Are You Part of Generation Fix?

"The future belongs to those who believe in the beauty of their dreams." —Eleanor Roosevelt

Twenty million people die of starvation every year. Millions are homeless. More than a billion people in the world can't get to a doctor. For centuries, adults have struggled to solve these problems, but, maybe the solutions will come from you, the next generation—Generation Fix.

Young people like you care about the serious problems we face in the world and are trying to make a difference. Your generation has ideas—some simple ideas, some complex ideas, and some ideas that might sound crazy, but just might work. The world needs to hear what you think, and learn about how you are already making the world better. That's what this special newspaper section, and the book it comes from, titled, Generation Fix, is all about.

Each of these stories is about a kid who saw a problem and did something about it. You'll find out how kids just like you tackled hunger, homelessness, violence, discrimination, and problems with health care, education, and the environment. It was tough to choose whose stories to include—there were so many!

The kids in this section are ordinary—but their achievements are extraordinary. They have collected more than 5,000 boxes of cereal for food pantries, raised a quarter of a million dollars to buy school supplies for needy kids, invented a sensor to better control acid rain, and marched with picket signs to stop violence.

You've probably heard that problems can spiral out of control. Here, you'll read about solutions that spiraled out of control. Their work was never easy. Josh Marcus had to overcome the urge to play basketball when backpacks needed to be stuffed with school supplies. Kristel Fritz struggled to convince appearance-conscious teenagers to donate their hair.

These kids are not perfect. They are not saints. They are not geniuses. But they represent a generation—your generation—with the energy and ideas needed to make the world a better place.

Generate News

Learning Standards: skimming, prioritizing

Skim today's newspaper looking for problems that need solutions. List them and rank them in order of importance to you and to the world.
Zachary Ebers: Cereal-Drive Coordinator

"You don't need to be really, really intelligent to make a big difference. All you need is the desire to help somebody." —Zachary Ebers

Zachary Ebers, of St. Louis, Missouri, starts his day each morning with a bowl of cereal. An avid player of sports, Zach says breakfast gives him the energy he needs to make it through a game.

That's why when he toured Feed My People, a food pantry for needy families near his home, he noticed that they had only five boxes of cereal. Stacked on the shelves were cans of food but not much for breakfast. During the school year, poor kids get free breakfast at school. But Zach wondered what they ate in the morning during the summer.

So, he asked all his friends on his sports teams and some of his cousins if they would collect cereal at their schools or churches. "I wanted a catchy name for what we were doing and I knew breakfast was part of it," he says. "We wanted something that would almost rhyme or begin with the same letter." He looked in the dictionary under B and found "bonanza," which means a source of great wealth. "So if we collected a wealth of cereal, it would be a Breakfast Bonanza!"

In the first year of Breakfast Bonanza, Zach and his friends ran seven drives, collecting 800 boxes of cereal for the summer. "I was just doing what I could to help," he says. "I didn't know how successful we would be. It was kind of amazing."

Kid coordinators count the boxes and arrange for cars to deliver them to food pantries around the city. Zach asked food pantries to wait till school ended to distribute the cereal and that each child be allowed pick out their own box.

Generate News

Learning Standards: evaluating career opportunities, writing letters

Zach is an organized, dedicated person. Check the Help Wanted listings in the newspaper to find other jobs that need people with those qualities. Write a letter to one of the prospective employers telling why you'd be good for the job.

On Top of Things

Organizing something like this means talking to lots of people. "I had to call people and schools and everybody was so busy," Zach says. "I had to make tons of phone calls. They'd say they'd get back to me but sometimes they didn't call back. Then I had to get ahold of them."

Dedication can make it happen. Zach considers himself an average kid. "You don't need to be really, really intelligent to make a big difference," he says. "All you need is the desire to help somebody."
Joshua Marcus: School-Supply Guy

“When I handed the kids backpacks, they were so happy. It was such a good feeling, I couldn’t stop.” —Joshua Marcus

When Josh Marcus was about 10, the principal at his school in Boca Raton, Florida announced that all students had to do community service. Josh wanted to find a problem and create a solution.

His mom took him to a day-care center in a neighborhood of migrant farm workers where Josh offered to help teach the young children but the director told him he had to be at least 16 years old to work with kids. “Well, is there anything the kids need?” he asked. “School supplies for when they start kindergarten,” the director said.

Josh promised that the 152 kids starting kindergarten in the fall would have all the supplies they would need, packed in their very own brand new backpack.

“Sack It To You!” was born. Every day after school, he asked stores that sold backpacks or school supplies for donations. Day after day, he was turned down.

He decided to try another approach. Maybe he could raise money to buy the packs and supplies. To raise the $7,600 he needed, Josh mailed out letters to family, friends, his parents’ friends, and businesses, asking for donations. He also knocked on doors in his neighborhood. At the end of the summer, armed with the donations and a list, he went shopping. “When I handed the kids backpacks, they were so happy,” Josh says. “It was such a good feeling, I couldn’t stop.”

Neglected Teens, Needed Supplies

Josh read in the paper that the Haven, a home for abused and neglected teens, needed school supplies. Josh took care of it. He raised another $6,400 for 128 packs. “When I gave these big macho kids backpacks, some of them broke down and cried,” he says.

To Josh’s surprise, reporters started calling. “I thought you could only get on the news if you did something like kill somebody.” The attention brought more donations – and more requests.
A Cool Quarter-Million

To fill all the requests for supplies that poured in, Josh needed money. He mailed hundreds of letters asking for donations. Over five years, he has raised more than a quarter of a million dollars! Collecting money is only the first step. Stuffing hundreds of backpacks would take one person hours and hours. So, Josh gets his friends to pick up the supplies and backpacks from local stores and his two storage centers, and to help him pack them.

To stuff the backpacks, kids form an assembly line, one person adding pens, another paper, and another scissors, until each pack is full. “I try to make it fun,” Josh says. “We put on music and order pizza and work on the packs for a couple hours, then play basketball or something, then go back to work.” All the packs are personalized, sporting a luggage tag with the student’s name. “I want kids to feel special— that their backpack is theirs,” says Josh.

When the backpacks are ready to go, Josh and his family and friends load the bags into his mom’s truck to deliver them to the 17 agencies that request supplies.

Before handing out the packs to kids, Josh tells them: “If you want to do something, you do it. Don’t let anyone stand in your way.”

Josh wants to give every student who needs supplies a full backpack. To do this, he wishes kids all over the country would start chapters of Sack It To You! Several kids have already agreed.

But Josh knows that Sack It To You! is an imperfect solution. “It’s only one company and I’m only one person, and I realize that I can’t help everybody.”

The work is hard. “Sometimes I just want to give it all up,” he says. “It gets overwhelming because I want to do other things, like I really want to go play basketball, I really want to go outside or watch TV, but I know I have an obligation. It’s an honor.”

Contact Josh Marcus if you want to set up a Sack It To You! chapter in your town to provide school supplies to needy students.

Sack It To You!
3938 N.W. 53rd Street
Boca Raton, FL 33496
(561) 998-7720
jam0718@aol.com

Generate News

Learning Standards: evaluating, justifying a personal perspective

What products in today’s newspaper would you pack in a backpack for a needy child? Choose at least five products and tell why you picked each one. What advice would you give a child starting school? Talk about that with your class. Write a letter of advice to put into a backpack.
Gabriella Contreras: Peacekeeper

"We made them realize that we're here and that we want peace."
—Gabriella Contreras

Lunchtime at Gabriella Contreras’ elementary school was scary. Riots broke out just across the street at Tucson High School. Police would block off the street, stopping traffic, and lock down the school until the fighting was under control. “I wish somebody would do something to stop this,” one of Gabriella’s friends said.

“Why don’t we do something?” Gabriella replied. So, they asked their third-grade teacher if she had any poster board. With crayons and markers, they colored large signs: “Stop the Violence!” and “Make Hugs Not Drugs!”

Gabriella and her friends marched with signs that day and the next. The fighting continued, at first. But the elementary school kids felt better because they had acted. Every day, for the rest of the year, the kids marched back and forth along the gate facing the high school, holding up their signs so the students could see.

Cars driving by honked their encouragement. The high school students across the street watched the daily protests. And slowly, the rioting stopped.

“We shined a light on what they were doing,” Gabriella says. “The high schoolers realized that there are these little kids, these little eyes watching. They see what you’re doing, they hear a little bit of what you’re saying, and they see how you dress, how you act. We made them realize that we’re here and that we want peace.”

Inner Peace

The next year, although the fighting quieted down, Gabriella wanted to show everybody that violence is preventable so she invited her classmates to meet every Monday at lunchtime to talk about how they could prevent violence and strengthen their community.

Gabriella called the group Club BADD for Be Alert Don’t Do Drugs. “I thought it was so awesome,” says Gabriella. “Even now, students will go around saying: ‘Yeah, I’m a BADDstudent!’”

Club BADD meetings always start with their motto: “Even as youth we can make a difference in our home, neighborhood, school, and community.”

“I thought about water dropping in a lake and how it makes a ripple,” Gabriella says. “How you can start at home and make a difference there and then you can make a difference in your school and you’ll end up making a difference in your community.”
Marching for Peace

The first ripple they attempted was an annual peace march around the elementary school to kick off the school year. "You'll never get the whole school," adults told them. "You'll never make it happen every year." That made Gabriella steaming mad. "We can do this!" she protested. Her mom told her not to argue with adults, just to show them that kids can make it happen. So the kids met with the principal and convinced him that it was the right way to start the school year. With the principal on their side, the whole school marched.

Kid Power

Scholastic magazine ran a short article on Club BADDD. "All of a sudden, out of nowhere, I got bundles of mail asking about Club BADDD," Gabriella says. Kids from New York, Alaska, California, and Florida wanted to know how to start a club in their school. Gabriella needed money to make brochures and a video to show kids how to do it. She heard about a group offering money to community members for special projects. She won $2,500.

Club members prepared a packet of information on how to start a club, how to run a meeting, how to handle money. The school video club helped them make a film showing a Club BADDD meeting, some of the events, and Gabriella talking about the club.

Over the years, more than 200 kids have been involved in Club BADDD.

"On TV, you don't see younger students making an impact," says Gabriella. "You see adults volunteering or you see violence and drugs and negativity, so kids don't think they can make a difference. Then, once they are in it, they realize they really are making a difference. It empowers them."
"When something goes wrong you can always try to do something about it to make it right. Then you learn something." —Ann Lai

Ann was bored in freshman chemistry class so she started flipping through the textbook. A sidebar story caught her eye. Acid rain—rain that has become acidic through pollution—is eating away precious historic architecture, such as the Pantheon and Acropolis in Greece. Ann was startled at the thought of rain destroying stone.

Ann learned how acid rain destroys everything it falls upon, weakening metal, damaging forests, and killing fish and mollusks. "I had to see what's being done to stop acid rain," she said. She found that scientists had developed scrubber systems and neutralization systems to clean up the sulfur dioxide of acid rain. But they had no way to measure how much sulfur dioxide a plant gave off. How could people control sulfur dioxide if they didn't know how much was pouring out?

Ann thought she could help find a way. Perhaps scientists had missed something obvious, she thought. Perhaps a sensor already existed that could measure sulfur dioxide. Searching through books, Web sites, and science journals, Ann discovered that electrochemical microsensors measure chemicals like carbon monoxide. Maybe they could be adapted to measure sulfur dioxide. A lab at Case Western Reserve University, not far from Ann's home, specialized in developing these sensors.

She called the head of the lab. "I'm a freshman in high school, and I'd like to develop an electrochemical microsensor to measure sulfur dioxide, which contributes to acid rain," Ann said. "May I work at your lab?"

Once scientists in the lab showed Ann how the equipment worked, they were too busy to supervise her, so she was basically on her own. That was okay with Ann because it left her free to test her ideas.

Designing the sensor was a fascinating puzzle. Ann sketched out the possibilities using computer-aided design. "I love art, and designing the sensor combined art and science, so that was fun," she says.

The work was dangerous in many ways. The gases Ann experimented with were poisonous. She wore goggles and gloves and used protective mitts.
Testing, Testing . . .

Designing a sensor was only the first step. She had to make the sensor and then find out if it would work in the real world. Ann tried to design a way to test the sensors at different temperatures using a glass tube. "When it heated up, it exploded," Ann says. "I said to myself: 'Okay, calm down and do this again.'"

A Scientific Breakthrough

Over the next three years, Ann spent most of her free time at the lab. During the school year, she worked three or four days a week from when school let out until nine or ten at night. She popped into the lab some Saturdays, too. During the summer, she spent half the week there. "I enjoyed it," she says. "I'd lose track of time."

Ann didn’t spend all her time in the lab, though. "When I finished a certain stage or needed a break, I'd go out with friends," Her friends were impressed with her work. "They were like: 'Oh my god, I can't believe you are doing this! This is so cool!'"

After three years of hard work, what did Ann get? She got a little sensor that can go almost anywhere and measure sulfur dioxide. Each sensor costs only $9 to produce, so factories all over the country could use it with little expense.

"Some people are good at fundraising or creating awareness in the community," Ann says. "Other kids like me are more interested in the scientific aspect." Her advice: "Use your talent on whatever intrigues you the most."

Generate News

Learning Standards: reflecting on scientific knowledge, summarizing

1. Find a science-related story in today’s newspaper. Write a 5 W summary of the story telling who, what, when, where and why.

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

2. How many science-related stories you can find in today’s newspaper? Discuss them with your class.
"You can always make something good out of what seems to be a bad experience."
—April Mathews

“You never realize how much you really have until it’s all gone,” says April Mathews. When April was 10 years old, she lived outside Washington, D.C. in a big house with a huge backyard and a deck, a cat, and a dog. She and her sister Lori had their own rooms and many friends. Then, her dad’s drinking got bad. When he checked himself into rehab for treatment for his alcoholism, the family couldn’t keep up with the mortgage payments and the bank took back the house. They had to move.

April’s mom announced that they were going to move to a shelter. “When we spent our first night at the shelter, I sat up most of the night and cried: ‘Why can’t I be normal?’” They moved to an old one-story motel that was a 30-bed shelter. The Mathews family lived in a room with their own bathroom, but no kitchen, for three months. Dinner was served in a trailer. Churches took turns preparing meals for the families. April’s sister Kayla was born during the time that they lived at the shelter and April celebrated her eleventh birthday there.

April still went to the same school, but she told her friends she was moving to a different neighborhood. “I only told maybe one or two of my closest friends,” April says. “I was so ashamed.”

While staying at the shelter, April became friends with Kerri Stephen, the daughter of the director. A few months after the Mathews family moved out of the shelter and into an apartment, April and Kerri were hanging out, talking about AfterShare, a program where adults who were once homeless helped homeless adults get back on their feet. AfterShare volunteers gave advice, support, and a shoulder to cry on.

April and Kerri talked about how living in a shelter is not easy for kids. “You can’t spend the night at your friend’s house or have them over to yours,” says April. “You can’t go to the mall and hang out with your friends because you have no money. The only phone is in the hall, so no one can really call you. You spend most of your time in your room with your family. If you’re under 12, you can’t go anywhere without your parents.”
Homeless Shelter Blues

So April, Kerri, April’s sister Lori, and Lori’s friend Stephanie Conard created AfterShare Kids. They got other kids to volunteer when they moved out of the shelter. The twenty or so AfterShare Kids hung out with kids at the shelter, watching movies with them, painting pottery, and making bracelets. They scraped together money so students could buy their school pictures or join sports teams. They spoke about homelessness at schools. They threw Halloween and Christmas parties at the shelter. And they talked to kids. “You sit down and say, ‘I know exactly what you’re going through, I went through it, too,’” April says.

Moving On

After a few years, April had to give up volunteering with AfterShare Kids. When her dad got better the family moved out of the shelter’s neighborhood into their own home. AfterShare Kids was absorbed into the adult program, which was renamed AfterShare Families and Kids.

April says, “People from every walk of life, from every race, are homeless. Not all homeless people are drug addicts, alcoholics, or anything like that. Homelessness exists in every city, in every town, in every state, in every country.”

April doesn’t want people to feel sorry for her. “I learned that you can always make something good out of what seems to be a bad experience,” she says. “I was like, ‘Oh my god, I’m homeless.’ I thought it was the worst thing in the world. But if I hadn’t been homeless, I wouldn’t have been able to help kids and I wouldn’t be able to value the things that I have now. It was one of the most eye-opening experiences of my life.”

Generate News

Learning Standards: identifying universal issues, evaluating characteristics

1. Homelessness is one thing that all kinds of people have in common. What are some other issues we all share? Find examples in the newspaper of ways in which diverse people are alike. What can you conclude about the things we all have in common? Are people generally more alike or more different?

2. April found a way to make a bad experience into something valuable. Find someone in today’s newspaper who is in a bad situation. Write how that person might get something of value from the difficult event.
Kristel Fritz: Hair-Drive Coordinator

"Giving sick kids pride and confidence in themselves was just an awesome, awesome idea." —Kristel Fritz

One night, Kristel Fritz saw a strange sight on the news: Miss Kentucky, posed in a hairdresser’s chair getting her long brown hair chopped off. Miss Kentucky donated her hair to Locks of Love, an organization that gives kids with medical hair loss custom-fitted wigs.

The next day, Kristel couldn’t stop thinking about what she saw. "In my family, there’s a line of women with thinning hair and I’ve seen their struggle with not having a lot of hair," she says. "Giving sick kids pride and confidence in themselves was just an awesome idea."

After reading more on the Web site for Locks of Love, Kristel knew she wanted to contribute to the cause. She learned that two million kids suffer from alopecia areata (al-oh-PEE-shah air-ee-AH-tah), a disease that causes hair loss. She read stories of children who donated hair and stories of kids who received the hair.

"Their courage was so inspiring, I really wanted to help in whatever way I could," she thought. "If I have a hair drive, I’ll get so much hair!" she says.

Down to Business

Kristel’s mom works at Supercuts and offered to volunteer her time and recruit a couple of her colleagues for a hair drive. Then Kristel had to get approval from the principal and make permission forms for the parents of kids under the age of 18.

She hung posters and handed out fliers. Kristel started talking it up to classmates. "No one had heard of donating hair. Some kids actually said: "No way, I’m not going to donate my hair. I don’t believe in this cause."

"At first I thought maybe I didn’t explain myself completely," says Kristel. "I’d go through it again, giving them facts thinking that if I gave them enough information, they’d come over to my side."

But still, she couldn’t help being worried. Only 15 students signed up. "I was actually, honestly, really disappointed," she says. "The school has 1,200 kids and I was hoping I’d get at least 50."
Making the Cut

On the day of the hair drive, Kristel carried in five tables and five tall chairs. Supercuts let the hair cutters borrow squirt bottles, scissors, clips, and capes from their store. A student would sit in the tall chair. "How short do you want your hair after you donate?" the hairdresser would ask.

She'd put a rubber band at the place the student indicated. Then she'd take her scissors and just chop right across. Then, the surprise: Tears began to flow. "One thing I hadn't anticipated was all the crying," Kristel says. "Everybody, it seemed, was crying. It's hard for teenagers to part with their hair. Hair is part of their identity, who they are."

She tried to really respect their feelings. "I'd just walk over and hold their hand while they were getting their hair cut or just sit there and listen to them," Kristel says. "Really, I just tried to give them whatever they needed."

Kristel collected 25 ponytails in all.

Kristel confessed her disappointment to a friend at only collecting 25 ponytails. Her friend said: "Yeah, you didn't reach 50, but you got 25 people to do something they never would have done. You gave them the opportunity to do this amazing thing!"

After that, Kristel thought, next year there would be more, and the year after, and the year after. "Things may not have gone the way I'd planned in my mind, but I started the seed for change and it will grow," says Kristel.

The second year, 30 people donated—five of them guys.

And Kristel donated her hair, too. The first year, her hair was too short. "It was just hair. I just had to smile, knowing it would end up on someone else's head."

Kristel collected 25 ponytails in all.

Generate News

Learning Standards: creating a plan of action, designing graphics

Kristel encountered a problem getting people to participate in her project. Find a story in today's newspaper that shows someone in need or a problem in need of a solution. Develop an idea to help that person or that cause. Check the newspaper to see how display ads are designed. Create an ad encouraging people to participate in a volunteer project. What do you think is the best way to convince people to be generous with their time?
Charlie King, Jr. and Davon King: Racial Profiling Plaintiffs

“If officers stop one race, they should stop all races.”
—Davon King

When Davon King was 12, he rode his bike everywhere. Since moving from a mostly black neighborhood in Detroit to Eastpointe, a mostly white suburb, Davon, an African-American, sometimes felt self-conscious. “Some people would be shocked to see an African-American,” he says. “When I rode by, they’d just stare at me.” But that didn’t really bother Davon. Mostly, he felt free.

Then, one afternoon, Davon and his older brother Charlie (then 14) were biking to a grocery store near their house. A police car drove up next to them. The officer yelled out the window: “Stop and get off your bike.”

“Black kids are stealing bikes in Eastpointe and taking them to Detroit,” the officer said. “What are your names?”

“Davon King.”

“Charlie King.”

“Do you have any ID?”

“No,” the boys answered.

“Why aren’t you in school?” the officer asked.

“It’s summer.”

The officer asked for their address and where they went to school. “I’m not accusing you of anything. I just wanted to make sure you were on your own bikes.” And he told them they could go.

Black Biker, White Biker

Then, a few weeks later, Davon and Charlie were riding their bikes in Eastpointe. A police car passed them with the siren screaming and lights flashing. There were two police officers this time. “Stop!” one yelled. “Get off your bikes.”

One officer asked Charlie for his name, address, and school. Charlie told him.

Then the officer turned to Davon and asked for his name. Meanwhile, a white boy rode by on a bike and the police didn’t stop him.

“I was mad,” Davon says. “This kid rolled right in front of the cops and neither officer did anything to stop him. For all they knew he could have been stealing that bike and taking it to Detroit.” The officer said they could go.

The Last Straw

One day the next spring, the brothers were stopped again. Charlie was frisked and put in the back of the police car before the boys were allowed to go.

“As we pedaled away, they were laughing at us and waving,” Davon says. “I thought, ‘Why me? What have I ever done to deserve this?’”
Time for Action

The boys told their parents what happened. "It's not fair that my civil rights have been violated," Davon says. "White kids can ride bikes up and down the street and have fun and African-American kids should be able to ride up and down and have fun. If officers stop one race, they should stop all races."

So, the King family filed two lawsuits. One of their cases settled out of court and the boys received a small amount of money. The other case was dismissed. The Kings are appealing.

But that's just the beginning. While going over police reports, the Kings' lawyer, Chuck Chomet, found that between 1995 and 1998, police stopped more than 100 African-American kids while riding their bikes in Eastpointe. During the same period, police stopped only 40 white males on bikes, though the area is mostly white.

In August of 2000, Chomet filed another case against Eastpointe police on behalf of 21 African-American kids who were stopped by police while riding their bikes. The police chief defended the practice of police officers stopping black kids on bikes. There had been several complaints of bikes being stolen by young black males, he wrote.

Rights

Does the fact that some black kids may have stolen bikes give police officers the right to stop any black kid riding a bike? The Fourth Amendment says that the police cannot stop and search you and take any of your possessions without reasonable suspicion that a crime was committed and that you were involved.

An End to Racial Profiling

For the discrimination and humiliation they suffered, the plaintiffs request payment of one million dollars for each party in the case. But they also want an end to racial profiling of kids on bikes in Eastpointe. They want a clear policy describing the circumstances under which kids with bikes can be stopped. Finally, they want a way for kids and their families to complain when they think that their constitutional rights have been violated.

"I'm proud that me and my family have been able to motivate people to do something about racial profiling in Eastpointe," Davon says.

Generate News

Learning Standards: drawing conclusions, evaluating race relations

Skim the newspaper for stories about racial relations. What conclusions can you draw about the state of race relations from the stories in today's news? Write a position paper with your conclusions and use examples from the newspaper to support your opinions.
All About Volunteering

“Ideas won’t keep. Something must be done about them.” —Alfred North Whitehead

The more you know about a problem—how big it is, who it affects, what has already been tried—the better the solution you’ll create. Search the Web, read in the library, or call or e-mail organizations listed here. Talk with your parents, teachers, and other kids to find out what they know. Once you’ve learned about a problem, put your ideas into action by following these steps.

Follow Your Heart:
Look around your neighborhood, school, and community. What are you passionate about? What would you really like to change?

Start Small:
You can solve big problems, but to get started and to test your ideas, start with a piece of the problem. What part do you want to attack first?

Invite Your Friends:
Don’t think you have to go it alone. Friends, classmates, and family may be eager to help. Set up a meeting and invite anyone you think might be interested. Visit local organizations already working on the problem.

Raise Money:
If you need cash, ask friends, family, or local businesses for donations. Or apply for a grant. You’ll need to be able to describe the problem, your idea, how much money you’ll need, and how the money will be spent.

Jump In:
Take that big first step, pick a date for your first event, and make a list of things you need to do. Write down who has agreed to do what.

Invite the Media:
Television stations and newspapers might be interested in what you are doing. Call or e-mail them.

Don’t Give Up:
Almost all the kids in these stories faced obstacles along the way. But they all say if you stick with it, you can accomplish great things!

Volunteer Organizations

People in many organizations are ready to help you make your solution happen. These groups are easy to contact. If you have access to the Web, that’s a great place to start—most have great Web sites packed with information and inspiration.

National 4-H Council
7100 Connecticut Ave.
Chevy Chase, MD 20815
(800) 368-7432
info@fourhcouncil.edu
www.fourhcouncil.edu

Activism 2000 Project
P.O. Box E
Kensington, MD 20895
(800) 543-7693
info@youthactivism.com
www.youthactivism.com

Youth in Action
www.teaching.com/act/

Do Something
423 West 55th Street, 8th Floor
New York, NY 10019
(212) 523-1175
mail@dosomething.org
www.dosomething.org

YouthVenture
1700 N. Moore Street, Suite 2000
Arlington, VA 22209
(703) 527-4126
youthventure@ashoka.org
www.youthventure.org

Youth as Resources
1700 K St. N.W., Suite 801
Washington, D.C. 20006
(202) 466-6272, ext. 131
www.yar.org
yar@ncpc.org

National Youth Leadership Council
1667 Snelling Avenue North
St. Paul, MN 55108
(651) 631-3672
www.nylc.org
nylcinfo@nylc.org

Youth Service America
1101 15th Street, Suite 200
Washington, DC 20005
(202) 296-2992
www.ysa.org
info@ysa.org

Volunteers of America, Inc.
110 S. Union St.
Alexandria, VA 22314
(800) 899-0089
www.voa.org
voa@voa.org

Kids Care Clubs
82 Smith Ridge Road
South Salem, NY 10590
(203) 656-8052

Due to the changing nature of the Internet, some sites may change.