



Project Planning Guide



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Your Step-by-Step Guide to PROJECT PLANNING

This Guide belongs to:

Welcome...

This is your official Project Planning Guide to help you with your project.

Why me, you may ask? Well, who better to tackle an issue facing youth, than youth themselves! You have the strength and the ability to not only make a difference, but to be a leader and role model to others in your community.

Throughout this Guide, we will be taking you through a process that will help you build a project plan to help address a crime related issue faced by youth in your community. We hope your project will be an inspiration to other youth in your community and across Canada!



Ready, set, success!

Each of us has grown up in a different way, experienced different things and have different views and opinions – that’s what makes us so unique! We wanted to begin with a story about someone who has overcome many obstacles to get where they are today and who is now making a difference in the lives of others. Check out Appendix 1 and read the news release about a youth from British Columbia who used this Guide to plan a project for her community.

We hope you find her story motivating!

Let’s take some time to reflect. What inspired you the most about her story? Who else played a key role in helping her implement her project? How did Emily measure whether her message got through to her audience?



It's time...

TO GET THE BALL ROLLING!

Youth face different issues every day. A good way to start getting the wheels turning is to chat about issues youth across Canada are facing. Then, narrow it down to what issues youth in your community are facing specifically.



What are the top five issues youth are facing in your community?

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Select the issue you feel the most passionate about and write it down below.

[illegible]



Let's do a little bit of investigating...

Every community is unique, which means they each have their own challenges - kind of like us! Even if two communities are dealing with the same issue, the situation in each community may be completely different. The issue could be happening for different reasons, or to different groups within the community.

Let's take the issue of drugs for example. There may be several people in your community (or in your school) who are abusing drugs. They may be using the same types of drugs, getting them from the same dealer and you may classify them in the same way - as people who are addicted to drugs. However, they may be turning to drugs for very different reasons. One person may turn to drugs because they were pressured to try them, or bored and looking for something new to do. But someone else may be using drugs to cope with a mental health issue, or with troubles they are having at home. So while both cases fall under the umbrella of substance abuse issues, each would need very different kinds of motivation and help to quit.

So there you have it – two people may be dealing with the same issue, but for totally different reasons. To help you discover the underlying reasons as to why an issue may be occurring in your community, talk to your peers, your teachers, parents or anyone else you think may have ideas. Write down their ideas on the next couple of pages. Then, take a look at what each person said; are there any similarities or trends?



[illegible][illegible]

PARENTS THINK...

I THINK...

The Big Question...



My main goals are...

- 1) Goal: _____
Task: _____

- 2) Goal: _____
Task: _____

- 3) Goal: _____
Task: _____

Once you have all your tasks identified, don't be scared to ask people to help you out with your plan. It's also important to set deadlines for yourself to ensure your initiatives stay on track!



SET S.M.A.R.T GOALS!

Your goals should be:

Specific - Is your goal clear and concise?

Measurable - How will you know when you have reached your goal?

Attainable - Do you have the skills/resources needed to accomplish this goal?

Realistic - Is your goal doable?

Timely - Can your goal be achieved within the time frame you have set out?

Visit: www.goal-setting-guide.com for more information on setting SMART goals.

The more the merrier

It's hard trying to do everything on your own – that's why it's important to get a group of people to help you out. It's a lot easier to go through the project planning process with a team of people in your corner!

Depending on your plan, there will be different groups and individuals in your community you may want to talk to. They can include your teacher, principal, Health Services, Community Groups, Community Elders, Community Council, Government Organizations, City Council, etc.

Think of a couple people or groups of people in your community and in your school who may be able to help you with your project. Be sure to include a couple ways they can do that!



IN MY COMMUNITY...

Person/group: _____

They can help me: _____

Person/group: _____

They can help me: _____

Person/group: _____

They can help me: _____

Person/group: _____

They can help me: _____



Having the support of your parent(s) or legal guardian can be a huge help in rolling out your Project Plan. Ways they can help you include providing transportation, financial support, moral support, materials, supplies, a meeting location, helping you bake or prepare for functions, or joining in on the initiative themselves!

IN MY SCHOOL...

Person/group: _____

They can help me: _____

Person/group: _____

They can help me: _____

Person/group: _____

They can help me: _____

Are there students with special talents, a club, or student council that might be interested in helping you with your project? Write them down as well!



Peer pressure...

CAN BE A GOOD THING!

Getting other youth involved can add a lot of strength and momentum to your project.

Take some time to revisit the goals you set out for yourself, and think of some ways other youth in your community may be able to help you reach them.



Some ways other youth may be able to help me are...

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

How the police can help?

Depending on the issue you're addressing in your project, your local police service may be able to help you with certain parts of your initiative. Look up the contact information for your local police service, and write it below. Also, if you have a school resource officer or a community policing officer that you know, write their name down too.

My school resource officer/community policing officer is....



Name: _____

Phone number: _____

Contact information: _____



Now let's brainstorm some ways the police may be able to help you!

1)	Task:	<hr/>
		<hr/>
	Goal:	<hr/>
	Outcome:	<hr/>
		<hr/>
	Expectations:	<hr/>
		<hr/>
2)	Task:	<hr/>
		<hr/>
	Goal:	<hr/>
	Outcome:	<hr/>
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	Expectations:	<hr/>
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3)	Task:	<hr/>
		<hr/>
	Goal:	<hr/>
	Outcome:	<hr/>
		<hr/>
	Expectations:	<hr/>
		<hr/>



We have put together a couple of tips to help you build positive relationships with police, and ask for their involvement with your project. Check out Appendix 2 in the “Resources” section of your guide!



Listen up!

One of the hardest parts about rolling out a Project Plan is letting people know what you are doing, and why they should support your initiative. Being able to effectively present your ideas can help gather support and resources within your community.

We like to use a little trick called “The 5 W’s.” Think of these each time you present information; it will help ensure you get your messages across successfully.

THE 5 W’S

Who is your audience?

Are they other youth? Parents? Teachers? City Council? Community Elder? Depending on who your audience is, you may want to present your information differently. If you are in a more formal setting, take some time to see if certain rules or traditions exist, (eg: are ball caps permitted, do you need to provide a handout or notes, do you need to have your information in another language?). If you are talking to other youth, think about how you like to receive information - what catches your attention? Posters, pamphlets, classroom presentations or having someone tell a real-life story relating to the subject matter? Another example is if you plan on seeking the assistance of a Community Elder, inform yourself of the cultural etiquette (e.g. do you offer a tobacco pouch?)

What are the main messages you want to get across?

If you could tell the audience one or two key messages, what would they be? Things don’t always go as planned - projectors can break, laptops can run out of power or the time you were given to present can be cut short. By determining your key messages ahead of time, you will always be prepared to get the most important points across in just a few sentences even if something goes wrong.

Where are you speaking?

The environment you are speaking in can be a huge factor in whether or not your messages reach the audience clearly. In a large room, you will need to speak loudly so those at the back can hear you. In an auditorium, you may want to consider a sound system (microphone, speakers, etc.).

You may also want to decide whether you need technology to help you with your presentation (a laptop, projector, television, internet connection, etc.). Many locations may have this technology available to you. It never hurts to ask!

When is the event taking place?

If you know that you will be speaking at a certain time, let people know about it! Put up posters, send out emails and advertise it! The more listeners the better!

Why should people listen to what you have to say?

Presenting or talking to people can be nerve-racking. Most people get nervous, shaky, sweaty or even light-headed right before they are going to speak to a group of people. Sometimes the people you are presenting to may look restless or uninterested in what you have to say. But, it is important to always remind yourself that what you have to say is important! Have confidence; you know what you are talking about. Tell everyone in the audience what you wrote down earlier - exactly why the issue you are addressing is important!



You can also make notes on cards to help you remember what you want to say, carry a bottle of water in case your throat gets dry or use the oldest trick in the book - picture everyone in their underwear!

The million dollar question

To get your project moving along, it is quite possible that you will need to find some extra money. Check out Appendix 3 for information about a variety of funding opportunities you may be able to apply for.



Write down some ways you may be able to raise money (fundraising) or people/ organizations that may have some funds available for youth-led projects like yours.

1) _____

2) _____

3) _____

Fundraising can also be used to promote your event! For instance having a car wash to raise funds for prizes to give away at an after school dodgeball league might draw more people to the games every week!



Utilizing the media

Television, radio and newspapers are all examples of media that you may be able to use to raise awareness or gather support for your initiative.

What kind of media coverage do you want? What media outlets should you approach to achieve this? Will you just look into promotional opportunities within your schools (such as announcements, ads in the school newsletter) or will you approach other media outlets?



Write down some of the forms of media in your community, and how you may be able to use them.

For example...

Media: Local television news program

Use: Once we have raised enough money to buy a new computer and fix up our youth center, we can invite them to cover the re-opening of the center and feature it on the local news.

Media: _____

Use: _____

Media: _____

Use: _____

Media: _____

Use: _____

Media: _____

Use: _____

Media: _____

Use: _____



When you are approaching media outlets, prepare in advance what you want to say/ do to get the media interested in promoting your project. Make sure you emphasize the creative elements of your project and outline what you're trying to achieve.

Utilizing social media

THE FUN STUFF

Social media includes the use of web-based and mobile technologies to transmit messages. It includes the Internet, cell phones and any other technological communication tools one can use to pass along messages.

Even if you don't have Internet access at home, sometimes your school, local library or youth center may have computers you can use!



Write down some of the forms of social media you may be able to use to help implement your Project Plan.

For example...

Social Media: Facebook

Use: I can create a Facebook page about the petition I am writing to have the city build a new outdoor rink so we have somewhere to skate and play hockey. I can send the petition to people who join the Facebook group to make sure I reach my goal of 1000 signatures.

Social Media: _____

Use: _____



We have included a page of tips for using social media in Appendix 4 of the “Resources” section of your guide – check them out!

Social Media: _____

Use: _____

Social Media:

Use: _____



In Appendix 5 of the “Resources” section of your guide, we have included an “Event Proposal Checklist” that was developed by the Strathcona County Students Against Drinking and Driving (SADD) group. Check it out for some things to think about when planning an event!

Pulling it all together

No matter who you are approaching to support you with implementing your Project Plan or carrying out the key tasks you identified for yourself, it is important to be prepared when you meet them.

When you approach an individual or group, prepare a mini strategy. Ask yourself the following questions:

What is the issue?

E.g. I want to have an assembly to raise awareness about bullying in my school.

What are you looking for?

E.g. I need a meeting space for a committee I put together to help me plan the assembly.

How do you want their help?

E.g. I would like to use Mr. Smith's classroom during lunch on Wednesdays for the next three weeks.

What will the outcome be?

E.g. This will allow me to properly plan for the assembly and ensure that bullying messaging is effectively communicated to the rest of the school.

By arriving prepared you can reduce the amount of questions your audience may have, and it can help you get the positive response you want!



Speed bumps

We can pretty much guarantee you that you are going to hit some speed bumps while implementing your Project Plan. The best way you can deal with the barriers you may face is to be prepared. Close your eyes and take some time to imagine yourself rolling out your project and ask yourself - what may stand in your way?

The three largest barriers that may keep me from accomplishing my goals are:



For example...

No money! Adults don't listen to me! Ugh, why does no one else want to help?

- 1) _____

- 2) _____

- 3) _____



Now come up with one or two strategies to address each barrier you have identified.

1. a) _____

 b) _____

2. a) _____

 b) _____

3. a) _____

 b) _____



You may want to include one or two steps you'll need to take to implement each strategy (e.g. recruit people to bake cookies for the bake sale, obtain permission from the school to hold a bake sale, advertise the bake sale).

Evaluation

MAKING YOUR PROJECT LAST



After you've completed your project, reflect on what you've done!

What went well? What was successful?

What could be improved for next time?

To keep everyone motivated, brainstorm some ideas for future events and set some new goals.

APPENDIX 1: READY, SET, SUCCESS!

Youth Gang Prevention Initiative
Prince George, Community Policing Services
2012-06-26 13:22 PDT

In March 2011, Kelly Road Secondary student Emily Striker attended the RCMP's National Youth Leadership and Project Development Workshop at the RCMP Training Academy in Regina, Saskatchewan. Emily was accompanied by Corporal Carissa Hornoi, the police officer in charge of the Prince George RCMP's Community Policing Section.

Over the course of this three day workshop, Emily and youth representing each of the provinces and territories identified issues related to youth crime and victimization in their respective communities.

Emily identified gangs and gang violence as the issue affecting youth in Prince George and created a project plan to combat the issue beginning with her school.

"I was so impressed by the work done by all the youth as they prepared their project plans, especially Emily," says Corporal Hornoi. "I was really excited to support Emily with her project plan and it was easy to do because it was directly in line with Prince George Detachment priorities, specifically Gang Prevention."





Over the course of the year, supported by her RCMP mentor Corporal Hornoi, Emily fine-tuned her project plan and connected with essential partners that aided in the final execution of the plan.

Emily's project required identifying and recruiting a speaker with former gang involvement that would present and share their story in the classroom. Emily knew that to be an effective project she needed more than just a presentation. Emily decided that the way that she could measure the impact of the presentation was to have a contest for the youth to express what they learned, how they felt and what they think about gangs. In order to engage as many students as possible she decided on offering both a writing contest and a poster contest.

"I really enjoyed this project, and I'm glad that I managed to contribute and make a difference in society," Emily stated.

Jolene Paquette presented to four grade 10 classes at Kelly Road Secondary School, speaking about her life and being exposed to drugs and gangs from a very young age. Jolene, who now is a social work student and mother of three young children, shared a very personal story about her loss and the truth about gangs.

"I was honoured when Emily chose me as her speaker to tell my story and the stories of my father and brother who lost their lives because of drugs. Emily is an inspirational young woman and I commend her for tackling such a huge issue in front of all her peers. I think it's important for youth to understand the choices they make and where they could lead," states Jolene.

Corporal Carissa Hornoi and Emily Striker would like to thank everyone that assisted with the project, including all of the contest participants, Kelly Road teachers, principal and the Parent Advisory Council for donating the contest prizes.

Released by
Corporal Craig Douglass

THE WINNING POEM:

Nothing is Wrong Here?

Poem by Brendan Bellavance (written in English)

I never thought this is how it would go. Rewind, rewind.
But this is all I've ever known.

My little eyes saw it all but couldn't understand.
But my heart knew the fear.

Nobody seemed so much different than me just then.
Not even now, my brain still can't comprehend.
That everybody was so much different than me back
then.

I never thought this is how it would go.
Rewind, rewind. But this is all I've ever known.

Flash forward, to when my home is all I am.
The 'different' people knock down the door at every turn.
But father is never gone long.
He taught me how to shoot it down, take it like a man.
All I want to do is run.
But everyone assured me that this is right, not wrong.

I never thought this is how it would go.
Rewind, rewind. But this is all I've ever known.

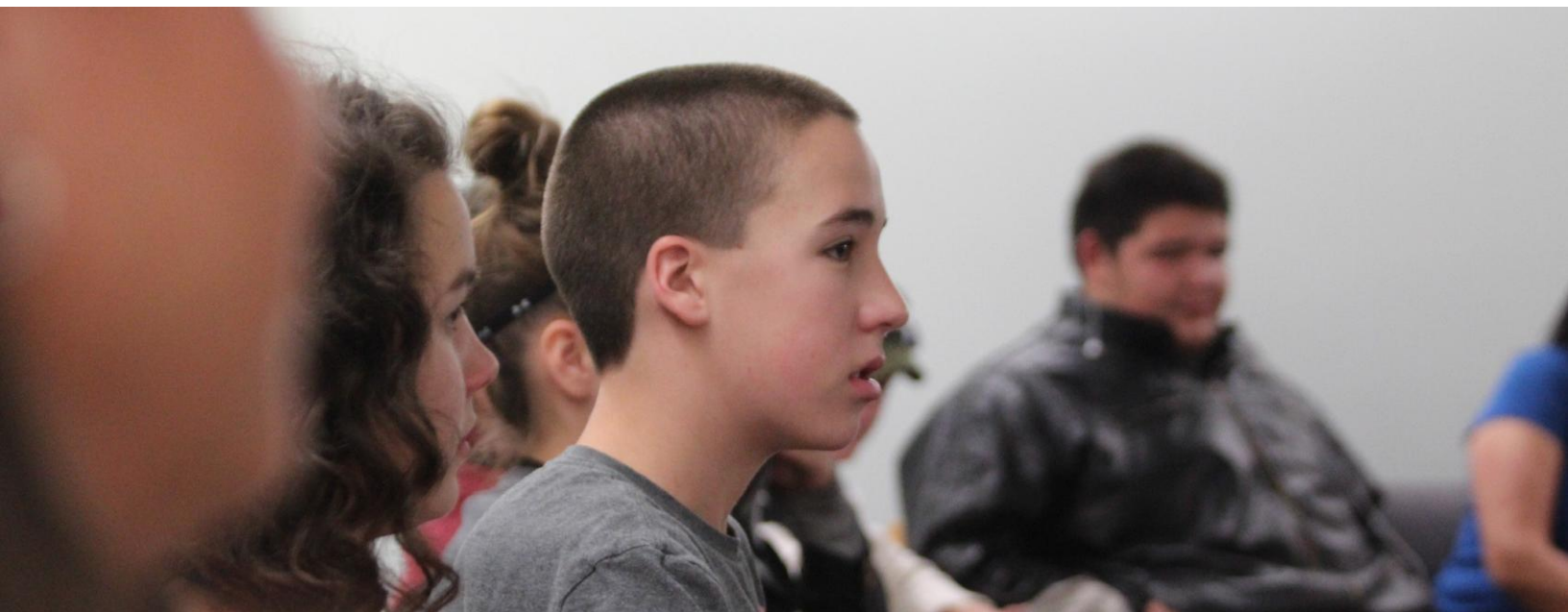


Winning poster by
Brianna Rose

Flash forward, to when rules are meant to be broken.
Father's in the kitchen cooking up money.
The needle no longer stings.
And sister's body is on the street selling, though she's broken.
What is the hurry?
Money doesn't last, it just buys more stings.
I never thought this is how it would go.
Rewind, rewind. But this is all I've ever known.

Flash forward, to when second chances are wasted.
The sound of the shot rings in my head.
But can't cut like a knife.
The world falls around me, sinks like lead.
The 'good' men are taking me to where time is wasted.
I ask, 'What's wrong with how I live my life?'

I think I always knew, this is how it would go.
Flash forward, Flash forward. Erase what I've known.



APPENDIX 2: HOW TO APPROACH THE POLICE

1. Call ahead to set-up a meeting
2. Select 2 (or 3) people from your group to attend the meeting so that you are able to answer any questions that may arise
3. Dress appropriately
4. Arrive on time
5. Shake hands and make eye contact
6. Provide a brief presentation and/or handout
7. Present your list of expectations
8. Ask if there are any questions
9. Provide your contact information
10. Discuss options if criteria are not met
11. Discuss next steps: meeting date, time and location
12. Thank the officer(s) for their time
13. Give the police the same respect you would like them to give you
14. Let them know you appreciate their help

APPENDIX 3: FUNDING

Department of Justice – Youth Justice Fund

The Youth Justice Fund provides grants and contributions to projects that encourage a more effective youth justice system, respond to emerging youth justice issues and enable greater citizen and community participation in the youth justice system. Projects must meet at least one of the following objectives:

- Establish special measures for violent young offenders;
- Improve the system's ability to rehabilitate and reintegrate young offenders;
- Increase the use of measures, outside the formal court process, that are often more effective in addressing some types of less serious offending;
- Establish a more targeted approach to the use of custody for young people;
- Increase the use of community-based sentences for less serious offending.

For more information on the Youth Justice Fund, please visit:

<http://www.justice.gc.ca/eng/fund-fina/cj-jp/yj-jj/index.html>

Department of Justice – Victims Fund

The Victims Fund provides grants and contributions to support projects and activities that encourage the development of new approaches, promote access to justice, improve the capacity of service providers, foster the establishment of referral networks and/ or increase awareness of services available to victims of crime and their families.

<http://www.justice.gc.ca/eng/fund-fina/cj-jp/fund-fond/proj.html>

RCMP Foundation

The RCMP Foundation raises funds to develop local community programs in support of Canada's youth-at-risk in areas such as Community Policing, child safety, drug awareness, crime prevention, anti-bullying literacy, Internet safety and victim services.

For more information visit: <http://www.rcmp-f.ca>

RCMP - Family Violence Initiative Fund

The RCMP receives money annually to distribute to non-profit community organizations as well as municipal, provincial and territorial partners to address the problem of family violence. All submitted projects must be RCMP supported, and detachments can submit electronically or in printed form on behalf of communities and organizations. Partners are invited to submit proposals to help fund:

- Activities that aim to prevent high risk groups from re-offending;
- Initiatives that foster prevention in Aboriginal communities;
- Conferences, seminars, presentations or workshops that aim to prevent and promote public awareness about relationship and family violence; or
- Activities that assist victims of crime

Calls for funding are announced usually in the spring on the RCMP public website: <http://www.rcmp-grc.gc.ca/cp-pc/fam-eng.htm>



APPENDIX 4: USING SOCIAL MEDIA

The Internet is definitely one of the greatest inventions – EVER. But it is important that you think critically about your actions to make sure your experiences online are positive ones!

Your Personal Information Is Just That Personal!

Name: You don't need to include your full name; your friends already know who you are! However, when using a nickname, think about how it may be perceived. For example, "Wild_grl_15" may not be a good nickname - it might give viewers the wrong impression.

Address and School: Your friends already know where you live and what school you attend. Giving your full address or school name means that anyone in the world who views your profile knows exactly where to find you.

Phone Number: If your friends don't already have it, you should give it to them in person. Someone can find out a lot of other details about you if they know your phone number, (for example, looking up some phone numbers on the Internet can reveal your home address!) Also, if your phone number is online, anyone in the world may be able to call you.

Photos/Videos: Any photos or videos you post online can be downloaded, copied, altered or printed. Once you post them online, they may be on the Internet forever – even if you take them down at a later time! If you include pictures in your profile, they should be ones that you wouldn't mind your parents or

teachers seeing. Also, be sure that no other information is included in the pictures or videos, such as your school, street name or sports teams. If you are posting pictures from an event, make sure everyone is ok with having their picture put online.

Profile Settings: Privacy settings exist on almost every site where you can create a profile. When possible, make sure your profile is set to private. This makes it harder for people you don't know to see your profile.

For Events: Create a secondary email account to use for events or community initiatives. That way, if you receive spam it is not filling up your personal email. You may even want to consider creating a new profile and email using the identity of your group or initiative, rather than using your personal profile. You can include more information this way without compromising your personal information.



APPENDIX 5: EVENT PROPOSAL CHECK

1) Event: _____ 2) Date: _____

3) EventLead(s): _____

4) Committee Members: _____

5) Location: _____

6) Technical Equipment: _____

7) Supplies / Materials: _____

8) Handout Materials: _____

9) Total Cost (if any): _____

Information Courtesy of the Strathcona County Students Against Drinking and Driving (SADD) group.