

EAST COAST SHAKING THE MOVERS

2016



Environment and climate change through a child rights lens

Défenseur des
enfants et de la jeunesse
du Nouveau-Brunswick



New Brunswick
Child & Youth
Advocate



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

East coast Shaking the Movers:

Environment and Climate change through a child rights lens

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Foreword

According to Article 12 of the United Nations Convention on the Rights of the Child, ratified by Canada 25 years ago, all children and youth under the age of 18 have the right to be heard in any decision that affects them directly. There is no doubt that climate change affects them both directly and indirectly and probably constitutes the greatest threat to children’s rights worldwide that currently exists.

While the direct effects of climate change are not yet as acute in Canada as elsewhere, Canada has contributed its own load of greenhouse gasses to the atmosphere and there are important decisions to be taken in order to mitigate future disasters. In the rest of the world children are already suffering seriously. Unicef estimates that almost 90% of the world’s children are now growing up in places where air pollution exceeds the limits set by the World Health Organisation and pollution is only one of the linked products of man-made climate change. As droughts and floods and extreme weather events increase in intensity and oceans turn acidic food security becomes a problem as well and conflicts linked to scarce resources send more and more refugees towards stable countries like Canada.

Since our children are going to inherit the world our individual and collective decisions have made for them they deserve to have a say in the process of reversing some of their worst impacts. Shaking the Movers workshops, which are youth-driven and youth led have been launched across the country to “shake” us “movers” up. The following report emerges from the first of these workshops to be held in New Brunswick. Being New Brunswick, it had some special characteristics. For one thing, it was bilingual and for another, the participants included refugee youth who know first hand the challenges of a changing world. After much discussion the young people offered ideas and suggestions that are authentic and creative and deserve the widest possible audience. It is our responsibility now as adult “movers” to honour these “shakers” by enabling all young people to make our world safer and healthier for their descendants than we have made it for them.



Hon. Landon Pearson O.C.

Introduction

Shaking the Movers is an event that has been held in Canada since 2007. Developed by the Landon Pearson Resource Centre, this conference offers children and youth workshops where they have the floor. This year, for the first time, the conference is being held in Fredericton. The focus is on the right to get and share information, to be heard, and to meet together, as set out in the Convention on the Rights of the Child, ratified by Canada in 1991.

This is a youth-driven and youth-led event designed to give young people an opportunity to present their opinions and comments and make specific recommendations. There are adults on hand throughout the journey to provide the young participants with any needed support and to ensure safe conditions.

A theme is chosen for each year. The theme for the 2016 event, taking place on October 21, 22, and 23, is climate change and the right to a clean environment. The ideas, suggestions, and comments made by the participants are presented in this report so young people can discuss with decision makers issues that affect them directly.

This report contains many messages and recommendations expressed directly by youth in their own words. To protect confidentiality, the quotations are not attributed to any particular child. Their comments are assembled here as a reflection of what young participants had to say.

The youth facilitators proposed many activities for participants to educate and get them thinking about the environment and climate change, for the purpose of hearing their viewpoints and getting their recommendations. The work done by the nine youth facilitators with NB Child and Youth Advocate's staff, consisted mainly of teaching participants about their rights in asking them about what they needed to develop to their full potential within society. Recommendations resulted from the many discussions.

The goal of the weekend's activities was to look at various aspects of the environment and climate change and children rights. The advance work done by the youth facilitators enabled them to identify concerns that required general dialogue as well as more targeted thinking on topics such as food waste, rising sea levels, and foreign mining activities. This led to discussions that were both interesting and unexpected. The participants were mostly newcomers and this great cultural diversity shifted the dynamic of exchanges in ways which the youth facilitators found challenging and rewarding. They were able to face new challenges so that all participants felt engaged in Shaking the Movers.

Expressing themselves on video

The availability of a camera throughout the weekend enabled the participants to record their conversations in a setting that was less intimidating for those who felt less comfortable expressing themselves in a large group. Part of this report therefore consists of comments made directly by the young people during sessions where their testimonials were recorded. A young person accompanied by a NB CYA staff helped out behind the camera.

I. Conference participants and facilitators

A. Youth

Collaboration with the Multicultural Association of Fredericton (MCAF) made it possible to promote cultural diversity at the 2016 Shaking the Movers event. Most of the participants were newcomers to Fredericton and to Canada. The social mix resulting from the presence of participants and youth facilitators belonging to different cultures, nationalities, and age groups was a feature of the weekend event, and this diversity enriched the dialogue and the discussions. Viewpoints and perceptions from beyond the province were therefore able to be expressed. Three young staff facilitators from MCAF assisted with all the planning and roll-out of the week-end.

Group composition of the East Coast STM			
Young females		Young males	
Number	Age	Number	Age
1	12	1	13
3	13	1	14
1	14	6	15
2	15	1	16
3	16	2	17
6	17		
1	18		
1	20		
Total		Total	
18		11	
29			

Responsible persons for MCAF

- Jessica Jones, Francophone-Community Liaison
- Charlotte Slaiby, Francophone-Community Liaison
- Saa Andrew Gbongbor, Newcomer Youth Arts Programs Developer

B. Speakers

Landon PEARSON

Landon Pearson took the floor to introduce the young people to the Shaking the Movers initiative. As the person behind this project, which started many years ago in Canada, she was able to describe the origins of the conference to the young participants and expose them to the background of the event and to their rights. That presentation, which took place at the very start of the conference, enabled the youth facilitators and the participants to discover the dynamics of Shaking the Movers and get the discussion rolling.

Pascale Léa OUELLETTE

Pascale Léa OUELLETTE, a member of the New Brunswick Environmental Network, engaged the young people in a dialogue about the environment and climate change. She used her specific knowledge in this area and her ability to engage young audiences to introduce the theme of the 2016 conference. The proposed activity was based on the young people's interactions and suggestions. Each young person had the chance to suggest terms that they associated with the environment and climate change. Links were then made between all the ideas presented to provide the participants with an understanding of the causes and effects of these changes.

Jeremias TECU

Jeremias Tecu is the Settlement Worker in Schools for the Multicultural Association of Fredericton. The youth facilitators suggested that he be invited, and this came about thanks to the partnership with the MCAF. He gave a presentation on understanding climate change and the impact of human activity on the environment. The participants learned about certain natural disasters outside Canada that are directly related to climate change and about the activities of certain companies (particularly mining companies). He also provided some figures in order to get each of the young people thinking. His presentation took place at the start of the conference and therefore paved the way for discussion of the activities proposed by the facilitators throughout the conference.

C. Partners

The partners' participation before, during and after the conference contributed greatly to its success. This conference is the result of work done in collaboration with various organizations based in Fredericton.

- **MCAF**

Formed in 1974, the Multicultural Association of Fredericton plays a vital role in establishing communication and in fostering understanding between the community, settled immigrants, and newcomers. The MCAF participated actively by making space available to the youth facilitators so they could organize the event. The involvement of the organization's professionals made it possible for many of the association's young people to participate throughout the weekend. Two of the facilitators are also members of the Multicultural Association of Fredericton, as were most of the youth participants.



- **CISV**

Seven of the youth facilitators are members of CISV Fredericton. CISV was founded in 1950 by Doris Allen based on the ideology that building friendships among children is the key to enduring World Peace. The non-profit organization educates and inspires action for a more just and peaceful world. With over 200 chapters in over 60 countries around the world, the peace organization is dedicated to providing educational experiences to children and youth. CISV gave many of the youth facilitators the inspiration and skills to successfully and actively participate in Shaking the Movers.



- **CÉ D'ICI**

The Collectif économique d'innovation culturelle et identitaire (CÉ D'ICI) is a social enterprise made up of representatives of non-profit organizations in the community. It runs the minority language school food services, based on principles of student voice, healthy food choices, environmental sustainability and local food sourcing. The partnership with Café d'ici made it possible to provide the participants with meals and snacks.



- **David Coon, MLA, FREDERICTON SOUTH | LEADER OF THE GREEN PARTY OF NB | Constituency office**
- **Matt Decourcey, Member of Parliament for Fredericton, Constituency office**

D. Youth Facilitator Training

“Shaking the Movers” was made possible through the involvement of nine youth facilitators, aged 14 to 17, before, during and after the event. One of the features of this year’s conference was that it was developed by youth for youth and children (in accordance with Article 12 of the *Convention on the Rights of the Child*). The youth facilitators were therefore also participants, and they alternated between facilitating and participating in the activities of their co-participants throughout the weekend. CISV and Equitas International Centre for Human Rights Education activities were selected by the facilitators. These were adapted to work in accordance to the target audience and to the themes of Climate Change, the right to a clean environment and children’s rights. The youth facilitators also came up with new activities to challenge themselves and to further challenge the participants.



Preparing for the weekend involved meetings and discussions to familiarize the facilitators with the rights set out in the Convention on the Rights of the Child and make them aware of the “child’s rights” approach. Preparatory meetings were therefore held between the youth facilitators and the members of the Advocate’s team. This gave them an opportunity to learn more about their rights as young people and then to include this component in the weekend’s activities. The various training and planning sessions enabled the youth facilitators to develop a program with many fun and educational activities in order to get the participants thinking. The planning sessions focused also on the importance of debriefs and creating an atmosphere of trust conducive to discussion.

Also, it was important to further familiarize the youth facilitators with the event’s theme: the environment and climate change. In order to engage in a discussion with the participants, the facilitators had to acquire resources and knowledge. Nathalie Weigum, a climate change expert, gave a skype workshop to the facilitators on the causes and consequences of climate change and talked about the treaties involved. Her presentation also set aside some

time for discussion with the participants. In addition to the meetings mentioned, many exchanges took place between the Office of the Child and Youth Advocate and the youth facilitators and some of the participants. During and after the weekend event, the Advocate's staff and MCAF continued to work with the facilitators to prepare the report and prepare for an exchange at the Legislative Assembly to share with the Child and Youth Advocate, and with their local MP and local MLA what youth participants had learned and shared through the week-end and to debrief and reflect on this dialogue and the entire STM experience. The adults working with the youth provided resources and support. Meeting with the participants also allowed to generate more in depth reflection to write the report. The multicultural aspect of the event was seen as a force. Indeed, perceptions and issues related to the environment and children rights can be very different depending on the country where you live and youth engagement in an intercultural dynamic presents its own challenges.

II. Talking about Environment and climate change

A. Group Dynamics: Ice Breaker

The conference is primarily a means for young people to get together. It was therefore important that the facilitators make each participant feel comfortable in the group. The goal of icebreaker activities is for the participants to get to know one another and to establish group dynamics based on trust. The youth facilitators therefore organized workshops where participants could introduce themselves to the others. The different backgrounds of the youth facilitators, particularly those from CISV, enabled them to come up with many such activities. Each day started with this type of fun activity, before discussions got under way.

Introducing
themselves
through a drawing



Identifying themselves in the group

Two teams stand back-to-back, and each participant is given a number. When their number is called, they must immediately turn around and try to say the first name of the member of the opposing team before that person says their name.

B. A Healthy Environment Developed for and by the Young People

The goal of this event is to hear what young people have to say about the environment and climate change. The young participants started the weekend by learning about their rights and finding links between children's rights and this year's theme. According to the Convention on the Rights of the Child of November 20, 1989, every child should be able to benefit from a clean and safe environment. What turned out to be the main takeaway for the participants from the forum was a clear understanding of what rights are. The youth facilitators focused mainly on children's rights in relation to the participants however the participants required a brief overview of rights as a general concept before the forum could begin.

The simplified version of the Convention on the Rights of the Child was used as well. The facilitators printed it out in small format so that all the participants would have one and be able to look back on and have as a resource.

In their own words

“People have to understand that the world is ours. And as we grow up in the world, we have to remember that we must all do everything we can to have a healthy environment. We're entitled to a clean environment, and everything possible must be done to ensure that this right is respected.”

“We are going to accelerate the changes in our environment at such a pace that is just too quick. Humans and other species are not going to be able to adapt to the rapid changes. Climate change poses a huge threat to every aspect of our lives. From the water we drink to the air we breathe, our actions, or in some cases inaction, will affect it. We are putting ourselves at extreme risk when we do not have to be.”

Excerpt from Article 24 of the Convention of the Rights of the Child

States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

Excerpt from the UN Convention on the Rights of the Child in Child Friendly Language - UNICEF

“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.” »

Excerpt from Article 29 of the Convention on the Rights of the Child

States Parties agree that the education of the child shall be directed to the development of respect for the natural environment.

Excerpt from the UN Convention on the Rights of the Child in Child Friendly Language - UNICEF

“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.”

Talking about the Environment

Certain topics related to the environment were of particular importance throughout the conference. The suggestions and comments made by the young people were rich and varied. A combination of local and world views fuelled the debate and led to suggestions for improving the environment for young people locally, nationally, and on a global scale. The following themes came up over and over again during the discussions:

- 1) How human caused climate change affects youth**
- 2) Overconsumption, overfishing, food waste, and waste management**
- 3) Mining activities**
- 4) Deforestation**

Through the activities, the young people realized that climate change impacts the environment of all populations and that children are often the first victims of this change caused by human activity. A message often heard during the forum was that the current and future environment is at stake, which is why children need to be heard.

1. How human caused climate change affects youth

Discussion with Pascale Léa OUELLETTE

All of the young people were able to participate in a discussion with Pascale Léa OUELLETTE of the New Brunswick Environmental Network. This activity in the form of interaction with the young people helped to initiate discussions about the environment based on topics raised by the children. They were able to show phenomena that lead to human caused climate change and realized through this activity that all the environmental issues they had identified are related.

This photograph shows all of the issues the young people identified as important to them in relation to the environment and climate change and the connections they made between them:

- Water
- Air pollution
- Waste management
- Greenhouse gases
- Fumes
- Acidification of the oceans
- Transportation/cars
- Pipelines
- Man
- Forests
- Fire
- Food security
- Human health
- Wildlife



These terms represent the concerns of young people about the environment in the society in which they live. They worry about their future and the future of their planet because youth are the next generation. That they are speaking up shows their involvement in a phenomenon that concerns each one of them, but also the fact that all these issues are related for them.

Iceberg Activity

In addition to the discussion with Pascale, the facilitators wanted to offer an activity focused on climate change, and more specifically melting icecap, ice sheets and icebergs. First, multiple blankets were placed on the ground which simulated icebergs. Then, the

participants stood on the blanket and the facilitators asked them to walk around and socialize. Every minute a blanket was removed and/or pushed toward the center to represent ice melting. As the surface of the blankets decreased, the simple task of walking became increasingly difficult. This phenomenon illustrates the rising sea level resulting from the melting of the ice which is caused by humans

The participants were able to discuss various questions asked by the facilitators:

Young People's Questions

What does this activity represent?

Do you believe that this represents a threat to us in Canada? What about in foreign countries?

What will happen if the sea level keeps rising?

What should we do to prevent this from happening?

How can we prepare for this?

How would you feel if it was your home being directly affected by rising sea levels?

This activity and what young people have brought to these different questions helped to open the debate on climate change in general. Indeed, to address the melting of the ice with young people was a way to represent one of the impacts of climate change on the environment. The Iceberg activity illustrates one of the changes that occur in the environment as a result of global warming. First, young people shared their perception of climate change but then also discussed their recommendations to decision makers on how to address this phenomenon.

The messages of young people

Young people's question: What is climate change?

"For me, climate change is a big problem. It's the problem that affects us the most now and that will affect us the most."

"Why does Climate change matter? I ask myself this a lot. I mean with a large portion of the public even denying the fact that climate change exist can be overwhelming and discouraging. What always brings me hope is seeing youth participating in educational activities, sharing their opinions, learning new things and so much more. Climate change is a problem that will have a huge effect on future generations to come. The current/near future leader's decisions will have a direct effect on their life and the environment during their time. Even my future is in the hands of government elected officials to take action on environmental issues such as climate change to protect myself, future generations and fragile eco-systems. It is a problem that needs to be addressed now, before it's too late."

Young People's Question

How can you fight against climate change?

Young people's comments and recommendations:

- Reduce the production of greenhouse gases. Develop the carbon tax. Carbon released into the air is one of the primary reasons for the creation of greenhouse gases and hence global warming. The higher the tax the harder producers will try to reduce the quantity produced.
- Develop renewable energy. This energy would have little or no negative effect on the planet. It is renewable so there is no risk of exhausting resources. It is a means of protecting the planet. For example, climate change creates flooding.
- To talk more about the environment and climate change in education programs. Young people would be aware of the problem. They would understand better what is happening and could act.

In their own words

"We must reduce greenhouse gas emissions. Reduce our dependence on non-renewable energy. Increase investment in the renewable energy sector and recycling."

"We waste so much, like water, for example. Recycling, for instance, we should recycle more."

"The fumes from cars are not good for your health."

"Future generations will inherit the climate and the environment, so it will be necessary to pay attention to the decisions being made and really take climate change seriously."

"I have a lot of rights as a child. I have the right to a clean environment and to security. I would like a lot of trees, more influence of society on our world, and more power for people. A better distribution of wealth, a good education for everyone, carbon tax, renewable energy, and services accessible to all."

"The problem if a child grows up in a polluted environment is that he may have diseases caused by taking poor care of the environment."

"We need to reduce greenhouse gas emissions. Reduce our dependence on non-renewable energy. Increase investment in renewable energy sectors, recycling."

"Helping others clean the air."

“The solution to stop climate change is to control electricity when using it; turn of the lights when we don’t need the lights; recycle, don’t waste paper. Don’t waste trees by cutting them. For example, when brushing your teeth stop the water, when washing dishes control the amount of water you are usin. Don’t flush the bathroom all the time... no long showers.”

“If I could say one thing to our elected officials it would be to stand up and take action. There is no more time to wait and the time is now. It is your responsibility to be a role model to citizens and future generations and represent us in the best you can. As well it is very important to have education at all levels, for all ages, for every person on the environment and human rights. We do not have adequate environmental education in school and even if we do the education is not keeping up with the environmental degradation that is happening. As well environmental education should be taught to all students not just those who seek the knowledge. Environmental issues affect everyone no matter your interest, career, economic status etc. so it is important we all have the knowledge to fix these issues. Education leads to action and if we are not educated how are we supposed to develop solutions. There is a huge environmental literacy gap that needs to be addressed. I believe one of the major contributors to not having environmental education in school curriculums is because we, as a society, are so set in our ways that as soon as someone has a different way of thinking or questions our practices we become very defensive and are not open to new ideas which then cause no real development. The perfect environmental education curriculum is easy to theorize but harder to implement it. Some of the obstacles in the way of implementing environmental education is that a lot of teachers feel inadequate to teach these things because they themselves don’t have the necessary knowledge, there is a lack of funding and instructional material and the education system is focused on achieving high test scores. ... I don’t know the exact solutions for all these problems and they are extremely complicated, however in my opinion it is our collective responsibility as a society to address environmental issues and environmental education issues and find solutions.”

“I believe that in decision making, we should be putting a lot more weight and importance on what's sustainable long term and better for us and the environment rather than opting for something that costs less. We need to be making decisions that will promote the survival of our planet long term.”

2. Overconsumption, Overfishing, Food Waste, and Waste Management

The young participants shared their findings and their hopes concerning the world around them. They were able to share things that give rhythm to their daily lives or the daily lives of certain population groups. They specifically questioned throwing out the remains of the meals served during the conference. For example, on the first day, at the instigation of one young person, the waste was reused for a project. Also, the young people asked that the leftovers that were still edible be given to the participants to take home rather than being thrown out.

The meals served during the conference were prepared by CÉ D'ICI, a non-profit organization that serves meals using local, organic food. Its goals are to significantly increase the quantity of local products and to ensure higher nutritional value of the food served.

A particular awareness of food production and conservation issues was observed. The young participants discussed means they would like to put in place to ensure that every person is able to eat a healthy diet. They also discussed food waste and waste management. An activity, proposed by youth facilitators, led them to deepen their reflections.

Fish Activity

“The fishing activity was an activity that we simulated where the participants were divided into groups or “fishing crews”. In the activity, there were five rounds; each consisting of a “daytime and “nighttime”. During each day, the fishing crews had to go collect fish that were made out of construction paper and hidden around the site. At night, the fishing crews had to sell the fish they caught in order to provide for their family. It was also during the night that the facilitators collected “tax” from the money each crew received from fishing. Each round, the facilitators decreased the number of fish they would hide, simulating the effect of overfishing. By the fifth round, there were so little fish left that it was impossible for the fishing crews to catch enough fish to provide for their family. The facilitators calculated the number of fish with the money each group had to pay in tax and made it so that if each group only took 5 fish each round they could pay their taxes as well as have a sustainable amount of fish in the water. Something that really struck a chord with a lot of participants was that they had no idea the effect their actions were having. They were so caught up in making as much money as they could they didn’t think about the environment.”

This activity, as well as other times of the weekend, made it possible to broaden the discussion;

**Young People's Question:
How can we avoid overconsumption, overfishing, obtain food, and manage waste in a manner that is respectful of the environment?**

Young people's comments and recommendations:

- Improve waste management and expand recycling, for instance, including glass. Many materials are not recycled, although they could be. This would be good for the environment and for climate change.
- Urge municipalities to create a city-wide compost system to generate a better waste management system
- Respect the environment by not littering. Littering in nature creates pollution. That pollution affects the soil and the oceans. It endangers the planet and many species that live there.
- Start a vegetable garden/rooftop garden. This would provide food for many people who can't afford it. They could also consider expanding their vegetable garden. However, it's important not to produce more than is necessary. If they do, they should share it with others.
- Use the freezer. When certain products are near their expiry date, they can be frozen. This makes it possible to eat a variety of foods in all seasons. Fruits and vegetables are harder to find in the winter. It might therefore be a good idea to have some reserves in the freezer.
- It's important to control fishing to avoid overfishing. Species, specifically endangered ones, must not be put at risk.

In their own words

"Time for fishing and time where you can't fish.... Some animals in the water eat fish. If they don't have something to eat, they're gonna die.

"A lot of people throw garbage or other things on the ground. We don't need shabby towns in the world. You shouldn't throw garbage on the ground."

"Don't put garbage in the woods."

3. Mining Activities of Canadian Firms

Presentation by Jeremias TECU

The young people invited Jeremias TECU to the conference, who talked to them about the impact of certain mining activities on the environment. During his presentation, he showed them some images illustrating the impacts of human activity in the world and on local populations. His presentation took place just before the activity illustrating the damage caused by certain mining companies, and it got the discussion going and gave the participants an understanding of the issue. The youth facilitators therefore wanted this presentation to come before the first activity concerning the environment and climate change.



Cookie Activity

To generate discussion and the previous recommendations, some of the youth suggested having a fun activity followed by a discussion to think about what they had just done. The photos below were taken during this activity designed to illustrate the impact of certain mining companies, specifically Canadian, abroad. The participants were each given a cookie and some modeling clay. They were asked to build an environment that included a house, a food source and a water source on top of their cookie using the modeling clay, they were told that this is where they had to live. After some time of building, they were told to pass their creation to the person next to them, they played the role of a mining company by extracting the chocolate chips from the cookie. They therefore, had complete control and ownership of the cookie. Some chose to very carefully extract the chocolate chips so they would not ruin the environment on the cookie and others went as far as completely destroying the cookie and the modeling clay. The cookie crumbs represent the runoff and pollution caused by mining activities. The environment was destroyed. They were then asked to give their mined cookie back to its owner. The owner was told that they had to put the cookie and their home back together because that is where they had to live. This proved to be nearly impossible in most cases.



The young people discussed the role of the many Canadian mining companies scattered around the world. It was noted that some of them do not respect the environment and violate human rights.

**Young People's Question:
How can we prevent Canadian mining companies from having a negative impact on the environment and on the people living in the countries where they are located?**

Young people's comments and recommendations

- More insist that mining companies can preserve the environment that surrounds them. When they leave a site they have exploited, the environment should not be destroyed or in danger. Soils should not be contaminated by different products that will then go into the oceans.
- Lead the companies to settle in places that will not endanger the people living there. They could also offer compensation to residents to ensure their living conditions.
- Respect the rights of first nation's people, Métis and Inuit. They should be systematically consulted and their decision respected.
- Impose on Canadian companies more transparent about their practices. Especially when they are located abroad. Respect of the environment, the human rights and the children rights should be made in Canada but also abroad.

In their own words

“Through this activity, we learned how little respect Canadian mining companies show the environment of other countries. We want to be known as a country that values our planet and the environment in all countries, not just our own.”

“Canada represents the largest driving force in the natural resource extraction and exploitation industry. Unfortunately, Canadian companies are not known for being responsible and respectful. They don’t always obey the laws in the countries where they are located.

Failure to obey the laws leads to murders, violations of the Convention on the Rights of the Child and the Universal Declaration of Human Rights, natural disasters, etc.”

4. Deforestation

The young people raised certain local issues. They brought up the fact that Canada is known for its great expanses of forests. The forest industry is well developed in New Brunswick, especially for the production of paper. Deforestation was a recurring theme throughout the weekend and many youth expressed their concerns in debriefs after various activities. Pascale Ouellette's presentation also presented on this theme and generated discussion.

Young People's Questions

Why and how do forests impact the environment?

How can they be preserved?

Young people's comments and recommendations:

- Preserve the forests. The forests are home to many animal species, and they need that environment in which to live.
- Monitor and regulate deforestation. It must take place under conditions that will enable the preservation of nature. Paper production should not endanger the environment.
- Protect the flora and fauna more. The forests are necessary and must be protected from fires.
- Stop clearcutting the forests. This is a problem that must be resolved. Planting new trees after clearcutting is not enough. Replanted trees are often all the same species. Companies that do clearcutting intend in most cases to replant trees that they can cut again. This endangers biodiversity. It can, for example, lead to the proliferation of insects that are harmful to the trees. The forests are in danger and so are the animals that live there. Canadian forests are some of the largest and most biodiverse in the world. They must be protected and new methods must be found to preserve them.

In their own words

"We shouldn't cut down too many trees."

"The government of New Brunswick must do more to protect its forests. The Acadian forest, which is found in New Brunswick, is one of the most bio diverse forests in the world. Its biodiversity has assured the sustainability and health of not only itself, but of our people. Many human activities pose a significant threat to our forests. Clear-cutting, the spraying of glyphosate, the acidification of wetlands and watercourses, mining activities, urban sprawl, etc...

Often times, when we discuss the forestry industry in New Brunswick, its negatives effects on the environment are dismissed due to the government's effort to replant the trees which have been cut down. However, this task does more harm than good. The biodiversity of the acadian forest is in jeopardy. When trees are replanted, the species planted do not resemble those that were cut down. The species planted are those that represent an economic opportunity once matured, thus stripping the once beautiful and diverse forest of its defining characteristics. Not only does this pose a threat to the beauty of the forest, but to the health of the forest and sustainability of the forest. The diversity of the species found in the Acadian forest act almost like an immune system, protecting itself from parasites and fungi. When the forest is stripped of its diversity, it than becomes more susceptible to these parasites and fungi. We recommend, the banning of clear cutting in New Brunswick in favour of selective cutting. A process in which only the trees that they will be using be cut down. "

III. Global environment in the context of climate action



A. Expression and recommendations through drawing

Through the various debates initiated around human caused climate change and the environment, the youth facilitators suggested that participants show the difficulties they are facing in their community. Sometimes they could express themselves with drawings and sometimes in writing. These activities also were a means of presenting the participants' wishes. Initially, in small groups, each person was able to express himself or herself through a drawing. This approach gave free rein to the participants' creativity and enabled them to show their thoughts and concerns about their environment. Then they could express their needs in writing and respond to the different problems raised by the facilitators. The youth facilitators wanted the participants to feel safe in sharing their opinions and encouraged this by offering different outlets for the participants to share their thoughts and ideas, such as through drawing.

Ideal world activity

The youth were split into three groups and were each given a large piece of paper and a unique climate scenario where they were told that they had to draw their ideal city. However, they were only allowed to draw one building or service each round. They had twelve rounds to draw the city therefore they had to have a lot of discussion each round to prioritize different aspects of the community that they felt they should have. This led to many conversations of identifying needs over wants and how important the environment is as well as the quality of life. After a few rounds of discussions and drawing, they started to receive different issues from the youth facilitators.

**Young People's Questions:
What are the major problems in your environment?
What would you like to change?**



This drawing by one of the groups of young people shows the importance of many aspects of their ideal society: a home for seniors, a school for quality education, "for learning new languages", a supermarket, houses, and a hospital. Some of the artists who drew this picture are also young Syrian refugees. Syria is thus represented close to their current environment. They suggested numerous services and activities for newcomers. The young people also mentioned a welcome and integration structure for newcomers as a need. The government is also drawn to represent the importance of decision makers, an elected government that "listens to the people." This prompted discussions about how interconnected all rights are and how environmental rights depend on security rights and education and health rights.

To the question of how their community would get energy, the young people suggested wind power. They wanted to talk about their renewable energy needs. Using an electrical wire they showed that their whole community gets its power from wind energy, even the school. During discussions on how to get food in their communities, some said that other countries could contribute some because "that's how it usually happens". Lastly, they wanted to illustrate a more sustainable solution that enables people to work as well. They showed a farm and a well, having identified agriculture that is respectful of the environment as a means of self-sufficiency, the products of which would be distributed to the store. They also emphasized the need to be able to work after their studies. The young people submitted that, if society does not change, the result will be catastrophic. They mentioned that there will be no more electricity, that water sources will be used up, and that diseases will develop.

**"This world should be a place
of happiness and joy"**

Young person, 16



The group of young people who did this drawing called it "Temperate forest – Forest land." It contains an airport, a vegetable garden, a house, a hospital, a sea, a shed, a freezer, a bank, animals, adults, children, a well, a city hall, and a railway track. They indicated that these were essential aspects in their eyes. The hospital represents the need to be able to stay healthy, the school to be able to learn, the house to have a roof, the roads, airport, and railways to travel. They also emphasized the importance of plants and animals for their environment. There is a freezer and a vegetable garden. The people can produce their own fruits and vegetables if they want, through the garden. If they produce more than they can consume, they can share or use the freezer more to avoid waste.



The presence of many trees in the drawing shows the importance they ascribe to forests and nature surrounding them. École Sainte-Anne is there as well. The young participants indicated the need for a Francophone school in their society. The sea and a garden stress the fact that they need an environment with healthy natural resources. This activity enabled all the young people to present their expectations but also their concerns about the world around them.

“Our world problems...wars around the world. What would my perfect world look like? A world at peace, without wars.”

Young person, 15

B. Expression and recommendations through writing

The young people were also able to express themselves on this theme through the writing activities like the letters activities presented by the facilitators. They were able to talk about the problems in their environment. This workshop also revealed the young people's expectations.

“My perfect world would be very basic in terms of lifestyle and would focus more on having a give and take relationship with the earth. Also, it would be without prejudice or any inequalities. Society would be more open minded and wouldn't focus on universal things that are supposed to make people happy, but instead what makes each individual person happy. Countries wouldn't exist and people would share resources around the world”

“No racism, no bad people, no sickness, no cancer, no bullying, enough water, less pollution, and happiness”

“For me, a perfect world looks like where everything is fair, and people aren't suffering from disease, hunger, etc...”

“A socialist world with governments that are concerned about the interests of the people and the environment, not the big multinational companies. Also, a world that respects all human rights and puts them into practice.”

“My perfect world could be peaceful, love in every person. Right of equality and education”

Young person, 17

C. The multicultural dynamic

As shown above, beyond the theme selected for the 2016 edition of Shaking the Movers, many aspects of society surrounding young people were raised. The children wanted to pass on messages on the living conditions of certain groups in other countries. As mentioned above most of the participants were newcomers or newly arrived refugees. They sometimes spoke of the living conditions they were able to observe in their country of origin. For example, during the cookie activity, a young person covered all the cookies in blue modelling clay. When it was time to speak, the participant said that it represented the war that covered the whole environment.

The facilitation of the event also had to be adapted to the diversity of the languages of the participants. The youth made every effort to ensure that everyone could understand, be understood and give their point of view. Every young person, by their involvement, helped turn this challenge into a real strength of the event.

The conditions of the lives of children are far from being the same in the four corners of the world. By their life experiences, newcomers, refugees and Canadian-born youth were able to share realities. The theme of the environment and climate change opened the door to many other discussions that greatly enriched the event. During the debrief meetings facilitators highlighted the diversity of this edition of Shaking the Movers.

Putting forward the discussions on climate change helped to highlight other concerns related to a healthy environment for all by addressing other factors including violations of human rights, the impact of war and mass movements of displaced persons.

Children's rights are interdependent, which is why by bringing up the right to a healthy environment the young people wanted to broaden their discussion.

In their own words

- **Society's Problems in Their Own Words**

Capitalism	Transphobia	War
Racism	Sexism	Child abuse
Xenophobia	Totalitarianism	No education
Homophobia	Corruption	Poverty
Homelessness	Hunger	

The young people wanted to pass along various messages in connection with the problems they raised in their society. Their messages are as follows:

“I want to pass on a message to help groups that are poor. There are people who don't have good lives. There are people who don't have good health. I'd like to say we need to help them.”

Young person, 13

“- I don't like my country because it's the war.
- If you could tell one thing of people in Syria why to change, what you tell them?
- Change everything.”

Young person, 15

“In my country there is a war”

Young person, 15

“There are children who don't go to school, who don't study and I'd like that to change.”

Young person, 13

“If you change people, you change everything.”

Young person, 15

- What do you do if you see garbage on the ground?
- First you have to deal with the dead people on the ground.

Young person, 15

IV. The Rights of the Child

This weekend was about the environment and climate change and was also an opportunity for the young people to speak about their rights in general. Discussions around the right to a healthy environment led to a broader reflection around the rights of children.

Article 24

Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 28

All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right.

Article 22

Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country).



A. Children's Rights in Their Own Words

Here are the rights highlighted by the youth at this conference. The different activities allowed them to share their perceptions of their rights.

Right to have house
Right to a name
Right to have family
Freedom to assembly
Freedom of religion
Right to education
Right to be heard / Freedom of expression
Right to life
Right to privacy
Freedom of association
Right to live with people who love / Right to stay with people who care about you
Right to play (with your friend or your family)/ Right to sport
Right to healthcare / health coverage
Right to get food / to drink clean water
Right to clothes
Right to participation
Right to mutual respect (respect from others) / Right to understand each other's
Right to share your opinions with others

“Where I come from, the children, we’re like not really free. You can’t say everything you want. Like me, I could do this, you can’t say that. In Canada, the children, we are like free. You can tell someone, “I don’t understand.” But where I come from, you can’t do that.”

Young person, 14

Speaking about Children's Rights – Testimony of a youth facilitator

"As facilitator, I was supposed to be very aware of my rights. Yet, before the conference, my perception of the rights of the child was very different and not even very accurate.

Friday night, I hosted the activity of the scenarios. I divided the kids into smaller groups and gave each group a scenario that presented the situation of a young person somewhere in the world. This youth faced injustices and other young people faced rights violations. For example, a scenario was a young girl who did not have the right to go to school. Then, we asked questions in the debrief. I started with the question: do we all have the same rights?

All participants have answered no, except one. Each young person had a different interpretation of the question. One person said that the Canada-born children have different rights than people coming to settle in the country later in their lives. Most indicated that the quality of life of children is not the same in all countries. For example, the right to education does not exist everywhere as it does in Canada. One participant explained that we all have the same rights, but is not all countries that support them.

After, I their asked for solutions to stop the violation of the rights of the child. They suggested to exchange ideas, to speak and to act, to be heard, and to denounce the rights that are not respected. »

B. Young people's comments and recommendations

- Involve young people more in decision-making. This is necessary because youth are equally effected by these choices however we often don't get a say in them.
- Provide better education on the rights of the child to both youth and adults. This is essential because youth under the convention of the rights of the child have the right to know their rights however many youth don't get that. It is important for adults to have a sufficient education on children's rights so they can help assure they are doing everything they can to ensure children are getting those rights.
- Provide awareness and opportunity to the youth so that they can use these skills and tools in their everyday life and share their knowledge with their peers.
- Have funded social programming for marginalized youth.
- Prioritize creating a clean and safe environment that can help youth develop into their full potential.

In their own words

Beyond these questions, the young people presented different messages about their rights. Whether through observations, comments, or recommendations, they were all able to express themselves and share their opinions. Their messages are as follows:

“I think that, in schools, they should be teaching about the UNCRC specifically and making sure that kids understand that they have rights. Kids should know that they have freedom of speech and the right to be heard and taken seriously. Adding onto that, we need to be listening to youth and validating those rights because, as we've seen throughout the forum and throughout this presentation, when you engage kids in conversations about world issues, a lot of them come up with good ideas and interesting solutions we hadn't thought of before. Sometimes, to solve a problem, you just need a wider range of perspectives.”

“If I could say one thing to the people in power it would be to pay more attention to youth opinions and voices. The government has already come so far with this issue, we've started things like youth councils and youth boards which is absolutely amazing. That being said often times underprivileged youth are left out of those conversations. I feel as though there needs to be more focus towards making sure that ALL youth are represented and listened to.”

“Some of the facilitators didn't know what their rights were when we started working on this project. I think that's a huge issue and that we really need to put more of an emphasis on children's rights education and put more pressure on the education system to teach about them in schools because these are things kids need -and even have the right to know.

“Youth have a voice and on the weekend physically be represented it's in parliament and different aspects of government is really important”, “One thing, that's really important in government, is to have youth representation.”

“If I had one message to send to the government or the people in power, it would be to really listen to youth and to and have more input from youth when making decisions that affect or will affect us. Being the next generation, we are the future in a way. The decisions that they (the people in power) take now may not have an effect right away on them, but it will have an effect on us when we are adults, therefor I think it's really important to have our opinions and our ideas.”

“All children should have a good future.”

“We have the right to be heard.”

“I’m going to tell you what I would like. I am happy now because I’m going to tell you. Children have the right to say what you want to change. It’s important.”

“Everyone has rights, because it’s important.”

“The right to have an education. Everybody has the right to go to school and everybody has the right, when they finish school, to work.”

“-What’s the right most important to you?

-The right to play, because I like to play. To express myself.”

«I think the right to be protected is an important one.”

“The main problem the world has today is probably child abuse.”

“My rights as a child are to get an education, health care coverage and be able to love whoever I want.”

“As a child, you have not as many rights as an adult, but you have some rights maybe adult don’t.”

"Let children speak."

“Our perfect world would not show children they are not important in society. It would be good to encourage them and show them that one day their dreams will come true.”

“We need school because it’s important. Some children haven’t got a school.”

“We have the right to health. There are people who are not in good health. Like in Africa or China, the people are not healthy. I’d really like them to be healthy so they could have a good life.”

Young person, 13

“Less screen time and more play time, travel”

Young person, 16

C. Engaging with the Advocate, MLA and MP at the Legislative Assembly

As a follow-up of the event Child Right Education Week, young facilitators have had the opportunity to attend a meeting in the legislative Assembly of New Brunswick. This meeting took place on 18 November 2016, they met:

- David COON, MLA, Fredericton south and Leader of the Green Party of New Brunswick
- Matt DECOURCEY, Member of Parliament for Fredericton
- Norman BOSSE, Child and Youth Advocate

This exchange offered young facilitators the opportunity to present the Shaking the Movers event they had organized and to share their views and those of the participants with decision makers. The session required the facilitators to take their debriefing sessions with participants to the next level of definition. It challenged them to own their own voice while respecting the voices and the feedback of their peers. It also gave them a chance to speak directly to their elected officials and do so, on the record, in the provincial Legislative Assembly. In fact it was an important aspect of the East Coast Shaking the Movers experience.

Seven youth facilitators were present and each spoke during the presentation to an aspect of the event that was important for them. The activities, the recommendations, the dynamic of the week-end event were all put forward. The Exchange with three decision-makers ended with a message from each young facilitator. Each of them was able to highlight the message that he wanted to leave with decision-makers and to further the voice of the participants. Some of their messages are included below to further enhance this child and youth voice report.

In their own words

“Having the opportunity to speak at the legislature was amazing. I felt like all of the hard work that the other youth facilitators and I put into the weekend was definitely worth it. Having the chance to have people in a position of power listen to us was really interesting and I hope that they will continue to consider our proposals in their work as parliamentarians. Those of us who had the opportunity to present that morning at the legislature also learned a great deal.”

“I feel very privileged to have had the opportunity to be able to talk to the movers that are shaping our province and country. It’s not every day that a youth my age would have a chance to speak to elected officials from their area. Being in a room with so many influential people helped me realize how much of an affect my words could have on these people and helped me use my voice as a microphone for all the youth at

Shaking the Movers. The response that we received was very motivating and inspiring for me personally because it showed me that these elected officials do care about youth and everything that we brought up throughout the discussion.”

D. The force for an event for youth by youth

Young facilitators have offered feedback before, during and after the event. We will discuss first their motivation to participate in the facilitation of such an event.

For some, it's curiosity that made them want to get involved. The format of the conference motivated young people: an event led by youth, for youth. It's a way for them to "promote the interest" of other young people on different subjects. Indeed, Shaking the Movers is a time for sharing among young people and a way to be heard, both by their peers and by policy makers. At the end of the conference, young people highlight the strength of this method of communication "by youth, for youth".

In addition, the theme of environmental and climate change was popular. Participants highlighted the fact that they all feel concerned by this subject. Their wish is to act now to protect their future. They have also seen this experience as a way to learn more about children's rights and the effects and consequences of human caused climate change. Specifically, young facilitators expressed that they convey the information that they have acquired.

"For many participants, it was also an opportunity to talk to other children. Several spoke of their best weekend in Canada since their arrival.”



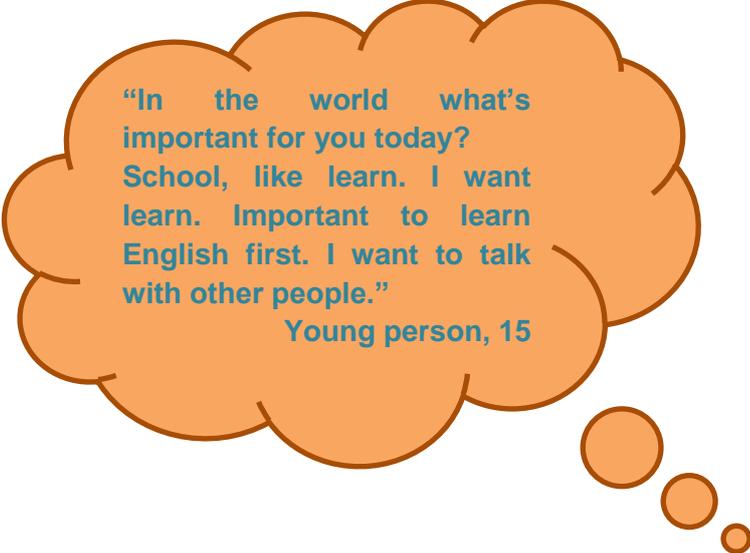
In their own words

“I didn’t realize how big Shaking the Movers was when I first got involved. I got invited to the event and decided to go since I am very passionate about youth involvement and child rights. As a facilitator, I was not sure what my role was going to entail, but I was extremely interested by the fact that it was a conference made by youth for youth. Once the planning for the symposium and the actual event got under way, I was pleasantly surprised. I have learnt and grown so much through this experience.”

“I feel very privileged to have been a part of the East Coast Shaking the Movers. Words cannot even describe the amount of pride and joy I’ve had while planning, facilitating and reflecting on the event. This activity gave a forum for youth who may not have been educated or even had the opportunity to discuss children’s rights and climate change. Even myself I learned so much from people of different backgrounds, ages and points of view. Without this event I, as well as a lot of other youth, would have never had the opportunity to participate in such important conversations.”

“Being able to take part in planning the first Atlantic Shaking The Movers is something that I won’t forget. It was amazing to see how much kids learned during the two days and one night they were there. I think that as a group we definitely faced some challenges while facilitating but nothing that was unsolvable. The most important thing I would work on for next time would be to advertise the event earlier in the year to get more people involved. It’s so important to let youth have opportunities to have their voices heard, share their opinions and have conversations about issues that affect them.”

“I am also part of CISV’s (an international program that promotes peace through friendships) Junior Board here in Fredericton and the Office of the Child and Youth Advocate reached out to the board and asked us if there was any interest in Youth facilitating the event. I have had the opportunity to facilitate other youth events before and it’s one of the best feelings. You always learn so much from the participants and they hopefully learn as much from you.”



“In the world what’s important for you today?
School, like learn. I want learn. Important to learn English first. I want to talk with other people.”

Young person, 15

Conclusion

This was the first edition of East Coast Shaking the Movers, and it was a clear success from the youth participants' perspective. After the conference, the facilitators and some participants had the opportunity to reflect on the Shaking the Movers experience and to delve more deeply into certain important topics such as deforestation and the protection of ecosystems.

The youth really appreciated the East Coast Shaking the Movers experience. They said that they had the chance to express themselves. What they find most worthwhile about this initiative is the possibility of having their opinion considered afterward, and having their comments and recommendations presented to the decision makers and experts later on. They also said that they appreciated being able to learn more about their rights. These motivated young people had the opportunity to forge ties and to learn to get to know one another throughout the weekend, while adding their voices to what they consider an issue that is important to them. Several mentioned the urgency of changing how things are done in order to respect the environment. They put the emphasis on sustainable development and on the fact that "their generation" will be the first to be affected by today's decisions about the environment. They all asked for the right to be heard in order to identify solutions to an issue that is shaped locally, nationally, and internationally.

"We are very thankful to have this opportunity to get involved in our community in such an important way. We had a lot of fun throughout this unexpected journey of learning and discovery."

