

Shaking the Movers Toolkit

Landon Pearson Centre for the Study of Childhood and
Children's Rights

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Let's Begin!

Welcome to the Shaking the Movers Toolkit

Hello Shaking the Movers Team,

We are excited to support you as you organize your Shaking the Movers workshop to assist children and young people with understanding and activating their civil and political rights. This toolkit is designed to guide you in the process of organizing, planning and hosting a Shaking the Movers workshop.

We hope the toolkit will answer your questions from the beginning of the process to end. Our goal is to support you as you endeavour to provide a safe space for children and young people to understand their civil and political rights and successfully engage them in exploring a theme drawn from the United Nations Convention on the Rights of the Child.

Shaking the Movers is a model of child and youth participation built on collaborative consultation. The themes and activities for the workshop are conceived, prepared and implemented by young people for young people. Adult-led processes for engaging young people are replaced here with an emphasis on a youth-led and youth-driven process. Adults involved in the workshops provide support in ensuring a safe space, arranging for additional emotional and psychological support as required, and assisting with securing infrastructure for the events. Decision-makers and facilitators are the children and young people themselves.

All activities are designed by a team of youth facilitators. These activities are used to lead the children and young people participating in your workshop. This guide offers you examples of activities that are designed to help them understand their rights, the Convention on the Rights of the Child, and how to activate these civil and political rights.

We hope you will find this toolkit helpful!

Landon Pearson and Virginia Caputo

A Message from Hon. Landon Pearson

Participation is a fundamental right for every human being. Unless we are able to take part in decisions that are made about us as individuals and about the society in which we live, our civil and political rights are flouted. This is as true for children as it is for adults. But for participation to be meaningful for young people, we have to provide them with opportunities to practice and this is what Shaking the Movers has been designed to do. The children under the age of 18 who come to our events almost always tell us that they had no idea that they actually had rights and once they realize that they do, they are uncertain how to exercise them. Within the framework of Shaking the Movers they first have their rights affirmed and are then encouraged to work out how certain specific ones, their rights to education, for example, could best be implemented by those who are accountable for the decisions that shape their environments.

The Landon Pearson Centre has been sponsoring Shaking the Movers events across Canada and in both official languages on a regular basis since 2006 and has been disseminating the children's ideas and suggestions to those who have the power and, hopefully, the will to implement them. Over the years, we have come to know what works well and what doesn't in order to guarantee authentic youth engagement and so we have devised this toolkit to be used by anyone who would like to hold a similar event. Each Shaking the Movers workshop is really a process rather than a singular event. It involves time and commitment from everyone concerned, children and adults alike, all of whom can then help grow the culture of respect for children's rights so essential to our future as a nation. As the word itself indicates, participation is a relational process and properly shaped, enhances the human rights of everyone concerned.

We would like here to acknowledge the substantial support we have received along the way from the Lawson and Muttart Foundations, the Public Health Agency of Canada and the Collaborating Centre for Indigenous Public Health as well as the universities, community centres and provincial child advocates who have sponsored our many events. We are very grateful.

Hon. Landon Pearson O.C.

What is Shaking the Movers (STM)?

“Shaking the Movers” is a youth-led, youth-driven collaborative consultation model focused on engaging children and young people with their civil and political rights. It is a child and youth engagement model in Canada that uses a rights-based framework grounded in the Guiding Principles and Articles of the United Nations Convention on the Rights of the Child (UNCRC). As Landon Pearson and Tara Collins explain (2011, p. 5),

“Shaking the Movers not only respects the demands of article 12 and the Convention, but also leads to better decision-making and outcomes. Authentic participation by young people on issues that concern them gives them the opportunity to shake up the movers who are making decisions about them so that planning and programming will respect their rights and serve their best interests. With better understanding of children’s knowledge and experiences, decision-making can be more responsive to the reality of children’s lives. Furthermore, collaborative consultation has a positive impact on the children and youth who engage in it. By enabling their right to be heard and supporting their evolving capacities, participation means that “children acquire skills, build competences, extend aspirations, and gain confidence” (Lansdown 2007, p. 3) It can also serve to protect them because the experience of participation increases children’s confidence in challenging abuses of their rights and gives them more knowledge about issues that concern them. Moreover, participation provides the basis for democratic citizenship. “One of the most effective routes to becoming a responsible adult is to be granted respect as a child and to learn that one’s opinions and feelings are taken seriously and have value.”

Here is a link to read more about the Landon Pearson Centre for the Study of Childhood and Children’s Rights at Carleton University.

- www.carleton.ca/landonpearsoncentre

Shaking the Movers Workshops

Shaking the Movers workshops were originally designed as two-day national workshops drawing participants through partner organizations across the country. In 2011, STM shifted to regional workshops held as either two-day or one-day events. In 2020, the Ryerson location held an exciting virtual STM.

Following each workshop, a young person writes a culminating report that captures young peoples' perspectives and concerns expressed during the workshop. This report is sent to the Landon Pearson Centre which has made it their priority to ensure that these reports reach the hands of the 'movers'.

The reports are available to download on the Landon Pearson Centre website at www.carleton.ca/landonpearsoncentre

- 2007: Speaking Truth to Power: Civil and Political Rights of Children, Articles 12, 19, 24, & 44
- 2008: Identity and Belonging, Articles 29.1.C & 30
- 2009: Child Rights in Education, Articles 28, 29 & 42
- 2010: Children and the Media, Articles 13, 16, 17, 34, 36
- 2011: Youth Justice, Articles 37 & 40
- 2012: Mental Health, Articles 23 & 24
- 2013: Right to Play and Artistic Expression, Article 31
- 2014: Child Exploitation, Article 34 & 36
- 2015: Sexual Exploitation: STM-B.C.
- 2016: Climate Change: Articles 6, 24, 27, 28, 29, 30, 3, 12 & 13
- 2017: Children on the Move: Articles 3, 12, 6, 24, 27, 28, 29, and 30
- 2018: Children's Rights and Discrimination
- 2019: Children's Rights in Schools
- 2020: Children's Civil and Political Rights. Virtual Workshops –Children's Civil and Political Rights in a Time of Pandemic

Shaking the Movers Goals

Shaking the Movers' goals align with the view that children's rights, like adults' rights, are inalienable, indivisible, and universal entitlements that recognize the inherent dignity of children who live with adults in a shared humanity.

The goals of the model are:

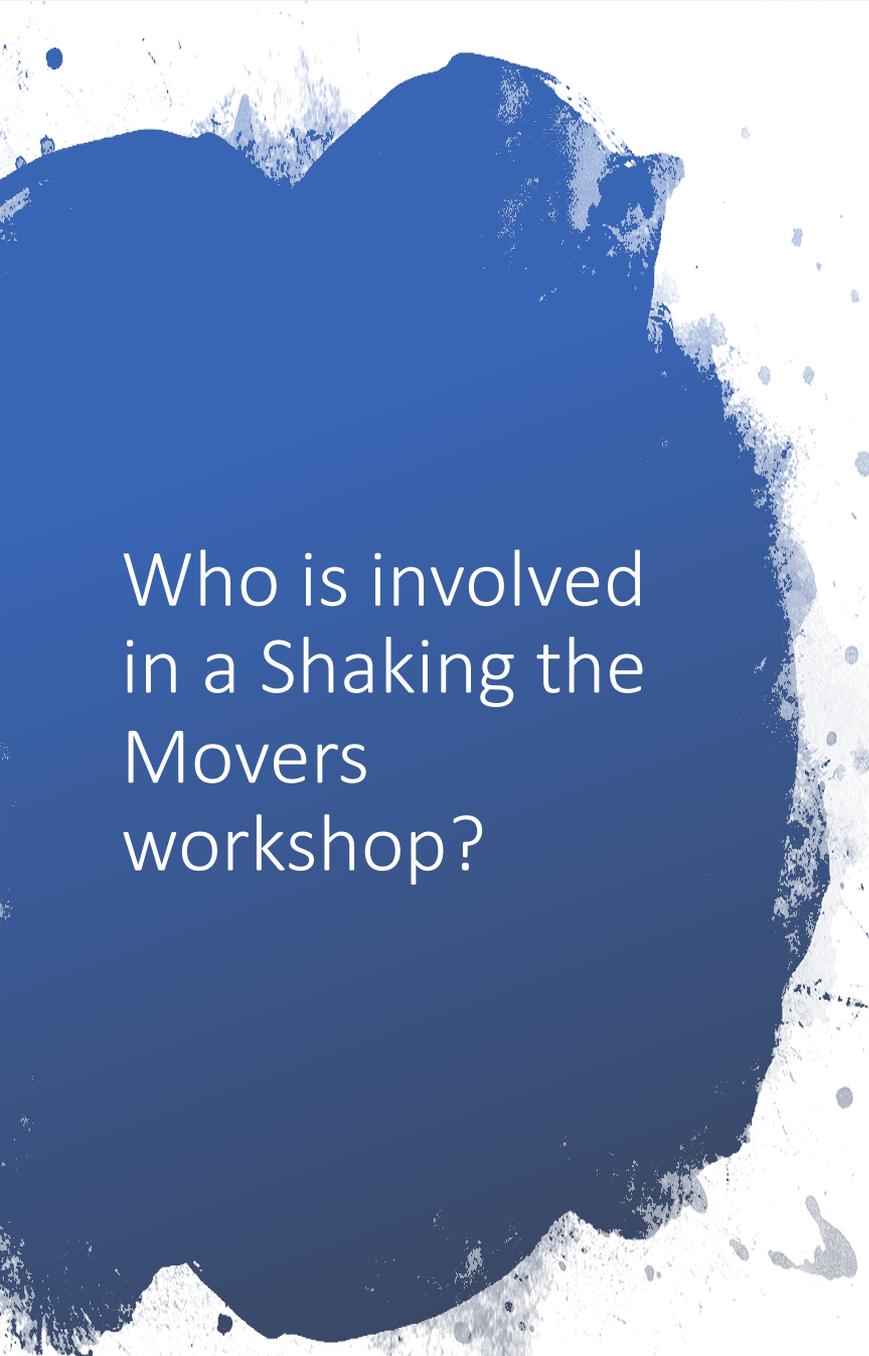
- To support children and young people in gaining awareness of the Convention on the Rights of the Child
- To explore connections between civil and political rights and young people's lives in practical contexts
- To support children and young people to develop their understanding of rights and social change in contemporary contexts using a rights-based approach

The STM model design accomplishes these goals by:

- including a mechanism that brings together experiential young people in a way that goes beyond tokenistic participation
- achieving impact beyond each individual workshop through a knowledge sharing protocol through the Landon Pearson Centre
- recognizing youth facilitators and participants as decision-makers who interact and work collaboratively.

Shaking the Movers: Core Elements

- Valuing and validating children's and young people's right to participation is at the core of the Shaking the Movers model. It begins from a place of strength and serves to move participation beyond tokenism to authentic and inclusive forms of engagement.
- Shaking the Movers enables a view of children and young people as power-holders in the workshop context and moves beyond viewing them as objects of protection. The STM model actively engages participants who live their lives amid, rather than apart from, adults.
- Shaking the Movers workshops endeavour to be inclusive by identifying barriers to participation. It recognizes participation as relational and contextual. That is, children and young people live their lives in relationships with others as they are situated in a matrix of gender, race, class, age, ability, sexuality, locality and other social lines of difference. Recognizing this complex positioning allows children and young people a way to accommodate, resist, refuse, challenge and engage
- Shaking the Movers recognizes the generative and transformative potential of children and young people by requiring adult decision-makers to take seriously, listen to, hear and act on what they have to say.



Who is involved
in a Shaking the
Movers
workshop?

The STM Team

- Lead Convener
- Lead Youth Organizer
- Youth Facilitators
- Participants
- Culminating Report Writer
- Photographer/Videographer
- Technical Support
- Adult Allies
- Volunteers

Where Do Shaking the Movers Workshops Take Place?

Host
organizations

Typically, a local host university with senior students studying in a program in children's rights and/or social justice supports each workshop. Instructors in these programs act as lead conveners and assist in preparing students who wish to participate in the workshops as facilitators.

Senior students are recruited from the programs to act as workshop facilitators. All students receive specialized training in children's rights using materials developed by the Landon Pearson Centre.

The model can be adapted to work with child and youth serving organizations that have networks from which to draw on to recruit youth facilitators and participants.

What Does A Typical Shaking the Movers Workshop Look Like?

- Format: one-day, two-day or virtual
- Large workshops: 40 participants with 16 youth facilitators (8 groups of 5 participants requires 2 facilitators per group)
- Minimum 10 participants necessary to host workshop
- Youth facilitators trained in rights-based facilitation decide on sub-themes unpacked from main theme. Facilitators organize introductory presentation and small group activities to engage young people with the themes.
- Main theme decided by STM participants from the previous year's workshops. Theme released by Landon Pearson Centre to Lead Convener
- Workshop begins with opening plenary hosted by youth facilitators. They present skits or creative ways to convey the articles of the Convention on the Rights of the Child connected with the theme and sub-themes
- Small group activities and discussions follow throughout the day.
- Workshop ends with closing plenary. Facilitators decide on best way to close the workshop and mark the importance of the relationships made throughout the day. Typically, participants are asked to bring a small "gift" that signifies something important to them to share with one other workshop participant
- Throughout the workshop, facilitators, report writer and photographer document all activities
- Adult allies are available outside of the designated STM space. They serve a supportive function and do not enter the space.

Lead Convener

- Experienced, committed and knowledgeable about children's rights and participatory methods in working with children and young people.
- Affiliated with a university, college or organization connected with children's rights (or related) and who works with children and young people
- Has access to a network of young people who can act as youth facilitators for the workshop
- Skilled in ensuring a safe space for children and young people to interact

Lead Convener: Responsibilities

The Lead Convener is involved before, during and after the workshop ends. They are responsible to set up the team, oversee the budget, ensure that the infrastructure for hosting the workshop is in place including adequate space, meals and transportation, provide support to the STM team, keep lines of communication open with all involved in the workshop, stay organized and ready to respond quickly to any issues or concerns that may arise.

- Recruiting the STM Team is the Lead Convener's first task:
 - Lead youth organizer and a team of youth facilitators: The lead youth organizer is typically at least 25 years of age with experience in administration, workshop planning and facilitation. The youth facilitators are typically senior high school and university students between the ages of 18 and 24 who have a background in children's rights or are interested in learning about children's rights.
 - Recruitment typically occurs by posting a call through social media platforms as well contacting community organizations with a child/youth focus, high schools and universities that offer children's rights-related courses. In the past, we have had Lead Conveners who teach a children's rights course at their institution and who recruit the Lead Youth Facilitator and a team of Youth Facilitators from their classes. Lead Conveners sometimes structure their courses using the Shaking the Movers workshop as a practicum element in order for students to obtain course credit for their workshop participation.

The Lead Youth Facilitator and Lead Convener collaborate to recruit the workshop participants. The aim is to recruit up to 40 participants between the ages of 8 to 17 for each workshop. Young people between 18-20 years of age can be included if necessary. Since the participants will be divided into smaller groups for some of the activities during the workshop, it is best to ensure that there are adequate numbers of children and young people in four age groupings (8-11, 12-13, 14-15, 16-17).

Shaking the Movers Early Childhood events recruit younger children between the ages of 3 and 7.

Incentive: Participants are typically offered \$20. in exchange for their participation at the entire workshop. An additional \$10 is offered if they recruit a friend to participate.

Participant Recruitment Process

Sample Recruitment Steps:

Step One: Lead convener and lead youth facilitator meet to decide who will be involved, existing networks, support required and to draft a workshop plan

Step Two: Brainstorm a list of organizations and young people who will be representative of the variety of perspectives that are necessary for collaborative consultation.

Step Three: Decide on date/time, format (one or two-day, virtual event), community recruitment or wider area, review budget, food requirements, potential travel costs

Step Four: Plan a multi-pronged recruitment strategy that includes advertising on social media, contacting child and youth organizations that work directly with young people. Invite them to reach out to their networks (UNICEF, Girl Guides, Boy Scouts, Child Welfare Agencies, Youth Service Bureaus, Provincial Child and Youth Advocate Offices, local schools and other possible contacts). The goal to have 40 young people attend the workshop requires you to recruit 50.

Lead Youth Facilitator

The Lead Youth Facilitator is a young person who

- Is passionate about children's rights and/or opportunities for young people to engage with one another
- Is very well organized and has some experience managing projects or programs
- Has some experience with child/youth participation projects
- Has some experience delivering facilitation training with youth
- Has some knowledge about experiential activities
- Has some knowledge of team building exercises

The Lead Youth Facilitator is responsible for:

- Reviewing the Convention on the Rights of the Child articles and materials from the Landon Pearson Centre
- Meeting with the youth facilitator team and guiding them in creating appropriate content and activities for the workshop
- Providing facilitation training with appropriate rights-based strategies and techniques (alone or with the Lead Convener)
- Purchasing required materials for facilitators
- Ensuring the workshop runs smoothly and is well organized
- Ensuring documentation of workshop (track numbers of participants, completed consent photos)
- Ensuring all materials are accessible (survey participants prior to workshop for accommodation requests)
- Circulate a workshop package of materials to each participant prior to the event (STM description, explain rights-based approach, forms, remuneration and volunteer hour credit, statement on respectful interaction, workshop schedule)
- Working with the Lead Convener on recruitment when required
- Creating a land acknowledgement to offer at the start of the workshop

Lead Youth Facilitator Responsible for Creating and Maintaining a Safe Space

- Ensuring respectful conversations and interactions throughout the workshop is a key responsibility for the Lead Facilitator.
- The Lead Facilitator should include a statement in the materials sent to participants in advance of the workshop and should set aside some time at the opening plenary to discuss workshop etiquette and expectations as well as consequences for behaviour that is discriminatory or disrespectful.
- Youth facilitators should be trained on cultural sensitivity methods and procedures.
- Lead Facilitator should be ready to offer emotional support to any participant if required during the workshop. Keep a list of contacts who can offer support as well emergency contacts for each participant.

Lead Youth Facilitator: Day of Event

- Finalize and circulate the workshop agenda to facilitators and participants prior to the start of the event.
- Work with Lead Convener to confirm participants. Once confirmed, contact participants before the workshop via email. Confirm location, time and purpose of the meeting well in advance so that they can prepare themselves and be available. Send each participant a package of preliminary background information on the workshop theme and the UN Convention in child/youth friendly format two weeks prior to event.
- Contact parents/guardians who will be dropping off participants. Inform them of workshop details including drop off and pick up points, parking options, and answer all questions and requests.
- On the day of the workshop, work with facilitators to prepare the venue and place signage indicating location of workshop. Make the space feel fun and safe. You may want to put up a welcome sign, use colourful photos or add signs and symbols that help people feel welcome. Offer refreshments and snacks.
- Create a back up plan that responds to situations that may arise (eg. if you are sick the day of the meeting, have a back-up person who can lead, have a second back-up day planned).

Youth Facilitators

Youth facilitators are young people between the ages of 18 and 24 who are enthusiastic and committed to supporting the Shaking the Movers workshop model. Some experience working with groups of children and young people and arts-based skills are desirable but not required.

Prior to the first meeting, ensure that the youth facilitators understand the time commitment required and introduce the workshop. Overestimate the number of facilitators required for your event in case someone is unable to attend at the last minute.

Circulate a list of training and meeting dates to ensure that the dates work with each facilitator's schedule

Youth Facilitator Responsibilities

Youth facilitators:

- Review the STM model, rights-based approach materials
- Meet to discuss the STM theme and brainstorm ideas for experiential activities. The main theme should be unpacked into 4 sub-themes.
- Attend a rights-based facilitation training meeting.
- Over two months, meet periodically to collaborate to create and organize activities and materials to lead the workshop based on the Convention on the Rights of the Child with the intent to educate children and young people about their civil and political rights that will support them in learning how to activate their rights
- Facilitate workshop groups using a rights-based approach on the day of the event

Rights-Based Training

1

Lead Convener and Lead Youth Facilitator collaborate to organize the training session and materials (see Appendix for links).

2

Ask youth facilitators to work through the Landon Pearson Centre children's rights modules on e-campus Ontario in advance of the training session. The training session is held approximately one month before the Shaking the Movers event.

3

Lead Convener will secure space, refreshments, snacks, materials for the session.

Youth Facilitator Meetings

- The Lead Youth Facilitator meets with the team of youth facilitators approximately 4 times in-person or virtually prior to the workshop event. Each meeting lasts approximately 2 -3 hours
- Other meetings can be held virtually as needed.
- Meetings are designed to brainstorm ideas for activities, refine the workshop agenda, discuss issues that may arise, create props or materials required for activities
- Youth facilitators collaborate to plan presentations on the UNCRC for the opening plenary
- Youth facilitators decide on a plan for a closing plenary that appropriately brings closure to the workshop in a meaningful way for participants.



Participants

- Participants are children and young people who are interested in the theme chosen for the workshop and/or in children's rights/social justice issues generally
- They are willing to review preliminary materials on the workshop theme prior to the meeting
- They are willing to participate in the Shaking the Movers workshop by engaging in discussion or creating artwork or other means of expression to convey their ideas and perspectives on the workshop theme and sub-themes
- Participants agree to remain at the workshop for its entire duration; parents/guardians can wait outside of the STM space but are not allowed to come into the venue during the formal workshop.
- Participants will be invited to join a network of all STM participants following the workshop

Technical Support

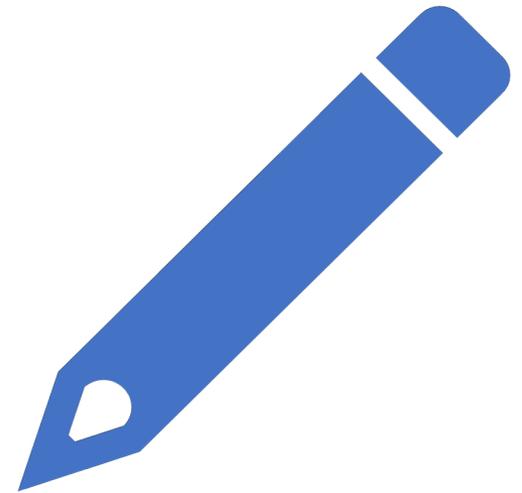
Lead Convener should secure technical support if using wifi, projectors or other equipment during the workshop.

Ask for wifi access and password for the STM Team



Report Writer

- The culminating report writer is a young person (typically a senior undergraduate or graduate student) with good writing skills who attends the STM workshop and takes notes on conversations and discussions. They are responsible for writing in detail what happened at the workshop including capturing direct quotes and paraphrasing young people's words to accurately convey their views and perspectives in the report as they expressed them at the workshop.
- In addition to their observations and notes, the report writer will draw on additional information in notes taken during the workshop by facilitators and/or from materials created during the workshop by participants.
- The report is to be completed and submitted within 4 weeks of the workshop. The Landon Pearson Centre provides a template for the cover page of the report.



Photographer/Videographer

The responsibility of the photographer/videographer is to document the workshop through images.

They are to review the photo release consent forms and understand who is not to be photographed. Each participant will have either a green or red dot on their name tags signifying whether they have consented to having their images included.

Within 4 weeks of the conclusion of the workshop, the photographer/videographer creates a short video (3-4 minutes) to capture the workshop highlights. The video is used in presentations to “movers.”

The photographer/videographer may be a volunteer or, if the budget allows, a paid position. Alternately, this task might be added to the report writer’s duties.

Adult Allies and Volunteers

- Respectful
- Active Listeners
- Able to let go of control
- Appreciative of young people's creativity and ideas
- Encouraging
- Inclusive, equitable, supportive

What is the Time Commitment for a Shaking the Movers Workshop?

For Lead Convener: 40 hours over 2 months (approx. 5 hours per week) plus attendance at workshop

For Lead Youth facilitator: 40 hours over 2 months (approx. 5 hours per week) plus attendance at workshop

For Youth Facilitators: Approximately 30 hours - 2 hours per week for 2 months plus 3-hour training meeting and attendance at workshop

For report writer and videographer: 20 – 25 hours over 4 weeks plus attendance at workshop

For participants: pre-workshop = 2 hours; attendance at workshop

Timeline

- Two-month preparation time
- One month post workshop to write culminating report and create video



Budget

- Combination of in-kind and funding sources including support from the Landon Pearson Centre
- Paid and volunteer positions
- Food
- Travel if required (bus passes)
- Report printing costs covered by Landon Pearson Centre
- Workshop materials



Budget

Total required for workshop with 40 participants/16 facilitators: Approximately \$5,150 plus in-kind

Lead Convener (in-kind)

Lead Youth Facilitator (50 hours x Graduate Student Rate \$50/hr). = \$2500

Workshop materials (estimate)

\$100

Food for 60 people (one day event, morning and afternoon breaks, lunch x 40 participants + 16 facilitators, others) \$800

Transportation (bus tickets if required)

Recruitment: \$20 per participant; additional \$10 for one additional participant. 40 participants x \$20 = up to \$800

Report-Writer (35 hours x Graduate Student University Rate \$50/hr.).
\$1750.

Photographer/Videographer (in-kind)

Venue (in-kind)

Technology (in-kind)

Space

- Youth friendly site
- Safe location
- Large plenary space with additional break-out rooms
- Access to outdoor space
- ‘Quiet room’ for anyone who needs to leave the main workshop space

Step by Step Process

- Landon Pearson Centre communicates main theme for Shaking the Movers workshops each year.
- Lead Convenor recruits STM team (lead facilitator, youth facilitators, report writer, videographer)
- Lead Convenor secures infrastructure and budget to host event
- Lead Convenor enlists a young person to create a two-page summary of main theme and articles of the Convention prior to meeting with facilitators to discuss workshop theme. This team unpacks the main theme into sub-themes (usually 4) for possible workshop sessions.
- Lead Convenor and lead facilitator collaborate to recruit workshop participants.
- Lead Facilitator conducts rights-based facilitation training with youth facilitators
- Facilitators meet over two months to create workshop materials, plan opening and closing plenaries
- Lead Facilitator contacts each participant and sends an information package via email prior to the event including preliminary reading materials. They secure signed consent and assent forms for participation, signed photo release form, and notes any accommodation requests





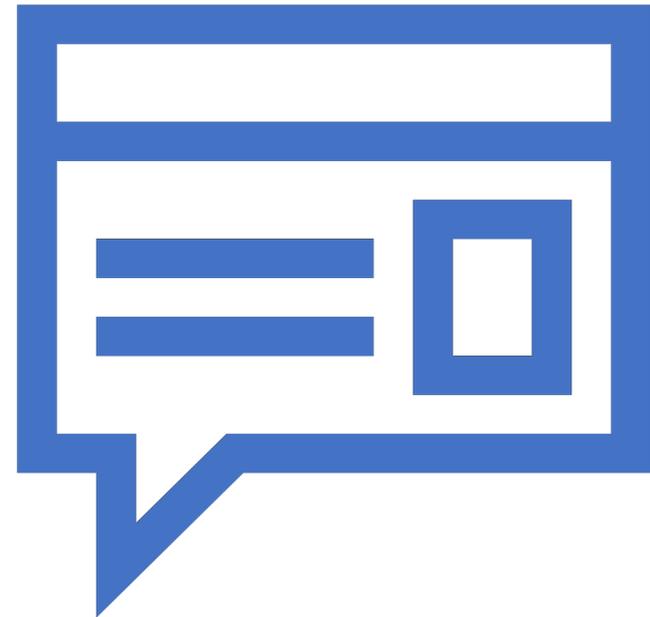
One Week Before the Workshop

Lead Facilitator works with Lead Convener to:

- Finalize workshop schedule and circulate to facilitators
- Confirm food orders
- Contact youth facilitators and participants to ensure everyone is clear on arrival/departure times, location, what to bring
- Confirm technical support
- Confirm that all permissions for participation, photo release, accommodations, allergies, post-workshop contacts have been secured
- Prepare materials required day of event (name tags, stickers, paper, markers, signage, tape)

Post Workshop:

- Lead Convener pays all invoices and staff
- Report writer collates the final report using young people's own words. Included are their ideas for positive change not in the form of recommendations but as thought-provoking ideas rather than declarative ones.
Photographer/videographer creates final video.
- Lead Convener sends final report and video to the Landon Pearson Centre for distribution through their network.
- Ideally, participants will also talk with their own communities to let them know what happened at the workshop, promote the ideas that had been articulated and track the impact of their work.
- Lead Convener ensures that the report is widely distributed
- Landon Pearson Centre will invite all participants and facilitators via Instagram Live to hear 'decision-makers' respond to their concerns in the report at the follow up Child Rights Academic Network meeting held in February following the workshop.



Tips to Nurture Meaningful Participation

- Set up a safe space. Use circles. Avoid standing in front of a group of seated young people.
- Speak in accessible and clear ways. Avoid jargon, speak informally, be encouraging
- Use eye contact. Observe and allow children and young people time to convey their ideas
- Be supportive. Invite participants without pressure to share their thoughts and ideas.
- Ask questions and show that you are interested in what young people have to say.
- Be honest
- Build trust
- Work collaboratively to foster strong relationships
- Be empathetic. Try to relate to what young people are saying and feeling. There are no correct answers



Remember
to:

- Create youth-friendly and accessible resource materials and activities
- Send participants a package of information including a one-page overview of the workshop theme in advance
- Inform participants of what will happen at the workshop so that they are well informed ahead of arrival and know what to expect
- Confirm attendance one week and one day before the event
- Ask participants to indicate any food allergies or mobility restrictions, disability accommodations required

Appendices:

- Reports from Shaking the Movers held since 2007 can be found on the Landon Pearson Centre website at Carleton University. Each report includes descriptions of activities, sample forms, posters, and workshop schedules. Available at

<https://carleton.ca/landonpearsoncentre/shaking-the-movers/>

Sample Email to Youth Facilitators: First Meeting

Hi everyone,

We hope you are doing well! We have some important information to share with you regarding Shaking the Movers and our first facilitator meeting. The facilitator meeting will be held Thursday September 27th at 6:00 -8:00 pm at Carleton University in room A735 Loeb building. If you are not located in Ottawa, we can Zoom you in to the meeting.

Shaking the Movers workshops are designed to enable children and youth to have a safe space to consider aspects of the United Nations Convention on the Rights of the Child in the context of their lived experiences. You will play a key role in ensuring that this happens! Shaking the Movers workshops also provide children and youth with a unique opportunity to exercise their right to engage in important civil and political processes with the assurance that their voices will be listened to and heard. This workshop is all about young people working with other young people without adults leading the event.

At our meeting on the 27th, we will have some time to discuss the Shaking the Movers model, share some ideas about the workshop theme, brainstorm activities to do with small groups of people and answer any questions you may have about your involvement in planning and facilitating the workshop. We will also set up a time to meet again for the rights-based facilitator training.

Thank you all very much and we look forward to seeing you on the 27th!

Sample Statement for Respectful Participation

- It is expected that participants and all personnel involved in the Shaking the Movers workshop be respectful of the diversity of experiences and opinions expressed in the workshop and learn how to dialogue with one another. This is an essential skill necessary for rights to advance. Sexist, racist, ageist and homophobic remarks will not be tolerated.
- Participating in the Shaking the Movers workshop means that you commit to value, respect, strive to understand, and celebrate cultural differences and various ways of seeing the world.

Sample Photo, Video Consent and Release Form

I give permission to [name of workshop] and the Landon Pearson Centre and its representatives to photograph and video me, and otherwise capture my image, and to make recordings of my voice at the event or location noted below.

- Event/Location:
- Dates:

I further grant to the NAME OF WORKSHOP and the Landon Pearson Centre and its representatives the right to reproduce, use, exhibit, display, broadcast and distribute and create derivative works of these images and recordings in any media now known or later for promoting, publicizing or explaining Shaking the Movers workshop and the Landon Pearson Centre Shaking the Movers method and its activities and for administrative, educational or research purposes. I acknowledge that the Landon Pearson Centre owns all rights to the images and recordings.

- First and Last Name (Printed) _____
- _____
- E-mail _____ Phone _____

Waiver, Indemnity and Release:

- I hereby waive any right to royalties or other compensation arising from or related to the use of the images, recordings or materials. I hereby release, defend, indemnify and hold harmless the Landon Pearson Centre at Carleton University, its Board of Governors, officers, employees or agents from and against any claims, damages or liability arising from or related to the use of the images, recordings or materials, including but not limited to claims of defamation, invasion of privacy, or rights of publicity or copyright infringement, or any misuse, distortion, blurring, alteration, optical illusion or use in composite form that may occur or be produced in taking, processing, reduction or production of the finished product, its publication or distribution. I am 18 years of age or older and I am competent to contract in my own name. I have read this document before signing below, and I fully understand the contents, meaning and impact of this consent, waiver, indemnity and release. This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators and assigns.

Equitas: Human Rights Education

Shaking the Movers has enjoyed a fruitful collaboration with our colleagues at Equitas, a human rights education organization, over many years. We are grateful for their expertise and assistance in providing rights-based training for facilitators at several STM workshops.

Equitas rights-based training materials and tools are available on their website at:

<https://equitas.org/tools-for-education/play-it-fair-toolkit/>

Resources for Rights-Based Facilitation Training

The following excerpt is quoted from the Human Rights. YES! resource that is part of the Human Rights Education Series Part 4, Section 5 titled “Facilitating Human Rights Learning.” The online resource contains information on using a rights-based approach to facilitation. http://hrlibrary.umn.edu/edumat/hreduseries/HR-YES/part-4_sect5.html

“Mastering the art of facilitation also requires a clear understanding of the role of the facilitator:

- **To establish a relationship of equality and cooperation with participants.**
- **To create an environment of trust and openness.** The facilitator helps everyone feel safe to speak honestly in a situation where differences of opinion, as well as differences in ability, are respected.
- **To ensure that everyone feels included** and is enabled to participate.
- **To provide a structure for learning**, which might include setting and observing meeting times, opening and closing sessions, and keeping to an agenda. The facilitator continually consults participants about the effectiveness of the structure.
- **To make sure the logistics are handled appropriately.** This might include gathering and preparing materials, setting up the meeting space, notifying participants, and seeing that necessary preparations are made. Facilitating learning for persons with disabilities also includes providing accommodations so that everyone can participate fully.”

One Billion Strong and the University of Minnesota Human Rights Center. *Human Rights. YES!* Human Rights Education Series, Topic Book 6, Section 5: Facilitating Human Rights Learning. “ Available at: <http://hrlibrary.umn.edu/edumat/hreduseries/HR-YES/FAQS.html#6>

Shaking the Movers and Implementing a Rights-based Approach

- A **rights-based approach means** integrating human **rights** in the design, activities and evaluation of the Shaking the Movers workshop.
- The approach addresses inequalities by using a model that generates and shares power and is inclusive of marginalized groups to participate in matters that affect their lives. It aims to strengthen accountability of duty-bearers and point to contextual and systemic forces that prevent the actualization of children's rights rather than place responsibility to solve issues on individual young people.
- There are many definitions of a rights-based approach. UNICEF (2004), identifies six core rights principles:
 - Universal and inalienable
 - Indivisibility
 - Interdependent and interrelated
 - Non-discriminatory and in support of equality
 - Participation and inclusion
 - Accountability

For a discussion of a rights-based approach to youth programs, see Natasha Blanchet-Cohen's article in Children and Youth Services Review (2014, 75-81) at this link: http://www.iicrd.org/sites/default/files/resources/Towards_a_rights-based_approach_to_youth_programs_Duty-bearers%27_perspectives_0.pdf

Children's Rights Modules for Youth Facilitator Training

- The modules introduce students to key issues, questions and debates in Children's Rights scholarship and research. The modules are organized around the three categories of rights in the [United Nations Convention on the Rights of the Child \(UN CRC\)](#): protection, provision and participation rights. Given the interdisciplinary focus of each module in the series, each one can potentially be used in a wide range of courses, programs and institutions.
- What makes these modules unique is that they feature videos of the Hon. Landon Pearson who shares her insights and experience as the former "Children's Senator" and one of Canada's foremost advocates on children's rights. Materials used in the modules are drawn from Pearson's extensive collection of books, documents, and reports on children's rights comprising over 15,000 documents amassed over her career that now reside at the [Landon Pearson Resource Centre for the Study of Childhood and Children's Rights](#) (LPC) at [Carleton University](#).

[Available on e-campus Ontario website at:](#)

- <https://learnonline.ecampusontario.ca/eLearning-Resources/Student/resource/module-on-childrens-rights>

STM Ryerson Consent Form Sample #2

Shaking the Movers [Name and Location]

Consent & Release Form

- In support of Shaking the Movers' s goal of engaging “children and youth in public policy determinations at the international, national, provincial and municipal levels,” I hereby give my consent:
- To staff and agents of Shaking The Movers to take photographs, videotape, and/or digital recordings of me beginning on November 18, 2021 and ending on November 19, 2021 and to use these in all media, now or hereafter known, exclusively for the purpose of presentation regarding Shaking the Movers. I further consent that my name and identity may be revealed therein or by descriptive text or commentary.
- To agents and employees of Shaking the Movers to exhibit this work in print and electronic form, publicly or privately, specifically regarding Shaking the Movers. I waive any rights, claims, or interest I may have to control the use of my identity or likeness in whatever media used.
- To the staff members of Shaking the Movers to use quotes from youth and the message youth shared in this year's Shaking the Movers report.
- There will be no financial or other remuneration for recording me, either for initial or subsequent transmission or playback.
- [Name] University [name of course]students attending “Shaking the Movers ”, its agents and employees is not responsible for any expense or liability incurred as a result of my participation in this recording, including medical expenses due to any sickness or injury incurred as a result.
- Consent to use these photographs does not require prior approval by me once I have signed this form. I have read this release before signing below and I fully understand it.
- _____ (Signature)
- _____ (Printed Name)
- _____ (Date)
- If the person signing is under 18, there must be consent by a parent or guardian, as follows below.
- I hereby certify that I am the parent or guardian of _____, named above, and do hereby give my consent without reservation to the foregoing on behalf of this person.
- _____ (Signature)
- _____ (Printed Name)
- _____ (Date)

Accessibility

Ensure that all materials produced for the STM workshop comply with CNIB Clear Print Guidelines

<https://cnib.ca/en/about-us/accessibility-cnib?region=on>

Consent to Contact

Shaking the Movers {NAME< LOCATION<YEAR}

Through your participation in this Shaking the Movers workshop, we would like to keep your name and contact information on our contact list.

We would like to invite you to virtually join the “Movers” meeting via Instagram Live. At this meeting, “Movers” will respond to your concerns expressed at the Shaking the Movers workshop that are part of the STM report. This meeting takes place in February.

We might like to contact you in the future about projects related to Shaking the Movers. May we contact you for future activities or events? Please circle yes or no.

Yes

No

- Name of Participant

- Signature of Participant or Guardian

Date

- Contact information (telephone and/or email)

Small Group Choice Form

Shaking the Movers

Participant Name:

- This form is to indicate which themes you are most interested in being part of during the Shaking the Movers workshop.
- Please indicate your top four choices. Every effort will be made to put you in your first choice group.

Topics to choose from: [example only]

- Identity & Integration
- Loss
Safety & Health
- Work & Education

Sample One Day Morning Schedule

Shaking the Movers: Saturday Schedule

- 8:30 -9:00: Lead Youth Facilitator Land Acknowledgement, Welcome, Overview of Day. 6th Floor Atrium Breakfast & Registration
 - 9:00-9:15: Introduction & Welcome Hon. Landon Pearson Room 660
 - 9:15-10:00: Room 660 What are Rights? Presented by Youth Facilitators
 - 10:00-10:15: Room 660 Icebreaker Activity Lead by Two Facilitators
 - 10:15-11:15: Room 660 What are Rights II? Presentation by Youth Facilitators
 - 11:15-11:20: Transition to Breakout Rooms; Snacks in Atrium
 - 11:20-12:20: Room 651: Work & Education; Room 652: Safety & Health; Room 662: Identity & Integration; Room 657: Loss
 - 12:20-12:25: Reconvene Entire Group in Room 660 to Select Small Groups for Afternoon
 - 12:25-12:55: Room 676 Lunch
-
- ***Be sure to schedule time outdoors**

Sample One Day Afternoon Schedule

- 12:55-1:00: Room 660 Energizer Activity led by two Youth Facilitators
- 1:00-1:40: Reconvene Large Group in Room 660 Interactive Presentation: Rights of Children on the Move Presented by all Facilitators
- 1:40-2:45: Room 651: Work & Education; Room 652: Safety & Health; Room 662: Identity & Integration; Rom 657: Loss
- 2:45-3:00: Outdoors
- 3:00-4:15: Room 651: Work & Education; Room 652: Safety & Health; Room 662: Identity & Integration; Room 657: Loss
- 4:15-4:25: Reconvene Large Group in Room 660 for Discussion
- 4:25-4:30: Room 676 Nutrition Break
- 4:30-5:00: Room 660 Closing Plenary

Participant Evaluation Form

What is the ONE THING that you'll remember about this workshop?

What was the most important thing that you learned?

What is one thing that you would change to make the workshop better for the participants next year?

What topic do you think would be good for another Shaking the Movers workshop?

Participant Information Form

Shaking the Movers TIME/DATE/LOCATION

COMPLETE AND EMAIL BACK TO: INSERT EMAIL ADDRESS (Once we have received your completed form we will send you an email confirmation)

- Name:
Age:
E-mail:
Organization or school: _____ City/province: _____

Special requirements (dietary/medical and/or language):

Emergency contact (name and phone number):

IF you are under the age of 18, please have your parent or guardian sign this form. Their signature means that they give permission for you to attend the Shaking the Movers Workshop in LOCATION, from DATE.

Name of parent/guardian (print): _____

Signature of parent/guardian: _____

Sample Consent Letter to Parents

Shaking the Movers XI: Consent & Release

A Letter to Parents & Guardians

Hello Parents/Guardians and Participants,

Please find attached the photo consent form for the conference. If you or your child is under 16 a parent/guardian signature is required. Please note that all photographs or verbal statements from the young people will only be used for purposes directly related to Shaking the Movers. In an attempt to represent the voices of young people to the "Shakers" and the "Movers," it is helpful to use pictures and words directly. Please bring the form with you when you arrive at the conference.

Also, on Sunday we will be doing a special activity as we come to the close off the weekend. Please bring a small object from home that represents something about who you are. For example, you could bring a picture, a small flag of your country, a book, magnet, stone, feather, small piece of jewelry, an object representing your religion, etc. For the activity you will be required to give it away to another member of the group. So, please, don't bring something you can't give away.

Please let me know if you have any further questions. We look forward to seeing you at 8:30am on Saturday; it's going to be an exciting two days!

Sincerely,

Sample Poster – Add Title, Info

Children on the Move

Ryerson University

About Shaking the Movers

Shaking the Movers is an annual youth-driven and youth-led workshop. It is a space designed to enable children and youth to consider the United Nations Convention on the Rights of the Child (UNCRC) in the context of their lives. In turn, they prepare comments and recommendations intended for governments and civil society with respect to its implementation. Shaking the Movers provides a unique opportunity for children and youth to exercise their right to take part in important civil and political processes with the assurance that their voices will be listened to and heard. The Landon Pearson Centre designed these workshops to provide a space for children and young people to "have the floor," to present their unique perspectives and experiences, and to provide specific recommendations and input related to a children's rights agenda. For more information visit: www.landonpearson.ca/shaking-the-movers.html



Call Out For Participants

Shaking the Movers is currently recruiting young people ages 13-19 living in southern Ontario. The overarching theme of this year's 10th annual conference is 'Children on the Move'. The youth-Led discussions will focus on children and youth as refugees and the UNCRC.

What Does Participating Entail?

If you are interested in attending or recommending a youth to attend, please contact *Tara-Rose Farrell* or *Nicole Bajcar* for more information.
Tara: tararose.farrell@ryerson.ca
Nicole: nicolebajcar@gmail.ca

Sample Welcome Letter for Participants

Welcome to Shaking the Movers Ryerson online 2020 conference!

Dear Participant,

We are thrilled that you have decided to participate in this two-day online conference. Specifically, we will be looking at Articles **12, 13, 14, 15, and 16** of the United Nations Convention on the Rights of the Child (UNCRC). We will be exploring how children and youth rights, as outlined in the UNCRC, are directly impacted by the ongoing issues related to Civil and Political Rights. We will be identifying problems young people face within their civil and political rights and brainstorming solutions to combat these. We will look at these *five issues* in relation to Civil and Political Rights:

- 1) Disparities in Education
- 2) BlackLivesMatter
- 3) Physical and Mental Health
- 4) ClimateChange
- 5) Right to Protection

You will get to learn generally about the five issues listed above but will choose one one specific issue that you would like to discuss further in small groups. Participation by you, the participant, about issues that concern you gives you the opportunity to **shake** up the **movers** who often are making decisions that impact you and other young people. This way planning and programming that may impact you will respect your rights and serve your best interests. We are excited to hear your voice and learn from you!

We have enclosed a summary of the fundamental rights associated with children on the move that we will be looking at, the schedule, and a consent form that you will submit before the first day of the conference. Please carefully read through all of the provided material and email shakingthemoversryerson@gmail.com with any questions you may have.

We look forward to seeing everyone at the conference!

Sincerely,

Workshop Coordinators shakingthemoversryerson@gmail.com



Sample Land
Acknowledgement

- We would like to acknowledge that this Shaking the Movers workshop today is taking place on the traditional and unceded territory of {name of nation}. We acknowledge that they remain the guardians and caretakers of this land. Those of us who are settlers and as their guests honour and offer our gratitude for the land on which we gather here today to learn, teach and play.
-

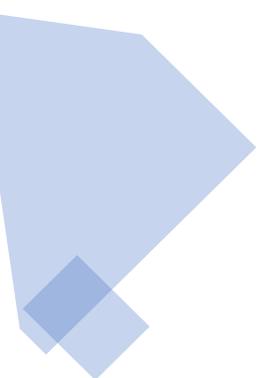


Recruitment Incentive Form

For this year's Shaking the Movers, participants will be provided a \$20 honorarium as well as 10 volunteer hours to put towards your High School requirements. You will receive both the honorarium and volunteer hours by:

- Reading through the entire Shaking the Movers package
- Completing your consent form + thematic group selection (in the google form link)
- Watching all four short videos made by the youth facilitators on the Landon Pearson Centre Youtube channel (before the conference)
- Attending the entire conference on November 21st and 22nd from 1:00pm-3:00pm

If you are one of the first ten participants to refer a participant and that participant attends the conference, you will receive an additional \$10 honorarium (on top of your \$20).



Tasks for Volunteers

Prepare the room: Tape a sign on the break-out room doors with the sub-theme on each. Provide brief information on each sub-theme so that participants arriving can see which ones they chose to discuss.

Set up a Reception Table at the entrance of the main room. Two to three volunteers greet people at the door, offer a name tag, information folder and ensure that photo release and consent forms are signed.

Place a coloured dot on the participant's name tag to identify whether they do or do not consent to be photographed (green for yes, red for no).

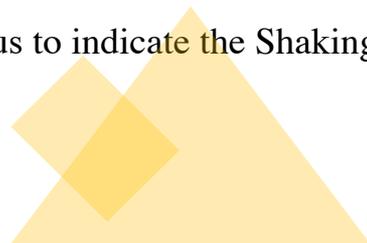
Ask participants to write down their four top themes in. priority order and return form to the reception desk. Have note cards and pencils available

Volunteers sort and order the groups while the youth facilitators open the workshop plenary

Food and refreshments: Stand near the food tables to help serve food and refreshments if necessary

Floater volunteers to help with directions to washrooms, to ensure people stay within the designated space, or require any assistance.

Set up signage on campus to indicate the Shaking the Movers location.



Hosting a Virtual Shaking the Movers Workshop

- In the fall 2020, the organizing team at Ryerson University hosted the first virtual STM workshop
- A senior undergraduate student compiled a report on what is required to pivot Shaking the Movers from a face-to-face to online format.
- With thanks to the team at Ryerson and to Ruby Alguire, senior undergraduate student in the Child Studies program at Carleton University (2020), for compiling the following report in fulfillment of her practicum requirements. Thank you, Ruby!



Pre-planning Questions and Concerns for Organizers and Youth Facilitators Hosting a Virtual Shaking the Movers Workshop:

-
- In the pre-planning phase of organizing, an array of questions and concerns may arise pertaining to facilitating an online STM workshop. Some of the concerns and questions that may emerge include:
 - What potential technology issues may participants or facilitators encounter during the workshop? How do we troubleshoot these issues?
 - How do we ensure that participants remember to attend the workshop? Will participants forget to attend the workshop due to it being in the online format?
 - Will workshop activities be compatible with different electronic devices that participants may be using i.e. iPads, phones, and iPods?
 - How do we prepare participants for engaging in an online workshop?
 - How do we ensure online safety during the workshop?

Pre-planning Solutions and Ideas to Address these Concerns

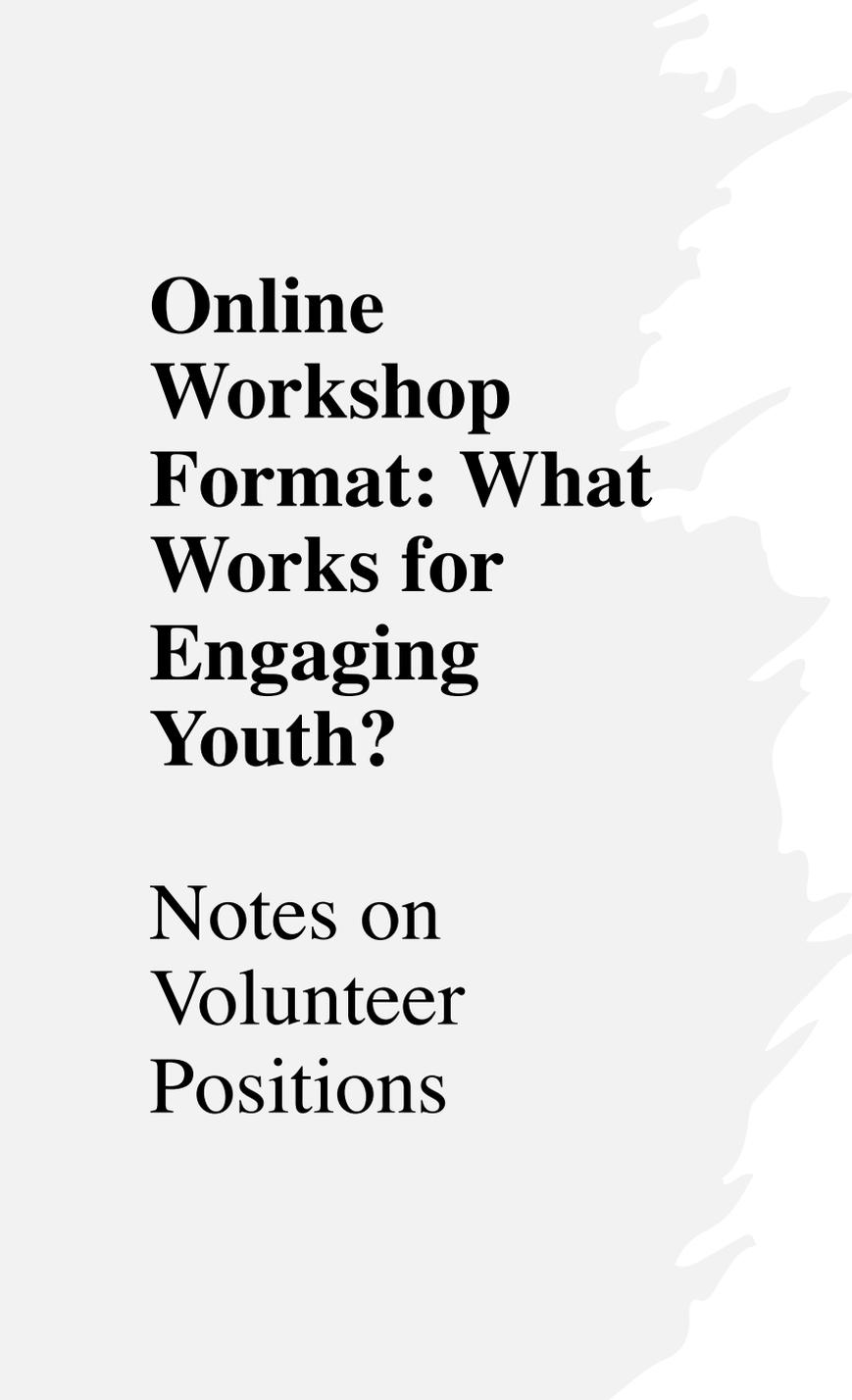
- To combat potential technology issues that participants and facilitators may encounter, ensure that there is an individual within the personnel who is responsible for providing tech support to youth participants. Additionally, it is beneficial to secure a tech support professional who will be on-call during the workshop.
- Facilitating an online workshop poses the concern that youth participants may forget to attend, due to the absence of travel commitments and additional planning. To address this potential issue, be sure to send consistent check-in emails to participants in order to ensure that they still plan to attend. It may be beneficial to send daily emails for the ten days leading up to the date of the workshop. Moreover, an email should be sent to participants on the day of the workshop to provide an additional reminder. Be sure to include the Zoom link for the workshop in the reminder emails.

Points to Remember

- When creating activities to engage youth participants in the online format, it is important to ensure that these activities are compatible with various devices that youth participants plan on utilizing. To ensure compatibility, it is beneficial to test out online activities prior to the workshop on a variety of devices including computers, iPods, and phones. If compatibility differs, it is important to provide youth participants with device-specific instructions during the online workshop. Further, be sure to include a section within the workshop package that asks youth participants to ensure they have access to reliable Wi-Fi, that they have downloaded the Zoom application, that their device is compatible with Zoom, and that their device has video and microphone capabilities (For example, see online workshop package in Appendix A).
- For some youth participants, this may be their first time they are taking part in an online workshop. Efforts should be made to prepare youth for the online format. One way to support youth participants' preparation is to include a section in the workshop package that provides tips for participating in an online workshop. These tips should address online etiquette, forms of online communication, device compatibility, Wi-Fi accessibility, tech support, how to change their Zoom name, and arrival time. (To see an example of how to discuss tips for partaking in an online workshop in the workshop package, see Appendix A). You can include a contact number for the participant to contact if they are having technical difficulties during the workshop. This will reassure participants that they will be provided with support throughout the online workshop.
- Online safety may be a concern for youth participants and/or their parents or guardians. It is important to ensure that youth participants and their parents/guardians are confident in the STM's commitment to online safety. To this end, it is beneficial to include a section in the workshop package that provides guidance regarding online safety. This section of the workshop package should address the importance of cultural sensitivity and respectful conversations, who to contact for emotional support, consequences of acts of discrimination or disrespect, and emergency contacts. Additionally, the workshop package should identify Shaking the Movers personnel who can be contacted during the workshop if participants require emotional support and how these individuals can be reached i.e. email and phone number. (To see an example of how to discuss online safety within the workshop package, see Appendix A).

Recruitment Strategies for Virtual STM

- One of the benefits of the online format is that there are no travel limitations. This feature allows for recruitment outside the local site. The online format also permits flexibility regarding budget allocation. Consequently, an incentive for youth participants may be considered to encourage registration. An effective incentive would be remuneration for participation as well as volunteer hours to put towards high school requirements. An appropriate monetary incentive would be \$20.00 and ten volunteer hours. An additional monetary incentive could be offered, if necessary, to participants who can recruit another person who wishes to attend the workshop. It is important to clearly outline within the workshop package what is required from youth participants to receive the incentive. (For an example of how to address incentives within the workshop package, see appendix A).
- An effective recruitment strategy for reaching a wide range of youth is to have each member of the personnel contact individuals in their network who have access to young people. They can reach out to teachers, youth workers, and youth organizations by email throughout multiple cities and provinces. These emails should provide background information about the online workshop (what STM is, purpose of the workshop, contact information, and a virtual workshop poster to be shared with potential participants). When promoting the workshop and recruiting participants for the online event, a visually appealing virtual workshop poster that will draw the attention of potential participants is helpful. This poster should include visuals, a brief description of the workshop, the date and time, a contact email, and the incentive being offered. (For a sample of a virtual workshop poster, see appendix D).



Online Workshop Format: What Works for Engaging Youth?

Notes on Volunteer Positions

- Translating the STM workshop to the online format requires creating additional roles and responsibilities for the personnel involved. There are responsibilities required for hosting an online workshop both during the planning and the facilitation of the event. For example, one volunteer should be assigned to responding to all messages that are received from participants via the chat box. Another volunteer should be responsible for sharing relevant links to websites, activities, and polls in the chat box. Another volunteer should be available to provide tech support to youth participants when needed. Finally, one volunteer should be designated as the point of contact for youth participants who are feeling unsafe or require emotional support during the online workshop.
- Due to the increased level of support that the online platform requires, it may be beneficial to consider creating a larger team of STM youth facilitators and volunteers to ensure that all responsibilities can be fulfilled.



Communication

- Communicating with participants through the online format requires planning. When providing participants with instructions, they must be delivered both verbally and typed in the chat box. For efficiency, be sure to have these instructions pre-typed so that they can be copied and pasted into the chat box.
- On the online platform, it is important to accommodate for multiple means of communication for participants to express their ideas, thoughts, and concerns. To encourage various forms of communication, provide participants with the options of utilizing the raise hand function, the chat box, or their microphone to share their thoughts, responses, and questions. Additionally, it is beneficial to encourage participants to use emoticons to share how they are feeling in the chat box. In the online workshop format, it is essential to ensure that multiple forms of participant communication are being recorded. Pertinent and insightful thoughts from youth participants are often expressed in the chat box. Ideas, questions and opinions shared by participants within the chat box should be saved in order to be included in the final report. An additional consideration regarding recording the variety of ways youth participants may express their thoughts is to ensure that facilitators capture screen shots of any interactive visual forms of expression created by participants. These may include word clouds or virtual drawings.
- Communication among workshop facilitators and volunteers must also be considered in the online format. A group chat platform should be utilized to ensure that the STM team members are able to remain in contact during the workshop. Some user-friendly and practical platforms include WhatsApp and Google Chat.

Platforms for Online Engagement

When engaging youth in an online workshop, there are several online platforms that can be employed to foster active, inclusionary, and accessible participation. Some platforms to consider using include:

- **Google Jamboard:** This interactive whiteboard allows for multiple participants to draw, type, and create sticky notes. In order for youth participants to access Google Jamboard, a link must be provided through the chat box. Further, participants do not require a Google account to access the Google Jamboard, making it an accessible choice for engaging youth on the online platform. This is a valuable platform for engaging participants in icebreaker activities. (For an example of how Google Jamboard can be used, see sample online icebreakers in Appendix B)
- **Zoom features:** This video conferencing platform has a variety of features that allow for active engagement. One of the most useful features of Zoom is the breakout rooms. These can be employed to place participants into smaller group discussions. Additionally, the 'whiteboard' feature, which allows multiple participants to view and annotate virtually, is also beneficial for fostering active engagement. This 'whiteboard' may be considered as a way of engaging youth in interactive icebreaker activities. Another applicable feature includes the 'share screen' function which can be employed to show participants relevant videos and slideshows. Moreover, the 'local recording' feature on Zoom is useful for chronicling participants' presentations for later transcription.
- **Poll Everywhere:** This online polling platform allows for multiple-choice or open-ended polls, to receive feedback from participants. In order for participants to access polls, they must be provided with the specific Poll Everywhere link. It may be beneficial to use this platform to allow participants to share informal feedback and/or what they learned from the workshop. This opportunity to collect informal feedback and reflections from participants may be provided at the end of day one of the workshop during the debriefing period, as an effective way to check-in with youth participants.
- **Google Forms:** This survey software allows for the creation of multiple-choice or open-ended questions that can be answered anonymously. Google Forms is a useful means of collecting feedback from participants after the online workshop. A feedback form should be sent to participants at the end of the two-day workshop. Questions in the feedback form that are unique to the online format should inquire about how participants would alter the workshop to improve it for next year, particular suggestions for future virtual workshops, and the identification of challenges faced within the online setting.

Creating A Friendly and Safe Atmosphere

- When facilitating an online STM workshop, it is important to consider how to create and sustain an energetic and fun atmosphere. One way to achieve this is by playing music. On the Zoom platform, the 'share computer sound' function can be utilized to play music as the youth participants enter the workshop. You can encourage participants to make song requests as an effective way to foster engagement and dialogue early on in the workshop. An additional way to create a fun and energetic atmosphere is through incorporating activities that encourage youth participants to move around and make noise. These activities should be incorporated into the online workshop not only to create a positive atmosphere but also to foster active youth engagement.
- An effective means of engaging youth in the online format is through the use of videos. Workshop facilitators should consider creating videos based on the Convention on the Rights of the Child (CRC) as well as the theme and subthemes of the workshop that can be played at the opening plenary or throughout the event. Links to the videos could be included in the workshop package so that youth participants are able to prepare in advance if they wish.

Permission Forms Specifically Designed for the Online Workshop

- The online format requires specific media release forms with language that reflects the online nature of the workshop. These media release forms should include consent regarding screen captures, videotaping and digital recordings that will occur during the workshop.

Reflections from STM Ryerson 2020 Organizers and Youth Facilitators: Benefits and Limitations of the Online Format

- The STM online format presents a variety of benefits, while also posing some limitations. One of the primary benefits of the online format is its ability to reach a wider range of participants. Without travel limitations, the online format permits the potential for a nationwide STM event. Regarding recruitment, the online format allows for a larger number of participants to take part in the workshop. Another advantage of the online format in relation to travel is the potential to invite guest speakers. Regarding communication, another benefit of the online format is the multiple modes of participation and expression that youth can employ in online platforms. Youth participants are able to express their ideas, concerns, and opinions through verbal and written communication. These multiple communication methods can be understood as a way of creating a workshop that is more accommodating for youth participants who prefer alternative methods of expression. The multiple means of communication that are available to youth in the online setting can assist in the development of the culminating report. Moreover, regarding financial considerations, the online platform allows for flexibility in budget allocation.
- With respect to the limitations of the online format, there are a few constraints that are associated with hosting an online STM workshop. One of the most significant limitations is the limitations of mediated connections with youth participants. The lack of in-person connection between personnel and youth participants limits the relationship-building that often occurs during face-to-face STM workshops that occur over a longer period of time.
- The online format has not been used for the early childhood workshops so we are unable to report at this time whether this format is viable for working with younger children.
- Finally, access is another significant limitation to the online format. Some young people may be unable to participate because of a lack of access to a reliable Wi-Fi connection and electronic devices. For youth living in rural areas who may not have access to a reliable internet connection, participating in an online STM workshop may not be possible. Further, youth who do not have access to electronic devices may also not have the ability to participate in the online workshop. This is a significant limitation that might be addressed through sponsorship or in-kind assistance.

Time Considerations

- The length of the workshop must be altered for hosting an online STM. Consider hosting two 2.5-hour workshops over the span of two days. Furthermore, while the duration of the workshop is shortened in the online format it remains essential to provide participants with two 5-minute breaks during the workshop to re-energize.
- Time must be allotted for creating and assigning participants to their breakout rooms for small group work and discussions. The process of assigning participants to breakout rooms on Zoom is a time-consuming task. Thus, the personnel member responsible for this task should be creating the breakout rooms while participants are taking part in the icebreaker activities. To save time and to make the breakout room creation process simpler, be sure to advise youth participants to set their Zoom Name as their first name and last initial. This will allow for the personnel member responsible for the breakout rooms to be certain each participant is in the correct breakout group, as well as create the rooms promptly.
- Additionally, suggest to youth participants that they join the workshop 15-30 minutes early in order to ensure that their technology is working and to allow the workshop to begin promptly. This suggestion should be included in the workshop package.
- The STM team should consider the varying time zones if recruiting across the country. Be sure to clearly state the time of the conference as well as the time zone in the workshop package. List the workshop start time in particular time zones in the workshop package. If possible, plan for the workshop to occur at a time that is reasonable for youth participants living in various time zones.

Acknowledgements

With thanks to everyone who contributed to this toolkit: Daniella Bendo, Alex Caputo Janhager, Ruby Alguire and Virginia Caputo

For any questions or inquiries, please contact Virginia Caputo, Director of the Landon Pearson Centre at virginia_caputo@carleton.ca