



SHAKING THE MOVERS

DIVERSITY

BRITISH COLUMBIA
2018

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Introduction

Shaking the Movers

“In 2007, the first Shaking the Movers event was held and over the past decade, it has become a nation-wide movement. This movement is the brainchild of Honourable Landon Pearson and the Landon Pearson Resource Centre for the Study of Childhood and Children’s Rights (LPC). Shaking the Movers is an annual youth-led and youth driven workshop that provides a safe space for children and youth to learn about their enshrined rights and how their lived experiences reflects them. It also allows youth an opportunity to voice their opinions about important matters that directly affect them knowing that their opinions will be heard. Shaking the Movers aims to bring the power back to youth by empowering them through discussion and collaboration.” – SFU student Facilitator

2018 Topic: Diversity

In April of 2018, a small group of youth facilitators, past and present coordinators, and restorative justice practitioners were thrilled to meet with retired Senator Landon B. Pearson in Vancouver. At this meeting, the upcoming Shaking the Movers topic of diversity rose to the forefront of discussion. From this initial brainstorm, it was clear that youth facilitators were keen to leave the broad topic of diversity as open as possible and to structure activities and events as open containers for youth participants to fill with their own interpretations of, and experiences with, the topic. This intention carried through in the facilitators approach to planning and carrying out the events, with the aim of authentically honouring youth participant voices.



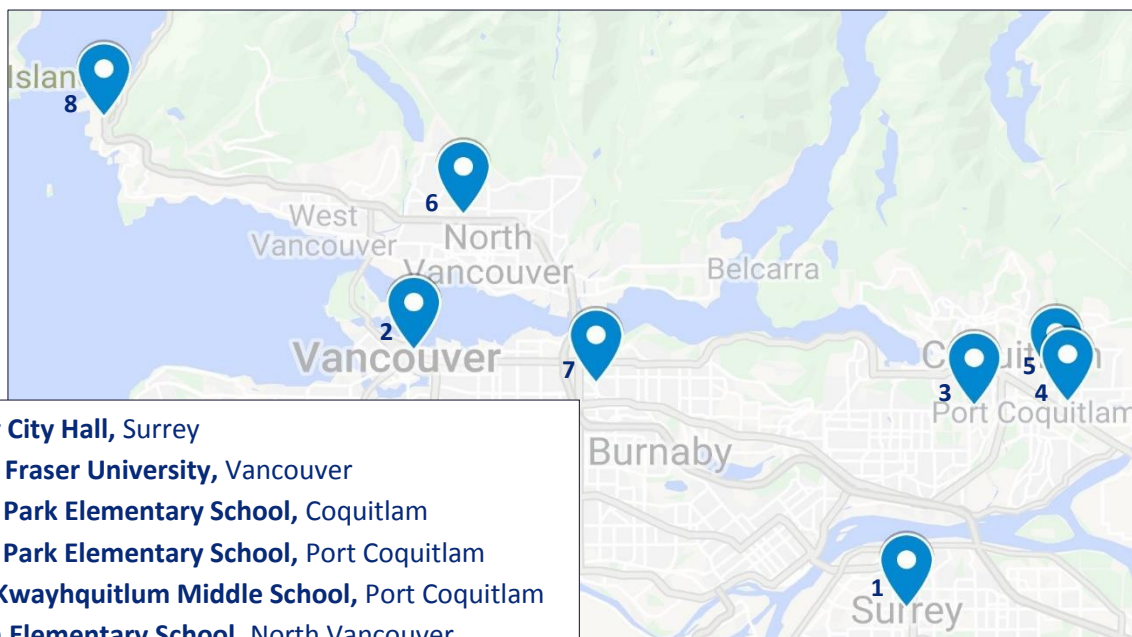
Shaking the Movers BC:

Overview of Workshops

This report highlights the insights, voices and recommendations provided by youth participants from a total of eight Shaking the Movers events held in Vancouver and the Greater Vancouver Area between October 2018 and January 2019. This approach offered a widespread means of engaging youth on the topic of diversity, through multiple events and engagement with various groups of youth participants.



Workshop Sites



1. **Surrey City Hall, Surrey**
2. **Simon Fraser University, Vancouver**
3. **Ranch Park Elementary School, Coquitlam**
4. **James Park Elementary School, Port Coquitlam**
5. **Ecole Kwayhquiltum Middle School, Port Coquitlam**
6. **Larson Elementary School, North Vancouver**
7. **Kitchener Elementary School, Burnaby**
8. **Gleneagles Elementary School, West Vancouver**

Shaking the Movers Vancouver

DECEMBER 1ST, 2018

A Vancouver-based Shaking the Movers workshop was held in early December 2018, in Downtown Vancouver at the Simon Fraser University Campus. Although youth turnout was not as high as expected, youth in attendance were eager to provide their unique perspectives, particularly around issues of inclusive school communities and lived experiences intersecting with diversity both within and outside of Canada.

Shaking the Movers Surrey

JANUARY 18-19TH, 2019

A two-day Shaking the Movers workshop was held in Surrey, BC, at Surrey City Hall. This event, which was held in partnership with the City of Surrey, drew in youth from the City of Surrey as well as the neighboring area of Delta. Participants shared insights and recommendations centered on their experiences of bullying, racism, and violence in their schools and communities.

Shaking the Movers “Mini” Series

OCTOBER - NOVEMBER, 2018 (MULTIPLE DATES)

The Shaking the Movers “Mini” events were facilitated by students at Simon Fraser University, as a component of Dr. Brenda Morrison’s *Restorative Justice in Educational Settings* criminology course. Six separate mini events were held in elementary school classrooms around Vancouver and the Greater Vancouver Area. These events ranged in length from 1.5-2.5 hours and were facilitated with entire classrooms of students aged 10-13.

With central themes of **Diversity, Equity, and Inclusion** in mind, and support from Equitas and North Shore Restorative Justice Society, facilitators developed a tailored agenda for their mini event. Each mini event endeavored to create a space for youth to learn about their rights and share their opinions, experiences, and recommendations on the topic of *diversity*.

“The main purpose of this Mini-Shaking the Movers was to essentially learn about children’s perspectives, and collect their responses about how to create a safe environment that encourages diversity, equity, and inclusion in order to initiate both big and small changes.” – SFU student facilitator

Facilitator Training

STM Surrey and Vancouver Youth Facilitators

Most youth facilitators had prior experience with Shaking the Movers, and therefore training was focused on developing agendas, tailoring activities, and expanding understanding on Children's Rights.



Simon Fraser University Student Facilitators

Facilitators spent time during 2 classes at Simon Fraser University with guests from **Equitas**, who led them through a series of games and activities centered on children's rights and diversity.

During another class, guest facilitators from the **North Shore Restorative Justice Society's** Circles in Schools Initiative attended to answer student's questions about the use of restorative circles in classrooms, and provided advice, as well as personal experiences, relating to the facilitation of restorative circles with youth.

Student facilitators were also able to connect with a group of **past and current Shaking the Movers facilitators and coordinators**, who attended class to share past experiences facilitating the conference, and insights on working with youth to gather recommendations.

Methodology and Activities

STM BC uses 2 key methodologies to facilitate dialogue and recommendations from participants: Restorative Justice and Circle Practices and Human Rights Education

Restorative Justice and Circle Practices

A central aspect of all STM workshops was integration of Circle practices, based on the principles of restorative justice. Restorative practices emphasize building, nurturing, and repairing relationships, while creating empowering spaces for participants to engage with one another and share stories, experiences and ideas. These practices are heavily influenced by Indigenous (specifically, Canada's First Nations, Inuit, and Metis Peoples) tradition and Ways of Knowing, whereby storytelling, interconnectedness, and ceremony are core aspects of life and culture.

"The Circle welcomes difficult emotions and difficult realities, while maintaining a sense of positive possibilities" – Kay Pranis, Circle Forwardⁱ

All facilitators had exposure to the theory and core values underlying restorative practices and the use of Circles, through Simon Fraser University's criminology course, past involvement in Shaking the Movers, cultural backgrounds, facilitating restorative justice Circles with youth, and/or employment and/or volunteer experience in restorative justice organizations. Key restorative practices integrated into the workshops are briefly outlined below.

Sitting in Circle

All STM workshops utilized the physical setting of a circle to gather participants together and create a comfortable space to interact and honour young people's voices. The purpose behind sitting in Circle (e.g., promoting equality, container for dialogue, face-to-face communication, etc.) was discussed with participants prior to engaging in activities.

Grounding in Values

The processes and practices used during all STM workshops were centered on values. STM Mini facilitators focused on the values of **diversity**, **equity**, and **inclusion**, while the Surrey and Vancouver STM facilitators introduced human rights values outlined by Equitas (**respect for diversity**, **inclusion**, **acceptance**, **respect**, **cooperation**, **fairness**, and **responsibility**). Some workshops created space for students to name their own



Sample Activities

Draw It Right!

Using a Pictionary-style format, this activity invited youth to illustrate rights from the UN Convention on the Rights of the Child (UNCRC) and have a group of teammates guess which rights were being drawn. The activity aims to educate youth about their rights in a playful and engaging way, while opening space for a discussion about Children's rights in general, and youth's perspectives on how these rights are – or aren't – being honoured in their lives and communities.



Examples of rights that were selected by facilitators for participants to illustrate (in simplified language) were:

- **Article 12** – *The right to give your opinion, and for adults to listen and take it seriously*
- **Article 16** – *The right to privacy*
- **Article 19** – *The right to be protected from being hurt and mistreated, in body and mind*
- **Article 30** – *The right to practice your own culture, language and religion*
- **Article 31** – *The right to play and rest*



Community Mapping

A community mapping activity was used during the Vancouver and Surrey workshops to gain insight into participant's perspectives on an "ideal community" in contrast to their real communities. Groups of youth were invited to draw out their ideal community and reflect on what it might contain. Coloured sticky notes were then passed out, which youth used to identify aspects of their ideal community that (a) were present in their real communities, (b) were not present in their real communities, and (c) were somewhat present in their real communities. Groups then presented their maps to one another and engaged in a debriefing Circle focused around recommendations (on the local, provincial, national, and global levels) for their actual community to bring it closer to their ideal community.



Cultural Connections

Multiple STM Mini workshops introduced the theme of diversity through an activity that asked participants to consider who they are and what makes them unique. Each participant was given a sheet of paper and invited to write down three things: something about themselves, something about their family and something about their culture. Next, participants were encouraged to move around the room and talk to each other to identify similarities and differences.

On A Tightrope

This activity posed various statements for participants to reflect on, and invited them to share their sentiments towards the statements by placing a sticker somewhere along a spectrum between “Yes” and “No”. Some workshops used this activity to gather information about participant’s awareness of their rights, while others used it to gauge perspectives on community and diversity. Examples of statements used included:

- *I feel that my community engages in and respects my culture.*
- *In my community, I feel that everyone is treated equally.*
- *At home, I feel like I can express myself.*



Storytelling

In this activity, participants were divided into small groups, and each group was given a prompt to reflect on. For example, *A time when your knowledge and experience was valued*, or *A time when you felt a strong sense of connection to your community*. Participants each shared a story, while group members illustrated what they were hearing. Then, groups came up with one image to encapsulate all of their stories.

Light & Livelies

“Light & Lively” activities were used throughout the workshops to build rapport with participants, encourage physical movement, and shift the energy of the group. These activities included *Big Wind Blows*, *Watermelon*, *Howdy Howdy Howdy*, and *Elephant*, *Palm Tree*, *Jello*.

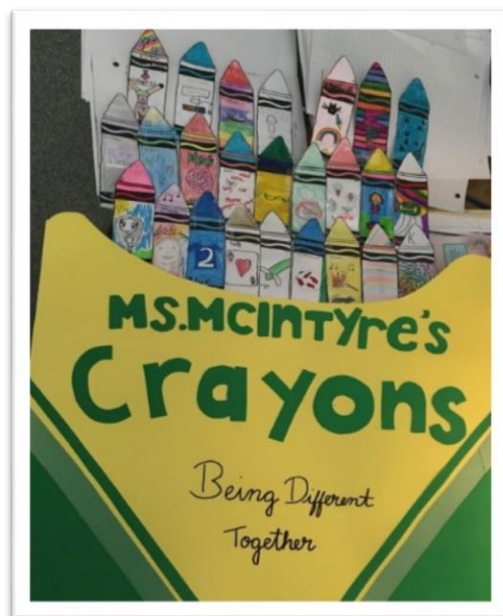
Themes and Recommendations

In gathering and reviewing the experiences, perspectives, ideas, and recommendations shared by youth participants, 10 central themes emerged. Each theme is detailed in this section, accompanied by direct quotes from participants and recommendations.

1. Diversity

Throughout all STM workshops, facilitators emphasized the importance of creating a space for youth to **define diversity in the context most relevant to them and their lived experience**. In most workshops, participants were asked diversity meant to them during a round with the talking piece. Many participants described diversity as **different ethnicities**, being **unique**, being **multicultural** and being **accepting**. Youth also mentioned the values of **acceptance, kindness, respect, and inclusivity**.

Of particular interest was an emphasis from participants during the STM Surrey conference on how respect for diversity should extend to include our natural world, the environment, and animals. Youth eagerly suggested **banning plastic bags, increasing fines** for those who mistreat animals, and **promoting public awareness** of water quality and potential contaminants.

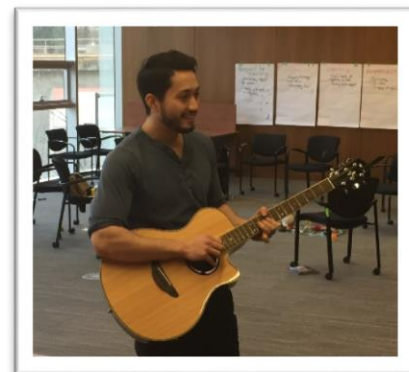


IN THEIR WORDS... *Diversity*

- "Diversity means not judging other kids"
- "Diversity means being kind to everyone no matter what they look like"
- "Diversity is not being mean to people because they are different from you"
- **"If everyone is the same, then the world would be boring"**
- "No one should be looked down on"
- **"Diversity is a gift."**
- "I think we should respect each other's beliefs and religions"
- **"We should be more accepting, even of our enemies"**
- "[Diversity] is a combination of different cultures and backgrounds, like this class."

2. Culture

During the workshops held in Vancouver and Surrey, participants reflected at length about their own **personal interpretations** of “culture”, and how they feel their community engages with their cultural identity. Many participants felt that their culture was **not well-understood** in their community and was also something they were **curious** to learn more about themselves.



IN THEIR WORDS... *Culture*

- **“I want to do more and embrace my own culture but I’m still figuring out what that means”**
- “I don’t think that people really think about Persians. It’s not a very popular culture like French. My friends ask me what’s your culture and I would say “Persian” and they say, “What’s that?” People don’t know it as much.”
- **“I feel like people don’t know my culture, but I am respected”**
- “I think I want to see more projects at school where we can focus on our cultures and educate our friends on them. Yes, we hear about cultures, but we don’t fully respect it unless we know the backgrounds and traditions. I want to know how my culture relates to other people’s cultures”

RECCOMENDATIONS – *Culture*

1. Integrate more cultural exchange-based projects and opportunities into school curriculum.
2. Create community events and dialogue sessions based on the topic of culture, to allow for cross-cultural understandings and relationship building.

3. Indigenous Peoples and Land Acknowledgement

A re-occurring theme in multiple workshops was the notion of **Indigenous land rights**, the **importance of territorial acknowledgement**, and **education** about Indigenous Peoples of Canada (referring to the First Nations, Inuit, and Metis Peoples). This was of great importance to both youth participants and the facilitator teams.

“One of our facilitators, Zenon, provided a Native American smudge shell that contained the medicines sage and sweetgrass. It was explained that the medicines are from Native American culture and were provided by an Indigenous Cree member of our team. The sweetgrass is braided by three sections, each of which represent the mind, body, and spirit bound together.” – SFU student facilitator



Youth participants also acknowledged the importance of land during the workshops. During the STM Surrey workshop, **two young participants took it upon themselves** to begin the second day by welcoming all participants and facilitators to the traditional territory of Tsawwassen and Musqueam First Nations and **thanking everyone in Hun'qumi'num** (local Indigenous language).

IN THEIR WORDS... *Indigenous Peoples and Land Acknowledgement*

- **“I wish that we had more education on the Indigenous People in Canada because I don’t feel very educated on that in school especially”**
- “In my school I see no Indigenous people, and that’s bad, because it’s their land but all the immigrants took over”
- **“Politicians and Policy-makers should actually act on the 94 Calls to Action”**

RECOMMENDATIONS – *Indigenous Peoples and Land Acknowledgement*

1. Increase and deepen education for youth on Canada’s Indigenous Peoples, specifically in schools. This should include meaningful territorial acknowledgement.
2. Politicians and policy-makers must work to meaningfully recognize and take action on the Truth and Reconciliation Commission’s 94 Calls to Action.

4. Autonomy and Independence

In nearly every workshop, participants voiced their desire for autonomy and independence. Youth referenced **dietary choices**, **religion**, **clothing**, and **privacy**, as areas of their life where they wanted more autonomy or had been met with resistance from adults when attempting to make their own choices. In multiple instances, participants expressed that their parents or **families did not respect their opinion** or **didn't believe them**. A general desire for **respect for children's opinions and points of view** was expressed by participants.

"[Participants] felt that... their parents didn't respect their children's opinions because they are kids" – SFU student facilitator

IN THEIR WORDS... *Autonomy and Independence*

- "Many times, children have to practice the parents' religion"
- **"I want to believe what I want"**
- "Other people should respect what I believe in"
- **"I decided to become a vegetarian, but my family didn't agree with it. I lost so much weight. I cook all my own meals now."**
- "[My family] will not believe that kids have rights".
- "I don't feel like I can be myself at home because my family doesn't agree with my points of view"
- **"People should respect how a child sees the world"**

RECOMMENDATIONS – *Autonomy and Independence*

1. Parents/guardians should be educated about Children's Rights.
2. Youth should be supported and respected for beliefs and lifestyles that differ from their parents'/guardians'.

5. Self-Directed Learning

Related to autonomy and independence, participants consistently expressed the desire to have **more choice** in what they are learning, both at home and at school. Specific topics that youth wanted to learn about included local and global **current events**, and “**life skills**”.

IN THEIR WORDS... *Self-Directed Learning*

- “Kids should have the right to learn life skills, like how to do taxes”
- “Parents should let kids learn what they want to learn”
- **“We need to be taught what is going on in the world and in our certain area”**

Question posed to participants: What Rights do you want to have?

- “The right to only study the subjects of one’s interest”
- “I would like for us to pick what we want to learn”
- **“I would recommend a right to study the things you want to”**
- “The right to learn what we want to learn”
- “The right to choose in a subject what we want to learn”

RECOMMENDATIONS – *Self-Directed Learning*

1. Create more opportunities for self-directed learning at the elementary school level.
2. The provincial government should administer surveys in schools to assess issues of importance for youth, and what youth want implemented in their educational experience.



6. Discrimination

Participants repeatedly raised concerns about discrimination in their communities. This discrimination took many forms, and was often related to **religion, sexuality, physical appearance, and/or gender**. Many participants spoke to the importance of **gender equality**, and shared negative experiences based on gender discrimination. In recommending ways to combat these multiple forms



of discrimination, youth suggested more **inclusive programming**, education on **tolerance**, less emphasis on **physical appearance**, **normalization of all sexualities**, and **stopping the sexualization of women's bodies** in advertising and media.

"One participant commented about how she feels excluded at family gatherings. She is excluded when they play video games; she is told by her cousins she is not allowed to play because she is female." – SFU student facilitator

IN THEIR WORDS... *Discrimination*

Gender, Sexuality, and Physical Appearance

- "Girls aren't allowed to do certain things and boys are not allowed to do certain things"
- "I think that the right to equality, and gender, is most important"
- **"People need to stop the sexualization of women to sell products."**
- "A lot of people thought I was a girl because of my long hair"
- "Some people think I'm a boy because of my voice"
- **"Some people just don't feel like they belong to the gender they were born into, and a lot of people don't like that, and that's bad. I'm physically a female but mentally I'm just a person."**
- "Everyone's judged for how they look, like if someone doesn't fit a certain standard around how they look physically. For guys who are skinny, people tell them they have to be more muscular. We need to look more inside of the person, but people don't give them a chance, we just judge them based on how they look"
- **"We should not be normalizing certain sexual orientations over others"**

IN THEIR WORDS, continued... *Discrimination*

Religion and Culture

- “Don’t act aggressively towards religions you don’t like”
- “Religion should be respected more, because there is still discrimination”
- **“Punjabi and Afghani people are targeted in the news”**
- “Don’t act aggressively towards religions you don’t like”
- **“My personal experience when I came to school in Canada now there is a teacher who introduced the international students. She introduced the other 3 but ignore me.”**

General Reflections on Discrimination

- “There should be programs that make sure everyone is included”
- **“If people have differences, then educate people to be more tolerant of them”**
- “It is important for kids to express themselves and be able to be themselves – right to not be discriminated”
- “Have more debates to talk about issues”
- **“I want to tell adults that anyone can be different, we shouldn’t discriminate any people”**

RECOMMENDATIONS – *Discrimination*

1. Sexualization of women to sell products should be stopped. Action should be taken to hold companies and advertisers accountable when sexualization of women is used to sell products.
2. LGBTQIA2+ identities and sexualities should be normalized in educational settings and mainstream media.
3. Provide more opportunities for young people to learn about tolerance, specifically around themes of religion, gender, and sexuality.
4. Create more opportunities for dialogue between young people to discuss relevant issues.
5. Programming for youth should emphasize inclusion.

7. Community Disconnect



Throughout the workshops, youth commented on a **lack of connection** within their community. While a few youth expressed feelings that their neighbourhood was well-connected and friendly (e.g., “*there are big block parties in my neighbourhood where everyone is invited*”), multiple youth commented on feelings of **isolation** and **disconnect**. Places of worship, such as **temple**, were identified as sources of connection with friends, family, and faith within the community.

IN THEIR WORDS ... *Community Disconnect*

- ***“I don’t see my neighbors. So I never talk to them and they never talk to me.”***
- *“Have a picnic, make posters and invite the whole community to come”*
- ***“Where we live, nobody talks to nobody. We’re all stuck in our own houses and even on a sunny day everyone is just in their own houses watching TV”***
- *“To feel included in the community I think you need people who care about you, and your friends, but also the temple because it is a place where you can have a connection with our friends and god and our family.”*
- ***“Change the structure of the area so people are closer and get to know each other better”***

RECOMMENDATIONS – *Community Disconnect*

1. Fund and promote opportunities for connection within communities through events (e.g., picnic, BBQs, block parties).
2. City planners and developers should increase consideration of community needs for social connectivity, inclusion, and sense of belonging when planning and developing areas.

8. Bullying

One of the most salient themes arising from workshop discussions, revolved around **community safety** and **bullying**. Youth participants shared **personal experiences with violence, bullying and racism**. **Inaction on the part of adults** was identified as a significant issue, and a **barrier** to feeling safe at school and in the community. When asked what rights they would like to have, many youth spoke about wanting to take control in unsafe situations, or have their parents/guardians take action:

IN THEIR WORDS ... *Bullying*

Question posed to participants: What Rights do you want to have?

- **"The right for our parents to act if we have a bully"**
- "The right to choose or change our class if we're bullied"
- **"The right to defend ourselves without getting in trouble because grownups don't help us"**
- "The right to transportation so that if you get bullied you can go somewhere else."
- **"Rights to me means I have the right to be safe"**

Experiences with Bullying

- **"I have been attacked physically. My friend did not protect me"**
- "There are times when people get hurt and they don't get help."
- **"I told my counselor, principal, and teachers about [the bullying] for the past 4 months. Nothing has been done yet."**
- "Someone at school threatened to go to my home and kill my family"
- "Lots of bullying happens on social media, and it makes people not care about their real social life. They take it really seriously, and they don't know what people are like in real life"
- **"Teachers and principals and vice principals [should] actually listen to what you're saying and act on what children mean. And actually listen instead of just ignoring them."**
- "If someone is bullying you, maybe the teacher can call the parents and those parents can tell their kids about bullying"

IN THEIR WORDS, continued... *Bullying*

Question posed to participants: What change would you like to see?

- "To be safe and not be hurt"
- **"Parents must know what kids are doing and stop them in the bud before the flower grows bigger"**
- "Protected and not put in danger"
- **"Right to say no if you do not feel safe"**
- "We need more education on bullying and racism"
- **"Adults coming back to you and checking in with the situation"**
- "A more open dialogue about bullying and racism"
- **"Adults need to take more action"**
- "There should be more options taught to us for helping each other"

RECCOMENDATIONS – *Bullying*

1. School staff (including administrators, counsellors, teachers and support staff) must take action in validating and supporting students who are experiencing bullying. This includes:
 - "Circling back" with students to check in on ongoing issues
 - Improving communication between teachers/administrators and parents regarding bullying behavior
 - Consistently consulting with students to improve school safety and sense of belonging
2. Every school should have educational programming to support students in developing the skills to advocate for one another in instances of bullying.
3. Create safe and supported opportunities at school for students to learn about and engage in dialogue on the topics of bullying and racism.

9. Law Enforcement and Violence

During the workshop held in Surrey, participants spoke specifically to **crime** and **violence** occurring in their community. Youth identified **gang violence** and **shootings** as factors that decreased their sense of safety. Participants emphasized the **responsibility of police** to **take action** and address violence and safety concerns, while prioritizing rehabilitation and institutional transparency.

IN THEIR WORDS... *Law Enforcement and Violence*

- **“If you go in Surrey, you will see a lot of gangs. Every weekend I hear shooting in the Newton area. Where our house is, we can hear shooting all the time and we just say it’s fireworks but it’s shooting”**
- “As a girl, going out at night is scary”
- **“I’ve seen a lot of violence happen on the street and in school as well. Parents should teach their kids how to be safer”**
- “Police should be approaching things in a way that doesn’t criminalize the person, but brings them back into the community and understands the context to rehabilitate them.”
- **“There needs to be dialogue, public resources, and transparency with police”**
- “You should have a local police that is just for your own area so that they know the community well”

RECOMMENDATIONS – *Law Enforcement and Violence*

1. Police forces should be well-acquainted with the neighborhoods they work in and should put effort into building positive relationships with citizens.
2. Efforts should be made to rehabilitate those causing harm and committing acts of violence in the community, rather than strictly criminalizing.
3. Transparency and understanding between police and the community should be fostered through dialogue events.
4. Parents should be provided with information and tools to help educate their children about community safety.

10. Children's Rights



Common themes that emerged from participants regarding Children's Rights reflected: (1) **enthusiasm in learning** about rights (2) **discovery of rights** that they were unaware of, (3) a **desire to expand** their rights, and (4) emphasis on **more education** about rights, beginning at a younger age. Participants highlighted the importance of being able to **speak to the government**. A few youth expressed the desire for policy makers to make visits to schools for face-to-face conversations, so that they could ***"hear exactly how students felt***

and what they had to say". Many youth felt that the conversation about rights should become more **normalized** and recommended **integrating rights-based education** into provincial school curriculum. Participants suggested creative ways to educate young people about their rights, including **marketing and promotion** (posters, TV commercials, newspaper articles), **speaking events**, and emphasis on delivering **accessible**, rights-based workshops in **multiple languages**.

IN THEIR WORDS... *Children's Rights*

- **"Children are not being informed of their rights"**
- "Rights in Canada are very different to other countries; newcomers may not know anything about rights"
- "Adults should do more to teach kids about their rights"
- "Include a discussion of human rights and children's rights in all parts of education"
- "Be able to speak about children's rights in informal environments"
- **"Teachers need to know about children's rights and need to know how to teach rights in the right way"**
- **"Normalize the conversation about rights"**
- "Get politicians to come in to give [students] a description of their rights"
- "Have these conversations in different languages or translate them. In Surrey, hold these info sessions in English, as well as French, Punjabi, Arabic, Urdu. Cater to people's linguistics better. Accessibility is a big thing."

RECCOMENDATIONS – *Children’s Rights*

1. Ensure that newcomers are educated about Rights in Canada.
2. Increase face-to-face opportunities between youth and policy-makers/politicians to discuss Children’s Rights.
3. Include Children’s Rights education in provincial curriculum, beginning at a young age. This includes rights-based professional development opportunities for educators.
4. Increase opportunities for informal discussion on Children’s Rights to normalize the concept.
5. Create Shaking the Movers-style workshops in multiple languages to increase accessibility (French, Punjabi, Arabic, Urdu).

Concluding Reflections

from Facilitators and Participants

“It was exciting to learn all the rights we have as kids” – youth participant

“Shaking the Movers is always an inspiring initiative to be a part of. I feel lucky to have seen young people learn about their rights and open up so much over the course of just a few days, in a really safe and supportive space. It’s a reminder that adults need to constantly be listening to the voices of children – they’re so important!” – STM Surrey Youth Facilitator

“It was really nice because we got to make a difference” – youth participant

“The biggest take away that was learned from the facilitators of this group was not underestimating the knowledge that these children can show. It was incredibly surprising to hear some of the creative solutions that the kids had as well as the insight into issues we had never thought of.” – SFU Student Facilitator

“After today, I feel very thankful for the rights that I have” – youth participant

“It was truly an honour for us to be able to host a Shaking The Movers at École Larson Elementary. We have learned that even though we all may be coming from different walks of life, themes such as respect, inclusivity, and acceptance are still things that we all can appreciate and share. Our experience at École Larson Elementary will never be forgotten. It was truly one of our highlights in our university career. We hope that the ideas, experiences, and thoughts we shared in the Shaking the Movers will continue to resonate with the children that participated. We hope that they will eventually carry on these experiences and practices into their future lives, and ultimately affect countless others in a positive light.” – SFU Student Facilitator

“I learned that rights are really important, *we should know them!*” – youth participant

References

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