

**John M. Davitsky Foundation**

# SHAKING THE MOVERS, LONDON

## Building Our Communities of Care

**" A RIGHT IS SOMETHING THAT MAKES YOU  
IMPORTANT; SOMETHING WE ALL HAVE;  
SOMETHING THAT MAKES US SO SPECIAL"  
-PARTICIPANT**

London, ON  
November 17, 2024  
Report written by Stephanie Palozzi



This report is dedicated to the Hon. Landon Pearson, O.C who is sorely missed, but continues to inspire us to listen to the voices, viewpoints, and perspectives of young people. In honour of Landon Pearson, this report outlines important messages from young people about **'Building Our Communities of Care'**

# Land Acknowledgement

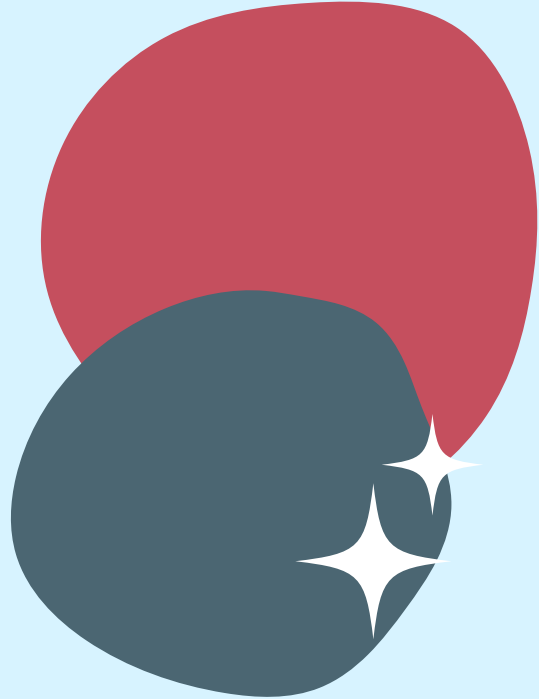
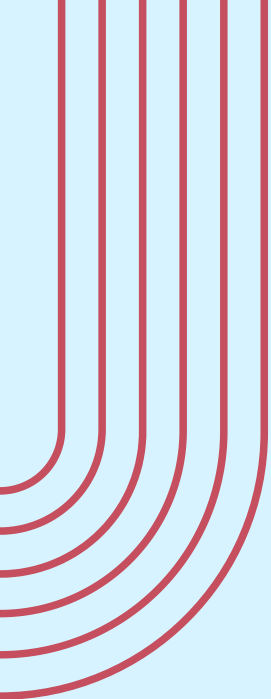
The land upon which the STM workshop took place is the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron, the rightful caretakers and title holders of the land. We honour and respect the history, languages and culture of the diverse Indigenous people who call this territory home. We will continue to think with young children during these workshops about how we can care for the lands, respect mother nature, and better understand our collective responsibilities to the land, water, animals and each other for future generations.



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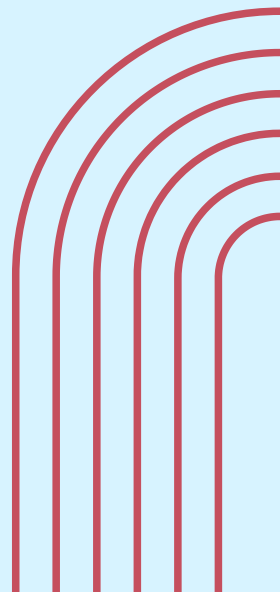
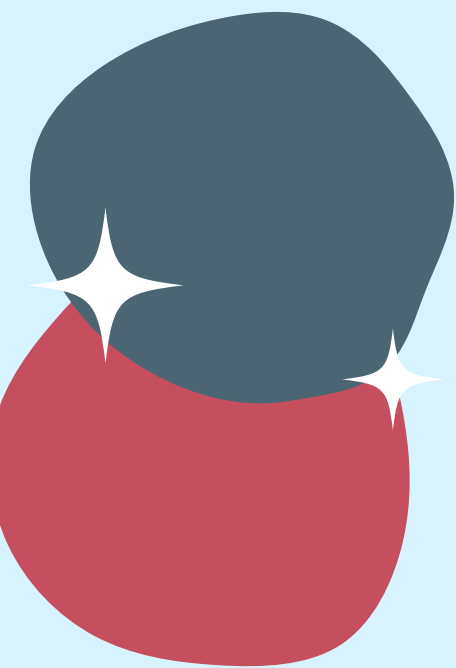




# SECTION

# 1

Shaking the Movers  
Background





# Background

## About Shaking the Movers

Shaking the Movers (STM) is a country-wide annual event that is led and driven by young people. STM is sponsored by the Landon Pearson Centre at Carleton University to raise the voices and viewpoints of children and youth. STM compiles a series of

workshops to create a space where children and youth come together to discuss the United Nations Convention on the Rights of the Child (CRC) in the context of their own lives. Children and youth participating in this initiative explore their ideas, voices and experiences and exercise their rights with the assertion that they will be listened to and heard by decisionmakers. STM also provides the facilitators (undergraduate students) with a unique experience to learn from the young people who participate in the workshop(s).



Since 2007, the Landon Pearson Centre for the Study of Childhood and Children's Rights has designed workshops to provide spaces for children and youth to present their unique perspectives and experiences, and provide specific recommendations and input related to a children's rights agenda. Following each workshop, the viewpoints of the participants are consolidated into a report. Landon Pearson has made it her priority to ensure that these reports reach the hands of the 'movers' and that they respond to young people's concerns and recommendations in the reports. The 'movers' consist of academics, educators, government officials, advocates, professionals working in child-service delivery systems, and others.

At the end of each workshop, young people provide suggestions for the following year's STM rights-based topic.



# Shaking the Movers, London: Overview

On November 17, 2024, in partnership with the Landon Pearson Resource Center for the Study of Childhood and Children's Rights (Carleton University), and the Boys and Girls Club of London, undergraduate students at King's University College engaged in the fourth STM event in London with 16 youth aged 8-13 years old across London and surrounding areas. The workshop took place at the Boys and Girls Club of London.

Sub-themes relating to the broader workshop topic (Building Communities of Care) were selected by the undergraduate facilitators. The facilitators (students from two undergraduate classes) carried out their activities with the participants in breakout groups in person to create a personalized opportunity for engagement. The opening/closing activities and larger group discussions took place in the main discussion room. The insights that emerged from the children shed light on some of the areas that young people identified as important to them, their lived experiences, and challenges/difficulties the children face in their daily lives.

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

**Caring Families**

**Caring Classrooms**

**Caring Playgrounds**

**Caring Through Sport**

**Caring In The Healthcare Setting**



# Features of Shaking the Movers

All participants received a 'change-makers' toolkit upon their arrival to the Boys and Girls Club in London. The tool kit contained a schedule of events for the workshop, UNCRC poster, TRC calls to action, pencil crayons, tote bag/pencil case that the children can draw on with fabric markers, participation certificate, stickers, King's swag, and the changemakers workbook. The workbook included ice breakers, rights-based activities, reflection questions, and space for children to express their ideas aligned with the schedule of the workshop. The participants were also given a book titled "Walking Together" by Elder Albert Marshall, Eskasoni, Unama'ki and Louise Zimanyi, Tkaronto/Toronto (Treaty 13) which focuses on the central themes of the workshop topics. This book helped participants understand the importance of caring for the environment that we all live in and these discussions continued throughout the day. All the elements given to the youth are essential to guide and aid in participation of the workshop.





## Recruitment of Participants

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



## About the Participants

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



## Informed Consent

Prior to the workshop, each participant had been provided with a written consent form to review and sign with their parents before participating. This included consent and having their viewpoints and comments shared through this report. Through the entirety of the workshop, facilitators ensured the children were reminded of their rights to privacy and confidentiality as participants in STM.

# Introduction to Undergraduate Facilitators

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

Students in CYS 3351: Facilitating Child Advocacy were tasked with facilitating children's knowledge of their rights. To do so, students in the course undertook a three-fold process. First, they began by reflecting upon what it means to build a community of care and narrowed their focus to a particular caring community. Next, they proceeded to explore international children's rights laws to select a specific law applicable to their caring community. Finally, they learned how to take that specific children's rights law and practically implement it within their caring community theme through a rights-based approach activity.

**"Children bring a uniqueness to the way things are seen in the world. I realized we have discussed this since the first year, but it did not click for me until this workshop"**  
-Facilitator

The result of this reflective and practical process saw each group of students compose scripts and act out plays in a way that could bring awareness and understanding for the participating children's rights. These performances were designed to first inform and then elicit the participating children's perspectives on children's rights and how they felt they could be upheld within their specific caring community. Their responses generated thoughtful, joyful, and practical views on how children envision building their communities of care.



Students in CYS 3355 worked in groups to develop two rights-based activities. The first one focused on unpacking young people's lived experiences and perspectives of caring communities. The next one focused on unpacking the young people's proposed solutions and recommendations on their sub-theme topic for developing caring communities. In groups, the students created detailed plans for their activities. They also designed and created materials to support their activities. Each group drafted and submitted written proposals that demonstrated how their activities supported children's rights and provided opportunities for children to be active participants. During class time the students practiced and implemented the activities. Through this time of practice and preparation, students analyzed their activities considering the extent to which they were implemented in a child-friendly manner. If this may have been lacking, students supported one another by providing feedback that could ensure a child-friendly approach so that the activities spoke as clearly to the participating children as possible. The students came to the STM event and implemented their activities with the children. They also documented the children's voices and provided details about the ways their day unfolded with the children.

After the STM event was done, the students used an arts-based method of their choice to mobilize the children's ideas. This included creating different forms of art to document what the children had to say. Students used visual posters, podcasts, movies, picture stories and comics. Each method was created and designed to be accessible for the young people so they would have the opportunity to engage with the knowledge that was produced through the activities. By way of concluding, the students wrote a reflection paper that encouraged them to think about the STM process, what they learned from the children at the event, and how this will inform their future engagement with children and youth.

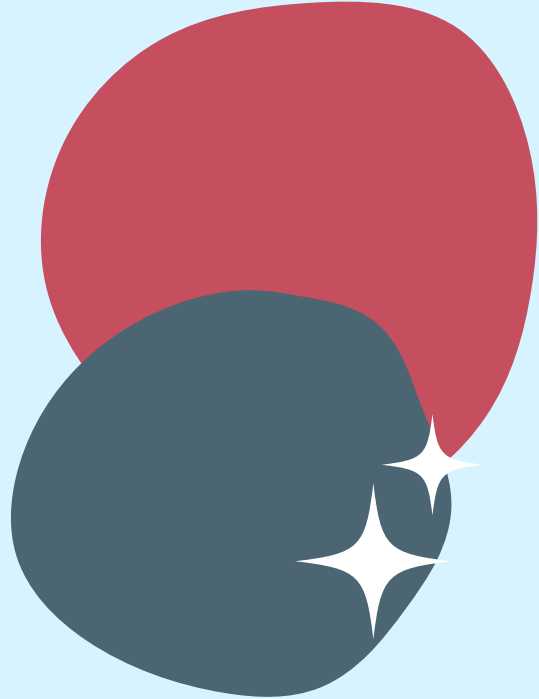
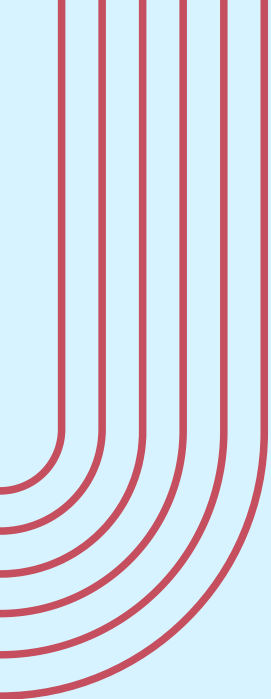




# Agenda

Time	Event	Lead Persons
10:00 am – 10:15 am	Introduction and Welcome	STM Team
10:15 am – 10:20 am	Icebreaker	CYS 3351; CYS 3355 to support
10: 20 – 10: 40 am	Breakout Rooms: Icebreaker (Question 1 & 2)	
10: 40 am – 11:10 am	Breakout Rooms: Sub-theme rights performance & Discussion	CYS 3351; CYS 3355 to support
11:10 am – 11: 20 am	Coming Together: Discussion & Sharing of Group Ideas	STM Coordinators
11:20 am – 11: 25 am	BREAK	
11: 25 am – 12: 00 pm	Breakout Rooms: Icebreaker (Question 3)  Everyday Lives Activity	CYS 3355; CYS 3351 to support
12: 00 pm – 12: 30 pm	LUNCH BREAK	
12: 30 pm – 12: 40 pm	Coming Together: Discussion & Sharing of Group Ideas	STM Coordinators
12: 40 pm – 12: 45 pm	BREAK	
12: 45 pm – 1: 25 pm	Breakout Rooms: Proposed Solutions Activity	CYS 3355; CYS 3351 to support
1:25 pm – 1:30 pm	BREAK	
1:30 pm – 1:45 pm	Coming Together: Discussion & Sharing of Group Ideas	STM Coordinators
1: 45 pm – 2:30 pm	Closing Activity & Conclusion	STM Team

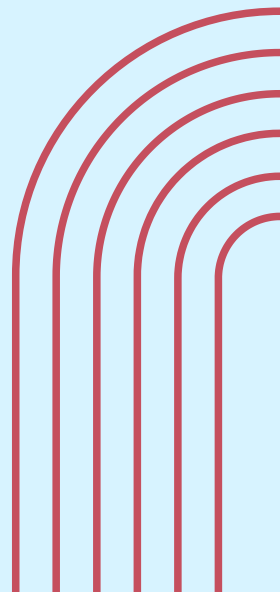
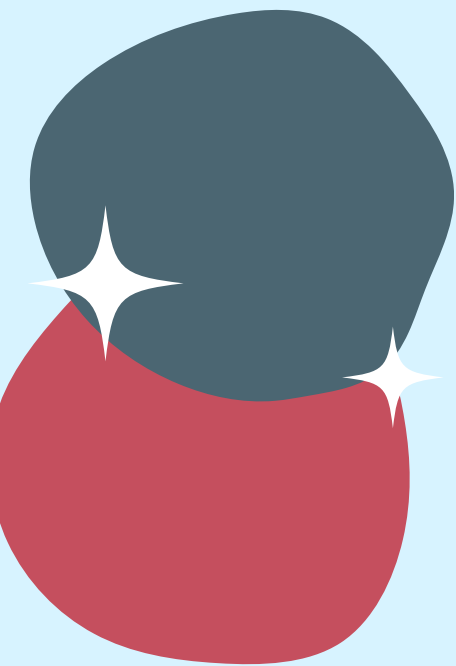




# SECTION

## 2

Introductions &  
Subthemes



# Introductions

During this year's Shaking the Movers event we explored caring communities. However, to situate the year's theme, we thought to first consider care for the natural world that we all share. The event started off with the children watching a video that was made for them by Elder Dr. Albert Marshall and Louise Zimanyi, who are the authors of the book *Walking Together*. Each child received a copy of the book in their Shaking the Mover's welcome packages. In the video, the authors introduced the children to the book and talked about Mother Earth. They invited the children to think about the ways they care for the more-than-human world and how they can show gratitude to Mother Earth.



While watching the video, the children drew pictures of how they care for the earth and/or how the earth cares for them. This topic of care for the more-than-human world led into other discussions during the day. For example, some children spoke about how they can care for the outdoor space at their school during recess time. They also provided suggestions about how schools and adults can help support them in keeping a clean outdoor space.

One child shared "When you litter, it's like having someone throwing rotten eggs at you. If someone is throwing rotten eggs at you, you will feel sad, and the earth will feel sad if someone is throwing garbage at it, too." The children also suggested that Earth Day should happen more than once a year, and they should start an environmental club at school.



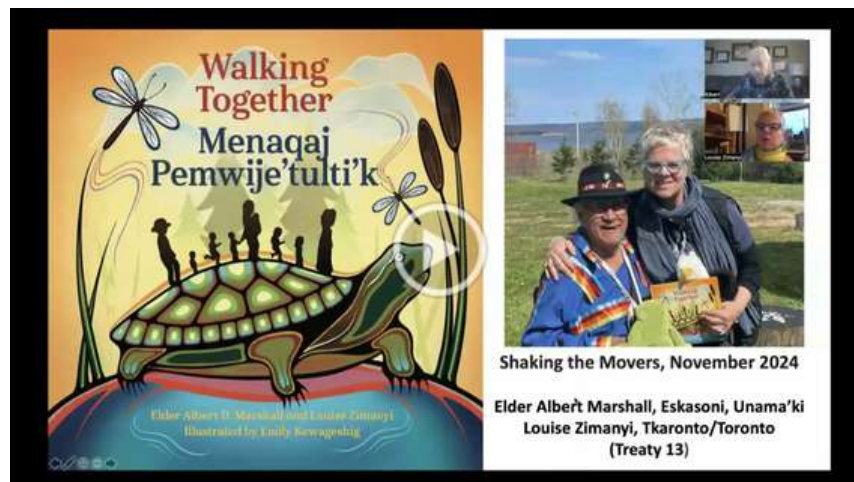
The conversations that unfolded with children can remind us that care is not only something that happens between humans, but it is also something that is experienced through human and more-than-human relations. Walking Together supports this through the concept of Etuaptmuk, the gift of multiple perspectives in Mi'kmaq. Two-eyed seeing is the idea of learning to see from both Indigenous and non-Indigenous knowledges and ways of knowing. Most importantly to know your gifts and responsibilities for the benefit of All Our Relations for Mother Earth (Marshall & Zimanyi, 2023).

More details on this story can be found at, <https://www.annickpress.com/Books/W/Walking-Together>.



**Video directed to  
the youth**

<https://drive.google.com/file/d/1ZP4aPJ-TfSBnUpkU7GiReP9g1axpkJH-/view>



# Caring Families

The aim of this subtheme was to facilitate a discussion led by children on what it means to have a caring family, and what it looks/feels like to them. The group presented knowledge on two rights within skits for the youth participating in our group. The first skit was based upon Article 19 of the UNCRC, which is the responsibility of parents. The second skit was based on Article 12 of the UNCRC, which is the right to have a voice and be heard. Within these skits the youth were presented with many opportunities to express how they felt, and what we could do to change things. The goal was for the children to consider these rights, and make their own understanding of impacts applied in their daily lives. Our goal with the children was to gain knowledge and insights from them on what a caring family is/looks like/feels like, but also what a caring family is not, and what they might need or how we can change things.

## What caring means to you?

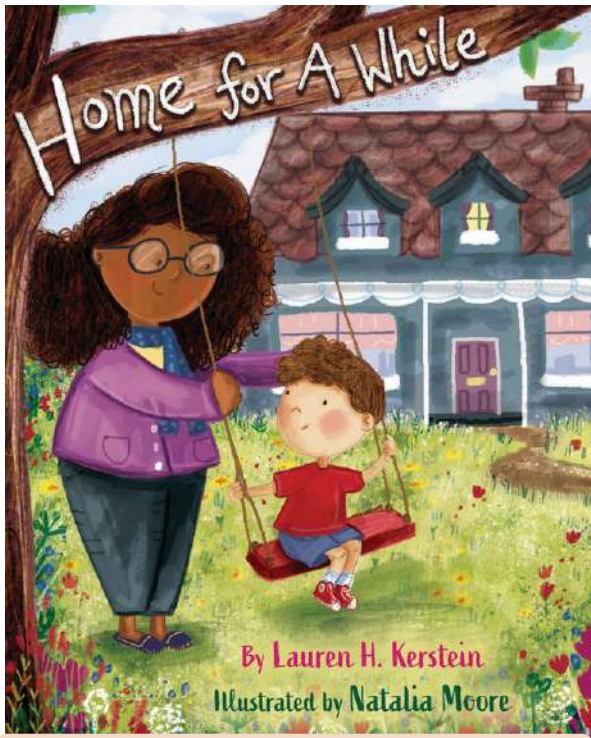
- "Care is being nice"
- "Care is when my mom makes my favourite food"
- "Care is holding open the door for someone"
- "Care is when my sister helps me"
- "When I water plants"
- "When I give hugs"
- "Walking together"
- "when my papa helps me with things"
- "I love my mom and dad because they always help us and care for us"



## How do you care for others?

- "Helping my mom, my family, my dad"
- "Loving my baby sister"
- "When good vibes hit my heart"
- "Helping me when I'm sad"
- "Growing pumpkins"
- "I like to help my mom clean at home. Ya we like helping out."





*This story was read to the participants which then followed discussion questions*

**What did you learn/What is the lesson?**

"They're trying to teach us not to think negative and to think positive all the time."

"To not think of the bad but to think of the good side of things."

"I think it's trying to say you have to forgive and help Calvin feel better about where he is."

**What are things people do for you to make you feel cared for?**

"Whenever i'm sad my mom says she's sorry and she asks if we want a hug."

"When we're sad our parents hug us and tell us everything is going to be okay and comfort us"

"My mom gives me hugs"

"I help with stuff"

"When my parents say that they love me"



**What are some things you wish people would do that make you feel cared for?**

"I wish sometimes that poeple would sing"

"Make me a snack"

"I feel pretty cared for"

"I don't think I would change anything about my life"



**What do other kids need to be cared for?**

"Love and hugs"

"Talking with them, hanging out, caring for them."



## What are things your friends do that make you feel cared for?

"Sometimes when we are upset with each other we talk for a little bit about what's happening."

"Whenever one of my friends has nobody else to play with, I play with them, so nobody feels left out."

"One time when me and my friend were being bullied one of my other friends decided to help out by telling a teacher to stop the fighting and got us to a different area."

"My friends talked to me when I was constipated and said everything will be okay."



"One time I was trying to run away from this one girl when we were playing hide and seek tag, and I told my friends I have to run so we were all running so we didn't get to be it, and they helped me by telling me they were there."

"My friends have talked to me and told me everything is gonna be okay."

"When I was being bullied my friend told a teacher to help me."



# Caring Classrooms

The aim of the Caring Communities within the classroom consisted of highlighting the United Nations Conventions on the Rights of the Child Articles, 23, 28 and 29. The activities were created with the intentions of teaching children between the ages of 8-13 that they possess rights. Also, this group wanted to uplift children's voices and give space for their lived experiences within the classrooms. The activities included many questions to give children the space to talk about times they felt as if their rights were violated, and what they think could be changed. Allowing children to be a part of a safe space allows children to feel valued and want to create change. Overall, this group wanted to value children's competencies, uplift their voices, and create a space for children to have fun while creating change



Does this occur in your classroom?  
Yes/No/I Wish

Yes

**Angry:** "Sometimes I feel comfortable to talk to my teacher when i'm angry"

**Happy:** "If there are magnets on the board and if we get all of them on the other side we get to pick a day to bring in our electronics, that makes me happy"

**Sad:** "My classmates have made me feel sad in the class"  
"I'm too shy to tell my teacher I am sad"

**Scared:** "Fire drills scare me"

**Angry Teacher:** "It was surprising and made me feel sad because he is not usually like that"

**Happy Teacher:** "My teacher makes lessons fun"

**Kindness:** "I am good at spelling and help my classmates with their spelling"

**Learning:** "When I am lost, I look at other people to see what to do"

**Fidgets:** Depending on grade "Only grade one has them"

**Safety:** "Yes" - felt safe in class

**A Person:** "EA does not just help one person but helps everyone in the classroom"

**Hand raised:** "Yes, I have been comfortable in school"

**Mean:** "Yes, I didn't say anything to anyone"

**School:** "I like to learn new things"

**Materials, iPad/Chromebook, Whiteboard:** "Yes"

## I Wish

**Emotion Chart:** "I don't have it, but I wish I had one to use"

**Reading Corner:** "I wish I had one, it would be nice to have my own area to read during class"

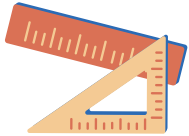
**Calming Corner:** "I would like to have one so I can have my own place to cool down"

**Interactive Learning Tools:** "sometimes wish we had games to learn our lessons instead of worksheets"

**Special Seating:** "Other classes have them but not mine"

All participants wish they had fun seating

All participants believed it would help them focus more



## Dream classroom

"I wish we had a class pet"

"Being nice to one another"

"Help friends who feel left out"

"I want my class to be colourful"

"I want fidget toys"

"We do the teaching"

"Food at the back of class"

"Bean bag and comfy chair"

"Big tables, sitting with friends"

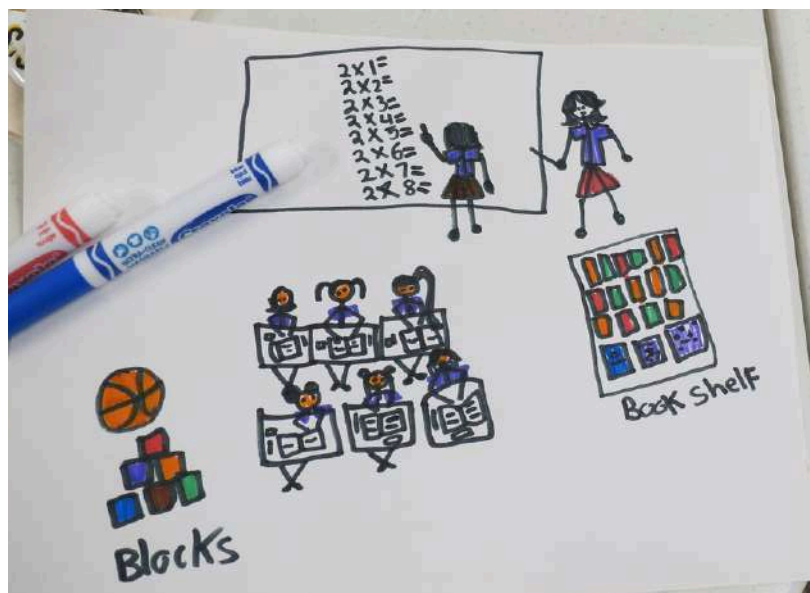
"Hanging feelings chart up"

"We pick who we sit with"

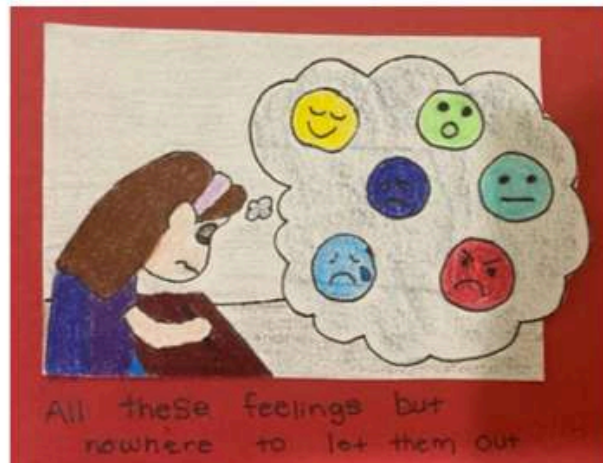
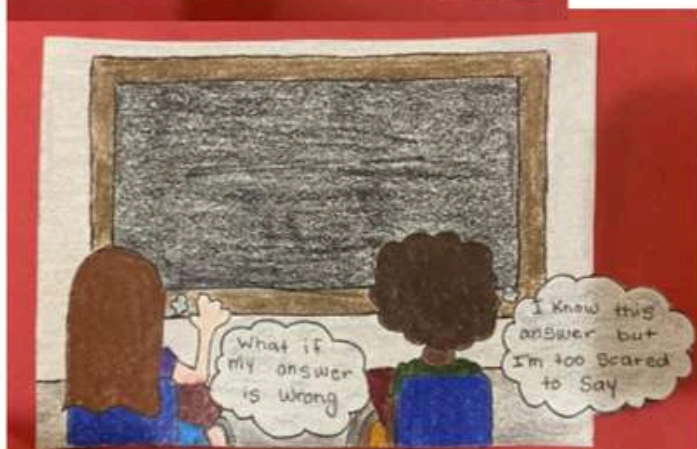
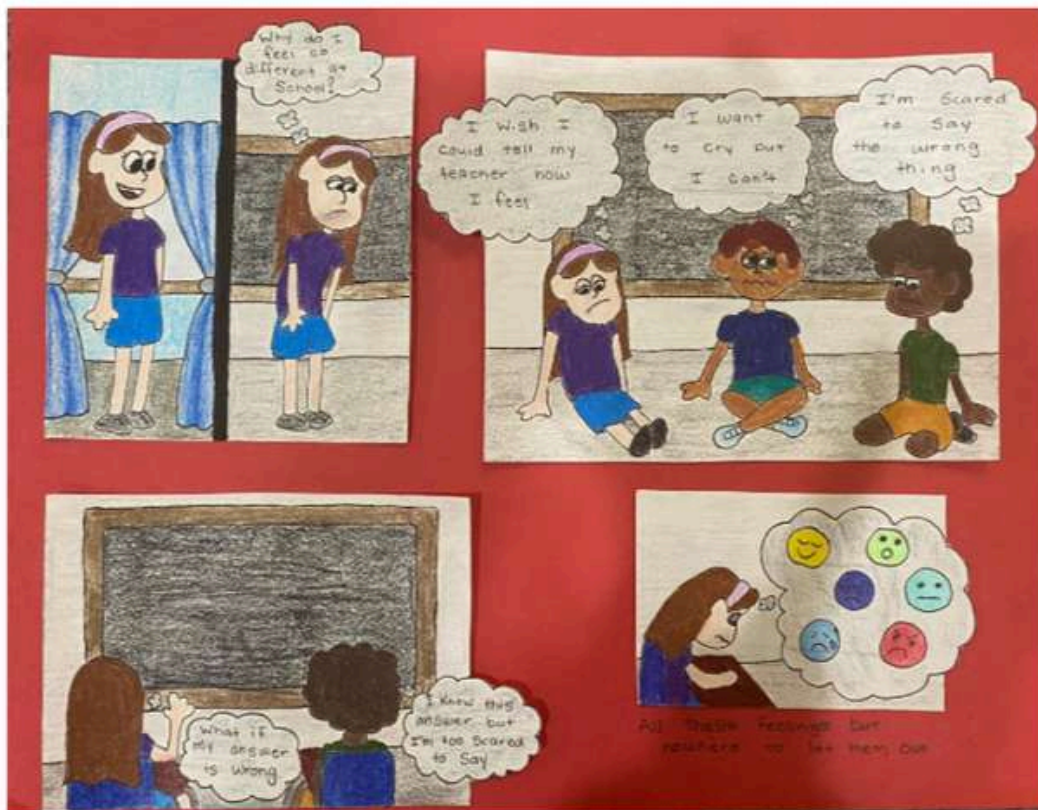
"Longer recess"

"I would like a reading corner"

"I would like music while working/studying"











Sometimes we need to tell teachers how we feel.



I WISH MY CLASSROOM LOOKED LIKE THIS

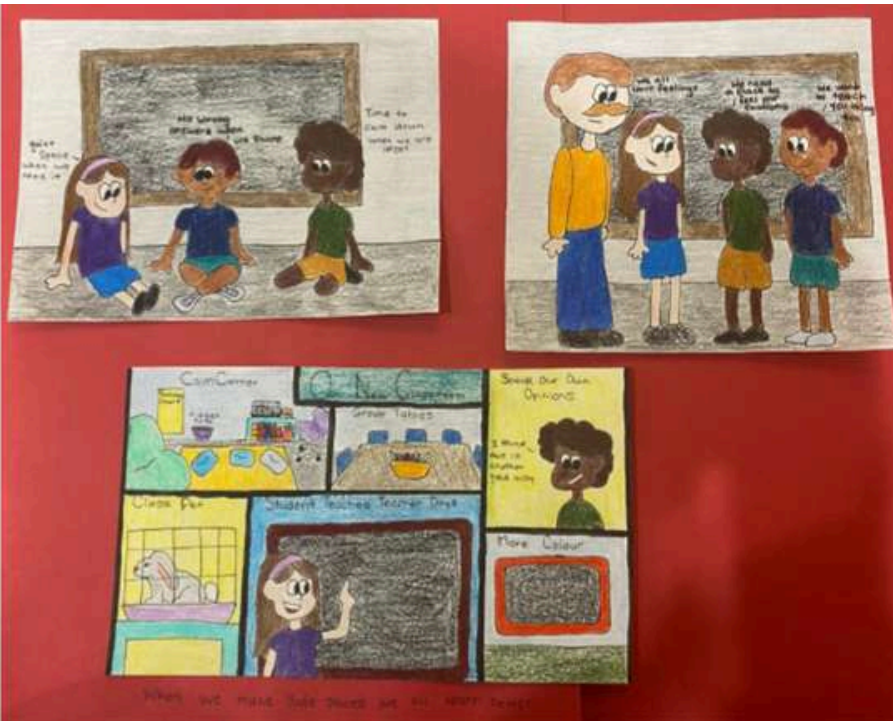


Sometimes we hard to tell teachers how we feel.



I WISH MY CLASSROOM LOOKED LIKE THIS





# Caring Playgrounds

This subtheme highlighted the importance of creating an environment where children could have fun, express creativity, and engage in play as essential aspects of their learning experience. Ensuring that the learning process was enjoyable was a top priority, particularly when discussing the concept of a caring community and how it manifests in their daily lives. More specifically, it was focused on how inclusivity can be demonstrated on playgrounds to support children with disabilities. It was crucial to ensure the learning process was both comfortable and enjoyable. This was not intended to replicate a traditional school setting but to provide a fun, youth-led environment where children could explore and fully comprehend the importance of caring communities. The objective was to ensure that children departed with an enhanced understanding of their rights, particularly concerning inclusive play. By cultivating a positive and supportive environment, they were encouraged to reflect on how principles of care and inclusivity can be practiced within playground settings and extended to broader contexts. This approach aimed to empower them to advocate for a more compassionate and inclusive community on their playgrounds.



## Inclusivity on the playground

"Anybody can do anything even if they have a disability"

"Everyone should be included"

"We always want our friends to be included"

"Everyone should feel included no matter what, and if they weren't that would make me sad"

"I would be really sad if I was left out"



## Minecraft Group Summary Video

<https://drive.google.com/file/d/1N5DVpEDHtdzUxU3wlFtbONYiYC60Zz1f/view>





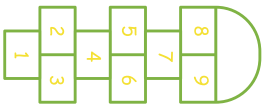


## Changes you would make to a playground

"The playground could have ramps or better swings so that people with disabilities can be included too"

"There aren't any ramps at my school and now they're getting rid of swings on my playground, but if they had better swings that were for everyone maybe they wouldn't get rid of them."

"I notice on my playground at school that sometimes people in my class are left out and don't play on the playground, maybe they have a disability that I couldn't see."



## Dream Playground

Participants wanted playground with paths are wide, smooth, and free from obstacles to allow wheelchair users to move easily.

"Playground should have foam and sand so it's softer and better for people with disabilities."



"I drew a swing for a wheelchair and a swing for other kids."

"I would like wood chips, rubber squishy floors on the playground so just in case I fall or one of my friends it won't hurt as much."

"One girl punched my sister in the face. Later the principal said that it was your fault and that I told you not to play with the big kids" Discussed what would you do if you were the principal and something like that happened on the playground: "I would go to the girl who punched the girl in the face and ask her why she did that and then call their parents." This displayed a discussion on what the children would like from adults on their school playgrounds to better help, support, and listen to the voices of children.

Participants wanted fences on the playground and having no garbage on the ground



# Caring Through Sport

The aims of caring through sport was to give the young people real life examples of how it looks when these rights are being violated in ways they could potentially relate to. For this, two common sports were chosen to act out our scenarios, soccer and hockey. Further focus was for the young people to learn how to use their rights in a proper manner where they are not violating other young people's rights by expressing their own. The aim of our skits was for them to be child-focused, where we could ensure the young people were able to participate in their learning of their rights, and for them to be interested in them.



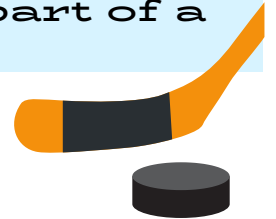
How can your teachers, coaches, team or classmates make you feel less nervous or scared of being part of a team?

"Comfort me"

"Talk to me about how I feel"

"Helping me to build confidence and encourage me to be brave"

"Saying you're good at the game"



What is your favourite part of being on a team

"Friends, friendship"

"When we can play with our brothers and sisters"

"To get to play together or think of ideas to win but it does not matter if we lose or win. it is about the fun"

What is the worst part of being on a team

"People not being nice"

"Don't want to be left out"

"People in my class don't pick me from the team because they think i'm bad at something"





**Do your teammates listen to your ideas?**

"Teammates talk over me because they think i'm dumb"

"Makes me feel dumb when no one listens"

**Do you think everyone on the team has an important role?**

"Kinda...I think all of them are important because players score the goals, defense saves the ball and the goalie. And the coach is important"

**What makes a gym feel safe?**

"Having different types of equipment"

**What does a coach look like to you?**

"Kind, helpful. comforting, including, helping, tons of stuff"

"They give good advice and help you train"

**How do coaches talk to you? Do they pull you aside or in front of the whole class?**

"Yes they pull me aside"

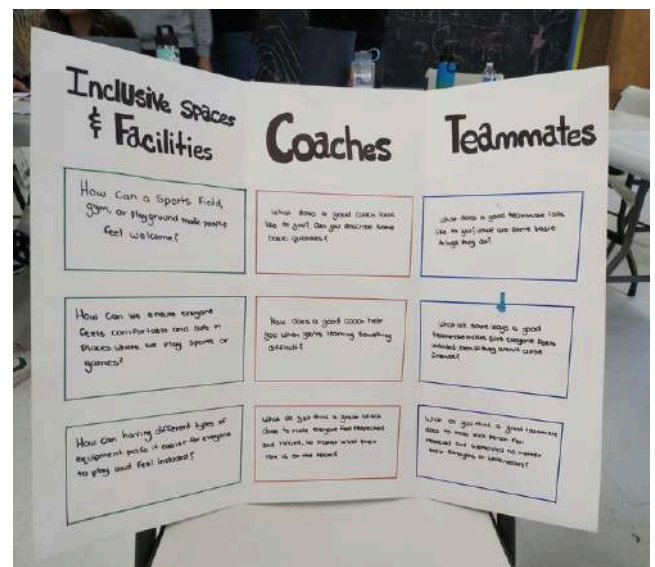
"No (how does it make you feel) Embarrassed and shy. it would have been better if I was pulled aside."

**How can a coach help you through something difficult?**

"Comfort you and encourage you"

"Encourage you to do better"

"Be supportive"





# Caring Communities Within Sports and Recreation

## FINDINGS FROM SHAKING THE MOVERS

### COACHES

- Children want their coaches to be kind, helpful, comforting, and inclusive.
- They want to be a part of group decisions and for their opinions to be heard by coaches and teachers. The children shared fears around feeling like their opinions weren't good enough, or that nobody would listen.

### TEAMMATES / PEERS

- Sports and collaborative activities within gym class gave the children opportunities to build friendships and support systems with peers.
- However, they shared their encounters with bullying which made them nervous to participate in activities.

### WHAT DOES A CARING COACH OR TEAMMATE LOOK LIKE TO YOU?

- "They comfort you, respect you; they respect what you think"
- "They say kind things to you like, 'try again next time'"
- "If someone can't do it you can help them and teach them how to do it"

### FUN > WINNING

- All of the children agreed that winning was less important than having fun. They preferred inclusive practices like equal playing time over always playing the best players.

### HOW DO YOU AND YOUR TEAM HANDLE LOSING?

"I don't care if we win or lose, you have to have good sportsmanship. You can't get mad, you have to say 'good game' and try again"

## Additional Comments

### BULLYING

- Children felt anxious when playing against a team that had a bully on it
- Felt like teachers didn't effectively help resolve bullying when it occurred, nor did they feel listened to

### RESPECT

- All children valued being listened to
- Themes of kindness, support, and empathy were common
- Children felt a lack of respect when teachers gave them trouble in front of everyone

### TAKING BREAKS

- Children want longer and more accessible breaks to get water. They would also like time to sit out during gym class when they feel tired from participating in activities.

"I am only allowed to get water for one minute in gym class"

## SOLUTIONS CREATED BY CHILDREN

### FEELING LISTENED TO

- They would feel less nervous sharing their ideas if they were put into smaller groups during gym class discussions,
- They would feel more heard if their peers didn't talk over them while sharing,
- They want more opportunities to share their wants and opinions regarding teams and activities

### TREATMENT FROM COACHES & TEACHERS

- Prefer if they were pulled aside and privately talked to, rather than being disciplined in front of the class
- Want to be listened to when they request rest & water breaks
- Would appreciate more positive encouragement when they make a mistake

"They make me run when i don't want to, and when I am tired"

### EQUAL PARTICIPATION & INCLUSION

- Children want equal turns while participating in activities and using equipment
- They do not want their abilities to determine how much playing time they receive
- They would like more accommodations for peers with diverse abilities (e.g., ramps, variety of equipment)

## "You can do anything that you want to do."

### PUTTING A STOP TO BULLYING

- Children want their teachers to take their encounters with bullying seriously
- Want to have sports/activity teams organized in a way that avoids them being targeted by bullying

"Some friends might feel nervous 'cause they might have a bully in the class or other team."

### THE IMPORTANCE OF ARTICLE 31



The United Nations Convention on the Rights of the child lists a set of rights that children deserve. Article 31 promises children the right to participate fully and the right to play (UNCRC, 1989). Children, teachers, and coaches should be informed of these rights to ensure children's needs are being met, and that their voices are heard.

Convention on the Rights of the Child. UN General Assembly. (1989). <https://www.refworld.org/docid/3a6b38f0.html>



# Caring in the Healthcare Setting

This sub theme created an environment that is centred on care but does not always ensure a comfortable experience - healthcare. The goal of our presentation was to engage children through forms of play while also relaying meaningful information. This is why the facilitators created the Article 24 Bus, The bus would visit three stops: Best Health Road, Medical Care Corner, and Learning Lane. Each stop would simplify Article 24 of the UNCRC which highlights a child's right to quality healthcare. Our hope was that students could easily engage with a unique and fun form of play to learn about their rights in a way that respected their capacities while inviting their participation.



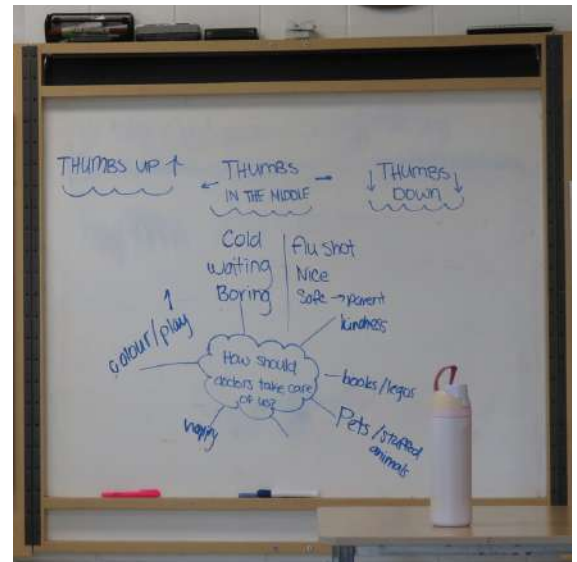
**What would make you feel happy and healthy as patients?**

"They should have stuffed animals or legos"

"They should put pets to make it more exciting"

"There should be really kind people and books to read while I wait"

"The doctor's office should be colourful and everyone smiling, if i have to wait a long time and I'm really not feeling well they should give me medicine while you wait so I don't wait in pain"



"I learned about my rights at the doctor's office. I get to know what's going on, what they're saying and what kind of environment I want."



## How should doctors talk to you and explain things?

"They can be nice, I would want them to show me the tools first"



"Sometimes they're friendly and they talk softly. If they don't do that would feel scared and overwhelmed. I don't want them to show me the tools first because I don't want to know what will happen. When I went to get a needle, the doctor didn't give me a countdown but I wanted one, and she didn't explain why I was getting the needle but I would've liked that."

"They should talk politely and not mean. They talk to both the mom and the kid but mostly the kid. They ask the kids what's wrong and they come off as friendly"

"I would want them to show me the tools first too. I recently got needles at school so my mom wasn't with me. the people were really kind but I was terrified"



**Participants were asked to discuss the images on the poster**

"It looks boring and not a fun colourful room that we like. There should be a spot for parents to sit, you can have some fun so the time won't feel so long waiting"

"The doctor can give me something to look at so I don't feel the needle"

"They can help you by counting down"

"Colours in the doctor's office make us feel safe and comfortable"

"It doesn't look like a comfortable environment"

"They can use kid friendly words"

"Explain what is wrong to me and not my parents"

"I want them to talk about my day, what I want for my birthday, and what I want in general"







## Build your dream doctor's office

"I put a recliner chair to be comfortable, a window for fresh air and real light, and a treasure box so that when you're done you can get a toy as a reward to make sure you feel better if you weren't scared"

"I put 3 different doors to get in. one for people with wheelchairs, one for people with appointments to get in quicker, and one for people to walk in and out."

"I added flowers and plants and colours. I put posters and signs that kids might like and windows for fresh air. I also added a seating area for people to sit."

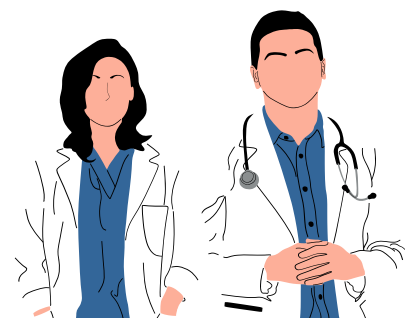
"I put pictures of fish and balloons because kids would like them, and it would make them feel happy, better and safe."

"I used lots of colours to make it more fun and welcoming."

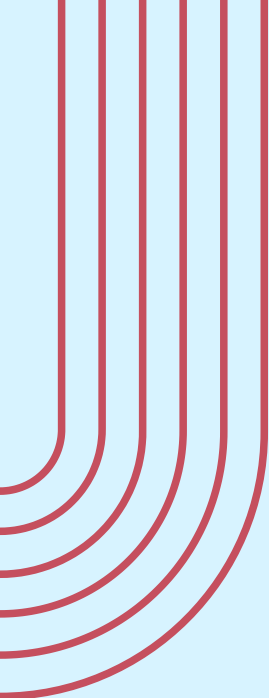


### Group curated podcast

<https://drive.google.com/file/d/1Ok0bvEm7AhY4DFCWIR8TcHJVPVECfpBY/view>







# SECTION

# 3

**Additional Insights:  
Solutions for Change**

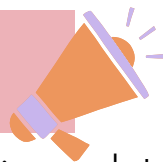


**Expressing Our Voices, Sharing  
Our Joy, and Exercising Our  
Rights**

# Additional Insights from the Children

Three common themes developed through the insights of the children: voice, joy, and rights

## Voice



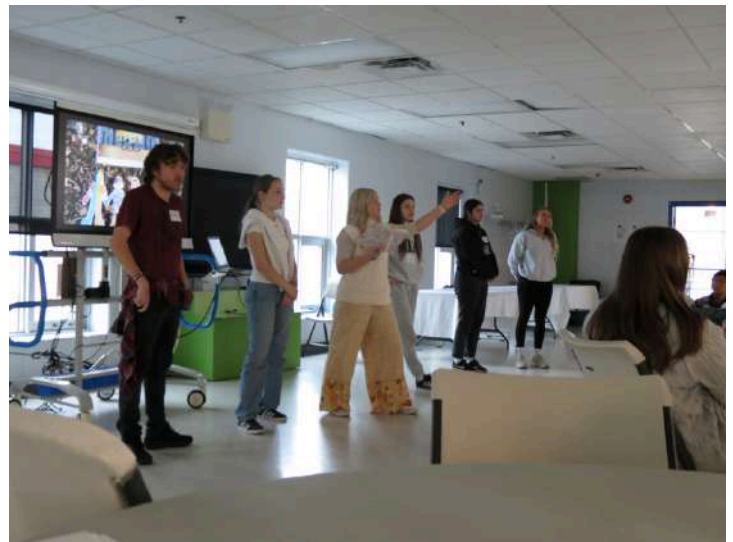
"Sometime's my teacher uses big words I don't understand"

"Allowing my teacher to allow me to speak my own opinion"

"People (teammates) don't like my ideas. Not everyone gets to talk about ideas. I can share my opinions to people who want to learn. We are all one family."

"I want to be able to talk to the doctor instead of my parents"

"I feel sad when I get left out and no one wants to play with me"



## Joy

"Today made me feel happy"

"I learned to be kind to everyone and I am so happy to be here and see everyone"

"Coaches can encourage you to do better"

"I like exciting things being here is so exciting"

"In school, my teacher keeps pressuring me to do my work and I can't focus when I'm being pressured"

"When you litter. it's like having someone throwing rotten eggs at you, you will feel sad, and the earth will feel sad if someone is throwing garbage at it too"

"Just because she's a girl doesn't mean she has to like gender specific things"

"I'm telling my mom this is the best place ever"

"We need more ramps in the playground so we can include everyone"

"Everyone is supposed to be included no matter what. It does not matter if you have dark or white skin."



## Rights



"A right is something we have to follow"

"I don't like when my dentist or doctor yells at me" (right to have a kind doctor)

"If you are feeling tired in a sport or activity, you have the right to say no and take a break"

"We should have recycling on the playground because if there is garbage throwing around we can recycle it so it can be sent back to the factory and be turned into something else" (right to a healthy environment)

"I want teachers to make us feel safe in our own classroom" (right to a good education)

"Learning about rights is more fun than learning about math"

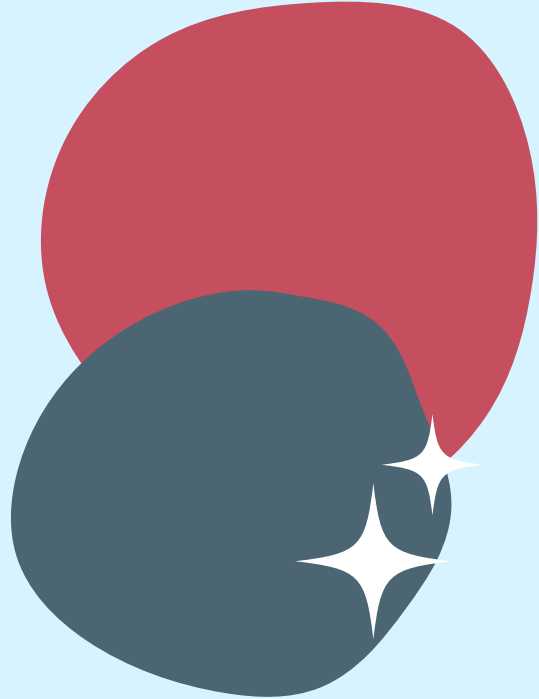
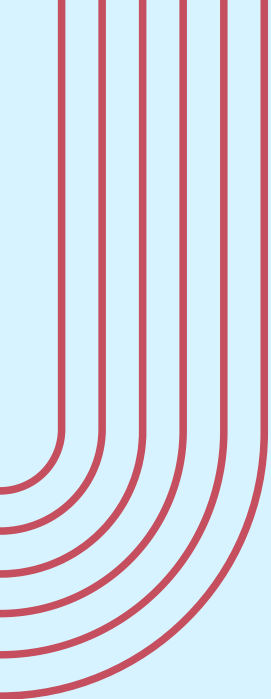
"We don't have enough water breaks"

"I am only allowed to get water for one minute in gym class"

"You have the right to know things like why you are at the doctors office"



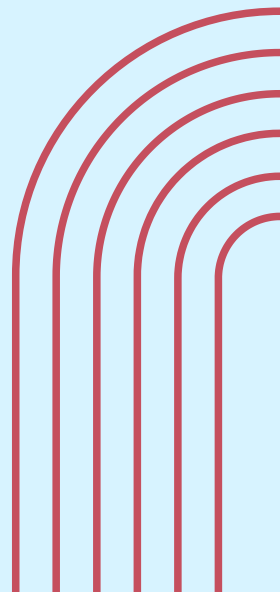
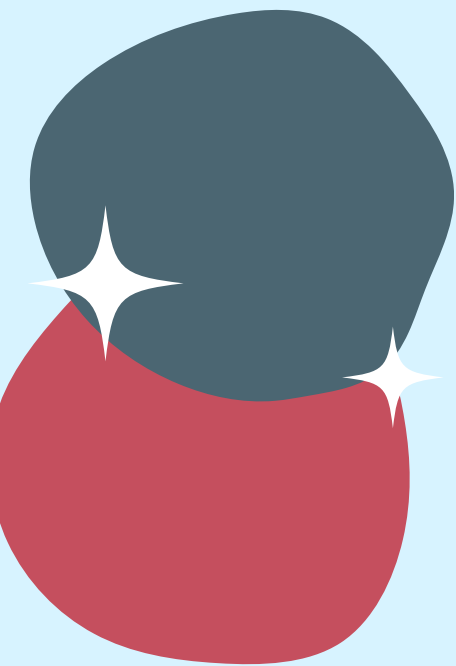






# SECTION

# 4

Concluding Thoughts





“A right is something that makes you important, hard to explain, a right is something everyone has, and it’s something that makes us feel special and valued”  
- Participant

This has been the fourth Shaking the Movers event at King’s University College and the second in collaboration with the Boys and Girls Club of London. The gathering revealed important insights and recommendations shared by the young people who participated. They were open to expressing their opinions and the changes they would like to see in their world to make it a place where all children belong. They shared how happy and joyful they felt being able to share their perspectives, participate in the event and learn about their rights. Adults and decision makers can learn a lot from the insights and experiences the children generously shared! We hope that decision makers gain perspectives from the participants in relation to ‘Building Our Communities of Care.’

In closing another fantastic year of Shaking the Movers, we would like to thank and acknowledge all of our sponsors for helping make the workshop possible. These include the Landon Pearson Centre, the Department of Childhood and Youth Studies (King’s University College at Western), the Boys and Girls Club of London, and the John M. Davitsky Foundation for their generous financial contributions and access to valuable resources. We would also like to thank Elder Dr. Albert Marshall and Louise Zimanyi for opening our event in ‘a good way’ and sharing their knowledge and story Walking Together with us in the workshop. Additionally, we would like to acknowledge the hard work of faculty and students in the Department of Childhood and Youth Studies. Special thanks to our STM coordination team: Felicity Hocking and Marcy Gallant for all of their hard work organizing and facilitating the workshop. Special thanks to Mirna Mansur for all of the time and effort put into recruitment - we couldn’t have done it without you! Finally, a big thanks to Stephanie Palozzi for all of her hard work and dedication putting together this final report.

Most of all we would like to thank each and every young person who generously gave their time and shared their viewpoints for the purpose of informing this report and decision makers across Canada. We sincerely ask that the ‘movers’ read, share, and listen to the children’s ideas to create actions for change. Thank you and we will see you again next year!

“We had the chance to share our voices”

- Participant