



# **Shaking the Movers, London**

*Reconciliation and Places  
Where We All Belong*

London, ON  
November 12, 2023

REPORT WRITTEN BY STEPHANIE PALOZZI



**This report is dedicated to the Hon. Landon Pearson, O.C who is sorely missed, but continues to inspire us to listen to the voices, viewpoints, and perspectives of young people. In honour of Landon Pearson, this report outlines important messages from young people about ‘Reconciliation and Places Where we all Belong.’**

**Special thanks to Hilary Pearson for funding the Shaking the Movers 2023-2024 workshop series.**



# Table of Contents

<b>A LETTER FROM THE CARING SOCIETY</b>	4
<b>SHAKING THE MOVERS BACKGROUND</b>	8
<b>INTRODUCTION/INSIGHTS ON SUBTHEMES</b>	17
INTRODUCTIONS	18
ENVIRONMENT	2
SPORTS	0
HEALTHCARE	23
DISABILITY	26
EDUCATION	29
<b>ADDITIONAL INSIGHTS: SOLUTIONS FOR CHANGE</b>	32
<b>CONCLUDING THOUGHTS</b>	35
	38

# **Section 1**

*A Letter from  
The First Nations Child and  
Family Caring Society*



# First Nations Child & Family Caring Society

## **Shaking the Movers 2023: Reconciliation and Places Where We Belong**

By: Molly Rasmussen and Jess Raby, First Nations Child & Family Caring Society (Caring Society)

Many people are now aware that during the period from 1879 to 1996, Canada took First Nations, Métis, and Inuit children away from their homes and families and put them in residential schools. While attending these schools, the children were not allowed to speak their languages or celebrate their culture and were not treated with love or kindness by the adults who ran the schools. Because Canada did not fund the schools properly, many children who were forced to attend ended up getting very sick, and in many cases, passing away. Those who survived came home with a deep sadness and hurt that was passed on throughout generations.

The Truth and Reconciliation Commission (TRC) spent many years listening to Survivors tell their stories with the intention of helping Canada to learn from its mistakes. In 2015, they released their final reports and Calls to Action, which are 94 ways that governments, businesses, schools, and all people living in Canada can help create a better future for First Nations, Métis, and Inuit children. The Calls to Action are the Survivors' gift to all people in Canada – they are a roadmap that we can follow toward reconciliation. You can learn more about the Calls to Action in child-friendly terms by reading [Spirit Bear's Guide to the Truth and Reconciliation Commission Calls to Action.](#)

Every child has the right to be healthy, grow up safely at home with their family, get a good education, honour their cultures and languages, and feel proud of who they are. These rights are enshrined in the United Nations Convention on the Rights of the Child (UNCRC), and governments have a responsibility to uphold these rights for all children.

Unfortunately, from the time of first contact through to this day, Canada has not honoured the rights of First Nations, Métis, and Inuit children and in many ways, continues to violate these rights today. You can learn more about these injustices by consulting the additional resources at the end of this document.

We invite you to start thinking about what reconciliation looks like, and how you might play a role in bringing it to life. We recommend consulting the Calls to Action to help guide your work, and thinking about the connections between rights, responsibilities, and reconciliation. Think about the responsibility of the movers, too, and how they have a duty to ensure that all children's rights are respected! You can also think about your relationship to reconciliation in Canada and how you can stand with First Nations, Métis, and Inuit children and youth. Consider how these relations shape our identities and sense of belonging.

Reconciliation is in all of us, and we all have a responsibility to do our part to help with its advancement. Remember, just because we're small, doesn't mean we can't stand tall!



# FURTHER LEARNING

## **Get to know Spirit Bear:**

Spirit Bear is the Caring Society's bearrister. He represents all of the First Nations children who have been impacted by child welfare, and all of the other children who have stood alongside them. He loves to teach children about reconciliation! Find him in the following resources:

- [Spirit Bear's Books and Learning Guides](#)
- [Spirit Bear's Films](#)
- [Spirit Bear's Virtual School](#)

## **Learn more about Jordan River Anderson**

Jordan River Anderson was a little boy from Norway House Cree Nation who was born with complex medical needs. He ended up passing away at the age of 5, never having spent a day in a family home because the federal and provincial governments argued over who would pay for his at-home care – care that would have been provided as a matter of course if he was not First Nations. Learn more about his life and legacy here:

- [Honouring Jordan River Anderson](#)
- [Jordan's Principle Resources](#)

Film: [Jordan River Anderson, The Messenger](#), by Alanis Obomsawin

## **Learn more about Shannen Koostachin:**

Shannen Koostachin was a young girl from Attawapiskat First Nation who fearlessly advocated for safe, comfy schools for all First Nations children.

- [Honouring Shannen Koostachin](#)
- [Shannen's Dream](#)

Film: [Hi-Ho Mistahey!](#), by Alanis Obomsawin

## **Learn more about the Canadian Human Rights Tribunal case for equity in First Nations child welfare:**

Consult the "I am a Witness" campaign page for background information on this landmark human rights case, full timelines of events, and related resources:

- [I am a Witness](#)

## **Learn more about Calls to Action:**

- [Truth and Reconciliation Commission of Canada Calls to Action](#)
- [Spirit Bear's Guide to the Truth and Reconciliation Commission Calls to Action](#)

## **Check out the Caring Society's resources for educators:**

- [The Caring Society's Educator Resources](#)

# **Section 2**

## *Shaking the Movers Background*





Since 2007, 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 viewpoints 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.



# Shaking the Movers, London: Overview

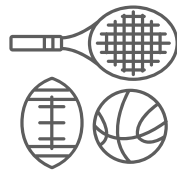
On November 12, 2023, in partnership with the Landon Pearson Resource Center for the Study of Childhood and Children’s Rights (Carleton University), and the Boys and Girls Club of London, undergraduate students at King’s University College engaged in the third STM event in London with 30 children aged 8-13 years old across London and surrounding areas. The workshop took place at the Boys and Girls Club of London.

Sub-themes relating to the broader workshop topic (Reconciliation and Places Where we all Belong) were selected by the undergraduate facilitators based on the Truth and Reconciliation Calls to Action. The facilitators (50 students from two undergraduate classes) carried out their activities with the participants in breakout groups in person to create a personalized opportunity for engagement. The opening/closing activities and larger group discussions took place in the main discussion room. 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/difficulties the children face in their daily lives.

The five sub-themes that were explored for this year’s STM workshop include:



**Environment**



**Sports**



**Healthcare**



**Education**

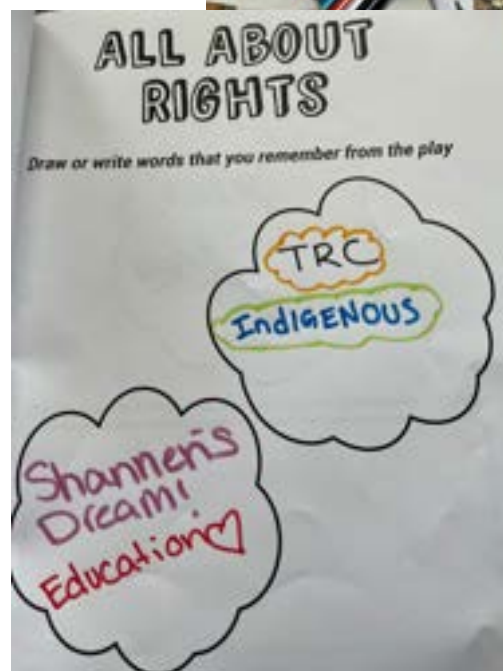


**Disability**

# Features of Shaking the Movers

All participants received a ‘change-makers’ toolkit upon their arrival to the Boys and Girls Club in London. The tool kit contained a schedule of events for the workshop, markers, stickers, King’s swag, a change-makers workbook, and fabric markers to draw on a tote bag and pencil case.

The workbook included ice breakers, rights-based activities, reflection questions, and space for children to express their ideas aligned with the schedule of the workshop. Each child also received a Spirit Bear Book: “Spirit Bear and Children Make History.” These toolkits were central to the design of the workshop and aided as participation tools.



# Recruitment of Participants

The Boys and Girls Club of London led the recruitment of child participants. They reached out to current members of their club to advertise the event. Additionally, they hosted an open house and members of the Shaking the Movers team attended to share information about the workshop. They also registered participants and communicated with them leading up to the event.

# About the Participants

The Participants in this workshop ranged in age from 8 - 13 years old. Participants were recruited from London, Ontario and surrounding areas. Many of the participants were current members of the Boys and Girls Club of London.

# Informed Consent

Prior to the workshop, each participant had been provided with a written consent form to review and sign with their parents before participating. This included consent and having their viewpoints and comments 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.



## Introduction to Undergraduate Facilitators

Undergraduate students from the Department of Childhood and Youth Studies at King's University College at Western led the workshop. Two classes were involved in the facilitation: students in Dr. Daniella Bendo's CYS 3355: Rights Based Community Engagement class and students in Dr. Hala Mreiwed's CYS 3351: Facilitating Child Advocacy class.

In preparation for the role of the facilitators, students spent several weeks learning about child and youth participation, the rights of Indigenous children, rights-based facilitation, the Truth and Reconciliation Commission of Canada (TRC): Calls to Action with specific emphasis on the child-friendly text: Spirit Bear's Guide to the TRC Calls to Action.

The groups of students led the STM workshop based on the key sub-themes. The undergraduate students used their child and youth engagement skills and their understandings of rights-based facilitation to engage with the children, beginning with icebreakers, puppet shows, activities, group discussions and larger discussions focused on children's rights, the sub-themes, and larger theme: Reconciliation and Places Where We All Belong.

Participants began their morning learning about the CRC, Reconciliation, and the TRC Calls to Action through rights-based puppet shows, which included information about children's rights with emphasis on articles relevant to the sub-themes. These puppet shows set the foundation for the workshop. Later in the day, the children engaged in the child rights-based activities to discuss their sub-themes.

CHANGE  
MAKERS TOOL  
KIT



Students in Dr. Bendo's class were responsible for developing two children's rights-based activities and facilitating the activities/discussions with the participants. One activity focused on understanding children's thoughts or lived experiences about the sub-themes and the other activity focused on understanding their insights, proposed solutions and recommendations in relation to Reconciliation.



Students in Dr. Mreiwed's class were responsible for developing children's rights puppet shows specific to their sub-themes, and engaging the participants in conversations on what they learned from the puppet shows in connection to children's rights, Reconciliation and the TRC Calls to Action. Collectively both classes worked together on their respective sub-themes.

# Agenda

<b>Time</b>	<b>Activity</b>
<b>10am - 10:20am</b>	Introduction from FNCS & welcome (Daniella/Hala)
<b>10:20 - 10:30</b>	Joining your group & going to your group room
<b>10:30 - 10:40</b>	Icebreaker: Getting to know each other
<b>10:40 - 11:10</b>	Rights-based puppet shows
<b>11:10 - 11:15</b>	Back to free mason's room
<b>11:15 - 11:30</b>	Coming together: discussion & sharing of group ideas
<b>11:30 - 11:35</b>	Back to your group room
<b>11:35 - 12:05pm</b>	Icebreaker/everyday lives activity
<b>12:05 - 12:10</b>	Back to free mason's room
<b>12:10 - 12:50</b>	Lunch break
<b>12:50 - 1:05</b>	Coming together: discussion & sharing of group ideas
<b>1:05 - 1:10</b>	Back to your group room
<b>1:10 - 1:35</b>	Proposed solutions activity
<b>1:35 - 1:40</b>	Back to free Mason's room
<b>1:40 - 1:55</b>	Coming together: discussion & sharing of group ideas
<b>1:55 - 2:10</b>	Closing activity & Conclusion



# **Section 3**

*Introductions/Insights on  
Subthemes*

# Introductions

## Puppet Shows and Discussions

The workshop started with ice breakers and child-rights puppet shows. The puppet shows introduced the participants to children's rights under the CRC with emphasis on rights connected to the specific sub-themes, key information about Reconciliation and the TRC Calls to Action. Following the puppet shows, the participants engaged in discussions about what stood out to them from each puppet show. The puppet shows focused on the following sub-themes: Education, Sports, Media, Healthcare.

### Media



“We have the right to access media”

“We learned about human rights and Reconciliation”

“Everyone should always feel included”

### Sports



“You have to include people in games and sports and treat them how you want to be treated. Maybe if you want to be left out that's for you, but others that may be sad. And just because someone is bad at a sport, you can still include them”

“First Nations people don't have the same sports/things we do and the government needs to be better and build them more things”

“No one should be excluded” **18**

### Healthcare



“Doctors need to be kind and gentle”

“Some people don't get to go to hospitals who have medical problems but everyone should be able to go to the hospital if they have medical circumstances”

“Maybe we could give the report to a doctor and change the world”

# Introductions

## Education 1



“People should always be included in everything like a good environment, good health care, clean water, nice schools and not residential schools”

“Make everyone feel included, be fair, let them express their thoughts and feelings in a school, make everyone feel welcome”

“Make school a safer place”

“You have the right to an education even if you have a disability”

“A girl who had an orange shirt went to school and they took it and did bad stuff which is why we have Reconciliation. it’s heartbreaking”

“We have a right to life”

“you have the right to live, to have a proper education, to have a Canadian status if you don’t have anything blocking, the right not to be kidnapped”

## Education 2





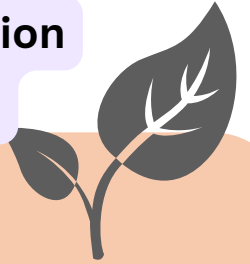
# Environment



\*Visual developed by Jon Larter

# Environment

**In discussing the environment, the facilitators discussed the importance of clean water and issues impacting many Indigenous communities. The participants shared their ideas based off of discussion questions and videos pertaining to these issues.**



## **What have you learned about climate change?**

“I learned about climate change from an important YouTube video”

“The news said in the North Pole a lot of ice was melting and flowing out of nowhere”

## **Have you ever felt like you were in an unfair situation? How does it make you feel?**

“When people are smoking and leave their cigarettes on the ground, that can cause a fire”

“I watched a documentary about a man who learned to read. He lives on an Island. He picked up all the cigs and made big statues - this is like recycling and making meaning out of litter”



## **What can children and adults do to make our environment cleaner?**

“If my parents worked with the government, this would be easier”

“We get scared to say something”

“Make kids the new government”

“Using my voice would be helpful”

“Clean the beaches”

“We need to recycle”





The leaves highlight what children are capable of in their environment and what can be done to fix environmental issues

What does it mean to be an activist?

“To fight for human rights”

“We use water for drinking, showering, washing hands, cooking, and washing our clothes”



What do you think the government should do to make sure Indigenous children have access to clean water ?

Be Smart

Listen

Be Kind

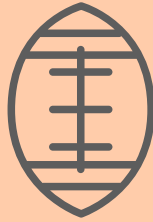
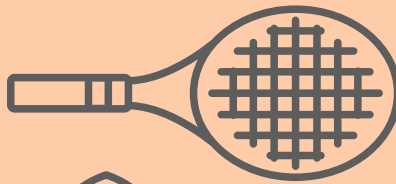
Be Fair

Be Inclusive and Listen

“I know how Canada got its name, British people came to Canada, and in an Indigenous language Canada meant town, so the British argued with them, and the British took the Indigenous name and made it English”

A child at the workshop described a moment that happened with another child at her school. The child put his lips all over the fountain. She stated that nobody at the school wanted to drink water from there anymore. This personally made her feel “disgusted.”





# Sports



\*Visual developed by Jon Larter

# Sports

In the sports sub theme group, the participants discussed inclusion through sports. This was done through a video on Reconciliation and sports, as well as interactive activities which sparked important conversations about belonging.



## Reconciliation Reflections:

“I think I was happy and sad because they changed the name of Ryerson, and the First Nations team joined. It took a lot to make that change.”

“When I go to cheer, I leave out my stress and have fun just like the girl in the video”

## How can we support Indigenous athletes?

“Respect and believe in them”

“No matter what we should play as a team”

## Have you ever witnessed someone being left out from playing?

“I’ve seen someone being left out of soccer and the person said you can’t play to me, when I asked why, the person said the teams full and there’s no room.”

## How can we support Indigenous athletes?

“Respect and believe in them”

## How can we make sure that Indigenous children have access to sports

“The government can come out to the First Nations and have a place reserved for them and bring a good player to the team.”

“Adding skating rinks, basketball courts and adding teachers there.”



## What does it mean for everyone to be included playing sports?

“Everyone no matter their culture or how good they are, you have to let them join in.”

## Why is it important for everyone including Indigenous children to be able to play sports?

“Because sometimes Indigenous children don’t get a lot of the things other people get.”

“Everyone is different, in the end we are all human.”

## What do you learn from sports?

“ I learn from soccer, you should be able to play and not make people feel bad.”

“No matter if you’re Indigenous or not, you should try your hardest and have fun.”

“No matter what we should play as a team.”

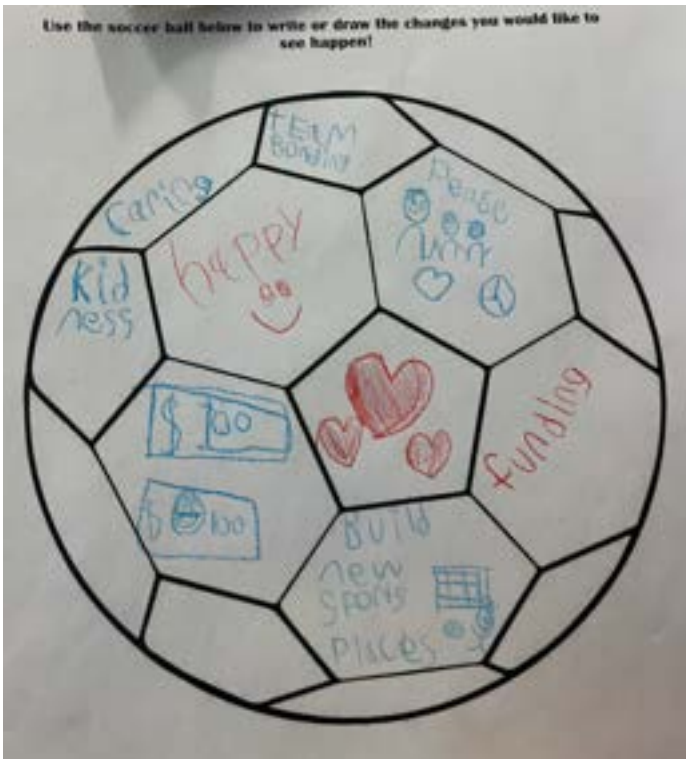
## What can you do to show good sportsmanship to your teammates?

“Including other people even though other people didn’t want someone to join, you can stand up for them.”



## Other Words Written

- “Treat people how you want to be treated”
- “Build new sport places”
- “More equipment”
- “Teaching future coaches that they have the same potential as everyone else”
- “Teach everybody”
- “Make people happy”
- “Treat people good”
- “Include everyone”





# Healthcare



\*Visual developed by Jon Larter

# Healthcare

This group explored their healthcare experiences and how Indigenous communities are unequally affected in health care settings. The group focused on Jordan's Principle and participants had insightful suggestions to encourage Reconciliation and belonging in healthcare.



## Do you yourself talk to the doctor?

"I don't want to speak to the doctor"

"I don't mind going but I don't want to go every day"

"My parents always talk to the doctor"

## How do you feel when speaking to your doctor?

"My mom switches my words when I go to the doctor, she doesn't know how I feel"

"I feel scared because I don't understand what he's asking me"

"I feel happy because I get to feel a part of the conversation"

## Did you know that you have rights when you go to the doctor?

"I do speak a lot and I love it, so it's good to know I have the right to do so"



## Did you know that some children cannot go to the doctor?

"Some people take it (rights) away from them (Indigenous communities)"

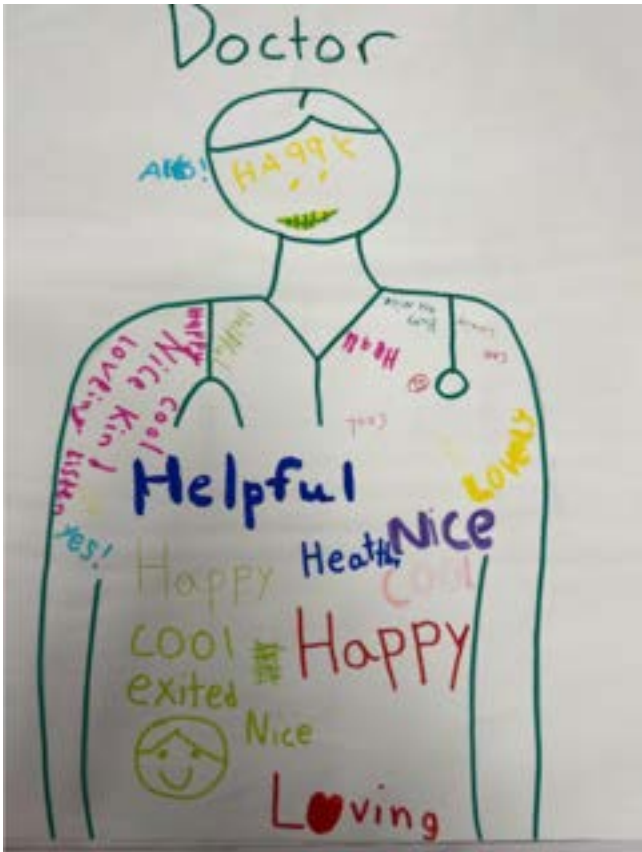
"If people can go to the doctors then EVERYONE needs to go to the doctors"

"Everyone should be allowed to go to the doctors"

"This makes me angry that some children don't have access"

"This makes me sad that some children are treated differently"

In this activity, the participants created their ideal doctor, how they would want to feel as a patient and they designed a desirable, inclusive hospital for ALL children



"I think you should take this information to real doctors because it's important and we can change the world"



# Disability



\*Visual developed by Jon Larter

# Disability

The group discussing disability explored rights in relation to disability and belonging for all children. They explored the concepts of fairness, inclusion, belonging and changes they can make in their own lives.



## What is a disability?

“A disability is when someone has a medical condition that impacts them everyday”

## What are some takeaways from this activity?

“We all have rights”

“Can’t take something away that belongs to another person”

## Have you witnessed unfairness before?

“In gym every time we play a sport, kids have to pick their own teams if its two boys they will only pick their boy friends and not put girls on the team or my teacher will have to pick to make the teams fair”

“Some people aren’t included in dodgeball in gym”

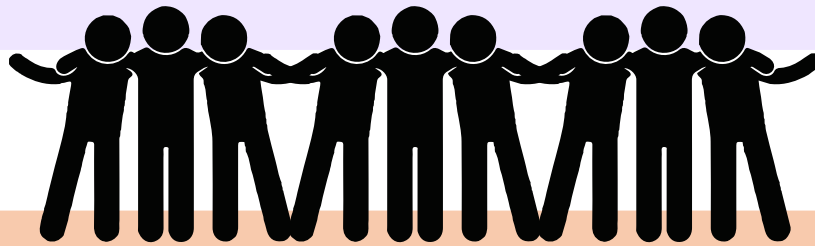
“It’s important to make sure Indigenous children don’t feel left out”

“Even if you have a medical condition that affects you, you can still do something to help people”

“Some people get treated unfairly, a disabled child in my class - people don’t want to be friends with him or they leave him out”

## What does it mean to belong?

- “What it means to belong is to treat others if they were your own sibling and make sure they feel good about themselves and don’t make fun of them”
- “To feel loved”
- “To feel equal”
- “To feel connected”
- “If someone doesn’t feel like they belong, make them feel like they belong because they should feel like they belong”
- “If someone has a disability make them feel good about it”
- “To feel like you have the right to be here”
- “To be cared for”
- “To feel included”



## What would you change about your school to make it a place for everyone?





# Education



\*Visual developed by Jon Larter



# Education



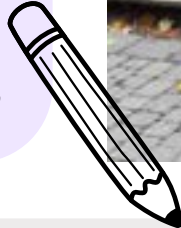
The group on education discussed needs in the classroom, belonging and inclusion, and children's right to education. The participants designed their ideal school based on these discussions.

## How to make school fair?

"At recess if you see someone crying, you should ask if they want to play with them"

"Everyone should have the same rules when you're playing a game"

"If someone is treating you unkindly, you should tell them to stop it"



## Was there a time where you felt left out at school?

"I have a friend who is Indigenous and someone came up to her and called her a name that made her feel depressed and angry"

"The girl team was banned cause they thought only boys could play soccer"

## How can we make other students feel welcomed at school

"If someone is new, then lead them somewhere. Ask the teacher to show them where the water is"

"Give students more personal space"

## Ideas for a New School

"I like how my teacher gives me colouring pages to calm me down"

"Inclusive learning is important for every child"

"We should ask each child what will help them learn best and support them as needed, no matter who they are"



## Other Ideas for an Inclusive School

- More pizza days
- Make it accessible for everyone
- Making climbers safer
- More bathroom stalls
- Show respect
- Make people feel welcome
- Make sure you are fair
- Think before you act and let people feel love

**“Let people express their feelings and thoughts and make sure you use your manners and be an ambassador of school and to let people feel welcome”**



## How can we make areas at school feel more welcoming to all children?

- Include others and be fair
- Think before you act
- Express thoughts and feelings to be loved
- Use our manners
- Inclusive climbers for people with disabilities so they can still have fun
- A boy at school has anger issues and he always leaves the room and doesn't get to learn with the other students. Making accommodation for them so they can still learn in the classroom
- Bigger classrooms for everyone
- Buddy bench
- Buddy system
- Dance rooms or singing rooms
- Elevators



# **Section 4**

*Additional Insights:  
Solutions for Change*

# ADDITIONAL INSIGHTS FROM THE CHILDREN

The following direct quotations represent some of the participants' additional thoughts and perspectives on the sub-themes and proposed solutions and recommendations for change

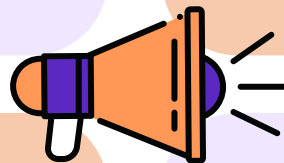
“The government can come out to the First Nations and have a place reserved for them and bring a good player to the team”

“Adding skating rinks, basketball courts and adding teachers there”

“I think the doctor should speak to me and listen to what I have to say”

“I’m tired of the doctor talking to my parents”

“Everyone should have rights, it’s their right”



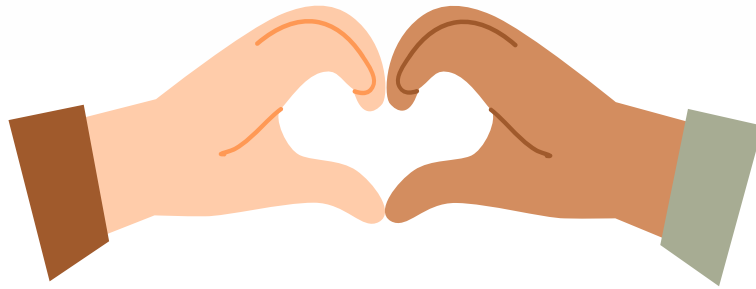
“We need to remember the people who died in residential schools”

“World needs to realize that there are people who really need to go (the doctors) - they could pass away”

“Everyone is allowed at the doctors. If there are some people who are not allowed, nobody should be allowed”

“We have a right to a proper education and to be with your parents”

# ADDITIONAL INSIGHTS FROM THE CHILDREN

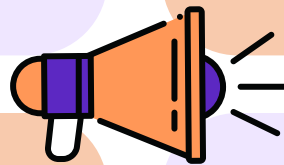


“Having a classroom for children with disabilities so they don’t feel left out”

“Enough resources for everyone and not just a few people”

“Allowing people to have things that they might need to focus like headphones or a little area to be able to get things”

“More places (in schools) to feel included”



“Bigger classrooms”

“Bathrooms for all genders” (in schools)

“A dance room to take a break”

“Cleaner water fountains”

“Recycle more”

“We’re scared to speak out on these issues”

# **Section 5**

## *Concluding Thoughts*

## *“we can change the world” - Participant*

Year three of Shaking the Movers at King’s University College and the Boys and Girls Club of London revealed important insights and recommendations shared by young people who participated. The participants were open to expressing their opinions and the changes they would like to see in their world to make it a place where all children belong. Adults and decision makers can learn a lot from these insights! We hope that decision makers gain perspectives from the participants in relation to ‘Reconciliation and Places Where We All Belong.’

In closing another fantastic year of Shaking the Movers, we would like to thank and acknowledge all of our sponsors for helping make the workshop possible. We would like to acknowledge the Landon Pearson Centre, the Department of Childhood and Youth Studies (King’s University College at Western), the Boys and Girls Club of London, and the John M. Davitsky Foundation for their generous financial contributions and access to valuable resources. We would also like to thank Jon Larter for the child-friendly illustrations to depicting some of the interactions from the STM workshop. Additionally, we would like to acknowledge the hard work of faculty and students in the Department of Childhood and Youth Studies. Special thanks to our STM coordination team: Felicity Cabral and Chloe Ireland for all of their hard work organizing and facilitating the workshop. Special thanks to Alkim Saglam for all of the time and effort put into recruitment - we couldn’t have done it without you!

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 and decision makers across Canada. We sincerely ask that the ‘movers’ read, share, and listen to the children’s ideas to create actions for change.

**Thank you and see you next year!**