

Shaking the Movers

Brasser les décideurs

Final Report

Rapport final



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



Centre des services
communautaires Vanier
Vanier Community
Services Centre



Carleton
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INTRODUCTION

Shaking the Movers is a collaborative consultation model with children and youth, held annually in different regions of the country in English and French. Sponsored by the Landon Pearson Centre at Carleton University, this round table provides an open and safe space for youth to examine aspects of the UN Convention on the Rights of the Child in the context of their lived experiences. Shaking the Movers workshops also provide a unique opportunity for youth to exercise their right under Article 12 of the UN Convention on the Rights of the Child: the right to participate in important civil and political processes with the assurance that their voices will be heard and valued.

The purpose of this report is to highlight and showcase the voices of 26 young people who participated in two workshops on the rights of the child on January 8th, 2022 (see Appendix A for the event posters). Lead by youth facilitators from the Vanier Community Services Centre, the students expressed themselves and their desire to be heard by sharing their opinions and recommendations. They spoke directly to the "shakers" of this world in their comments, which not only aims to improve outcomes, but also to build confidence and the ability of youth to contribute to the world around them.

In addition to discussing four specific articles of the convention (Articles 3, 4, 12 and 17) during this event, a message sent out by the Honourable Landon Pearson in September 2021, regarding the rights of children during the pandemic (see page 4), inspired the youth to talk about how decisions made during the last two years of the pandemic has affected them. They were able to express their feelings and thoughts that have often been suppressed or unheard during this time of isolation and have had a great impact on their lives, but most especially their mental health.

MESSAGE FROM THE HONOURABLE LANDON PEARSON

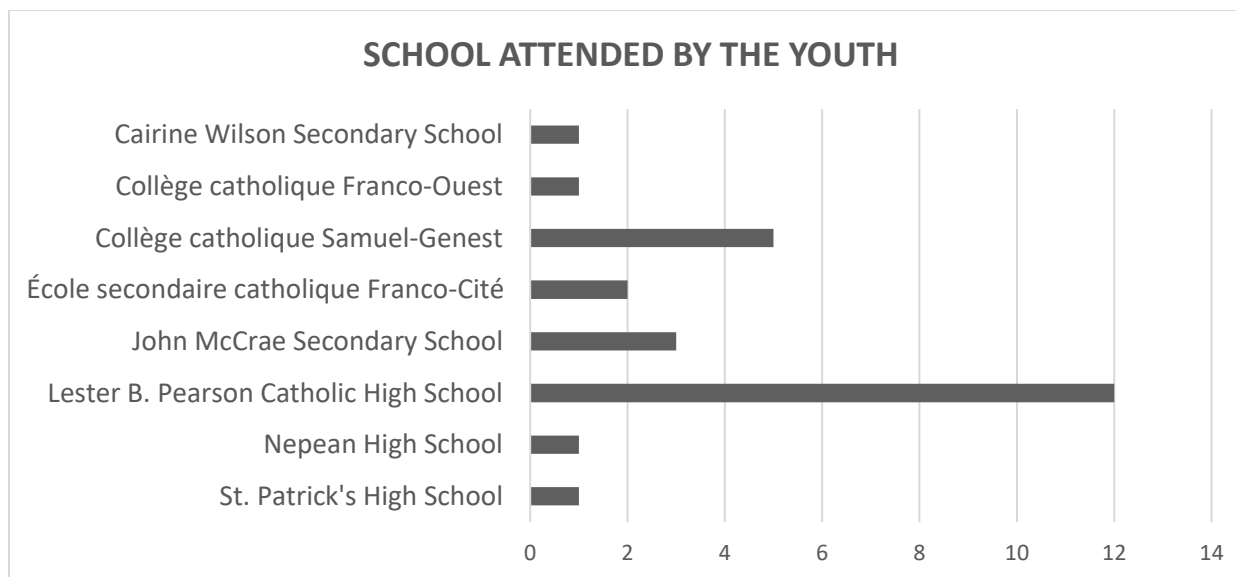
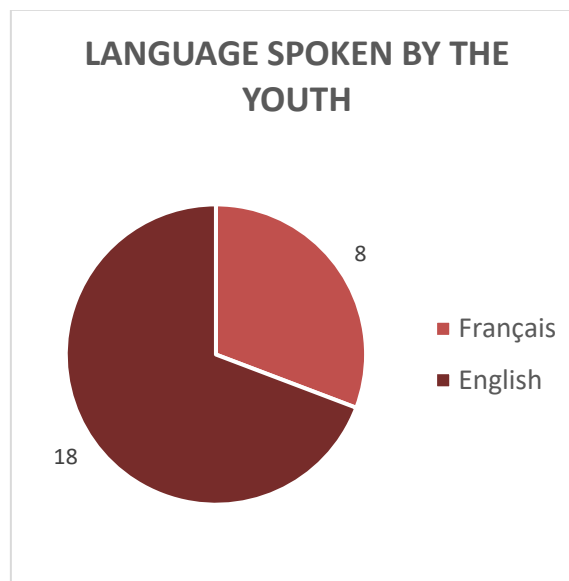
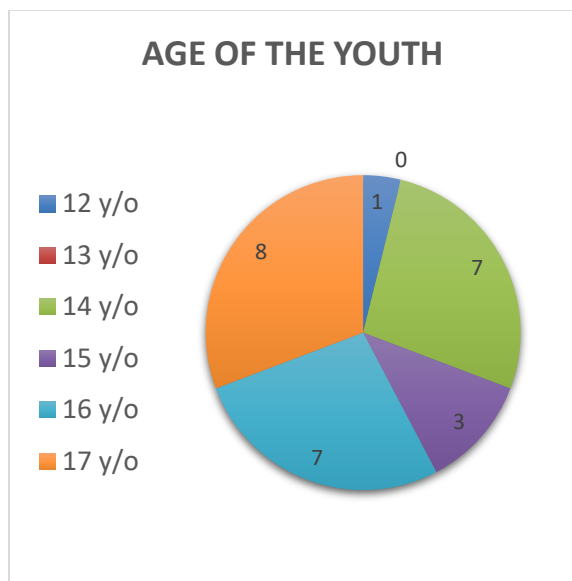
No one was really prepared for the pandemic. All over the world countries had let their defenses down. Surveillance units like the one Canada set up after SARS were dismantled and so signals were missed. As a result, the responses to the threats to public health represented by Covid-19 fell into the hands of epidemiologists and politicians. The good news was the huge investment that was made almost immediately into the development of vaccines as the ultimate weapon. Almost every other decision made was problematic. At first it seemed that the most vulnerable were the elderly. And so they were for reasons that had less to do with the pandemic than with the pre-existing wretched conditions of so many long-term care facilities. Now, after more than a year and a half it seems to me that children and young people are among those who have lost the most. And there isn't even a vaccine available for those under twelve yet. What is quite clear is that over this whole pandemic, as politicians and experts have tacked this way and that, few of the decision-makers who have been shaping the conditions under which we are now living have applied a child rights lens to the various policies they have adopted on our behalf because virtually every one of the many rights of children that are articulated in the UNCRC have been severely curtailed. As a result, I am convinced that we need the input of children and young people to ensure that before a new worldwide crisis overwhelms us, we have opened the necessary channels for them to be heard.

How can our young people help to make this happen? Let's look at the three packages of rights, the three "Ps" as they are called into which almost all of children's rights fall, Provision as in health and education, Protection as in protection from violence and exploitation and Participation as in the right to be heard. And remember that these are tied together by the four guiding principles of the CRC; the right to life and development, best interests of the child, non-discrimination and, of course, meaningful participation. Many young people complain that no one ever listens, but in order for children and youth below the voting age of 18 to become effective civil and political actors, they need to acquire real advocacy skills. In the area of provision rights, the right to education for example, young people have to learn how to strategize with respect to making schools more responsive to their ideas. To have their protection rights respected young people must demand easier access to a complaints mechanism. And their participation rights will only be secured when the appropriate machinery is constructed so that young people can step on the levers of power. Designing a scenario for action in each of these areas would be a valuable exercise for building strategic skills. Furthermore, young people have knowledge that is unique to their generation. They know far better than the rest of us how to make good use of the electronic media. The next rights-challenging crisis will be upon us before we know it so it is imperative that those who will be most affected by it be well-armed, ready, and able to propel movers to act in ways that will benefit us all.

Hon. Landon Pearson O.C. September 2021

DEMOGRAPHICS

So, who were these young people involved in the conversation on January 8th, 2022?



Anglophone Session:



ETHNICITY OF THE YOUTH*

Bangladesh	Ivory Coast
Burundi	Nigeria
Canada	Uganda
Congo	Sri Lanka
Eritrea	United States of America
Haiti	Vietnam
Italy	Zambia

**For those who decided to share with us.*

Francophone Session:



ARTICLES EXPLORED

From the United Nations Convention on the Rights of the Child: (see Appendix B for the whole convention)

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers, and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

ACTIVITIES

The afternoon was divided into 3 activities relating to the articles mentioned above and building up on each other towards the youth's recommendations. The youth got to explore the decision-making processes throughout the pandemic starting with the government's decisions for them and the population, then saw it through the eyes of the media. They continued by discussing together their parents' decisions for them, and the session finished with a charade activity where the youth facilitators would send a word in the private chat to someone, and the chosen youth would have to mime or draw the word for the rest of the group to guess. Lots of laughs and fun were had throughout the discussions, and the youth really appreciated the opportunity to exchange with others in the same position as them and see that they weren't alone in feeling this way.

IMPACT OF DECISION-MAKING BY THE GOVERNMENT

To remind the youth of all the decisions that were made by the government during the pandemic, the facilitators prepared a Kahoot game to make it more interesting and interactive. The youth were then given a PDF of the timeline for future reference (see Appendix C).

A lot of the youth said that all the dates and decisions were mixed up in their heads and they were guessing the answers for most of the questions. They said that some decisions weren't great, like doing virtual classes, but they understood these decisions as necessary for the greater good.

"I think lockdown was hardest cause no one had ever been in such a situation. But online school was extremely hard as well." – Ashiq, 16 y/o

"I think that the provincial government left it up to the last minute to announce shutting down schools every time. For example, they only announced two days before school that it was going online." – Leo, 14 y/o

"I think rather than consulting us while they were making the decisions, it was more them trying to satiate us after they've done it, like sending out mental health resources, promoting going outside, when they could've considered those things when making the decisions." – Sharanya, 15 y/o

"At my school, we tried making a petition (against virtual school), I think hundreds of people signed it, and it didn't change anything. It took months and it wasn't because of the petition or because we voiced our opinion, it was just because things with Covid changed and it felt really weird how little sway we had with people." – Andrew, 17 y/o

"The information passing has been downright awful, because we don't know anything, we are getting left behind, we don't know anything until the decision's already made, we don't know in advance." – Dominic, 14 y/o

"I felt like a lot of the times when there were decisions, it was either they were really slow to do it or they jumped the gun really hard." – Andrew, 17 y/o

“Nous devons rester à la maison pour faire l’école en ligne et ça a duré 5 mois quand c’était supposé être seulement 2 semaines! On n’était pas préparé pour ça.” – Allegra, 15 y/o

“Une des dates, j’étais surpris que c’était si tard qu’on a décidé de rendre obligatoire le port du masque à l’intérieur. Le gouvernement a été un peu lent dans ce cas-là.” – Jean Luc, 17 y/o

“Pour les mesures sanitaires et les vaccins, je pense qu’on devrait nous consulter car même les parents, eux sont d’accords, mais nous on est obligé de le prendre même si on n’est pas nécessairement d’accord.” – Noella, 16 y/o

“J’aimerais être consulté, mais je ne suis pas un expert. Je sais que ça va m’affecter, mais je ne sais pas de quelle façon. Je ne suis pas sûre alors je suis 50/50.” – Jean Luc, 17 y/o

“J’ai l’impression que le gouvernement nous donne cette illusion qu’on a le choix alors que pas du tout.” – Noella, 16 y/o

All in all, the youth seemed to think that the government was better positioned to make decisions because they had access to experts like scientists to help them choose what’s best for everyone. They also recognized that lots of mistakes were made, and some decisions weren’t that great, but that the government did the best it could even if the youth weren’t always agreeing with the final decisions.

IMPACT OF DECISION-MAKING SEEN THROUGH THE MEDIA

The media has had a great impact on the youth as well because it’s the easiest way for the government to send out messages to the public. Without TV broadcasts, newspapers, radio, social media, it would be difficult for the government to pass along key messages to the public, like when schools are closed or there are new restrictions to follow. There was also a lot more time to be on social media and post videos and messages, which in turn brought on a load of misinformation. To show what kind of impact the media has had on the youth, the facilitators were able to organize an online group collage activity where the youth could express their thoughts and emotions while bringing out their creativity. (See Appendices D and E for all 6 collages.)

Here are some of the most interesting thoughts seen through this activity:

“I only downloaded TikTok during the pandemic. And I’ve been watching the news and different sources, so I guess during the pandemic we’ve had to really question the credibility of our sources to see whether it is true or fake news.” – Sharanya, 15 y/o

“I feel like whenever they make an announcement about shutting down schools, they kinda pretend like we aren’t people watching the interview, cause they apologize to the parents and the people who work in schools like teachers and custodians, but they don’t actually say anything directly to us, it kinda feels like they’re talking around us about a subject that’s literally our education.” – Keren, 16 y/o

“I definitely feel like sometimes when I look at social media, it can be very overwhelming with all the very negative news and sad topic, it definitely affects mental health for teens.” – Alexandra, 14 y/o

“We’re not supposed to live in fear, but we’re supposed to live in faith, hoping that there would be a new beginning after all this, hoping that the sun will shine again after this. I’m not a fan of the news and what the media tells us.” – Shallom, 12 y/o

“Before online school, it was a lot easier for me to make friends and talk to people, but when I came back to school, it was just difficult for me to even get a word out to someone, even to friends that I’ve known for a long time, so it took me a while to adjust to that. I didn’t have to make eye contact when talking to people or be near people, I could just talk to people online which is a lot easier.” – Alexis, 14 y/o

“It’s really scary! In the beginning, like March 2020, it was very scary to the point where we actually had to stop watching the news cause every time you turned it on, you’re just scared of what they’re going to say. It’s very very stressful. I’d rather not know instead of always being stressed out with all these scary news outlets.” – Keren, 16 y/o

“I feel like the less I know, it makes it feel like I have less worries to deal with, but sometimes it’s good to know those things so that you’re aware and you know what to do in those types of situations.” – Alexis, 14 y/o

“I feel like a lot of us teenagers don’t have a voice, I did take the vaccine because of family members, but a lot of my friends are scared to take the vaccine. Social media and conspiracy theories has made people afraid, and a lot of people don’t trust the government.” – Favour, 16 y/o

“I stopped watching the news in 2020 cause every single day there’s nothing positive that ever comes out of the news, it’s filled with so much negative stuff and a lot of people do consume those negative media and you can’t even have an intellectual conversation without people being negative or down or always worried about the Covid-19 vaccines.” – Angel, 17 y/o

“All the bad news are the ones that get the highlights, those are the ones that get the clicks. They always exaggerate bad news to get clicks and make it seem even worse than it actually is.” – Dominic, 14 y/o

“Pendant le confinement, j’étais moins actif et je ne pouvais pas faire de sport ni sortir, c’était fatigant et en même temps tu perdais de l’énergie.” – Michael, 16 y/o

“J’ai mis une image de l’oiseau en cage parce qu’avant je sortais beaucoup, je voyageais beaucoup, comme les oiseaux j’étais libre, et depuis la pandémie, je ne pouvais plus sortir.” – Emmanuella, 17 y/o

“J’avais moins d’attention à l’école et j’ai eu des problèmes de connexion. Et le professeur ne pouvait pas se répéter alors le cours continuait et des fois tu n’entendais pas alors tu devais aller trouver quelqu’un d’autre pour t’aider.” – Michael, 16 y/o

“J’avais peur de l’échec scolaire, j’étais stressée pour mes notes. Je me posais beaucoup de questions.” – Eunice, 16 y/o

“Le fait de rester dans ta chambre toute la journée, de 8h à 14h, sur ton lit ou sur ton bureau, c’était pas facile cette solitude, surtout parce que si on est en classe, il y a toujours ton voisin assis devant, derrière.” – Allegra, 15 y/o

“Je ressens de la déception parce que je passe des années que je ne pourrai pas récupérer, je n’aurai pas de cérémonie de graduation et de bal de graduation comme les autres auparavant.” – Eunice, 16 y/o

“Frustration! Tout le monde croyait que ça allait finir rapidement, mais quand ça finissait, ça revenait, ça finissait, ça revenait, et quand ça revenait, soit il y avait de nouvelles règles ou c’était plus strict qu’avant alors les gens se fâchaient car ils croyaient que c’était fini mais ça revenait chaque fois.” – Michael, 16 y/o

“C’était seulement pour une semaine personnellement où je m’informais beaucoup et j’étais choqué des nombres, mais après quelques temps j’ai « zone out » ces nouvelles de ma tête et même si je voyais des articles, je faisais juste « scroll » car nous les humains on s’adapte très vite à certaines situations. C’était mon propre choix et instinctif, j’ai ignoré sans le vouloir, c’était juste chaque jour alors c’est devenu la normale et ça m’affectait plus.” – Jean Luc, 17 y/o

“La Covid ça fait quand même 2 ans qu’il y en a et pendant ces 2 ans, voir les mêmes informations c’est pas quelque chose que tu veux checker tous les jours, alors à un certain point, j’ai carrément ignoré car ça devient trop d’information, des fois c’était vrai d’autres fausses, je me disais ce qui se passe va se passer et on a vraiment aucun contrôle par rapport à ça, y’a eu plusieurs vagues de Covid aussi.” – Emmanuella, 17 y/o

“Ça semble comme une grande partie de ma vie est disparue à cause de l’isolement et j’ai manqué plein d’expérience dans les années les plus importantes de mon secondaire. J’ai perdu des années que je ne peux pas reprendre dans le futur.” – Jean Luc, 17 y/o

“À partir de 2019-2020, on a été obligé d’utiliser la technologie pour tout ce qu’on faisait parce qu’on ne pouvait pas le faire en personne.” – Hélène, 17 y/o

“Le voir tous les jours, ça te laissait pas oublier qu’il y a des problèmes. À la maison, quand tu es à l’intérieur, tu ne vois pas ce qui se passe, alors quand t’es sur ton téléphone, c’est un temps de se libérer et regarder ce qu’on veut, mais tout le temps voir le Corona, ça te laissait pas du temps pour relaxer et te laisser penser à autre chose, ça te laissait pas t’échapper à ce qui se passe à l’extérieur.” – Michael, 16 y/o

“Je me sentais un peu paranoïaque et j’avais aussi peur pour ma santé. Je me disais que si tellement de personnes tombaient malades par jour, est-ce que moi aussi je pourrais pas tomber malade? Est-ce que je vais pas contaminer mes parents? Je vivais dans le stress et je me demandais si un jour ça va finir.” – Eunice, 16 y/o

There were some positives along with the negatives; even if they had more negative emotions towards what happened, the youth were still able to find some good out of the situation.

“J’ai espoir que ça va se finir un jour, même si c’est pas maintenant. Un jour il n’y aura plus de masques, plus de confinement, donc je me suis jamais dit qu’il n’y avait plus d’espoir.” – Allegra, 15 y/o

“On avait un peu plus de liberté qu’à l’école. D’habitude on doit demander au professeur si on avait besoin d’aller à la toilette ou manger quand t’avait faim. Il y avait du positif, même si c’était petit.” – Michael, 16 y/o

IMPACT OF DECISION-MAKING BY PARENTS

Decisions regarding school:

According to the youth, the choice to go back to school in person or stay in virtual was mostly done by parents, although some were able to have a discussion with them. When given the choice, some of the youth decided to stay in virtual school because they were now used to it and had their new routine while others wanted to go back because they needed to socialize for their mental health and they had a hard time getting support from teachers being outside of school.

“I was fortunate enough to have a conversation with my parents and be included in the decision and I decided to go in person for school cause I feel like socializing was going to be very important as I had been isolated for 2 years.” – Alexandra, 14 y/o

“My parents made the decision for me because I have asthma so they didn’t know how Covid would affect me since it attacks the respiratory system, so they made me go to online school. At the time I didn’t like it because I wanted to see my friends, but now I want to be in online school. I actually prefer it because I’m able to wake up later, and not have to go outside and wait for the bus, being in the comfort of my own home.” – Alexis, 14 y/o

“I wasn’t in the discussion and my parents decided for us (my brother and I) to not go to school until after Christmas in 2020. We weren’t included in that discussion, it was more between my parents and my grandparents because they wanted to see my parents more. It was a lot, to be that much time in online school, so after Christmas we spoke to my parents, and they let us go back to school. I didn’t agree with the original decision, it was very damaging to my mental health at the time. I wasn’t online all the time, and I didn’t get to see any of my friends, I only got to see one of them outside once a month with masks on from six feet apart. So it was very damaging to my mental health cause I didn’t know anybody in my online class, I didn’t know anybody at school, and all I did all day was online school, that’s all I was allowed to do.” – Leo, 14 y/o

“I did not want to go to virtual school, but my parents made the decision that I would because of the whole safety thing, even though Covid in September wasn’t actually that bad, they were kind of concerned, so I do kind of agree with their decision but mostly not, especially since virtual school started out fine, but it just kept getting worse and worse and worse.” – Dominic, 14 y/o

“I was kind of included in the decision in the sense that they made the decision and asked me what I thought about it, and I agreed with it so there weren’t any problems there.” – Sharanya, 15 y/o

“J’aimerais qu’ils envoient aux étudiants le choix au lieu que seulement nos parents reçoivent le courriel pour faire la décision parce que pour certains élèves c’est seulement leurs parents qui vont le voir et faire cette décision sans consulter leur enfant, donc donner la possibilité pour que l’enfant voit que c’est le temps de prendre la décision et qu’ils aient une discussion avec leurs parents.” – Jean Luc, 17 y/o

Decisions about vaccination:

Vaccination was offered to youth later than to adults. Most youth were ok with that because they understood the vaccines needed to be tested and known to be safe for youth before administering them. Nonetheless, not every youth agreed with their parents about getting vaccinated, but being minors, they didn't feel they had a choice in the matter.

"There's a kid in my class and he's not vaccinated because his mom doesn't believe in getting vaccinated, so when his friends go out, he can't go into buildings, and he can't participate in activities with them. I know he wants to be vaccinated, but his mom is very against it, so I think it's a very sad situation for him." – Alexandra, 14 y/o

"I feel like children were kinda like an afterthought when it came to the vaccine." – Favour, 16 y/o

"I was really happy that the younger people didn't have to take the vaccine, so we can test the vaccine on the older people to see how it works and if the vaccines are good enough for the old people, then the young people can take it too." – Divine, 14 y/o

"I think it was a little bit frustrating since even myself I didn't feel safe going out and doing all these activities without being vaccinated, but I understood where they were coming from, it was a purely scientific point of view, they had to make sure it was safe on younger people before making that available to everyone. So they're kinda mixed feelings." – Sharanya, 15 y/o

"The way the virus affects young people vs old people is different, so it makes sense why they're giving it to older people first." – Leo, 14 y/o

"Je me suis sentie obligée de l'avoir car je voulais aller au restaurant et sans avoir les deux doses, je pouvais pas rentrer, donc je l'ai fait, mais je me sentais obligée." – Allegra, 15 y/o

Decisions about their social life:

Lots of the youth said they wouldn't necessarily change anything that has been done because it was needed to stop the pandemic, people's health was in danger and that was more important, but some had very strong opinions about how the government proceeded. Eventually though, they stopped talking about the situation among themselves or with their parents, and Covid just became the norm, they just accepted it for what it was even if they were hurting, understanding they couldn't do anything about it.

"Due to online school my social skills have decreased." – Alexis, 14 y/o

"The government started to prioritize money and they left all the social stuff that wouldn't give them money. The provincial government made little to no restrictions and the little restrictions that they did make, they were hardly enforced at all. I don't really agree that we had to suffer just for the government to make a bit of money. The amount of people that are gathered in a house is a smaller restriction that won't really do much, but the amount of people in stores is pretty big, cause it's a big environment,

there can be hundreds of people in the stores, and there, it's like Covid never happened." – Dominic, 14 y/o

"I think that they only used social interactions and mental health especially when it benefits their side of the thing, like if they're bringing schools back, they'll be like "oh it'll be good for the kids mental health", but if they're shutting it down, all of a sudden that's not their main priority and I feel like it's kind of one-sided all the time, they switch their opinion every week on what should be done." – Leo, 14 y/o

"I believe that the government did, maybe not the best they could have with all the resources that they had, but I think they did an okay job with the limited amount of research and awareness we had on things like how it's airborne and things like that. So, I think when it comes to social life and interacting with other people, meeting up with people, it shouldn't be a responsibility or a burden, but everyone should play their part in limiting that in their own lives and there are alternatives like virtual meetings." – Sharanya, 15 y/o

"Les restrictions ont limité toutes mes interactions en ligne. Au début c'était fun, mais après un peu de temps, j'ai réalisé que je parle moins à certaines personnes alors j'ai trouvé que j'ai perdu quelques amis et c'est triste mais je me suis adapté et ça m'affecte moins." – Jean Luc, 17 y/o

"Les restrictions, bien sûr que ça a eu un impact sur la vie sociale dans le sens où on devait rester chez soi avec sa famille, donc je pouvais pas voir mes amis et c'était pas facile mentalement parce que c'est toujours bien de quitter chez soi, prendre de l'air, voir d'autres personnes, parler à d'autres personnes que ceux avec qui tu vis comme ma famille, mais en soi, je pouvais rien y faire parce que c'était pour le bien de tous, mais en même temps, il y avait les parcs, donc si je voulais retrouver des gens on pouvait juste aller prendre de l'air au parc. Y'a toujours une solution en vrai." – Allegra, 15 y/o

"C'était exagéré. La famille c'est vraiment important dans la vie pour n'importe qui, donc ne pas voir certaines personnes, tes membres de ta famille, c'est quand même exagéré." – Emmanuella, 17 y/o

YOUTH RECOMMENDATIONS

Based on the discussions that took place during the two sessions, here is what the youth would like to see changed in their reality and for future generations of children:

- "Everybody has their own voice, and I honestly feel like youth should be more involved in everything than we really are, cause I feel like we're kinda neglected in a way when it comes to the government, and even sometimes our own families, cause they make decisions without our approval sometimes. I feel like we're kinda left out in a lot of those things and then we're just let known after. There's a fine line because I know we're young, but we're not that young, we're smart enough to know, we're old enough to know all this stuff, now we're our own person." – Dominic, 14 y/o
- "The government should be doing a much better job at communication." – Dominic, 14 y/o

- “We all have a voice and there’s a discrepancy in how many people use that voice. I think that also ties down to how much we advertise that voice so that we have that power. Before the pandemic, I didn’t use much of my powers as a teenager to create change until I got to have a social group that also did the same thing. There’s a very big misunderstanding of what you can do as a child, there’s also the “we’re naïve, we can’t do much”, but if we are naïve, why? We shouldn’t be. I saw this thing where they say: those over 50 shouldn’t be able to vote because it’s not their future, so if we are the ones voting and we’re not voting, that’s a problem. We’re not educated enough, they should fix that problem instead of leaving it to the 50 year olds.” – Ashiq, 16 y/o
- “Getting to talk about how we feel and having a safe place for us teenagers to express ourselves and we don’t really get to do that in our everyday lives cause people speak over us and this was a really useful session.” – Angel, 17 y/o
- “Mental health is now a big thing, and it sucks that it took such a big thing to happen to react to it. I feel like there should’ve already been help and I’m glad that there is now, and that people can get their voice heard now.” – Andrew, 17 y/o
- “I feel like we aren’t brought enough into the conversation when it’s actually being talked about, like it’s been said throughout this meeting, but I feel like it’s more important to have our own voices here heard regarding our own education and the plan for the future cause I feel like right now it’s mostly talked about as if we aren’t people, like they’re making decisions for animals, I don’t want to say animals, but like, should dogs be able to go for walks? It’s not talked about like we’re actually people that are going to hear these conversations.” – Leo, 14 y/o
- “Même s’ils ne peuvent pas parler à chaque élève individuellement, ils pourraient envoyer des sondages et voir la majorité, même si pas tous les élèves vont répondre, une majorité pourrait donner leur opinion.” – Michael, 16 y/o
- “Il faudrait que le gouvernement soit stable et que ça ne soit pas du yo-yo.” – Noella, 16 y/o
- “J’aurais aimé que le gouvernement ait été plus vite avec leurs actions car beaucoup de ce qui se passe c’est parce qu’on était un peu lent, alors être plus vite et d’avoir plus confiance dans leurs propres décisions.” – Jean Luc, 17 y/o
- “D’être vrai, de ne pas juste donner des informations pour satisfaire les gens. Dire réellement ce qui se passe et ce qu’ils ont prévu faire, pas nous le dire plus tard.” – Hélène, 17 y/o

PARTICIPANT FEEDBACK

Anglophone Session:

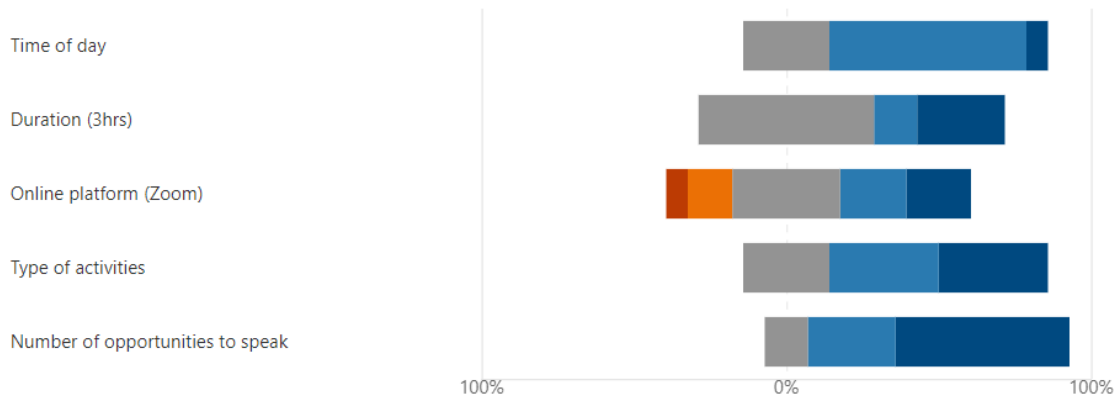
Overall, how did you like the event?

14
Responses

★★★★★
4.64 Average Rating

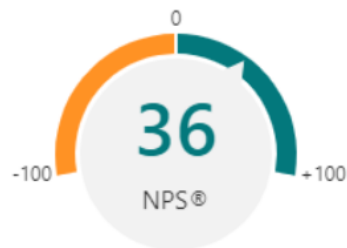
Please tell us how much you liked these aspects of the event:

■ Hated ■ Disliked ■ Neutral ■ Liked ■ Loved



How likely are you to recommend this event to a friend?

Promoters	7
Passives	5
Detractors	2



What was your favorite part of the event?

The kahoot

Learning about specific dates in the kahoot.

I liked making the collage because I was able to add photos and have a chance to speak about the photos as well.

Everything was my favorite part, especially the group questions.

the kahoot event and when we were placed in breakout rooms

I did not really have a favorite part.

Voicing my opinion

My favourite part of this event was how we had many interactive activities which made me interested in the discussions and topics. The activity that interested me the most was charades as it was a fun way to go over topics!

my favorite part was the discussion questions and being able to hear other people's opinions.

The discussions as it made the event more interactive.

My favorite part of the event was when we came back after each breakout room to debate on what we just did, and everyone had the chance to speak out their thought if they wanted to.

Seeing someone I know

Information given

When we were asked how we felt, since no one has asked us about how we as students and children have felt about the past decisions made.

What did you learn today?

No matter how different our lives may be there is a large amount of thoughts in common with people.

Youth should have more opportunities to make decisions that hugely impact them.

I learned about the dates of each covid event in the kahoot, I don't remember all of them though.

I learned that us as youth were not being represented fairly.

I wouldn't say I learned because most of the things that were brought up I kind of already knew about but it definitely refreshed my brain

I learnt that people are all different in there on ways and we all have different choices.

I learn you need to let your voice be heard and speak up

In this session today I learned that many teens and children do not know that they have a voice in this world. We are taught that society is only run by adults in which we are silent when in reality we have rights to use.

I learned that even though I'm a teenager I have a voice that can be used to voice my opinion.

There isn't much specifically that I learnt but the general topics and the discussion that went along with it helped to broaden my understandings of the topics at hand along with other perspectives on the topics; that/of which I lacked before the discussions (For example: Keren being an Anti-vaxxer, someone who I have never met before and so her opinion was very important to my understanding).

Today, I learned that not only actual adults can make all decisions but teenagers can also too. Citizens voice should count for the provincial government before making any decision that could have either positive or negative effect on the population.

I learned that there are many other students or children who had it worse than me during the pandemic

Additional comments or suggestions:

I like the fact that we can say something and it will be sent to people with some sort of power to make change.

Not really, just continue doing this.

great event!!

Add more hours

The staff participating were very friendly and encouraging us towards participating in discussions! :)

I think that the event should be more regular

I would like to say... one or more event like this every year would've been great for teenagers because we don't really have common places to discuss those kind of subjects as teenagers.

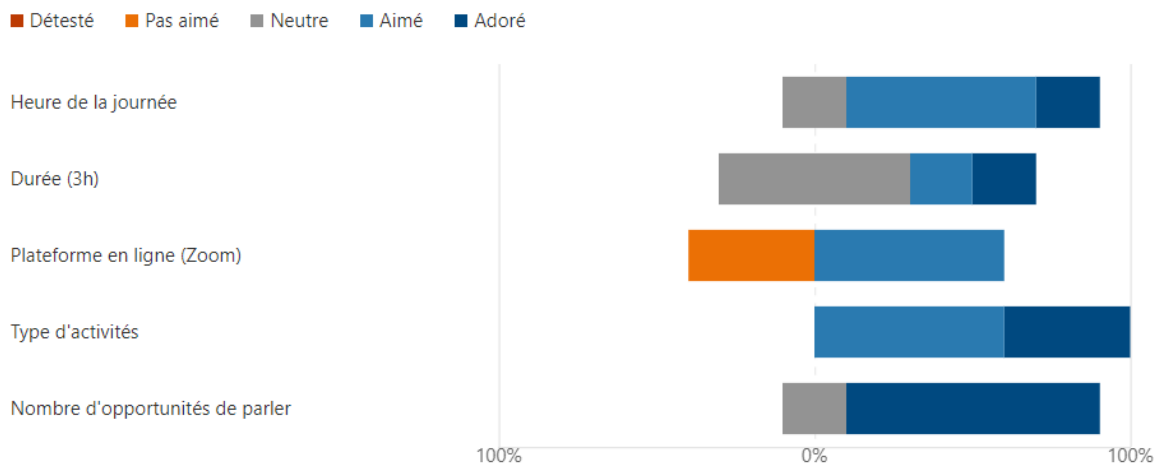
Francophone Session:

Dans l'ensemble, comment as-tu aimé l'événement?

5
Responses

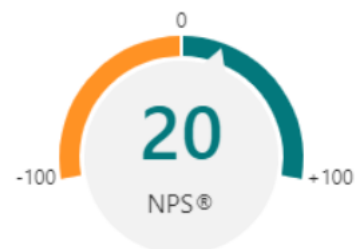
★★★★★
5.00 Average Rating

SVP dis-nous comment tu as aimé ces aspects de l'événement:



Dans quelle mesure est-il probable que tu recommandes cet événement à un ami?

Promoters	2
Passives	2
Detractors	1



Quelle a été ta partie préférée de l'événement?

L'activité de kahoot qui m'a fais réaliser que je ne suis pas bien informé sur les décisions prises par le gouvernement au sujet de covid

Mon moment préféré dans la rencontre zoom été quand moi et les autres participants parlions de notre expérience avec le confinement et les changements dans notre vie suite à cet événement, j'ai aimé avoir l'opportunité de parler de la similarité de nos expériences.

La première activité parce que je suis quand même une personne qui n'aime pas beaucoup s'exprimer avec les mots et trouver des images qui représentent ce que je voulais dire m'a permis de mieux m'exprimer

Le collage photo

Tout le moment passé au petit groupe et activité du jeu à la fin.

Qu'est-ce que tu as appris aujourd'hui?

J'ai appris que je ne suis seule à avoir certains sentiments au sujet de la pandémie, les restrictions et covid en générale.

J'ai appris que des gens partagent la même opinion que moi et que je n'étais pas seul

Plein de choses vraiment instructif comme par exemple: est-ce que je partage les mêmes idées par rapport au covid que les autres personnes ou je suis la seule et aussi qu'il y a une solution à tous même au covid et qu'il y a une chance que certaines choses (décisions) pourraient être faites différemment

Le fait de pouvoir s'exprimer sur les sujets qui m'affectent

De me laisser entendre, car il y a des gens qui veulent mon point de vue.

Commentaires ou suggestions additionnels:

Merci pour me donner la chance d'avoir une discussion assez animée sur nos sentiments au long de ces 2 dernières années difficiles!

Merci pour le meet je l'ai apprécié.

FINAL WORDS

After a full day of listening to the youth express themselves, you could get the sense that lots of them were jaded and that all of it became routine or habit, a part of normal life. They became indifferent and resigned to the fact that things were happening around them and they couldn't control much of it. They were isolated and frustrated, and it had a big impact on their mental health. They all said this part of their lives was supposed to be fun, but it was taken away from them and they couldn't take advantage of it fully, like having a graduation ceremony or going out with friends.

Nevertheless, the youth were able to see past the negativity, to see the greater good and the silver lining, and still have hope for the future. It was impressive to witness how resilient and adaptable these young people were. Adults give them far less credit and recognition than they should, hence the importance of these "Shaking the Movers" events to really hear them out and see how valuable their opinions are.

In the end, this event allowed the youth to connect and see that they were all in the same boat and others like them felt the same way. They really appreciated their session and most of them thanked us for organizing Shaking the Movers and manifested the desire to participate in something like this again in the future.

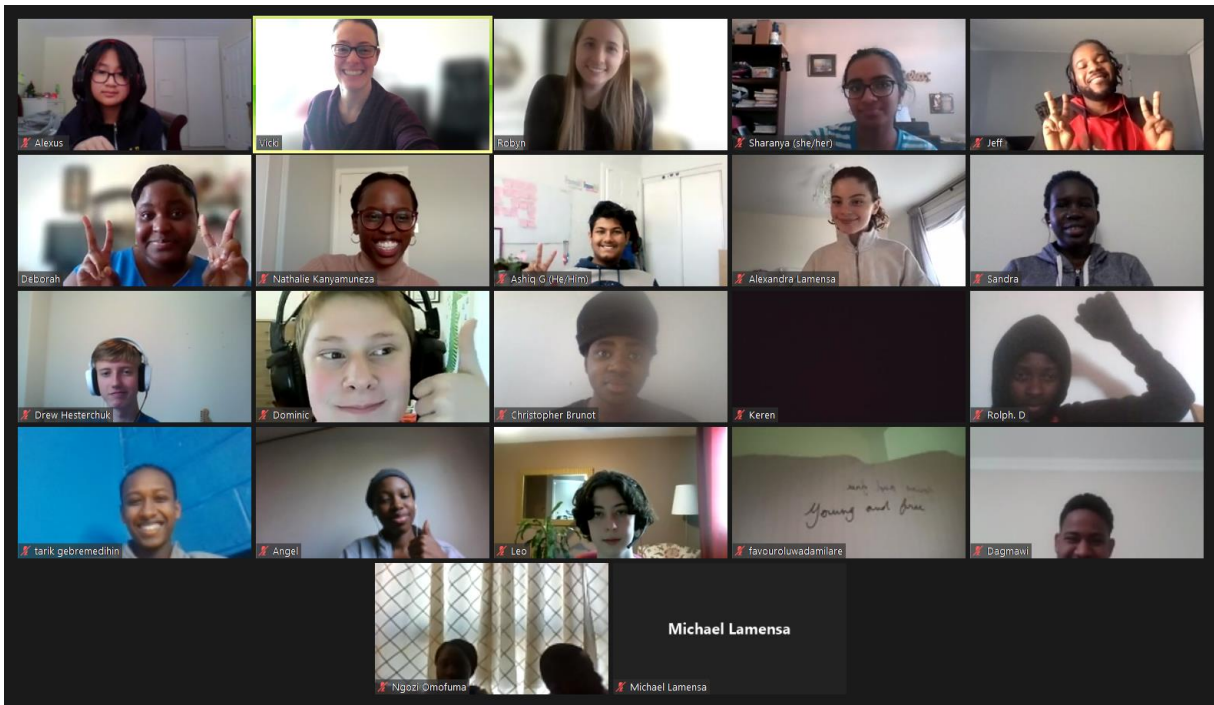
"I definitely think that it's important as teens and children that we know our rights and we know that we have a voice, and we can speak out about what we think and believe." – Alexandra, 14 y/o

"I thought it was really interesting to hear Mrs. Pearson speak earlier. It's really crucial that we have figures in our government and in those political bodies that are willing to represent youth and I feel like youth nowadays is considered 18 to 35 and I don't really think that reflects much of what youth as we perceive it is, like amongst ourselves, and I think talking about things like online school and our mental health and our social lives really helped me picture how different youth can be just between those few years. This is a really interesting experience." – Sharanya, 15 y/o

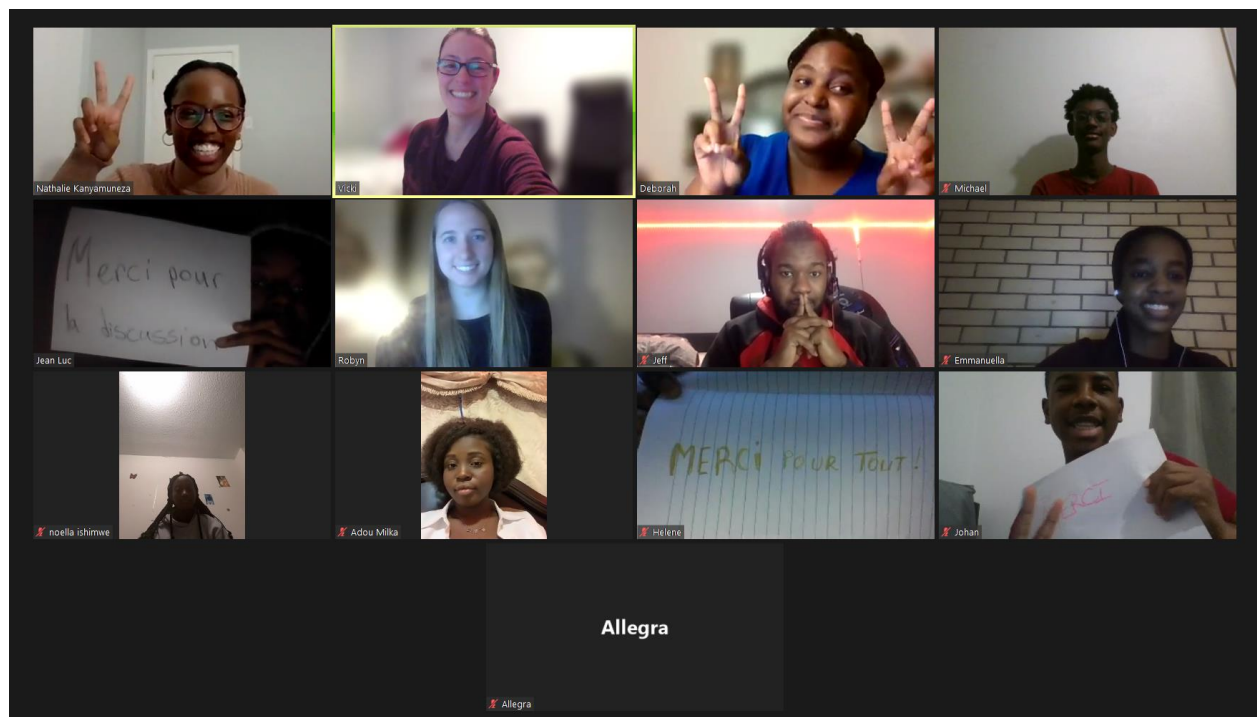
"Thank you again for the opportunity; it is not a regular event where like-minded students get to speak with one another about critical topics and know that their voice will have an immediate impact following their conference." – Ashiq, 16 y/o

"J'ai aimé confirmer que je ne suis pas seul dans mes sentiments avec cette pandémie et comment je me suis adapté vite. Je me sentais coupable car c'était devenu normal même s'il y a des gens qui étaient affectés, donc ça me rend content que d'autre personne qui ont senti les mêmes choses." – Jean Luc, 17 y/o

Anglophone Session



Francophone Session



APPENDIX A – EVENT POSTERS



SHAKING THE MOVERS

If you are between the ages of 12 and 17, are passionate and like to use your voice to amplify issues young people are facing in today's society, we want to hear from you on children's rights of freedom of speech, of association, of identity, etc.!

JANUARY 8, 2022
10:00 AM - 1:00 PM
VIRTUAL

EARN:

- *Volunteer hours* OR
- *Monetary compensation of 20\$ for active participation*

*ZOOM LINK WILL BE SENT OUT
IN JANUARY*

To register:

<http://bit.ly/37LBsEF>

FOR MORE INFORMATION:
vtrudel@cscvanier.com **OR**
<https://carleton.ca/landonpearsoncentre/shaking-the-movers/>



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



Centre des services
communautaires Vanier
Vanier Community
Services Centre



Carleton
UNIVERSITY



BRASSER LES DÉCIDEURS

Si tu as entre 12 et 17 ans, que tu es passionné.e et que tu aimes faire entendre ta voix pour mettre en valeur les enjeux qui touchent les jeunes dans notre société, nous voulons t'entendre sur les droits des enfants de liberté d'expression, d'association, d'identité, etc.!

8 JANVIER 2022
14 H - 17 H
EN VIRTUEL

OBTENEZ:

- Heures de bénévolat OU
- Compensation monétaire de 20\$ pour une participation active

*LE LIEN ZOOM SERA ENVOYÉ
EN JANVIER*

Pour s'inscrire :
<http://bit.ly/37K5oB8>

POUR PLUS D'INFORMATION :

vtrudel@cscvanier.com OU (en anglais seulement)

<https://carleton.ca/landonpearsoncentre/shaking-the-movers/>



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



Centre des services
communautaires Vanier
Vanier Community
Services Centre



Carleton
UNIVERSITY

APPENDIX B – CONVENTION ON THE RIGHTS OF THE CHILD

Article 1
Everyone under 18 has these rights.



Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.



Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.



Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.



Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.



Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.



Article 16
You have the right to privacy.



Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.



Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.


Article 20
You have the right to special care and help if you cannot live with your parents.



Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



Article 24
You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.



Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.



Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



Article 43-54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



unicef.ca/schools

This text is not an official version of the UN Convention on the Rights of the Child. Access the official text at unicef.org/crc.

- 24 -

Article 1

Toute personne de moins de 18 ans a les droits énumérés dans la Convention.



Article 2

Chaque enfant a ces droits, peu importe qui il est, où il vit, qui sont ses parents, qu'il soit un garçon ou une fille, qu'il soit pauvre ou riche ou qu'il souffre d'un handicap, et quelles que soient sa langue, sa religion ou sa culture. Sans distinction et en toute circonstance, chaque enfant doit être traité avec justice.



Article 3

Tous les adultes doivent faire ce qui est le mieux pour toi. Quand les adultes prennent des décisions, ils doivent penser à la façon dont elles vont affecter les enfants.

Article 4

Le gouvernement a la responsabilité de s'assurer que tes droits sont respectés. Il doit aider tes parents à protéger tes droits et à créer un environnement qui te permette de grandir et de développer ton potentiel.



Article 5

Ta famille a la responsabilité de t'aider à apprendre à exercer tes droits et de s'assurer que tes droits sont respectés.

Article 6

Tu as le droit de vivre.

Article 7

Tu as droit à un nom, et ce nom doit être reconnu officiellement par le gouvernement. Tu as le droit d'avoir une nationalité.

Article 8

Tu as le droit d'avoir une identité — un document officiel qui reconnait qui tu es. Personne ne peut te l'enlever.



Article 9

Tu as le droit de vivre avec tes parents, à moins que cela ne te nuise. Tu as le droit de vivre dans une famille qui s'occupe de toi.

Article 10

Si tu ne vis pas dans le même pays que tes parents, tu as le droit d'être avec eux.

Article 11

Tu as le droit d'être protégé contre l'enlèvement.

Article 12

Tu as le droit d'exprimer ton opinion, et les adultes doivent t'écouter et prendre au sérieux ce que tu dis.



Article 13

Tu as le droit d'être informé et de partager ce que tu penses avec les autres, en parlant, en dessinant, en écrivant ou de toute autre manière, tant que cela ne blesse pas les autres ou ne les offense pas.

LA CONVENTION RELATIVE AUX DROITS DE L'ENFANT DES NATIONS UNIES

en langage clair

Au Canada et dans le monde entier, de la naissance jusqu'à l'âge de 18 ans, chaque enfant possède des droits. Les droits désignent tout ce que tu dois avoir pour survivre, t'épanouir et réaliser pleinement ton potentiel. Les droits ont tous la même importance et sont interdépendants. Chaque être humain possède ces droits dès sa naissance et personne ne peut les lui enlever.

UNICEF Canada souhaite vous aider, toi et ton école, dans votre exploration des droits, du respect et des responsabilités, afin de favoriser ton bien-être et celui des autres, autant ici, au Canada, qu'ailleurs dans le monde. L'initiative Écoles Respectueuses des Droits s'inspire de la Convention relative aux droits de l'enfant des Nations Unies (la Convention) et son objectif consiste à assurer l'inclusion et le respect de chacun et chacune. Cette initiative offre notamment des occasions significatives d'exprimer tes opinions au sujet de ton école afin d'en faire la meilleure école qui soit.

Article 16

Tu as droit à ta vie privée.



Article 17

Tu as le droit de savoir ce qui est important pour ton bien-être. La radio, les journaux, les livres, les ordinateurs, par exemple, doivent te transmettre cette information. Les adultes doivent s'assurer que l'information que tu obtiens n'est pas nuisible, et t'aider à trouver et à comprendre l'information dont tu as besoin.

Article 18

Tu as le droit d'être élevé par tes parents, si possible.

Article 19

Tu as le droit d'être protégé contre la violence et les mauvais traitements, physiques et psychologiques.

Article 20

Tu as le droit qu'on s'occupe spécialement de toi et qu'on t'aide, si tu es adopté ou confié à d'autres personnes.

Article 21

Tu as droit à un s'occupe de toi et qu'on te protège, si tu es adopté ou confié à d'autres personnes.



Article 22

Tu as droit à une protection spéciale et à de l'aide si tu es un réfugié (si tu as été forcé de quitter ta maison ou si tu vis dans un autre pays), ainsi qu'au respect de tous les autres droits énumérés dans la Convention.

Article 23

Tu as droit à l'éducation et aux soins dont tu as besoin, si tu es handicapé, ainsi qu'au respect de tous les autres droits énumérés dans la Convention, pour pouvoir vivre une vie harmonieuse.



Article 24

Tu as droit aux meilleurs soins de santé possibles, à de l'eau potable, à des aliments nutritifs, à un environnement propre et sûr, à l'information qui peut t'aider à rester en santé.

Article 25

Si tu vis loin de chez toi ou si tu es confié à des personnes loin de chez toi, tu as le droit que tes conditions de vie soient examinées régulièrement. Il faut qu'on s'assure que ces conditions de vie sont appropriées à ta situation.

Article 26

Tu as droit à de l'aide du gouvernement si tu es pauvre ou démuné.

Article 27

Tu as droit à de la nourriture, à des vêtements, à un endroit sûr où tu peux vivre et recevoir les soins dont tu as besoin. Tu ne dois pas être désavantagé : tu dois pouvoir faire la plupart des choses que les autres enfants peuvent faire.

Article 28

Tu as droit à une éducation de qualité. Tu dois pouvoir poursuivre tes études selon tes capacités.



Article 29

L'éducation doit te permettre d'utiliser tes talents et tes aptitudes. Elle doit aussi t'aider à apprendre à vivre en paix, à protéger l'environnement et à respecter les autres personnes.

Article 30

Tu as le droit d'avoir, ou de choisir, ta culture, ta langue et ta religion. Pour que ce droit soit respecté, les populations minoritaires et les populations indigènes ont besoin d'une protection spéciale.

Article 31

Tu as le droit de jouer et de te reposer.

Article 33

Tu as le droit d'être protégé contre l'usage des drogues.



Article 34

Tu as le droit d'être protégé contre l'abus sexuel.

Article 36

Tu as le droit d'être protégé contre toutes les formes d'exploitation.

Article 38

Tu as le droit de vivre en paix et d'être protégé si tu vis dans une région en guerre. Les enfants de moins de 15 ans ne peuvent pas être forcés à s'enrôler dans un groupe armé ou à participer à la guerre.

Article 32

Tu as le droit d'être protégé contre le travail qui nuit à ta santé ou t'empêche d'aller à l'école. Si tu travailles, tu as le droit d'être en sécurité et de recevoir un salaire raisonnable.

Article 39

Tu as le droit d'être aidé si tu es blessé, négligé ou maltraité.

Article 40

Tu as droit à une aide juridique et à un traitement juste, dans un système judiciaire qui respecte tes droits.



Article 41

Si les lois de ton pays protègent mieux tes droits que les articles de la Convention, ces lois doivent être appliquées.

Article 42

Tu as le droit de connaître tes droits! Les adultes doivent eux-mêmes les connaître et t'aider à les comprendre.



Article 43-54

Ces articles expliquent comment les gouvernements et des organisations internationales comme l'UNICEF continuent de travailler à s'assurer que tous les enfants voient leurs droits respectés.

unicef

unicef.ca/fr/article/personnel-enseignant

Ce texte n'est pas une version officielle de la Convention relative aux droits de l'enfant des Nations Unies. Le texte officiel est accessible au unicef.org/french/crc.

APPENDIX C – TIMELINE OF DECISIONS MADE BY THE GOVERNMENT

TIMELINE OF SOME OF THE DECISIONS TAKEN BY THE GOVERNMENT AT THE PROVINCIAL AND FEDERAL LEVEL DURING THE COVID-19 PANDEMIC

MARCH 15TH, 2020

Government makes the Canada Emergency Response Benefit (CERB) available to the employed who were directly affected by COVID-19

MARCH 16TH, 2020

After receiving several criticisms, Prime Minister Justin Trudeau declared the Canadian borders closed

MARCH 17TH, 2020

Premier Ford declared a provincial state of emergency, prohibiting public gatherings and ordering the closure of schools

OCTOBER 3RD, 2020

Premier Ford announced that the wearing of face masks is mandatory province-wide in all indoor public spaces

NOVEMBER 25TH, 2020

Release date of the province's first recommendation to spend the holidays with members of the same household

DECEMBER 26TH, 2020

Second province-wide shutdown announced by Premier Ford

MAY 23RD, 2021

All children of 12 years and over can receive their first dose of Pfizer or Moderna vaccines

JULY 9TH, 2021

Ontario government decide that for the 2021-2022 school year, schools will be full-time in person

JULY 16TH, 2021

Ontario government 3rd phase to reopen training centers, restaurants, museums and more

SEPTEMBER 22ND, 2021

Start of the mandatory full vaccination proof to access non-essential public areas in Ontario

JANUARY 3RD, 2022

Prime Minister Ford recently announced that learning will be online at least until January 17, 2022

LIGNE DE TEMPS DE QUELQUES DÉCISIONS PRISES PAR LE GOUVERNEMENT AU NIVEAU PROVINCIAL ET FÉDÉRAL DURANT LA PANDÉMIE DE LA COVID-19

15 MARS 2020

Le gouvernement du Canada rend disponible la Prestation Canadiennes d'Urgence (PCU)

16 MARS 2020

Après avoir reçu plusieurs critiques le Premier ministre Justin Trudeau a déclaré la fermeture des frontières canadienne

17 MARS 2020

Première déclaration de l'état d'urgence provincial (ON) empêchant les rassemblements et obligeant la fermeture des écoles

3 OCTOBRE 2020

Règlement provincial rendant obligatoire l'usage de masques dans tous les espaces intérieurs publics.

25 NOVEMBRE 2020

Date de sortie de la première recommandation de la province de passer les fêtes avec les membres d'un même ménage

26 DECEMBRE 2020

Deuxième fermeture à l'échelle provinciale déclarée par le gouvernement de l'Ontario

23 MAI 2021

Tous les enfants de 12 ans et plus peuvent recevoir leur première dose de vaccins Pfizer ou Moderna

9 JUILLET 2021

L'Ontario annonce que pour l'année scolaire 2021-2022, les écoles reprendront l'apprentissage en personne à temps plein

16 JUILLET 2021

3e phase du gouvernement de l'Ontario destinée à ouvrir les centres d'entraînement, les restaurants, les musées et autres

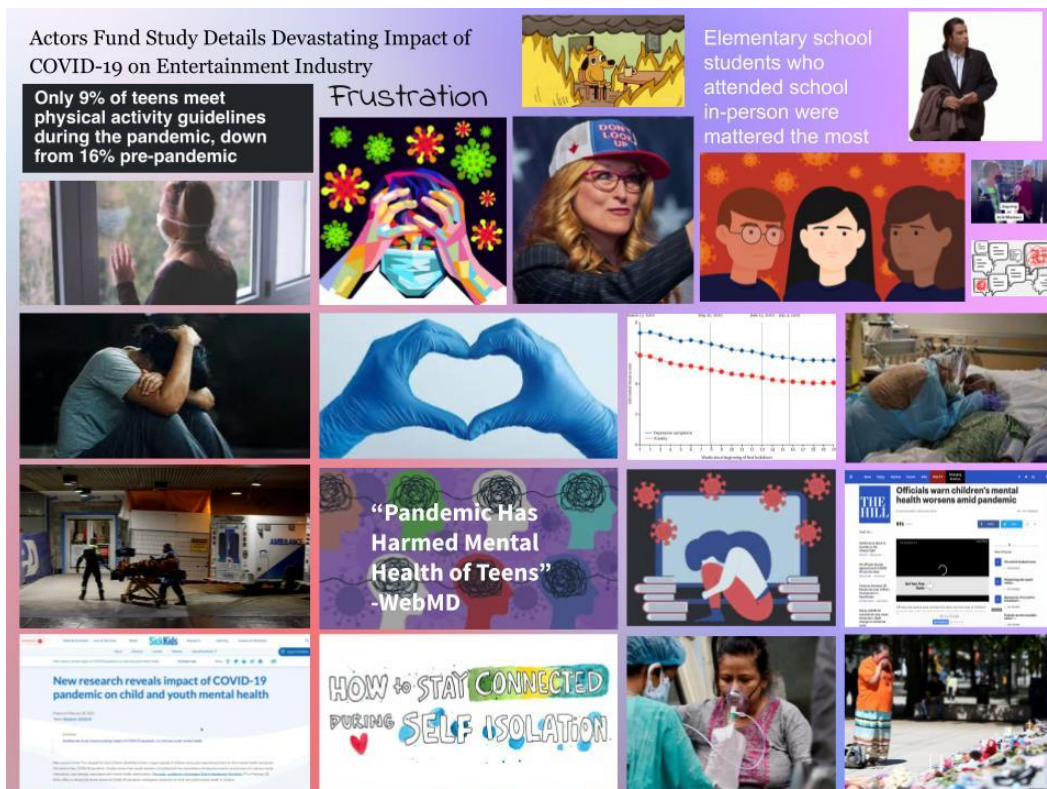
22 SEPTEMBRE 2021

Preuve de vaccination complète standardisée obligatoire en Ontario pour accéder à des lieux publics non essentiels

3 JANVIER 2022

Le Premier ministre Ford a récemment annoncé que l'apprentissage se fera en ligne au moins jusqu'au 17 janvier 2022

APPENDIX D – COLLAGES (ANGLOPHONE SESSION)



Share of individuals using TikTok during the coronavirus outbreak in the United States in 2020

UNTIL CASES DECLINE STAY ONLINE!

COVID-19 GOT YOU STRESSED?

Here are some strategies for combating stress and anxiety during the pandemic, provided by the Massey Mental Health Clinic.

TAKE AN ONLINE CLASS

There are 40 free online courses you can take online right now for free.

<https://www.freecodecamp.org/news/free-online-courses-407ae75869/>

More resources for managing stress

Go to follow these 10 free resources for managing stress and anxiety during the pandemic, provided by the Massey Mental Health Clinic.

DISTRACTION

If you're finding that it's hard to shake off anxiety about COVID-19, then engage in activities that can distract your mind for extended periods of time.

- Clean your home
- Start a craft project
- Play a board game with your family
- Watch a movie or show
- Play a musical instrument

If you, or someone you know, is feeling overwhelmed with anxiety, depression, or stress or feeling you need to have support or advice, call 211.

ANTI-VAXXERS: vaccine credibility

All Ontario schools will be switched to remote-only instruction following April Break "2021"

COVID-19 MISINFORMATION

start questioning the government

Ontario reports first two cases of Omicron COVID-19 variant " November 28, 2021"

No Voice

I feel like their job is to make you scared (media)

APPENDIX E – COLLAGES (FRANCOPHONE SESSION)

