



**John M. Davitsky Foundation**



# Shaking the Movers, London

*A World Fit For Children*

LONDON, ON  
NOVEMBER 26, 2022

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# Section 1

***A LETTER FROM  
LANDON PEARSON***



# A Letter from Hon. Landon Pearson

Twenty years ago this past May, Prime Ministers and Heads of State from all around the world gathered in New York to adopt a resolution entitled "A World Fit For Children." Attached to the resolution was a carefully drafted plan describing what this world should look like. At the same time as adult delegates were drafting this document, children and young people from the countries that were represented at the UN General Assembly Special Session on Children met separately to create their own vision. The young people called their document "A World Fit For Us" because, as the two girls who were chosen to speak from the podium at the Special Session said, "A world fit for us is a world fit for everyone." After this meeting in 2002, the UN as a whole made progress towards a world fit for children by making it a major priority for all of its activities. Most of its member countries (Canada was among the first) drew up national plans of action for implementation. As a result, the quality of children's lives improved everywhere, unevenly, perhaps, but all in the right direction. Today, alas, a combination of circumstances has put progress on hold and childhood everywhere is under threat.



Do you think that you who are participants or youth facilitators at our Shaking the Movers workshops this year could work together to help kick-start the momentum the Special Session generated twenty years ago? After all, as the young people told the UN delegates in 2002 quite firmly: "we are not the problem; we are the solution."





For the Shaking the Movers 2022 workshops, what we would like you to do is to read over the 2002 "A World Fit For Us" document (it is quite short) and decide what is missing from it or what is no longer relevant. With the new challenges your generation is confronting in 2022 such as the climate crisis, the pandemic, the expanding digital universe and what appears to be growing discrimination of various kinds with its impact on

children's rights to belonging and identity, we would invite you to redraft the original 2002 "A World Fit For Us" document that is relevant for young people in 2022.

The next step we would like you to consider at the Shaking the Mover workshop is to use your own experience to develop ideas and strategies that might address one or more of the issues that shout out to be addressed so that we can take these ideas forward to "movers" and, together, hold them to account to take action.

We can't save the whole world but with this intergenerational effort, I think we can make it a little bit better for a new generation of children.

**Landon Pearson, August 2022**

This report is dedicated to Landon Pearson who passed away peacefully on January 28, 2023, in her 93<sup>rd</sup> year surrounded by her family. Landon's dedication to advocating with and for children and their rights, fundamentally shaped our Shaking the Movers workshop. In honour of Landon Pearson, this report outlines important messages from young people about 'A World Fit for Children.'



# Section 2

***SHAKING THE MOVERS  
BACKGROUND***

# Background

## About Shaking the Movers

Shaking the movers (STM) is a national workshop series that is led and driven by youth. STM is sponsored by the Landon Pearson Centre at Carleton University to raise the voices 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 are given the opportunity to share their ideas and exercise their rights with the assertion that they will be listened to and heard by decision makers. STM also provides the facilitators (undergraduate students) with a unique experience to learn from the young people who participate in the workshop(s).



For over a decade, the Landon Pearson Centre for the Study of Childhood and Children's Rights has designed workshops to



provide spaces for children and youth to 'have the floor,' present their unique perspectives and experiences, and provide specific recommendations and input related to a children's rights agenda. Following each workshop, the voices 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' consists 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.



# Section 3

***SHAKING THE MOVERS  
OVERVIEW***



# Shaking the Movers, London: Overview

A colorful poster for the 'Shaking the Movers 2022' event. At the top left is a cartoon globe with a face, arms, and legs, surrounded by small icons of a house, a tree, and a recycling symbol. The text on the poster is as follows:

**Is your child between 7-13 years old?**  
We want to hear from them about how to make our world a better place!

**Shaking the Movers 2022**

**WHEN:** Sat, Nov. 26th, 2022      **WHERE:** On Zoom (10am-2pm)

**BENEFITS OF PARTICIPATING:**

- Become informed about children's rights
- Discuss world issues
- Share recommendations to improve our world
- Have voices heard by decision makers
- Receive a participation certificate

**HAVE FUN!**

Children Will Receive a Change-Makers Workbook, Modelling Clay, 'Colour Your Own' Backpack/Pencil Case, Art Supplies & More, by Mail

For FREE Registration/more info: Scan Code or Contact Jemy: Jtenorio@uwo.ca

**LIMITED SPOTS AVAILABLE - REGISTER BY NOV 12!**

At the bottom of the poster, there is a red square logo with a white 'R' on the left, a QR code in the center, and the King's Western University logo on the right.

On November 26, 2022, in partnership with the Landon Pearson Resource Center for the Study of Childhood and Children's Rights (Carleton University), and with additional funding support from King's University College and the John M. Davitsky Foundation, undergraduate students at King's University College engaged in the second STM event in London with 35 children aged 7-13 years old across Ontario.

Sub-themes relating to the broader workshop topic (a world fit for children) were selected by children in advance of the workshop. The facilitators (50 students from two undergraduate classes) carried out their activities with the participants in breakout rooms to create a personalized opportunity for engagement. The opening/closing activities and larger group discussions took place in the main zoom room with everyone together. 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 six sub-themes that the children selected for this year's STM workshop include:

1. *The Environment*
2. *Healthcare*
3. *Exploitation, Abuse & Violence (focused on Bullying)*
4. *Mental Health (focused on emotions)*
5. *Poverty (focused on Basic Needs)*
6. *Education*



\*Illustrations developed by Jon Larter



# Section 4

***FEATURES OF SHAKING THE  
MOVERS***

# Features of STM 2022

## Location

This year's STM workshop was held online via Zoom. Young people tuned in from across Ontario. Some children tuned in at home and some tuned in with their siblings, cousins, and friends. The facilitators were able to gather in person to facilitate the online workshop at King's University College campus. In advance of the workshop, all participants were sent a 'change-makers' toolkit via mail. The tool kit contained a schedule of events for the workshop, markers, modelling clay to use throughout the workshop, a notebook, a change-makers workbook filled with activities to guide the workshop, as well as fabric markers to design a tote bag/pencil case, stickers, and a poster of the CRC. The toolkit included ice breakers, rights-based activities, reflection questions, and space for children to express their ideas. The change-maker workbook aligned with the schedule of the workshop so the participants could engage in activities using the workbooks. These packages were central to the design of the workshop and helped engage

## CHANGE MAKERS TOOL KIT

Shaking the Movers Workshop - November 26th 2022!

All you need is in this pack.

Looking forward to meeting you soon!

children online. All participants were sent a link to join the Zoom meeting in advance of the workshop.

### *Recruitment of Participants*

Since the workshop was held online, the children were recruited virtually. Many of the children learned about the STM workshop through educators, peers, organizations, or other facilitators. The children and their parents filled out the registration and consent forms together and were encouraged to recruit their friends/siblings to join the workshop with them.

### *About the Participants*

Participants ranged in age from 5 to 13 years old. Due to the online nature of the workshop, participants were recruited from across Ontario (mainly in Toronto and London/surrounding areas). Young people with diverse lived experiences took part in the workshop.

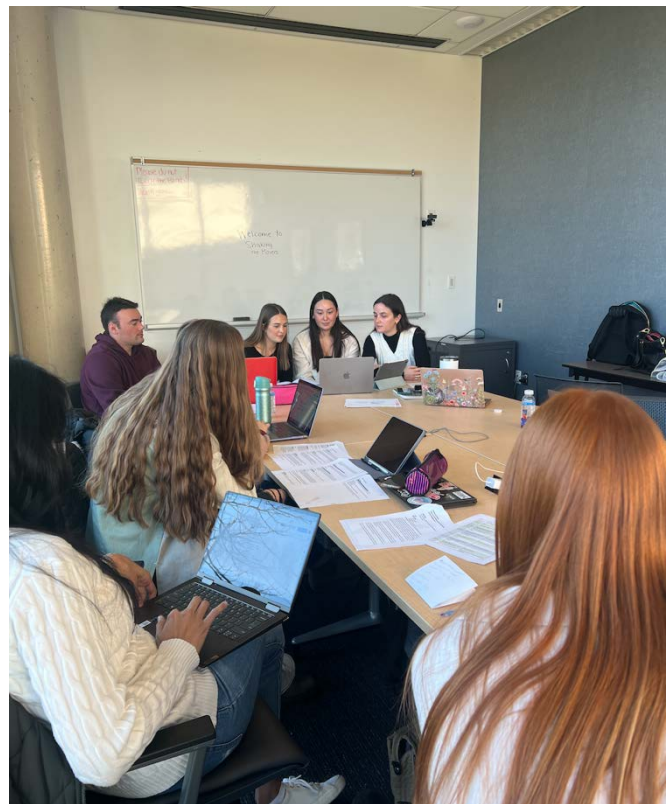
### *Informed Consent*

Prior to the workshop, each participant had been provided with a written consent form to review and sign before participating. This included consent to having their narratives 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. In addition, participants were encouraged to share their voices in the format that was best suited to their comfortability; for example, using the chat box, emoji's, modelling clay, drawings, and/or audio/video usage.

## *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 Dr. Daniella Bendo's CYS 3355: Rights Based Community Engagement class and students in Dr. Hala Mreiwed's CYS 3351: Facilitating Child Advocacy class.

Students in Dr. Bendo's class were responsible for developing two child rights-based activities and for facilitating the activities with the children. One activity focused on understanding children's thoughts or lived experiences about the sub-theme topic and the other activity focused on understanding young people's insights, proposed solutions and recommendations on the sub-theme topics. Students in Dr. Mreiwed's class were responsible for developing child rights info posters and child rights videos about their sub-theme topics. They also engaged in facilitation with the children to discuss the videos and broader conversations about children's rights pertaining to the sub-themes. Collectively both classes worked together on their respective sub-theme topics.





In preparation for the role of the facilitators, students spent several weeks learning about child and youth participation, engagement, advocacy, children's rights, rights-based facilitation, and practices pertaining to facilitating workshops with young people. Collectively, the six groups of students led the STM workshop based on the key sub-themes. The undergraduate students used their child and youth engagement skills and their understandings of rights-based facilitation to engage with the children in a virtual manner, beginning with icebreakers, activities, breakout discussions and larger discussions focused on children's rights, the sub-themes, and larger theme: A World Fit for Children.

Participants began their morning learning about the CRC through the rights-based videos which included information about relevant articles and children's rights more broadly. These videos set the foundation for the workshop. Later in the day, the children engaged in the child rights-based activities to discuss their sub-themes.





## Agenda

Time	Event
10:00am-10:14am	Welcome and Introduction (Featuring Landon Pearson)
10:15am-10:20am	Ice breaker
10:20am-10:40am	Breakout rooms icebreaker
10:40am-11:10am	Breakout rooms: sub-theme rights video and discussion
11:20am-11:25am	Break
11:25am-12:00pm	Breakout rooms: everyday lives activity
12:00pm-12:30pm	Lunch
12:30pm-12:40pm	Coming together: discussion and sharing of group ideas
12:40pm-12:45pm	Break
12:45pm-1:25pm	Breakout rooms: proposed solutions activity
1:25pm-1:30pm	Break
1:30pm-1:45pm	Coming together: discussion and sharing of group ideas
1:45pm-2:00pm	Closing activity and conclusions



# Section 5

*INTRODUCTION TO SUB-THEMES*



# Introduction to Sub-themes

## Icebreakers

All participants were mailed a change-makers toolkit (activity booklet) to help facilitate the workshop and to enhance engagement online. In the beginning pages of the booklet, the children were asked a series of ice breaker questions about themselves and were asked to write, draw, or use clay to respond to the following questions: what is your name? what is your favourite thing to do? Together with their groups, children also reflected on the following question: what is one thing you like about our world?

# ICEBREAKER

**Use your clay or draw or write your answer**

"I like that a lot of people are giving and caring"

"One thing I like about our world is animals"

"I love spending time with my friends"

"I like to bake cookies with my mom"

"I like playing video games"

# The Environment



In discussing the environment, the participants shared their ideas about the importance of clean water in different contexts and their thoughts about important environmental needs. **The following guiding questions framed the discussions:**

*What do you need clean water for at home, at school and in your community? Why? If this water became polluted, what do you think adults and children could do to help stop the pollution of water?*

-----

"Clean water is important because there's 7 billion people, if everybody didn't get clean water the 7 billion people could drop to 6 billion and 5 billion and eventually until humans are extinct"

"Good water is blue"

"You can save the environment by biking or any other way instead of using cars because it could lead to electric pollution. You can save the earth by recycling and switching off the lights. Let's say you are done in a room, you can shut off the lights. Don't let the water run."

"I like animals and if we hurt the earth then we hurt the animals"

"Having clean water is a necessity"

"There are a lot of children not lucky enough to have clean water. It's important that everybody has it all the time...If not, you may die from dehydration"

"Don't throw garbage in the lake"

### We need clean water to

- Stay alive
- Keep clean
- Wash dishes

"No matter what, you always have the right to tell an adult if you don't have clean water"

"It's important to have a lot of water storage"

"We need to work with the community to make the water safe"

"Dirty water would be brown because it has things in it that are dirty or that have bacteria"

### Clean water habits

- "Don't leave the shower on when you're not there"
- "Do not overfeed plants because you will waste water"







\*Illustrations developed by Jon Larter



# Healthcare

In the healthcare sub-theme group, participants explored their rights in healthcare settings. In relation to the theme "a world fit for children," participants designed and created their



ideal child-friendly health care setting. The following guiding questions framed the discussions: *What words would you use to describe a hospital?*

Words children used to describe a hospital

- Helpful
- Medicine
- Caring
- Mental hospital
- Big
- Staff prepared
- Scary
- Loud
- Nurses
- Safe
- Bandages
- Doctors and nurses

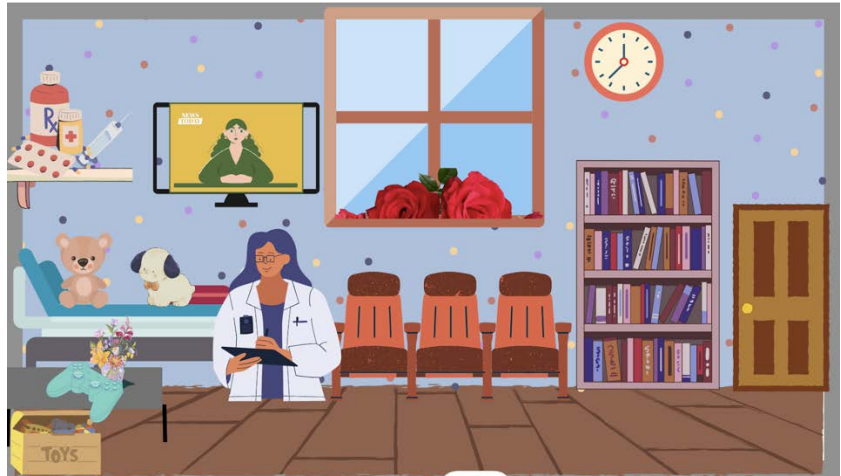
**Vignette:** *George was standing on a slide, and he fell off and hurt his arm and had to go to the hospital. Once George gets to the hospital, what does he notice? What does he see? How do these things make him feel? What would you add to the hospital room to make George feel better? What would you put in a hospital room to make you feel more comfortable?*

*"You have the right to be heard"*

*"You can go to the doctor whenever you don't feel well and you shouldn't be afraid as a kid"*

"I can ask my parents to go see the doctor to get medicine and then take it everyday to start feeling better"

"If you're sick, you don't have to pretend to be better"



*Ideal hospital room created by the participants*



#### What is the CRC?

A set of promises highlighting your rights in all different situations no matter who you are.



#### What is a right?

A promise by law to protect everybody, their freedoms and well-being

**A right cannot be taken away!**

#### Under Article 24:

You have the right to see a doctor if you are feeling unwell and to get information about your health.



#### What does the CRC do?

Aims to protect all children from being treated unfairly and gives them a chance to be heard.

#### Under Article 12

You have the right to speak freely and be heard about decisions that affect YOU in all spaces.



**It is your right to make decisions that impact you!**



#### For More Information

CRC Child Friendly Version:  
<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

CRC info: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

"Hospitals should have flowers, bright colours, games, activities and cozy spaces for children"

"Hospitals can be scary or exciting, depending how they look and feel"

"You can go to the hospital to get help when you are sick"

"I would rather be in room number 2 because it looks more fun, colourful, and there are more kids playing and the other one looks empty and boring"

"Hospitals should still have fun spaces for children"

"We have the right to ask our doctors any question we want"





\*Illustrations developed by Jon Larter

## Exploitation, Abuse and Violence (Bullying)



In this group participants discussed anti-bullying practices to make their worlds a better place. The children discussed their rights in relation to bullying and shared insights on what bullying means to them and how to respond to bullying. The following

guiding questions framed the discussions:  
*What comes to mind when you hear the word bullying? What can teachers, adults, and children do to help make schools a bully free zone?*

"If you see something happening at school you can always talk to a teacher"

"Report it to the main office, the principal, a parent, talk to a friend who may have went through something

## What is bullying?

- Mean
- Being hurt
- Laughing at you
- Sad
- Lonely
- Feeling intimidated
- "I wrote the different kinds of bullying: verbal, physical, mental, and cyber. I think it's important to know the different ways to help stop it"



similar and maybe they haven't talked about it. So you might be helping them too."

"Just being a friend to someone can make a big difference"

"For cyber bullying, you can always log off and turn your phone off and take a step back and not use social media if you are feeling overwhelmed and upset"

"Making a club for afterschool or during the breaks would be helpful to provide support to children"

"Sticky notes with words of kindness on them can make children feel better"

"Tell an adult and try and help when you can"

"Create an anti-bullying club for after school or during lunch breaks. In my school, we have a club where students from grade 6 and up can join the club. Oftentimes, under teacher supervision. Parents are not usually included as there may be questions about LGBTQ+ and some kids might not feel comfortable with them there"

"Children want rights to change things like bullying and racism"

**STAYING SAFE ONLINE**

**THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC)**

**CRC Article 39**

You have the right to be protected and get help when you are physically or emotionally hurt by others, in person or online.

**What is Cyber Bullying?**

It is harming someone repeatedly through the use of technology. For example;

- Making embarrassing posts about someone
- Sending hurtful messages
- Tricking someone to give out personal information with the intention of sharing it with others
- Pretending to be someone else

1 in 10 children experience cyberbullying In Canada

**How can you stay safe?**

**Sign Off** (OFF button icon) **Talk to a friend or trusted adult** (two people talking icon) **Block the person being harmful** (block icon)

**Resources**

To learn more about your rights under the CRC, visit UNICEF'S page: <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

"My parents taught me about rights, and I learned that no matter what gender you are or where you come from, you should always have rights...even if you are bullied"



\*Illustrations developed by Jon Larter



# Mental Health

The group discussing mental health explored rights related to mental health and shared ideas on what can be done to cope with negative feelings and to help children feel their best.



The following guiding questions framed the discussions: *What emotions do you know? What makes you feel good? What can young people do to support their mental health? What can adults and parents do to support young people's mental health?*



"Treating me with kindness  
after I do something nice  
for my parents makes me  
feel good"

"Eat healthy foods makes  
me feel good"

"Adults should let children do something they enjoy doing like a hobby to keep

their mind off things (for eg: like playing video games)"

# YOUR MENTAL HEALTH MATTERS

## It's Your Right!

Article 19 of the Convention on the Rights of the Child (CRC) says: you have the **right to be safe from anything that causes you harm including mental violence.**



### All Feelings are OKAY



Taking care of your mind is just as important as taking care of your body!

### Exercise your right by:



### Resources



To learn more about your rights under the CRC, visit UNICEF's page:

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

Kid's Help Phone: 1-800-668-6868 or text 'CONNECT' to 686868

website: <https://kidshelpphone.ca/>

**You make the world a better place just by being in it**



"I really enjoy playing soccer with my friends, it makes me feel good"

"Playing with my friends in after school programs and being with friends makes me happy"

"All feelings are okay and they matter..adults need to know that"

"I think adults can help by listening to children's issues and giving advice instead of scolding them. Maybe they did something they weren't supposed to do at school and were worried their parents would find out because they would be scolded. Parents should respond kindly and not with scolding"

"I like going on walks and being prepared by brushing my teeth and having a shower. These things make me feel more confident"

"Adults can help by treating

children after they do a chore, that's a way parents can really help me"

"Playing soccer. It makes my body and mind feel good. Getting a goal makes me feel excited and proud – all children should be able to play what they love and what makes them feel good"

"I have a voice and I should be heard and I have a right to that..I want adults and parents to know that because it's important"



\*Illustrations developed by Jon Larter



# Poverty (Basic Needs)

The group focusing on poverty specifically explored basic needs. Participants explored rights in relation to poverty. They discussed and defined basic needs and explored what could be done to help young people access their basic needs. The following



guiding questions framed the discussions: *What are basic needs? Why are basic needs important? If you were prime minister for the day, what would you ask adults to do to help ensure that children have access to their basic needs?*

**"NO MATTER WHO WE  
ARE, NO MATTER OUR  
SKIN COLOR  
EVERYONE SHOULD  
HAVE ACCESS TO ALL  
OF THESE, IT IS A  
RIGHT FOR  
EVERYONE"**

"School supplies should be given to all students"

"All kids should have a safe place to live"

"I can share my school supplies with other children to help them"

"All kids should be able to go to school, but they can't..that's not okay and adults to step up to help make this happen"



"My favourite part about today was that we can make suggestions about rights now and have an impact..that is a basic need"

## Know Your Rights!

Children have the Right to clean water, food and a safe place to live

Article 27 of the **Convention on the Rights of the Child(CRC)** says:

"You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this."

**A Children First Canada Report (2021) states that "nearly 1.3 million children across Canada live in poverty".**

**Some children do not have access to:**

-  **Clean water**
-  **Food to eat**
-  **A safe place to live**

To learn more about your rights under the CRC, visit UNICEF's page:  
<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

You have the right to :

- Food
- Clean drinking water
- A safe space to live

.....

- If you live in London, you can get help from:  
London Food Bank :  
926 Leathorne Street London,  
Ontario N5Z 3M5,  
[www.londonfoodbank.ca](http://www.londonfoodbank.ca) or call 519-659-4045
- Get Help for Kids Call: 1-800-668-6868
- TEXT CONNECT to 686868
- or visit: [kidshelpphone.ca](http://kidshelpphone.ca)

"I can donate my old clothes and toys to help other children"

"Clothes, friendship, water, food, shelter, medical care, and clothes are all basic needs that children should have"

"All kids have a right to be healthy, and have free healthcare if they're sick"

"You need a lot of basic needs to live"

"Make sure children have clean water"

"If we have dirty water than we are going to get sick – we have the right to clean water"

"I think that mental health can also be a basic need because staying positive is important to me; adults should listen to children's ideas to help fulfill their basic needs of feeling good"

"I can donate food at the thanksgiving food drive, I did it this year with my class"

"I can share my snacks with my friends who don't have any"

"Adults should build more water filtration systems and ponds"



\*Illustrations developed by Jon Larter



## Education

In the group focussing on education, participants expressed their needs in the classroom, and their rights to an education. They analyzed what could be done to make classrooms more inclusive and



designed their ideal child-friendly, inclusive classroom. The following guiding questions framed the discussions: *What is your favourite thing to learn about or your favourite subject at school?*

"[teacher's] should let you research and help you get the tools you need to achieve your goals "

*Are there any subjects outside of the classroom that you believe should be included in the classroom? What would your dream classroom look like? What can children and adults do to create your dream classroom?*

"A lot of times teachers ban certain things, but it is our right to have things that help us learn"

"It is our right to ask for help"

"No matter if you have a problem, you should all be respected the same"

"All of us should have rights and freedoms in the classroom"

"I like when I'm around my friends at school. Sometimes when I'm around my friends it makes me feel more motivated"

"Every voice is important, and should be respected in the class"

"I should be able to ask for extra time on tests"

"I need a fidget chair, but I'm not always allowed to have it"

"No matter what, you have the right to tell the teacher you need help"

"We should always have our voice heard"

"Sometimes I wish teacher's would be more kind and caring, be more clear with handing out the work and explaining it"

**YOU HAVE THE RIGHT TO INCLUSIVE EDUCATION**

**The Convention on the Rights of the Child**

Within education, **ARTICLE 29** looks at helping your mind, body and knowledge reach their fullest potential in education. Nothing should stand in the way of your learning.

**What is 'inclusivity'?**

To be inclusive is to make sure that all diverse ideas and abilities are included within education. Being inclusive might help those who have trouble in school find their strengths.

**Inclusive education**

Your classmates and teachers can help you try new things, learn and grow. Inclusive education should help you develop skills. If something is not inclusive, it might make learning harder.

**Tools for Support**

Support can look like help from teachers or other staff, and your parents or family. Accessible tools, like fidget spinners, or having extra time on assignments can help too!

**RESOURCES**

Child Friendly Version of the CRC below:  
United Nations Convention on the Rights of the Child:  
<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

Learning Disabilities Association of Canada  
613-238-5721 | [info@ldac-acta.ca](mailto:info@ldac-acta.ca)  
<https://www.LDAO.ca/websites-and-online-resources/>



"Teachers should add a kindness section so they can teach more about kindness"

"A teacher should be someone who is a leader and someone who teaches others to be polite and respectful"



\*Illustrations developed by Jon Larter



# Section 6

***CHILDREN'S INSIGHTS:  
SOLUTIONS FOR CHANGE***

# Children's Insights: Solutions for Change

The following posters were developed by the undergraduate student facilitators to capture some of the key solutions, insights, and recommendations that young people expressed in relation to the sub-themes.





# The Environment

## Article 24. 2c

### YOUR RIGHT TO CLEAN WATER



#### What is your right to clean water?

"A right is something you are able to access when you want" (age 8)

"People want rights to change things such as racism" (age 8)

#### What is clean water vs dirty water?

- "Good water is blue" (age 7)
- "Dirty water would be brown because it has things in it that are dirty or bacteria" (age 6)
- "We can have good bacteria that helps make the water clean" (age 8)



#### What do you need clean water for?

- |                            |                             |
|----------------------------|-----------------------------|
| - "Staying Alive" (age 8)  | - "To shower" (age 8)       |
| - "To wash dishes" (age 7) | - "Washing machine" (age 7) |
| - "Drinking Water" (age 7) | - "Wash Hands" (age 6)      |
| - "Swimming Pools" (age 6) | - "Play" (age 8)            |

#### What happens without clean water?

- "We need food" (age 7)
- "Drive home to get water and bring it back to school" (age 8)
- "Everyone brings their own water" (age 8)
- "You wouldn't be able to wash your hands" (age 6)
- "Wait for it to rain, put it all in a bucket, run the water through a filter and then we will have safe water " (age 8)



#### Clean Water Habits

- "To not leave the shower on when you're not in there" (age 8)
- "Do not overfeed plants because you will waste water" (age 7)
- "You should use a cup to brush" (age 8)



# Article 24. 2c

## YOUR RIGHT TO CLEAN WATER



### What can adults and children do to help stop the pollution of water?

"I want to see cleaner fountains." (age 8)

"They want everyone to have their own individual fountains in schools." (age 8)

"The fish drinks dirty water they will die." (age 8)

"Big trash for little fishes and they will be sick and die too." (age 7)

### Is it important for children to always have access to clean water?

"Yes it's important because the 7 billion people, if everybody didn't get clean water the 7 billion people could drop to 6 billion and 5 billion and eventually until human extinct." (age 8)



### What do you think access to clean water means?

"There are a lot of children not lucky to have that clean water. It's important that everybody has it all the time. You may die from dehydration." (age 8)

### Solutions for creating cleaner water:

"Proper recycling" (age 8)

"Don't throw garbage in the lake" (age 7)

"Open more filtration systems" (age 8)

"Talking to your friends about how important clean water is" (age 8)

"Compost" (age 8)

"Reuse Water Bottles" (age 6)

"Wash our cars in a safe space" (age 8)



### *Message from children:*

**You need clean water for survival, there is always a solution to dirty water problems and there isn't a good reason why some people don't have access to clean water**



# Healthcare

## RIGHTS IN HEALTH CARE ACCORDING TO ARTICLES 12 & 24 OF THE UNCRC

"YOU CAN  
ALWAYS ASK  
DOCTORS  
QUESTIONS"



### Lack of Understanding Their Rights



"What is the UNCRC?"

"I didn't know the CRC  
existed"

"Where are my rights"

"Do I only have rights in Healthcare"

### MAIN TAKE AWAYS

- You can go to the hospital to get help when you are sick
- Hospitals give you medicine and bandages
- Hospitals can be scary or exciting (depending on your personal experience)





## HOW DO CHILDREN VIEW HOSPITAL SPACES?

"Big"

"Scary" ✨

"Medicine and Bandages"

"Caring"

"A place where doctors and nurses work" ✨

## Rooms with Toys and Colour:

"LOOK MORE FUN AND WOULD HAVE MORE KIDS PLAYING"

## Ones without:

"LOOK EMPTY AND BORING"



"You have the right to speak and be heard"

"You can go to the doctor whenever you need to"

"Doctors can give you medicine to feel better"

## OUR IDEAL HOSPITAL SPACE!



## IDEAL HOSPITAL SPACE ITEMS

- "Toys"
- "Stuffed animals"
- "Tv's"
- "Flower and a card"
- "Light"
- "Bookshelf"

## QUESTIONS TO ASK YOUR DOCTOR



"How long will it last?"

???

"Can I take medicine to feel better?"

"Do you know why I am feeling these symptoms?"

# Exploitation, Abuse and Violence (Bullying)



## BULLYING AND PREVENTION



**IF YOU HAD THE POWER  
TO HELP PREVENT/STOP  
BULLYING AT SCHOOL,  
WHAT COULD YOU DO?**

"You can always  
go to a teacher if  
you see  
something  
happen"



**WHAT CHILDREN THINK  
WHEN THEY HEAR THE  
WORD BULLYING**

- "Mean"
- "Sadness"
- "Cyber-bullying, verbal bullying, physical bullying"
- "Constantly attacking and going after one person"

**WHAT CHILDREN LIKE  
ABOUT OUR WORLD**

- "Family and friends"
- "Many people are nice, giving, and caring"



**WAYS TO MAKE SCHOOL  
A BULLY-FREE ZONE**

"A box of suggestions where kids can anonymously state their concerns in class would be helpful in a bully-free zone in school"





## WAYS TO MAKE SCHOOL A BULLY-FREE ZONE

"Making a club (anti-bullying club) for afterschool or during the breaks"



Who is in the club? : "Students from a grade 6 and up. Often times, under teacher supervision. Parents are not usually included as there may be questions about LGBTQ+ and some kids might not feel comfortable"



**"[WE] HAVE A VOICE AND SHOULD BE HEARD AND HAVE A RIGHT TO THAT"**

## Write Some Kind Words



"Kind"

"Funny" "Amazing"

"Loving"

"Caring" "Pretty"

"Smart"

How do we make our school a bully-free zone  
Fatima?

### UNCRC: Article 19

Article 19 states, 'all children have the right to be protected from being hurt or mistreated, in body or mind' (UNCRC, 1991)

We need your help! In what ways can we make school a bully-free zone?

"You can tell a parent"

"They can go to a teacher or principal"

"Make an anti-bully club"

"Sticky notes with words of kindness on them"



# Mental Health

## Solutions towards improving the mental health of young people. From Young People



**What makes you feel good?**

"Playing soccer - It makes my body and mind feel good. Getting a goal makes me feel excited and proud. "



Going on walks and being prepared by brushing my teeth and having a shower. These things make me feel more confident



Writing, because seeing how my friends enjoy my writing makes me very happy and excited and gives me the confidence to keep writing as a serious profession"



**What can young people do to take care of their mental health?**

"Eat healthy foods" his examples were eating cucumbers and broccoli. "Doing something they enjoy doing like a hobby like playing video games





**How can parents and adults support young people's mental health?**



"Adults can help people by treating them after they do a chore, that's a way parents can really help me"

"Treating me with kindness after I do something nice for my parents"  
"I think adults can help by listening to their issues and giving advice and not scolding them.."



"Giving kids hugs and affection to show care can help young people's mental health"

## **Our Takeaways**

- Young People want more after school programs like "Investing in Children Program" we learned from one young person that there is a program that runs once a week where they talk about important topics such as mental health
- Opportunities for after school activities and sports and time to be with friends
- More opportunities to spend time with friends and engage in play



# Poverty (Basic Needs)

## CHILDREN'S INSIGHTS ON **BASIC NEEDS**

ALL CHILDREN  
SHOULD HAVE A  
SAFE SPACE TO  
LEARN AND  
GROW



"NO MATTER WHO WE  
ARE, NO MATTER OUR  
SKIN COLOR  
EVERYONE SHOULD  
HAVE ACCESS TO ALL  
OF THESE, IT IS A  
RIGHT FOR  
EVERYONE"

ALL CHILDREN  
SHOULD HAVE  
ACCESS TO FREE  
SCHOOL SUPPLIES,  
EDUCATION &  
TUTORING



CHILDREN VALUE  
THE NECESSITY  
OF MENTAL  
HEALTH AS A  
BASIC NEED



ALL CHILDREN  
SHOULD HAVE  
ACCESS TO CLEAN  
WATER AND  
HEALTHY FOOD





# CHILDREN'S VOICES ON BASIC NEEDS



"Clothes, friendship, water, food, shelter, medical care, and clothes are basic needs"



"All kids have the right to be healthy, and have free healthcare if they're sick"



"Donate to food banks or clothes to a homeless shelter"



"All kids should be able to learn and go to school"



"You can buy water filtration systems and donate them, or make wells in towns, new ponds"



"FREE access to tutoring"



# The Children's Insights

The following direct quotations represent some of the young people's additional thoughts and perspectives on the sub-theme topics as well as proposed solutions and recommendations for change.

"Hospital rooms and waiting rooms are boring and not suited for children"

"You can make a club to help prevent bullying at schools"

"Adults can invest in a children's program about important things that matter to them"



"We should not be made fun of because of who we are"

"I wish we had cleaner water fountains; the fountains are gross"

"I didn't know the CRC existed but I'm glad I know now"

"All children should have free school supplies, education, and tutoring"

"This is my first time learning about children's rights"

"We should all have the same rights no matter what religion"

"There needs to be more homeless shelters for children"

"Parents should listen instead of getting mad"



"There is a lot of cyber-bullying at my school"

"I never knew what mental health was until now"

"An anonymous suggestion box at school may be a good idea in case people are scared

to tell the teacher something but want them to know"

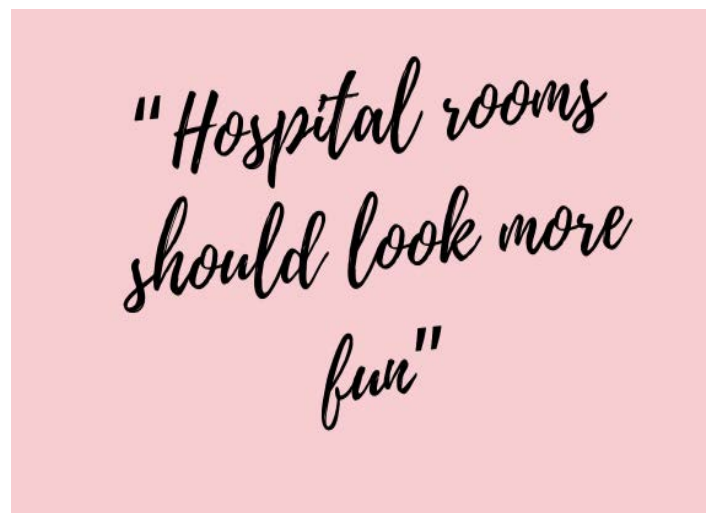
"No matter what kid you are or what skin colour you have everyone should have food and water. It is a right to have food and water."

"I think adults can help by listening to their issues and giving advice and not scolding them"

"There are a lot of kids in my class and it is hard to focus sometimes"

"I think tutoring should be free"

"Everyone's voice is important and adults should respect every child"



"What comes to mind with bullying is constantly attacking and going after one person. A way to prevent this would be to tell an





"More after school programs to play with friends"

adult or principal before it gets out of hand and start clubs to help create a community of safety and protection from being hurt. That's what comes to mind."

"We need to open more filtrations systems to have cleaner water for all children"

"Help kids feel safe in the hospital room and included"

"Give lunches for free, have a school nurse in all schools, free tutors, free healthcare everywhere"

"If you see someone litter you shouldn't watch them litter. You should pick up the litter and tell them you're hurting the earth and they will know and tell more people"



"Everyone needs to donate more"



# Section 8

*CONCLUDING THOUGHTS*

# Concluding Thoughts

*“I liked having power today” – Participant, Age 9*

Year two of Shaking the Movers at King’s University College revealed important insights and recommendations shared by young people who participated. The children who participated this year were open to expressing who they are and what changes they would like to see in their world to make it a better place. Adults and decision makers can learn a lot from these insights! We hope that decision makers gain perspectives from the participants on how to make a ‘world fit for children.’

In closing another fantastic year of Shaking the Movers, we would like to thank and acknowledge all of our sponsors for helping to make the workshop possible. We would like to acknowledge the Landon Pearson Centre, the Department of Childhood and Youth Studies (King’s University College at Western), and the John M. Davitsky Foundation for making this workshop possible both through their generous financial contributions and access to valuable resources. We would also like to thank Jon Larter who developed the child-friendly illustrations to depict some of the interactions from the virtual STM 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: Jemy Tenorio and Dani Politis for all of their hard work organizing and facilitating the workshop.



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 voices to create actions for change.

**Thank you and see you next year!**