



## **Youth First A Guide to Help Youth Take Action**

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## **INTRODUCTION**

The teens and early 20s are a time of change. Those years are spent discovering yourself and finding your place in the world. For some young people, the transition from youth to adulthood is relatively smooth. For others, there are many peaks and valleys along the way.

A lot of research has been done around the difficulties faced by youth and how best to support young people in becoming all that they can. Two recent studies were done in the NWT to look at these things. The first, *Health Behaviours, Knowledge and Attitudes of Young People in the Northwest Territories*, describes how students from grades 4-10 feel about themselves. The study looks at why some young people take health risks, eat poorly and use drugs and alcohol. In the other study, *Securing Our Future*, a number of young people across the territory were surveyed to find out what they thought were the challenges youth had to face. These are talked about later in this book.

Because of those two studies, it was decided that a handbook would be developed to help young people make changes in their communities. This can be a big job. This handbook was designed to give you some ideas how to go about it once you have identified the changes you would like to make. The changes could be something big, like starting a drop in centre, or smaller, like getting more recreational programming in your community. The needs of young people will vary from community to community so only you know what will work best for you.

This isn't to say young people have to do everything on their own. There is a whole community of adults that would like to help you. A handbook, just like this one, has also been developed for adults. Their handbook talks about how to better involve young people in existing community activities and how to help you make the changes that you would like.

So let's get started.....

## **SECTION ONE - SUMMARY OF YOUTH NEEDS AND ISSUES**

The study *Health Behaviours, Attitudes and Knowledge of Young People in the Northwest Territories* describes how students from grades 4-10 feel about themselves. The researchers wanted to understand the events that lead some young people to take risks, to eat poorly, and to use drugs and alcohol. The Youth Project is a logical next step to the Health Study.

No one knows better than you what kinds of challenges you face. Between the ages of 15 and 24, young people go through a range of changes. Some young people don't seem to have a hard time during these years. For others, this can be the most difficult time of life. A few years ago, the Canadian Mental Health Association worked with youth and adults to come up with goals which should be part of every youth project or program. Looking at these goals might help you figure out what's missing in your community and what you want to change.

### **Respect -**

Youth should be respected when they share their ideas, secrets and opinions.

### **Caring -**

Youth need reassurance, a sense of belonging and people they can trust.

### **Opportunities for Participation -**

The chance to be heard and participate fully in community life promotes personal growth and positive contributions to the community.

### **Choices and Responsibilities -**

Youth need to be able to make choices and to take responsibility for those choices. To make the best decisions youth need to know that: people depend on each other;

sometimes choices involve compromise (give and take); and, the best decisions are based on solid information.

**Security -**

Youth should be able to live in communities free of family violence, physical and sexual assault, neglect and abuse.

Are these goals being met for youth in your community? What should be changed?

**SECTION TWO - TIPS FOR MAKING CHANGES**

Young people have some tips for making changes in your community.

- You can't do it all yourself. Ask for support.
- Try not to get discouraged.
- Be patient. Making changes takes time and hard work. It is usually volunteer work.
- Share the work and involve everyone available.
- Don't be afraid to speak out. Be heard!
- Stay positive!
- Involve other youth and keep youth empowered.
- Find interested parents and get them involved. (e.g. chaperones, overseeing a youth centre, helping with fundraising)
- Co-operate with each other.
- Keep differences aside.
- Have regular youth meetings to get new ideas and keep interest alive.
- Look for resources in the community.
- Be a positive role model for your particular age group.
- Get educated.
- Stay organized.
- Seek challenges.
- Avoid conflicts.
- Don't get corrupted.

**SECTION THREE - WHAT'S NEEDED IN YOUR COMMUNITY?**

In the NWT youth say they want:

- Help to deal with abuses in communities and among youth.
- More organized and a better mix of activities in the evenings and summer.
- Help to get an education and deal with problems at school.
- More youth employment opportunities and supports to gain work experience.
- Better communications among all community members.
- More support, encouragement and leadership from adults and the community in general.
- An open, active youth centre - a place to hang-out.
- Clearer expectations and help fulfilling those expectations.
- Chances to be heard and to be recognized.
- Less stereotyping and intimidation.
- More active youth involvement and youth groups.

## **Researching specific needs**

Are there different things needed or wanted by youth in your community? What should be the first priority? The way to find information is by doing research.

You may already have experience in doing research. For instance, before buying stereo equipment, perhaps you talked to a variety of people about what to buy. Maybe you checked catalogues and stores for prices before deciding where to get the best deal. That's research!

Needs assessment research is simply gathering the information that will tell you what you already have and what you still need. For example, if your community has a youth centre, but very few youth go there, it is not meeting the needs of youth. Doing some research should give a clear idea of how to make the centre's programs and activities appeal to more young people.

## **Why do research?**

- It is easier to meet with success if needs are clearly identified.
- Awareness is created through asking questions and talking with people.
- The information you collect can help later on to get supporters and to raise money.
- You may find that others support your feelings and your ideas.

## **Research Steps**

1. Decide what you want to know.
2. List the people who can tell you what you want to know.
3. Divide the research tasks among those available in your group.
4. Set a deadline for information gathering.
5. Prepare specific questions to ask people.
6. Record the information gathered clearly and concisely.
7. Keep track of where you got your information from, including written sources.
8. File the research results in a way that makes them easy to find.

## **Research Tips**

- Keep a list of both youth and adults who are interested in your research. They might be really helpful when you start to take action.
- Pay attention to other projects, including youth projects. What has made them successful? What made them fail?
- Stay organized. All the information in the world can't help you if you can't put your fingers on it when you need it. Keep lots of notes and keep them organized in files.
- Write down the research results. One or two pages is much better than working on a long report that never gets finished!
- Share your research results with other youth, decision makers, youth workers, parents, teachers...everyone in your community.
- Celebrate at the end of the research! You have information which can help to develop an action plan, get supporters, and get funding. Congratulations!

Research is something you might have to do more than once, as your group's goals change and as new projects, problems or ideas surface.

## **SECTION FOUR - ORGANIZING FOR CHANGE**

Here are some ways to start working with others to make changes.

### **Building a Team**

Even if it's only one other person, working as a team is a lot easier than doing everything yourself. Begin with other youth you know are interested. It's not necessary to have a big group to start making changes.

A team approach allows the sharing of responsibility. Develop commitment among new team members by making sure they have all the information you have. Everyone on a team should also have an equal say in making decisions.

*"Recognize that everyone does not have the same amount of time and energy."*

### **Team Building Tips**

- Successful teams have shared goals.
- Spread the work load and respect people for doing their best.
- Motivate people by being a good listener. Get to know and understand the views and feelings of each team member.
- Being well organized helps you to manage time more effectively.
- Share ideas and skills. Talk clearly and let others know what you are thinking.
- Promote sharing and discourage the creation of an "elite few."

### **A Support Network**

Make a list of people who might be able to give you feedback on your idea. Talk to the people you feel most comfortable with first. If supporters are involved at the idea stage, they can offer valuable advice and information and feel like they are part of the project.

### **Finding a Mentor or Resource Person**

A mentor's main qualification will be an interest in youth and their issues.

*A mentor can:*

- provide advice and support
- help you understand how groups work
- give you information about how organizations work (e.g. Hamlet Council)
- guide you to resources, contacts and opportunities
- assist you in organizing and planning
- promote youth participation with other adults and organizations

*A mentor cannot:*

- solve the problem
- lead the group
- be the group's spokesperson
- make it painless
- be the referee, judge or jury when group members have difficulty among themselves
- have control over the issue or the group's solutions

### **People Skills**

"People skills" are something you will use a lot if you are trying to make changes in your community. Here are some of the basics:

*listening*.....getting to know what others think and want  
*talking clearly*...letting others know what you are thinking  
*understanding*...getting to know and respecting the opinions and feelings of others  
*compromising*...being able to resolve conflicts

**Participating in Adult Organizations**  
One of the best ways to make sure that youth are heard, is to take part in making the decisions in your community.

Involvement can include:

- participating in a youth forum to identify or discuss key issues
- having a youth group work on a joint project with an adult organization
- making presentations to decision-makers
- participating in a workshop, conference or meeting
- working with adults to organize a social or recreational event
- taking responsibility for organizing part of a special event, like spring carnival
- wellness projects such as healing circles
- getting involved in writing job descriptions or sitting on a hiring committee for jobs that directly affect youth

These kinds of activities can lay the groundwork for more regular, ongoing participation.  
getting hired to work with an organization (e.g. working at the community hall for the recreation committee)  
sitting on a board, committee or council (e.g. rec committee or hamlet council) \* providing youth opinions on an on-going basis  
participating in a youth group which is linked to decision-makers (e.g. a youth committee of a band council)

### **Tips for Working with Community Organizations**

Before you approach a community organization with ideas of how you would like to work together, your team should decide what it wants. Important things to decide include:

- what are your goals?
- how do you want to be involved?
- what kind of results do you expect and when?
- what resources do you need to participate?
- what are the benefits for youth? For the community?

If you're having trouble convincing a community organization to involve youth, you might give one of the leaders a copy of Give Youth a Chance: An Action Guide for Working with Youth.

## **SECTION FIVE - TOOLS FOR ACTION**

Everyone trying to build a better community should have some tools. People skills, an effective committee and regular, well-run meetings are important tools.

### **Building Skills**

Making things better for youth in your community is a chance to learn a whole range of new skills.

Some skills your team members may want to get better at include:

- organizing

- fundraising
- cooperation
- problem-solving
- conflict resolution
- assertiveness
- proposal writing
- communications
- public relations
- public speaking
- leadership

### **Tips for Building Skills**

One of the best ways to learn new skills is to **ASK QUESTIONS!** No one expects you to know everything.

Try to have a realistic idea of what you can do on your own and when you need help.

It's okay to ask for help even when you just need someone to confirm that you are on the right track and give you some encouragement.

Make a list of the people in your community who have the skills and information which could help your youth group.

Share your skills with younger people and promote learning opportunities for them. **Effective Committees**

Effective committees work as a team to get things done.

People can volunteer for certain tasks on committees. These may include:

- chair (leads meetings, usually the spokesperson)
- vice-chair (to assist and fill in)
- treasurer (to look after the money)
- secretary (to keep meeting minutes and records)
- members (to look after specific tasks, such as fundraising and publicity).

### **Effective Meetings Are Well Planned**

A regular time and place for meetings is an easy way to make sure everyone knows about the meeting. (e.g. first Tuesday of each month) \* Make sure the key people are there.

The chair for each meeting sets the agenda and facilitates discussion. The chair is usually too busy keeping things on track to take as big a part in the discussion as others.

Let people know the agenda before the meeting so they can prepare. Review the agenda at the beginning of the meeting.

Have someone take minutes. They should include all decisions made and who was at the meeting. Minutes should be shared at the next meeting and kept on file.

Keep the discussion to the topic at hand!

Make sure everyone has a chance to speak and that everyone is respected.

Set a good example and complete the tasks you said you would do before the meeting.

Prepare (make notes if necessary) so you can present information and ideas clearly and without taking up too much time.

Take breaks! Don't get brain-dead from sitting too long.

A fun activity (e.g. a word game) at the beginning and end of a meeting will create good energy.

If roles are being rotated for the next meeting, make sure that responsibilities are agreed to and understood by everyone at the end of the current meeting.

### **Making Decisions**

At some point discussion has to stop and decisions need to be made:  
Create options.

Research the options to make informed decisions about which one to choose.

Evaluate the options - what's good and bad about each.

Choose the best one, keeping in mind your goal, your resources (time, people and money), and your principles or values. Identify the tasks involved as a result of your decision, and the people who will carry out the work.

*Majority Decision-making* means that most of the people vote or agree on a decision. This usually produces clear decisions quickly. The disadvantage is that those who don't agree with the majority could feel left out.

*Consensus Decision-making* doesn't involve voting. Instead, a group works together until everyone can agree on a decision. This can take longer, but everyone is committed to the decision.

## **SECTION SIX - PLANNING FOR ACTION**

Advance planning can improve your chances of success. Involve as many people as possible. Involving others in the planning process promotes commitment to the end result. Here's what to consider in an action plan.

### **WHAT?**

Your objective. (What do you want to achieve?)

### **HOW?**

Your tasks and activities. (Be as detailed as possible.)

### **WHO?**

Who will do what. (Include who will be responsible for making sure things are moving ahead.)

### **WHEN?**

Your time frame. (How long will each task take? In what order should things be done?)

### **WHY?**

Your expected results. (When the tasks are completed, what has been done should match your expected results.)

(A sample action plan for establishing a youth centre is included in [Appendix A.](#))



## Planning Tips

- Write your plan down.
- Organize your plan according to a schedule of weeks or months and write the tasks beside the dates.
- Expect things to take longer than you think.
- Make sure everyone involved agrees with the plan and understands their responsibilities.
- Plans can change or become more detailed over time. Make sure everyone knows about and agrees with changes.
- Consider what new skills and training your group might need to carry out the tasks successfully. Build training into your plan.
- Planning is needed for big projects, like getting a youth centre up and running. It is also a useful process for smaller activities, like organizing a fundraising event.

## Budgeting

A budget shows how much money you need to carry out your plan. It shows potential sponsors how their money will be spent. A budget also helps make an organization accountable for the money it spends.

Research is often necessary to find out how much things will cost so that the budget figures you use will be accurate. For instance, if you want to buy t-shirts, contact a business you might buy the shirts from and get an estimate of the cost.

## Budget Tips

Include in your budget, items and services which will be contributed by your organization or other groups, as well as items being paid for by someone else (e.g. meeting space, facilitator time, use of a phone). These are called in-kind contributions because they are donations of space, or services, or materials for which someone else pays.

The person responsible for the budget has an important job and should be chosen carefully. The treasurer must be willing to speak up if group members want to do something and there isn't enough money.

Find someone with financial or budgeting experience to help out - a parent, business person or teacher.

*(Two sample budgets are included in [Appendix B.](#))*

## SECTION SEVEN - FUNDRAISING

Fundraising involves "selling your idea." Be enthusiastic and well-informed. Follow up letters with a phone call. Ask for letters from people who support your initiative.

It is important to **provide clear information about your project.** Here is what most sponsors will want to know.

- Who is involved? Provide a short explanation of your organization or group and its purpose.
- What is the contribution for? What are you going to do? How are you going to do it? When is it happening and where?
- Why is this project needed?
- What do you need from the funding agency or sponsor in the way of money or donated materials?
- What will be accomplished by their contribution?

- What are the benefits for the sponsor in making a contribution?
- Where else are you seeking support and who else has contributed? (Sponsors are usually impressed if your organization's members have also invested in the project, even if it is only a small amount.)
- Will the funder be recognized publicly for contributing? (Through a thank you advertisement or notice, in any written reports about your project, verbally at the event, etc.)  
Sponsors will often want to see a budget.

They will also want to know that the money they provide will be managed carefully and honestly. In many cases an existing organization, which shares your goals and has a proven track record, will be willing to submit a proposal for you and manage the money raised. If your youth group is managing the money, name one person, a treasurer, to take on this responsibility.

### **Fundraising Sources**

#### *Local Businesses -*

Many businesses like to be seen as contributing to their communities, especially to a good cause. Often they donate things, such as materials, door prizes or food, instead of money.

#### *Service Clubs/Groups -*

Larger communities have more of these organizations which serve the community. Some examples include, the Royal Canadian Legion, the Elks and the Rotary Club. Try the service clubs closest to your community.

#### *Associations -*

Groups such as aboriginal organizations, the Chambers of Commerce, fire department or a recreation committee may be able to help you.

#### *Churches -*

Some churches or religious organizations have youth committees or programs, or want to support community programs.

#### *Government -*

Municipal and band councils may have a program which could support your initiative, such as a Community Wellness program. Or, they may have a grant fund for local organizations. Territorial and federal funding sources change frequently. Municipal and band offices may have up-to-date information about funding programs and contact people at the territorial or federal level.

#### *The RCMP -*

The police often want to become involved in community activities especially when they are organized by youth.

#### *Foundations -*

These are institutions which administer money given to them by people who want to support certain interests. It can take up to six months to get funding from a foundation.

### **Brainstorming**

Brainstorming is a creative and fun way to get ideas out on the table.

- Pick a specific topic, such as project or fundraising ideas.
- Set a time limit for brainstorming. \* Let the ideas flow.
- Write down all the ideas.
- Wait until the time is over to discuss, criticize or comment on the ideas.
- When the time is over, work as a group to list the ideas that will work best.
- Choose one idea to pursue. **Lobbying**

Lobbying, like fundraising, is selling an idea. Most lobbying involves meeting with decision-makers and making a presentation. Signing petitions is a form of lobbying.

Some of the people you could lobby:

- Member of the Legislative Assembly (MLA)
- Member of Parliament (MP) \* Mayor and Council
- Chief and Band Council
- Other Aboriginal Leaders
- School Principal
- Minister of Education, Culture and Employment, GNWT
- Minister of Municipal and Community Affairs, GNWT
- Minister of Health and Social Services, GNWT
- Local Businesses

### **Lobbying Tips**

- Go to the right person. Make sure that the person you are lobbying is in a position to make the changes you want, or to convince the right people on your behalf.
- Pay attention to your appearance and make a good impression.
- Make sure you are clear about your goals and who you represent.
- Be prepared. Practice answering all the possible questions you might be asked.
- Prepare a one-page summary about the issue and your idea to leave with the person.
- Be clear about what action you want this person to take.
- Listen carefully to their responses.

### ***SECTION EIGHT - PUBLICITY***

Bringing your project or program to the public's attention helps to:

- attract new members
- gain credibility
- gain supporters \* break down stereotypes about youth
- get recognition
- attract people to an event
- create awareness
- publicly thank supporters

Direct your publicity to your target audience. For example, posters at the Hamlet office may not reach many high school students, but they could reach adults. Your youth group may want to make a special effort to keep other youth informed while they are out of the community working or at school.

Try some of the following ways to inform your community:

- word of mouth
- school newsletters
- posters in schools
- notices on public bulletin boards
- tv and radio announcements

- CB radio
- the Internet (web pages)
- flyers or brochures
- radio, television or newspaper stories or advertisements
- promotional goods (buttons, balloons, t-shirts)
- door-to-door visits
- holding a public meeting with door prizes or entertainment to attract people
- holding a special youth and elder event

Make your publicity campaign fit your resources (people, time and money). A catchy name will help get attention.

Effective publicity or communications usually includes personal contact -- word of mouth, networking or presentations. Posters, advertisements and announcements are good reminders but don't replace talking to people directly.

### **Working with the Media**

- News or feature stories on radio, television or in newspapers are free ways to get publicity. They reach people outside your community, and impress people on your home turf.
- The media maybe willing to run a story if what you are doing is interesting, new, unique or affects your community. Special events give the media a reason to do a story.
- If you don't have a newspaper in your community, try sending a photograph to one nearby. Make sure you also send some information, including the names of the people in the photograph.
- To get the media interested, write a press release. Remember to cover the who, what, where, when and why.
- Try writing a guest opinion column about an issue affecting youth and what your group is doing about it.
- You are more likely to be published or aired on the radio if your piece is well-written. Ask for help to whip it into shape!
- Remember that youth need to be heard! Don't expect an adult to speak for you.

### ***SECTION NINE - HOW DID THINGS GO?***

When you are trying to make changes or reach a goal, it's a good idea to take stock every once in awhile. Take the time to look at the small successes and pat yourself on the back. Celebrate as a group too. Small victories can include:

- having a good meeting
- meeting new people
- meeting a deadline on a job
- getting everyone to agree to a point
- finishing a task
- getting a donation or funding
- learning new things about yourself or your community
- having everyone show up to a meeting
- getting a new supporter for your idea

### **Evaluating the Results**

The other time to evaluate is after an event or at the end of a project. There are two things to

include in your evaluation.

First, **compare the end result with the goal** in your action plan. If something didn't get done, consider whether it's worth trying again.

- Did you reach your goal?
- What were the impacts on the community?
- Did you stay within budget?
- What parts were most successful? Why?
- What parts were least successful? Why?
- What knowledge and skills did your members gain?
- Were there any positive results you didn't expect? Negative ones?

Secondly, **look at the way things were done**. This is the process, or the methods used.

- What did you do?
- How did you do it?
- Do people feel satisfied with their roles and responsibilities?
- How could things have been run more smoothly?
- What would you do differently next time?

An evaluation can take place at a meeting. Or, these questions could form the basis of an evaluation survey. Make sure all your team members are involved. Remember to write down your evaluation findings. The results could be useful for your next project, or for youth groups in other communities. Share the results with others in your community.

## **SECTION TEN - KEEPING INTEREST ALIVE**

It may be hard to keep interest alive after your group has achieved its goal. Youth groups may have high turnover because interests change and people grow up. Here are some ways to keep interest alive.

- New members with fresh ideas and energy bring new life to a group.
- Including younger people provides a steady supply of members and gives younger teens experience so they can take over when the time comes.
- Changing jobs and responsibilities can give members a new outlook and challenge.
- When one goal has been reached, decide what should happen next.
- Avoid burnout by paying attention to each other's frustrations and feelings. Adjust schedules to take the pressure off. Try not to take on too much at once.
- Keep perspective. How important will today's crisis or disappointment feel in a week? Remember there are things you can't control and are not responsible for.
- Keep a sense of humour! Even the most serious issues have a light side.
- Get together for fun and socializing. Organize a physical activity to give people a chance to blow off steam and relieve stress.

### **References**

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*Changing the Way Things Work: A Young People's Guide to Social Action.* Canadian Mental Health Association. Toronto. 1992.

*Play it Cool, Stay in School: Towards a Community Action Plan.* Employment and Immigration Canada and GNWT Department of Education, Culture and Employment. Yellowknife.

*Health Behaviours, Attitudes and Knowledge of Young People in the Northwest Territories.* GNWT Department of Education, Culture and Employment. Yellowknife.

*Effective Recreation Committees: An Orientation.* GNWT Department of Municipal and Community Affairs. Yellowknife.

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## ***Appendix A - Sample Youth Action Plan***

### **AN ACTION PLAN FOR ESTABLISHING A YOUTH CENTRE**

**Objective:** To establish a Youth Centre

**Responsibility:**

- Youth have to have the desire and the interest
- The community (business and individuals) as a whole should be involved and supportive
- Parents should show concern regarding the needs and issues of youth
- District Education Authority and school staff should be supportive
- Community committees and councils should help because they have the resources and decision making powers

**Time frame:**

- Approximately two or more years....realistically speaking
- Factors influencing the time frame are:
  - finding available building space
  - if no building is available, have to fundraise which can take a long time
  - the size of a community influences how much money can be raised and how much people power is available

**Tasks and Activities:**

1. Find individuals and/or leaders who would be committed to the project including a mentor or resource person to provide guidance.
2. Organize and set up a steering committee and set up a workshop on leadership

skills for anyone who is interested.

3. Publicize and campaign to promote the idea/proposed Youth Centre.

4. Approach decision makers, businesses, community, MLAs and funding agencies for support.

5. Initiate fundraising activities.

6. Look for donations (e.g. money, supplies, staff, buildings).

7. Once enough money has been acquired, start to carry out proposed programs and services. (Consider who is interested and eligible to run the Youth Centre - paid workers or volunteers.)

8. Determine the rules for the Youth Centre - make decisions about the times of programs and services available for youth.

9. Constantly review objectives, upkeep, building maintenance and people running the programs.

10. KEEP INTEREST ALIVE!

### **Expected Results**

- Meeting the needs of the youth and community
- Young leaders who possess initiative, motivation and desires to accomplish more for themselves and the community
- Good role models
- Better communication between youth and the community
- Healthy youth
- A community which is more responsive to youth
- Increased trust between the youth and everyone else
- Community wellness
- A stronger community

### **Other Comments/Considerations:**

Share the success story with other communities through media

Keep a rotating cycle of personnel - share paid positions and discourage the creation of an "elite few"

Recruit high school students for possible volunteer work by carrying out CALM hours at the centre

Make sure some kind of organization, band council or individual is always there to ensure the centre is being run but do not let this person or organization take control over the Centre

Have youth run the Centre

Have some kind of recruiting system in place for the future and continuance of the Centre, such as a file of individuals to be kept for reference purposes

Continue fundraising

Continue a constant change of programs and services to avoid disinterest

Keep adults and elders available for support but make sure they stay in the background

Keep public aware and interested in the Centre

Enforce the need for education and support... recommend a tutor for the Centre

Seek volunteer tutors among youth and everyone else

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**Appendix B - Sample Budgets**

**BUDGET FOR YOUTH CENTRE OPERATIONS: APRIL 1997 - MARCH 1998**

**Organizer: Community Youth Group**

**Expenses:**

*Personnel*

Youth Centre Manager	35,000.00
Youth worker	15,000.00
Benefits @10%	5,000.00
Centre After-hours supervisors	11,700.00 (In-kind)
Labour for building repairs	2,500.00 (In-kind)

*Supplies*

Office supplies	600.00
Activity/Sports supplies	2,000.00
Building supplies	,500.00
Cleaning services	15,600.00 (In-kind)

*Publicity*

Poster material/markers	200.00
Travel and Accommodation Community/Yellowknife	1,200.00
Meals \$55 x 4 days	220.00
Accommodation 4 x \$100	400.00

**TOTAL \$90,920.00**

**Total in-kind contributions \$29,800.00**

**Total Requested \$61,120.00**

**In-kind Contributions**

- Hamlet Council - labour for repairs (estimate)
- Parents Support Group - Youth Centre Supervisors (15 hours/wk x \$15/hr = \$11,700)
- Community Youth Group - Cleaning and basic maintenance (\$300/wk x 52 weeks = \$15,600)

**BUDGET FOR A HALLOWEEN DANCE**

**Expenses:**

**Revenue:**

*Publicity*

Poster	\$10.00	Ticket Sales	\$1000.00
Dance Tickets	25.00	(\$10.00 x 100 people)	

*Music*

*Concession*

D.J.	100.00	Sales	500.00
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*Decorations*

Streamers and Theme Items	50.00		
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*Concession*



Pop	300.00	
Hot Dogs	100.00	
<i>Door Prizes</i>		
Donated	0	
<b>Total Revenues</b>		<b>\$1,500.00</b>
<b>Total Expenditures</b>		<b>585.00</b>
<b>PROFIT</b>		<b>\$915.00</b>

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Contact the Webmaster