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Section 1



A Letter from the
Honorable
Landon Pearson

A Letter from Hon. Landon Pearson



No one was really prepared for the pandemic. All over the world countries had let their defenses down. Surveillance units like the one Canada set up after SARS were dismantled and so signals were

missed. As a result, the responses to the threats to public health represented by Covid 19 fell into the hands of epidemiologists and politicians. The good news was the huge investment that was made almost immediately into the development of vaccines as the ultimate weapon. Almost every other decision made was problematic. At first it seemed that the most vulnerable were the elderly. And so they were for reasons that had less to do with the pandemic than with the pre-existing wretched conditions of so many long-term care facilities. Now, after more than a year and a half it seems to me that children and young people are among those who have lost the most. And there isn't even a vaccine available for those under twelve yet. What is quite clear is that over this whole pandemic, as politicians and experts have tacked this way and that, few of the decision-makers who have been shaping

the conditions under which we are now living have applied a child rights lens to the various policies they have adopted on our behalf because virtually every one of the many rights of children that are articulated in the UNCRC have been severely curtailed. As a result, I am convinced that we need the input of children and young people to ensure that before a new worldwide crisis overwhelms us we have opened the necessary channels for them to be heard.

How can our young people help to make this happen? Let's look at the three packages of rights, the three "Ps" as they are called into

which almost all of children's rights fall, Provision (as in health and education), Protection as in protection from violence and exploitation and Participation as in the right to be heard. And remember that these are tied together by the four guiding principles of the CRC; the right to life and development, best



interests of the child, non-discrimination and, of course, meaningful participation. In order for children and youth below the voting age of 18 to become effective civil and political actors and advance these rights, they need to acquire real advocacy skills. In the area of provision rights, the right to education for example,

young people should be supported to learn how to strategize with respect to making schools more responsive to their ideas. To have their protection rights respected, young people must effectively identify their concerns and demand easier access to a complaints mechanism. And their participation rights will only be secured when the appropriate machinery is constructed so that young people can step on the levers of power. Designing a scenario for action in each of these areas would be a valuable exercise for building strategic skills. Furthermore, young people have knowledge that is unique to their generation. They know far better than the rest of us how to make good use of the electronic media. The next rights-challenging crisis will be upon us before we know it so it is imperative that those who will be most affected by it be well-armed, ready and able to propel movers to act in ways that will benefit us all.

Hon. Landon Pearson O.C.
September, 2021

Section 2

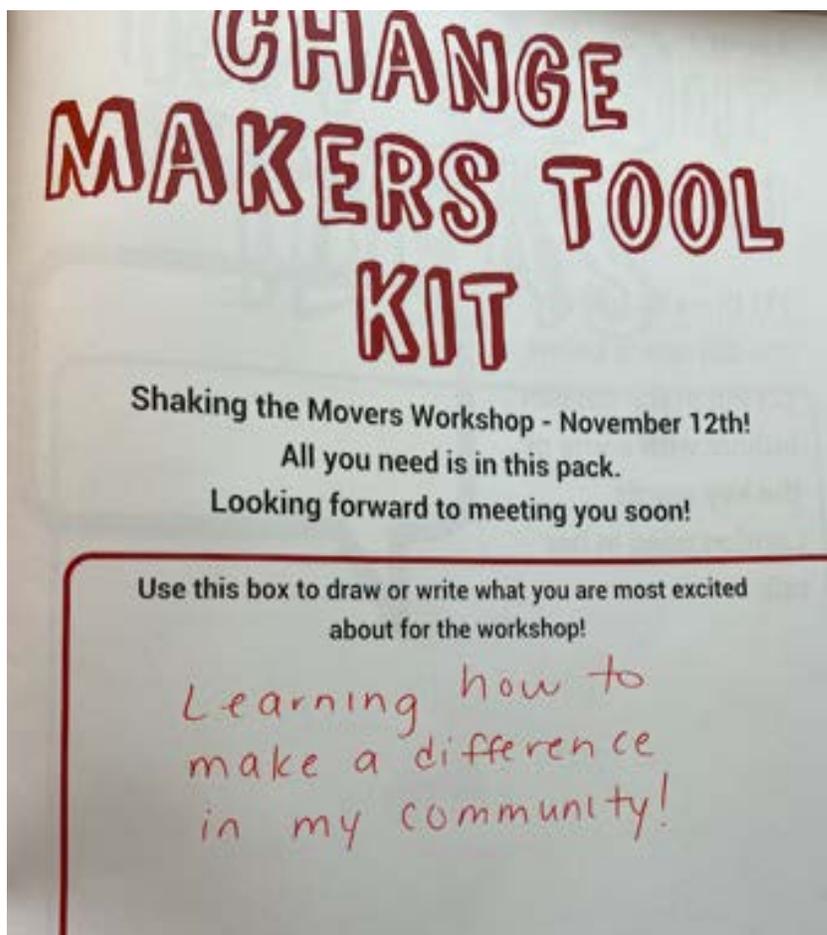


**Shaking the Movers
Background**

Background

About Shaking the Movers

Shaking the Movers (STM) is a country-wide annual event that is led and driven by youth. STM is sponsored by the Landon Pearson Centre at Carleton University to raise the voices of children and youth. STM compiles a series of workshops to create a space where children and youth



come together to discuss the United Nations Convention on the Rights of the Child (UNCRC) in the context of their own lives. Children and youth participating in this initiative are given the opportunity to explore their voices and exercise their rights with the assertion that they will be listened to and heard by decision makers. STM also provides the facilitators (undergraduate students) with a unique experience to learn from the young people who participate in the workshop(s).

For over a decade, the Landon Pearson Centre for the Study of Childhood and Children's Rights has designed workshops to provide spaces for children and youth to 'have the floor,' present their unique perspectives and experiences, and provide specific recommendations and input related to a children's rights agenda. Following each workshop, the voices of the participants are consolidated into a report. Landon Pearson has made it her priority to ensure that these reports reach the hands of the 'movers' and that they respond to young people's concerns and recommendations in the reports. The 'movers' consist of academics, educators, government officials, advocates, professionals working in child-service delivery systems, and others.

At the end of each workshop, young people provide suggestions for the following year's STM rights-based topic.



Section 3



Shaking the Movers Overview

Shaking the Movers, London: Overview

On November 12th, 2021, in partnership with the Landon Pearson Resource Centre for the Study of Childhood and Children's Rights (Carleton University), and with additional funding support from the John M. Davitsky Foundation, students at King's University College carried out the 'first-ever' STM in London with 50 children aged 6-13 years old across Ontario. Young people from the UK also tuned in to participate!

Sub-themes relating to the broader workshop topic (advocacy) were developed by the facilitators (25 undergraduate students). The facilitators carried out their activities with the participants in breakout rooms to create a personalized opportunity for engagement. The opening/closing activities and larger group discussions took place in the main zoom room with everyone together. The insights that emerged from the children shed light on some of the areas that young people identified as important to them, their lived experiences, and challenges and difficulties the children face in their daily lives. The five sub-themes that the facilitators developed for this year's STM workshop include:

1. Belonging
2. Digital advocacy
3. Advocacy in schools
4. Emotions and wellness
5. Self-Expression, Uniqueness and self-advocacy



Graphics developed by Jon Larter

Section 4



**Features of
Shaking the Movers**

Features of STM 2021

Location

Due to the continuation of the global pandemic (COVID-19), the workshop was held online via Zoom. Young people tuned in from across London (and surrounding areas), Toronto, and the UK. While some children tuned in at home, others joined virtually from organizations such as the Boys and Girls Club of London, from classrooms, and together from friends' houses. The facilitators were able to get together to facilitate the online workshop from a shared space, in person. In advance of the workshop, all participants were sent a 'change-makers' toolkit via mail. The toolkit contained a schedule of events for the workshop, markers, modelling clay to use throughout the workshop, a note book, a change-makers workbook filled with activities to guide the workshop, as well as materials to design a t-shirt, and other 'swag.' The change-makers



toolkit included ice breakers, rights-based activities, reflection questions, and space for children to express their ideas. The change-makers workbooks aligned with the schedule of the workshop so participants could engage in activities using the workbooks. These packages were central to the design of the workshop and helped engage children online. All participants were sent a link to join the ZOOM meeting.

Recruitment of Participants

Since the workshop was held online, the children were recruited virtually. Many of the children learned about the STM workshop through educators, peers, organizations, or other facilitators. The children and their parents filled out the registration and consent forms together and were encouraged to recruit their friends/siblings to join the workshop with them.

About the Participants

Participants ranged in age from 6 to 13 years old. Due to the online nature of the workshop, participants were recruited from across Ontario (mainly in Toronto and London/surrounding areas); young people from the UK also participated in the workshop. Young people from various social lines of difference and with various lived experiences took part in the workshop.

Informed Consent

Prior to the workshop, each participant had been provided with a written consent form to review and sign before participating. This included consent to having their narratives and pictures shared through this report. Through the entirety of the workshop, facilitators ensured the children were reminded of their rights to privacy and confidentiality as participants in STM. In addition, participants were encouraged to share their voices in the format that was best suited to their comfortability; for example, using the chat box, emoji's, modelling clay, and/or audio/video usage.

Introduction to Youth Facilitators



Undergraduate students from the Department of Childhood and Youth Studies at King's University College at Western in Dr. Daniella Bendo's CYS 3380: Child Participation Approaches were the facilitators for the STM workshop in London. In preparation for the role of facilitators, students spent several weeks learning about child and youth participation, engagement, advocacy, children's rights, rights-based facilitation, and practices pertaining to facilitating workshops with young people. The students developed and identified the five workshop themes based on their lived experiences and interests. Collectively, five groups of students led the STM workshop based on the five sub-themes. The undergraduate students used their child and youth engagement skills and their understandings of rights-based facilitation to engage with the children in a virtual manner, beginning with icebreakers, activities, breakout discussions and larger discussions focused on the sub-themes and larger theme of advocacy.

CYS Rights-Videos

With the help of students from Dr. Sam Frankel's CSI 3351: Facilitating Child Advocacy class, participants began their morning learning about the UNCRC, relevant articles and children's rights more broadly. Throughout the term, the class developed rights-based videos which were then played at the workshop as a starting

point to teach children about their rights. These videos set the foundation for small group discussions.

Agenda

Time	Event
10:00am-10:15am	Welcome & Introduction
10:15am-10:30am	Icebreaker
10:30am-10:40am	Getting to Know Your Group
10:40am-11:05am	What are Rights?
11:05am-11:10am	Break
11:10am-11:25am	Coming Together: Discussion & Sharing of Group Ideas
11:25am-11:30am	Break
11:30am-12:05pm	Breakout rooms: Activity 1 – Everyday lives
12:05pm-12:50pm	Lunch Break
12:50pm-1:25pm	Coming Together: Discussion & Sharing of Group Ideas
1:25pm-1:30pm	Break
1:30pm-2:15pm	Breakout Rooms: Activity 2 – Proposed Solutions
2:15pm-2:20pm	Break
2:20pm-2:50pm	Coming Together: Discussion & Sharing of Group Ideas
2:50pm-3:15pm	Closing Activity & Conclusion

Section 5



**Introduction to
Sub-themes**

Introduction to Sub-themes

Ice breaker

All participants were mailed a change-makers toolkit (activity booklet) to help facilitate the workshop and enhance engagement online. In the beginning pages of the booklet, the children were asked to write or draw anything they wanted others to know about them or things that describe them. Together with their groups, children also reflected on the following questions: how important is your voice, what skills would you like to develop, and what are some of your hobbies?

"Is talking a hobby?"

"I really like to draw and play piano. I'm also a huge anime fan and that's basically all I draw. I want to get better at social skills."

"I play Minecraft and roblox on the weekends. I like anime too, and I want to get better at drawing and I want to get better at writing."

"I'm really funny"

"I'm really good at colouring"

"My skills are drawing, notetaking, and eating. I want to get better at my communication skills."

"My favourite hobby is reading. My favourite books are the Harry Potter series. One of my skills is baking, but I can't cook. I want to get there."

Sub-theme: Advocacy and Belonging

This sub-theme focused on the idea of belonging, what belonging means to the children, and how the children feel they belong in schools. The facilitators highlighted that belonging



creates an identity of who someone is as an individual. The children explored how their voices can shape their sense of belonging and how their insights and perspectives can help to establish meanings about belonging. The children also reflected on what they value/enjoy doing and how these values and hobbies can represent belonging in their community. The facilitators created an engaging environment by posing discussion questions focused on children's lived experiences and insights surrounding belonging.

Below are responses from the children based on some of the discussion questions:



"With COVID I don't get to do other things such as track and field and sports, so I hope I can do more of those events soon"

How can your rights help you?

- To express yourself
- To have your voices heard
- To participate
- To make choices

"When I share my preferences about how I want to learn, and I am excited to be listened to, I feel more excited to learn"

"You have the right to suggest things and be yourself"

"If we work together then everyone gets a say"

Where can you bring your voice?

- Gym teacher to get better gym
- Other students for support to form opinions and choices
- Friends





Graphics developed by Jon Larter



Sub-theme: Digital Advocacy

This group focused on how digital media can serve as a useful advocacy tool to promote positive change in



communities. The first activity was a general discussion about media and how it can positively influence change in the community. The facilitators presented a narrative about a boy named Tommy and asked the participants to help Tommy think about ways that he can help his community. Below are responses from the children based on some of the discussion questions:

“Media can help you be aware of what is going on in your community”

“Don’t be afraid to share your opinion”

“I can use social media to create change and reach more people”

“Media can help you be connected to people who are far away”

“You always have a choice to do something”



The second activity the children were able to create a visual representation of what change means to them by collectively building an acronym.

WHAT MAKES YOU THINK ABOUT **Change?**

C	<u>Community, Charity, Caring</u>
H	<u>Happiness, Helpful, Hardworking</u>
A	<u>Action, Appreciative</u>
N	<u>Nice (being)</u>
G	<u>Giving, Generous, Goals</u>
E	<u>Excited, Educating, Effort</u>



Graphics developed by Jon Larter



Sub-theme: Advocacy in Schools

The school environment is where children spend majority of their time, and therefore, this group of facilitators wanted to explore how learning to advocate in the school setting can lead to change. Children in this group shared some of their ideas and experiences in school. Children were provided with a visual to rate their school experience along with what could be done to make it better.



Shaking the Movers Activity One:

Experience scale



Not so Good Experiences

Good Experiences



Following this activity, a general discussion focused on children's lived experiences in the classroom setting and how they can "rule the school" to create an advocacy-oriented learning environment.

“We can use our voices on classes we don’t like”

“We have the right to learn”

“We have the right to go to school and participate”

“We can share our voice at school”

“Schools need to add a second or third teacher to the classroom”

“You have the right to own your opinions and how you feel”

“Classrooms should be smaller, the classrooms are too big and sometimes the teacher doesn’t have time to help you”

“Everyone should be treated the same”

Schools need to add a second or third teacher in the classroom...and we need more support with homework.



Graphics developed by Jon Larter

Sub-theme: Advocacy, Emotions and Wellness



Children who focused on this sub-theme explored the meaning of emotions, how they are affected by them, and how to maintain wellness by using their advocacy skills/rights. The group first began their

activity by watching clips from the animated Disney movie *Inside Out*. The children were able to understand the main character Riley's emotions and the reasonings behind them. The children were able to reflect on Riley's emotions by relating them their own and unpacking what makes them happy, sad, angry, etc. A

discussion was then created around emotions in the school which included the following questions:



- What emotions do we feel at school?
- What do you feel when you are at school?
- How do your teachers make you feel?
- What do you do when things at school don't make you feel good?



- o What can be improved at school? What already works?

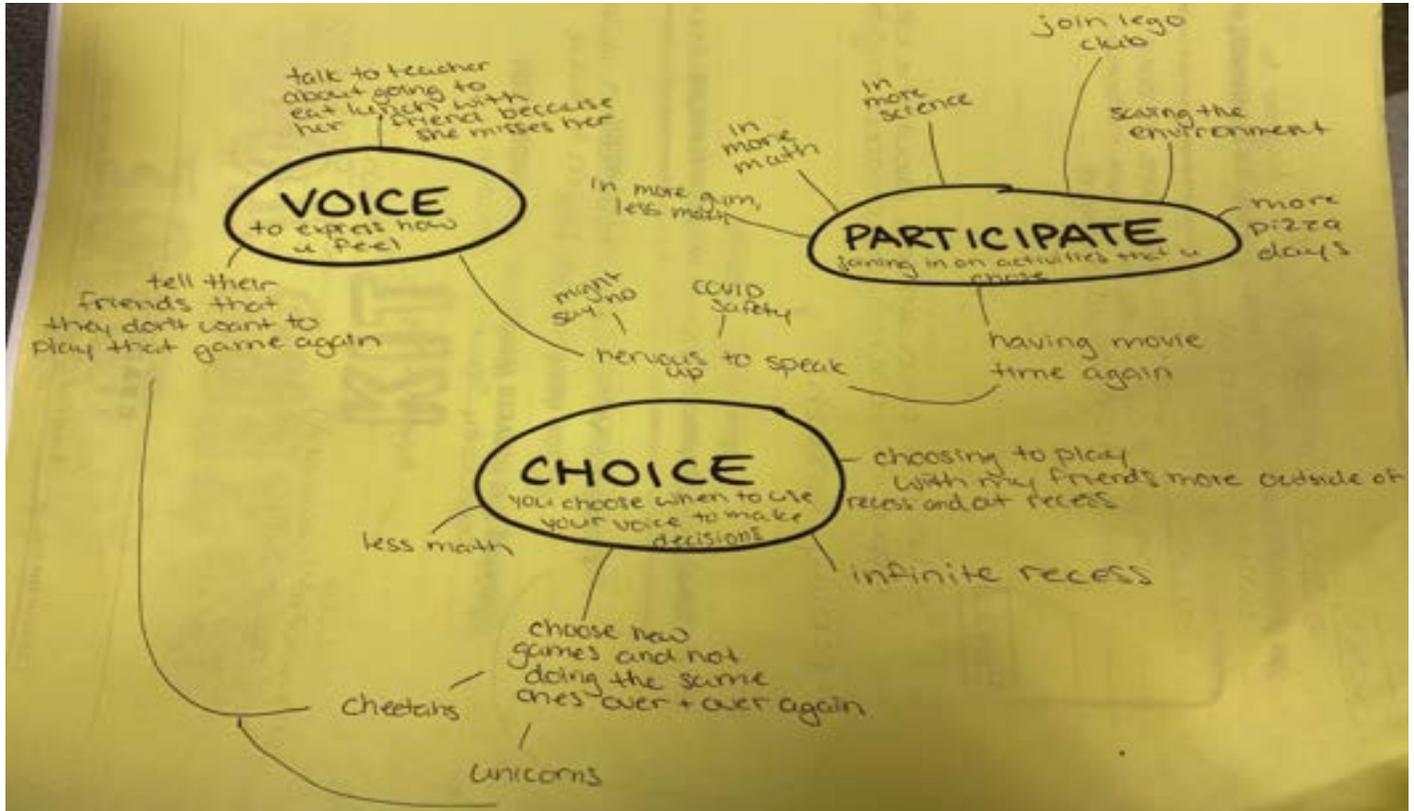
With the responses accumulated from this activity a wordle was created to create a visual representation of all the emotions the children felt from their experiences at school.



Activity two focused on the children’s wellness in the schools and how they wanted to use their advocacy skills (and also build on their advocacy skills) to implement their rights in schools. In this activity, the surrounding question was “what can be done in your school so you can feel the best that you can?” The main focus was on the concepts of voice, choice and participation and how to use their advocacy skills to implement them in their schools. First a discussion was opened so the children could share their ideas about voice, choice and how to participate. There were many excellent ideas on how the children in this group will use their rights to create voice, choice and



participation in schools; these ideas were collated into a mind map which was created together.



I'm nervous to talk to my teachers because they might say 'no'....I want to have more math lessons and I want to play with my friends more.



Graphics developed by Jon Larter



Sub-theme: Uniqueness and Self-advocacy

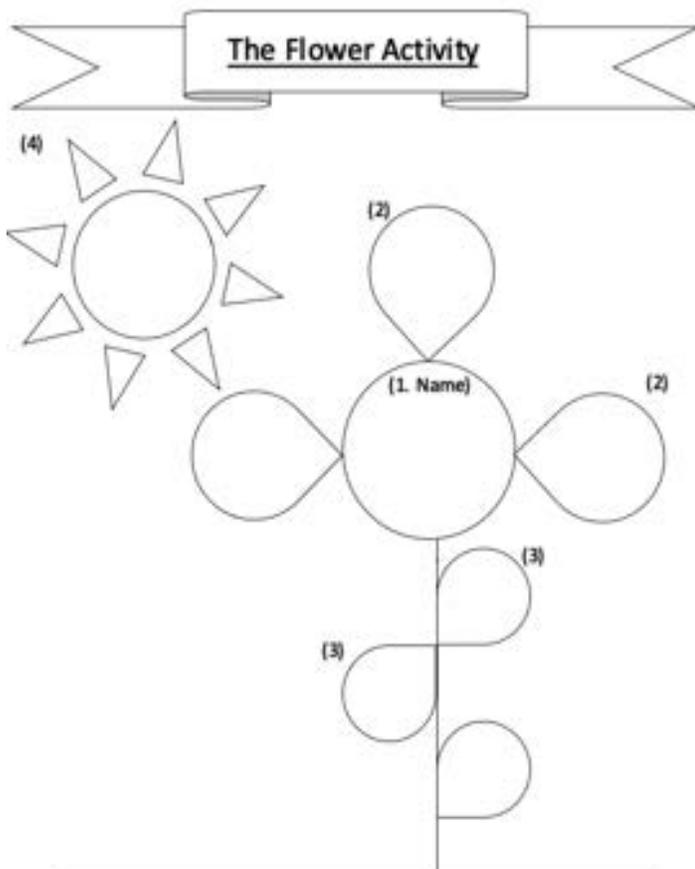
The facilitators in this group wanted to open a discussion about uniqueness and self-advocacy. In order to do so, a flower and a watering can activity



were created. For activity one, children created their own flower to indicate what makes them unique, how each unique person can identify what they might need from their community and how they

can use their skills to make a difference in their community.

This was done in 4 steps of the flower. Step 1 – in the center of the flower write your name, step 2 – in the petals write something you like about yourself/makes you unique, step 3 – on the leaves write someone or

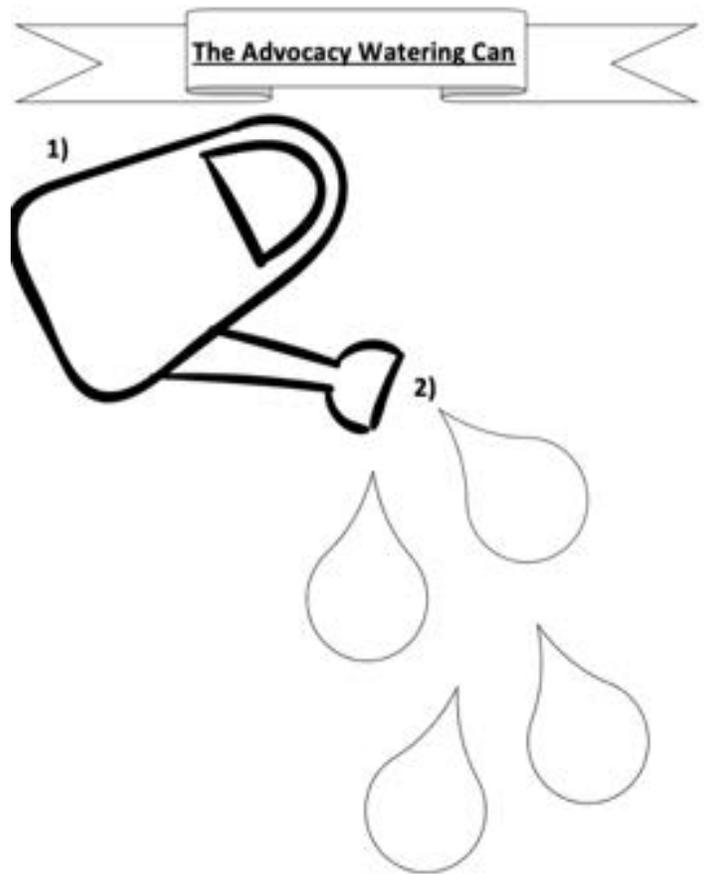


"I like how hard working I am, and how organized I am. I said my parents and sisters too (step 2, leaves). My family and friends help me feel supported. They help me get things I need, my mom got me an Apple Pen and prisma-colours so I can draw both on paper and digitally (step 3). I said school, and my friends for step 4." (step 4)

something that makes you feel supported; and finally, step 4 – in the sun rays write what helps you grow (since the sun helps flowers to grow).

The second activity focused on how the children (the flowers) can grow as individuals to make a difference in their community. Before explaining the activity to the children, the facilitators asked them think about:

- What else helps your flower grow?
- How can you be encouraged and supported to be yourself and make a difference in your community? Why is this important?



Similar to the style of the flower activity, the watering can represented different features of the children's unique selves. In the watering can the children filled in how they can use their unique skills and supports in their life to make a difference in their community.

"Sometimes I use my creativity to help people."

"From other people I need them to know I have my own choices, and I have my own opinions."

"Sometimes when I'm at school people annoy me because they tell me things I cannot do because I'm a girl. I wish they would listen to my problems."

In the water droplets coming out of the watering can, the children wrote recommendations and suggestions they have for adults to help embrace/develop their unique skills to make a difference in their community. These activities revealed what skills young people can use to advocate for their unique selves, as well as how they can strengthen these skills through the supports that they identified.



I use my creativity to help people but from other people, I need them to know I have my own choices, and I have my own opinions...
Sometimes when I'm at school people tell me things I cannot do because I'm a girl...
I wish adults would listen to my problems.



Graphics developed by Jon Larter



Sub-theme Posters

The following posters were developed by the undergraduate facilitators to summarize some of the key ideas from the participants based on each of their respective sub-themes:

Advocacy and Belonging

"RESPECT CHILDREN'S TIME AND ALLOW THEM TIME TO THINK ON THEIR OWN"

Ask students about what they like and... listen!

Talk to teachers about trying new things

USE YOUR VOICE TO SHAPE YOUR LIFE!

How we can Support ...

BELONGING AND A CULTURE OF ADVOCACY

Belonging

"...means to feel welcomed"
**Being apart of making the world outside of school world, while at school*

Be Patient

**Please be patient learning from us as we're patient learning from you*

Genuine Response

"When I share my preference about how I want to learn, and I am listened to, I feel more excited to learn"

"I want more freedom at school to explore my interests"

Communication

"We would like communication with our teacher about homework"
**Online group chat*
**Overview of homework expectations at the end of class*

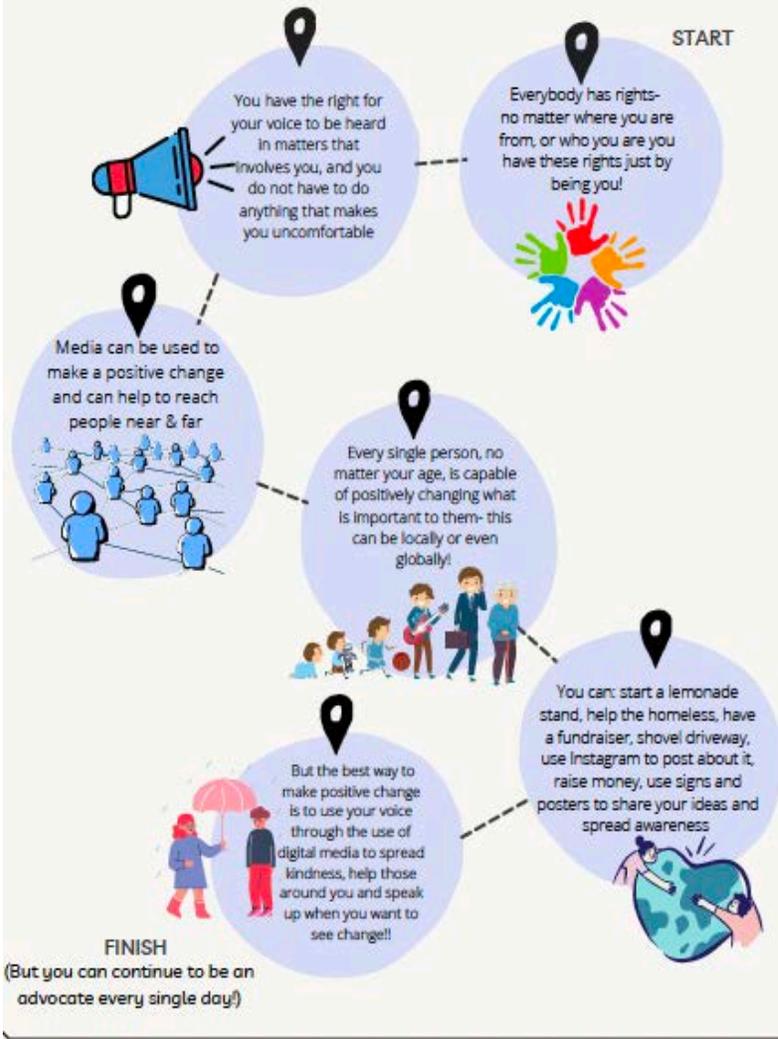
A SCHOOL-LIFE BALANCE

"We want time during school to complete homework so we have time for other things."
**Creating comfortable and unique spaces to study*
**Homework can be fun!*



Digital Advocacy

Digital Advocacy in the Media World roadmap to making positive change!



WHAT THE KIDS HAD TO SAY:

The Children of Shaking the Movers have so much to say- and it's time for the world to listen!



"Don't be afraid to share your opinion"



"If it's your choice, your opinion, it is important"



"Your choice, your voice"



"You always have a choice to do something"



"Everyone deserves and has a place in this world"



"Voices are heard but sometimes not supported"



"To make change I would post on media"



"To create change, I would ask the government"



Advocacy in Schools

YOU Rule The School!

According to young people....

"schools need to add a second or third teacher in the classroom"

"you have the right to your own opinions and how you feel"

"Classrooms should be smaller"

Do you agree?

Article 12 of The United Nations Convention on the Rights of the Child states that children have the right to participate in anything that directly affects them.

Children's Voices at School

Here's what we learned...

Children want more one-on-one time with teachers.

Children want their voices to be heard and valued in the classroom

Children appreciate learning about their rights.

How can you use your rights at school?

Learn your rights!
Check out the UNCRC!

Use your voice!
(Speak up at school)

Share your rights with friends!

Rights make sure that you are respected, protected, and able to take part in anything that directly affects YOUR life!

Advocacy, Emotions and Wellness

HOW CHILDREN FEEL PROMOTING WELLNESS WITHIN SCHOOLS

CHILDREN'S WELLBEING WITHIN SCHOOLS

CHILDREN'S IDEAS ON HOW THEY WANT
TO USE THEIR RIGHTS IN SCHOOL:

- VOICE**
Expressing how you feel.
 - "I want to have a movie day as a school."
 - "I'm nervous to talk my teachers because they might say no."
 - "I want to have more math lessons."
- PARTICIPATION**
Joining in on activities that you chose.
 - "When covid is over, I want to join the lego club."
 - "Use voice respectfully, don't yell or speak quickly."
- CHOICE**
Using your voice to make decisions.
 - "I want to choose to play with my friends more."
 - "I want to choose to not play the same game over and over."

LISTEN, ENGAGE & TAKE ACTION!

TAKEAWAYS:

- Children want to use their voice to say how they feel when they are at school. (ex. "Tests always make me nervous.")
- Sometimes they feel nervous to speak up to their teachers and friends because of fear of failure and judgement.
- They want to participate more in the subjects they enjoy. (ex. "I want to do more math," and "I would like more gym classes.")

BY: SHAUNE, CHLOE, JEMY, AND EMILY



Uniqueness and Self-advocacy

Children have the right to self-expression and meaningful play.
(Articles 13 & 31 from the UNCRC)

"I have my own choices and I have my own opinions."

"I don't think adults listen to kids as much as they should."

VOICE

Push children to reach their full potential but do not oversee them.

"I wish [adults] would listen to my problems."

Listen and support.

Encourage and support young girls.



Encourage a child's
SELF-ADVOCACY
through self-expression

Listen to what children want to engage in and support their choices.

Both play and voice are important in identity and belonging.

CHOICE

"I don't have time to do the things I want to be doing."



Section 6



**Children's Insights:
Problems and
Barriers for Change**

Children's Insights: Problems & Barriers for Change

The children's voices

The following direct quotations represent some of the young people's thoughts and perspectives on various problems or barriers that they would like to see change so that they can draw on their advocacy skills or build new skills to make a difference in their communities.

"I think something that would help in the community is making more clubs for kids; clubs like this."

"They should start to provide masks, and they should start reaching more schools."

"We'd like to make a difference with climate change, by having our voices heard by adults."



"We were talking about how people need to be educated about how girls have rights too and so do people of colour. We kind of kept talking about that and I think that's one of the best topics to talk about with people our age, just about our rights and how we have a place in the world."

"I don't think adults listen to kids as much as they should"

"To find a way to stay close to my friends because COVID is making that very hard"

"Add another teacher or third or fourth to the classroom because the class is very populated and many kids need more help"

"I'm nervous to talk to my teacher's because they might say no."

"At school I feel happy because I am with my friends outside, but inside I feel sad because we are in a different class."



"I don't have time to do the things I want to be doing"

"I wish adults would listen to my problems"

"What if you don't care about what the teacher looks like and just want their personality?"

"I want a hockey club but we don't have that at my school."

"Sometimes when I'm at school people annoy me because they tell me things I cannot do because I'm a girl. I wish they would listen to my problems."

"Everyone should have a right no matter who they are or where they are from"

"When I started drawing my parents said I should use my time for more productive things... I don't have time to do the things I want to be doing."



Section 7



**Children's Insights:
Solutions for Change**

Children's Insights: Solutions for Change

The children's voices

The following quotes represent young people's perspectives on solutions for change:

"Make the classes smaller, in the past couple years every time I was in class we would have to hold back and wait for people to catch up, so if we had smaller classes, there would be less wasted learning time"

"We talked about teachers regulating the amount of homework and being more flexible about the time that children have. Really recognize that children have a right to rest, a right to play and a right to relax. We also talked about communicating with teachers outside of school.... Like if students need to reach out to teachers about an assignment, maybe having a group chat."



"We have loud voices in our family so we can use those voices to make us heard"

"Don't push kids to do activities they aren't motivated to do otherwise it won't become a skill it just becomes something they are forced to do."

"Don't be afraid to participate"

"We need to remind our friends that we always have a choice."



"We shouldn't be scared to share our opinion"

"We want to raise money in the community to help with donations, charity, and giving out stuff to the homeless."

"Sometimes I use my creativity too help people and raise them up."

"I want to start a climate change club in school to help address climate issues young people are worried about."



The children brainstormed ways they can share their rights with their classmates and friends to create change:

Voting

Respect
others

Speak
out loud

Right to
listen

Use your
opinion

Equality

Section 8



**Concluding
Thoughts**

Concluding Thoughts

“You can be a part of making a difference”

Each year the organizers of Shaking the Movers are astounded and deeply inspired by the insights the children provide. Despite the online format of this year’s workshop, the children who participated were open to expressing who they are, their experiences, ideas, and the changes they would like to see. Adults and decision makers can learn a lot from the children’s insights. By hearing them, decision makers gain perspectives of the children as they provide an inside source into how their lives are impacted.

In closing another outstanding year of Shaking the Movers, we would like to thank and acknowledge our sponsors for helping make this workshop possible. We would like to acknowledge the Landon Pearson Centre, the Department of Childhood and Youth Studies (King’s University College at Western), and the John M. Davitsky Foundation for making this workshop possible both through their generous financial contributions and access to valuable resources. We would also like to thank Jon Larter who developed the child-friendly illustrations to depict some of the interactions from the virtual STM workshop. Additionally, we would like to acknowledge the hard work of faculty and students in the CSI 3380 Child Participation Approaches class, as well as faculty and students from the CSI 3351 Facilitating Child Advocacy class.

Additionally, we would like to thank our STM coordination team: Caitlin Baruth, Gabrielle Gooch, Felicity Hocking and Rachel Leyland for all of their hard work organizing the workshop. Special thanks to Sam Frankel and Equipping Kids for the endless support and insightful contributions. Most of all we would like to thank each and every young person who generously gave their time and shared their viewpoints for the purpose of informing this report. With the help of the children, we sincerely ask that the 'movers' listen to, and hear the children's voices to create actions for change.

SEE YOU NEXT YEAR!