

on a date to be agreed upon by the Parties. Any disclosure of information protected by any privilege or immunity is inadvertent and does not constitute a waiver of any privilege or right of Me to We.

5. Me to We objects to each Document Request as improper and unduly burdensome to the extent it seeks information that is not in the possession, custody or control of Me to We.

6. Me to We objects to each Document Request that seeks the identity of “any”, “each”, or “all” persons or documents and things as such requests are overly broad and unduly burdensome.

7. Me to We objects to each Document Request to the extent that it seeks information that is already in Opposer’s possession, custody or control.

8. Me to We objects to each Document Request to the extent that it seeks information that is publicly available, is a matter of public record, and/or is information generated by other entities.

9. Me to We objects to each Document Request to the extent that it is unlimited in time, or calls for information about events at an unspecified time, or events that may occur at some future time, or calls for irrelevant information about events that have occurred or may occur outside of the United States of America.

10. Me to We reserves the right to supplement its responses in accordance with the Federal Rules of Civil Procedure and the rules of practice of the Trademark Trial and Appeal Board.

SPECIFIC OBJECTIONS AND RESPONSES

REQUEST FOR PRODUCTION NO. 1

All documents which refer or relate to Applicant's formation as a Canadian corporation, any changes in the entity name of Applicant, any fictitious business names used or filed by Applicant in any state of the United States or county or other political subdivision of any state, any merger of Applicant with or into any other entity, license or licenses to do business in any state of the United States, and any qualification or qualifications to do business in any state of the United States.

RESPONSE TO REQUEST FOR PRODUCTION NO. 1

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 2

All documents which refer or relate to or comment on Applicant's decision to select, adopt or use Applicant's Mark anywhere in the world.

RESPONSE TO REQUEST FOR PRODUCTION NO. 2

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 3

All documents which refer or relate to or comment on Applicant's decision to select, adopt or use Applicant's Mark in the United States.

RESPONSE TO REQUEST FOR PRODUCTION NO. 3

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 4

All documents which refer or relate to or comment on Applicant's advertising or promotion in United States commerce of any goods under Applicant's Mark.

RESPONSE TO REQUEST FOR PRODUCTION NO. 4

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 5

All documents which refer or relate to or comment on Applicant's use or intended use of Applicant's Mark in United States commerce.

RESPONSE TO REQUEST FOR PRODUCTION NO. 5

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 6

All documents which refer or relate to or comment on any offering of goods under Applicant's Mark in United States commerce.

RESPONSE TO REQUEST FOR PRODUCTION NO. 6

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents relating to the goods of the opposed classes to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 7

All documents which refer or relate to or comment on any sales of goods under Applicant's Mark in United States commerce.

RESPONSE TO REQUEST FOR PRODUCTION NO. 7

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly

burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents relating to the goods of the opposed classes to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 8

All documents which refer or relate to any discontinuation of use by Applicant in United States commerce of Registrant's Mark for any goods for any period of time.

RESPONSE TO REQUEST FOR PRODUCTION NO. 8

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We is unaware of any responsive documents.

REQUEST FOR PRODUCTION NO. 9

All documents which refer or relate to or comment on any searches, investigations or inquiries conducted by Applicant or by any person acting for or on its behalf regarding the availability of Applicant's Mark for use in United States commerce and/or registration in the United States.

RESPONSE TO REQUEST FOR PRODUCTION NO. 9

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise

immune from discovery. Subject to and without waiving the foregoing Objections, Me to We is unaware of any responsive documents.

REQUEST FOR PRODUCTION NO. 10

A sample, copy, photograph, illustration, sketch or other depiction of each website, webpage, web banner ad, web button, package, label, sign, print, wrapper, receptacle and the like which has been or now is being used by Applicant in United States commerce which bears Applicant's Mark in whole or in part.

RESPONSE TO REQUEST FOR PRODUCTION NO. 10

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents relating to the goods of the opposed classes to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 11

A sample, copy, photograph, illustration, sketch or other depiction of each website, webpage, web banner ad, web button, package, label, sign, print, wrapper, receptacle and the like which has been or now is being used by any licensee of Applicant in United States commerce which bears Applicant's Mark in whole or in part.

RESPONSE TO REQUEST FOR PRODUCTION NO. 11

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents relating to the goods of the opposed classes to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 12

Copies of each and every different advertisement and item of a promotional nature disseminated or printed by or for Applicant in United States commerce via the Internet,

television, radio, print media or any other medium whatsoever, whether or not released or aired, in which Applicant's Mark appears.

RESPONSE TO REQUEST FOR PRODUCTION NO. 12

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents relating to the goods of the opposed classes to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 13

All documents which refer or relate to or comment on any license, permission, or authorization by Applicant or by any person acting for or on its behalf to use Applicant's Mark in United States commerce.

RESPONSE TO REQUEST FOR PRODUCTION NO. 13

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We is unaware of any responsive documents.

REQUEST FOR PRODUCTION NO. 14

All documents which refer or relate to or comment on any application for registration or any registration by Applicant, or by any predecessor and/or affiliated person or company of Applicant, of Applicant's Mark for any goods or services in the United States Patent and Trademark Office.

RESPONSE TO REQUEST FOR PRODUCTION NO. 14

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly

burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that the only responsive document of which it is presently aware is the file wrapper for U.S. Application Serial No. 85823620, which is publically available and already accessible to Opposer.

REQUEST FOR PRODUCTION NO. 15

Copies of all agreements, contracts or other arrangements between Applicant and any third party which refer or relate to or comment on the promotion or use in United States commerce of Applicant's Mark.

RESPONSE TO REQUEST FOR PRODUCTION NO. 15

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 16

Copies of all agreements, contracts or other arrangements between Applicant and any third party which refer or relate to or comment on the provision of any services under Applicant's Mark.

RESPONSE TO REQUEST FOR PRODUCTION NO. 16

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad, and unduly burdensome. In particular, the opposition herein does not relate to the services classes identified

in the opposed application. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and/or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We responds that the Terms of Service of the WE 365 App are publically available and already accessible to Opposer at <http://about.we365.com/terms-conditions/>. Me to We also responds that it will produce responsive, non-privileged documents to the extent such documents can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 17

All documents which refer or relate to any litigation or other proceedings in the United States involving Applicant's Mark to which Applicant or any predecessor-in-interest of Applicant is or had been a party or in which Applicant or any or any predecessor-in-interest of Applicant is or has been involved.

RESPONSE TO REQUEST FOR PRODUCTION NO. 17

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and /or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We is unaware of any responsive documents.

REQUEST FOR PRODUCTION NO. 18

(a) Copies of any and all statements and/or opinions of any person, other than an attorney rendering legal advice to Applicant within the scope of an attorney-client privilege, regarding any of the issues involved in this opposition proceeding.

(b) All documents which refer or relate to or comment on any of the statements and/or opinions referred to in (a) above.

RESPONSE TO REQUEST FOR PRODUCTION NO. 18

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and /or that is otherwise immune from discovery. Subject to and without waiving the foregoing Objections, Me to We is unaware of any responsive documents.

REQUEST FOR PRODUCTION NO. 19

Copies of any and all statements and/or opinions of any expert obtained by Applicant or any person acting for or on behalf of Applicant regarding any of the issues involved in this opposition proceeding.

RESPONSE TO REQUEST FOR PRODUCTION NO. 19

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request to the extent it seeks information that is subject to the attorney-client privilege, that constitutes work product, and /or that is otherwise immune from discovery. Me to We also objects to this request as premature. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent they can be located after a reasonable search and will supplement its response consistent with its obligations under the Federal Rules of Civil Procedure and the rules of practice of the Trademark Trial and Appeal Board.

REQUEST FOR PRODUCTION NO. 20

All documents, other than those produced in response to any of the foregoing requests, identified by Applicant in its responses to "Opposer's First Set of Interrogatories to Applicant."

RESPONSE TO REQUEST FOR PRODUCTION NO. 20

Me to We objects to this Request for the reasons set forth in the General Objections. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce, responsive, non-privileged documents to the extent they can be located after a reasonable search.

REQUEST FOR PRODUCTION NO. 21

Copies of all documents, other than those produced in response to any of the foregoing requests, upon which Applicant intends to rely in connection with this opposition proceeding.

RESPONSE TO REQUEST FOR PRODUCTION NO. 21

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Me to We also objects to this request as premature. Subject to and without waiving the foregoing Objections, Me to We responds that it will produce responsive, non-privileged documents to the extent they can be located after a reasonable search and will supplement its response consistent with its obligations under the Federal Rules of Civil Procedure and the rules of practice of the Trademark Trial and Appeal Board.

REQUEST FOR PRODUCTION NO. 22

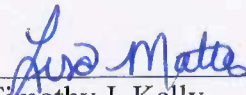
Copies of all documents, other than those produced in response to any of the foregoing requests, which were examined, reviewed or inspected by Applicant or any person acting for or on behalf of Applicant in connection with the preparation of Applicant's responses to "Opposer's First Set of Interrogatories to Applicant."

RESPONSE TO REQUEST FOR PRODUCTION NO. 22

Me to We objects to this Request for the reasons set forth in the General Objections, and specifically to the extent it is vague, ambiguous, overly broad and unduly burdensome. Subject to and without waiving the foregoing Objections, Me to We responds that

it will produce responsive, non-privileged documents to the extent they can be located after a reasonable search.

Dated: September 12, 2016

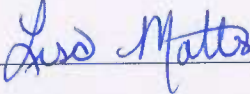
By: 
Timothy J. Kelly
Jessica Hiney
Lisa Mottes
FITZPATRICK, CELLA, HARPER
& SCINTO
1290 Avenue of the Americas
New York, New York 10104-3800
Telephone: (212) 218-2100

Attorneys for Applicant

CERTIFICATE OF SERVICE

I, Lisa Mottes, hereby certify that on this the 12th day of September 2016, the foregoing Applicant's Response to Opposer's First Request for Production of Documents and Things was served upon the following counsel of record for Opposer, by email and First Class Mail, as follows:

William J. Seiter, Esq.
Seiter Legal Studio
2500 Broadway, Bldg F Suite F125
Santa Monica, CA 90404
bill@seiterlegalstudio.com



Links to advertisements:

<https://www.youtube.com/watch?v=QFuL98nguJg>

<https://www.youtube.com/watch?v=xGPOzVA22fl>

https://www.youtube.com/watch?v=SVQUXSM_wbo

<https://www.youtube.com/watch?v=2kXmj7VBOtc>

Footage from WE Day event promotion:

https://www.youtube.com/watch?v=f6lm_AIE-7s

App Screen grabs





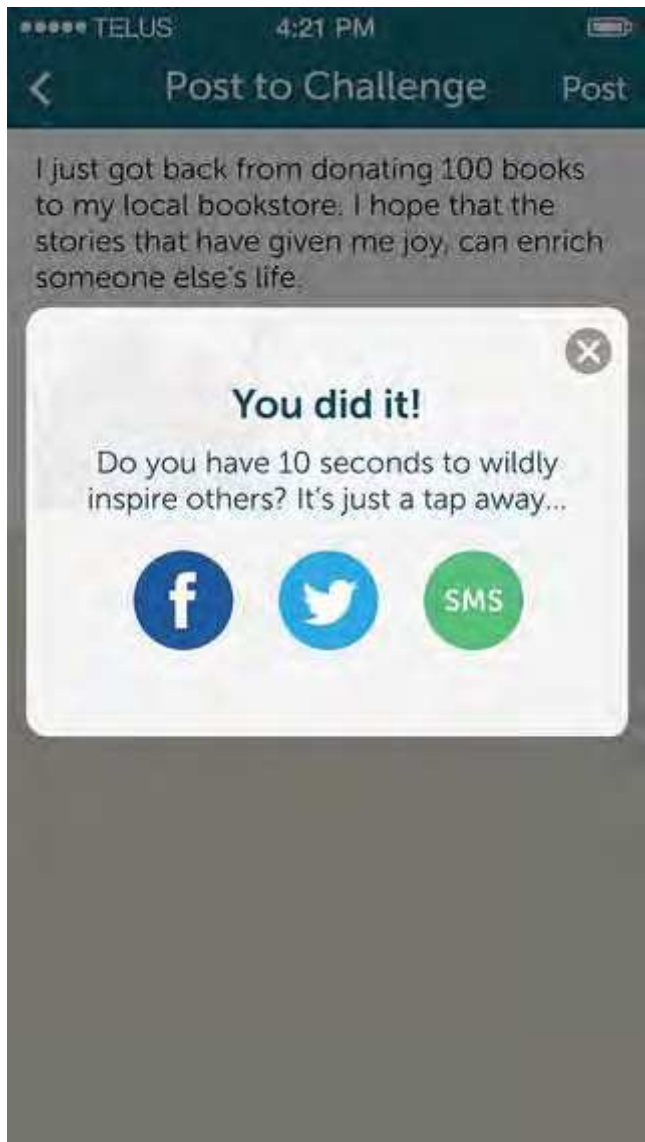
Volunteer

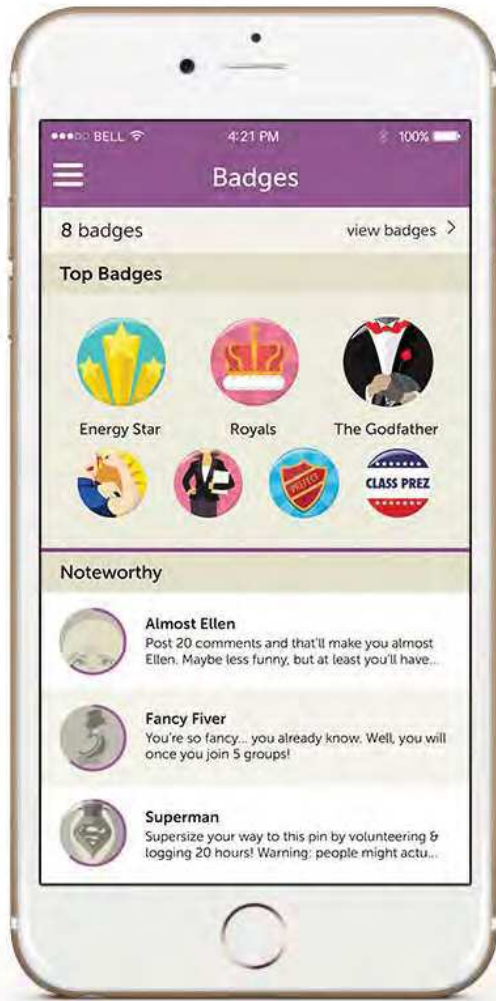
Track and verify your volunteer hours.
Win prizes for your service and use
this tool for post-secondary,
scholarship and grant applications.



Get Started!









Causes

Follow causes by tapping on your interests



Community

[view](#)



Global Poverty

[view](#)



Happiness

[view](#)



Human Rights

[view](#)



It All Adds Up

[view](#)



Animals

[view](#)



Bullying

[view](#)



Education

[view](#)



Environment


[view](#)

WE 365

TELUS

Sign Up Log In

Protect Mother Nature
Challenge by WE 134




TELUS

Nature is all around us and it's our job to protect it. Get your hands and think of ways to help nature thrive in your community. Create awareness about environmental issues you care about in your neighborhood, or volunteer at your local park or beach to clean up litter. Share your best plan of action on how you plan to protect our environment.

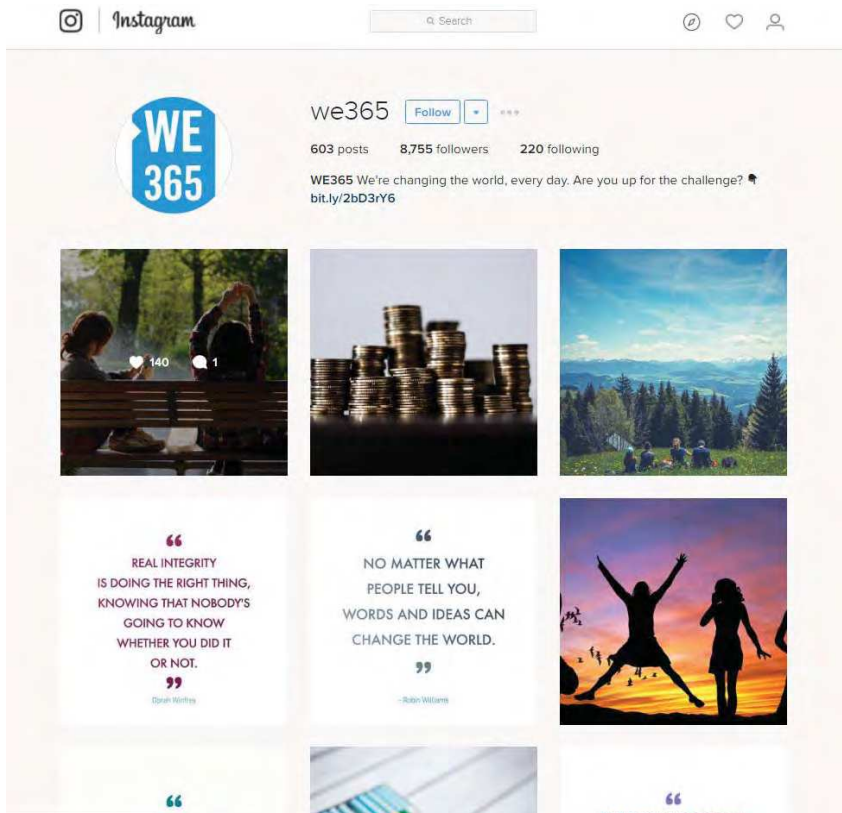
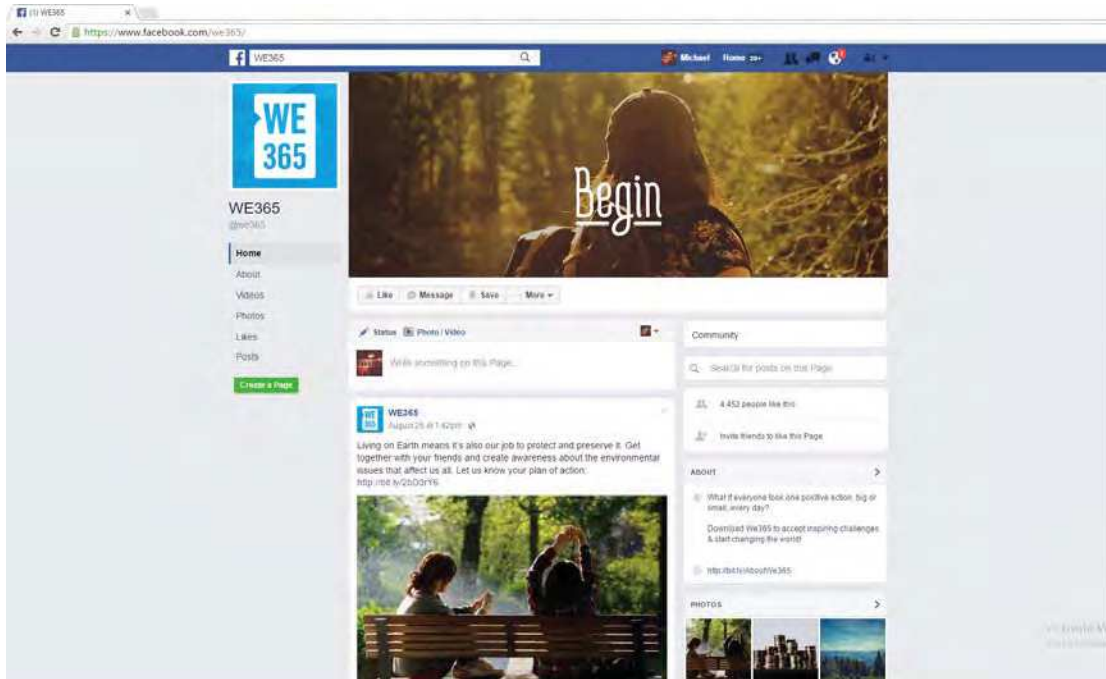
accept 24 11

Smart back-to-school savings!
Challenge by WE 166



With school right around the corner, knowing how to spend your money wisely can be a challenge. To get you and your friends ready for school, instead of spending all your money on new clothes and supplies, host a CLOTHING AND SCHOOL SUPPLY SWAP. You and your friends can swap items you didn't use during the previous school year for something useful. If you have any questions, please reach out to us.

Websites, labels, signs, print, etc.





TWEETS 3,025 FOLLOWING 473 FOLLOWERS 3,578 LIKES 1,065

Tweets Tweets & replies Media

WE365

@We_365

We're changing the world, every day!
Are you up for the challenge?
#GetWe365

Toronto, ON

bit.ly/AboutWe365

Joined October 2013

Tweet to WE365

5 Followers you know



WE365 @We_365 · Aug 26
Living on Earth means it's also our job to protect it! Let us know how u plan on preserving it: bit.ly/2bD3rY6

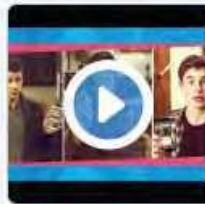
WE365 @We_365 · Aug 23
How do you plan on saving \$ with your back-to-school shopping? Grab ur crew & start savin': <http://bit.ly/2bx5wVt>



WE365 @We_365 · 22 Jan 2015

In case YOU missed it: Your fav celebs are challenging YOU on #We365! youtu.be/QFuL98nguJg

CC: @ShawnMendes @ddlovato @nickjonas



Change The World Every Day with We365

Nick Jonas, Demi Lovato and Shawn Mendes are CHANGING THE WORLD on We365. Join them and thousands of others who are making the world more a...
youtube.com

31 Retweets 21 Likes

WE365 @We_365 · 22 Jan 2015



We365
Change the world, every day.

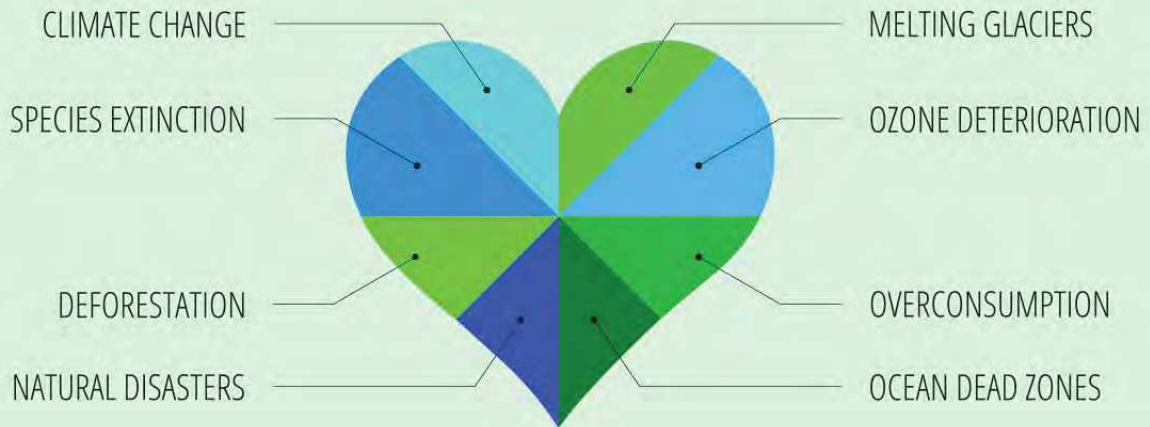
AN INITIATIVE BY







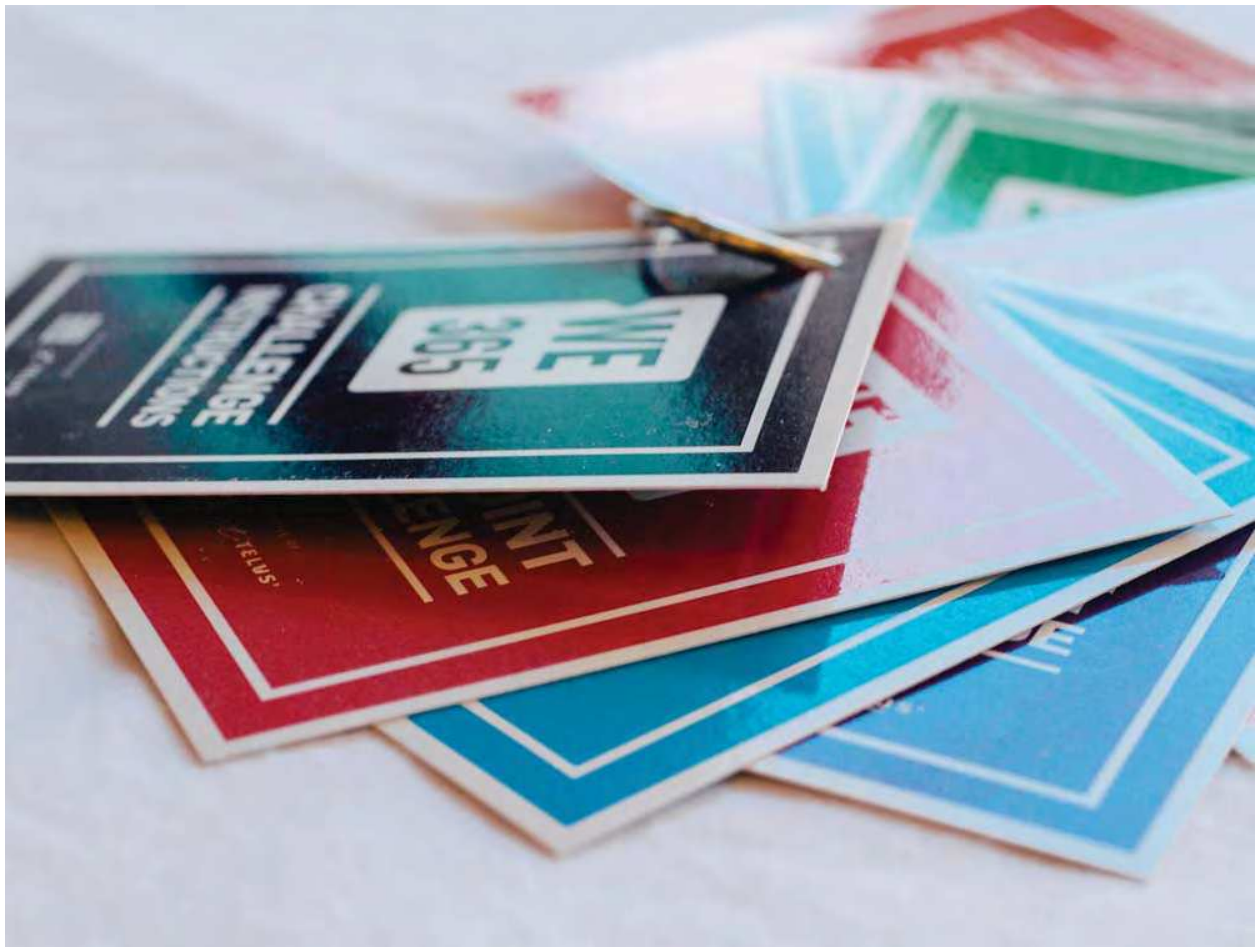
EARTH ISSUES



#GETWE365 NOW

Get We365 today and let the change making begin.
We cannot wait to see the amazing things you'll do.





WORLD-CHANGERS ARE ON WE365

Take your place in the community today.



TREEHUGGER

TREADS LIGHTLY, CALCULATES CARBON FOOTPRINT DAILY.



HIPSTER KID

ALLERGIC TO AMPERING MAINSTREAM. LIKE: NOT CHANGING THE WORLD.



YOU

BECAUSE EVERYONE IS MEANT TO CHANGE THE WORLD.



THE DEBATER

MOST LIKELY TO ARGUE WITH EVERYONE. RUNS FOR STUDENT COUNCIL, TO BEAT APATHY.



THE GO-GETTER

GETS WE365 NOW, COMPLETES ALL THE CHALLENGES TODAY.



THE ARTIST

PAINTS THE SCHOOL MURAL, TO RAISE MONEY FOR LOCAL ARTS.



SPORTY PANTS

RUNS FOR THE CURE, RIDES FOR THE CAUSE, SWEATS ALL DAY.



THE TECHIE

BUSY CODING A NEW APP FOR THE WORLD.



THE ROCKSTAR

TURNS PARENTS' GARAGE INTO STUDIO, OWNS THE STAGE AT A CHARITY CONCERT.

JOIN AT WE365.COM TO CHANGE THE WORLD, EVERY DAY.

WE365 is the place to be. With this free mobile app and website you can track and verify volunteer hours, donate, and more. Available for Android, iOS and Windows. All content is for informational purposes only. We're not responsible for any damage, loss or injury caused by using the app or website. See we365.com/terms for more details.

The program runs from February 2013 to April 2013. Free The Children is proud to be a part of a strong community. Take your place today. Download the app or visit we365.com.

**WE
365**

Free The
CHILDREN

TELUS



What's We365?

What if everyone took one positive action, big or small, every day? We365 is a community of people making the world more awesome by accepting inspiring challenges that impact hundreds of causes. From the environment to human rights, We365 makes taking positive action and tracking your impact easy. Better yourself, your community and the world.



What's a Challenge?

Say, do you care about the environment? Want to be a better parent? Ready to up your game on random acts of kindness? We challenge you to start now!

Accept a challenge to make the world more awesome today!

[EXPLORE CHALLENGES](#)



What's Volunteer Tracking?

Stay on top of your volunteer hours by using the Volunteer Tracker. Build your social good portfolio for school and work resume, and watch your impact grow!

Accept a challenge to help kick off your volunteering!

[TRY A CHALLENGE](#)

Questions? We're here to help! Check out our FAQs or contact us directly anytime at info@we365.com

iTunes Preview

Overview Music Video Charts

We365

By FTC

Open iTunes to buy and download apps.



[View in iTunes](#)

Free

Category: Social Networking
 Updated: Aug 07, 2015
 Version: 2.0.5
 Size: 3.6 MB
 Languages: English, Finnish, Spanish
 See Also: Kids Can Fix The Climate, Fix The Climate, Rain44

Compatibility: Requires iOS 7.0 or later. Compatible with iPhone, iPad, and iPod touch. This app is optimized for iPhone 5.

Customer Ratings

We have not received enough ratings to display an average for the current version of this application.

Description

What if everyone took one positive action, big or small, every day? Download We365 to accept inspiring challenges that help you better yourself, your community and the world. We365 makes taking positive action and tracking your impact simple. Make the world more awesome!

[FTC Web Site](#) [We365 Support](#)

[More](#)

What's New in Version 2.0.5

- Visual Updates
- Application Stability
- Improved User Experience

iPhone Screenshot





Demi Lovato News
@justcatchmedemi



Follow

we365: IT'S HERE! @ddlovato is challenging YOU. Take her #HopeDealer challenge on We365. [instagram.com/p/xMeGi5qTMY/](https://www.instagram.com/p/xMeGi5qTMY/)



RETWEETS 36
LIKES 57



12:32 PM - 31 Dec 2014



Retweet 36

Like 57




Demi Lovato
@justcatchmedemi
Your #1 source for Demi Lovato. New singles, videos, and more.
Joined October 2014





#We365Pick:
Flower Power by Yamile Merino

Take this challenge!

 **WE365** @We_365 · 15 Jul 2015
Make this week awesome. #We365ers! Check out our TOP challenge picks of the week! bit.ly/1fJOkhp

← ↻ ❤️ ⋮







WE365 @We_365 · 22 Oct 2014

Backstage Update: These @degrassi stars know there IS "endless possibilities" when you take action! #GetWe365 #WeDay

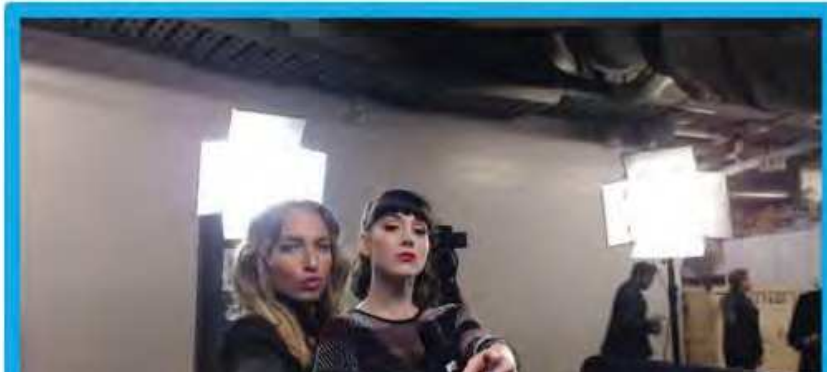


← ↻ ❤️ 1 ⋮



WE365 @We_365 · 22 Oct 2014

Backstage Update: @kaygoldilocks says, "whatever your passion, you can put that towards an action! #GetWe365 #WeDay





WE365
@We_365

 Follow

Hello world! We can't wait to launch this Friday! Sign up for a preview at we365.com/connect #we365

6:34 PM - 15 Oct 2013

  7  7



DEMI LOVATO

I challenge you to take a pie in the face for the cause you care about.

accepts 13 10 9 0

DOWNLOAD THE
WE365 APP
FOR FREE
AND CHANGE THE WORLD

initiative **WE
365**



A woman with dark hair, wearing a black t-shirt, is smiling and holding a smartphone in her right hand and a white plate in her left. A notification box in the top right corner of the image contains the text: "A challenge you're like a part of the team for the cause you care about." Below the text are icons for a speech bubble, a share icon, a heart icon, and a plus icon.



A smartphone is shown vertically, displaying the We365 app interface. The screen shows a profile picture of two people, a name, and some text.

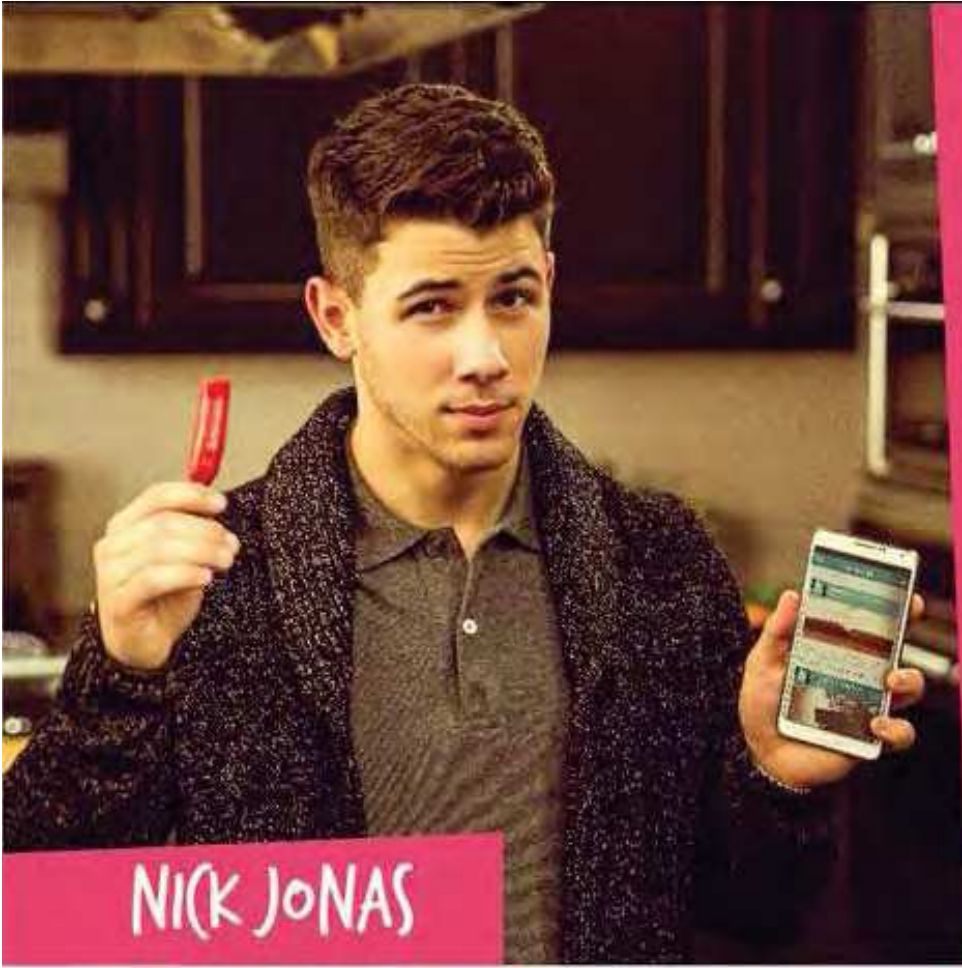
DEMI LOVATO IS CHALLENGING YOU TO CHANGE THE WORLD

Download the We365
app for free

Just download helps
the game to provide
you're a family in
developing nations.

Change the World, Everyday.





NICK JONAS

7:11

I challenge you to eat a hot pepper
to raise awareness for global warming.

accepts 13 ✓ 10 ♥ 9 💬 0 ↗

DOWNLOAD THE
WE365 APP
FOR FREE
AND CHANGE THE WORLD

initiative **WE
365**



I challenge you to eat a hot pepper
to raise awareness for global warming.

NICK JONAS
IS CHALLENGING YOU
TO CHANGE THE WORLD

Download the We365
app for free

Just download help
give goats to provide
income to families in
developing countries.

Change the World, Everyday. WE365

The advertisement features a photograph of Nick Jonas in a kitchen, holding a red pepper and a smartphone. A social media-style challenge is overlaid on the image. Below the photo is a blue banner with white text and graphics. On the left of the banner is a smartphone displaying the We365 app interface. In the bottom left corner of the banner is a small image of a goat's head with a speech bubble. The bottom right corner of the banner contains the We365 logo and a small icon of a hand holding a leaf.



SHAWN MENDES

7:11

I challenge you to shave your head to fundraise for cancer research.

accepts 13 ✓ 10 ♥ 9 💬 0 📎

DOWNLOAD THE
WE365 APP
FOR FREE
AND CHANGE THE WORLD

initiative **WE 365**



I challenge you to shave your head to fundraise for cancer research.

SHAWN MENDES IS CHALLENGING YOU TO CHANGE THE WORLD

Download the We365 app for free

Change the World, Everyday.

WE365

Just download today give goats to provide income to families in developing countries.

The image shows a young man, Shawn Mendes, in a plaid shirt being shaved by several people using clippers and a straight razor. A social media-style notification is overlaid on the image. Below the photo is a blue banner with white text and graphics. On the left of the banner is a smartphone displaying the We365 app interface. On the right is the main headline and call to action. At the bottom right of the banner is the We365 logo and tagline. At the bottom left is a small illustration of a goat with a speech bubble.

FOR IMMEDIATE RELEASE**Demi Lovato, Nick Jonas and Shawn Mendes challenge YOU to change the world with We365**

-- IPG Mediabrand joins forces with international charity, Free The Children, for a fourth year on global month long campaign to challenge young people to change the world --

New York, NY (December 19, 2014) – Demi Lovato, Nick Jonas and Shawn Mendes are giving back this holiday season by starring in a global philanthropic advertising campaign powered by IPG Mediabrand in support of the first-of-its-kind digital platform for social good, [We365](#).

A digital community, We365 helps users make a positive change in the world, every day of the year. As depicted in the global ad campaign, We365 allows users to take daily challenges to make the world a better place.

This year's campaign features three of the world's most influential celebrities – Demi Lovato, Nick Jonas and Shawn Mendes – encouraging people to sign up for We365 and complete challenges in support of the issues they care about. Lovato, Jonas and Mendes will take turns sharing examples of challenges in the ad campaign including eating a hot pepper for global warming and shaving your head for cancer. Throughout the campaign, these three superstars will be issuing challenges for We365 users to complete. Furthermore, thanks to the generous support from sponsors, every download of We365 will even help provide goats that give back to families in developing countries.

"We're so happy to be partnering with Free The Children again this year and have the chance to change the lives of families around the world with this campaign; our favorite holiday tradition at IPG Mediabrand. This type of work showcases the strength of our global network and our commitment to the causes that matter in the international community," said Matt Seiler, Global Chief Executive Officer, IPG Mediabrand.

"This is the fourth year in a row we've worked with IPG Mediabrand and we could not be more thankful for their incredible generosity, as well the support we have received from Demi, Nick and Shawn in engaging youth to use their phones for good with the We365 app," said Craig Kielburger, Co-Founder of Free The Children. "We365 is a space for young people to inspire and be inspired by other like-minded young people and we can't wait to see what challenges these world-changers come up with."

Lovato, Jonas and Mendes have performed at multiple [We Day](#) events, and in some cases have traveled all the way to Kenya with Free The Children. We Day is the movement of our time – a movement of young people leading local and global change, and all three of these superstars have generously shown their support for the organization through their eagerness to be involved. Their participation in the We365 ad campaign is one more way they are demonstrating their passion for and commitment to inspiring young people.

"Working with Free The Children has been an incredible experience and I'm so excited to use We365 to take action and help families overseas," said Demi Lovato, multi-platinum recording artist, actress and best-selling author. "I truly believe this generation can make the world a better place and We365 is a great way for youth to share random acts of kindness and become empowered."

"Being a part of We Day is always incredible and I'm really looking forward to issuing my We365 challenge," said Nick Jonas. "We Day is all about encouraging and inspiring our youth to get involved in local and global issues, but We365 really helps to promote change every single day by making it easy to rally your friends around the causes you care about."

"I love being part of We Day, so I'm really looking forward to getting online and issuing my We365 challenge," said Nick Jonas, multi-platinum recording artist. "We Day is all about inspiring and encouraging youth to get involved in local and global issues, but We365 is what helps make change happen every single day of the year by making it easy to rally your friends around the social issues you care about whether it's diabetes awareness, animal rights or building schools overseas."

"I'm really psyched to be issuing We365 challenges for some causes that are really close to my heart," said Shawn Mendes, multi-platinum recording artist. "We365 is all about focusing on the power of what we can all do together to make a difference, and it's a super easy way for young people to start changing the world using something as simple as their cell phones."

We365 is a one-stop shop for youth to take action, providing a central hub to collect and track volunteer hours, applaud and reward young world-changers, encourage social activism and help them connect with other like-minded, young individuals. This free app offers a positive environment for young world-changers to connect and share ways they are making a difference in the world.

IPG Mediabrands will deploy the campaign across five continents and all screens, engaging their media partners to donate free advertising space throughout the course of the campaign, from December 26 through January 26. The PSA is co-produced by Door Knocker Media and Philymack Inc. and directed by Black Coffee. Sajo Garcia Alcazar (SGA) Advertising in Puerto Rico affiliated with Initiative and BPN San Juan led the creative strategy for the campaign. Sister IPG creative agencies around the world are also supporting the campaign with local execution, adaptation and trafficking services.

Last year's campaign reached 3.8 million Likes on Facebook and over one million Twitter followers. As a result of this widespread awareness, the campaign generated \$1.5 million for Free The Children and provided one million children with school supplies.

Watch the PSA [here](#)

For photos and graphics visit the electronic press kit [here](#)

Stay connected:

- Twitter: @We_365
- Instagram: @we365
- Like We365 on Facebook: facebook.com/We365
- Visit www.we365.com

###

About IPG Mediabrands

We were founded by Interpublic Group (NYSE: IPG) in 2007 to manage all of its global media related assets. Today that means we manage and invest \$37 billion in global media on behalf of our clients, employ over 7,500 diverse and daring marketing communication specialists worldwide and operate our company businesses in more than 127 countries.

A proven entity in helping clients maximize business results through integrated, intelligence-driven marketing strategies, IPG Mediabrands is committed to driving automated buying, pay-for-performance and digital innovation solutions through its network of media agencies including UM, Initiative and BPN. Its roster of specialty service agencies including MAGNA GLOBAL, Ansible, Mediabrands Audience Platform, Mediabrands Publishing, IPG Media Lab, Ensemble, and Identity offer technologies and industry moving partnerships that are recognized for delivering unprecedented bottom line results for clients.

About Free The Children

Founded in 1995, Free The Children provides comprehensive active citizenship programs, holistic and sustainable development models, including education, clean water, health, alternative income and livelihood, and agriculture and food security programs in eight developing countries. At the young age of 12, Craig Kielburger set out to be a positive change in the world and co-founded Free The Children, which today has more than 2.3 million young people involved in its programs. Free The Children's [We Day](#) events, a movement of our time, empowering a generation of young global citizens through an inspirational event and a year-long educational initiative, reaches students around the globe with 5.7 million viewers through televised broadcasts and more than 3.8 million fans on Facebook, making it one of the largest charitable causes in the world.

About Demi Lovato

Demi Lovato is a singer, songwriter, and television star with a fan base that includes over 25 million die-hard Twitter followers and 37 million fans on Facebook. She is a platinum-selling recording artist whose latest album, *Demi*, hit #1 on iTunes in over 50 countries around the world. The lead single, "Heart Attack," earned Platinum status just ten weeks after its launch. Demi recently wrapped the North American leg of her WORLD TOUR and is currently touring Europe. DEMI WORLD TOUR was followed by her first headlining and sold-out NEON LIGHTS TOUR, named after her platinum single and Top 5 radio hit off her album, *Demi*. In 2014, she sold-out 30 shows and played over 70 shows to over half a million people. In addition to her musical accomplishments, this past year, her book, "Staying Strong: 365 Days a Year," became a New York Times best-seller and she created "Staying Strong: A Journal" to coincide, while simultaneously launching her very own skin-care line, "DEVONNE By Demi" and hair extension line, "Secret Color". Lovato was also named the first ever global ambassador for New York Color Cosmetics and is the current face of Skechers Global Campaign. As an outspoken advocate for young people everywhere, Lovato has become a role model by talking openly about her personal experiences and speaking out against bullying among other issues. She serves as an official Ambassador for We Day as well as Free The Children and recently launched The Lovato Treatment Scholarship Program, which helps people struggling with mental health and/or addiction issues cover the cost of treatment.

About Nick Jonas

Island Recording Artist, Nick Jonas announces himself as a brand-new musician on newly released self-titled solo debut. Who Jonas is now is a 22 year old multi-talented artist stepping out on his own and re-inventing himself after achieving worldwide fame with The Jonas Brothers. The Grammy-nominated group sold 20 million albums and toured the globe several times over before calling it quits in October 2013. Its youngest member has lived a lot of life in those years and his experiences are reflected on his upcoming album due out on November 11 via Island Records. The album's first single and radio hit, "Jealous", penned by Jonas and co-written by with Nolan Lambroza and Simon Wilcox is currently the #1 most added song at Top 40 Radio. Jonas attributes the album's darker overtones partially to the fact that while he was recording, he was also shooting the gritty television show *Kingdom* — a mixed martial arts family drama that premieres on DirecTV's Audience Network on October 8. Jonas plays an MMA prize fighter who holds his cards close to his chest. This September, Jonas embarked on a Club Tour in support of his album, and visited 12 cities across the United States and Canada including Houston, Dallas, Chicago, Boston, Los Angeles and New York.

About Shawn Mendes

Less than a year ago, Shawn Mendes posted his first cover to Vine. With only a 6 second clip of him singing, guitar in hand, the video took off like wildfire. Now 3 million Vine followers later, and only 16 years old, Shawn has become one of the most talked about young artists in music. His first single, "Life Of The Party", hit number one on iTunes within the first 2 hours of release, and debuted at number 24 on the Billboard Hot 100, making Shawn the youngest artist ever to enter the charts with a debut single.

Born and raised in the suburbs of Toronto, Mendes started singing at a young age, but never had any formal training and didn't take it seriously until about a year ago when he realized his voice was developing into something powerful. Whether in the shower, or listening to music on his headphones, he'd sing along to his favorite records, and one day decided he'd upload a cover to YouTube. It didn't take off at first, so he decided to turn to Vine since the app was becoming popular and it allowed him to post short song snippets. Almost immediately, the covers took off, gaining millions of views as a rabid fan base developed. In January, one of Shawn's covers caught the attention of music manager Andrew Gertler, who introduced Shawn to his now-label Island Records. With his debut single and recently released "Shawn Mendes EP" now under his belt, Shawn is currently crafting his debut album. Dubbed by Billboard Magazine as "Vine's first music star", Mendes has a bright future ahead.

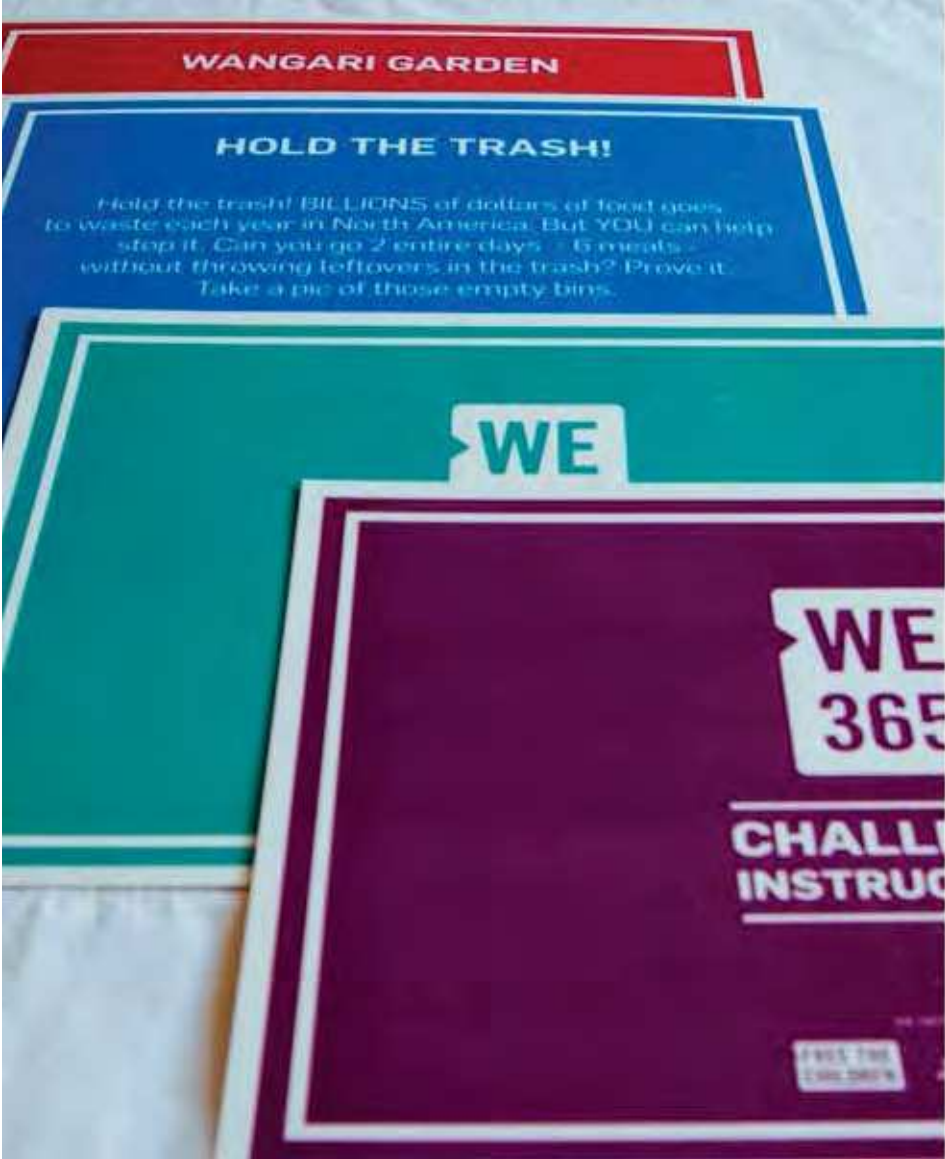
For more information contact:

Free The Children

Allison Goodman

647-463-4434

Allison.goodman@freethechildren.com



WE 365 Body Image
Tell three friends they're beautiful.

WE 365 Music
Sing the chorus of your favourite song.

WE 365 Teachers
High five a teacher!

WE 365 Safe Schools
Will you stand up to bullying this year?

WE 365 Dance
Insert your own We Day dance move.

WE 365 Living Green
Spot some litter? Throw it out!

WE 365 Family
Tell someone a "I LOVE YOU" funny joke!

WE 365 Happiness
Tell someone a "I LOVE YOU" funny joke!



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Change the world, every day.
We365.com

AN INITIATIVE BY
FREE THE CHILDREN **TELUS**

Change the world, every day.



Want to make an impact?
We365 is the place to be.
With this free mobile app and
website you can track and verify
volunteer activities, make new
friends, find and share inspiring
content and fundraise for
charities. You can even win
scholarships and grants by
taking daily challenges!
Join We365 so you can change
the world, every day.

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Ask three friends to make a
positive change every day.

WE
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Share what gets you dancing
inside and out.

TELUS* FREE THE CHILDREN

TELUS* FREE THE CHILDREN

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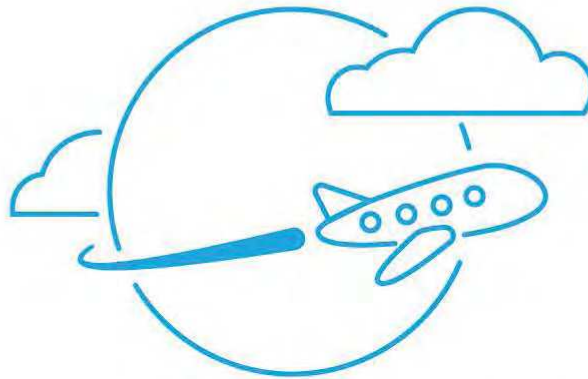
Share a photo of someone who
inspires you to change the world.

WE
365

Swap your ride for a bike or bus
to get to work or school.

TELUS* FREE THE CHILDREN

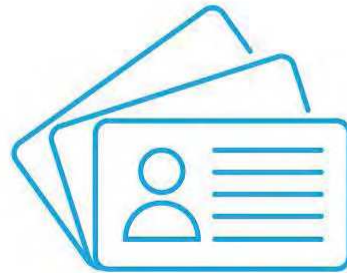
TELUS* FREE THE CHILDREN



SO YOU WANNA BE A GLOBETROTTER?

Scan your bracelet and take action on WE365 for your chance to travel the globe



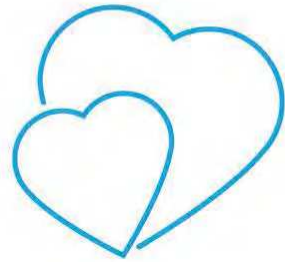


USE OF PERSONAL INFORMATION

WE365 wants to keep you in the loop. Bump your WE Day bracelet to agree to receive these emails. For more info, speak to one of the WE Day staff. Remember, you can unsubscribe at any time.

WHERE DO YOU WANT TO BUILD COMMUNITY?



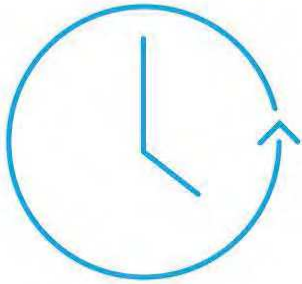


THANK YOU!

Check in with the volunteer to get your badge!
And don't forget to check your email for details on how to win a trip!

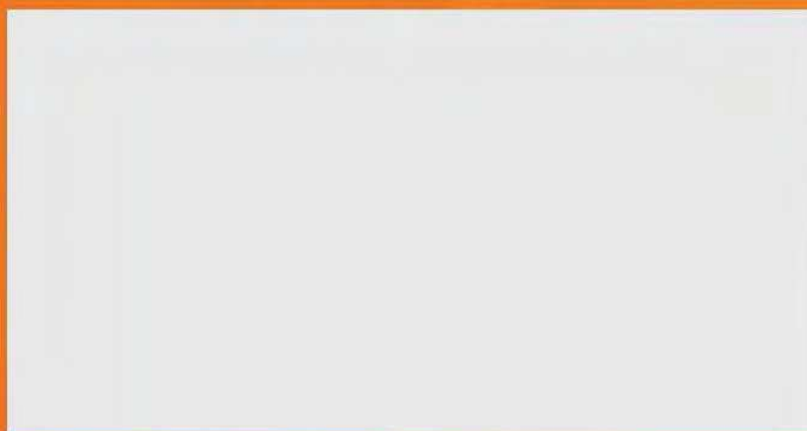


Oops..something went wrong! Try again



You ran out of time. Try again

#GetAllFour



SCAN
HERE

WE365

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**CHANGE THE WORLD,
EVERY DAY.**

▶ WE365.COM



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www.we365.com

WE365-CHANGERS ARE ON WE365

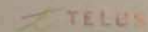
Take your place in the community today.

 <p>TREEHUGGER TREADS LIGHTLY, CALCULATES CARBON FOOTPRINT DAILY.</p>	 <p>HIPSTER KID ALLERGIC TO ANYTHING MAINSTREAM LIKE NOT CHANGING THE WORLD.</p>	 <p>YOU BECAUSE EVERYONE IS NEEDED TO CHANGE THE WORLD.</p>
 <p>THE DEBATER MOST LIKELY TO ARGUE WITH EVERYONE. RUNS FOR STUDENT COUNCIL TO BEAT APATHY.</p>	 <p>THE GO-GETTER GETS WE365 NOW. COMPLETES ALL THE CHALLENGES TODAY.</p>	 <p>THE ARTIST PRINTS THE SCHOOL MURAL TO RAISE MONEY FOR LOCAL ARTS.</p>
 <p>SPORTY PANTS HUNG FOR THE CURE. RIDES FOR THE CAUSE. SHEATS ALL DAY.</p>	 <p>THE TECHIE BUSY CODING A NEW OS FOR WE365.</p>	 <p>THE ROCKSTAR LURED HARRISON WALKER INTO TRUSSARDI. TRUSSARDI. THAT QUALITY CONCERT.</p>

JOIN AT WE365.COM TO CHANGE THE WORLD. EVERY DAY.

WE365 is the place to be. With this free mobile app and website you can track and verify volunteer activities, make new friends, fundraise for charities, and find and share inspiring content. By taking daily challenges, you can earn points and badges, and win scholarships and grants to celebrate your impact.

You can even save a life! For every sign on WE365 from October 2013 to April 2014, Free The Children will donate a child to an Adopt A Village community. Take your place today. Download the app or visit we365.com.





WHAT'S YOUR CAUSE?

WE365 helps you find out more about the causes you're passionate about. It's an online space for inspiration and discovery, and a tool that let's you take action. You can track your volunteer work, participate in challenges and join groups for social change.

Download the [WE365 app](#) or visit www.we365.com and get started today!

WE365





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THE DREAMER

#GETALLFOUR

Take the 'Imagine the Possibilities'
challenge on WE365 for a chance
to win a rafiki prize pack!

www.WE365.com

WE365

THE DOER

#GETALLFOUR

'Accept the Challenge' on WE365
for a chance to win a WE Schools
Kit to help you change the world!

www.WE365.com

WE365

THE GLOBE TROTTER

#GETALLFOUR

Take the 'Build Community'
challenge on WE365 and you'll
be entered for a chance to
win a trip overseas!

www.WE365.com

WE365

THE PIONEER

#GETALLFOUR

Take the 'Share with Others'
challenge on WE365 and
we'll send you an exclusive
WE Day playlist!

www.WE365.com

WE365

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**FREE THE
CHILDREN**

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**JOIN WE365
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EVERY DAY.**

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**GET YOUR CLASSROOM CONNECTED
CHANGE THE WORLD, EVERY DAY.**

▶ WE365.COM

WITH WE365, YOU CAN ...

- TAKE ACTION WITH YOUR CLASSROOM
- FOSTER STUDENT ENGAGEMENT
- TRACK VOLUNTEER HOURS
- CREATE COMMUNITY
- TAKE ACTIONS THAT SUPPORT YOUR FREE THE CHILDREN ACTIVITIES
- WIN SCHOLARSHIPS AND GRANTS BY COMPLETING CHALLENGES



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WE365

METOWE0000059



We365
We365. Change the world, every day.

AN INITIATIVE OF

FREE THE CHILDREN



WE365: INTRODUCTION

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An initiative of Free The Children, the free mobile app and website enables young people to track and verify their volunteer activities for school, as well as provide the tools needed to fundraise, take action, and amplify messages for thousands of different charities. In its simplest form, it is a social platform to find and share inspiring content with like-minded users and friends, all while supporting causes most important to the individual.

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WHY WE365?

We365 is an innovative website and application – the first of its kind. Anywhere.

Through initiatives such as youth empowerment and educational event We Day, Free The Children has built an online network of over 3.5 million world-changers ready to share stories, celebrate change and take action on the issues they care about. Free The Children is proud to have built We Day into one of the largest charitable causes on Facebook with over 3.3 million likes. The next step?

To create an inclusive online community where like-minded individuals can build a social impact portfolio that can complement their résumés or university applications, and invite friends, classmates and community members to join them in making the world a better place.

HOW IT WORKS!

Becoming part of the We365 digital community is easy: individuals download the app or visit www.we365.com to sign up. From there, users create their own profiles, add friends to connect with, select the causes they want to get involved in, and begin to make a difference through online challenges. Users can even track volunteer hours for school, and rally their network to help them fundraise for a meaningful cause. They can then share their impact through We365 and through other social channels, including Facebook and Twitter.

Whether online or on the mobile app, users can access featured content linked to current events, social movements or Free The Children initiatives. They can also see their customized newsfeed, which includes a running list of updates from friends, causes, and other groups.



KEY FEATURES

The Action Dial allows users to take online and real-life challenges through photos, status updates or check-ins. Challenges range from simple daily online actions to weekly challenges with a real world impact. It can be as simple as posting a photo of a person picking up litter, donating lunch money, or volunteering at a local animal shelter.

In recent years, many school boards have committed to service learning and volunteering to enrich the student experience. The Volunteer Tracking feature helps students, educators and organizations track and verify hours that can be leveraged for school purposes, résumés and job applications, as well as complement college, university and scholarship applications.

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All individuals, no matter their age, can belong to this online community. We365 has created a special experience specifically for young people under the age of 13, who can join with parental approval and utilize a special platform designed to meet their needs and to ensure the utmost in safety and privacy. For instance, users under 13 can only communicate with real-world friends through a unique pin code. Their privacy is protected by a number of mechanisms built into We365, and parents are sent regular email updates on their child's activity.



SIGN UP SCREEN



PROFILE SCREEN



EXPLORE FEED



VOLUNTEER LOG



CHALLENGE FEED
METOWE000061



FAQ

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CAUSE FEED



FUNDRAISING PAGE



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Hashtag #We365

*Android is a trademark of Google Inc.



To request more information on We365, please contact:

Julia Thomas, PR Manager

T: 416-925-5894 ext. 381 | E: julia.thomas@freethechildren.com



**WE
365**

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FREE THE CHILDREN 





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PROFILE SCREEN



EXPLORE FEED



VOLUNTEER LOG



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CAUSE FEED



FUNDRAISING PAGE



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Causes

Follow causes by tapping on your interests



Community

[view](#)



Global Poverty

[view](#)



Happiness

[view](#)



Human Rights

[view](#)



It All Adds Up

[view](#)



Animals

[view](#)



Bullying

[view](#)



Education

[view](#)



Environment

[view](#)





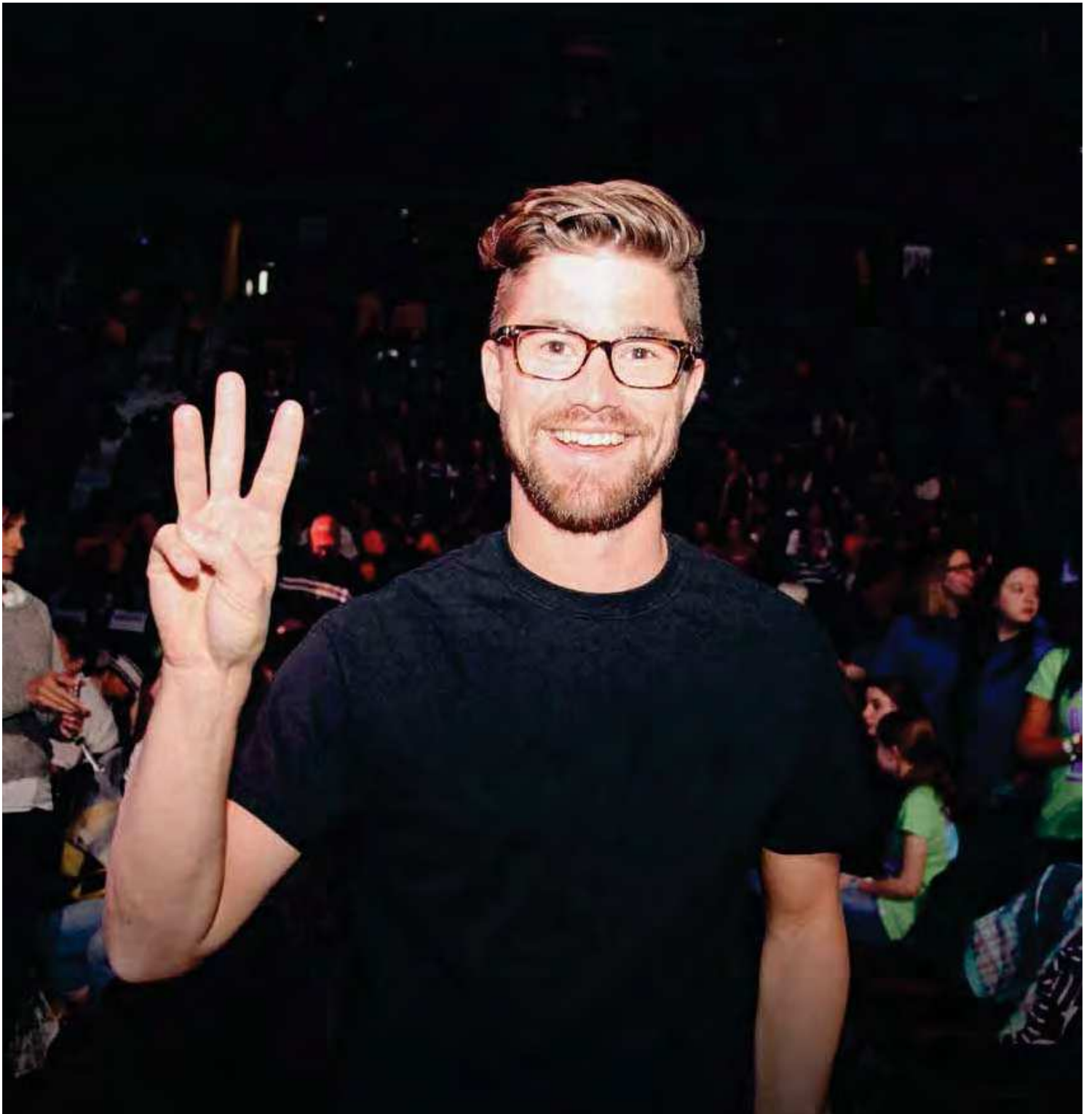
educator's guide

to the

WE SCHOOLS KIT



WWW.WE.ORG



WRITE YOUR WE CODE HERE FOR EASY REFERENCE:

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SECTION 1

**WELCOME TO
THE EDUCATOR'S
GUIDE**



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TEACHER TO TEACHER

Dear Educator,

Welcome to your We Schools Kit! Our team is so excited that you have signed up to participate in this year's service-based learning program and we are honored that you are using it with your students. As a teacher myself, I know the importance that we place on decisions that affect how our students see the world and I truly believe that this commitment to local and global change is one that you won't regret.

When I think about my experience as a teacher over the years, I remember searching for easy-to-implement resources, tools and plans that I could hand over to my students to give them ownership of their learning. I am so proud of this year's program because our team has kept this consideration in mind with every resource created. The local and global booklets, for example, are now workbooks. We can hand these over to our students to fill out as they are taking action and tracking the impacts that they have achieved. There are posters to pin up on our bulletin boards to promote the actions we are taking, lesson plans to use in our classes, and this Educator's Guide to equip teachers like you and me with the tools to help empower our students every step of the way.

I invite you to take some time to go through the entire kit, envisioning how all these resources might support you and your students throughout the year. Be creative in how you approach your year of action, take advantage of the resources that the We Schools Kit has to offer, and if you don't find exactly what you're looking for, please reach out to your Educational Programming Coordinator (EPC). I can tell you from personal experience, they are some of the most incredible and helpful individuals I've ever met!

Thank you so much for all the work you are doing with your students to broaden their perspectives and provide them with a deeper sense of personal responsibility. Your willingness and desire to foster the next generation of global citizens is truly an inspiration! I wish you all the best as you begin this exciting year of social change, and I can't wait to hear all your stories. Stay in touch!

Warmly,



Janna Baer
Ontario Certified Teacher,
Educator Outreach Manager

ABOUT US

WHO WE ARE

At the heart of all our work is the belief that when we act together, we change the world. That belief is driving a movement to shift the world from “me” to “we.” It’s a movement led by a generation that acts with intention and leads with compassion and conviction to improve our local and global communities.

For us, WE is many voices coming together to empower a world where every person has a chance to be heard. WE is embracing adventure, exploring the planet and making choices that have a positive impact on tomorrow. WE is making sure that every action we take is one with purpose, because we know our future is created by what we do today.

Here’s how our three brands work together to help you change the world.



WE DAY is the movement of our time, combining the energy of a live concert with the inspiration of incredible stories of leadership and change. We Day brings together world-renowned speakers and performers with tens of thousands of youth to celebrate the power of service. The best part: students earn their event tickets by taking one local and one global action through We Schools, a year-long educational program that engages, educates and empowers young people to become compassionate leaders and active citizens.



FREE THE CHILDREN is an international charity that partners with developing communities to come up with collaborative solutions that empower families to lift themselves out of poverty. Our holistic, sustainable development model, Adopt a Village, is built on five core pillars that build communities’ capacity to meet every child’s right to education, water, health care, food and a thriving future.



ME TO WE is a social enterprise that helps people make daily choices that leave the world a better place than they found it. It’s more than a brand—it’s a philosophy for global change. Donating half of its net proceeds to Free The Children, Me to We offers socially conscious and environmentally friendly clothes and accessories, plus life-changing international volunteer trips, leadership training programs, an inspirational speakers’ bureau and books about making positive social change.



WHY PARTICIPATE IN OUR PROGRAM

WHY THE WE SCHOOLS PROGRAM?

It's no coincidence that the Me to We movement started in a classroom. In 1995, one teacher recognized that 12 of his students were excited to learn more about global issues and was willing to go above and beyond to support them. That one teacher's influence 20 years ago helped transform a small group of students into a movement of 2.3 million young people committed to building stronger local and global communities.

We're counting on teachers to guide the next generation in becoming the compassionate leaders our world so desperately needs. The We Schools program is our way of supporting educators who share our belief in the power of service learning.

The impact of We Schools has been incredible: 14.6 million hours of volunteer service logged, \$45 million raised for charity and 5.6 million pounds of food collected for food banks. Creating change on that scale leaves an impact on students too. Third-party studies of the program show that We Schools participants feel empowered and equipped to lead at school, in their communities and in their future careers.

THE IMPACT OF WE SCHOOLS HAS BEEN INCREDIBLE:

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SERVICE

logged

\$45 MILLION

raised
FOR CHARITY

5.6 million pounds
OF FOOD

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FOR
FOOD BANKS

MEASURING OUR IMPACT

We believe in measuring the impact of our programs to make sure we're delivering world-class resources. We called in leading social impact consultants from Mission Measurement to help us understand how the We Schools program helps educators empower the next generation of compassionate leaders. Because of our "We Teachers," we are able to see incredible, transformative outcomes in students across North America and the UK.



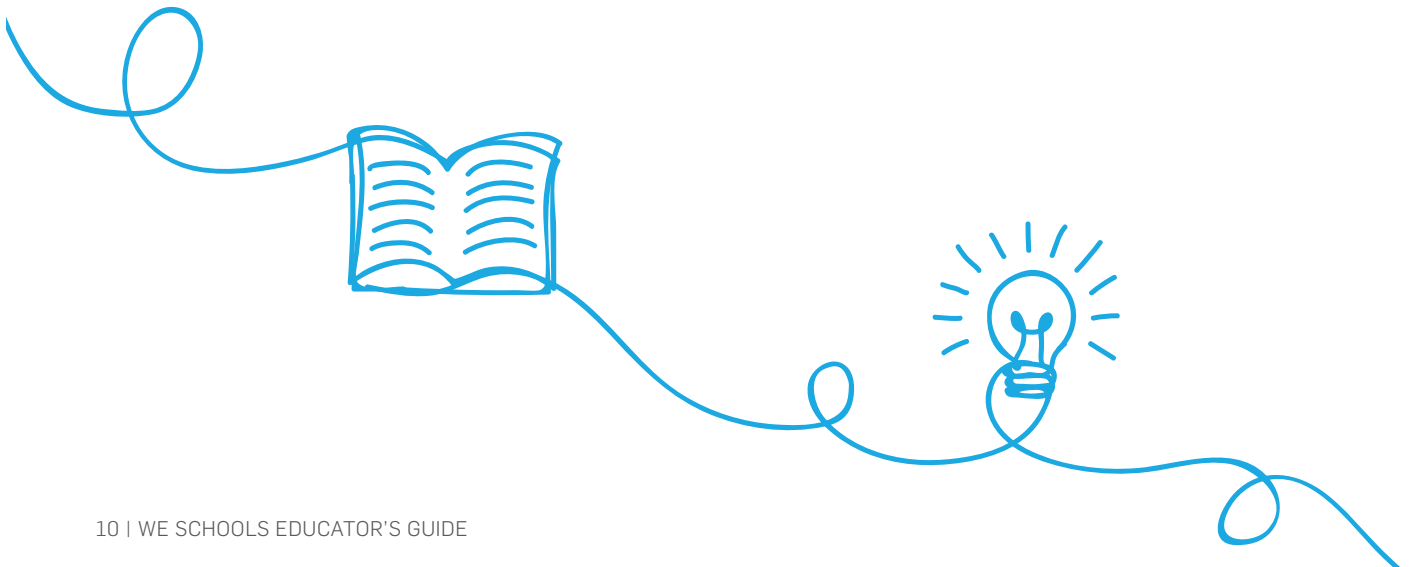
"We Schools develops students' critical thinking skills, connecting what they are doing in the classroom to the world outside."

- Educator

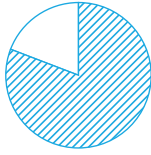


"We Schools has made me more resourceful, optimistic and a lot more assertive. I'm really shy but I have ambitious goals."

- Student



WE SCHOOLS TRANSFORMS YOUTH



81% of educators

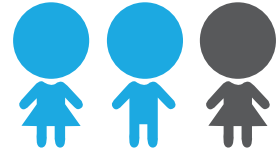
say that We Schools makes their students more likely to take action to improve the lives of others in their own community and abroad.



Youth in the We Schools program are

7x more likely

to see themselves as agents of change.



2 in 3 educators

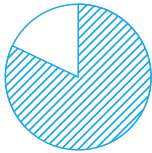
say the We Schools program makes their students more likely to inspire others to solve social problems.

WE SCHOOLS EMPOWERS EDUCATORS



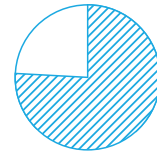
78% of educators

feel more professionally fulfilled because of their involvement with We Schools.



82% of educators

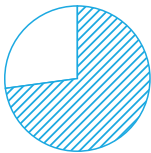
have identified leadership opportunities for their students because of We Schools.



76% of educators

say they fostered a safe and inclusive environment because of We Schools.

WE SCHOOLS PREPARES YOUNG LEADERS



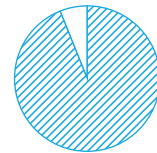
73% of youth

are motivated to go to university because of their involvement with We Schools.



92% of young adult participants

mentioned We Schools achievements on their resume.



94% of students

said employers reacted positively to seeing We Schools involvement on their resume.



SECTION 2

HOW THE PROGRAM WORKS

THE 5 STEPS OF WE SCHOOLS

STEP 1: SIGN UP

Connect with your Educational Programming Coordinator and receive free We Schools resources.

STEP 2: DISCOVER YOUR ISSUE AND DEVELOP YOUR SKILLS

Deepen your students' knowledge and understanding of local and global issues.

STEP 3: TAKE ACTION

Browse campaigns, develop action ideas and plan milestones—then get out there and do it!

STEP 4: RECORD YOUR IMPACT

Update us on your students' progress and tell us about how you made an impact.

STEP 5: SHARE AND CELEBRATE

Reflect as a group and report on your students' learnings and actions. Celebrate your impact.

OUR LEARNING FRAMEWORK

The We Schools program gives young leaders the resources to dive into service learning through the causes that spark their interest. Every resource is structured to provide three key learning outcomes: increased academic engagement, improved university and workplace readiness, and a commitment to active citizenship.

Lesson plans and activities help students focus on these outcomes by developing core skill sets. Look for these icons on page 17 and on educational resources online to find the most relevant skills your students will be developing through the program. You can see the full We Schools Learning Framework online at weday.com/weschools/edresources.

ICONS TO LOOK OUT FOR



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

HOW TO USE THE WORKBOOKS

EDUCATOR'S GUIDE

The Educator's Guide is your roadmap to the We Schools Kit and overall program. It will walk you through the program philosophy, educational outcomes, kit materials, campaign calendar, free resource library and extended program offerings. This book is designed specifically for educator use.



THE LOCAL WORKBOOK

The Local Workbook is your group's guide to discovering the issues that affect your community. It contains activities for exploring local issues, how-to guides for taking action and backgrounders on hunger, poverty, homelessness and the environment. The best part? You can put it straight into the hands of your students, because all materials are prepared for youth.



THE GLOBAL WORKBOOK

The Global Workbook offers a library of dynamic resources for bringing global issues alive for youth. Designed to be handed over directly to your students, the workbook contains a worksheet activity for helping your group focus on particular issues, campaign how-to guides for taking action and info backgrounders on access to education, clean water, health care, poverty and food security.



Be sure to look out for the photocopy icon throughout the kit so you can share the page with your whole class.

TAKING ACTION WITH OUR CAMPAIGNS

ACTION CAMPAIGNS



When your class decides to take action on an issue, knowing where to start can be a challenge. That's why the Local and Global Workbooks come with nine action campaigns that you can put directly into the hands of your students or customize to suit the needs of your group.

LOCAL CAMPAIGNS

WE TAKE CHARGE

When young people take charge, the future gets brighter. Whether they're riding bikes to school or turning off lights, every action they take today makes for a healthier planet tomorrow.

For the month of September, have your class take a sustainable living pledge to shake up daily routines with new ways to reduce negative impacts and boost positive ones.

Track your class' actions and impacts to show the world that when young leaders take charge, amazing things happen.



WE SCARE HUNGER

No one should ever have to go hungry, but hunger makes life harder for nearly 13 million American families. For a student struggling with hunger, one meal could mean the difference between having the energy to succeed in school and failing a test, or between staying healthy and getting sick.

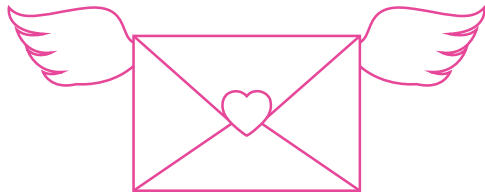
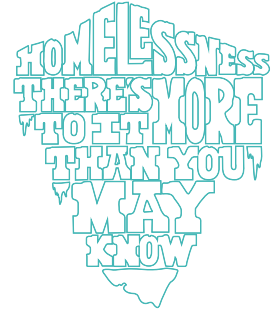
Get your class together to collect non-perishable food on Halloween and give your local food bank or soup kitchen what they need to send hunger packing.

LOCAL CAMPAIGNS CONTINUED

WE WON'T REST

Everyone should have a place to call home, but across America, hundreds of thousands live without one. For the 578,424 Americans going homeless every night, the struggle to get back on their feet is made even harder by the stereotypes they face in society. Help your class shed some light on the realities of homelessness in America.

Every weekday from January 25 to 29, 2016, we'll email you a daily fact about homelessness that you can share on social media to dismantle stereotypes and challenge assumptions. Then, connect with a local shelter or organization working in your community to find out how you can help.



WE ARE LOVE

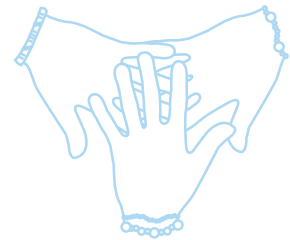
Sometimes it seems like there's not enough love to go around. This Valentine's Day, help your class make sure that everyone in your school and community feels the love. Plan a day to show your thanks and celebrate the people around you with handwritten cards.

Let's remind each other that everybody has love to give and to get, no matter who they are. Because when it comes to making the world a more accepting place, we're all in this together.

WE VOLUNTEER NOW

If the global population of volunteers formed their own country, it would be the eighth largest country in the world. We can tackle big issues when we all pull together for a good cause.

Encourage your class to plan a week full of volunteer activities in your community and get your whole school on its feet for National Volunteer Week, April 10 to 16, 2016.

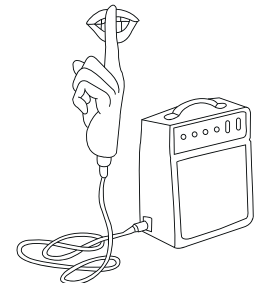


GLOBAL CAMPAIGNS

WE ARE SILENT

Everyone deserves to have their voice heard, but issues like access to education drown out the voices of kids around the world. Have your class take a vow of silence to turn up the volume on the struggles of children fighting for their basic human rights.

Collect pledges for every hour you go silent and raise money for Free The Children's holistic development model, Adopt a Village. Help us empower communities with the resources they need to make sure every child's voice is heard.

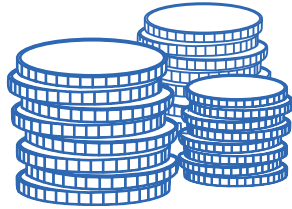
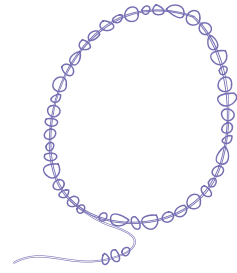


GLOBAL CAMPAIGNS CONTINUED

WE ARE RAFIKIS

In Swahili, rafiki = friend. And we believe being a friend means making sure others get a chance to live the life they want. Have your class fundraise by selling beaded Rafiki Bracelets to help Kenyan artisans create a better future for themselves and their families.

Every bracelet you sell helps an artisan earn a living, send her children to school and share the power of her skills and traditions with the world. Just sign up, pick the Adopt a Village pillar you want to support and start fundraising with your Rafiki Bracelets!



WE CREATE CHANGE

Some things don't add up, like why 800 million people are living without access to clean water. But there are other things that don't just add up, they multiply, like the impacts we make when we take action together.

Get your school to collect coins for sustainable development projects overseas and make a world of change for communities looking for the opportunity to thrive.

WE STEP UP

We know your class has some world-changing moves. Get your school on its feet with a big event like a danceathon, walkathon or sports tournament to fundraise for developing communities.

Just pick an Adopt a Village pillar and organize a physical activity as a fundraiser to get your school moving. Collect pledges or admission fees and dance, walk or sprint your way to a better world.





SECTION 3

LET'S GET STARTED

5 GOALS FOR YOUR FIRST FEW MEETINGS

Your first meeting is your opportunity to inspire your class or group members to discover a passion for local and global issues.

Every group has different priorities and a different pace for laying the groundwork for a year of action. Here are five tried-and-tested checklist items that can help you make the most of your first get-togethers.

- SET UP A SAFE SPACE (20 TO 30 MINUTES)**
A successful group has all kinds of participants, from leaders who are quick to speak up to deep thinkers who may not always feel comfortable speaking. You want everyone to feel that their input is valued. We've included a safe space activity on page 23 of this guide to help you lay some ground rules for respectful group participation.
- GET TO KNOW YOUR EDUCATIONAL PROGRAMMING COORDINATOR (EPC) (10 TO 15 MINUTES)**
Your friendly EPC is here to help make your life easier as you kick off your year and action planning. They can direct you to the best resources for your group's needs, provide creative ideas for actions, answer questions about the program, help you get tickets to We Day and celebrate the impact of your world-changing actions. Set up a Skype call to bring your EPC into the classroom to inspire your students and help kick off an incredible year.
- FIND OUT WHAT MAKES YOUR GROUP TICK (30 TO 90 MINUTES)**
Every student has a passion that brought them to your group. Check out the Community Mapping exercise on page 26 (60 minutes) and the Issue Compass exercise on page 30 (30 minutes) for activities on assessing students' interests.
- SET UP ROLES FOR EACH STUDENT (10 TO 20 MINUTES)**
As you find out what motivates your students, you'll get a better sense of the skills and talents they want to contribute to the group. Some initial roles you may wish to assign on a volunteer or vote basis include: meeting facilitator, agenda setter, note taker, vote counter, treasurer and communications coordinator. Other roles like speakers and promoters will emerge as you choose your campaigns.
- WATCH A VIDEO (10 MINUTES)**
We've loaded up a digital library of how-to videos that can guide you through group basics like running a meeting or engaging the broader student body in your activities. Visit weday.com/change-101 and pick a video to watch together to get your group thinking.

SAFE SPACE



- As a We Schools group, it's important to create a space in which everyone feels safe to voice their opinions.
- As you well know, some students will be more comfortable speaking up and some will be shy, but everyone should feel that their input is welcome. The following questions will help your students create guidelines for the way they interact and make decisions as a group.
- Photocopy and hand out the questions below to students. Give them time to write down their individual suggestions, and then lead a group discussion. Write down the answers to the group's goals and have everyone vote and agree on the guidelines. Students can either share their personal development goals with the class or keep them private, whichever they feel more comfortable with.

Educator's note: If you are working with younger children, consider asking the questions to the group directly, rather than having them write their answers down.

CREATING A SAFE SPACE

GROUP GOALS

What can I do to make sure everyone has a chance to speak at our meetings?

What can we do to make everyone feel included in our meetings and events?

How should the group make decisions? (E.g., should we vote on decisions? Does the vote have to be unanimous, or just a majority?)

What is at least one way that I can encourage other members of the group when we face an obstacle?

What would make me feel safe and included in this group?

PERSONAL GOALS

What do I think makes a good leader?

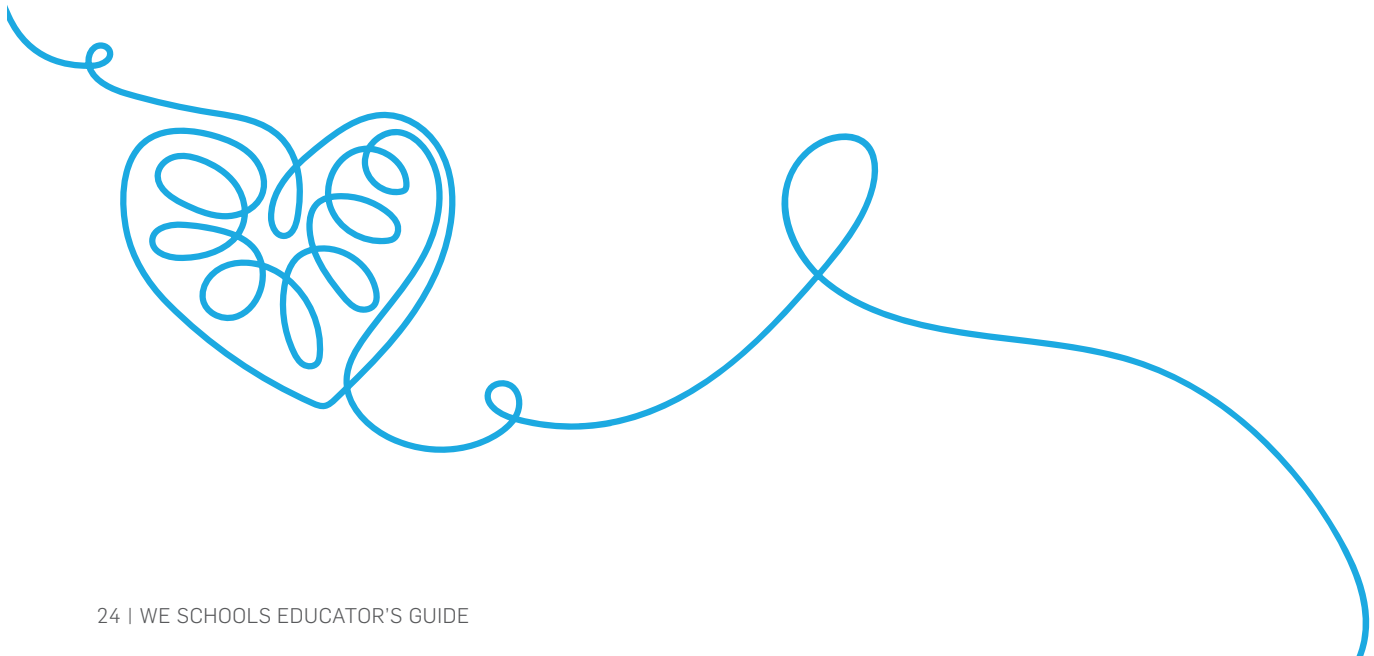
What leadership qualities do I want to develop this year?

Who are some of my personal heroes that I can look to for inspiration?

LOCAL CHECKLIST

The We Schools Kit Local Workbook is your students' guide to issues that affect the local community. It also has materials to help students become involved with our program's local campaigns, providing them with actions they can take to make a difference in their community. Students may use the workbook as a learning resource to take action. The Local Workbook will connect students with:

- Why it is important to take local actions.
- The issues that affect the local community with the Community Mapping exercise. The student worksheet is on page 8 of the Local Workbook and facilitation instructions are located on page 26 of this guide.
- Background information on the environment, hunger, homelessness and poverty. To provide students with a deeper level of understanding, issue-based lessons plans for the classroom may be found online at weday.com/weschools/edresources.
- Our local campaigns to help students commit to a local action: We Take Charge, We Scare Hunger, We Won't Rest, We Are Love and We Volunteer Now.
- Other ways to take action.





COMMUNITY MAPPING

This activity is a hands-on way to get students thinking about the social issues that affect their communities. It's a great way to get a feel for the issues that will keep your students engaged for a year of giving back. On page 8 of the Local Workbook there is a corresponding worksheet where students can make notes and write down responses to reflection questions. There is also a printable PDF online at weday.com/weschools/edresources.

PURPOSE:

Students will learn to identify the issues that affect their community by taking a walk around the neighborhood and then mapping it out. Finally, they will create a plan to take action and give back to their community.

INSTRUCTIONAL METHOD(S):

Kinesthetic, class discussion, brainstorming, mapping, action planning

DIFFERENTIATED INSTRUCTION:

- ▶ Have students make their own maps, work in groups to create their maps or draw a large-scale map as a class.
- ▶ Select one topic for the class to study as a whole.
- ▶ Assign local issue topics to groups.

MATERIALS:

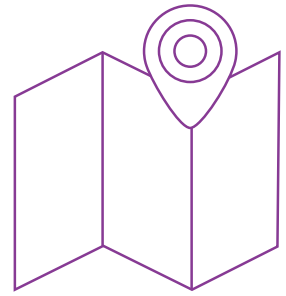
Craft supplies for making a map, notebooks and writing utensils.

ESTIMATED TIME:

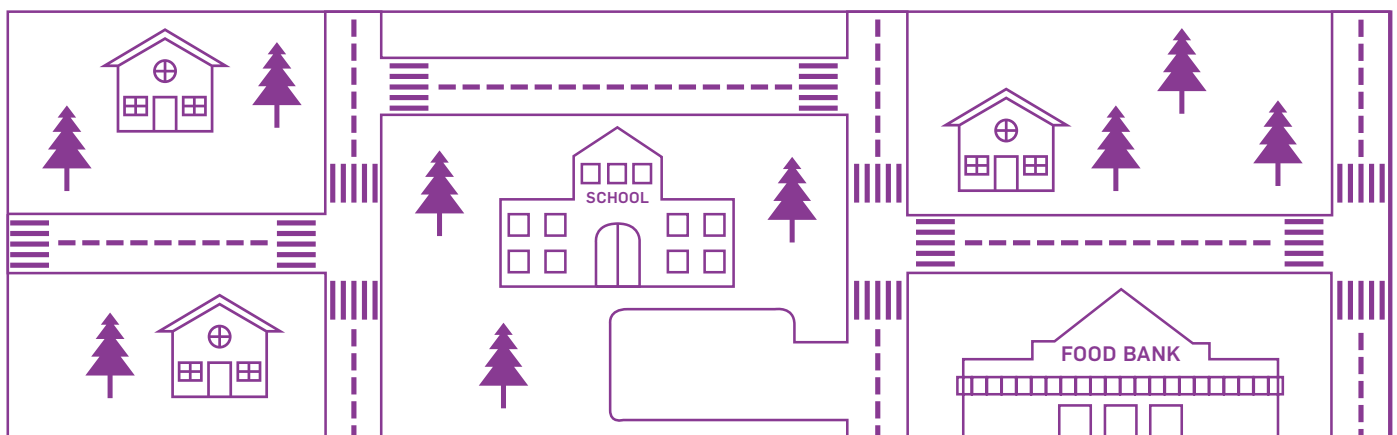
60 minutes

STEPS:

1. Ask students if there are any issues such as homelessness, poverty or pollution in their community. How do they know what issues affect their community? Do they see, read or hear about them in the news? Do their parents discuss them at the dinner table?
2. Tell students that the class will be going on a community walk to look for signs of local issues. In preparation, have students brainstorm a list of indicators they might encounter as symptoms of a larger issue (e.g., run-down housing, many soup kitchens in a specific area, excess litter, etc.).
3. Take your students on a community walk. Instruct students to bring a worksheet (see page 9 of the Local Workbook) and a writing utensil.
4. While on the walk, take time to pause and ask students for observations and allow time for note-taking. The point of the community walk is to look for symptoms of problems that are usually ignored, so take enough time for a thorough expedition.



5. Upon return, lead a class discussion. Ask students:
 - a. What was your reaction to seeing the issue? Surprised? Angry? Confused?
 - b. What issue(s) do you think this was a sign of?
 - c. What community programs are in place to help with this issue?
 - d. What more can we do?
6. To help students better understand what they observed on their walk, ask them to draw a community map. Explain that while most maps detail roads, transit routes, highways and waterways, the community map will instead tell the story of what life is like for people living and working in the community.
7. In their map, students should include:
 - a. Community assets—the places that add value to the community, such as libraries, government offices, community centers, religious buildings or schools, as well as public gardens, playgrounds or even a wall mural that brightens up the community.
 - b. Individual assets—skills and gifts held by community members (including the students themselves) such as public speaking, musical talents, drawing skills or event organization.
8. Once students have completed their community maps, have them present them to the class. After all students have presented their maps, highlight the similarities and differences of the maps that show the many obvious and hidden parts of a community. Post the maps in the classroom or in a prominent hallway in the school to share with the school community, but keep them accessible for future reference.
9. Hold a class brainstorm session to compile a list of issues that affect the local community, both visible and invisible, that were depicted in the various community maps, in addition to examples from local media and other sources. Write the suggestions on the front board. Spend time creating a comprehensive list.
10. Tell students they will now select topics from this list for their local actions.
11. Students may vote on the local issue they feel most passionate about. Select one topic that will allow the class to work together and concentrate their efforts towards creating a larger impact. If there is more than one topic students want to choose, allow them to form groups. It is important that students are passionate about the issue so they feel invested in the outcomes.
12. Now that students have selected their local issue, refer back to the community maps. Ask students to analyze their maps to find the community assets that match the issue they selected. For example, if the issue was local hunger, students should identify the local food banks or soup kitchens and the people that may already be making a difference.
13. Once students have identified an issue and the community assets related to the issue, have them form an action plan. For example, if the class is interested in improving the environment, organize a litter clean-up day in a local park.

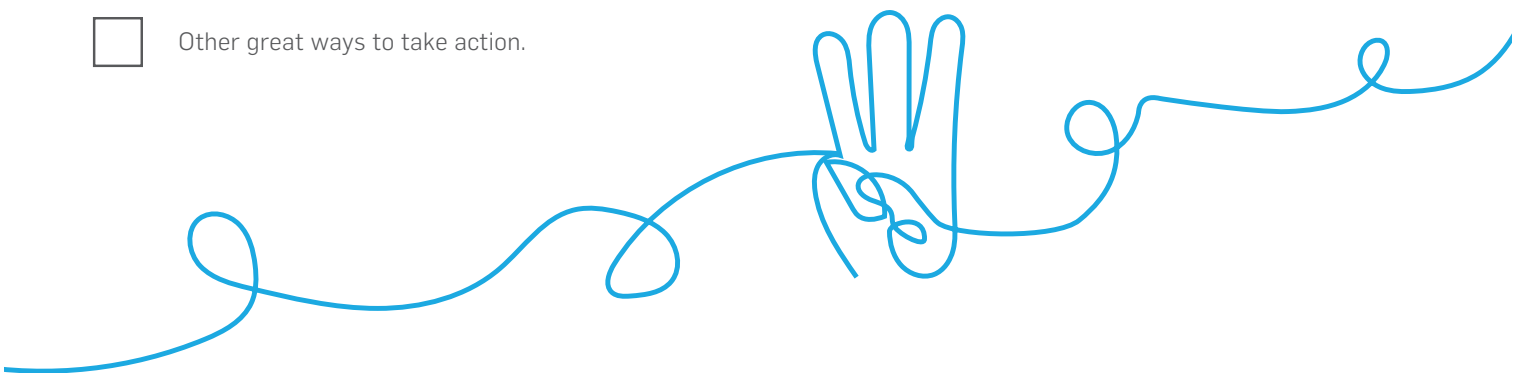




GLOBAL CHECKLIST

The We Schools Kit Global Workbook has the information your students need to start learning about the issues that affect communities around the world. It also has materials to help your students get involved with We Schools global campaigns, allowing their actions to have a worldwide impact. Students may use the workbook as a learning resource to take action. The Global Workbook will connect students with:

- Why it is important to take global actions.
- The global issues they are most passionate about through the Issue Compass activity. Student worksheets are on page 8 of the Global Workbook and facilitation instructions are located on page 30 of this guide.
- Background information on the issues of access to education, access to clean water, access to health care, poverty and food security. To provide students with a deeper level of understanding, issue-based lesson plans for the classroom may be found online at weday.com/weschools/edresources.
- Craig's story as a world-changer.
- The story of Adopt a Village.
- Adopt a Village lesson plans. These explore the barriers to access to education, clean water, health care, food security and income. The lesson plans will help your students understand the main issues that affect people around the world.
- The Year of Me to We.
- Our global campaigns to help students commit to a global action: We Are Silent, We Are Rafikis, We Create Change and We Step Up.
- Other great ways to take action.



ISSUE COMPASS

This activity is an interactive way to get students thinking about the challenges that developing communities around the world face every day. It will also help the group identify which global issues they'd like to focus on this year.

On page 8 of the Global Workbook there is a corresponding worksheet where students can make notes and write down responses to reflection questions. There is also a printable PDF online at weday.com/weschools/edresources.

PURPOSE:

The Issue Compass activity helps students brainstorm a list of global issues, share their opinions about these issues and choose the one they are most interested in learning about and taking action on.

INSTRUCTIONAL METHOD(S):

Brainstorming, class discussion, four corners

DIFFERENTIATED INSTRUCTION:

- ▶ Students can create their own signs that they hold up from their seats instead of moving to designated areas.
- ▶ Have students discuss the top four issues in small groups rather than as a class.
- ▶ Ask students to reflect on the process of selecting one global issue in a journal response.



MATERIALS:

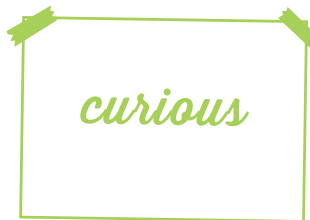
Paper, markers, tape.

ESTIMATED TIME:

30 minutes

STEPS:

1. Identify or create a space in the classroom where students will be able to move freely (it may be necessary to move desks). With markers and paper create four signs: "Passionate," "Interested," "Curious" and "Indifferent."
2. Set up four stations by taping the four signs to different walls in the room.



3. Ask students to brainstorm what they feel are the most important global issues in our world today (e.g., clean water, food security, etc.). To help facilitate the brainstorm, ask the following questions. Students can note their answers on their worksheet.

- a. If you were a world leader, what kinds of problems would you tackle? Or if you were a journalist, what kinds of issues would you write about?
- b. What issues do you regularly hear about on the news, or read in newspapers and online? (Refer to the front pages of recent newspapers or magazines.)
- c. What issues do you think the general public isn't very aware of?
- d. What issues really bother you—even if you don't know a lot about them?

4. As students think about and share their ideas, write each issue on a global issues chart or on the front board.

5. Introduce students to the four stations of the Issue Compass and invite them to get up on their feet and be ready to move. Explain that as you read a global issue from the list, students should consider how important it is to them personally and choose one of the Issue Compass stations to stand next to. Explain that there are no wrong answers—they are responding based on their own feelings and interests in an issue.

6. For each issue, record the number of students standing at each station. After all the issues have been read out, note the four that received the most "Passionate" votes.

Issue	# of students who are Passionate	# of students who are Interested	# of students who are Curious	# of students who are Indifferent
e.g., Global poverty	12	6	5	2

7. Remove the Issue Compass signs and replace them with a new sign for each of the top four global issues.

8. As a class, discuss each issue. Ask students to consider the following:

- a. What do you know about the issue?
- b. Why is it important?
- c. Who does the issue most affect?
- d. What are the short- and long-term effects on people, communities or the world if this issue isn't addressed?
- e. How can we make a difference?
- f. What challenges might we encounter when trying to help?

9. After the class has had time to discuss all four issues and listen to the opinions of their classmates, ask them to stand by the issue that most speaks to them.

10. Use your findings to start thinking about which global issue you'd like to take action on. Groups can work independently on the issues they're individually passionate about, or you can start a conversation about choosing one issue they can work on together.



SETTING SMART GOALS

Educator's note: Here are some goal-setting guidelines to use with your students!

If you're going to pull off something big, you're going to need a good plan. Without a plan, you won't have a reliable way to reach your goal, and without a defined goal, you won't know if you've achieved what you set out to do.

So whether you're trying to hit a particular fundraising total, organize a huge event with a certain number of attendees, or reach a target audience with awareness-raising speeches, you want to start with your goal and your plan. And if you really want to knock it out of the park, you'll want a SMART goal.

WHAT'S A SMART GOAL?

A SMART goal is **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-bound.

As your group sets out on new actions or campaigns, take the time to brainstorm together and make sure your goal hits all of these marks.

SPECIFIC

Plan a precise course of action. If you want to support education overseas, specify how and where.

Your goal could be "To raise \$10,000 to build a classroom with Free The Children," instead of "To help provide access to education to children overseas."

What is specific about our goal and plan?

MEASUREABLE

Set a goal you can measure so you know when you've reached it.

Your goal could be "To make 50 speeches in different classes at my school and partner with 10 teachers to do so," instead of "To make as many speeches as I can."

How will we measure our progress?



ATTAINABLE

Make sure that your goal is something realistic and reasonable.

Your goal could be "To get 100 signatures on a petition to increase government funding for local after-school programming," instead of "To arrange a weekly meeting with the President to discuss after-school programs."

How do we know our goal is attainable?

RELEVANT

Make sure your goal will truly help address your chosen issue.

Your goal could be "To organize a coat and blanket drive in winter," instead of, "To collect coats in summer."

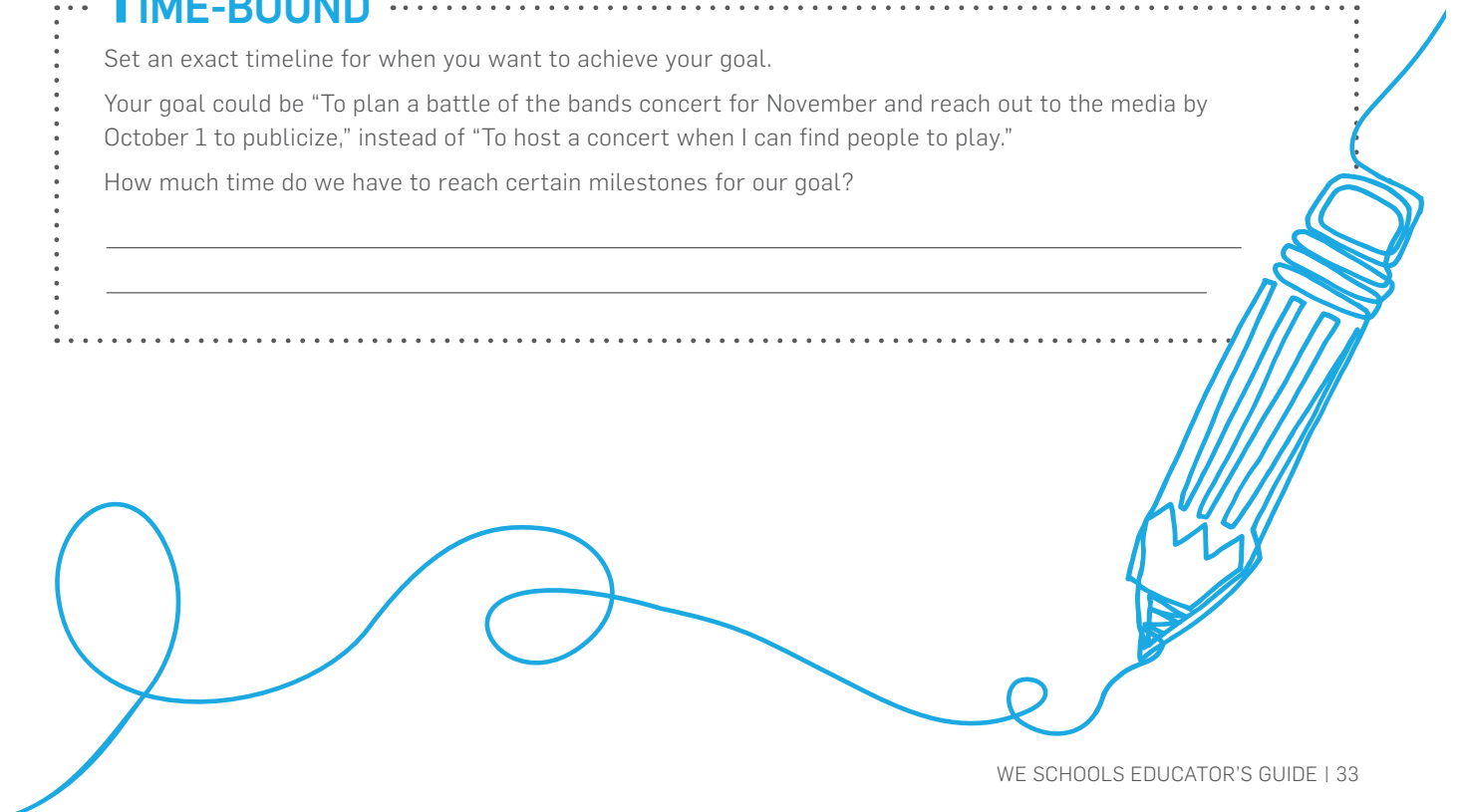
How will our goal address our chosen issue?

TIME-BOUND

Set an exact timeline for when you want to achieve your goal.

Your goal could be "To plan a battle of the bands concert for November and reach out to the media by October 1 to publicize," instead of "To host a concert when I can find people to play."

How much time do we have to reach certain milestones for our goal?





SECTION 4

ADDITIONAL WORLD-CHANGING RESOURCES

CALENDAR

Kick off each month of the school year with a different campaign to get students excited about taking action locally and globally. Be sure to add these key dates to your calendar so you can support your students' change-making goals.

IMPORTANT DATES 2015-2016

SEPTEMBER

- ▶ We Take Charge
- ▶ We Day Toronto | September 30, 2015
- ▶ Youth Summit | Invite your students to a day of learning, leadership building and action planning. For a list of youth summits near you visit: freethechildren.com/summit
- ▶ Get on We365 | The power to change the world is at your fingertips! Download the We365 app and start taking action!

OCTOBER

- ▶ We Scare Hunger
- ▶ We Day Ontario | October 1, 2015
- ▶ We Day Vancouver | October 21, 2015
- ▶ We Day Alberta | October 27, 2015

NOVEMBER

- ▶ We Are Silent
- ▶ We Day Minnesota | November 3, 2015
- ▶ We Day Ottawa | November 10, 2015
- ▶ We Day Manitoba | November 16, 2015
- ▶ We Day Atlantic Canada | November 27, 2015
- ▶ Take Action Camp | This is no ordinary camp. Here, your students will discover their passions, develop leadership skills and make like-minded friends. Sign-up starts this month: metowe.com/camp

DECEMBER

- ▶ We Are Rafikis
- ▶ Think Globally | This holiday season, give socially conscious gifts to friends and family. Think globally by supporting the Year of Me to We and help families overseas take charge of their future: metowe.com

JANUARY

- ▶ We Won't Rest
- ▶ New Year? New Actions! | Haven't downloaded the We365 app yet? Now's your chance!

FEBRUARY

- ▶ We Are Love
- ▶ We Day Montreal (English) | February 22, 2016
- ▶ We Day Montreal (French) | February 23, 2016

MARCH

- ▶ We Create Change
- ▶ We Day Saskatchewan | March 2, 2016
- ▶ We Day UK | March 9, 2016

APRIL

- ▶ We Volunteer Now
- ▶ We Day California | April 7, 2016
- ▶ We Day Seattle | April 21, 2016
- ▶ We Day Illinois | April 28, 2016
- ▶ Registration for 2016/2017 programs and events opens

MAY

- ▶ We Step Up

JUNE

- ▶ Celebrate | Wrap up the year with a giant celebration of the incredible impacts your students have made. Host an assembly your school will never forget or an end-of-year party.

JULY & AUGUST

- ▶ Summer Fun Time | The long-awaited summer is finally here! Time for Take Action Camp in Ontario or Arizona: metowe.com/camp

Watch the webcast of each We Day at weday.com/watch



YOUR YEAR OF ACTION

Before getting started on each campaign, have your students brainstorm the issues they want to support, the actions they plan to take and the impacts they hope to make. Fill out the monthly planner below to help you stay on track.

SEPTEMBER - WE TAKE CHARGE

ISSUES

ACTIONS

IMPACTS

When you take charge, the future gets brighter! Take a pledge to boost your positive impacts on the environment and dial back your negative ones.

OCTOBER - WE SCARE HUNGER

ISSUES

ACTIONS

IMPACTS

Hunger can be terrifying. But when we join together and collect cans of food, we get to scare it away and help keep families safe from hunger.

NOVEMBER - WE ARE SILENT

ISSUES

ACTIONS

IMPACTS

Sometimes silence speaks volumes. This November, take a vow of silence to show support for kids whose voices are drowned out by issues like lack of access to education.

DECEMBER - WE ARE RAFIKIS

ISSUES

ACTIONS

IMPACTS

In Swahili, rafiki means friend. By selling beaded Rafiki Bracelets, you can help a Kenyan artisan create a better future for herself and her family.

JANUARY - WE WON'T REST

ISSUES

ACTIONS

IMPACTS

_____	_____	_____
_____	_____	_____
_____	_____	_____

We won't rest until every person across America has a place to call home. By raising awareness, you can help break down the stereotypes surrounding homelessness.

FEBRUARY - WE ARE LOVE

ISSUES

ACTIONS

IMPACTS

_____	_____	_____
_____	_____	_____
_____	_____	_____

This Valentine's Day, let's make sure everyone feels loved and appreciated.

MARCH - WE CREATE CHANGE

ISSUES

ACTIONS

IMPACTS

_____	_____	_____
_____	_____	_____
_____	_____	_____

Start digging around in your couch cushions; this campaign's going to need your loose change. Get your class together and collect coins for communities overseas.

APRIL - WE VOLUNTEER NOW

ISSUES

ACTIONS

IMPACTS

_____	_____	_____
_____	_____	_____
_____	_____	_____

Volunteering brings out the good in people. For National Volunteer Week, rally your students to tackle issues like hunger and poverty.

MAY - WE STEP UP

ISSUES

ACTIONS

IMPACTS

_____	_____	_____
_____	_____	_____
_____	_____	_____

Energize your class with a fundraiser that gets them moving. Step up and show the world how your moves can start a movement for change.

CELEBRATE WITH WE DAY

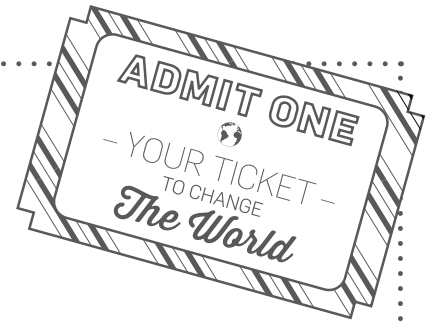
Imagine a stadium-sized celebration of thousands of students who share a passion for making the world a better place. Imagine a global roster of speakers and performers including Malala Yousafzai, Martin Luther King III, Demi Lovato and Selena Gomez. Imagine an event where young service leaders are the VIPs.



EARNING YOUR TICKETS

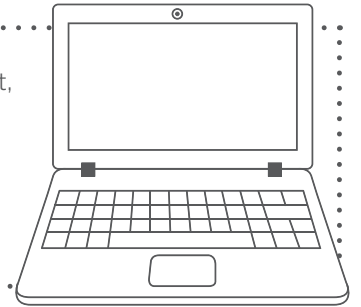
We Day is more than a free educational event series; it's a movement of young people leading change. You can't buy a ticket to this show. Every group earns their way in by taking one local action and one global action for a better world through the We Schools program. To date, participating youth have volunteered 14.6 million hours of their time and raised \$45 million for the local and global causes they believe in.

Visit weday.com for our calendar of events and find out if We Day is coming to your region. Contact your Educational Programming Coordinator about earning tickets and other We Day opportunities.



THE WE DAY WEBCAST

Bring the power of We Day into your classroom! On the morning of each We Day event, we launch a free webcast at weday.com/watch that you can stream directly to any computer with an Internet connection. Host a We Day viewing party in your classroom, cafeteria or gym by streaming the webcast from a computer connected to a projector. Make sure to test all your equipment ahead of the event.



SHARE YOUR JOURNEY ONLINE

CONNECT WITH US

We want to connect you to stories of other schools and youth who are coming together to tackle pressing issues. Follow us on social media and join the conversation that's driving the Me to We movement.



WeDay



@WeDay



@WeDay

.....
What if everyone took one positive action, big or small, every day of the year? That's the philosophy behind the We365 mobile and web app—a place for you and your students to take on inspiring challenges that help you better your community and the world.
.....





AN INITIATIVE OF



WE365 APP: CHANGE THE WORLD 365 DAYS A YEAR

We365, an initiative of Free The Children, helps students change the world, every day. Through inspiring challenges and content, We365 helps students better themselves, their community and the world. The app allows students to take daily challenges, track their volunteer hours and build their social good portfolio for school or their resume.

Educators can use We365 to bring social issues and real world action into the classroom. Challenges help to mobilize students to get involved in their local and global communities, while tracking the impact they make in the world.

We challenge your students to start here: we365.com

HOW CAN YOU USE WE365 IN THE CLASSROOM?

CAMPAIGNS

Engage with the year-long program using We365 as a tool for your students to take action on each campaign.

CREATE CHALLENGES

Help students discover their passion for world change by creating their own unique challenges on We365.

TRACK VOLUNTEER HOURS

Use the We365 Volunteer Tracker to help students keep track of hours and reflect on the skills developed through community involvement.

EXPERIENCE YOUR IMPACT

- Step into a new classroom and see the difference you've made in the world. Me to We Trips give you and your students the chance to travel overseas and work with local communities on a volunteer project. You'll experience
- Free The Children's sustainable development model first-hand and return home inspired to take action together.
- Volunteer as a class or recommend individual youth for trips.
- Visit metowe.com/trips to learn more.



EVERY TRIP IS FOUNDED ON FOUR CORE PILLARS:

LEAVE A LASTING LEGACY

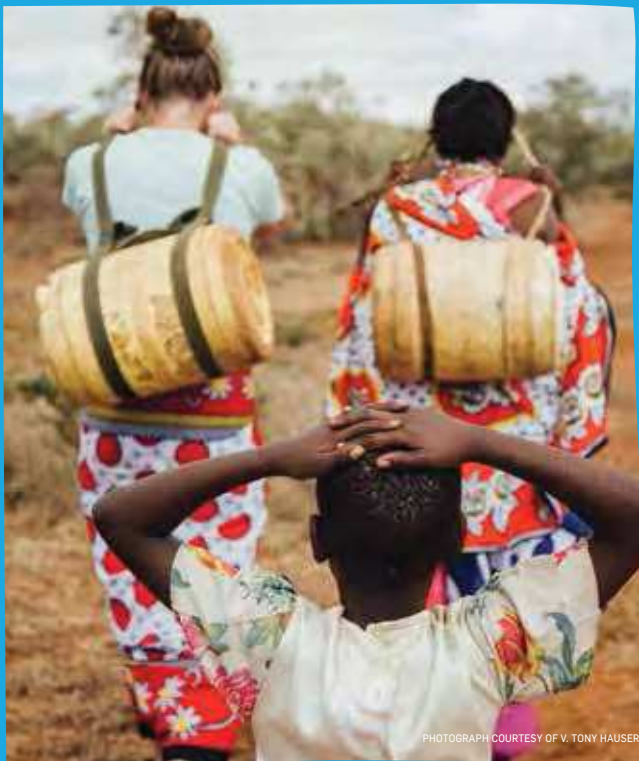
Visit a Free The Children community and work side-by-side with locals on development projects that help remove the barriers to education.

CONNECT WITH COMMUNITIES

Spend time with local community members and put real faces, names and stories to the impact of your volunteer work.

“Participating in Me to We Trips has been by far the most rewarding experience of my teaching career. Combining leadership skills, group dynamics, cultural awareness and service learning, I see these trips as an essential part of any student’s education.”

- Educator



WALK IN THE FOOTSTEPS OF LOCALS

Experience the sights and sounds of a new culture and have one-of-a-kind adventures led by expert local guides on a journey off the beaten path.

DEVELOP LEADERSHIP SKILLS

Participants learn lifelong leadership skills through customized workshops. Groups build confidence and gain the tools to turn their trip experience into action at home.



OUR ONLINE RESOURCES

WE'VE ASSEMBLED A HUGE COLLECTION OF LESSON PLANS, VIDEOS AND PROGRAM ENHANCEMENTS TO HELP YOU DIG FURTHER INTO THE ISSUES THAT GET YOUR STUDENTS ON THEIR FEET.

INSPIRING VIDEOS TO GET YOU STARTED

Visit weday.com/weschools/edresources for a library of inspiring, educational and action-oriented videos to get your group going. You'll find documentaries about Free The Children communities, interviews with famous activists, highlight videos from the We Day stage, global issue lesson videos and a how-to series on running a We Schools group.

Here are three great videos to start with:

- ▶ MALALA YOUSAFZAI TELLS HER STORY TO WE DAY UK
- ▶ J. R. MARTINEZ TALKS ABOUT THE POWER OF ACCEPTANCE AT WE DAY SEATTLE
- ▶ HOW TO START A WE CLUB

LESSON PLANS

GLOBAL VOICES

Global Voices is a weekly column written by co-founders Craig and Marc Kielburger and accompanied by customized elementary/middle school and high school lesson plans for discussing the current world issues covered in the column.

ADOPT A VILLAGE LESSONS

Learn about the root causes of the issues facing developing communities, and how a bigger-picture approach to development can help communities find their own solutions to the problems that prevent children from accessing education.

CAMPAIGN LESSON PLANS

Every campaign included in this kit comes with elementary/middle school and high school lessons for bringing pressing issues to life in the classroom.

VISIT WEDAY.COM/WESCHOOLS FOR THESE LESSON PLANS AND MORE.

We have a library of lessons for the issues included in the kit and beyond, from increasing literacy, to anti-bullying, to socially conscious living.



BRING KINDNESS INTO YOUR CLASSROOM WITH LESSONS ON GRATITUDE, EMPATHY AND THE POWER OF POSITIVITY. CHECK OUT THE WE ARE LOVE LESSON PACKAGE AT WEDAY.COM/WEARELOVE.



SUSTAINABLE LIVING IS THE KEY TO BUILDING A HEALTHY COMMUNITY. ACT TODAY FOR A BRIGHT FUTURE BRINGS THE ISSUE OF SUSTAINABILITY INTO THE CLASSROOM AND ENGAGES STUDENTS TO EXPLORE THE TOPIC THROUGH A NEW PERSPECTIVE. THIS LESSON PACKAGE ENCOURAGES STUDENTS TO EXAMINE THE THEORY OF SUSTAINABILITY, SHARE THEIR LEARNINGS WITH OTHERS AND CREATE A MULTIMEDIA PROJECT TO BETTER UNDERSTAND THE ROLE THEY PLAY IN THE GLOBAL SUSTAINABILITY MOVEMENT. VISIT WEDAY.COM/WETAKECHARGE.



Unilever
brightFuture



GOOD STARTS YOUNG. THERE ARE MANY WAYS YOUNG PEOPLE CAN JOIN THE GLOBAL YOUTH VOLUNTEERISM MOVEMENT IN YOUR COMMUNITY. FIND OUT HOW WE CAN HELP SUPPORT YOUR LOCAL VOLUNTEER PROJECTS AT WEDAY.COM/WEVOLUNTEERNOW.



Allstate
Foundation

YOUTH LEADERSHIP AWARDS

Got an outstanding world-changer in your group? Help us celebrate their efforts by nominating them for an award for their service and leadership.

ISSUE BACKGROUNDERS

The Local Workbook and Global Workbook contain introductions to spotlighted local and global issues, but that's just the beginning. Head to weday.com/issue to get more info, statistics and research on the topics your class cares about.

RESOURCES

VISIT WEDAY.COM/WESCHOOLS/EDRESOURCES FOR THE FOLLOWING HELPFUL RESOURCES:

DIGITAL KITS

All of the resources in this kit are available as PDFs online, so printer-friendly files are always at your fingertips if you need extra posters, infographics or worksheets.

LETTER TEMPLATE

Need to get your students' parents on board with We Schools? We've got a template letter you can send home to explain the program and how families can get involved.

PLEDGE FORMS

Holding a pledge-based campaign like We Are Silent or We Step Up? Download pledge forms as printable PDFs from the website above.

DONATION FORMS

Had a successful fundraiser? Head to the website above for a form to log your donation.

MEDIA RELEASE FORM

Sharing photos with us? Every participant featured in the photo will need to sign a media release form.



METOWE000120

SECTION 5

OUR PARTNERS

OUR PARTNERS

IN EMPOWERING A WE GENERATION

A HUGE THANK YOU TO THE ALLSTATE FOUNDATION FOR
THEIR GENEROUS SUPPORT OF OUR PROGRAM.

“

“Thank you for joining this global volunteerism movement! Like our youth, we understand that a better tomorrow won’t wait until tomorrow. That’s what inspires us to make a difference. Young people are fueled by passion and the undeniable energy generated as they discover their power to help a neighbor in need locally and globally. The Allstate Foundation is proud to lead this movement and provide opportunities for more youth to bring out the good in their communities because we all believe that good starts young.”



Victoria Dinges

VICKY DINGES

SENIOR VICE PRESIDENT,
CORPORATE RESPONSIBILITY,
ALLSTATE INSURANCE COMPANY



A SPECIAL THANK YOU TO OUR PARTNERS FOR MAKING OUR PROGRAM POSSIBLE IN THE U.S.

CO-TITLE SPONSOR



PRESENTING SPONSORS



Want more?

FOLLOW US ON SOCIAL MEDIA!



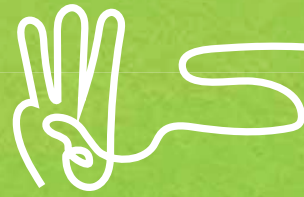
@weday | @metowe | @freethechildren

MADE POSSIBLE IN THE U.S. BY



THE WE SCHOOLS

global workbook

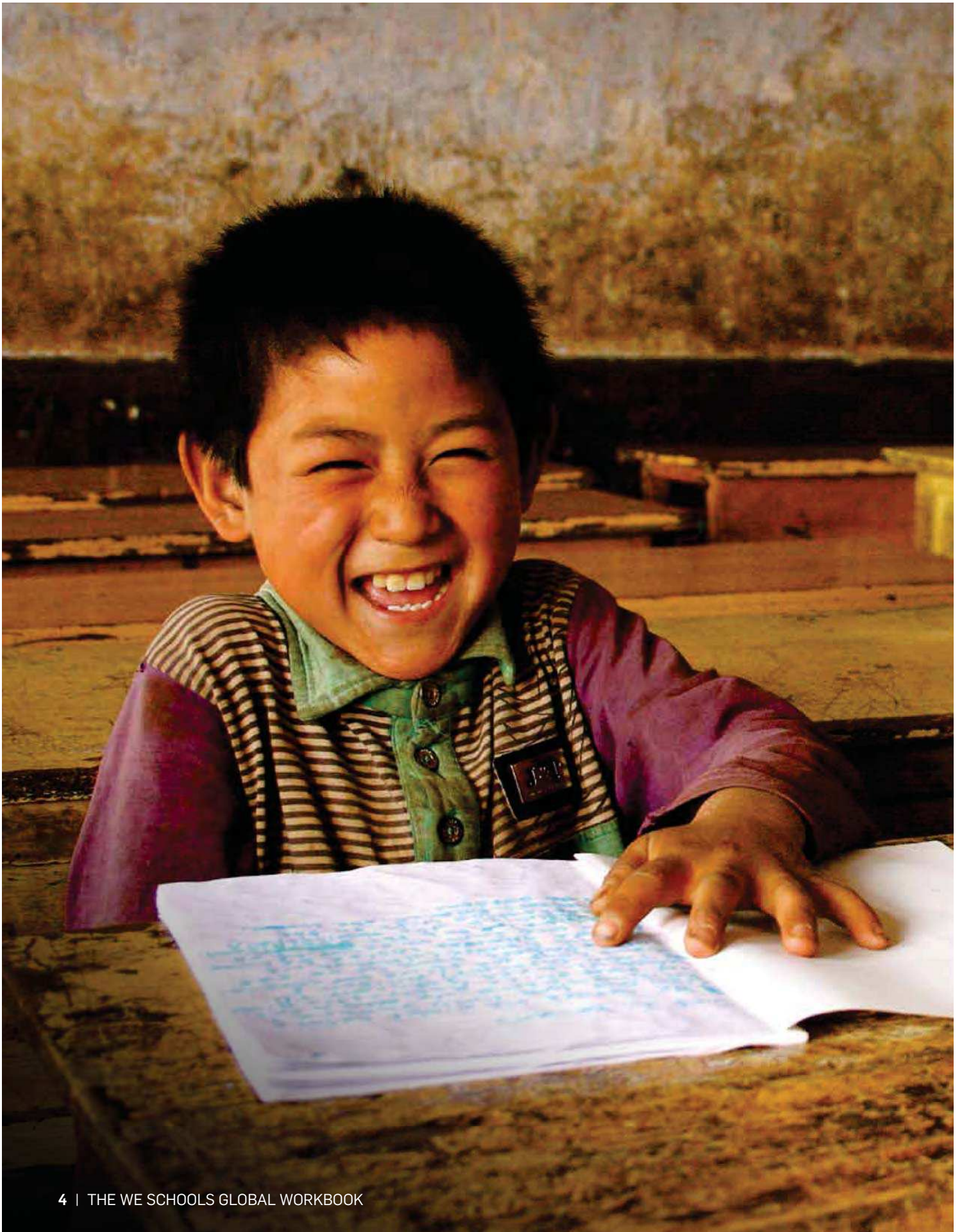


WWW.WE.ORG



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WELCOME TO THE GLOBAL WORKBOOK!



This may look like a book, and it is—kind of—but it's got a little more to it. It's also a passport, giving you access to issues in countries and communities thousands of miles away. It's a life hack to making your next campaign a game-changer. It's a world map of your journey as a leader and the distance your impact will travel over the next year.

And yeah, it's also a book, but don't worry about getting it damaged. Bend the pages. Write in the margins. Get it dirty. Make it part of your story.

Inside you'll find some useful stuff: activities for finding the global issues that matter most to your group, introductions to the world's most pressing issues and some ready-to-run campaigns for taking action. And if there's anything you want to explore further, ask your teacher about the extra resources, lesson plans and other fun stuff you can use to deepen and celebrate your impact at weday.com/weschools.





WHY TAKE GLOBAL ACTION?



Travel writer Henry Miller wrote, "One's destination is never a place, but rather a new way of looking at things."

True story. By taking action this year, you're setting out on a global journey. You're going to learn about the lives of kids in developing communities around the world and discover new points of view. How different is your daily routine from a day in the life of a girl who hikes three miles just to collect the water her family needs to survive?

And maybe learning about situations in other countries will draw your attention to poverty or inequality in your own community. That's the powerful thing about taking an action with a global mindset: you change the world and the world has a chance to change you.

We often think about developing communities as struggling through war, hunger or poverty, but this is only one side of the story. In the midst of poverty, families dream of a better life, work hard to send their children to school and share what they have with others. They each have a story that we can learn from.

It's important to remember that when you're planning your action. Stay open to new perspectives, and you'll learn to plan your actions in a way that truly respects the needs, wants and experiences of the people you're trying to help.



ISSUE COMPASS



Okay, so you're about to go global with your actions, but where to start? Navigating through international issues can be tricky, so talk through the direction you want to take.

On page 30 of the Educator's Guide, your teacher has instructions for running an "issue compass" activity to help orient the group in taking global action. Use this worksheet to complete the activity.

BRAINSTORMING GLOBAL ISSUES

Write down a list of all the global issues you can think of. If you were a world leader or a journalist, what kinds of problems would you take on? What issues are regularly highlighted on the news? What issues should people be aware of but likely aren't? What issues really bother you—even if you don't know a lot about them?

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WHAT DO YOU KNOW ALREADY?

Once the class votes on their top four global issues, write them down in the top row of the following table. Then for each issue make note of what you already know. You can come back to this list later in the year to see how much you've learned.

	GLOBAL ISSUE #1 _____	GLOBAL ISSUE #2 _____	GLOBAL ISSUE #3 _____	GLOBAL ISSUE #4 _____
What do you know about the issue?				
Why is it important?				
Who does the issue most affect?				
What are the short-term effects on people? The long-term effects?				
How can we make a difference?				
What challenges might we encounter when trying to help?				







LEARN ABOUT GLOBAL ISSUES

ACCESS TO EDUCATION →

POVERTY →

FOOD SECURITY →

ACCESS TO CLEAN WATER →

ACCESS TO HEALTH CARE →

GLOBAL ISSUE

access to EDUCATION

In 2000, the UN renewed a goal of ensuring universal primary education—that's free basic schooling for every child—by the end of 2015. Right now, the numbers don't look good. While a lot of countries have been gaining ground getting out-of-school kids back into the classroom, there are still about 58 million children who can't access education and progress has grinded to a halt.

Some kids are too poor to afford school fees. Others are too sick to attend class, or too hungry to concentrate when they do. Even more find themselves in situations of child labor, whether working in factories or pitching in on family farms to help their parents get by day to day.



FAST FACTS

- ▶ There are 4 million more girls than boys who can't access education.
- ▶ Aid for education has fallen by 10% since 2010.
- ▶ If all women had a primary education, there would be 1.7 million fewer malnourished children.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on access to education worldwide at weday.com/issue.



– 58 MILLION –
children
DON'T HAVE ACCESS TO
EDUCATION



TEACHER'S CORNER

Want to go deeper into the issue of access to education with your students? Check out the link above for more information, statistics and lesson plans for exploring local and global issues, or take action on education through the We Are Silent campaign on page 24.

GLOBAL ISSUE

POVERTY

For a family, living in poverty can mean making impossible decisions. Do I buy food and go thirsty, or buy water and go hungry? Do I pay for school fees or hospital bills? Do I save for an emergency fund or try to pay my debts now? For some, there is barely enough money to survive from one day to the next.

Mahatma Gandhi once said, "Poverty is the worst form of violence." The effects of long-term poverty are damaging to health and development. Child poverty involves a significant lack of the basic requirements for healthy physical, mental and emotional development. Right now, one in six people living in developing countries lives on less than \$1.25 a day.

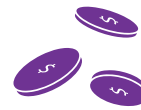


FAST FACTS

- ▶ The rate of people living in extreme poverty has been cut in 1/2 since 1990.
- ▶ There is still a 25 percentage point difference in the rate at which men and women are employed.
- ▶ 70% of the world's poor live in rural areas.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on the issue of global poverty worldwide at weday.com/issue.



1 IN 6

PEOPLE

IN DEVELOPING COMMUNITIES

lives on less



THAN \$1.25



— A DAY —

TEACHER'S CORNER

Want to go deeper into the issue of poverty with your students? Check out the link above for more information, statistics and lesson plans for exploring local and global issues, or take action on poverty through the We Are Rafikis campaign on page 40.

GLOBAL ISSUE

FOOD SECURITY

Food security means more than just keeping hunger at bay. It means having the tools and resources to give everyone access to the food they need to lead a fulfilling life.

Economic barriers are often the cause of food insecurity; whether the cost of food is too high in certain regions, or a family is struggling to make ends meet. At times, the challenges are related to a community's geography. A community might be located in a dry climate that makes farming difficult, or natural disasters like floods or drought might destroy an entire season's crops.

For the 805 million people who aren't getting the food they need, hunger is an everyday problem that affects every aspect of life.



FAST FACTS

- ▶ 66 million primary-school-age children attend classes hungry across the developing world.
- ▶ It only costs \$0.25 per day to provide a child with the vitamins and nutrients for a healthy life.
- ▶ 1 in 6 children in developing countries is underweight.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on food security worldwide at weday.com/issue.



— 805 MILLION —

PEOPLE DON'T HAVE

enough food



TO LEAD A



HEALTHY, ACTIVE LIFE

TEACHER'S CORNER

Want to bring the issue of food security into your curriculum? Check out the link above for more information, statistics and lesson plans for exploring local and global issues.

GLOBAL ISSUE

access to CLEAN WATER

In 2010, the UN declared access to clean water to be a universal human right, but many countries are struggling to catch up. For the more than 800 million people who live without access to clean water, every drink puts health and well-being at risk. And without access to sanitation facilities, diseases like cholera, typhoid and dysentery spread quickly.

Many students—most often girls—miss school due to illness, or because they spend their days hauling water from distant sources rather than attending class.

When drought strikes, farms fail and entire villages go hungry. In times like these, access to water can mean the difference between life and death.



FAST FACTS

- ▶ Only 0.007% of water on the planet is available for drinking.
- ▶ Farming accounts for 70% of all water usage worldwide.
- ▶ 1.8 million people will be living in regions of absolute water scarcity by 2025.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on access to clean water worldwide at weday.com/issue.



— 800 MILLION —
PEOPLE AROUND
the world
CAN'T ACCESS
SAFE DRINKING WATER



TEACHER'S CORNER

Want to bring the issue of access to clean water into your curriculum? Check out the link above for more information, statistics and lesson plans for exploring local and global issues, or take action on water access issues through the We Create Change campaign on page 32.

GLOBAL ISSUE

access to HEALTH CARE

Health care provides the stability every community needs for development. Parents who have access to health care can run their farms and businesses with peace of mind, ensuring that their families are fed and their children can go to school.

Simple preventative health measures, like vaccinations for newborns and check-ups and vitamins for expecting mothers, could save up to 6.6 million lives every year, and yet in so many regions around the world, families go without even the most basic health care. Without treatment, many kids end up chronically sick and miss too much class to progress in school.



FAST FACTS

- ▶ Children born into poverty are almost twice as likely to die before the age of 5 as those from wealthier families.
- ▶ 19% of total global spending on health was paid for by patients out of their own pockets in 2013.
- ▶ The maternal mortality ratio in developing regions is 14x higher than in developed regions.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on access to health care worldwide at weday.com/issue.



— 6.6 MILLION —
children

UNDER THE AGE OF FIVE

 **DIE EVERY YEAR,** 
MOSTLY FROM

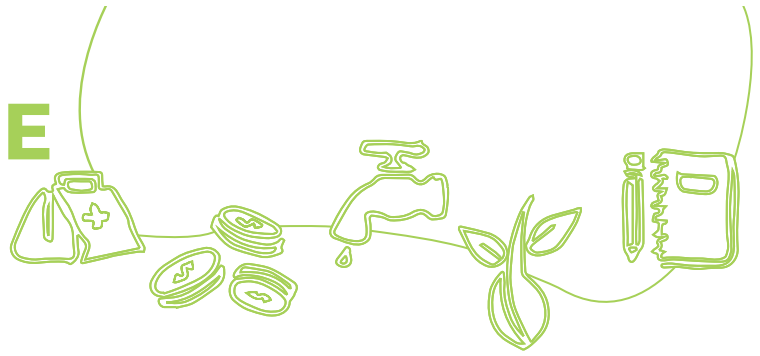
PREVENTABLE CAUSES

TEACHER'S CORNER

Want to go deeper into the issue of access to health care with your students? Check out the link above for more information, statistics and lesson plans for exploring local and global issues, or take action for health care through the We Step Up campaign on page 48.



WHY FUNDRAISE FOR ADOPT A VILLAGE?



At only the age of 12, Craig Kielburger teamed up with a group of his friends to free children from labor and exploitation, and make the dream of education come true for every child.

These twelve 12-year-olds banded together to create the organization called Free The Children. They began by partnering with communities to build schools and help move kids out of sweatshops and into classrooms.

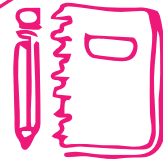
But in many countries, girls missed out on school because of household chores like fetching water—a task that often took hours and had them bringing back murky water that made them sick. So, we began building wells near schools and setting up health care programs, allowing girls to fulfill their responsibilities and show up feeling their best. When children missed school to help on their family farms, we launched food security and alternative income projects to support local economies and remove all barriers to education. The result? Adopt a Village: a holistic, sustainable development model!

Adopt a Village empowers communities to break the cycle of poverty. It connects people from around the world to create positive change and achieve impacts that last. And with your help, there's a whole new generation of youth turning dreams into reality.



EDUCATION

When children are equipped with the tools they need to succeed in school, they can focus on aiming for A's and building a better future for their families and communities.



ALTERNATIVE INCOME & LIVELIHOOD

With workshops on animal rearing and entrepreneurship, families have what they need to be self-sustaining. Parents can also discover new skills and invest in their children's futures.



AGRICULTURE & FOOD SECURITY

Chew on this: if female farmers had the same resources as male farmers, up to 150 million more people would be fed. That's bananas! We teamed up with PotashCorp, founding sponsor of our Agriculture and Food Security pillar, to share a lesson package. Ask your teacher about downloading food security lesson plans from weday.com/weschools.

SUSTAINABLE COMMUNITIES



DID YOU KNOW?

EDUCATION

Since 2010, the attendance rates at Manac Primary School in Haiti have increased by over 400%!



CLEAN WATER & SANITATION

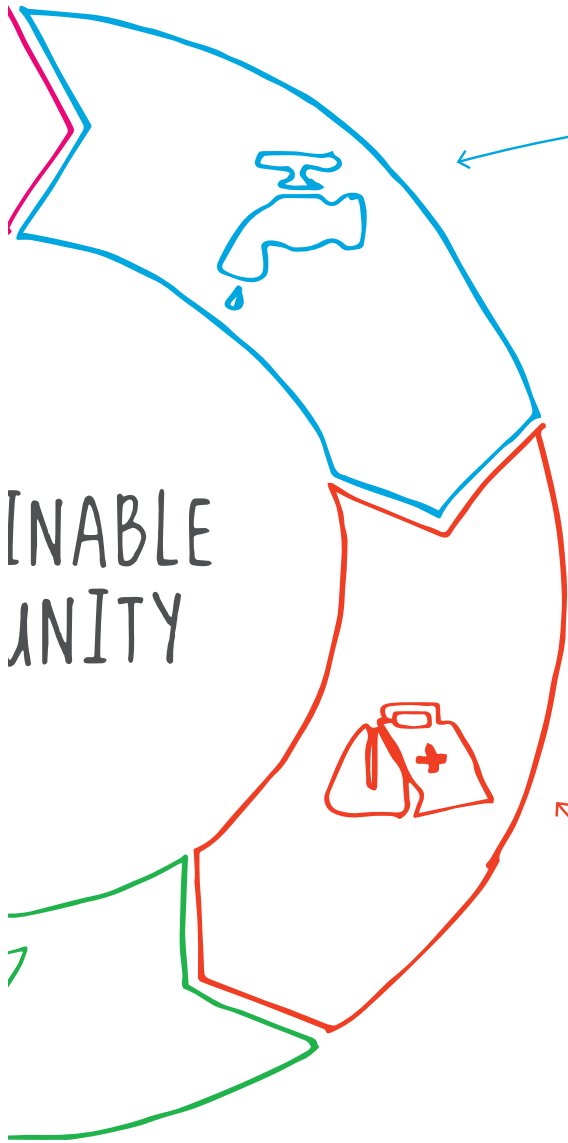
In 2014, two wells were rehabilitated in Udawad, India, providing clean water to over 800 families!



HEALTHY COMMUNITIES

The maternity wing Clinic in Kenya has healthy





INABLE
UNITY

CLEAN WATER & SANITATION

Providing communities with access to clean water means girls get to dream big too and soak up the benefits of education. Families can keep themselves healthy and run successful and sustainable farms.

HEALTH

When children are healthy, they're less likely to miss school or drop out. And when parents are free of illness, family businesses are more likely to thrive.

HEALTH

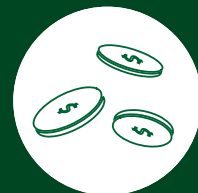
Working at Baraka Health helped deliver 213 babies!

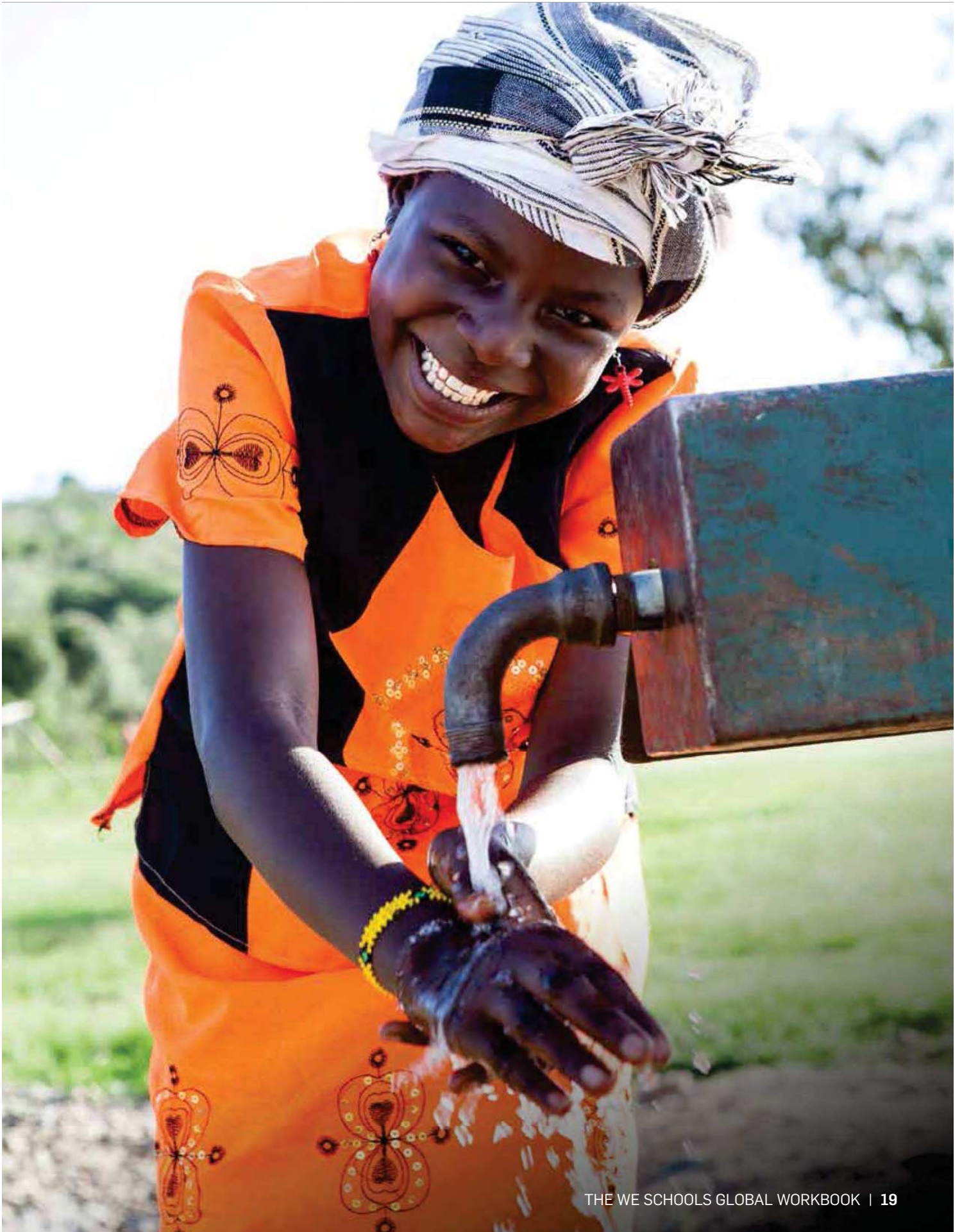
AGRICULTURE & FOOD SECURITY

To date, Oleleshwa farm has provided more than two million meals to students in the lunch program!

ALTERNATIVE INCOME & LIVELIHOOD

In 2014, over 160 workshops were organized for girls' clubs in Chimborazo, Ecuador!







WHAT IT MEANS TO BE **WE** (NOT ME)

When we unite to do good, we don't just benefit ourselves and those around us. Together, we change the world! That's not just powerful—that's empowerment. And with empowerment comes choice. The choice to live better lives. To be better people. To help those who need it most. Because the future is created by what we do today.

When we connect to a country and a pillar of our holistic development model, amazing things can happen. Children can gain access to education and clean water. Families can live healthier lives and grow nutritious food. Whole communities can benefit from new income opportunities. Together, we can break the cycle of poverty and help others empower themselves to make impacts that last. So let's team up for good. Let's leave our world a better place than we found it.

This year, we want you to make a connection to empower communities and help change the world, together.

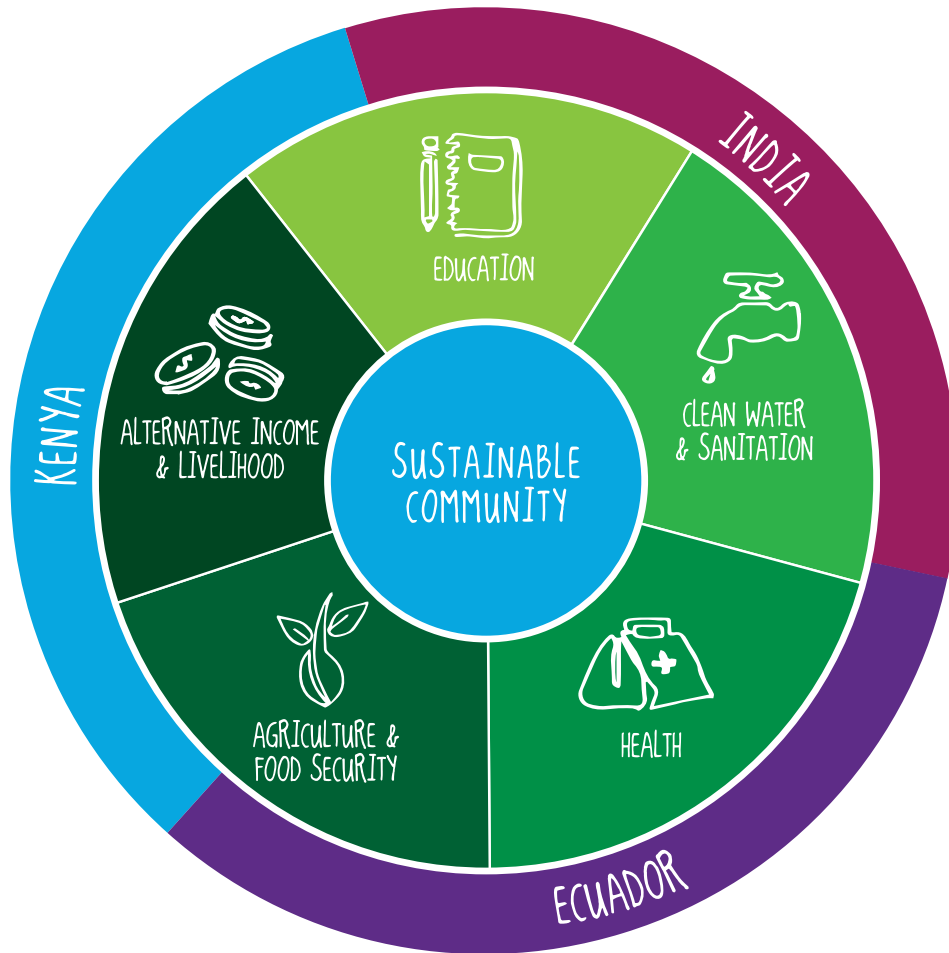
THIS YEAR, CHANGE STARTS WITH **WE**

Free The Children is celebrating 20 years of change-making by shining a spotlight on our holistic, sustainable international development model, Adopt a Village.

But, WE need YOUR help. Because creating a world of difference requires all of us.

READY TO BEGIN? GREAT! LET'S GET GOING.

STEP 1 → STEP 2 → STEP 3
Connect to a country. Connect to a pillar. Start fundraising!



WHAT'S YOUR GOAL?

For an Adopt a Village partner community, \$1,000 means one year of primary school education for an entire classroom, water for life for a class of students, health and alternative income workshops for a women's group, or one year of nutritious meals for a whole school room. Pretty awesome, huh?

WANT TO DO MORE?

Raised enough funds for one pillar just on your first campaign? That's amazing! You're a fundraising master so keep up the good work and move on to the next pillar. Keep going until you've supported all five pillars of Adopt a Village.

By supporting all five pillars, you and your teams can provide an entire school with the resources it needs to educate and empower change makers across the world.

And then WE become many voices coming together to change the world.





LET'S GET STARTED

WE ARE SILENT →

WE CREATE CHANGE →

WE ARE RAFIKIS →

WE STEP UP →

WE ARE SILENT

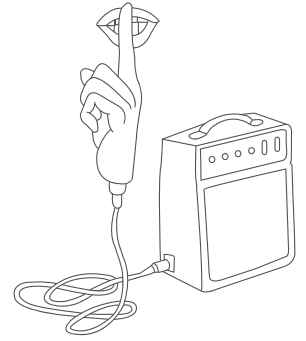
AN INITIATIVE OF



EVERYONE DESERVES TO HAVE THEIR VOICE HEARD, BUT ISSUES LIKE POVERTY, HUNGER, DISEASE, ACCESS TO WATER AND BARRIERS TO EDUCATION DROWN OUT THE VOICES OF KIDS AROUND THE WORLD. LET'S TAKE A VOW OF SILENCE TO CRANK UP THE VOLUME ON THE STRUGGLES OF KIDS FIGHTING FOR THEIR BASIC HUMAN RIGHTS. TOGETHER WE CAN MAKE OUR SILENCE HEARD.



WE ARE SILENT



Here's the plan: get together with your group and plan a vow of silence for Universal Children's Day on November 20. Collect pledges for every hour you go silent and raise money for Free The Children's holistic development model, Adopt a Village, made up of five core pillars that empower communities with the resources they need to make sure every child's voice is heard.

5 HOW-TO STEPS

1 SIGN UP

Make your way to weday.com/wearesilent and ask your teacher to register your group for a vow of silence. Keep your We Code handy and the process will be super easy.

2 PICK YOUR PLEDGES

Once you've zipped your lips for the vow of silence, you won't be able to explain your cause to others, so you'll want to hit the books and learn as much as possible now.

Here's how to get started:

- ▶ In November, we'll be celebrating the Education pillar of Adopt a Village and the anniversary of the United Nations' Declaration of the Rights of the Child, so consider joining up with us to research and take action on the issue of universal access to education, or feel free to pick your own issue!
- ▶ Check out the Adopt a Village section of this workbook on page 18 as well as weday.com/wearesilent for help finding stats and backgrounders on international issues.
- ▶ Keep track of the hours you volunteer for this campaign using We365. Visit we365.com to download the app and join a community of people making the world more awesome.

3 PLEDGE UP

Sit down with your group and hash out the details of your campaign. How long will you go silent? How will you collect pledge money? Will you invite others to join you? How will you communicate with them without speaking?

Here are a few things to keep in mind:

- ▶ Ask your educator or group leaders if your school's EPC can join your next meeting and share info.

- ▶ Print out the hand-out cards on page 31 or copies of the infographic on page 30 so you have information you can give people once you're in the zone of silence.

Once you know how you're going to run your campaign, you'll want to start spreading the word.

- ▶ Friends and family are a great place to start spreading awareness and collecting pledges, but don't be afraid to set up a booth in the cafeteria or at a school event and talk to other students. Just make sure you get the go-ahead from your teacher or principal.
- ▶ Organize a schedule for your group members to give announcements, either to the whole school in the mornings or going classroom by classroom. Make sure to explain your cause and how others can get involved either by taking their own vow or pledging.
- ▶ Sometimes people who don't have money to pledge will want to join your group and fundraise, so always keep a few sign-up sheets ready for newcomers.



**KICK YOUR
CAMPAIGN
UP A NOTCH!**
Check out more helpful
resources online at
WEDAY.COM/WEARESILENT.



WE ARE SILENT

In our noisy world, going silent can make a HUGE statement. Imagine THOUSANDS of us went silent all at once to amp awareness on human rights? Now THAT would start a convo! Join our 24-hour vow of silence w/ **#WeAreSilent**: weday.com/wearesilent. DYK for every hr U go silent, U can fundraise to help empower peeps in developing communities? Post what cause UR repping & how many hours U go silent for.



4 GO SILENT

Let's go silent. Make sure to coordinate phone alarms or a countdown to get everyone starting the vow at the same time. We recommend going silent for the school day or 24 hours max.

But just because you're giving your vocal chords a break doesn't mean you have to stop communicating:

- ▶ Hop on Twitter, Facebook and We365 to share your campaign experience with **#WeAreSilent**.
- ▶ Design a sign saying why you're going silent and wear it for the day. When you're done, post all of your group's signs together in the foyer to keep your message strong.
- ▶ Or, organize a silence relay. Design a "baton" or symbol you can pass from classroom to classroom as the school goes silent room by room. You could use a pump handle or glass of water if you're fundraising for a well, or a pencil if you're fundraising for education.
- ▶ Show a movie related to your issue over lunch. It'll be easier to stay silent and others can learn more about why you're going silent.

5 TURN IT UP

Throw a party to break the silence and celebrate with your group or your school. Take some time to talk about your experiences with the campaign and how not being able to speak affected you.

Here's how:

- ▶ Was it a powerful campaign for your school? Consider making a short YouTube video showing your school's participation and share it to spread awareness.
- ▶ After the long silence, take some time to express yourselves with a talent show with musicians, singers or speakers from your school community.
- ▶ Don't forget to let us know the impacts of your campaign!

WHITE BROOK MIDDLE SCHOOL VOWS THEIR SILENCE WILL BE HEARD

EASTHAMPTON, MASSACHUSETTS

- ▶ Last spring, the service club at White Brook Middle School hosted an assembly to raise awareness for those who struggle to be heard, both at home and around the world.
- ▶ Students in the club put together a video for the assembly that focused on the issue of bullying, including speeches by Molly Burke, Larry King and Jennifer Hudson.
- ▶ Students also made it a global initiative, collecting pledges from friends and family to raise funds for livestock programs in Kalthana, India through Free The Children's Alternative Income and Livelihood pillar.
- ▶ On the day of the event, those taking a vow of silence wore stickers sharing why they were motivated to show support.

What impact do you think you made?

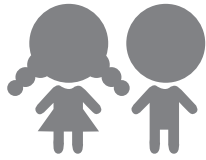
"We raised \$650 in pledges—enough to buy 13 goats! Our school is really committed to helping people, and that showed in this campaign. We had already raised a lot of money, but now everyone really understood why this was so important."

How do you feel about what you accomplished?

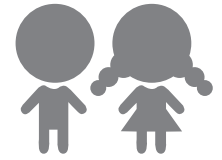
"I'm really happy! This campaign has been one of our most successful for two years running. I'm excited to do it again next year!"

— ALICE WANAMAKER, 12

25 MILLION



CHILDREN



WILL NEVER GET TO GO TO



SCHOOL

LET'S MAKE SURE
EVERYONE GETS THEIR CHANCE



#WeAreSilent

FOR MORE FACTS PLEASE VISIT WEDAY.COM/WEARESILENT



CREATIVE RESOURCE

WE ARE SILENT CARDS

You're going silent, but that doesn't mean you can't speak up for your cause. Photocopy these cards or print them out from weday.com/wearesilent and fill them out to let people know why you're going silent.

I AM **SILENT** BECAUSE...

I AM **SILENT** BECAUSE...

I AM **SILENT** BECAUSE...

I AM **SILENT** BECAUSE...

I AM **SILENT** BECAUSE...

I AM **SILENT** BECAUSE...

WE CREATE CHANGE

AN INITIATIVE OF



SOME THINGS DON'T ADD UP, LIKE WHY THERE ARE 800 MILLION PEOPLE LIVING WITHOUT ACCESS TO CLEAN WATER, OR WHY ONE IN NINE PEOPLE LIVES LIFE ON AN EMPTY STOMACH. BUT THERE ARE OTHER THINGS THAT DON'T JUST ADD UP, THEY MULTIPLY, LIKE THE IMPACTS WE MAKE WHEN WE TAKE ACTION TOGETHER.

RALLY YOUR SCHOOL OR COMMUNITY TO COLLECT COINS FOR SUSTAINABLE DEVELOPMENT PROJECTS OVERSEAS. TOGETHER WE CAN MAKE A WORLD OF CHANGE FOR COMMUNITIES LOOKING FOR THE OPPORTUNITY TO THRIVE.



WE CREATE CHANGE



We Create Change is a national coin drive that proves that little things do add up. Pick an Adopt a Village development pillar to fundraise for and collect coins with your school or community.

5 HOW-TO STEPS

1 SIGN UP

Visit weday.com/wecreatechange and ask your teacher to sign up your group and get set up with campaign resources, like infographics you can post on social media.

2 READ UP

You're tackling some huge global issues with this campaign, so you're going to want to do some reading and get to know the roots of the problem.

- ▶ In March, we'll be celebrating the Clean Water and Sanitation pillar of Adopt a Village, so consider joining up with us to research and take action on the issue of clean water access, or feel free to pick your own issue!
- ▶ Check out the Adopt a Village section of this workbook on page 18.
- ▶ Start spreading the word about your campaign through daily announcements and put up the posters included in this kit to get more of your school involved.

3 COLLECT

Bust out your collection containers and bags and let the games begin. This is the best part.

- ▶ Use the sticker sheet to mark your collection containers so people can help you raise funds for the pillar you care most about. If you need to mark more containers, visit weday.com/wecreatechange for printable labels you can tape to pretty much anything.
- ▶ There are some classic ways to collect change: go classroom to classroom with a donation box or coordinate with a local store or restaurant to collect customers' change each day.

- ▶ Don't be afraid to step it up and try something new. Here are some ideas: host a student-vs-teacher dodgeball game and collect coins as an entry fee. Hold a school dance where students can vote on the playlist using change. Organize a movie screening and collect change at the door and concession area.
- ▶ A great way to get your school all-in on fundraising is to offer a big incentive that you have to work together to achieve, or compete to win. This can range from a pizza lunch for the top-fundraising class, to a dare that your principal or teachers will take if you raise a certain amount. Dye their hair for a day? Shave their heads? See what they're up for and get to it.



WE CREATE CHANGE

You may not realize it yet, but your loose change is about to make a legit difference. Get ready to connect UR change to a global cause w/ **#WeCreateChange: weday.com/wecreatechange**. Search UR pockets, in between couch cushions & basically everywhere for the first coins that will help empower people in communities Free The Children works with! Share a pic of the change U found & post how much U wanna raise for developing communities around the world.



4 COUNT AND DELIVER

Okay, we said Step 3 was the best part, but Step 4 might be able to one-up it. This is where you get to count up all the change and figure out how big of an impact you've made. There are a few ways you can get this done.

- ▶ Roll as you go. Meet a couple times a week to roll coins and update your total. Use your announcements and classroom visits to update your school on how far you've come in your fundraising. This is a great opportunity to remind your school of any prizes or incentives you've got in store.
- ▶ Hold a big celebration and get everyone together to roll coins and get excited about the impact you've made as a group. Check out Step 5 for more on this.
- ▶ Mail a check for your total to Free The Children, c/o (your EPC and We Code), Re: We Create Change, 233 Carlton Street, Toronto, ON M5A 2L2, Canada.
- ▶ Ask your teacher to drop your EPC a line once the donation is in or on its way and we'll make sure we add it to your school's total so we can give you props and send updates on the projects you're supporting.

5 PARTY TIME

You've pulled together to change lives. Now it's time to celebrate that change, plus reflect on what you've learned from the campaign.

- ▶ If you're hosting a party for your final coin count, there are lots of ways to make it fun and meaningful. Set up music and food and let people guess at the fundraising total while you count. Tally up the change and get a drumroll going for the big reveal. Closest guess gets a high-five from everyone. Yes, EVERYONE.
- ▶ Time for your close-up. Make sure you snap a pic when your group has all your coins counted. Share it on We365 with [#WeCreateChange](#) and let people know how you're making a difference.
- ▶ Set up a "props" circle where your group gives shout-outs to team members for their big wins during the campaign. Come ready with a shout-out for everyone so no one gets left out. At the end, have everyone share something they learned during the campaign and write it down on a piece of paper. Collect the papers in your collection containers so you can always go back and look at what you've gained from your experience.

VOYAGER MIDDLE SCHOOL COLLECTS COINS FOR THE LOVE OF GOATS

EVERETT, WASHINGTON

- ▶ Days before the 2015 Super Bowl, Voyager students gathered in a gym decked with stringed lights, a football stadium backdrop and a life-size cardboard cutout of Seahawks quarterback Russell Wilson for a school dance with a good cause.
- ▶ As students poured into the gym, members of the school's service club sat by the doors collecting donations in large jars, hoping to raise enough funds to donate six goats to families in Haiti.
- ▶ Since learning about Haiti's earthquake, students have wanted to support recovery efforts in the country. This year, their game plan was to give goats through We Create Change, a coin drive led by We Day that creates economic opportunities for families in developing communities.

Why do you think it's important to support Haiti through this campaign?

"Not everyone in America knows how [the earthquake] impacted them. [A goat] can not only give them nutrition, it can provide them with money by selling some of the milk. It can help them send their kids to school."

- HAYLEY ANDERSEN, 13

What stands out to you about how your students got involved?

"Kids are excited and they want to help. I think kids just innately want to do these kinds of things. Every time we do something a little different or a little new, the kids just exceed what I expect. They always tend to do more."

- WENDY RAZZANO, EDUCATOR



**CLEAN
WATER**
HAS BEEN A

UNIVERSAL HUMAN RIGHT

SINCE 2010

STILL

800 MILLION
LIVE WITHOUT IT



#WeCreateChange

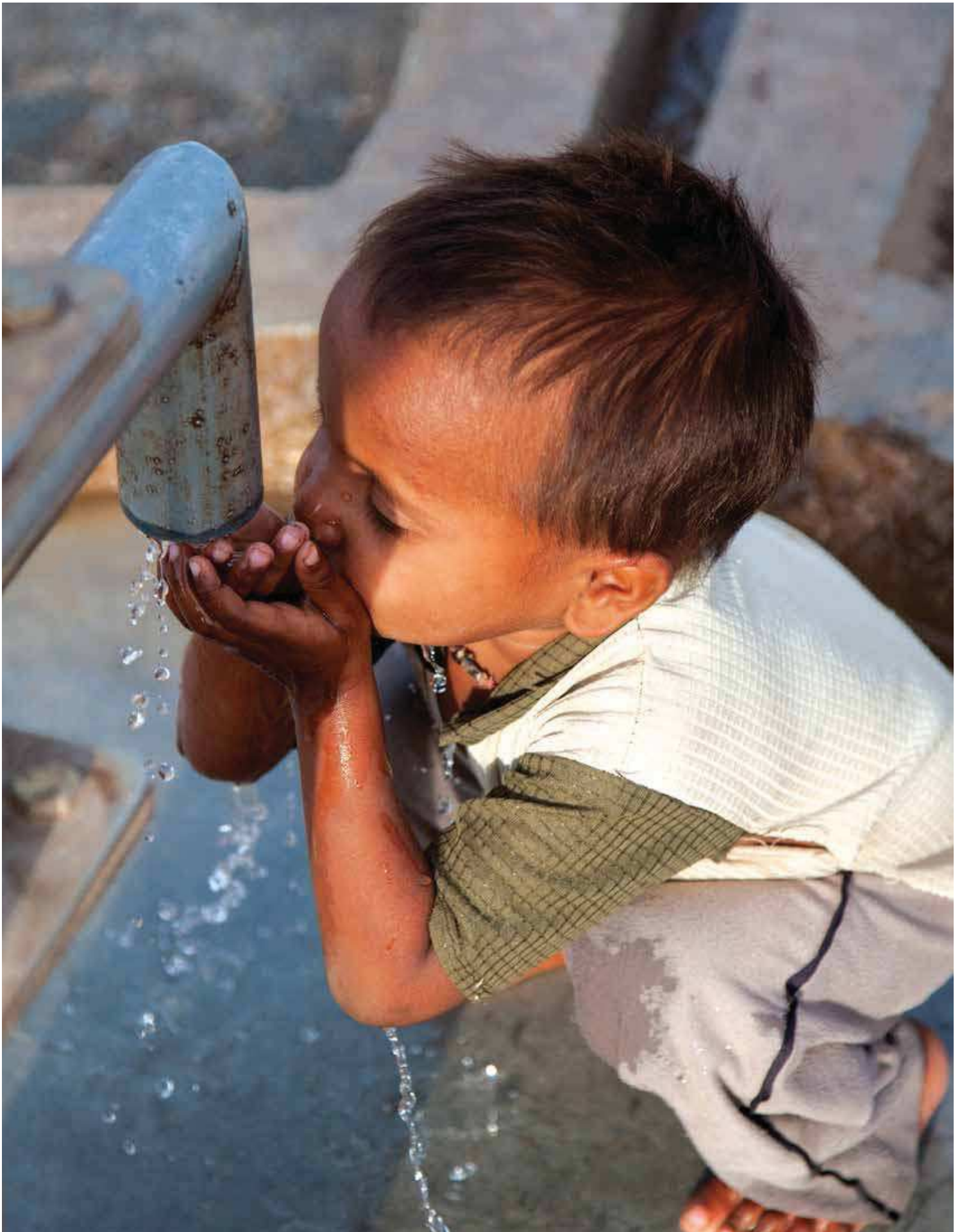
FOR MORE FACTS PLEASE VISIT WEDAY.COM/WECREATECHANGE

CREATIVE RESOURCE

COLLECTION CONTAINER LABELS

Peel off these labels and have your group members decorate your collection containers to let people know how your coin drive is changing the world. If you need more labels, visit weday.com/wecreatechange for a printable PDF of this sheet that you can cut out and glue to your containers.





METOWE0000169

WE ARE RAFIKIS

AN INITIATIVE OF

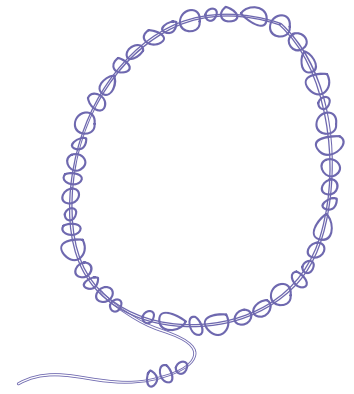


RAFIKI = FRIEND. AND BEING A FRIEND MEANS MAKING SURE OTHERS GET
A CHANCE TO LIVE THE LIFE THEY WANT.

FUNDRAISE BY SELLING BEADED RAFIKI BRACELETS TO HELP A KENYAN ARTISAN
CREATE A BETTER FUTURE FOR HERSELF AND HER FAMILY. EVERY BRACELET SHE
MAKES HELPS HER EARN A LIVING, SEND HER CHILDREN TO SCHOOL AND SHARE THE
POWER OF HER SKILLS AND TRADITIONS WITH THE WORLD.



WE ARE RAFIKIS



When you participate in the We Are Rafikis campaign, you and your friends unlock a lifetime of opportunity for a mama and her family. Just sign up, pick the Adopt a Village pillar you want to fundraise for and sell Rafiki Bracelets to support talented artisans overseas.

5 HOW-TO STEPS

1 SIGN UP

- ▶ Make your way to weday.com/wearerafikis and order your Rafikis.
- ▶ Use the sample Rafikis to show your friends and classmates what their options are.
- ▶ As a group, discuss how you'll price your Rafikis for sale. No matter what price you set, every Rafiki makes an impact on a different Adopt a Village pillar through a donation from Me to We. And if you choose to price your Rafikis a little higher, you can use the proceeds to fundraise for the cause of your choice as a sweet bonus.

2 TIME TO LEARN

Rafikis are wonderful little things because they make a triple impact: they earn income for the artisans who make them, they give meaningful gifts to families in Free The Children communities and they help you fundraise for the cause of your choice.

- ▶ In December, we'll be celebrating the Alternative Income and Livelihood pillar of Adopt a Village, so consider joining us to research and take action on the issue of poverty, or feel free to pick your own issue!
- ▶ Check out the Adopt a Village section of this booklet on page 18.
- ▶ Practice explaining the triple impact of a Fundraising Rafiki. This will help you get friends and family interested in buying and wearing one.
- ▶ Study up on the impact of each Fundraising Rafiki. Try entering a few Track Your Impact codes, found on the back of the packages and learn how each one makes a difference in its own way.

3 TELL. EVERYONE.

Get your whole school in on this by spreading the word any way you can.

- ▶ Go classroom to classroom with the pre-order cards included on page 47 and share your research from Step 2. Got any trend-setters in your group? Bring someone to model the sample Rafiki included in this kit.
- ▶ Get your cause on the catwalk. Hold a fashion show at school and put sustainable fashion in the spotlight. This is a great chance to show off not only the beaded Rafiki Bracelets, but other hand-crafted jewelry of your own you may wish to fundraise with.
- ▶ Try to sell in December to help provide the perfect gift for holiday shoppers. Or try running a Mother's Day campaign in May to help your friends find the perfect gift from one mama in Kenya to another in North America.





**KICK YOUR
CAMPAIGN
UP A NOTCH!**
Check out more helpful
resources online at
WEDAY.COM/WEARERAFIKIS.

4 OPEN UP SHOP

You've got pre-orders, you've built some hype and now it's time to deliver.

- ▶ Get volunteers to go to classrooms delivering the pre-ordered Rafikis. You can offer to deliver Rafikis as gifts with personalized messages and charge extra to deliver a note or card.
- ▶ Set up pop-up shops to sell Rafikis in the cafeteria or at special events. Sports games, school dances and talent shows are a great time for people to show their colors with a Rafiki!
- ▶ Snap some pics of your customers decked out in their new bling. Post pictures of your customers and get them to share with their friends and family to spread your message even further.

5 CELEBRATE WITH YOUR FRIENDS

So here's the thing: by the time you've wrapped up your We Are Rafikis campaign, you'll have made your school, your community, and the world a friendlier place. Time to celebrate with your BRFs (best rafikis forever)!

- ▶ Hold a "Rafiki day" or a Rafiki dance party and encourage your school to come together and celebrate how you've made the world a friendlier place and supported a woman in Kenya.
- ▶ Ask your teacher to let your EPC know how many Rafikis you were able to sell as part of your fundraiser.
- ▶ Enter the Track Your Impact codes from your Rafikis and share your impact on social media.

CABRILLO SCHOOL PROMOTES FRIENDSHIP AND EDUCATION WITH UNIQUE FUNDRAISER

PACIFICA, CALIFORNIA

- ▶ From morning announcements and handmade posters to excited chatter between classes, the talk of Cabrillo School during their month-long fundraiser was centered on the cool, colorful Rafiki Bracelets being sold by the leadership club.
- ▶ For each beaded bracelet sold, one year of school supplies was given to a child in a community partnered with Free The Children. The proceeds also benefit the talented group of women who make them, as they earn a stable income that enables them to support their families and invest in their children's futures.
- ▶ Cabrillo students aren't alone—their efforts contributed to the tens of thousands of Education Rafiki Bracelets sold worldwide since Me to We launched the campaign in September 2013.
- ▶ In the end, the club sold 45 Education Rafiki Bracelets, giving children around the world the tools to succeed in school.

How did it feel to see your students immersed in a global initiative?

"It was really heartwarming to see the students' response to what they accomplished. They were so excited about what it meant in terms of a whole year of school supplies for a kid for each bracelet sold."

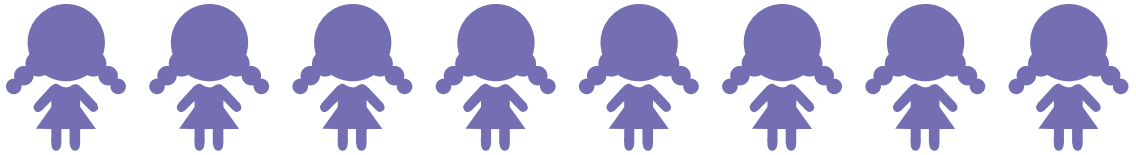
Why were your students so motivated to get involved in the We Are Rafikis campaign?

"The students are so passionate about it. They think that education is something that should absolutely be offered to every kid that's born on this Earth."

— ILA PAYNE-DWYER, EDUCATOR

LESS THAN

1/2 OF WOMEN
WORLDWIDE

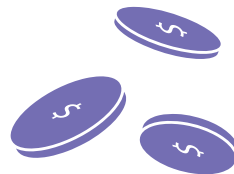


HAVE ACCESS TO ANY KIND OF

FINANCIAL
INSTITUTION

THAT MEANS NO HELP

SAVING, TAKING OUT LOANS
OR PLANNING FOR THE FUTURE



#WeAreRafikis

FOR MORE FACTS PLEASE VISIT WEDAY.COM/WEARERAFIKIS



CREATIVE RESOURCE

RAFIKI PRE-ORDER CARDS


Photocopy and hand out these cards so your customers can request which Rafikis they would prefer, depending on availability. You can base the number of kits you order on the most-requested Rafiki. When your Rafiki Bracelets arrive, you'll be able to divide them up on a first-come, first-served basis!

NAME: _____

RAFIKIS: TOTAL#:

<input type="checkbox"/> Education	<input type="text"/>
<input type="checkbox"/> Water	TOTAL COST:
<input type="checkbox"/> Health	(# of Rafikis x \$10)
<input type="checkbox"/> Food	<input type="text"/>
<input type="checkbox"/> Income	

RAFIKI PRE-ORDER CARD




NAME: _____

RAFIKIS: TOTAL#:

<input type="checkbox"/> Education	<input type="text"/>
<input type="checkbox"/> Water	TOTAL COST:
<input type="checkbox"/> Health	(# of Rafikis x \$10)
<input type="checkbox"/> Food	<input type="text"/>
<input type="checkbox"/> Income	

RAFIKI PRE-ORDER CARD




NAME: _____

RAFIKIS: TOTAL#:

<input type="checkbox"/> Education	<input type="text"/>
<input type="checkbox"/> Water	TOTAL COST:
<input type="checkbox"/> Health	(# of Rafikis x \$10)
<input type="checkbox"/> Food	<input type="text"/>
<input type="checkbox"/> Income	

RAFIKI PRE-ORDER CARD




NAME: _____

RAFIKIS: TOTAL#:

<input type="checkbox"/> Education	<input type="text"/>
<input type="checkbox"/> Water	TOTAL COST:
<input type="checkbox"/> Health	(# of Rafikis x \$10)
<input type="checkbox"/> Food	<input type="text"/>
<input type="checkbox"/> Income	

RAFIKI PRE-ORDER CARD




NAME: _____

RAFIKIS: TOTAL#:

<input type="checkbox"/> Education	<input type="text"/>
<input type="checkbox"/> Water	TOTAL COST:
<input type="checkbox"/> Health	(# of Rafikis x \$10)
<input type="checkbox"/> Food	<input type="text"/>
<input type="checkbox"/> Income	

RAFIKI PRE-ORDER CARD




NAME: _____

RAFIKIS: TOTAL#:

<input type="checkbox"/> Education	<input type="text"/>
<input type="checkbox"/> Water	TOTAL COST:
<input type="checkbox"/> Health	(# of Rafikis x \$10)
<input type="checkbox"/> Food	<input type="text"/>
<input type="checkbox"/> Income	

RAFIKI PRE-ORDER CARD



WE STEP UP

AN INITIATIVE OF



WE KNOW YOU'VE GOT MOVES. WORLD-CHANGING MOVES. MOVES THAT GET PEOPLE ON THEIR FEET.

GET YOUR GROUP TOGETHER AND GET ACTIVE WITH A BIG EVENT LIKE A DANCEATHON, WALKATHON OR SPORTS TOURNAMENT TO FUNDRAISE FOR FAMILIES IN DEVELOPING COMMUNITIES. STEP UP AND SHOW THE WORLD HOW YOUR MOVES CAN START A MOVEMENT.



WE STEP UP



Sometimes taking action means getting active, and that's what We Step Up is all about: getting your group moving for a good cause. Just pick an Adopt a Village pillar and organize a physical activity as a fundraiser to get your school moving. Collect pledges or admission fees and dance, walk or sprint your way to a better world.

5 HOW-TO STEPS

1 SIGN UP

Okay, so you don't actually have to move for this part, but feel free to dance around a little while you visit weday.com/westepup and get signed up for the campaign with your teacher. That's also where we keep digital resources like pledge forms. Check it out!

2 BUST OUT THE BOOKS AND BROWSERS

It always helps to study up before you step up. The better you know your cause, the better you can convince others to get on board.

- ▶ In May, we'll be celebrating the Health pillar of Adopt a Village, so consider joining up with us to research and take action on the issue of access to health care, or pick your own issue!
- ▶ Check out the Adopt a Village section of this workbook on page 18.
- ▶ While you're doing research, make notes on the statistics, stories and information that speak to you and jot down the sources you learned them from. You'll be able to use these when you're promoting your fundraiser, plus you'll be able to back up your facts.

3 BUILD THE HYPE

Putting on a good event is all about getting people excited. Visit classrooms with pledge forms or team sign-up sheets (download from weday.com/westepup) to get new teams to tag in. Then build hype for the rest of the school.

- ▶ Doing a danceathon? Come up with some fun award categories and talk to local businesses about donating prizes for the best dance routine, best costume and biggest fundraising total. Get competitors to do teaser performances at a school assembly or post pictures or videos of them dancing in their costumes to drum up interest.
- ▶ Is your school putting on a prom? Ask your prom committee about having students donate as part of their ticket purchase.
- ▶ Planning a sports tournament? Start some friendly rivalry between teams. Teachers vs. students. Soccer team vs. volleyball team. Ask teams if they'd be willing to brag over morning announcements to build up drama or challenge other teams for fun—as long as it stays friendly!
- ▶ Thinking about a walkathon? Find out if your teachers or principals would be willing to agree to a dare depending on how much you fundraise together. See if they'll agree to do the walk in a ridiculous costume if you can hit your shared pledge goals.



WE STEP UP

Turn up the bass 'cause we're dancing like no one's watching for a global cause. Join **#WeStepUp**: weday.com/westepup. Invite everyone U know & throw an event like a dancethon or sports tourno to fundraise for developing communities around the world. Share a pic from UR event! How much did U raise?



4 PLAN LIKE A PRO

You want your event to go as smoothly as possible, so you'll want to prepare as much as you can ahead of time and find volunteers to help.

- ▶ You'll need a space for your event. The school gym is usually best for a dance or tournament. For a walkathon, use sites such as walkjogrun.net to plan a safe walking route near your school. It may also help to choose an early turn-off that will let younger students walk a shorter version of the route. We recommend three miles for older students and two for younger ones.
- ▶ If you're going to ask to run the event on school property or during school hours, which is best for participation, you'll have to run it by your school's administration first. Ask your teacher or EPC for help putting together a request.
- ▶ You may also want to ask your school for extra help running the event. Is there a student or teacher with experience refereeing? Or someone who can teach the entire school some dance moves? A supervisor who can station volunteers along your walking route? You should have your own group cover the essential jobs like selling or collecting tickets at the door or checking pledge forms.
- ▶ Decide if you're going to be fundraising by collecting pledges, or selling event tickets, or both. That will help you figure out what roles you need to fill.

5 FOLLOW UP AND REFLECT

Now that you're done your fundraiser and everyone is all like, "Yeah! That was AWESOME!" What's next? A big event like this can actually be a great chance for you to engage your whole school in thinking about how their actions contribute to a better world. Deep stuff. Check it out:

- ▶ After the event, sit down as a group and brainstorm the highlights, as well as what impacts you're most proud of. Put together a "high-five" impact report with five ways the school community made the event a success and share it on the announcements, along with information about how students can get involved with your group. Check out the lesson plans at weday.com/westepup for an activity for coming up with compelling impacts like:
 - We got 100 students involved in a great cause!
 - Together we walked a distance that adds up to 300 miles.
 - We raised \$1,000—enough to provide four expecting mothers with the check-ups, vitamins and vaccines they need to keep their growing family healthy before and after giving birth.
- ▶ Put together a photo collage and display it in a public place like a bulletin board or trophy case at your school, along with a description of the impact you all made together. Help your school community understand the power that their actions have when they come together.

MARYSVILLE PILCHUCK HIGH SCHOOL POOLS THEIR PENNIES FOR EDUCATION

MARYSVILLE, WASHINGTON

- ▶ In support of Free The Children's Year of Education—an initiative to build 200 schools in developing communities—Marysville students organized a string of fundraising events for a schoolroom in Kenya through a campaign they called the "Million Penny Project."
- ▶ Students chose the name when they learned that it costs \$10,000 to build a school—the equivalent of a million pennies. With car washes and coin drives, they have been able to raise about \$3,000 for their cause so far.
- ▶ Students also reached out to people in their community by sending letters to family members and local business owners, educating them about what they were doing and letting them know how they could help.

What was the biggest takeaway from the Million Penny Project fundraiser?

Trying to wrap [my] brain around the reality that providing schools is not enough if kids don't have enough food or the shelter or the medical care or the income to be able to take advantage of that opportunity. You really need to have this big picture approach, which is what I like about Adopt a Village."

— JIM STRICKLAND, EDUCATOR

What was it like meeting Craig Kielburger?

"It was probably one of the greatest experiences of my life. I told him my dream is to change the world and he said, 'I believe in you.' And I said, 'I believe in you because you're doing it right now.' I really hope we end up impacting everybody because it's a dream and it's going somewhere."

— KEITH LASHER, GRADE 12

===== MORE THAN =====

1/2

OF EARLY CHILDHOOD DEATHS



===== COULD BE PREVENTED WITH =====

SIMPLE, AFFORDABLE



HEALTH CARE TREATMENTS

#WeStepUp

FOR MORE FACTS PLEASE VISIT WEDAY.COM/WESTEPUP



CREATIVE RESOURCE

WE STEP UP TICKETS

Sell tickets for your dance or sports tournament to get people excited for the event. Photocopy these tickets and keep track of your sales so you know how many people are coming. Or raise money by collecting pledges. Download a printable pledge form at weday.com/westepup.



OTHER WAYS TO TAKE ACTION



TOP 5 FUNDRAISERS

1 CAR WASH

Spring is the perfect time to make a splash! Decorate colorful "CAR WASH" signs and set up buckets, sponges, soap and water in a spot where loads of drivers will see you. Let your customers know what their donation is for. Fundraising to help build a school overseas? Explain how education can create opportunities for young people in developing communities.

2 YARD SALE

Don't know what to do with your old clothes, books and toys? Why not organize a yard sale at your school? Remember, one person's trash is another person's treasure! Bring in items you want to get rid of, tie your event to a cause and be sure to educate your customers on what you're fundraising for.

3 SILENT AUCTION

No sales experience needed here! With silent auctions, prizes speak for themselves. Ask local businesses to donate items and they'll not only get free advertising, but also help those who need it most. Want to take it a step further? Link your theme to your cause. If you're fundraising for agriculture and food security, try getting restaurants and grocery stores to donate gift certificates.

4 WINTER MARKET

Warm your hearts for the winter season by selling cozy items for a good cause! Find the talented knitters at your school or ask local businesses to donate hats, scarves and warm clothing that you can sell. Sweeten things up with homemade gingerbread cookies, hot chocolate and other treats. Or add color and aroma by selling poinsettias and scented candles.

5 FUN FAIR

Kick off a new school year with a day full of fun. Have students donate new or lightly used toys and prizes and set up different games and attractions—ring toss, a hula hoop competition, face painting and bowling are just some ideas. On the day of the fair, accept donations of money or other useful items (canned food, clothing, etc.) in exchange for tickets to play.



TOP 5 AWARENESS RAISERS

1 ESSAY WRITING COMPETITION

Are you a wizard with words? Prove it! Put your writing skills to the test by holding an essay writing competition that highlights a cause you care about. Are you a women's rights activist? Or passionate about access to education? Whatever issue inspires your creativity, now is your chance to educate others. The winning piece can be featured in the school newspaper or newsletter.

2 TRIVIA LUNCH

Being quizzed can be fun. Seriously! Start by choosing an issue to explore with your friends. Are you a champion for children's rights? Or maybe you want to raise awareness about global health issues. Write out questions that ask the important stuff about your issue. Once you've dug up the answers, host a trivia lunch... and let the fun begin!

3 COFFEEHOUSE

Some of you may be too young for coffee, but no one is too young to jam out to awesome music. Whether you're a slam poetry prodigy, a guitar genius or an admirer of all things acoustic, a coffeehouse is a great way to bring people from your community together to shine a spotlight on an issue close to your heart.

4 MOVIE NIGHT

Lights, camera, take action! Help educate parents, teachers and classmates on an issue you're passionate about by holding a screening of your favorite documentary. Make colorful posters to advertise the event. Be sure to have a discussion after the movie to find out how people felt about what they saw. Want to take it a step further? Make it a weeklong festival and show a different film each night.

5 DRESS-DOWN DAY

Skip the dress code for a good cause. If you wear a school uniform, this is your chance to dress in casual clothes for the day. If laid-back apparel is how you roll, why not have fun with it and dress as your favorite movie character or teacher? Better yet, drape yourself from head to toe in one of the Adopt a Village pillar colors. Pink for education; blue for water; red for health; purple for alternative income; and green for agriculture.

Want more?

FOLLOW US ON SOCIAL MEDIA!



@weday | @metowe | @freethechildren

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MADE POSSIBLE IN THE U.S. BY



THE WE SCHOOLS

local workbook



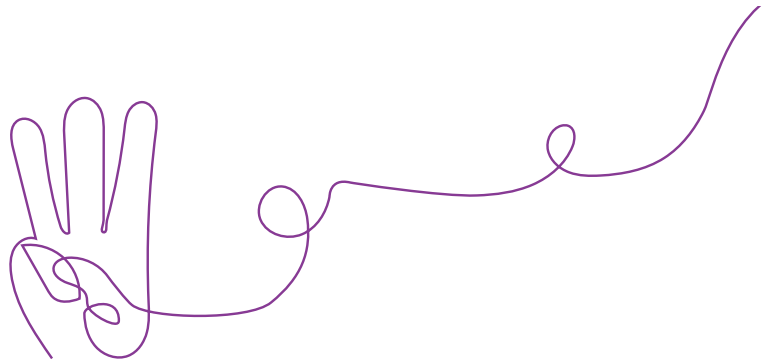
WWW.WE.ORG

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WELCOME TO THE LOCAL WORKBOOK!



This isn't one of those books you need to keep on a shelf. By the end of the year, we want these pages to be so well read you need duct tape to hold them together. Because this isn't just a workbook. It's a road map. It's a travel guide to discovering your own community in ways you've never seen before.

In the following pages you'll find an activity for mapping challenges facing your community, an introduction to understanding some of the most common social issues in the United States and some ready-to-run campaigns for taking action. If you want to dig deeper, ask your teacher about photocopyable resources, lesson plans and extra opportunities to celebrate your actions as a class.

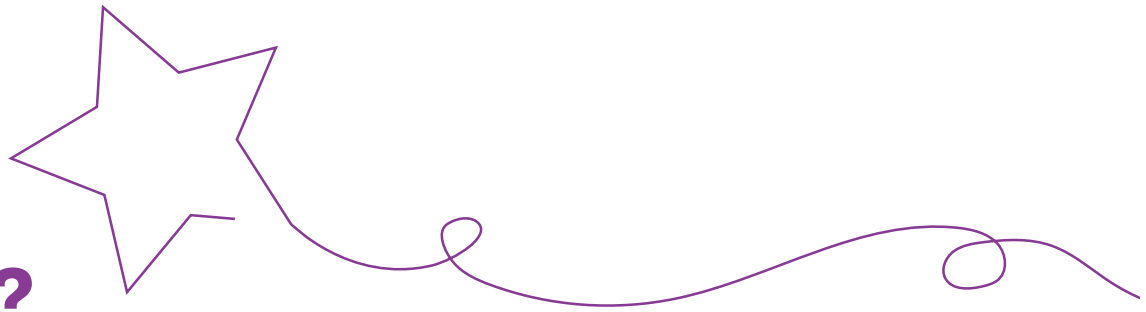
In fact, this workbook has a whole bunch of extra materials online, so definitely check out weday.com/weschools and get the goods.

Alright, we know you're probably eager to get cracking, so go ahead and explore the workbook for yourself. If you need any help, just check in with your teacher.





WHY TAKE LOCAL ACTION?

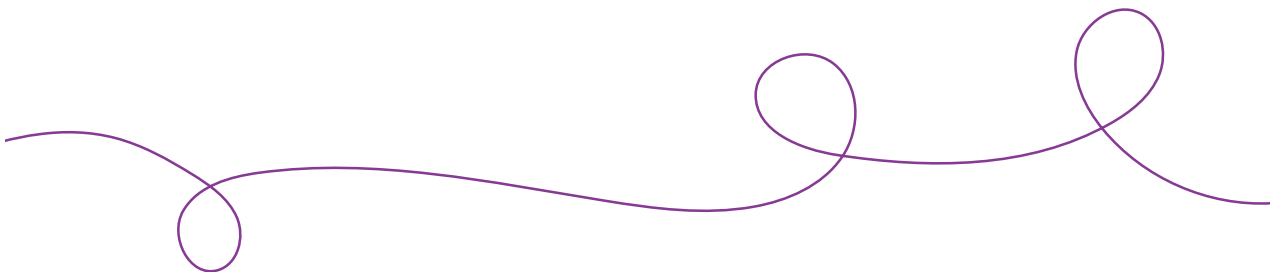


In 1969, a team of researchers left used cars unattended in two neighborhoods. One was in a big city where neighbors didn't really know each other; the other was a tight-knit community where they did.

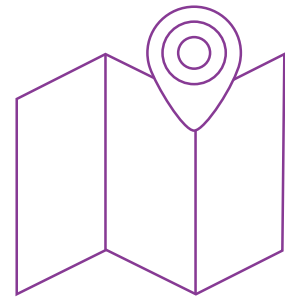
In the big city, the research team didn't have time to set up their cameras before the first vandal struck, and within 48 hours, the car had been stripped of every valuable part and graffitied beyond recognition. In the tight-knit community? Over five days, the only contact with the car was a concerned neighbor shutting the hood to protect the engine from rain. When the researchers came to remove the vehicle, someone called the police to stop the perceived theft.

So what do these cars have to do with your local action? Well, the experiment tells us that in communities where we know and appreciate each other, we're less likely to act destructively and more likely to look out for one another.

When you reach out and take action locally, you remove the boundaries that separate people in your neighborhood. You're not just tackling an issue like hunger or poverty—you're also moving your community from "me" to "we." And that's a game-changer.

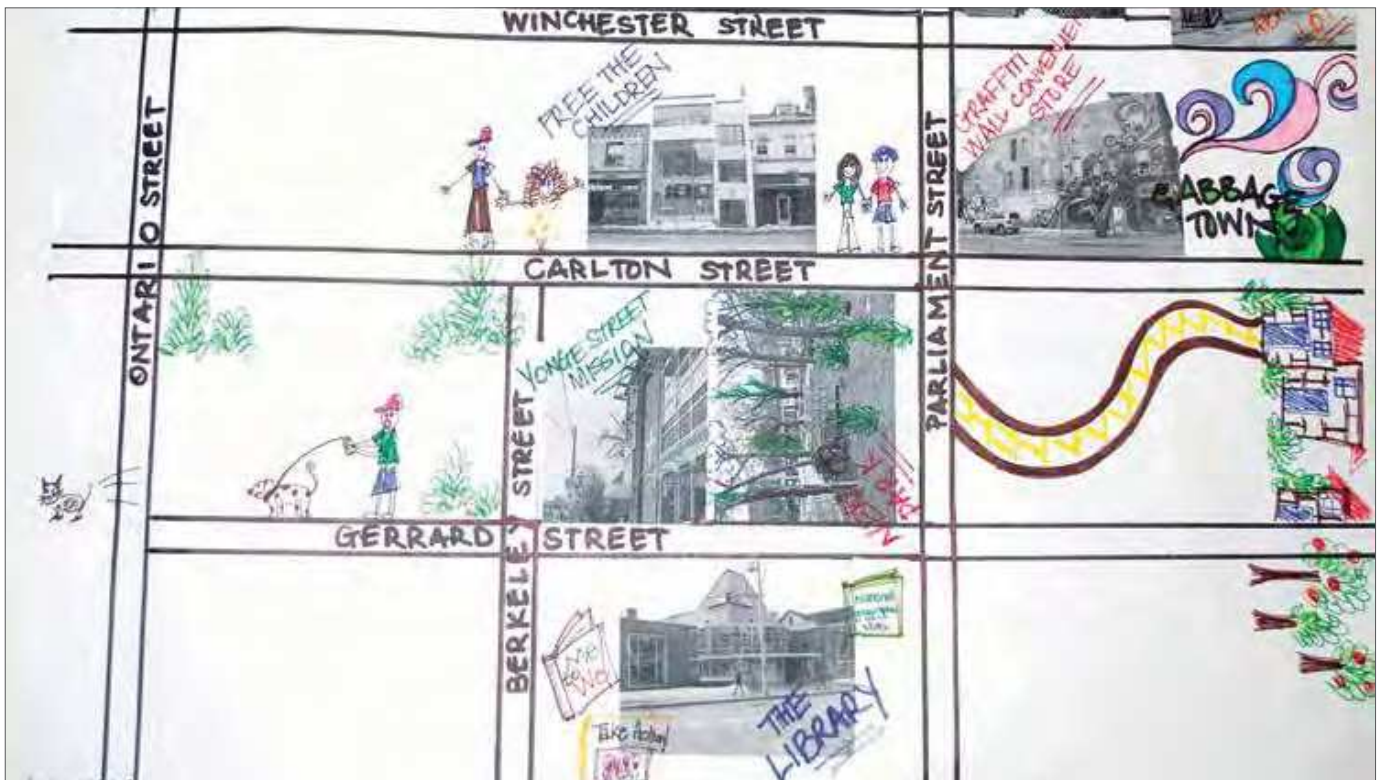


COMMUNITY MAPPING



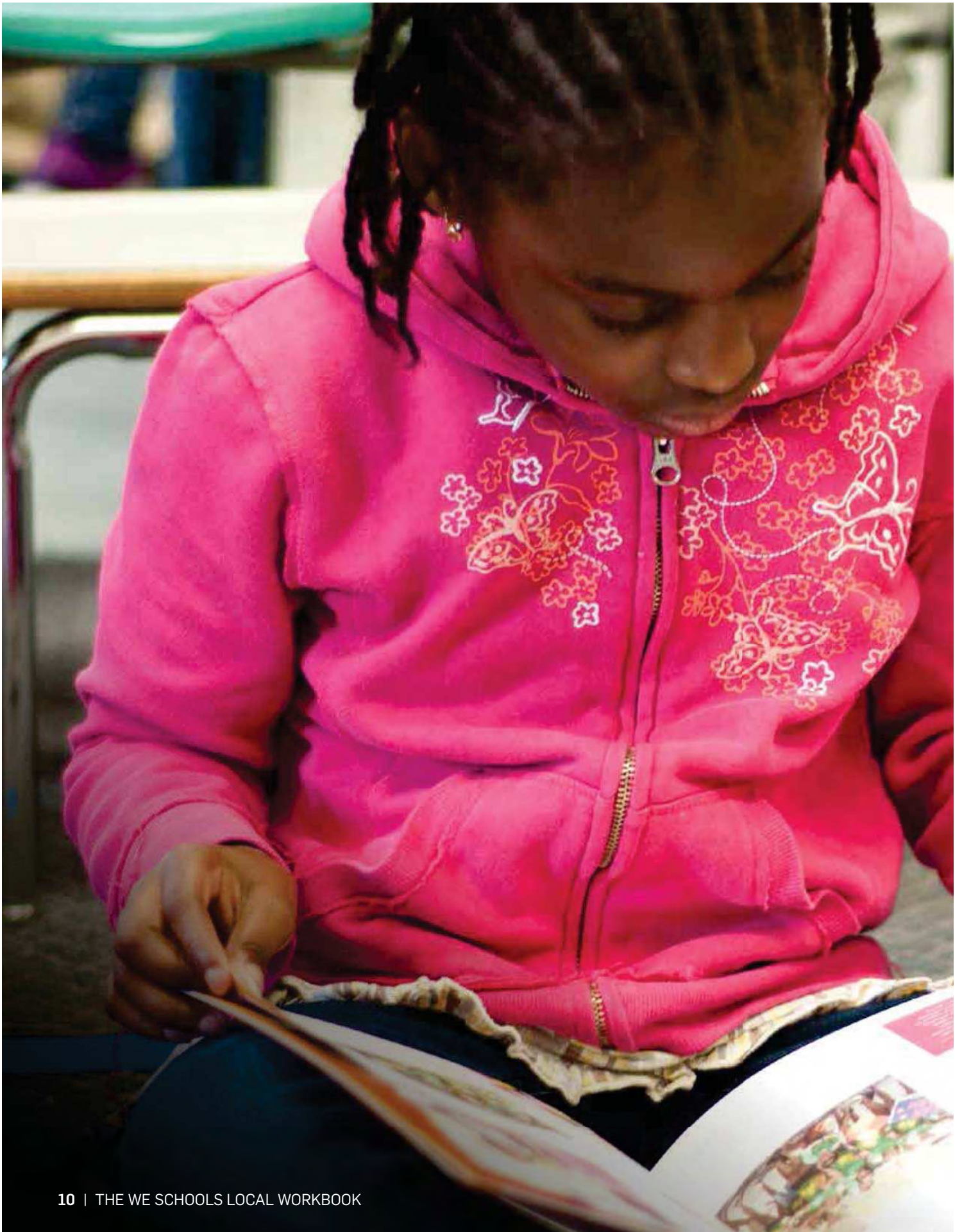
Okay, time to lace up your boots and go exploring. We've all walked around our own neighborhoods before, but we usually forget to take a close look and think about what our surroundings are telling us about the issues facing members of our community.

Your teacher has an activity lesson plan on page 26 of the Educator's Guide for leading a walk through the neighborhood. Use the first column of the table on the next page to take down notes about the things you notice that might be a sign of a problem in the community. Fill in the remaining columns as you reflect throughout the walk and return to the classroom for discussion.



<p>What did you see that might be a sign of an issue in your community? It can be something that is present, like litter, or something that is missing, like a lack of garbage bins.</p>	<p>What was your reaction to seeing it? Surprised? Angry?</p>	<p>What issues do you think this was a sign of?</p>	<p>What community programs are in place to help with this issue?</p>	<p>Is that enough? What more can we do?</p>







LEARN ABOUT LOCAL ISSUES

THE ENVIRONMENT ↪

HUNGER ↪

HOMELESSNESS ↪

POVERTY ↪

LOCAL ISSUE

The ENVIRONMENT

We share the planet with an estimated 8.7 million species, but harmful human practices pose a threat to their home and ours. Right now, species are dying off at a rate 1,000 to 10,000 times faster than the natural extinction rate—mostly due to pollution, overexploitation and loss of habitat. The average American residence uses over 100,000 gallons of water a year and in 2013, 254 million tons of trash was discarded in landfills or through other disposal methods. Our current habits are unsustainable, but there's good news too: our everyday choices—from recycling to conserving water—have a direct impact on both our future and the future of the planet, and we have the power to change.



FAST FACTS

- ▶ Electricity generation causes 40% of global greenhouse gas emissions.
- ▶ It would take 1.5 Earths to sustain the rate at which we are currently using up natural resources.
- ▶ There are more organisms in a spoon of soil than there are people on Earth.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on the environment at weday.com/issue.



WE SHARE
THE PLANET WITH
8.7 million
SPECIES

TEACHER'S CORNER

Want to get your students involved in learning about how their actions affect the environment? Check out the link above for more information, statistics and lesson plans, or get ready to reduce your negative impacts on the planet and boost your positive ones through the We Take Charge campaign on page 18.

LOCAL ISSUE

HUNGER

Over the past decade, a hunger crisis has been growing in the United States. Reliance on the government's supplemental nutrition program has more than doubled since 2003, and the strain to afford healthy, nutritious food during the economic recession has been felt in communities across America.

Hunger is often seen as an issue that affects only the homeless, but people who access food banks come from all walks of life. Some people need support over longer periods, but most require help only occasionally or for a short period of time.

For those who can't find support, hunger leads to long-term health conditions, especially in young children.



FAST FACTS

- ▶ Hunger is a reality for 7 million seniors.
- ▶ 84% of households using food banks said they settled for cheap, unhealthy food to be able to feed their family.
- ▶ 3 out of 4 households using food banks have annual incomes below the poverty line.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on hunger in the U.S. at weday.com/issue.



RELIANCE ON **THE GOVERNMENT'S**
SUPPLEMENTAL
NUTRITION PROGRAM
HAS MORE THAN
doubled
SINCE 2003



TEACHER'S CORNER

Want to introduce your students to the issue of local hunger on a deeper level? Check out the link above for more information, statistics and lesson plans for exploring local and global issues, or take a stand against hunger in your community through the We Scare Hunger campaign on page 26.

LOCAL ISSUE

HOMELESSNESS

The issue of homelessness runs so much deeper than what we see on the street. People can find themselves homeless for any number of reasons: they lose their job, their health deteriorates, or they are fleeing domestic violence, to name a few. Women and children in particular are often part of the “hidden homeless,” people living in friends’ homes or temporary accommodations.

All this adds up to the 578,424 Americans who are homeless on any given night. Of that number, 23 percent are children. Sometimes families find shelters or friends to take them in, while others have nowhere to turn but the street, where they are vulnerable to violence and disease.



FAST FACTS

- ▶ 1/2 of the homeless population lives in just 5 states: California, New York, Florida, Texas and Massachusetts.
- ▶ “Housing First” programs provide homeless people with stable housing as a first step to rebuilding their lives. The retention rate for these programs is 85 to 90%.
- ▶ 209,148 individuals rely on emergency shelters or transitional housing programs on any given night.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on homelessness in the U.S. at weday.com/issue.



ON ANY GIVEN NIGHT

578,424

Americans
ARE HOMELESS

TEACHER'S CORNER

Want to dive deeper into the issue of homelessness with your students? Check out the link above for more information, statistics and lesson plans for exploring local and global issues, or help raise awareness on the realities of homelessness through the We Won't Rest campaign on page 34.

LOCAL ISSUE

POVERTY

When families can't afford basic necessities, they must make decisions about what to go without. Groceries or electricity. Diapers or school supplies. Housing or medical care. Across the United States, more than 46 million people live at or below the poverty line.

Poverty has negative long-term effects on children's health, nutrition and education. Compared to children whose parents have an income twice that of the poverty line, children who live in poverty are nearly three times more likely to have poor health and on average they complete two fewer years of school and earn less than half as much money over the long term of their future careers.



FAST FACTS

- ▶ If poverty were a state, it would have the population of Texas, New Mexico, Oklahoma, Kansas, Colorado, Arizona, Utah, Nevada and Nebraska combined.
- ▶ The United States has the 2nd highest child poverty rate of the 35 most developed countries.

TAKE YOUR RESEARCH TO THE NEXT LEVEL!

Check out more info and stats on poverty in the U.S. at weday.com/issue.



46 MILLION

PEOPLE LIVE AT

or below

THE POVERTY LINE

TEACHER'S CORNER

Want to dive deeper into the issue of poverty with your students? Check out the link above for more information, statistics and lesson plans for exploring local and global issues.





WE
RECOMMEN
THESE RE
Transform

LET'S GET STARTED

WE TAKE CHARGE →

WE SCARE HUNGER →

WE WON'T REST →

WE ARE LOVE →

WE VOLUNTEER NOW →

WE TAKE CHARGE

MADE POSSIBLE BY



AN INITIATIVE OF



WHEN YOU TAKE CHARGE, THE FUTURE GETS BRIGHTER. SERIOUSLY! WHETHER YOU'RE RIDING A BIKE OR TURNING OFF LIGHTS, EVERY CHOICE YOU MAKE TODAY GIVES YOU A CHANCE TO DECREASE NEGATIVE IMPACTS ON THE PLANET AND TAKE YOUR POSITIVE IMPACTS TO THE NEXT LEVEL. THAT'S HUGE. BECAUSE IF YOU ADD UP THE POWER OF YOUR DAILY CHOICES AND GET OTHERS INVOLVED TOO, THE RESULT IS ONE VERY HAPPY PLANET.



WE TAKE CHARGE



For the month of September, take a sustainable living pledge to shake up your daily routine with new ways to reduce your negative impacts and boost your positive ones. Track your actions and add up your impacts to show the world that when young leaders take charge, the future gets brighter.

5 HOW-TO STEPS

1 SIGN UP

Visit weday.com/wetakecharge and ask your teacher to register your group or class and load up on lesson plans about environmental impacts and sustainability, plus some resources to amp up your month-long campaign.

2 PICK YOUR PLEDGES

▶ Get your group together to decide which pledges to take. We recommend starting with one easy pledge and adding on a new, harder pledge every week. By the end of the month you'll be pulling off some serious impacts. You can use some of the ideas below to get yourself started, or come up with your own. For help setting pledges like a pro, ask your teacher about our SMART goals activity.

▶ *Example week 1 pledge:*

Cut all of your showers down to 10 minutes or less.

▶ *Example week 2 pledge:*

Pack at least five no-waste lunches.

▶ *Example week 3 pledge:*

Ride your bike or walk instead of driving at least seven times.

▶ *Example week 4 pledge:*

Stop 15 pounds of recycling from entering landfills.



**KICK YOUR
CAMPAIGN
UP A NOTCH!**

Check out more helpful
resources online at

WEDAY.COM/WETAKECHARGE.

3 TRACK YOUR PROGRESS

You'll want to stay on top of your progress as you complete pledges so you can make sure you're hitting your goals and understanding what kind of impact you're having.

- ▶ Use the progress tracker on page 25 to track each of your weekly pledges.
- ▶ Plan pledge boosters, like social media missions or awareness-raising activities, for different days of the week. Pledge boosters are designed to help you make the most of every day of the campaign. Use the suggestions on the tracker or dream up your own.
- ▶ Fill in your progress every day of the campaign. If you're measuring your impact as a group, have a quick meeting to tally up your shared total, whether you're counting the cans you've recycled, the no-waste lunches you've packed or the time you've cut from your morning shower routine.





4 REFLECT AND REVISE

Forming new habits and routines is hard work, and sometimes you might hit a snag achieving your pledge goals. Don't sweat it! There are lots of ways you can assess and adjust the way you approach your goals, and the goals themselves.

- ▶ Halfway through each week, have your group members sit down and write out some of the tips and tricks they've learned that make the pledge easier to stick to. Also jot down any difficulties you've run into along the way.
- ▶ Get together to discuss your tips, as well as your challenges. Write everything down and see if any of the advice you've shared could help other group members overcome difficulties. If anyone is having trouble with the pledge, suggest they buddy up with another group member who can check in with them regularly and provide encouragement.
- ▶ If you're finding that any of the goals you set are too easy or too hard, vote on the possibility of slightly adjusting them.

5 CELEBRATE AND SHARE

Okay, so you've just spent a month taking on challenges to make your daily routine more sustainable. You've earned more than a few bragging rights. But more than that, you've showed how anyone can step up and take charge of how their choices make an impact on future generations. Now you have a chance to inspire friends and family to take their own pledges.

Here's how:

- ▶ Post your milestone moments online to show the world your impact with **#WeTakeCharge** or focus on writing posts with tricks and tips to help others live more sustainably.
- ▶ Invite a friend, family member or local business to take a sustainable living pledge. Sweeten the deal by offering to feature their progress with **#WeTakeCharge** in your posts on Facebook, Twitter, We365 or wherever you like to share good news stories.

ENUMCLAW MIDDLE SCHOOL TAKES CHARGE

ENUMCLAW, WASHINGTON

- ▶ At Enumclaw, making a difference starts with caring for the environment. To reduce waste at their school, students started a recycling and compost program. Every lunchtime, volunteer monitors help their peers deposit waste in the appropriate containers in their cafeteria.
- ▶ Students have also done presentations for their classmates and children at a local elementary school to educate them on the negative impacts of waste on the environment and the importance of reducing, reusing and recycling!
- ▶ Last year, Enumclaw earned Level 1 Certification through King County's Green Schools Program, which provides resources and support for schools to run environmental initiatives.

Why is it important to care for the environment?

"It's important not only now, but for future generations. If we don't do anything now, it'll just get worse."

– BRYSON ENGBRETSON, 15

Why is it important to you to compost and recycle at your school?

"The environment is where we live. It's our community that's filling up with garbage—garbage that could be thrown in recycling and compost bins. Other schools should also pay attention to this. Because if we don't, then who will?"

– PAYTON SCHROEDER, 13

How does this program affect your community?

"It gets everyone inspired and gives them a sort of conscience about the choices they're making. We live near forests and mountains and rivers—taking care of the environment is important to the animals and everything around us."

– LEAH BLANCHARD, 14



OF RECYCLED PAPER

===== EQUALS =====



16 HAPPY TREES



**MAKING
OXYGEN**



FOR THE
PLANET

#WeTakeCharge

FOR MORE FACTS PLEASE VISIT WEDAY.COM/WETAKECHARGE

CREATIVE RESOURCE

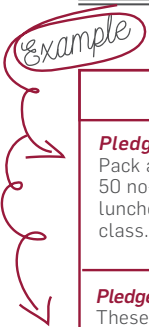
WE TAKE CHARGE PROGRESS TRACKER

Here's how it works:

- ▶ Write down a pledge with a measurable goal, like cans recycled, zero-waste lunches packed or minutes cut from your shower routine.
- ▶ Write down your daily progress as you go.
- ▶ Pick optional pledge boosters to enhance your campaign's daily impact.

Pledge boosters:

- ▶ Hop on social media and post a fact related to your pledge or its impact.
- ▶ Take a picture of an action you're taking today and post to social.
- ▶ Hold a class check-in to discuss difficulties and solutions.
- ▶ Tell your family and friends about your pledge.



	MONDAY PROGRESS	TUESDAY PROGRESS	WEDNESDAY PROGRESS	THURSDAY PROGRESS	FRIDAY PROGRESS	WEEKEND PROGRESS	TOTAL IMPACT
Pledge goal: Pack a total of 50 no-waste lunches as a class.	7 LUNCHES PACKED	12 LUNCHES PACKED	10 LUNCHES PACKED	14 LUNCHES PACKED	18 LUNCHES PACKED	9 FAMILY MEALS PREPARED WITH NO WASTE	<ul style="list-style-type: none"> • 70 LUNCHES PACKED • 1 SCHOOL ANNOUNCEMENT • 19 SOCIAL MEDIA POSTS • 5 SHARES • 29 LIKES/FAVES • 1 CLASS MEAL • 9 FAMILY DINNERS
Pledge booster: These are bonus actions to enhance your impact.	MAKE A SCHOOL ANNOUNCEMENT	POST A PHOTO OF A NO-WASTE LUNCH ON FACEBOOK	CLASS CHECK-IN	PERSONALLY TELL ONE FRIEND ABOUT NO-WASTE LUNCHES	CLASS NO-WASTE POTLUCK	TELL FAMILY ABOUT NO-WASTE MEALS	
Weekly pledge:							
Pledge booster: These are bonus actions to enhance your impact.							
Weekly pledge:							
Pledge booster: These are bonus actions to enhance your impact.							



WE SCARE HUNGER

AN INITIATIVE OF



NO ONE SHOULD EVER HAVE TO GO HUNGRY, BUT HUNGER IS A SUPERVILLAIN WHO MAKES LIFE HARDER FOR NEARLY 13 MILLION AMERICAN FAMILIES. FOR A KID STRUGGLING WITH HUNGER, ONE MEAL COULD MEAN THE DIFFERENCE BETWEEN HAVING THE ENERGY TO SUCCEED IN SCHOOL AND FAILING A TEST, OR BETWEEN STAYING HEALTHY AND GETTING SICK.

FOOD BANKS ARE THE HEROES THAT KEEP THE CITY SAFE FROM HUNGER. LET'S STAND UP AND COLLECT ENOUGH FOOD TO MAKE SURE THE GOOD GUYS WIN, EVERY DAY.



WE SCARE HUNGER



Throwback to October 31, 1988, when our pal Dr. Jonathan White got a group of friends together to collect donations for food banks. He called it "Halloween for Hunger." The movement continued to grow year after year and became known as We Scare Hunger and together we've now collected more than 5.6 million pounds of food!

When you collect food, you're doing more than just feeding the hungry. You're fueling the hopes and dreams of the 5.4 million Americans who rely on food banks every week. So let's kick off Halloween food drive and give our food banks and soup kitchens an arsenal that will send hunger packing. Then keep on collecting until Thanksgiving to make your impact go even further.

5 HOW-TO STEPS

1 SIGN UP

Drop by weday.com/wescarehunger and ask your teacher to sign up your group or class for We Scare Hunger. We'll count you on our team and set you up with resources like lesson plans, posters and infographics.

2 STUDY UP

Time to do a little research and get to know your issue. The better you can explain what hunger is and why it matters in your community, the more you'll be able to get people excited to take action.

Here are some pointers:

- ▶ The Internet is a great place to start your research and we've included our favorite links at weday.com/wescarehunger. Keep in mind as you're reading: how is hunger related to other issues that affect people? How might it be tied to employment, health and access to affordable housing? What other issues should you study?
- ▶ Don't forget that the issue of hunger is different in every community. Reach out to neighborhood organizations that take action on hunger to find out more about the issue and see if they can come give a speech at your school.
- ▶ Ask food banks how you can make your food drive most helpful to them. Ask what foods they need the most, when/where you can drop off donations, how foods should be sorted and who in your neighborhood is most at risk of hunger.

3 SPREAD THE WORD

Alright, let's get loud! This is when your team goes public with your food drive plans. Here are our favorite places to start getting the word out:

- ▶ Morning announcements. CLASSIC. (And effective!)
- ▶ Giving talks classroom to classroom. There's nothing like the personal touch to get a group motivated. We've included cut-out cards on page 33 that you can leave in classrooms leading up to the campaign.
- ▶ School newsletter. Or if you can't get your food drive mentioned in there, send cut-out card reminders home with students.
- ▶ Posters. Everywhere. We mean EVERYWHERE.

Wherever you're promoting your drive, keep in mind that you'll want to include core details like:

- ▶ Which food items are accepted or preferred.
- ▶ Where and when students can leave donations.
- ▶ Why hunger is an important cause in your community.
- ▶ If there's a prize for the class or team that collects the most food.

If you're doing a Halloween night campaign, let students know they can sign up for collection routes. Send a team along the route the night before Halloween to leave a notice that you'll be collecting cans on Halloween—you can use the cards on page 33.





4 GO TIME

There are a couple of ways to handle this. Some schools plan to do all of their collection on Halloween night, going door-to-door along their planned routes to ask for canned food donations. Others use Halloween as a kick-off for a school-wide campaign, encouraging students to bring in food until a big finale just before Thanksgiving.

Either way, you're going to be doing lots of collecting and hauling, so keep some things in mind:

- ▶ Wear comfortable shoes and make sure you have a way to transport food. Most plastic bags will fill up and tear quickly if you're loading them up with cans, so make sure you have bins or heavy-duty reusable bags.
- ▶ If possible, coordinate a driver to spare you most of the long-haul lifting. They can meet team members along the collection route, or deliver your final food collection to the food bank.
- ▶ Go all-out and organize a visit or volunteer day at the food bank. You'll get a behind-the-scenes look at the heroes who step up to fight hunger every day.
- ▶ Post photos and updates to Facebook and Twitter using **#WeScareHunger**. We'll be sharing stories and campaign highlights with that hashtag.

5 REFLECT AND CELEBRATE

Your feet may be sore and your arms tired, but somewhere in your community there are families who can eat because you stood up to hunger. That's something worth celebrating.

- ▶ On Halloween, have music and candy at your food drop-off spot so your team can unwind after their hard work.
- ▶ Make announcements as cans and boxes stack up. Hold a contest with a sweet prize for the classroom or group that donates the most.
- ▶ Keep track of the total weight of donations. Once you have delivered the goods to the food bank, throw a party to celebrate your hard work and ask students to guess the weight of your total donation.



WE SCARE HUNGER

When you get really hungry, you sometimes get angry. Hangry peeps are pretty scary, but hunger is scarier. DYK MILLIONS of people rely on food banks just to make it through the week? That's where WE come in. Sign up for **#WeScareHunger**: weday.com/wescarehunger. This Halloween don't just trick o' treat— collect canned goods to donate to UR local food bank. Post a pic of U in costume w/ UR hunger-scaring can collection!

LEARN CHARLES AND DOROTHY CAMPBELL CAMPUS ADDRESS LOCAL HUNGER

CHICAGO, ILLINOIS

- ▶ Students decided to give back to their community by collecting food for a neighboring social center. They heated things up with a little competition: a pizza lunch for the class that collected the most.
- ▶ Many of the students' families are facing homelessness and rely on the center's food pantry every week, so these donations were helping the members of their own community who needed it most.
- ▶ The leading class managed to pile up 1,175 pounds in food donations, which was enough for every family in need.

What was your favorite moment from the food drive?

"When I came in and saw one whole giant box full. I didn't know that all these people were going to bring in so much canned food just to help people less fortunate."

– JAIDEN STEELE, 9

How have service-learning initiatives inspired or affected your students? Have you seen changes in the school culture?

"I think it's helped students be more open-minded and taken the focus off of them and on to someone else. This campaign has brought our school together to feel a sense of community."

Is there a moment from the past year when your students surprised you in how willing they were to take action?

"I was surprised how they took ownership of the project and even motivated their families to get involved. They didn't really have to have motivation from us, they just kind of took control of it."

– GIGI SIMMONS, FACULTY MEMBER

★★★

AMERICA'S LARGEST FOOD BANK



NETWORK



1 IN 7 AMERICANS

#WeScareHunger

FOR MORE FACTS PLEASE VISIT WEDAY.COM/WESCAREHUNGER



CREATIVE RESOURCE

WE SCARE HUNGER CARDS

Ask your teacher to photocopy this page, or print it from weday.com/wescarehunger, and share copies at school or the homes on your trick-or-treat route.

To distribute along your trick-or-treat route.

Cut out and take with you.

WE SCARE HUNGER AN INITIATIVE OF **WE DAY**

On Halloween night I will be collecting non-perishable items for the food bank. Any donations would be appreciated!

weday.com/wescarehunger

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WE SCARE HUNGER AN INITIATIVE OF **WE DAY**

On Halloween night I will be collecting non-perishable items for the food bank. Any donations would be appreciated!

weday.com/wescarehunger

To distribute in your school or community.

Cut out and take with you.

WE SCARE HUNGER AN INITIATIVE OF **WE DAY**

This fall, from _____ to _____, please be ready to donate non-perishable food items. Items will be collected on _____.

weday.com/wescarehunger

WE SCARE HUNGER AN INITIATIVE OF **WE DAY**

This fall, from _____ to _____, please be ready to donate non-perishable food items. Items will be collected on _____.

weday.com/wescarehunger

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This fall, from _____ to _____, please be ready to donate non-perishable food items. Items will be collected on _____.

weday.com/wescarehunger

WE WON'T REST

AN INITIATIVE OF



EVERYONE SHOULD HAVE A PLACE TO CALL HOME, BUT ACROSS AMERICA, HUNDREDS OF THOUSANDS LIVE WITHOUT ONE. FOR THE 578,424 AMERICANS WHO ARE HOMELESS ON ANY GIVEN NIGHT, THE STRUGGLE TO GET BACK ON THEIR FEET IS MADE EVEN HARDER BY THE STEREOTYPES THEY FACE IN SOCIETY. LET'S BUST THE MYTHS AND SHED SOME LIGHT ON THE REALITIES OF HOMELESSNESS IN AMERICA.



WE WON'T REST



Every day from January 25, 2016 to January 29, 2016, we'll email your teacher a daily fact about homelessness that you and your friends can share on social media to squash stereotypes and challenge assumptions. Then, get next level by connecting with a local shelter or organization working in your community to find out how you can help.

5 HOW-TO STEPS

1 SIGN UP

Get your group signed up at weday.com/wewontrest and we'll make sure you're at the top of our list to receive daily facts by email in January. You'll need your teacher around to be able to register.

2 GET YOUR STUDY ON

SPOILER ALERT: We've included the daily facts on page 41 of this kit. We say go ahead and use them as a starting point for your own deeper research.

- ▶ Dig through the resources listed on weday.com/wewontrest to go deeper into the info included in the daily facts.
- ▶ Looking for extra credit? Plan simple awareness-raising actions you can take for each daily fact, whether it's sharing a bonus fact on Facebook or giving a local shelter a shout-out on Twitter.

3 SHARE THE FACTS

So here's the deal: the more creative ways you find to boost the message of your campaign, the bigger the impact you can make. Here are a few ways to invite your school and community to get more involved.

- ▶ Get on the school announcements and share daily facts, plus some of the extra info we'll send you along with our emails. Challenge your school to learn more.
- ▶ Divide up some of the research topics you've looked into and have different group members write blogs, newspaper articles or creative responses.
- ▶ Bust out your phones and share daily facts on social media with **#WeWontRest**. Check We Day's channels for additional infographics and content.



**KICK YOUR
CAMPAIGN
UP A NOTCH!**

Check out more helpful
resources online at
WEDAY.COM/WEWONREST.



WE WON'T REST

For homeless people across the country the struggle is real. DYK 70% of homeless youth have suffered from abuse? We can't sleep on this. Sign up for **#WeWontRest**: weday.com/wewontrest and learn about the realities of homelessness. Share a fact on homelessness & one way WE can help. Post on social, too!



4 REACH OUT

Step up your campaign by reaching out to a local shelter or organization that serves the homeless.

- ▶ Research local organizations and learn about the services they provide for the homeless. Discuss which you would like to support.
- ▶ Invite a representative from the organization to come talk to your school about the issue of homelessness. Have questions prepared so you can learn from the experts.
- ▶ Ask what your school or community can do to support the work of the organization and consider collecting warm winter clothing, toiletries or donations for your next action.

5 REFLECT AND CHECK IN

You've learned a lot, and your group may have had to overcome assumptions and form a new understanding of the complex issues related to homelessness. Take some time to reflect on the new perspectives you've gained through the campaign.

- ▶ Hold a discussion group after your visit from the local representative. What did you learn? What surprised you? How did your experience deepen the knowledge you learned through the daily facts or your own research?
- ▶ Keep a journal going during the campaign and make note of your reactions and responses to the info you're learning.

WATERVILLE HIGH SCHOOL

WATERVILLE, WASHINGTON

- ▶ Waterville students are dedicated to making a difference on the issue of homelessness in their community—from filling backpacks with school supplies and necessities for kids and donating them to a local church, to helping salvage items for families who lost their homes after a forest fire in the nearby town of Pateros.
- ▶ In November, students ran a Night in a Box campaign, spending a snowy, cold night in cardboard boxes outside their school in solidarity with youth experiencing homelessness.
- ▶ Together, students raised \$1,147 in pledges that they donated to Solomon's Porch, a teen shelter.

What did you learn from these experiences?

"It doesn't matter what grade you're in or what other things you have going on—you really can make a difference in your community, even if it's just a small scale project from kids in a small town. That was the most inspiring thing for me."

— ALI MIRES, 13

Why did you want to support Solomon's Porch?

"When we started emailing them they gave us more information about how they might need to close down because they needed more money. They're a perfect place to donate to because they're very helpful; they give teenagers places to stay. It makes me happy that I can help."

— TAYEN MYRBO, 13



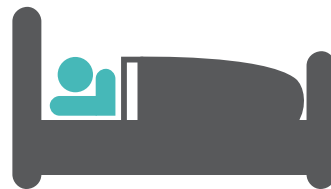
==== LAST YEAR, ====

EMERGENCY SHELTERS
IN 73%
OF SURVEYED CITIES

HAD TO TURN AWAY
HOMELESS FAMILIES
WITH CHILDREN



BECAUSE OF A
LACK OF BEDS



#WeWontRest

FOR MORE FACTS PLEASE VISIT WEDAY.COM/WEWONTREST



CREATIVE RESOURCE

DAILY FACTS

1. 18% of homeless adults have jobs.
2. 1 in 10 homeless veterans is a woman.
3. 45,205 children are alone and homeless on any given night.
4. 17% of cities surveyed reported domestic violence as a main cause of homelessness.
5. Homelessness has decreased 11% since 2007. We can change the headlines on homelessness.

WE ARE LOVE

MADE POSSIBLE BY

Walgreens

AN INITIATIVE OF

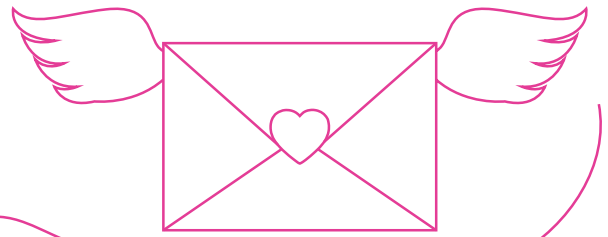


THEY SAY ALL YOU NEED IS LOVE, BUT SOMETIMES IT SEEMS LIKE THERE'S NOT ENOUGH TO GO AROUND. THIS VALENTINE'S DAY, FLIP THE SCRIPT AND MAKE SURE THAT EVERYONE, FROM BEST FRIENDS TO TOTAL STRANGERS, CAN FEEL THE LOVE.

PLAN A DAY TO SHOW YOUR THANKS AND CELEBRATE THE PEOPLE AROUND YOU WITH HANDWRITTEN CARDS. LET'S REMIND EACH OTHER THAT EVERYBODY HAS LOVE TO GIVE AND TO GET, NO MATTER WHO THEY ARE. WE ARE LOVE, AND LOVE IS A BEAUTIFUL THING.



WE ARE LOVE



On Valentine's Day, show a little love for your school community and give cards with positive messages to everyone. Like, everyone! Because when it comes to making the world a more accepting place, we're all in this together. Gratitude, affirmations or just simple happy thoughts are all great ways to make February 14 about spreading the love in your school.

Happiness is what the doctor ordered. Literally! Psychologists have made the case that positive emotions like gratitude inspire people to look out for others. Appreciating people is a simple way to make the world a better place and—BONUS!—people who feel appreciated pay it forward. So let's start spreading the good vibes and see how far they go!

5 HOW-TO STEPS

1 SIGN UP

Hop on weday.com/wearelove to sign up with your teacher and get your hands on some extra resources to boost your campaign.

2 PREP LIKE A PRO

Valentine's Day can be a downer if you don't have a significant other, but we're shaking things up and making Valentine's Day for everyone. The plan is to get a team together to handwrite cards for every student in your school—plus teachers!

- ▶ Ask your school for help! Let people know when and where you'll be making cards and what supplies they'll need to bring to help out. We recommend going classroom to classroom and inviting people to join you in making cards at a set time.
- ▶ Ask a teacher or administrator for a list of students and teachers in each homeroom in your school, or for the total number of students and staff in the school.
- ▶ Use a photocopier to make copies of the customizable card designs on page 48 or print out the digital version of these cards from weday.com/wearelove. Make sure you have enough copies to give a card to everyone, plus some extras just in case. If possible, use recycled or eco-friendly paper.

3 BUST OUT THE MARKERS

Then get the group together to write kind notes and positive personalized messages on cards for every member of your school. Don't forget your teacher!

- ▶ Use a meeting place that has art supplies, or bring a lot of pens, markers and scissors. If you're giving the cards with gifts, bring tape or hole punchers and string for attaching the cards.
- ▶ When classmates arrive, do a quick headcount and divide the total number of cards by the number of volunteers so you know approximately how many cards each person needs to write.
- ▶ Have your group handwrite a positive message on each card and sign it. If possible, address the card to each student by name and collect all the cards for each homeroom into their own labeled bundles. Check off names as you go.





4 SPREAD THE LOVE

On Valentine's Day, have your group go classroom to classroom to deliver the cards. Here are some things to keep in mind:

- ▶ You've put a lot of thought into making these awesome cards, so make sure you take the time to deliver them in a thoughtful way. Explain that you want everyone to feel appreciated at school and talk a little about your campaign.
- ▶ If it's possible, plan your classroom visits so each group member can give out the cards they personally signed. When you deliver the cards, hand them out one by one and take a moment to wish each recipient a happy Valentine's Day.
- ▶ You might also consider giving a small gift with each card. We recommend choosing sustainable and eco-friendly gifts like the XOXO Rafiki from Me to We Artisans or seeds for growing flowers.

5 HIGH-FIVES ALL ROUND

You just made someone's Valentine's Day—a lot of people's Valentine's Day actually. Now take it a step further and invite your entire school to celebrate kindness. Here are a few ideas for getting everyone involved:

- ▶ While you're distributing cards, invite members of your school to share their own messages on sticky notes. Designate one wall of the school to collect people's responses to receiving their cards, or their own messages of kindness. Take photos as it grows throughout the day.
- ▶ As an alternative, encourage students to tag the lockers of people they don't normally spend time with sticky note messages of friendship and encouragement.
- ▶ Invite participating groups of students to each reflect on the day and produce a work of art that expresses their response to receiving a card, or sends a message they want to share with the school community.

MONTERA MIDDLE SCHOOL SPREADS KINDNESS, LETTER BY LETTER

OAKLAND, CALIFORNIA

- ▶ For the leadership team at Montera Middle School, a week of daily acts of kindness turned into a month-long campaign to pen personal letters of friendship and encouragement to every student in the school.
- ▶ There were 900 letters to write, but the group was determined to ensure that every student got one.
- ▶ During the class discussion period, students were also quick to raise their hands when asked to share the unique ways they were showing love and support to others. Some had done simple things like lending an ear or offering friends or classmates extra hugs when they were feeling down.

Why were you and the rest of the leadership team motivated to write 900 letters?

"I knew it would make a difference in a lot of students' lives. I wanted to make them feel special."

– SOPHIA MCDONALD, EIGHTH GRADE

What was the biggest challenge and how did you overcome it?

"It took a lot more time than I thought it was going to. There was one day when I had collected 300 letters and then I realized we had 600 more to write! But they buckled down and they really pulled it off."

– KELLY QUAYLE, EDUCATOR

What was the best part of the initiative?

"Seeing how the school's culture became kinder and more collaborative. Caring about a cause really ignited in them a desire to change the world."

– KELLY QUAYLE, EDUCATOR

CREATIVE RESOURCE

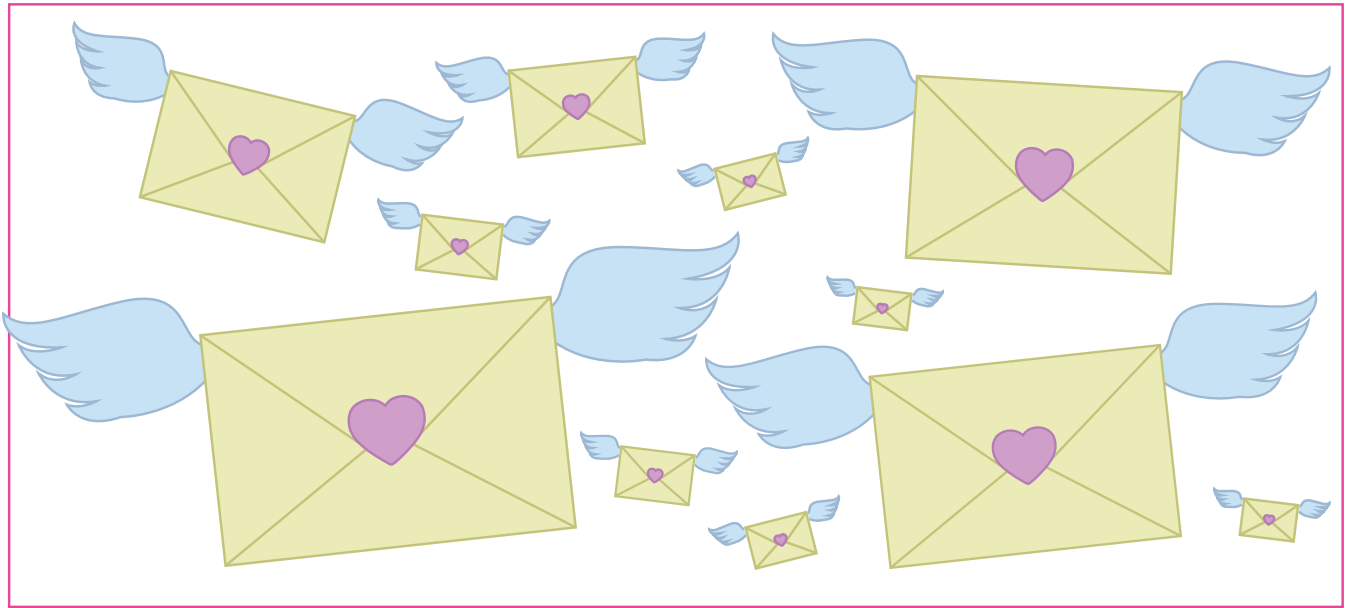
WE ARE LOVE CARDS

Photocopy or print these cards and fill out the front or back with personalized messages for everyone in your school.





#WeAreLove



♡ You are ♡
AWESOME

WE VOLUNTEER NOW

MADE POSSIBLE BY



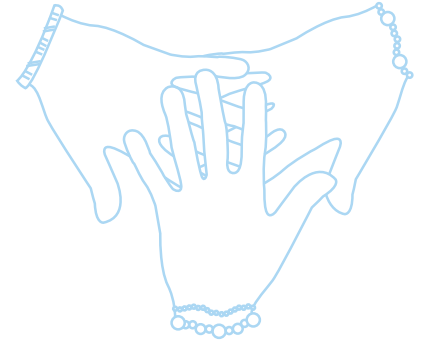
AN INITIATIVE OF



DID YOU KNOW THAT IF THE GLOBAL POPULATION OF VOLUNTEERS FORMED THEIR OWN COUNTRY, IT WOULD BE THE EIGHTH LARGEST COUNTRY IN THE WORLD? TRUE STORY. WE CAN BUST BIG ISSUES WHEN WE ALL PULL TOGETHER AND TAKE ACTION. THAT'S WHAT NATIONAL VOLUNTEER WEEK IS ALL ABOUT: A BIG GRAND-SLAM TEAM-UP TO TAKE ON PROBLEMS LIKE HUNGER AND POVERTY. BECAUSE TOGETHER WE CAN BRING OUT THE GOOD.



WE VOLUNTEER NOW



The first rule of change-making masterminds is this: if you want to pull off something epic, you need a team. Buddy up with your best friends and family to make a plan that will get the world on its feet for National Volunteer Week, April 10 to 16, 2016. Make a team, make a plan and make it legendary.

5 HOW-TO STEPS

1 SIGN UP AND PICK YOUR ISSUE

Ask your teacher to sign up at weday.com/wevolunteernow! It's easy to get involved when it's for a cause your group cares about, so you'll want to kick things off by finding causes that mean something to all of you. Get a group of friends together to brainstorm and research issues affecting your community. Discuss why each issue is important and how your group might contribute to a solution.

- ▶ We've got loads of resources with background info, recent statistics and further research on local issues like poverty and homelessness. Check out the issue backgrounders at weday.com/issue.
- ▶ Use the community mapping exercise at the beginning of this workbook to help you plan a walk through your community to explore the issues that affect your neighborhood.

2 PLAN AND LEAD A SERVICE PROJECT

Whether you're organizing a volunteer day at a local homeless shelter or inventing your own way of giving back, you're going to need a plan and some expert advice.

- ▶ Learn from the pros! Look for national or local organizations that can offer advice or volunteer opportunities related to your issue. Visit websites to contact a spokesperson and find out how to get involved.
- ▶ Pick your actions. You've got a whole week to change the world, so try out different actions based on the issues you've chosen and the talents of your team.
 - Volunteer to perform music or lead games at a senior citizen center.
 - Clean up a local creek or park, or kick off a petition to add more garbage cans and reduce litter.
 - Get a group together to learn about safe driving and the dangers of texting and driving, then deliver a presentation at a local junior high school.
- ▶ Think it through. You want your campaigns to go as smoothly as possible. How will you get to and from the place where you're volunteering? Will you need equipment or training? How will your action address the root causes of your issue? We've got a worksheet of questions to help you plan at weday.com/wevolunteernow.

3 GET LOUD, GET DIGITAL

Build hype at your school and with your friends to get more people involved and ALL CAPS EXCITED to make a difference. You won't believe the impact you can make with an enthusiastic community backing you up.

- ▶ Talk to teachers at your school and try to get their classes involved. Put up posters, get on the morning announcements and post plans on social media. Everyone can pitch in!
- ▶ Organize a volunteer recruitment fair. Tell everyone why you're so passionate about the causes you are supporting, how you're planning to take action and what they can do to help. Enthusiasm is contagious!
- ▶ Use [#WeVolunteerNow](#) to connect to the larger conversation. Or add a personal touch by texting your friends to invite them to learn more.





4 DO YOUR THING

It's time to get out there and volunteer. But make sure you take the time to savor the moment, check in with each other and make memories together. Here are a few things you'll want to do as you go:

- ▶ Talk with the people you're volunteering with, or the people you're helping, to learn more about your issue and how your actions are helping address its root causes.
- ▶ Get a group photo (and some sweet selfies) of you in action. Post to social media and challenge your friends to take on their own volunteer actions.
- ▶ Get on We365—a social platform and community of people making the world more awesome by accepting inspiring challenges for hundreds of causes. Use the app or the We365 website to track your volunteer hours, post pics and find out what other volunteers are doing.

5 CELEBRATE AND SHARE

Make it a party! Celebrate your impact. And make sure you tell your volunteer story to as many people as possible. Neighbors, friends on social media and local news outlets are good places to start. Think big—we want good to go viral! [#WeVolunteerNow](#)

GLENBROOK SOUTH HIGH SCHOOL STUDENTS VOLUNTEER TO END POVERTY AND HUNGER

GLENVIEW, ILLINOIS

- ▶ For National Volunteer Week, Glenbrook South students doubled their impact by organizing a two-week volunteer campaign centered on local and global poverty and hunger.
- ▶ Students packed brown bag lunches and shared them with children at an elementary school, where they also read to younger kids. Their Eat and Read initiative was so inspiring that it even attracted the attention of the local media!
- ▶ Their global initiative was an event called Halting Hunger, where students packaged seeds to send to farmers in developing communities. There was also a station where students could write about why they were passionate about the issue.
- ▶ By the end of the campaign, 400 students had joined together to volunteer a total of 4,700 hours!

Why was this an important cause to you?

"I strongly believe in the power of unity. If humans team up to accomplish something, they can do anything. All it takes is focus, organization and a desire to make a difference. For me, there is no better feeling than seeing the impact you have made on somebody and knowing that you have changed their life for the better."

– JOHN SCHURER, 16

How do you feel about what you accomplished?

"Our service club's motto is 'service over self.' Living by that motto has shown me that you gain so much more by giving to others than you do by receiving. Our school truly took on a new level of service by participating in We Volunteer Now. It feels fantastic to be part of such a great cause."

– LORI STEFFEL, 16



IF THE
**GLOBAL VOLUNTEER
POPULATION**

==== *REPRESENTED* ====

A COUNTRY

IT WOULD BE THE



8TH LARGEST



IN THE WORLD



#WeVolunteerNow

FOR MORE FACTS PLEASE VISIT WEDAY.COM/WEVOLUNTEERNOW



CREATIVE RESOURCE

GET TO KNOW YOUR VOLUNTEER TEAM

You've pulled together an all-star team for your National Volunteer Week activities. Ask your crew members to add self-portraits and some info about themselves so you can all get to know each other!

Draw your portrait!

NAME: _____

WHAT'S YOUR CAUSE? _____

WHAT'S YOUR ROLE? _____

WHY ARE YOU VOLUNTEERING? _____

NAME: _____

WHAT'S YOUR CAUSE? _____

WHAT'S YOUR ROLE? _____

WHY ARE YOU VOLUNTEERING? _____

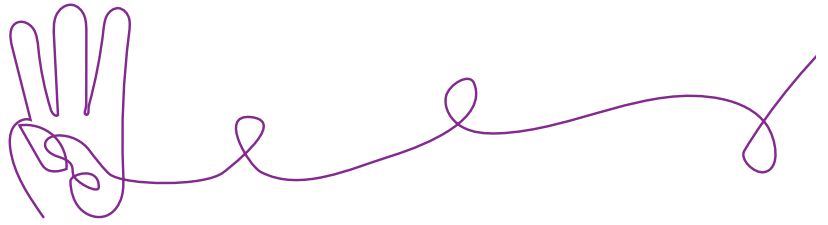
NAME: _____

WHAT'S YOUR CAUSE? _____

WHAT'S YOUR ROLE? _____

WHY ARE YOU VOLUNTEERING? _____

OTHER WAYS TO TAKE ACTION



TOP 10 AWARENESS RAISERS

1 CLASS PRESENTATION

Put your public speaking skills to good use and prepare a presentation for your class about a cause that speaks to you. Make it interactive with loads of questions, visual aids and a class discussion afterwards. Don't limit yourself to your homeroom. Move from classroom to classroom to help educate as many students as possible.

2 PANCAKE BREAKFAST

Coordinate volunteers to bring ingredients and run preparation stations for mixing batter, frying pancakes and ladling syrup. Be ready to explain the issue you're raising awareness for so your hungry classmates are not just well fed, but well informed!

3 SCHOOL ASSEMBLY

A school assembly is an ideal time to get the attention of your entire school and raise awareness about an issue you care about. Rally a group of friends who share in your cause and prepare a speech or presentation. Not a fan of speaking in front of a large group of people? Don't sweat it! Try filming a short public service announcement beforehand that you can play on the big day.

4 ART SHOW

Sometimes, art speaks louder than words. Use your creative talents for good and organize an art exhibition that highlights an issue close to your heart. Are you a photographer and an environmentalist? Perfect. Capture the beauty of nature through your unique lens. Or if you're a sculptor, try making molds from plastic bags or other recyclable materials.

5 READ-A-THON

For this one, you'll want to set start and finish dates. Then, go ahead and write out a list of all the books you want to read in that time. Tie your event to a cause by listing books related to the issue you feel most passionate about. If your school has younger grades or students with special needs, then why not set up a reading buddy system to promote literacy and mentorship?



6 SCHOOL CONCERT

Time to tune those guitar strings and practice covering songs by your favorite rock stars. Whether you're a garage band or the next Demi Lovato, this is your chance to play or sing your heart out. Remember to tie your event to an issue and educate your audience about your cause. You might want to take it a step further and select songs that highlight your issue.

7 SIDEWALK CHALK PARTY

Make the sidewalk your canvas. This is a fun and inexpensive way to bring people together. On a warm and sunny day, gather your friends in front of your school and make a big, colorful statement for a cause important to you. Draw or write your heart out, expressing your inner artist. Is it back-to-school season? Make your cause about the importance of diversity as a way of welcoming new students and staff.

8 FASHION SHOW

Okay fashionistas, this one's for you! Flash your chic style on the runway to help raise awareness about the issue that matters most to you. Aspiring to be the next Coco Chanel? Feel free to design and stitch some pieces to debut at the show. Eager to change the way our clothing is made? Why not center your event on labor rights and make it a used or ethical clothing show.

9 WACKY HAIR DAY

Everyone loves a cool hairdo. To show support for a cause you care about, try out a fun or silly hairstyle that gets people talking about your issue. Are you an advocate for animal rights? Get creative with gel or hairspray and make dog or cat ears. Don't have much to work with? No biggie! Try washable hair dye or a wig!

10 TALENT SHOW

Whether you're a class clown or a closet comedian; a drummer or a diva; a gymnast or a ballerina; this stage is yours. It's a night to put your talent towards a good cause and help empower others. Don't want to be in the spotlight? No worries! Why not shine backstage where you'll help organize the show and make all the magic happen?

Want more?

FOLLOW US ON SOCIAL MEDIA!



@weday | @metowe | @freethechildren

FSC LOGO-DO NOT
PRINT GREY BOX
PLEASE

MADE POSSIBLE IN THE U.S. BY



Causes

Follow causes by tapping on your interests



Community

[view](#)



Global Poverty

[view](#)



Happiness

[view](#)



Human Rights

[view](#)



It All Adds Up

[view](#)



Animals

[view](#)



Bullying

[view](#)



Education

[view](#)



Environment

[view](#)



WE 365

Music
Sing the chorus of your favourite song.

Body Image
Tell three friends they're beautiful.

Teachers
High five a teacher!

Safe Schools
Will you stand up to bullying this year?

We Day
Insert your own We Day dance move.

Spot some litter? Throw it out!

Living Green

Tell someone a "I LOVE YOU" funny joke!

Happiness

Family

Dance

Join We365
Change the world, every day.
We365.com

AN INITIATIVE BY
FREE THE CHILDREN TELUS



Change the world, every day.



Want to make an impact?
We365 is the place to be.
With this free mobile app and
website you can track and verify
volunteer activities, make new
friends, find and share inspiring
content and fundraise for
charities. You can even win
scholarships and grants by
taking daily challenges!
Join We365 so you can change
the world, every day.

WE
365

Ask three friends to make a
positive change every day.

WE
365

Share what gets you dancing
inside and out.

TELUS* FREE THE CHILDREN

TELUS* FREE THE CHILDREN

WE
365

Share a photo of someone who
inspires you to change the world.

WE
365

Swap your ride for a bike or bus
to get to work or school.

TELUS* FREE THE CHILDREN

TELUS* FREE THE CHILDREN

Join We365

Change the world, every day.



www.we365.com

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