

# Shaking the Movers 2018

*All Rights All Children - Non-Discrimination*

Toronto, Ont.  
November 17th - 18th, 2018



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## A Letter from Hon. Landon Pearson

Dear children and youth,

The idea that all children have rights no matter who they are or where they come from is one of the most compelling cross-cutting principles of the United Nations Convention on the Rights of the Child. In the years since it was unanimously adopted at the UN in 1989, the CRC has challenged governments and child-serving organizations as well as individuals to rethink the place of children within the human family. The fact that the CRC has been ratified by every member of the United Nations, except for the United States, and that 196 States Parties, as they are known, are prepared to undergo international scrutiny with respect to their compliance with its articles is a



sure indicator that there is world-wide acceptance, at least at an official level, of the concept of children as persons. Making sure that their rights as are fully respected remains, however, a huge challenge. But what does it mean for children to have human rights? Article 1 of the Universal Declaration of Human Rights, adopted in 1948 by the countries that had come together after the end of the Second World War to prevent another one from ever taking place, reads “All human beings are born free and equal in dignity and rights.” At the time that was not actually true so the idea of human rights is in reality a human construct, reflecting an agreement among many peoples and nations that the infliction of enormous pain and suffering on other human beings does not bring about the peace and security that all need in order to have meaningful lives. It was the gross inhumanity that characterized the first half of the last century, including two world wars, that motivated nations from around the world to come together in 1948 to adopt this Declaration and since human wrongs can only be modified by articulating the right ways in which we should relate to one another, the Declaration set in motion the negotiation within the United Nations of a whole set of human rights treaties and conventions to address the different sets of circumstances in which people are not treated as “free and equal”. Among the first was a Convention on Refugees and another for the elimination of racial discrimination. There are also important conventions against torture and genocide. There is, of course, a Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and a more recent one that addresses the concerns of persons with disabilities.

CEDAW was adopted in 1979 and a decade later came the Convention on the Rights of the Child recognizes that children, owing to their age and maturity and their vulnerabilities, have rights to special protections and guidance, and that these rights belong to every single one of them.

### ***Article 2 of the CRC reads:***

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parents or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, birth, or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against

all forms of discrimination or punishment on the basis of the status, activities, expressed opinions or beliefs of the child's parents, legal guardians or family members.

The message of Article 2 is very clear but there remain far too many cases both in Canada and abroad where it is not being heard. Children are suffering greatly in areas of armed conflict such as Yemen and Syria, Afghanistan, Myanmar, parts of Africa and Latin America where the political attitudes or religious beliefs of their parents make them innocent victims. In many parts of the world children are forcibly separated from their families, trafficked, recruited into armed conflict or hard labour or prostitution. Children everywhere continue to be ignored in adult decision-making. This is painfully the case with respect to climate change where the questionable choices of grown-ups will have long-term effects on their children's future lives. In Canada Indigenous children continue to be discriminated against and so are racialized children. LGBTQ2 children encounter many barriers as do children with disabilities and there are other children who suffer from negative stereotypes imposed on them not only by adults but also by other children. Progress is being made but the voices of children themselves need to be heard ever more strongly. Shaking the Movers XI provides an opportunity for children and young people to raise their voices about what they see happening or are experiencing themselves. And hopefully, to share ideas and suggestions about what more can be done at a practical level to break down barriers and promote both the richness of our diversity and greater inclusion in the human family to which we all belong.

**Landon Pearson, September 12, 2018**



## A Letter from Regan Bucciol: STM's Youth Amplifier

Dear Readers,

Every year, Shaking the Movers has proven to be a substantial experience for youth who wish to participate in political engagements at an early age. Shaking the Movers allows the youth to have a safe, understanding, and welcoming environment where they can share their thoughts and opinions. STM's continues to inspire me through guest speakers, stories of inspirational participants, and through the passion that is shown by the leaders of the conference. This conference means a lot to me because it both educates and gives me a platform to speak on. Before STM's, I knew nothing about my rights, nor anything to do with situations relating to discrimination. Shaking the Movers gives me hope that my generation will make change and proves to me that age is just a number when it comes to wanting to advocate for others.

We now live in an age where the evolution of other aspects of our society continues to accelerate at a maximum rate. Kids are learning more things now than they ever have before. We are educated, and I believe we aren't given as much credit that is due. I believe that STM is successful every year because there is an ongoing trend of youth being silenced, and this conference doesn't give but amplifies each and everyone's voice. If I were to prove one thing to adults today, it would be that youth deserve a voice. My generation and generations younger than me are undoubtedly the most creative yet silenced generation that walks on this Earth. The theory is that kids are too naive and uneducated on life's experiences so they cannot make appropriate informed decisions. However, studies of cold cognition have shown that the skills necessary to make informed decisions are in place by the age of 16. By that age, kids can gather and process information, reason logically with facts and take time before making a decision. Teenagers may sometimes make bad decisions, but statistically speaking, they do not make them more than adults do. This proves that our opinions are just as valid as someone's that is twice our age.

Discrimination is a disease that infects our society in various different ways. This year's theme being on discrimination as a whole, a very large and thought-provoking topic, sparked interest in many participants. Every participant personally connected to at least one of the sections/ topics discussed (ageism, discrimination against the LGBTQ+ community, racism or sexism). The youth expressed passion, intelligence, and an incredible understanding of these issues. That weekend proved to me that youth really are more educated than they have ever been before. I am extremely honoured to be the Youth Amplifier this year and help contribute to the outcome of the conference. I made sure that throughout the weekend, youth's voices were heard, and that the youth felt comfortable enough to express their thoughts and opinions. It was extremely heartbreaking to many of the participants including myself, to hear of the closure of Ontario's Youth Advocate Office because many of them felt that this was just another way to silence the youth. After watching the insightful debates between participants, I now believe the youth will overcome this setback and fight to have their voices heard. We will NOT be silenced. I am confident that some of the participants will turn out to be amazing leaders in whatever opportunities they wish to pursue and continue to inspire others as they have inspired me. I look forward to seeing many of this year's participants at the next Shaking the Movers conference! After all, "*The future belongs to those who prepare for it today*", Malcolm X 1962.



**Regan Bucciol - December 23, 2018**

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# Background

## About Shaking the Movers

Shaking the Movers (STM) is an annual youth-driven and youth-led workshop that takes place across the country. STM workshops offer spaces designed to enable children and youth to consider the United Nations Convention on the Rights of the Child (UNCRC) in the context of their lives. In turn, participants prepare comments and recommendations intended for governments, academia and civil society concerning its implementation. Participating in STM provides children and youth with a unique opportunity to exercise their rights to take part in critical civil and political processes with the assurance that their voices will be listened to and heard.

## Workshop Facilitation

For over a decade, the Landon Pearson Centre for the Study of Childhood and Children's Rights has designed workshops to provide spaces for children and youth to have the floor' present their unique perspectives and experiences, and provide specific recommendations and input related to a children's rights agenda. Following each workshop, the voices of the youth participants are consolidated into a report. Landon Pearson has made it her priority to ensure that these reports reach the hands of the 'movers'. At the end of each conference, youth participants are invited to provide recommendations for the following years STMs topic. The section which follows offers a list of topics and UNCRC article numbers that have been explored through STM workshops in previous years.



## Previous Shaking the Movers Topics

2007: Speaking Truth to Power: Civil and Political Rights of Children, Articles 12, 19, 24, & 44

2008: Identity and Belonging, Articles 29.1.C & 30

2009: Child Rights in Education, Articles 28, 29 & 42

2010: Children and the Media, Articles 13, 16, 17, 34, 36

2011: Youth Justice, Articles 37 & 40

2012: Mental Health, Articles 23 & 24

2013: Right to Play and Artistic Expression, Article 31

2014: Child Exploitation, Article 34 & 36

2016: Climate Change, Articles 6, 24, 27, 28, 29, 30, 3, 12 & 13

2017: Children on the Move, Articles 2, 8, 9, 10, 12, 13, 22, 24, 28, 36, & 38

# Overview

On November 17th and 18th, 2018, in partnership with the School of Child and Youth Care at Ryerson University and the Landon Pearson Centre for the Study of Childhood and Children's Rights, Carleton University conducted a two-day workshop with young people from across Southern Ontario for the purposes of: (1) providing an opportunity for youth to exercise their right to take part in important civil and political processes with the assurance that their voices will be heard and valued, (2) educating youth on those rights referred to in Articles 3 and 13 of the United Nations Convention on the Rights of the Child (UNCRC), and (3) providing an opportunity for young people to prepare comments and recommendations for governments and civil society, concerning Articles 2, 6, 24, 27, 28, 29, and 30 of the UNCRC and the themes that arise from these articles. Shaking the Movers fosters an environment where young people can create new and potential long-lasting relationships and connections. STM workshops encourage safe and inclusive environments in which young people can freely express their thoughts and insights into problems faced by children and youth across the country. Throughout the weekend, Child and Youth Care practitioners were available to scaffold engagement and offer support and encouragement to youth participants if needed.



## Workshop Topic, Themes & Articles

The overall purpose of STMs is to ensure that the rights and best interests of young people are at the forefront of the planning and decision-making of those in charge of developing policies that will impact them. This year, 27 young people creatively brainstormed problems and solutions pertaining to discrimination. As always, the belief that authentic participation on issues that concern them gives young people the opportunity to 'shake up' the movers who are making decisions about then set context for the weekend.



This remainder of this report captures the context of STM 2018, and highlights conversations of young people who engaged in group workshops centered around Non-Discrimination through the following four themes; (1) Gender Discrimination, (2) Queer Discrimination (3), Racism, and (4) Ageism. Within the context of these themes, participants explored the nature of discrimination, and Articles 2, 8, 9, 10, 12, 13, 22, 24, 28, 36, and 38 of the UNCRC. Gathered from group discussions, the bulk of the report contains direct quotes from youth participants and highlights problems and solutions from the perspectives of young people as well as solutions and recommendations for further action.

# Features of STM's 2018

## Recruitment of Participants

Many of the young people who participated in STMs 2018 were recruited through established relationships with agencies and organizations who either shared our event on their social media platforms or directly encouraged youth from their programs to participate. Additionally, Ryerson University's Child and Youth care students invited several young people and others returned from previous years.

## About the Youth Participants

Young People who participated in this years STM's Workshop were between the ages of 15 and 22 years, from across South Ontario and represented diverse economic and sociocultural backgrounds. Each young person shared an interest in learning about children's rights and using their voices to contribute to social change. As per previous years, many of the young people expressed that prior to participating in this years STM's Workshop they were not informed of their rights.

## Informed Consent

Prior to the STM workshop, each young person provided signed consent to participate and have their narratives and pictures included in this report and accompanying video (see attached). As the weekend proceeded, Youth Facilitators ensured that young people were continually informed of their rights to privacy and confidentiality as a participant of STM's.



## Introduction to Youth Facilitators

The discussion groups and activities of this year's STM workshop were organized and facilitated by students in the School of Child and Youth Care at Ryerson University. Students of the Advanced Group Work class held the Youth Facilitator roles. In preparing for this important role, each student spent several weeks in class learning about strategies of youth engagement and processes of group facilitation with young people. The students developed the four workshop themes and organized themselves into five separate groups. Four groups were responsible for setting up the four distinct stations based on the identified themes. The students used their youth engagement skills and their understanding of the processes of group facilitation to both develop the recruitment activities for their stations and to facilitate the youth-led discussions as presented in this report. The fifth group was responsible for both the photography displayed in this report and the creation of a short video which captured the essence of STM from the perspective of the youth participants.

**The photographs displayed throughout this report illustrate participants and facilitators during various stages of the 2018 STMs workshop.**

## CYC Children's Rights Class

On the morning of Day One, youth participants convened for an introduction to the relationship between youth rights and non-discrimination. Using creative forms of engagement, such as 'Bingo', the Children's Rights students helped set the foundation for the next two days by defining and deconstructing the relevant UNCRC Articles.



## Evening Activities

Large group activities and games were facilitated by students from the Children's Rights class during the evening of the first day. These activities differed from the scope of this year's workshop topic and offered opportunities for participants to informally socialize with one another through play. It offered meaningful connection among the youth participants.

## Presentations

Following small group sessions throughout the two-day workshop, each of the four groups came back to the larger group to present the ideas and insights gathered from their discussions of the problems and solutions. Using many different forms of expression, the youth participants passionately presented their thoughts and ideas to the larger group. Some of the unique forms of expression and presentation styles this year included; freestyling, spoken word poetry, skits & vignettes, and panel board style discussions.



***“A lot of people forget that we are all human. We need to realize this even though we have different opinions about different things. We are all brought up from nothing. We are who we are. We are all human”***

## Closing Activities and Evaluation

Similar to last year’s workshop, as a way to conclude STM 2018 and to meaningfully say goodbye to one another, each participant brought a special non-monetary gift that holds meaning to them that they shared with a new friend. In addition to this, Judy Finlay led a closing circle and asked each participant and facilitator to offer a word that reflected their experience. We heard words such as informative, inspiring, empowering, humbling, and motivating. Workshop evaluation forms were distributed which offer participants a platform to voice their STM 2018 experience, provide feedback for improvement, and offer topic ideas for next year’s workshop.



## Postcards to Government

In the afternoon of day two, participants reflected on what they wanted to say about children’s rights and discrimination to those in power. Each young person spent time writing their thoughts on personalized postcards. Hon. Landon Pearson promised the youth that she would personally deliver their letters to Government officials on their behalf.

## Youth Amplifier

This year at STM, Regan Bucciol, a participant in last year’s conference, returned to fulfill the role of a Youth Amplifier. At the start of the weekend, Regan offered an inspiring talk about the role of young people in advocating for the rights of all children and youth. Throughout the conference she offered support by ensuring that participants were engaged. Furthermore, using the activity ‘highs and lows’, she led a debrief with the larger group at the end of day-one. Regan’s responsibility as a Youth Amplifier extended to her role in reviewing and disseminating the youth-led insights displayed throughout this report.



## Other Special Guests



In the morning of day one, Arjun Sahota, one of the youth guest speakers, shared his experiences as a young person starting a non-profit organization with several peers. Count Me In was founded in 2013 with the aim of promoting youth engagement through volunteering. Within two years, Count Me In grew to impact 3 million youth. Arjun's 2013-2014 charity, Count-Me-In, holds the title for the largest youth-led charity in North America and for putting on the largest youth-led event in the world. Arjun shared with us the tremendous impact of this enterprise in influencing over 2-million people in over 50 countries. In addition to offering young people tips for starting their own charity, Arjun's

message shared feelings of hope, courage, and the will to never give up, no matter what barriers exist and no matter how old you are. It was a true honor to have Arjun speak. He continues to advocate for children and youth's priorities through his role as a Chair, and the youngest Chair in history, on the Toronto Youth Cabinet.

Paul Paget, a Child and Youth Care Practitioner and a skilled graffiti artist joined us for the weekend as another special guest. Paul uses graffiti as a tool for positive change and as a means to connect with youth. Paul graciously spent time teaching the basics of graffiti, along with co-creating two graffiti boards with the youth participants to represent the "takeaways" from the weekend. It was a creative, skill building, visual representation of what the young people discussed, felt and learned.



# Introduction to Groups

## Group Selection Process

On the morning of day one, participants were divided into four groups. In a rotation, each group moved through four stations as facilitated by the facilitators/ students to learn more about each of the four previously identified topic areas. Next, the youth participants each ranked their top choices for the themes they wanted to explore for the remainder of the workshop. Based on these rankings, each participant was placed in the group that discussed their preferred topic choice. This yearly rotational activity provided young people with the opportunity to learn and experience, in a broad sense, the rights and issues regarding all four of the weekend's themes and topics while delving more deeply into their topic of choice.

## Schedules

Time	Activity/Workshop	Lead Person(s)
8:30-9:00	Breakfast & Registration	CYC Students/facilitators
9:00-9:15	Welcome Address	Hon. Landon Pearson
9:15-10:00	Introduction to Children's Rights	CYC Children's Rights Students
10:15-10:45	Keynote Speaker (TBA)	
10:45-11:45	Stations Rotations	CYC Students/facilitators
11:45-12:15	Lunch	
12:15-12:30	Icebreakers & Intro. to UNCRC Articles	Children's Rights Students
12:30-1:30	Intro to Graffiti Lab 101	
1:30-2:40	Small Group Discussions: General Problems	CYC Students/facilitators
2:40-3:00	Presentations/ Large Group Discussion	Youth Participants
3:00-4:15	Small Group Discussions: Specific Problems	CYC Students/facilitators
4:15-5:00	Presentations/ Large Group Discussion	Youth Participants
5:00-5:30	Dinner	N/A
5:30-7:30	Evening Activities	CYC Children's Rights Students
7:30	<b>End of Day 1</b>	
Time	Activity/Workshop	Lead Person(s)
9:00-9:30	Breakfast	
9:30-11:00	Graffiti Lab	
11:00 -12:00	Small Group Discussions: Solution/ Post Card to Government	CYC Students/facilitators
12:00-12:30	Presentations/Large Group Discussions	Led by Youth Participants
12:30-1:00	Lunch/Graffiti Lab Wrap-Up	
1:00-2:00	Closing Activities: A Meaningful Goodbye	Everyone
2:00-2:15	Evaluation Forms	Youth Participants
2:15	<b>End of Day 2: Workshop Concludes</b>	

# Guiding Discussion Questions

## Saturday: General Problems

- How do children and youth experience discrimination today's society?
- How does discrimination impact the rights of all children and youth?
- With regards to anti-discrimination, who is ensuring the rights of children and youth are being protected?

## Saturday: Specific Problems

- What is the most pressing concern about \_\_\_\_\_ facing children and youth today?
- How does \_\_\_\_\_ impact children and youth?
- Why is it important to consider \_\_\_\_\_ when addressing the rights and needs of young people?
- Can you describe a time that you have experienced or witnessed \_\_\_\_\_?

## Sunday: Solutions

- What are short term and long-term strategies to protect young people from \_\_\_\_\_?
- If you were prime minister for a day, what would you do to protect children and youth from \_\_\_\_\_?
- In an ideal world, what will the government do to protect your right to \_\_\_\_\_?
- What can your community/ agencies, schools, service providers, churches, community groups, family, do to support this?
- What are some ways children and youth can participate in creating change?



# LGBTQ2+ Discrimination

## Engagement Activities:

The LGBTQ2+ Rotation Station started with introductions and a brief overview of what would be discussed in the small group sessions. The introduction to the topic began with “The Mingle Game”, where participants had a piece of paper taped to their back with different labels typically used in the LGBTQ+ community. Some of the labels included “uses they/them pronouns”, “recently come out as bisexual” and “identifies as bisexual”. The young people were required to figure out what was on their back by having conversations with other people based on their labels. The objective of the game was to take note of how it felt to be judged based on the label on your back, and consider how the queer community faces these assumptions daily.

Participants were allowed to refuse being given a label and were also allowed to participate in a debriefing conversation at the end about their experiences. It took a few rounds for the activity to pick up traction, but eventually it was effective

in creating a significant impression on what would be introduced about this topic during small group discussions. Some participants expressed that this activity was slightly awkward for them. Facilitators were able to use this as an opportunity to invite young people to consider the significance of the ‘awkwardness’ as parallel to the awkwardness some LGBTQ+ members feel in similar encounters.



## Gender Neutral Pronouns

- *“When you know them for a long time it comes a lot harder, I think it’s just a force of habit”*
- *“It was just an adjustment, to use the proper pronouns”*
- *“As our world is developing, different features are happening and we should develop our terms as well, it shouldn’t be a problem”*
- *“It took a while to get accustomed to but with effort it was accomplished”*

*“We have accepted you, the least you can do is accept us. You don’t even have to like me, as long as you accept me”*

*“Some people weren’t as lucky as I was when coming out. Some people get hurt because of this”*

*“Some parents are immigrant parents who do not even know what this stuff is - they are not open to their children knowing and learning about this stuff”*



# Ageism



## Engagement Activities:

The ageism room was decorated with balloons, streamers, food and candy canes. For this station, facilitators introduced an activity called the Line Game which aimed to help participants get to know more about one another. The activity began with a series of statements being read. If participants could identify with the statement, they would move one step forward. Following each statement, facilitators asked follow up questions to further initiate dialogue. The young people actively participated in the discussion, provided their thoughts and perspectives, and debated the topics presented. The purpose of the activity was to display the prevalence of ageism in the lives of the participants. Following the activity, the participants were informed that the ageism group hopes to further dismantle issues of ageism in Canadian society and the impact it has on young people. Facilitators created a question box for the youth who were quiet or shy. As the sessions continued, a rap battle was incorporated since it is a common form of expression for all ages and young people of today..... as stated in UNCRC “freedom of expression” is a primary right.

**“Law states we cannot vote till the age of 18, so before 18 our views and opinions don’t matter”**

*“At 18 all of a sudden we are expected to do much more that we were never allowed to previously”*

*“They try to punish us for trying to have a say on our future”*



**“I feel like kids are so much more mature than adults”**

# Gender Discrimination

## Engagement Activities:

During the gender discrimination station rotation, youth participants were invited to participate in the broken telephone activity. They were told a phrase and whispered it to their peers: “On a rainy evening, Jack played video games while Jill baked cookies.” The objective of this game was for youth to take a step back and realize how our brains have been wired by society to accept gender based norms. By the end of the telephone activity, the phrase was switched to “Jill played video games and Jack baked the cookies”.

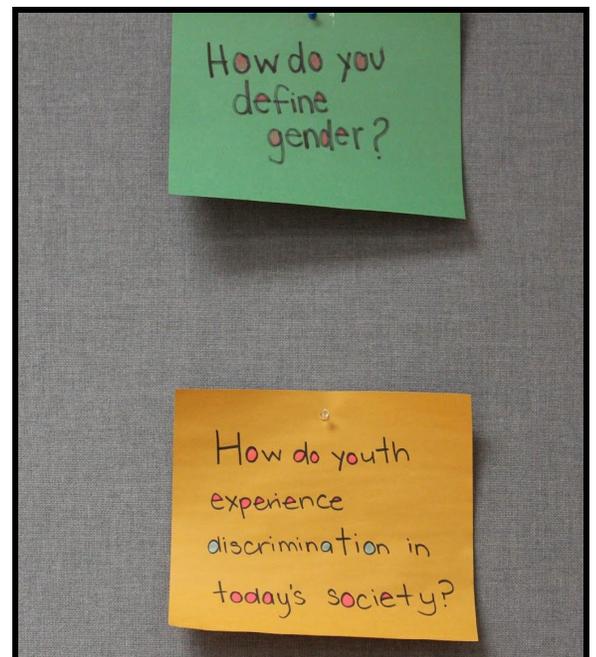
The participants were surprised by their own reactions and those of others and openly shared their thoughts. This opened a more in-depth discussion about gender norms and discrimination.



***“[Gender Discrimination is] treating people differently and taking away opportunities because of whatever they think their gender is”***



***“More women are graduating from university more than men, the entire workforce is being switched. Stuff is changing”***



***“These ideas take a long time to change, because they are a big part of human history”***



# Racism

## Engagement Activities:

This station engaged young people in a game to explore individual thoughts, feelings, and current knowledge of racism in today's society. Through the use of questions and current popular culture, a great discussion about discrimination and racism unfolded. Some of the questions used to engage the participants included;

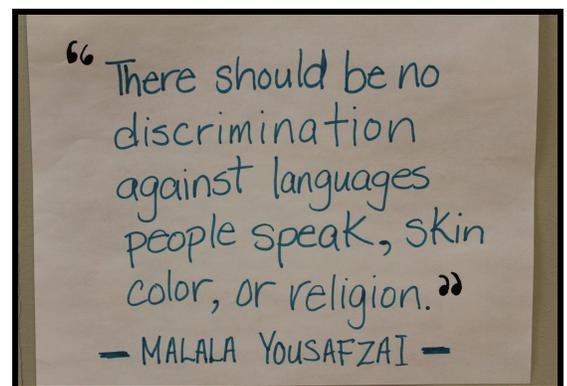
- This artist was caught making slanted eyes in a photo that surfaces through social media. What famous person is this?
- Which rapper stated that slavery was a choice?
- Which famous person refused to stand for the playing of the national anthem in protest of wrong doings against African-Americans?

These questions opened up in-depth discussions about the issues of racism and discrimination illustrated in pop culture.



*“Culture and racist stereotypes shouldn't define who you are. They don't define what you're interested in. You should develop yourself and not look at what others are thinking”*

*“Wearing a Hijab is the biggest obstacle in my life”*



*“As a brown girl, you think that I'm smart. A black boy may not be seen in this way - marking a subconscious bias. I have a friend who has been discriminated because he was Black. He was marked in school differently”*

*“Playing football, I was the only Asian so I felt like I shouldn't be there”*

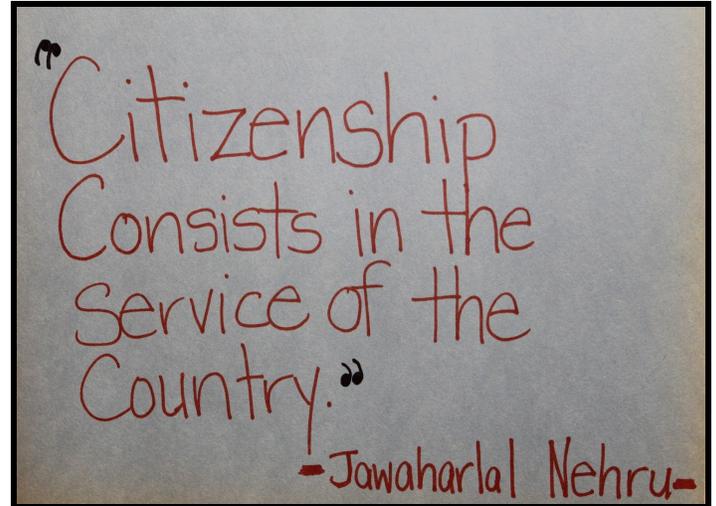
# Youth Insights

## Problems & Barriers for Change

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### Education System:

- “Our school **barely talks about** the resources available to the youth on **creating a change** in the **future**”
- “Largest problem I see is in **education**. In order to have a good system **it must be safe**. We must **expand our learning** and understand that racism affects the way we can interact with others”
- “**Gender identity** should be a separate class. The **teachers** when they were going through schools, **this is not what they learned**”
- “There is a level of **ignorance from teachers**. There needs to be something done. **It’s not a safe space**”
- “**Schools have cut** out Halloween celebrations because it can be **discriminatory**”
- “Other **schools** have taken out **religious holidays**”
- “Questioning your **gender and sexuality** is not something we all go through. There has **not been** enough information in **school**”
- “All the boys are playing soccer and basketball and all the girls watch”
- “There is **no educational sector** that instructs teachers on how to **teach** a kid about **gender identity**”



### Ageism:

- “**Adults** have a **skewed mind-set**”
- “Our **future** is **controlled** by the **older generation** and what they **believe** is right”
- “We are **always told** that we need to **be in charge of our future**, but when we try, **we are treated like children**”
- “The most pressing concern is **opinions not being heard at all**”
- “They tell you to **speak up**, but then tell you **you’re too young**”
- “Some **youth** feel **put down** and only view themselves as **immature**”
- “Yeah, we have **freedom** of expression, but **they don’t allow us to express**”

“I think the **Canadian Government** is absolutely pathetic, because people say oh it’s a free country and you have so many rights, but if you really live in Canada, you would see that none of that really falls into place. There is **racism everywhere you go**, there is discrimination everywhere you go. It just makes me so angry, because if you look at the residential schools, that was only brought up in the curriculum this year”

# Youth Insights

## The Problem with Microaggressions

### Microaggressions:

- "... makes someone **feel less safe and secure**"
- "We don't think that we could **discourage** someone so easily"
- "It's not a huge attack but when **it adds up its annoying**"
- "I don't really suffer from it, but I **have a lot of friends** that have **many discriminations**. It **gives me insight**"
- "I honestly **don't think people know**, and I honestly think **it's an ignorance thing**"
- "They [are] **ignorant**, but **we need to educate them**"
- "It's **disrespectful**, and **don't treat another human** being like that"
- "Walking on eggshells **isn't fair**, **I should be able to live comfortably**"
- "I was **ignorant** because it came from the **lack of exposure**"
- "We **people get confronted**, they get really **defensive**. When you do it like that it is seen as an attack. When you **talk to them one on one**, it's a lot more **effective**"

**"Do not invalidate microaggressions, do not ignore it!  
Growing up in an ignorant environment will make you grow up to  
be an ignorant adult"**

*"By default in order to have a proper education system, it has to be a safe space. Racism affects the way we interact with each other in school. Whether it be a lack of opportunity for certain groups, these small microaggressions make it difficult to enjoy a certain class or voice an opinion. What this does is that it starts the road towards their path of life and it decimates the opportunities that they have which end up affecting their future, and demonstrates why certain groups are less than others"*

*"That was so upsetting to me, I was like are you kidding me? Canada has genocides! We learned about Hitler in the concentration camps. So, why are we not learning about Canada's history of putting Indigenous people through that? It just doesn't make any sense to me"*



# Youth Insights

## The Problem with Racism and Discrimination

*“There is Racism Everywhere you Go”*

*“I think police officers should also be taught about racism, if you’re trying to be a police officer, you cannot have any bias opinions. It’s so messed up. If you arrest someone just because of their colour, get out we don’t want you... you’re doing nothing.”*

*“One time at the airport we got a random check, on the way there and back. If you’re coloured and go to the airport, you’re likely to have a story attached to it”*

*“People who find people of colour you know, oh so different and all the typical stereotypical things, I think people really need to look back to evolution and anthropology, your skin colour does not define who you are. Your skin colour is because of the sun, colour has nothing to do with it. People need to get over it”*

## The Problem with Labels & Stereotypes

*“If someone says something hurtful, you should pull them aside but not in a confrontational setting. You do not want them to feel attacked”*

*“People are affected by negative connotations. Sometimes people put a path onto someone... Your stereotype is to be a gangster, and that’s what you’ll become”*

*“We need to empower people to embrace and break stereotypes”*

*“Culture and racist stereotypes shouldn’t define who you are. They don’t define what your interested in. You should develop yourself and not look at what others are thinking”*

*“I would rather educate you positively through a label that you want than the label what you have. If we can teach people the positives of a label, it would be good for them”*

*“If I brought up the idea to liking a girl she would have told me to get out of the house. Everybody is so caught up in these labels and they want to label you so they can know how to judge you”*

*“Even at a young age we were taught everything through a label. One of the reasons why people label is because they do not understand. When someone doesn’t have a label is when people are able to judge them”*

# Youth Insights

## Solutions for Change

*"[There is a] difference between writing things down and putting them into action. We want the government to actually act upon these problems!"*

### "Change Depends on the Youth"

*"Certain youth need to step up and take it upon themselves to continue to push for equal representation and to continue to push till discrimination isn't such a prevalent issue in our society. So if the government doesn't happen to take us seriously now, we have to keep persisting over and over until they do"*

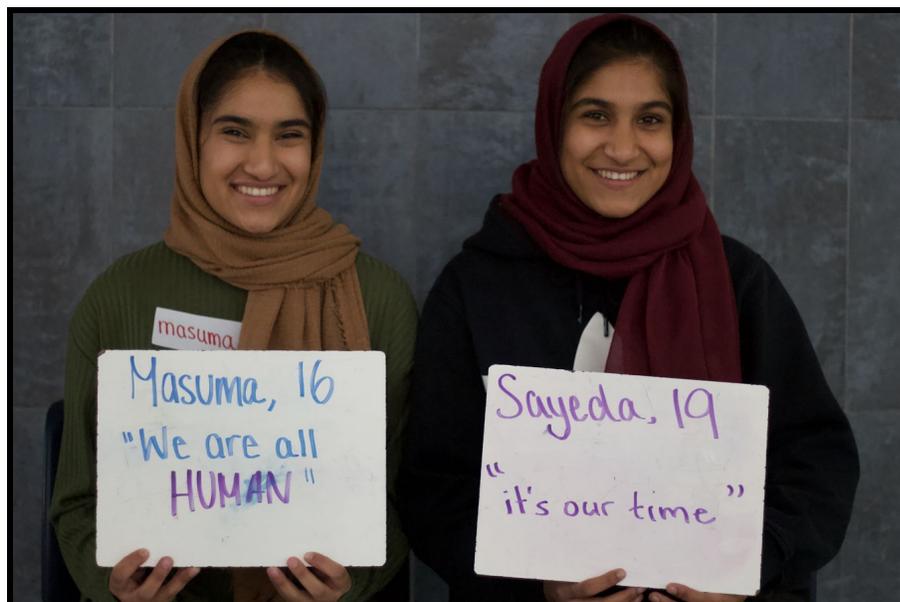
## *What are Some ways Children and Youth can Participate in Creating Change?*

"Speak up and speak out"

"Create groups that would allow them to **start a big movement**"

"Research into the **active groups of youth rights**"

"Write letters to the **Ontario Child's Advocate** to **bring attention to these concerns** and help start a **strong movement**"



# Suggestions to the Government

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*“The whole point of the government is to act. So, what’s the point if the people are saying something and they don’t do what the people ask. Then sucks to suck, cause that’s when we go against them”*

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- “When you **use an emotional hold**, that is what captures people. Instead of hearing them, **actually listen** to what they have to say”
- **“Someone with authority** can do something, **someone with money**”
- “The government [could] **allow the voting age to be younger**, because if we are able to go to university at a young age we should also **be able to make a decision** that will **affect** our **future**”
- “Even with someone like the mayor, **someone with a big reputation** can go **around in schools to talk to people**. When they know that it is a real issue, **they should be able to speak for themselves**”



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- *“I feel like the first step is to help the adults and the parents, when you tell older people what’s right they will tell the younger, and it is a person to person thing. We should take initiative to educate people and step up to educate people about certain things”*
  - *“Increase representation around the board. Canada is the most ahead with this, but is not the most ideal. Policies have to shift with society”*
  - *“Government support for individuals who fear discrimination and support for mental health, increasing education on LGBTQ, increasing counselling services”*
  - *“It would be beneficial for the government to have groups available for the youth to participate in in order to have an active role in creating a future that would be beneficial and suitable for the youth”*

***“We are responsible as a citizen in this society to ensure gender equality is present”***

# Suggestions for Education System

- “The **solution is simple**. Keep the course [sex-ed] the way it is, but give kids the **option to learn** about gender neutrality. It shouldn’t be completely excluded, but **it should be optional**”

“The only reason why schools do not talk about it is because of parents”

- “... Schools should implement an **LGBTQ safe system** where **children** and **parents** can acknowledge and get **educated on the topic** and what it is”



“If you are a trans woman it could be a job to educate kids with workshops on trans rights and what it means to be trans”

“Schools need to provide the youth with more power in getting others involved”

“Schools should have an assembly to educate the youth about their rights”

“We can tell it’s inhumane, but we can’t stop them”

# *If I were Prime-Minister ....*

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I would ... “have a **hotline for youth** to **voice** their opinion, and actually have individuals responding to these calls or emails”

I would ... “make **voting** more **accessible**”

I would ... “**encourage** the youth to **get active** and **think about their future**”

*“I would pick out well educated, open minded kids and bring these kids up with him and tell people that these kids will be the ones to take care of our system, and instead of damaging people’s minds, teach people to be more open minded and teach them to be more kind to others and teach the younger generation on how to be nice and how to love.*

*Get younger people involved”*

*“I feel like the first step is to help the adults and the parents. When you tell older people what’s right, they will tell the younger people, and it is a person to person thing. We should take initiative to educate people and step up to educate people about certain things”*



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**“Never Hush Anyone’s Voice”**

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# Concluding Thoughts

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Dear Readers,

Each year, Shaking the Movers organizers and students are inspired by the collective insights of the young people who share their time and voices in order to make a difference in our world. This year was no exception. The participants of STM's 2018 reflect a group of young people with a shared passion for social and political change. As the weekend concluded, participants were invited to complete an evaluation of the STM's workshop for the purpose of improving future STM's workshops. Young people were asked to reflect on whether they felt heard and respected, if the conference was sensitive to their personal needs and culture, whether they had enough time to connect with other participants, and if they enjoyed themselves. In addition, the evaluation forms asked young people to describe one thing they will remember about the workshop, the most important thing they learned, and one thing that they would change to make the workshop better for participants in following years. Finally, the evaluation invites participants to indicate a potential topic for next year's conference. The section which follows highlights their insights.

## Parting Words of Young People

### What is ONE thing you'll remember about this years STM's workshop?

- "The experience of meeting so many extremely educated people with amazing opinions"
- "The debates" - *referring to an impromptu debate on reducing Canada's legal voting age*
- "That I need to learn to allow myself to speak up for what I believe in because what I think matters more than I think"
- "That there is hope. Next year will be amazing"
- "How well we were all able to connect, debate, and share our opinions"
- "Discrimination is a much bigger problem than I thought about"
- "Children's rights are outdated and being infringed upon"
- "How respectful everyone was and the difference of opinions"
- "The respectful volunteers and facilitators"
- "How educated the youth are about peoples demographics and traits"
- "The conversations I had with people"
- "All the people I talked too"
- "I will remember that passion that my peers have expressed, and all the love"
- "That all of our voices matter and we can do it, we can make a change and difference"
- "The amount of love and support presented throughout the conference"

### What is the most important thing that you learned?

- "That you are never too young for your voice to be heard"
- "I learned to be able to speak, when the night before this I couldn't even speak up to anyone besides my best friend"
- "That everyone should have the opportunity to have their voice heard"
- "There are many people out there like me using their voices to be heard"
- "Discrimination is everywhere"
- "People are people. We deserve a voice"
- "That we need to speak up"
- "There are youth willing to make a change"
- "People have different perspectives in different aspects"

- “I learned about how I am represented and what my rights are”
- “I learned that I shouldn’t keep quiet. When something is wrong, I should speak up”
- “Everyone is human. Everyone has a voice”
- “We are entitled to speak our mind and can’t be shut down”
- “That your voice is very important”
- “I learned that my rights are of value to myself and others around me”

### What is one thing you would change to make the workshop better next year?

- “More time for group discussions”
- “More time”
- “Make it longer and have more days to discuss important topics”
- “Have more time for activities and discussions and not have everything rushed”
- “End both days at 7pm so that people can talk”
- “Less sitting”
- “Less game time, more time for large and small group discussions”
- “Allow more time for conversations”
- “Some participants in the group overpowered the voices of other people”
- “More time to talk to others about issues”
- “A table of contents, essentially showing the game plan so we are all notified”
- “Time management”
- “Maybe a little less childish”
- “Being able to share our contact with other participants”
- “When debating, include everyone, instead of just having one group override the class”

### What topic do you think next year’s STM’s conference should be about?

- Mental Health (x2)
- Equality (x2)
- The treatment and rights of First Nations Peoples (x2)
- Respect (x2)
- Sexual Assault
- Ageism and sexism

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As reflected in this report, the young people at this year’s STMs workshop held a deep sense of care and concern for each other and the world around them. Once again, this weekend further validated to us what we already know about youth voice and youth participation. When young people are given a platform to speak and be heard, they can change the world. Adults can learn a lot from listening to the voices of young people.

In closing of another inspiring Shaking the Movers workshop, we would like to acknowledge the Lawson Foundation for their generous financial support, as well as Hon. Landon Pearson and the faculty and students from the School of Child and Youth Care at Ryerson University. It is the hard work, passion, and tireless commitment of those mentioned above that ensured a successful weekend. Most of all, we would like to thank each and every young person who generously gave their time and selflessly lent their voices for this report. Without each of them, Shaking the Movers could not be possible! It is always an honor for adults to be able to learn from the insights of young people. This year, like all of the others, the participants generously shared their concerns and insightful solutions for the purpose of instrumenting social and political change to better the lives of children and youth across the country. With this said, in conclusion of this report, we sincerely ask for the support of the ‘movers’ in turning their words into actions.

**See you next year!**