



Shaking the Movers Williams Lake 2017

SHAKING THE MOVERS BC

**A Report Voicing the Recommendations Made by Child and Youth Participants
During Shaking the Movers BC 2017**



OCTOBER 28- 29, 2017

A closer look at climate change and
displacement

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PREFACE: INTRODUCTION FROM HON. LANDON PEARSON



What is it like for a child to be a stranger in a strange land, where everything is different, including the weather? As you try to make your way in a new language, a new community, a new school, how does it feel? How do you figure out what to do, how to be accepted, to make friends, to belong and to succeed and what do you do with your memories? How do you learn that you actually have rights because you are a child and all children have rights? And who is there to help you, protect you, provide for you, hear what you have to say?

For children on the move these are all very important questions and Shaking the Movers workshops are designed to open up a space where all children can articulate their concerns whether they are newcomers to Canada or children who have grown up here among increasing numbers of refugees and immigrants. At every STM we have sponsored over the years, I have heard young people bemoan the fact that they know so little about what it means to have rights and how empowered they feel once they know they have them and are being listened to.

So please pay attention to what they have to say. Don't be dismissive or think you know better. You aren't the experts in their own lives, they are and solutions to the problems they raise can only be arrived at together. As far as children and adolescents are concerned our power as adults collectively and individually is enormous and our responsibility is to exercise it in their best interests as well as ours. In years to come there will be more and more children pushed about within and across borders by forces such as climate change and armed conflict. We need to have better ways to mitigate the difficulties of their lives and we need to listen to them to find out how to do it.

Landon Pearson

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SHAKING THE MOVERS BC-WILLIAMS LAKE

A CLOSER LOOK AT CLIMATE CHANGE AND DISPLACEMENT

ACKNOWLEDGEMENTS

This report was written in support and with the collaboration of the Landon Pearson Resource Centre for the Study of Childhood and Children's Rights (LPC), Punky Lake Wilderness Camp Society (PLWC), youth facilitators, children and youth participants. The recommendations present throughout this report exemplify the opinions of the children and youth participants.

Participants	Facilitators	Community Partners
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Overview

STM Williams Lake Conference

Shaking the Movers (BC)- Williams Lake conference was held between October 28th-October 29th, 2017. The purpose of the workshop was to draw recommendations from child and youth participants with regards to children's rights, climate change adaptation, natural disasters and displacement. The conference took place within a children's rights framework and participants were encouraged to learn more about their rights through participatory-action learning exercises.



Children and youth were encouraged to participate in the process to provide recommendations that ranged from a micro to a macro level including local, provincial and international levels of intervention. Participants were also encouraged to initiate change within their own communities by cultivating creative initiatives throughout the process.

Demographics

10 children and youth aged 10-18 participated in the process (1 male, 9 females). Participants were from within or around the Williams Lake area and all had been impacted by the forest fires that occurred during the summer of 2017.

Youth facilitators (2 males and 1 female) were 23-24 years old, 2 of which were current SFU Criminology students and 1 who was a recent graduate from the SFU School of Criminology.

Purpose of Report

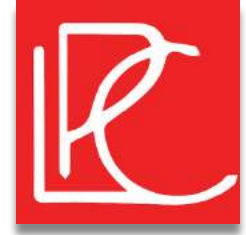
This report is intended to be a representation of the voices, opinions, suggestions and recommendations of the children and youth who participated in the process.

Subsequently, this report reflects the activities and discussions which occurred during the conference. The purpose of the report is to highlight the statements made by children and youth participants, as a means to pave the way forward for positive change within local communities, policies and legislation.

Introduction

Shaking the Movers and LPC

Shaking the Movers (STM) was created in 2007 by the Landon Pearson Resource Centre for the Study of Childhood and Children's Rights (LPC), an organization committed to children's rights and responsibilities led by the Honourable Landon Pearson.



This is the third consecutive year in which Shaking the Movers forum for children has been hosted in BC. STM functions under the notion that children should be consulted on issues that concern them. Children are perceived as the expert decision makers, who are entitled to a set of specific rights as outlined under the United Nations Convention on the Rights of the Child (UNCRC). It is imperative that children and youth are included in progressive dialogue and are consulted on decisions that impact them.

The primary purpose of STM is to provide a safe platform for conversations and to encourage children, youth and youth-supports to cultivate meaningful dialogue surrounding issues such as sexual exploitation, climate change and displacement.



For more information about Shaking the Movers and to view past reports, visit www.carleton.ca/landonpearsoncentre

Punky Lake Wilderness Camp Society

Punky Lake Wilderness Camp Society (PLWC) is a non-profit organization based out of Williams Lake, BC. PLWC runs a variety of youth-based programs with the intent to



deliver a cultural and spiritual experience. PLWC embodies the traditional values of Restorative Justice and seeks to create a safe and inviting space for participants of the process. Shaking the Movers was thrilled to collaborate with PLWC in 2017 to bring together participants from diverse backgrounds into a shared space and cultivate a long-lasting partnership for future STM events.

Theme: Displacement and the Environment

The theme for this year was based on continuance of last year's topic of environmental rights in collaboration with a new theme of displacement.

During the month of July several regions in BC were negatively impacted during a series of forest fires. These fires drove families out of their homes and caused evacuations in several communities, including Williams Lake¹.



The STM facilitator team believed it was imperative to gain a first-hand account of the forest fires by engaging with children and youth who were directly impacted by the environmental disaster. Hence, this year's STM team chose to reach participants outside the Vancouver region and explore the impacts of the summer fires on children and youth in Williams Lake.

¹2017 officially B.C.'s worst ever wildfire season. Retrieved from <https://globalnews.ca/news/3675434/2017-officially-b-c-s-worst-ever-wildfire-season/>

DAY 1

Opening Circle

The conference began with a brief introduction of Shaking the Movers and a territorial acknowledgement by an Indigenous member from Punky Lake Wilderness Camp. Participants were welcomed into the room with music, light snacks and refreshments. The facilitators took the lead and continued to introduce the circle process and our invitations for the participants included a series of circle guidelines.

Shaking the Movers is built on the foundation of Restorative Justice and models a circle conference process, in which all participants are encouraged to sit in the shape of a circle and use a talking piece. Participants were invited to speak from the heart, speak their own truth and allow each member to participate fully by using a talking piece as a self-regulating tool. When a participant has the talking piece, they have power to speak and other participants without the talking piece have the power to listen.

Next, participants briefly introduced themselves and moved on to the opening question. Participants were asked to name three places that felt like home. Responses varied and included connections to the community, nature and family life. Places mentioned were:

Band room
Quesnel Lake
Playground in trailer park
School
Hockey rink
Places to play music
Places to read a book
Gym because I like to run
Grandma's house
Library because I like to read
Running around the lake in my running shoes

Values Charter

The next step in the process included creating and implementing a values charter amongst the group members. The aim of the activity was to create a safe and inclusive space as a foundation for the workshop, through the voice of the participants.

Facilitators aimed to cultivate conversations surrounding rights that were thought to be most important to the youth participants.

All the participants were provided with a paper plate and markers and wrote down a value that made them feel safe and excited to be within the space. Next, participants passed the paper plates around the circle for additional values to be added by other members. After filling the plates with values, participants placed the plates in the center of the circle and were invited to take a closer look at the words on the plates and were asked if they would like to make additions or amendments to the values. We ended the activity by going around the circle and placing a red sticker next to the words and values that were perceived to be the most important.

“Respect yourself and your time”

“Courage”

“Everyone should have an equal voice”

“A Space to be brave”

“Safe space makes courageous space”



Draw it Right

Following a short break, the facilitators guided the participants into the next activity. The purpose of the activity was to allow the participants to gain a better understanding of children's rights as outlined by the United Nations Convention on the Rights of the Child (UNCRC).

Draw it Right is an educational exercise from the Equitas "Play it Fair!"² handbook that allows children to visualize their rights through drawings. One member of the team takes turns drawing an right's article from the UNCRC, while group members continue to guess out loud the main point of the Article until they get it right.

Draw it Right allows participants to become better acquainted with their rights while simultaneously participating in a fun group activity. Participants were split into groups of three, two facilitators led the activity while the remaining facilitator and youth-supporters helped the participants within their smaller groups.



Youth participants were initially asked for the definition of a right and to provide examples. Rights were explained as something that everyone is entitled to, with children having a set of rights that are distinct from adults.

² Draw It Right. Retrieved from https://equitas.org/wp-content/uploads/2016/10/TK_PIF_NCD-Postcards-activities_Draw-it-Right_11-12.pdf

UNCRC Articles used throughout the activity:

- Article 24-Right to a clean environment
 - Article 27-Right to eat
 - Article 7-Right to a name
- Article 9-Right to live with your family
 - Article 28-Right to education
 - Article 31-Right to rest
 - Article 31-Right to play
- Article 13-Right to express yourself
 - Article 19-Right to safety
- Article 14-Right to practice your own religion
 - Article 24-Right to health care
- Article 42-Right to know your rights

Debrief and Recommendations

Draw it right was followed by a debrief where participants were asked a series of questions:

What rights did you learn? Were there any that surprised you?

Majority of the responses were similar and participants stated that they were surprised to learn that certain rights had to be declared under the UNCRC articles. For example, they viewed a right to a name as something that everyone was entitled to and did not realize that it had to be a written declaration. Participants also viewed the right to play as an important aspect in a child's life. They were also surprised to learn that children have a specific set of rights that are distinct from adult rights.

When did you feel that your rights were not respected?

At this point, responses were widely varied with participants relating to experiences outside of Canada and some within their own communities. One participant mentioned that in certain parts of the world individuals are prohibited from practicing their religion and are often punished for it.

Another participant expressed that during war, children's rights are not upheld. Others indicated that clean drinking water is often a right that is not provided to many children around the world.

Moving onto a micro scale, participants were encouraged to think of areas within their own communities where their rights may not be respected. The responses included the lack of food and high rates of poverty and the inability of some children to live with their families.

Reflecting on the recent fires, discussion arose regarding displacement and participants indicated that being displaced makes children more vulnerable to violation of rights and moving to a new community can pose several challenges. Clean air and the right to a clean environment was also disrupted during the forest fires as air pollution caused smog throughout Williams Lake and nearby areas. Redstone, a community nearby was also brought into conversation and participants mentioned that this town has not had clean water in the last 20 years.

Other rights mentioned by the children and youth were the right to religious expression, the right to speak your own language and the right to rest especially within a school context. One participant stated that it is often difficult to find time for rest during the long school hours and classroom hours extend too long.

How can other children become more educated on their rights?

“Education in schools in every country.”

*“Don’t keep rights to yourself – **create an echo** person to person, community to community, nation to nation.”*

*“Teach your parents, so parents can practice with their kids, it spreads from **generation to generation.**”*

*“Pass on your own **language to your children.** Language is very important.”*

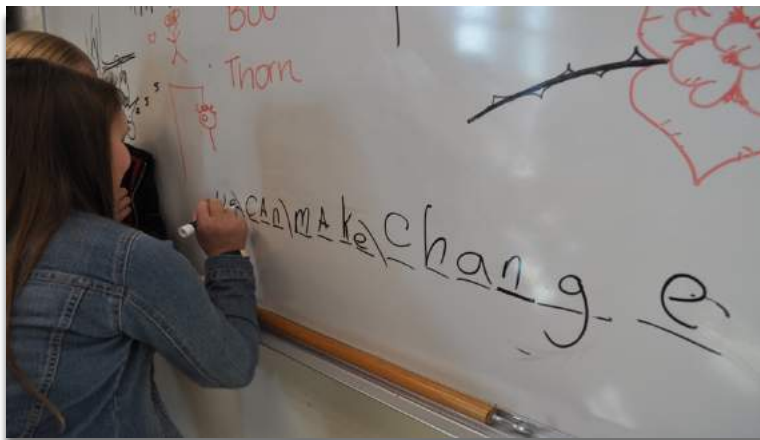
*“We need more education. Some kids don’t **know their rights** at school.”*

*“If someone is passionate about a topic and see a right being violated, **speak up**, support them, tell the person being violated that their rights are being violated. Many people don’t know their rights AND how to **act on them.**”*

*“More adults need to **learn about children’s rights** and be stronger advocates.”*

*“One kid can make a difference. One kid can **create a positive ripple effect.** An echo.”*

“More spaces like Shaking the Movers”



Shallow Waters Music Video

A music video³, Shallow Waters by Ta’Kaiya Blaney, an Indigenous child from British Columbia was shown to the group. The video depicted themes of climate change, environmental disasters and the need for preservation and change in our societies.

Reflections

How does this video make you feel?

“Disappointed, realized a bit more than I realized before. I think that if nobody does anything about it in the next century or decade, it’s probably going to change civilization...there is not pollution just in one area, it’s all over the world.”

Disappointed, what people do to the land damages it, killing the land and animals. We need those things to live.

“This video made me feel really disappointed, you see beautiful mother earth, gorgeous mother earth. Polluting it making it not gorgeous anymore.”

“Unsmart and greedy we are. There are many other solutions than plastic and garbage, why are we using plastic when we can use all these better things that will help us and environment.”

“Everything we cut down, like a tree, we’re hurting ourselves and the environment.”

“The video, showed that there was people that are taking. We need trees for oxygen so that we can breathe.”

“We’re pretty much taking the world for granted we’re treating it as something we can just get back.”

“I was happy to see someone young taking a stand, raise awareness and doing something about it. She could be a good force for the future. Take that stand starting that young so they can get something done.”

“The video made me disappointed. Earth, you think of trees and water. Government comes in and starts building buildings and don’t care what is going on.”

“Slightly disappointed, we’re taking it. A long chain.”

“We take more than we need.”

“We’re being greedy, it’s going to cause problems in the long run.”

“We rule the world and we basically are a threat to animals. Animals and people should be equal.”

“I found out that there was a forest near my school that we used to go play in. I found out that they’re starting to tear down that forest to build homes. That’s sad for me as all the animals are going to be displaced. Ruining it for children and animals.”

³ Shallow Waters. Retrieved from <https://www.youtube.com/watch?v=TQWTdfZuvzk>

Photovoice

We introduced diverse, creative and experiential methods into the workshop including Photovoice⁴. This activity allowed children and youth to reflect on their experiences and communicate them through imagery.

Participants went outside accompanied by a facilitator and took pictures of three items that symbolized a rose, a bud and a thorn. A rose is a positive experience/outlook of the fire, the bud is a lesson learnt or an opportunity that arose from the fire and a thorn signifies a challenged faced. The photos were displayed onto a projector and presented individually to the group. Participants described their rose, bud and thorn through a series of images and explained their personal experiences during the fires and how the evacuation affected them.

Prior to heading outside, the participants were shown a video of the Flight of the Hummingbird⁵, an ancient parable that inspired participants to have a different outlook on their experience by creating an ending to their own story.

Reflections

Responses were enlightening, with participants representing their images in a variety of creative ways. One individual presented an image with changing gradient (dark to light) as a metaphor for the stages of the forest fires.

“First, there was a lot of smoke; then there was a fire. Little plants and all the trees grew back from the fires.”



⁴ Barker and Wang. Retrieved from http://journals.sagepub.com/doi/abs/10.1177/1049732306294118?url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Aacrossref.org&rfr_dat=cr_pub%3Dpubmed&

⁵ Flight of the Hummingbird. Retrieved from <https://www.youtube.com/watch?v=naj6zZakgEg>

“Rose – community togetherness.”

“Thorn –the fire forced everyone including animals to leave where they call home.”

“Bud – regeneration, starting anew.”



Rose: we were stronger together. Bud: people were so giving. Thorn: people were upset.



Rose – gathering place, gathering as community. Thorn-the trees burning from top to bottom. Bud – regrowth of trees and us growing as community and supporting each other.



How did the photos make you feel?

“When the fires were here for me, it wasn’t that scary because God would protect our house and not leave us alone. We went to Victoria and the beaches. I liked a beach that I called the crab beach. The crabs have a strong coat to protect them.”

“My experience for me was chunky. I didn’t know for 5 days when I saw it on the news. Then I was in the middle of it. We got the ashes and the smoke.”

“When the evacuation happened, we had to bring our cat. The cat had to sleep in a separate place and he ran away. Our cat is now wandering the barrier.”

“The whole fire experience was stressful. My good friend lost her house. Upsetting to hear. Stressful but less destructive than it could have been.”

“The fires were disappointing because the trees were burning. We were on alert but didn’t need to move. We went house to house to deliver food.”

“First couple of days I didn’t know because I was out of town. Then I couldn’t come home. So, we got a long holiday”

“When I heard more and more about the fires on the news, and then the smoke came to our community. It was hard.”

“The town was on evacuation alert. We packed, and unpacked, and repacked and then we were evacuated. My family was all over the place. It was stressful until we were all together again.”

What were some key supports and strengths?

“The right to rest – people and hotels were offering places for people to go and rest. Bell gave 20GB of free data to communicate.”

“Strength would be community togetherness. Some of crews would go out for 10 to 14 days, come back to rest, and then go back again.”

“The helicopter came with supplies and we carried all the food and supplies into the U-Haul and took it to our reserve. One by one the people got the supplies that they needed and helped them.”

“The army and firefighters respected our right to privacy and didn’t go into our homes.”

“It is bravery. Some of the people from our reserve were brave to go out and protect our reserve so we would be safe.”

“It saw a lot of generosity and one of the rights that my family displayed was holding each other’s backs. We got to see some of our relatives more. We were happy to see each other and it was fun having everyone together.”

Recommendations

Drawing on the previous activity, participants were asked to provide recommendations on how to uphold children's rights.

Education and Information Sharing

Responses included integrating rights into the school curriculum, as part of a social responsibility class.

Other initiatives included sharing and educating relatives and friends regarding their rights.

Right to Rest

There was a consensus regarding the right to rest, this view was echoed before in the group and continued to be a focus once more during the recommendations stage.

It was noted that in certain situations students who fall behind at school must miss recess and lunch in order to catch up. This takes away from their right to rest.

According to the participants, classes that are scheduled for 84 minutes are experienced as extensive, hard on the mind and body of the child. Schools need to balance the right to education with the right to rest.



Day 1: Closing Circle

One of the facilitators closed the circle by introducing a new talking piece that represented human rights, peace and equality from a Sikh perspective. Next, the participants were asked two questions:

How do you feel at the end of the day? What will you take home with you today?

I had lots of fun doing all of the lessons and playing. What I can take home: there is a lot of different backgrounds in this group.

I am very fortunate to meet everyone.

I feel more informed about what I am entitled to. I can take my rights home.

I learnt a lot about rights that I didn't know that I had. I will take them home.

I will think more deeply about the impact of the fires, the human impact as well as the environmental impact.

I had a lot of fun. I learnt a lot of things. I will take home the rights that I have learnt.

I liked the part where we went outside.

I thought today was great. I enjoyed meeting everyone. I will bring home great experiences and think more about how I can express my rights and share them.

I am taking away a lot of great positive energy.

Today was good. I liked the lessons and going outside. I will take my rights home.

One thing that I will take away is learning that regardless of your age, everyone has an experience to share.

It was fun today. I liked the activities. I learnt about my rights.

One of the disappointing things that happened with the evacuation was the extra food that was not given to those who needed it on a daily basis.

You feel that you get it, but you really don't know how they feel until you are with them.

Thanks for coming. I appreciate people trying to make change.

We need more voices heard.

DAY 2

Participants

The second day included 7 participants (6 females and 1 male). A new member was recruited by one of the participants on the first day and joined us the following day.

Opening Circle

Members were once again welcomed into the room with music, played by one of our facilitators and a child participant. The child was inspired by the events of the first day and decided to share her love of music with the circle.

Our facilitators opened the circle by asking the following questions:

How are you feeling? What did you like about yesterday? What are you looking forward to today?

“Liked going outside. I’m looking forward to everything.”

“Feeling good. I like the energy; looking forward to more energy.”

“Feeling good. I really liked the Draw It Right activity. Looking forward to expanding on yesterday.”

“Feeling good. I liked rose, bud and thorn. I’m excited about everything.”

“Feeling fine. I liked going outside. I am looking forward to showing my picture”

“Feeling great; loved donuts and Pictionary (Draw it Right!). Looking forward to learning more and having fun”

“Feeling good. I enjoyed thinking about displacement; good energy brings people together.”



Photovoice Part 2

One of the participants from day 1 had to leave early and was not able to present her photo series to the group. She was excited to speak to the rest of the participants regarding her rose, bud and thorn on day 2.



Rose – no smoking sign because there is no more smoke in the air.



Bud –house, burnt, and fell – and they were rebuilt.

Thorn – this photo reminded me of the trees that were damaged.



Act it Right Outdoors

The facilitators reflected on the statements of the participants regarding what aspects of the first day they enjoyed the most and compiled their recommendations into one activity. Majority of participants enjoyed being outside and Draw It Right. As such, we decided to create a new activity called Act It Right and went outdoors for this exercise.

Act It Right follows the same guidelines as Draw It Right. The only major difference is that participants had to act out the rights instead of drawing them.

UNCRC Articles used throughout the activity:

- Article 6-Right to live
- Article 7-Right to a name
- Article 8-Right to an identity
- Article 9-Right to live with your family
- Article 11-Right to be protected from kidnapping
 - Article 12-Right to give your opinion
- Article 14-Right to choose your own religion
- Article 15-Right to choose your own friends
 - Article 16-Right to privacy
 - Article 17-Right to get information
- Article 18-Right to be raised by your parents
- Article 30-Right to practice your own culture
 - Article 31-Right to play and rest
 - Article 42-Right to know your rights



Reflections

During the debrief, participants were asked:

How was Act It Right? How did the activity make you feel? What right did you learn that was new?

Participants expressed that the activity was challenging compared to the previous day because abstract concepts such as “identity” are difficult to act out. However, they also stated that they found it fun, exciting and would partake in the activity again. Majority of participants mentioned that the right to be protected from kidnapping was new to them. They found this right to be extremely specific, with some participants commenting that they did not understand why it had to be declared as it already seemed obvious.

Facilitators passed around a copy of the UNCRC Articles for the children to take home with them.



Let's Talk About It

After a quick energizer, the facilitators moved on to the second main activity of the day.

For the majority of the workshop, we built a foundation of educating group members on children's rights and felt that the next step in the process was to create in-depth conversations surrounding children's rights topics in relation to the environment.

Environmental topics were written on paper slips; for example, vegetarianism, displacement, long term housing, etc. Each participant was given 3 topics at random and they took turns placing them on a gradient from the highest to lowest priority. Participants were encouraged to share the reason for the placement of their topic slips. All participants had the opportunity to comment on each topic and could move the slips up or down accordingly.

The purpose of the activity was to better understand the issues that were most important to the participants and prioritizing them for further discussion.

Air Pollution

"I had an idea on air pollution and pollution in general. If there was a machine that would allow the area with all the garbage to be sent into a hole and they burnt it. Then, the machine would recognize all the recyclable stuff and would send it up to be recycled and the garbage would be burnt. It [the machine] would run off the chemicals."

"What if this machine took all the dirty air and made it fresh air."

Long-Term Housing

"I think long-term housing is important because some people need a place to live but not as high as some of the others."

Littering

"I feel like people have gotten a lot better with not littering. Especially in Williams Lake."

Vegetarianism/Veganism

"I feel like vegetarianism and veganism should go up closer to food security. It's all sort of interconnected in order to gain food security."

Psychosocial Services

“I feel like this sort of gets put to the wayside a lot of time. So, I think that it should be more of a priority than it is. It’s something that needs to be worked on.”

“ ‘Cause lots of people after the wildfires they didn’t come back. They got jobs in Prince George and just didn’t come back.”

“People are lot more concerned with physical health than mental health.”

Evacuation Measures

“I think this is important but to me it really matters if it’s long term or short term. If you had to evacuate for years ‘cause your city got flooded or if it was only like a day or something and you just got to go back home. It kind of matters, the time.”

Poverty

Some of the participants were unsure of what poverty was. At this point one of the facilitators explained that there are three needs that are required for a basic standard of living: shelter, food and water. If one of these items is absent then an individual is living in poverty. This can vary depending on various social context. BC has the second highest poverty rate in Canada⁶ and the largest child poverty rate in Canada⁷. As such, we felt it was important to discuss the topic in more detail and provide background on the issue of poverty.

Indigenous Rights

Another challenging topic of discussion was Indigenous rights. Not all participants were aware of Indigenous land or cultural rights and how it fell into the context of environmental rights. One participant asked for the meaning of the term Indigenous. It was then explained that Indigenous in its literal form means local to the area (example, local plants or local fruits). In the context of this discussion, it refers to the Indigenous Peoples of Canada.

One individual who had the topic of Indigenous culture commented that she was unsure how it relates to the list of topics. Facilitators saw this as a learning opportunity to open the discussion to Indigenous culture and the connection to

⁶Vancouver Sun. Retrieved from <http://vancouversun.com/news/local-news/b-c-has-second-highest-poverty-rate-in-canada-think-tank>

⁷ CBC News. Retrieved from <http://www.cbc.ca/news/canada/british-columbia/b-c-has-highest-child-poverty-rate-in-canada-report-1.2440909>

Indigenous land rights. It was explained that the Indigenous Peoples of Canada are the sole owners of our land and through several generations they have been able to become experienced environmental stewards of the land.

As such, we should seek their guidance on how to preserve Mother Nature and the earth because they have a wealth of knowledge and a deep connection to their land. A lot of the values of the Indigenous culture place Mother Earth before its people and it is important that we learn their ways and do not continue to exploit the earth. Thus, we should all reflect on our relationship with the earth and respect Indigenous cultural rights by listening to the wisdom of the Elders through their experience.

Participants were then asked: **What topics should we add that we haven't touched base on?**



Animal Abandonment



Minimalism



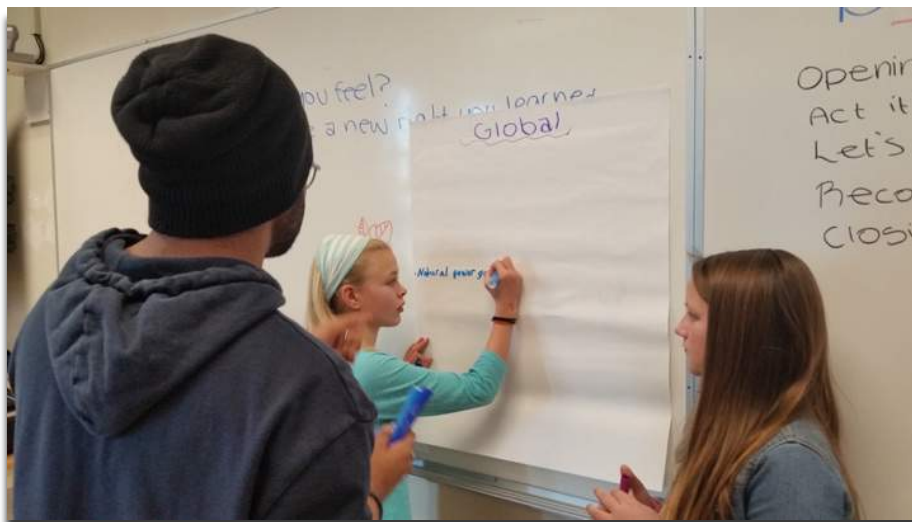
Less money being put into fancy clothes



Donate clothes that you don't need

Recommendations:

The discussions provided a good leeway into our final activity of the day. We split up into groups of three and focused on recommendations on a local, national and global scale.





Local (Provincial and Community)

School

- Weekly Garbage pick-up around the schools
- More time for rest and more breaks
- More environmentally sustainable options for schools (eg: water bottles instead of paper cups)
- Youth rights as part of the school curriculum
- Better mental health resources, counselors are often overworked

Disaster Relief

- We need more help for some disasters, some families weren't receiving the help they need during the forest fires
- Communication and Information needs to be done a lot better. During the fires it was hard to know what information was true

Youth Engagement

- More local programs for youth to be kept engaged when not in school
- More clubs during and after school



National

Language Rights and Respect for Elders

- People should be able to speak their own language and you could teach it in schools, it could remove barriers
- When people speak their own language, you need to figure out ways how they can get a job and communicate with other people because they have a different language
- Respect for Elders, you can also teach it in school and spread the word on Facebook and just teaching it to your kids

Mental Health

- People that are going through depression and suicidal thoughts they're not living well. They're committing suicide and we need to help them get through it and not commit suicide. Make them happy again
- Link with displacement and the environment-Decrease in quality of life could lead to depression

Displacement

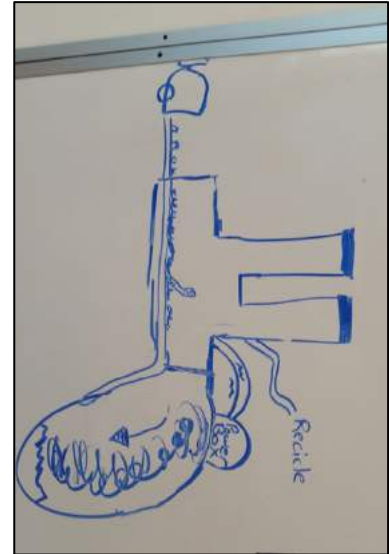
- Need more awareness of environmental issues and displacement
- Wanted to use social media more for spreading awareness and developing a more active community in these situations



Global

- Lots of zoos take animals for entertainment, leave them and take perfectly good animals that could be living in the ocean and have a good life
- All cities on the coast could take care of oceans beside them if they see any garbage floating near the shore
- If there was a solar energy machine thingamajig. One that takes garbage in, one that releases clean air. The garbage goes in and burns, but before it goes back into the world it comes out and gives clean air. It will use solar power so that it will not only make a difference but it will make a difference not hurting anyone else
- Have volunteer people, take a big boat and find a place and put garbage better place. This could help with the big island the size of Texas
- Smart logging would not only help with wildfires but better ways to preserve trees
- More peace treaties, less war
- More natural power, less putting coal and that kind of thing into it
- We wanted to make bigger consequences for poaching and illegal hunting
- We want reserves not sanctuaries. If you go to Africa you find huge reserves where you can't hunt and animals can roam freely
- Another thing was finding more resources in areas that nobody really lives, so rural areas. Say for example way up north. Taking resources in areas that nobody really lives

- Also, global warming is killing a lot of animals, like up north polar bears they are not only starving they are drowning. But like lots of places, kids do have good ideas but they think people with more experience have better ideas, but no



“People should be able to speak their own language and you could teach it in schools, it could remove barriers”

Closing Circle

The conference ended with an introduction of a new talking piece that symbolized justice, identity and belonging. The talking piece made its way around the circle and participants were asked: **Tell us how you're feeling. What's one thing you're going to commit to in your life after this weekend?**

I'm feeling good. I feel like I'm making a difference, sharing the youth rights with people that might not know them or just be interested.

Trying to not be wasteful, trying to not use everything as much as I can.

Feeling great.

I'm feeling wonderful.

I'm probably going to take away from everything from here and share it with my friends and anyone who will listen.

These past few days I thought were really fun and I wish that you guys weren't leaving. Making my mom get paper bags at the store instead of plastic and being more minimalistic.

I'm feeling marvelous, really happy I came. Grateful for you guys to be here.

Want to take away kind of more ideas that everybody's had and kind of share them to people and myself and tell them how to improve.

I feel pretty good right now. What I'm going to take I think I'm going to try to recycle more and try to be more careful with what I buy and what I throw away. I'll tell my parents.

I feel great right now and I'm happy to be here. What I'm going to take home with me is probably the rights.



Closing Remarks

Facilitating and coordinating Shaking the Movers has truly been a privilege and we have deep gratitude for all the children, youth and youth-supporters that were involved in the process.

Despite the tragedy that the participants had to endure during the forest fires, they showed great resilience and were able to bring thoughtful insights into the shared circle space.

This experience has taught us that it is crucial that we, as adults, create a more inclusive community that is responsive to youth and children's voices. Including children and youth in conversations and creating dialogue surrounding issues that influence them is the first step towards establishing positive change.

Supporting youth endeavors and creating safe spaces similar to Shaking the Movers can generate a ripple effect and encourage young adults, children and youth to become active members of their communities.

The children of Williams Lake have truly inspired us to continue advocating for children's rights. We hope that we have sparked a social echo that creates a positive ripple effect so that the participants feel motivated to speak up on issues close to their hearts.

