

March 14th, 2018

Shaking The Movers, B.C.

Queen Mary Elementary School, North Vancouver



STM Facilitators

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(image: left to right)

Acknowledgements

Criminology 416: Restorative Justice in Education with Brenda Morrison

The recommendations throughout this report reflect the voices of Grade 6 students from Queen Mary Elementary School in North Vancouver, British Columbia.



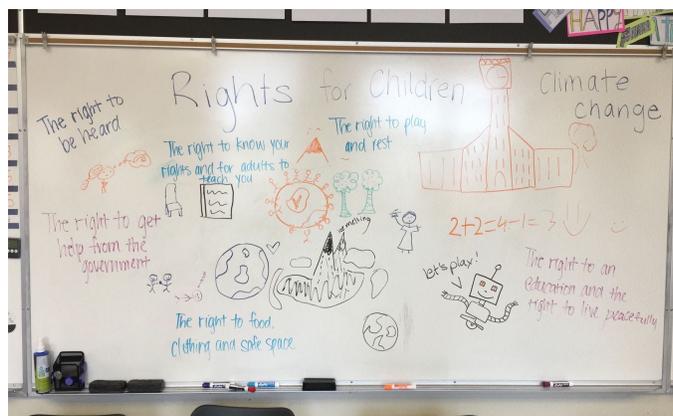
Introduction

Restorative justice in education is a useful tool for school communities and teachers who adopt its practices and teachings correctly. By using restorative justice practices in an educational setting, teachers and alike can help bring communities together and create a safe environment for all to voice their opinions within a respectful circle dialogue.

This Shaking the Movers mini session was held at Queen Mary Elementary School in North Vancouver, British Columbia. Participants included approximately 24 grade six students aged 11 to 12 years old and five facilitators from Simon Fraser University. The purpose of this workshop was to engage with the grade six students within the framework of children's rights, which were learnt through various engaging exercises. We aligned these rights with the substantive topic of climate change, healthy oceans and the environment. Students were encouraged to speak freely about this topic.

Of the 54 recognized children rights in the *UN Convention of the Rights of the Child*, six articles were collectively chosen by the facilitators. The six chosen children rights were found to be the most fitting and critical to discuss with the students because of their importance in the community is priority and they can influence responses to climate change. The six articles are as followed: **Article 12** (the right to be heard), **Article 26** (the right to get help from the government), **Article 27** (the right to food, clothing and a safe place), **Article 29** (the right to education and to develop talent, but also to live peacefully, and to protect and respect the environment), **Article 31** (the right to play and rest), and **Article 42** (the right to know your rights and have them taught to you).

The key idea of Shaking the Movers mini session was to gain recommendations from youths on the issue of climate change and to discuss micro and macro level recommendations that will be sent to the G7. We believe that children should be not only educated about their rights but also understand how climate change may affect their rights. Furthermore, we encouraged the



students to take everything that they learned and share it with their family, their friends and their community; creating their own social echo on important topics.

Process

Preparation

In preparation for the Shaking the Movers mini session, our facilitators prepared a timeline of what was needed to be discussed for organizational purposes. Some of the things we prepared were understanding the materials needed to conduct the activities and a thorough breakdown of the schedule. The final timeline was as followed:

Introduction - 9:00 am

We started off by doing simple icebreakers and introductions to let the students know who we were, why we were there and what our basic expectations were. We also introduced the purpose and goals of Shaking the Movers as well as restorative justice, and explained what these processes are intended to do for youth such as themselves.

Circle Process/Opening Circle

When asked if the children were familiar with the circle process, it was an unexpected pleasure to have all the children reply in wholehearted unison, "YES!", and that they were very familiar with the circle process. This was a good start and indication to their level of understanding of circle dialogue as we wanted to be sure that this environment was a safe space for them and that they were comfortable speaking in a circle format. Although they have used circle processes before, we wanted to reiterate the importance of the rules in the circle such as critical listening, speaking, inclusivity and respect. After this, we introduced our talking piece, a stuffed elephant named *Fred*. We explained that individuals who held *Fred* were allowed to speak without interruption and others who were not holding *Fred* were to actively listen to the one who



possess *Fred*. This would allow everyone in the circle to have equal opportunity to talk and to allow everyone to leverage new ideas from each other. We explained that this part is very important and is a key aspect in restorative justice because it gives others a voice to speak and be heard in a safe space which helps build and form relationships within growing communities. We found that students respected this system and gave their talking peers undivided attention when it was not their turn to speak.

After this, we opened up with a very friendly, enthusiastic round of 'What is your name?' Followed by 'What animal would you be and why?'. By having a lighthearted yet inviting, opening round, we found that it had set the tone for the children to become more open later on in the circle. In the beginning, we found that some children were much more shy than others but the children who were more enthusiastic generally helped the shy individuals to open up more in the following rounds. The children were very happy to share their opinions and there were lots of laughter.

Some of the answers were as follows:

"I would either be a monkey or a hawk because I like to climb"

"Cats because I'm feeling lazy"

"I would be a koala because I like koalas"

"I want to be a penguin because I want to slide on my belly"

"I want to be an eagle because then, I could fly!"

We reminded the circle throughout various occasions that everyone is allowed to *skip* or *pass* if they were not comfortable discussing a topic because we noticed some individuals were more shy than others. We did not want to pressure anyone to talk but we encouraged everyone to share their thoughts!

Children's Rights

After developing rapport and played *icebreaker* games, we introduced the children's rights that we wanted to discuss with the students. We first asked the students if they knew about what their rights are as children. Many of them raised their hands with the response 'yes!'. We explained that their rights were things that every child should have or be able to do. We proceeded to tell them that these rights are international and almost every



"Is the government going to see it?"

country in the world has ratified the CRC with a few exceptions.

We also wanted to let the children know that this is their time to speak up if they would like to say something. We repeated that this is a safe environment and we want to hear THEIR voices and THEIR opinions, as they will be taken as serious suggestions for the government to consider. One student asked, "Is the government going to see it?" and showed some signs of concern. Some students felt that, because of their age, they may not achieve any sort of impact and that their opinions may not be taken seriously. We explained that we will be writing a summary report, with their words in it (without the identifying names) and that it will be submitted to the G7.

Furthermore, we explained that it would be used as reference when discussing the opinions of children when it comes to climate change.



The Substantive Issue: Climate Change, Healthy Oceans, and the Environment

With regards to the substantive issue that we addressed with the students, we wanted to make sure that they understood what this issue is and how it might affect them. This year's substantive issue/topic was climate change, healthy oceans and the environment. Aside from knowing their basic rights, we wanted the children to understand how their rights affect their future and the environment, and how larger issues such as climate change may directly affect them.

We proceeded by asking them another question in the circle:

Question: *What do you know about climate change?*

Some *answers* were as follows:

- "climate change is caused by burning fossil fuels"
- "climate change is destroying many habitats"
- "climate change is affecting global warming"
- "climate change is melting a lot of the glaciers"

climate change is killing sea life, polar bears

- "climate change is rising sea levels"

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- "climate change is ruining the earth if we don't fix it soon"
 - "government officials are not doing anything about climate change"

renewable resources, like solar power, is a good change

Charades/Pictionary

To better familiarize the students with *their* rights, we organized a game of charades/pictionary with children rights. We prepared sets of cue cards, one children right per one card totalling to six cards per group of three or four students. They were then asked to work as a team to present their two favourite rights. We challenged them to showcase their rights without talking or writing!



Although some teams chose to present the same rights, each group found their own unique way of expressing it. For example, a group of students displayed a collaborative way of their right to safe shelter in the picture attached.

Circle Discussion: Connecting Rights and the Environment

Now that the children have been given time to think more about their rights and the substantive issue surrounding them, we decided to do another round where we asked them further what their thoughts were about climate change, healthy oceans and the environment. The question we asked for our next circle round was:

Question: How are your rights and climate change affected? How are they connected?

Some **answers** included:

Polluted air leads to a scary future, and the right to a safe environment is part of what we have

It influences our rights to safety

Our environment is going to be unhealthy

If the climate stays the same as now, the future we want will be destroyed

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- "everything will be destroyed and polluted which means children might not be able to go to school and children will have to work"
 - "maybe the right to play won't be a right anymore .. the government won't be able to help"
 - "in the future, I think rights will be taken away"

Life might be destroyed in the future if the climate change continues this way

- "if it gets too warm because of the climate change, children won't be able to play outside anymore"
- "if climate change affects places like Florida, there might be an impact on schools"

Most places in the world won't be liveable because of drought

- "war for clean places could start and everyone will protest the government to help"

Our health will definitely be affected

- "the right to a peaceful earth will be taken away since the government might not be able to help them"

I think there will be a war for clean places

Right now Canada is great

- "I think people will stop working hard and turn to attack the government for help"
- "children being born right now it won't be healthy for them to be living - it isn't safe"
- "technology might take over" (wall-e movie example)

The world is going to be so polluted, no one will want to live here anymore

People will move to space

- "Technology, like robots, will be created because humans won't be able to do certain tasks - like gathering water in polluted airs"

They might get robots to help filter the air

[Robots] can help do stuff for us since they won't need to breathe clean air, like go buy groceries

Climate change will affect people's education because people might get too sick

A lot of our rights [are] being taken away because the government can't handle the pollution and they're being warned that they should fix it. I have seen on news that Trump is talking about gun control and this is important but so is the climate

I think the government is going to see us as children and question what we can do about it

Our needs might not be met because animals and agriculture are big parts of our lives, now, glaciers are melting, animals are dying

For the second round in this circle:

Question: What can we do to fix climate change for the future?

- "stop burning fossil fuels"
- "take shorter showers"
- "don't waste water - turn off the tap when you're not using it"

Use only the resources that we need

- "we can walk and bike instead of using cars"
- "use electric cars like teslas!"
- "stop disposing trash into the water"
- "plant a lot of trees"

Don't start fires in forests

- "don't burn plastic..stop littering"
- "know how to recycle and actually do it!"
- "used renewal and thermal/solar energy"
- "use electric cars and less oils"

Don't use or buy palm oils

- "stop deforestation"
- "turn off the lights when you're not in the room"
- "reuse water bottles instead of the plastic water bottles"

Take care of our ocean and forest

We have a lot of garbage in the world because of all the plastics. When we have something that doesn't work, we throw it out. The earth is huge, but its still limited!

We have a lot of water but only 2% of it is clean so we need to be careful with it

Paper Plate Activity

Before heading off to break, we encouraged the students to draw and write on paper plates. They were asked to create something that represented either their thoughts on our substantive issue or something that resonated with them thus far. This activity was meant to allow students to be creative and for those who prefer to express themselves through writing and drawing rather than speaking.

A variety of projects resulted from this activity. Some students showed before-and-after images of the impact of climate change while others drew pictures of the rights that resonated most with them.

We then discussed the drawings that each student drew and asked them what they were trying to explain with their art:



Pollution will cause plants and animals to die

- "this is a man in the forest, who is using a light instead of using fires to prevent forest fires"
- "this is the bad air because of the companies releasing carbon dioxide polluting the air, and this forces people to live where they don't want to be"

Mine is about coral reefs because they help filter carbon dioxide in the oceans

- "mine is what the earth could look like with glaciers melting.. There will be less lands and more water"
- "I wanted to show that earth is being covered by water because of hot temperatures melting the ice"
- "mine shows drought on one side and the other side shows water rising because of glaciers melting"

I wrote S.O.R which stands for *save our resources*

- "mine only shows one tree because this might be our future"

I drew images of solar energy because I think we should use this instead of burning fuels. This is what the future should look like

- "we did a before and after: first we have the healthy trees and then as after, we have dirty air and clouds"

*I drew two pictures, one of a **happy earth** and I wrote that the earth is being destroyed by us and if we don't stop what we're doing it will be ruined... I also wrote STM which for me, stands for **stop the madness***

***Break* - 10:30 - 10:50 am**

Big Wind Blows Activity



When the students returned from their break, we invited them to play a game *The Big Wind Blows*; it is similar to musical chairs. The game starts with one person standing in the middle, while everyone else sits in a circle. The player in the middle will call out "the big wind blows..." followed by a describing characteristic. Anyone in the circle who identify with the characteristic would get up and find another seat (e.g. wearing a grey sweater). The last player standing would start "the big wind blows" again. It was a fantastic way to welcome the students back into our circle while reminding them to have fun and get to know each other even more. This got the students laughing and moving, doing things that are atypical of their daily routine. On top of that, it allowed everyone to get to know each other a little more with some describing characteristics like "those who have siblings" and "those who like ice cream".



Closing Circle

To close the circle we really wanted to address the larger substantive issue: How are children's rights going to be affected by climate change, and how can we change this!

Question: Imagine Prime Minister Trudeau is here today. What is something you would tell him needs to change, or what would you tell him is important in regards to climate change?

- "He could install more solar panels"

Use less fossil fuels

- "Be more internationally aware"
- "Take actions where he promised he would"

People should get educated about issues, complex issues so people can work together [going] forward

- "Reduce meat eating levels"

Help with smaller problems, before they become bigger problems, like using sprinklers in the summer, avoid forest fires

- "8% only on solar panels, need more energy"

Water powered solar panels, because it rains here a lot, like hydro power

- "Help with fossil fuel issues"
- "Reduce amount of space that we take up, [such as] reduc[ing] space of houses, but reduce that so that there is more trees and life, and showers have a timer to reduce water waste"
- "Reduce space of farms, have more wind turbines"

Add a carbon tax, to reduce carbon use

Install more solar power things

- "Install solar panels and try looking more into some complex problems"
- "Reduce space, reduces solar panels... we can reduce the price of solar panels, like in non-developing countries to have solar power"

Meet up with different organizations to know how to help

Install more solar panels

They should care more about the environment than money

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- “[China should] reduce factory smoke/pollution, because it is very toxic and is harmful to animals and people, they also take up space and materials that are not useful”
 - “China is improving their wind energy, and are trying to help China a little at a time”
 - “Instead of taking a long bath, take a shorter shower - baths take a lot of water”
 - “Instead of taking money and fossil fuels doing stuff, actually stop them!”

Money isn't important when the whole world is polluted

- “We should ban shops that are bad for the environment, like burger king”
- “Junk food, should be banned, shut down factories that are using things that are not good or healthy for humans”
- “Government should spend less money on fast food and junk food factories
- “We need more vegetables and protein”
- “Use less wood to make houses, and save the forests”

The ozone layer should be protected! It is important

Positive Social Echo Round

For the next circle round we wanted to introduce the concept of a positive social echo to the students. We explained that by creating a social echo we are taking it further than the classroom, and spreading a positive message to our friends, family and the world in any way that is possible. We explained to them that Shaking the Movers is creating a social echo by taking their voices to the G7 and hoping for changes that will resonate through the country and world.

In regards to this message we wanted to close with a final question:

Question: What is something you learned today? How will you keep the conversation going?

- “We are nice, and we spread awareness”
- “Talk about climate change”
- “Thank you for bringing awareness”
- “Share awareness on reusable energy rather than fossil fuels”
- “Social echo means using less water in shower”

spread awareness to people around you

Spread the word

- “I'm going to use plastic water bottles that are reusable”
- “Walk to school instead of driving”
- “Children rights and tell parents about our rights”
- “Tell parents about child rights, take bus more often than the car”

- “Rights for children and climate change were new”

Thanks for making us feeling good about ourselves, made us feel like we can do stuff - I will compost more

- “Limit junk food intake, and foods high in palm oil”
- “I am going vegetarian - we need more B12, meat is not a good thing, just going to try and reduce my intake”

I am going to try and tell my friends and others about how we can help the environment

Ms Levine: “take action, everyone has a voice, it is an exciting time to share.”

- “Tell parents about children rights”
- “To never litter, especially plastic bottles”
- “Use electric cars, to use less fossil fuels, teaching children rights”



Buy more local food Reuse more things!

- “Thank you for being kind, and playing games with us! I would save resources wisely and use them wisely”
- “Thank for teaching about children rights, and to use reusable water bottles”
- “I want to spread awareness to my family and to tell my parents to stop using plastic water bottles”
- “Share children rights to my little brother, and to spread awareness about renewable resources”
- “Tell more people to use LED light bulbs and energy efficient stuff”
- “Palm oil = deforestation, and through big companies, it affects people in countries where palm oil is manufactured, like Indonesia. Corporations taking over indigenous lands”

Awareness, google it and tell your friends - tell my parents!!

Ms Levine: “critical thinking and awareness is needed with issues/topics in the world”

(teacher interjected where needed with good summation points and encouraged her students to think critically)

Debriefing, and Closing Discussion

At this point in time, the facilitators took a moment to summarize and connect the topics and purpose of the being there. Facilitators discussed the goals of Shaking the Movers and talked about it was integrated into the idea of restorative practices in schools.

The students were curious about restorative practices and the facilitators explained more about it and explained how the circle was restorative in that it promoted equality and inclusion. The students were curious with what the facilitators were studying at SFU and SFU criminology was discussed in a brief question answer period.

Finding and Conclusions

We generated 5 key themes from the responses of the students

1. **Reducing Carbon Footprint.** People need to make small lifestyle changes to play their part in a cleaner environment across the globe. This includes reducing our carbon footprint, and limiting our wasteful habits.
2. **Government Responsibilities.** The government should take action and implement legislation to encourage and enforce these healthier lifestyle changes. They should also promote healthier, cleaner food and material production (processed foods, palm oil, plastics, oil sands, etc.)
3. **Energy Sources.** We should be using more renewable resources and making the gradual switch from non-renewable fossil fuels to greener sources of energy such as solar and thermal power.
4. **Social Echo.** Children were motivated and excited to live a greener, healthier lifestyle that consisted of healthy foods that produce little waste.
5. **Sharing Their Voices.** The children were optimistic when they knew their voices were going to be heard and taken seriously by the Canadian Government, and many thanked us for listening to their opinions and insights. They also expressed interest in sharing the information they learned with others including friends and family.



Recommendations to the Canadian government

- The government should take action and implement legislation to encourage and enforce some healthier lifestyle changes and healthier, cleaner food and material production (processed foods, palm oil, plastics, oil sands, etc.)
- Those in power should listen to everyone's voices, especially those of children.
- Those in government should be further educated and trained in restorative justice and its principles and processes to bring restorative justice values to various levels of society and strive toward a more inclusive and equal society.
- Allow for a wider spread of restorative justice in education. Restorative justice in school communities can disrupt the school-to-prison pipeline and benefits the education and criminal justice system in Canada (Morrison, 2007).
- The government should continue to let children's voices to be brought to the table in future national and international meetings like the 2018 G7 meeting. Canada should also continue to set the example for an inclusive, diverse and equity bringing country.
- Need to educate people **now** about their impact on the environment and their potential for the future so that later generations can still have a safe country to live in.
- Allow the development of technology and other information sharing advancements to encourage and increase the possibilities of healthier living and reducing individual and household footprints. Some examples include:
 - *Less plastic water bottle manufacturing, or only allow a biodegradable option*
 - *Incentives to reduce water and electricity consumption within household*
 - *Use more of Canada's natural resources; collaborate and communicate cross-regions for more effective and efficient resource use and sharing*
 - *BC has the space and ability to build more solar panels and wind turbines or it could develop other technology that is as effective as these natural energy saving mechanisms.*
 - *Encourage and fund the development of more affordable electric or hybrid vehicles*

