

Shaking the Movers Mini

A report voicing the recommendations of youth in Vancouver, B.C.
concerning climate change, global warming and our oceans.



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STM Tecumseh Elementary School

Our Shaking the Movers Mini took place on Mar 14, 2018, in Vancouver B.C. The purpose of this workshop was to present young people's voices and recommendations in regards to children rights, climate change, the environment and our oceans, to the higher decision-makers of Canada. Although this was a relatively small workshop, it still reflects the opinions and recommendations that Canada's youth has to offer, and what they would like to see accomplished for our future. The workshop took place within a children's rights framework and the young students were encouraged to learn more about their rights through interactive learning activities.

The focal point of our STM mini was climate change, the environment, and oceans. The Tecumseh students were engaged in exercises that helped them brainstorm ideas and recommendations to fight against climate change and help the environment. These suggestions were specified in multiple levels of intervention, including individual, family, school, and the government.

Demographics

The participants consisted of 32 Grade 6 students at Tecumseh Elementary School. The respective age group is 10 to 11 years old. The youth facilitators are current Simon Fraser University students ranging in age from 21 to 24. These students are in a variety of faculties which include Criminology, (enter faculty here) (and here).

Purpose of the Report

The purpose of this report is to bring the voices, recommendations, and opinions of Canadian youth who participated in the workshop. The main objective of our facilitators was to provide a fun and safe platform for youth to have open, meaningful dialogue. This report will reflect the statements and suggestions made by these youth that will hopefully encourage positive change in local communities and legislation with

regards to climate change, the environment and our oceans. This report will also provide an explanation of the various exercises that were conducted in this process.

Introduction

Shaking the Movers (STM) is a youth driven and youth led workshop held at various locations around the country. However, this report is a STM Mini, which means the workshop that took place at Tecumseh Elementary reflects one day's worth of activities rather than a weekend's worth.

STM is an established workshop with the intention of providing a safe space for communication and creating valuable dialogue on important issues such as, children's rights and climate change. STM is a platform that provides children the opportunity of being consulted on important topics of concern. These issues have a direct impact on them therefore, their ideas, thoughts, and inputs is essential, as they are perceived as the masters in matters relative to them.

The ultimate motive of this workshop was to educate and seek direction from children on their rights, as well as to gain some insights and recommendations with regards to the issues surrounding climate change. The children actively engaged in three activities that were conducted by five facilitators, in five individual groups. The groups consisted of five students and one adult facilitator. Children were encouraged to use thinking on both micro and macro levels which helped us to gather considerable and sufficient outcomes. Children were also asked to comprehend on the possible changes they can make at the school level, familial level and individual level. This process allowed them to critically reflect on the strategies they suggested for improvement in the children's rights movement and climate change.

Theme

The theme for this year 2018 STM is Climate Change, with a focus on the oceans, the environment, and global warming.

Opening Circle

There was territorial acknowledgement for and thanking the class for their open invitation of the facilitators to be there. The opening circle was led and opened by Jackson which took about ten minutes. The opening circle started off by explaining to the students why the facilitators were there and letting them know that their voices are important and should be heard. We deliberately mentioned Justin Trudeau's name so that the children knew we took them seriously and that they would take the activities seriously. We told them that their ideas will be sent to the G7 Summit in Charlevoix, Quebec and they will have a chance to be heard by serving members of the G7. After, the talking piece was introduced and the rules of the circle were explained: the right to be heard, right to listen and the right to pass. The facilitators then introduced themselves along with an introduction round where everyone gave their name and a spirit animal. Spirit animals that were mentioned are:

Sloth
Dog
Squirrel
Shark
Chicken
Turtle
Bear
Wolf
Monkey
Giraffe

Values Charter

The purpose of implementing common values is to create a safe open space for students to share in the circle. The concept of values was introduced to students. Paper plates and markers were distributed and everyone wrote one value that was important

to them. The talking piece was passed around and everyone got to say what their value was and put their plate in the middle of the circle. There were several values and the most common ones were respect, happiness and support. All other values that were mentioned are listed as follows:

Respect
Happiness
Support
Courage
Hope
Encourage
Empathy
Friendship
Focus
Humility
Improving
Freedom of speech
Intelligence
Openness
Kindness
Entertainment
Humour
Compassion

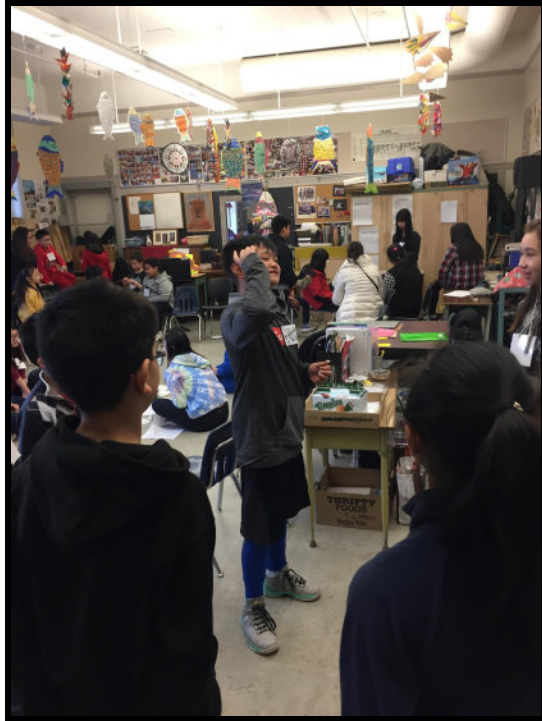
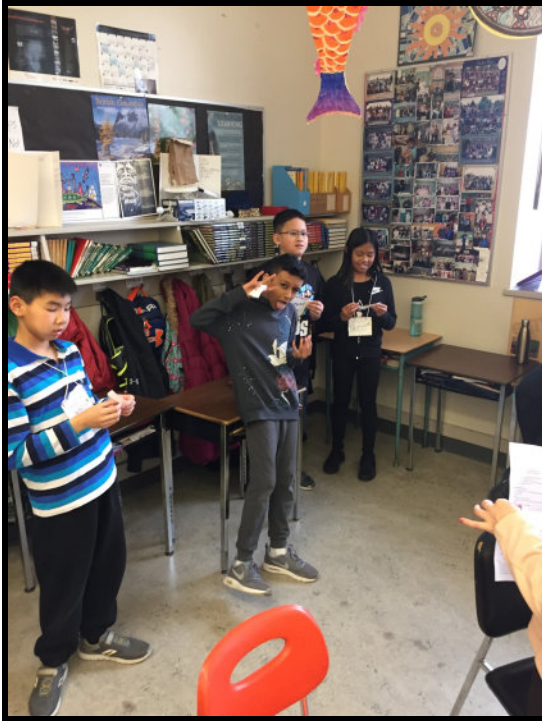
Activity 1: Charades

After we established the values charter and broke off into smaller groups, we moved onto our first activity: Charades. For this portion of the workshop, we decided to concentrate on educating the students about their rights and to get them to think about what they look like in real life and how to access them. We split off into five groups, with

a facilitator leading each group and one floating around the room to give a fresh perspective, generate energy around the room, help struggling groups, and take pictures. We chose to play charades with the youth because it allows them to envision what their rights look like through others' and their own actions.

Before starting the activity, we discussed within our own groups the importance of children's rights and why it is crucial that they are aware of them. Each student was given one right, some were paired into groups if there were more than 5 students. Each member takes turns acting out their right, in which we chose 5 articles from the UNCRC. The following articles were included:

- Article 12 - You have the right to give your opinion, and for adults to listen and take it seriously
- Article 17 - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need
- Article 24 - You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well
- Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people
- Article 31 - You have the right to play and rest



The children were extremely receptive and enthusiastic with this activity. It was an opportunity for them to interact more intimately with their group members and get comfortable with their facilitator.

To best accommodate the students schedule and their teacher's available time allotted for the workshop, there was little time for groups to further discuss their rights during that activity. Our group decided that the children could choose to ask questions or give their opinion later on during the closing circle.

Activity 2: What Can We Do?

The goal of this activity was to listen to what the youth have to say about our environment, our oceans, and climate change on a global scale, and what they can implement into their lives on a personal scale to help address these issues. To begin, we asked everyone to fold a piece of paper into three. Then the activity was to write down three things showing what they could do at a 1) individual level; 2) what they could do in their school communities; and 3) what they could do in their home lives to continue the conversation of helping our environment, oceans, and address climate change. Here are the results:

Individual Level	School Communities	Home Lives
<ul style="list-style-type: none"> - Put your scraps in the compost - Don't waste food - Turn off the light when not in use - Help clean up the beaches - Walk or bike more instead of taking the car - Open the window instead of turning on AC - Bring a reusable water bottle 	<ul style="list-style-type: none"> - Recycle when you can - Start a clean up club - Encourage use of electric vehicles - Plant more trees - Carpool - Raise awareness using social media - Don't waste paper - Reusable containers for lunch - Use biodegradable materials 	<ul style="list-style-type: none"> - Don't waste water - Take shorter showers - Choose Oceanwise foods - Plant a small garden - Encourage family members to not smoke - Reduce the use of electronics (TV, computer, iPad)

In addition to these opinions, some of the youth also posed suggestions for what the government could do to help them reach their goals:

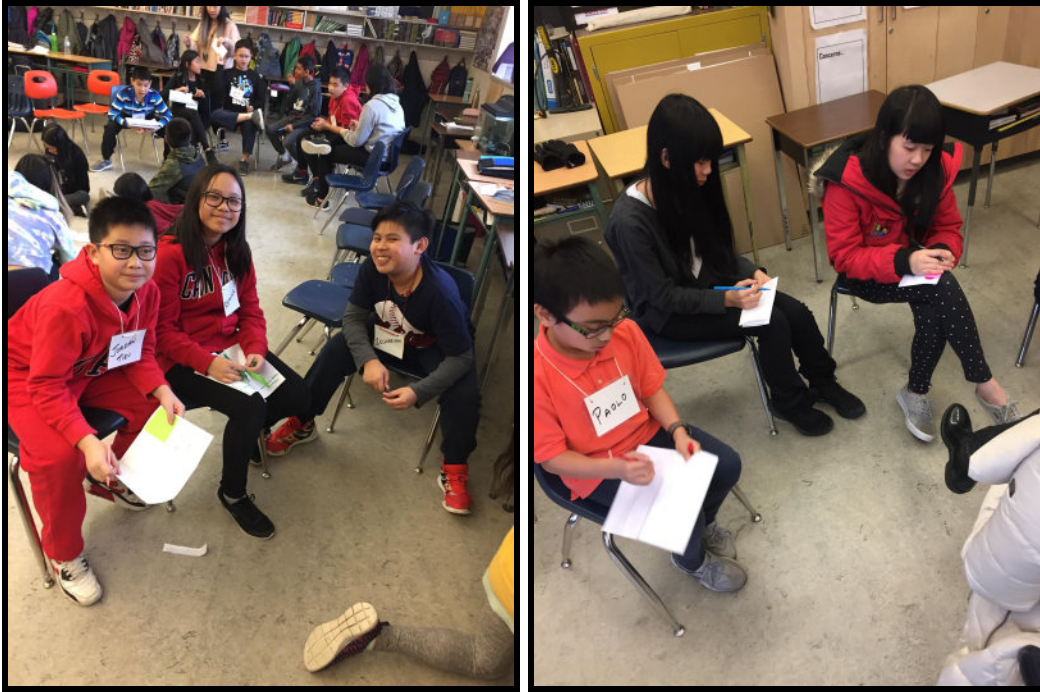
“Please raise awareness on all plastic bags and bottles. It can harm the environment a lot.”

“The government can help us by banning plastic wraps and use reusable containers.”

“I think we can stop selling cigarettes. There would be less pollution.”

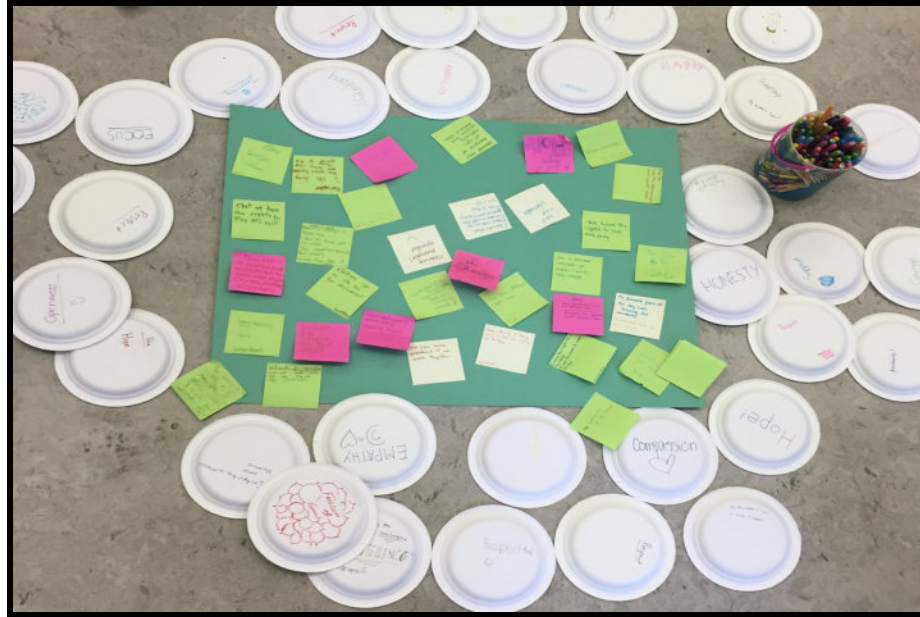
“The government can make a fine for putting your garbage in the wrong box or littering.”





Activity 3: What I Learned

To close out our workshop for the day, we wanted to hear from each and every person, what they learned, and what knowledge they would carry with them as they headed out of the classroom. To do this, we had each of the children write down what they thought was the most important thing they learned onto a sticky note. It did not have to be related to the environment, but could be something they thought was valuable about this time spent together. The rest of the activity was carried out in closing circle which will be explained in the following paragraph.



Closing Circle

To formally end our day at Tecumseh Elementary, the talking piece was once again passed around to allow the children to share how they were feeling, what they learned, and what they were most excited for about their two-week spring break. As part of our centerpiece, we had a piece of poster board that was surrounded by our value plates. When the talking piece came to a child, they would share what they had learned and place their sticky-note from activity three onto the poster board where ever they liked, and this is what completed our centerpiece for the day. Some of the things said by these children included:

- We can solve problems (big or small) if we work together
- I learned that us kids have more rights!
- I learned to speak up to what's right, and that I have a voice
- I learned that I have the right to play and rest
- Everyone has important ideas. Including children
- I learned how important it is to properly recycle
- Our ecosystem is in danger

- We need to take care of our oceans by cleaning our beaches
- I learned that global warming/climate change can affect every living thing in this world

Closing Remarks

The authors would like to acknowledge the land that our community and University is a part of. At Simon Fraser University, we live and work on the unceded traditional territories of the Coast Salish peoples of the x^wməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətaɬ (Tsleil-Waututh) Nations. We would also like to thank Tecumseh Elementary School and Mr. Larson's 6th grade class for participating in our event, Shaking the Movers Mini. They provided some very valuable insight for how they want their world to be in the future with respects to helping our environments, cleaning our oceans, and recognizing and fixing climate change. Something a lot of adults struggle to envision. We wish to give our greatest gratitude to Ms. Brenda Morrison, our professor and leader for this project. If it wasn't for her, and her tireless efforts in restorative practices in education (not to mention the countless other projects she takes on), this report would not be possible. Finally, thank you to the Government of Canada for taking the time to read our reports. Our job was to bring the children of Canada's voice's to you so they can be heard, for they are our future. We hope you take their opinions into great consideration, and do what is best for our country.