



Shaking the Movers 2024

RECONCILIATION IS IN ALL OF US

*Report prepared by
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April 2024



**First Nations Child &
Family Caring Society**



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



National Collaborating Centre
for Indigenous Health
Centre de collaboration nationale
de la santé autochtone

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Honouring Landon Pearson

A long-time friend of the First Nations Child & Family Caring Society (Caring Society), the Honourable Landon Pearson (OC) championed children's rights throughout her long tenure as a senator and public figure. Landon served as a voice for children and youth as a member of the Caring Society Board of Directors, providing invaluable guidance that has left the Caring Society in a better position to continue advocating for children, young people, and families. The Caring Society is committed to continuing to honour Landon's unwavering dedication to ensuring the voices and perspectives of young people are heard by taking up Shaking the Movers each year.

Introduction

The Caring Society is a national non-profit organization based on unceded Algonquin territory (Ottawa, ON) that, with a focus on child and youth engagement, works on reconciliation-based policy, public education, and research geared at ending the inequities in public services and child welfare to support thriving First Nations children, young people, and families. At the core of the Caring Society's mission is the fact that First Nations children deserve to grow up safely at home with their families, get a good education, be healthy, celebrate their cultures, and be proud of who they are.

This report is prepared by Jess Raby and Molly Rasmussen of the Caring Society, based on the findings and perspectives provided by high school students from Kitigan Zibi Kikinamadinan.

Shaking the Movers 2024 Theme: Reconciliation and Places Where We Belong

Many people are now aware that during the period from 1879 to 1996, Canada took First Nations, Métis, and Inuit children away from their homes and families and put them in residential schools. While attending these schools, the children were not allowed to speak their languages or celebrate their culture and were not treated with love or kindness by the adults who ran the schools. Because Canada did not fund the schools properly, many children who were forced to attend ended up getting very sick, and in many cases, passing away. Those who survived came home with a deep sadness and hurt that was passed on throughout generations.

The Truth and Reconciliation Commission (TRC) spent many years listening to Survivors tell their stories with the intention of helping Canada to learn from its mistakes. In 2015, they released their final reports and Calls to Action, which are 94 ways that governments, businesses, schools, and all people living in Canada can help create a better future for First Nations, Métis, and Inuit children. The Calls to Action are the Survivors' gift to all people in Canada – they are a roadmap that we can follow toward reconciliation. You can learn more about the Calls to Action in child-friendly terms by reading *Spirit Bear's Guide to the Truth and Reconciliation Commission Calls to Action*.

Every child has the right to be healthy, grow up safely at home with their family, get a good education, honour their cultures and languages, and feel proud of who they are. These rights are enshrined in the United Nations Convention on the Rights of the Child (UNCRC), and governments have a responsibility to uphold these rights for all children. Unfortunately, from the time of first contact through to this day, Canada has not honoured the rights of First Nations, Métis, and

Inuit children and in many ways, continues to violate these rights today. You can learn more about these injustices by consulting the additional resources at the end of this document.

We invite you to start thinking about what reconciliation looks like, and how you might play a role in bringing it to life. We recommend consulting the Calls to Action to help guide your work, and thinking about the connections between rights, responsibilities, and reconciliation. Think about the responsibility of the movers, too, and how they have a duty to ensure that all children's rights are respected! You can also think about your relationship to reconciliation in Canada and how you can stand with First Nations, Métis, and Inuit children and youth. Consider how these relations shape our identities and sense of belonging.

Reconciliation is in all of us, and we all have a responsibility to do our part to help with its advancement. Remember, just because we're small, doesn't mean we can't stand tall!

Workshop Context

A small non-profit made up of just five full-time, in-office staff, the Caring Society favours a classroom-based approach to Shaking the Movers. That said, we aim to draw key takeaways and lessons learned to continue tailoring our classroom-based approach to ensure that, though slightly different from the original model, our Shaking the Movers workshops are still as youth-led as possible.

This year, the Caring Society connected with Mike McPake and Kelly Diabo, educators at Kitigan Zibi Kikinamadinan, a combined elementary and high school in Kitigan Zibi, QC, a reserve approximately 135 km north of downtown Ottawa. The intent was to identify students who would be willing to participate in Shaking the Movers and provide their unique perspectives as First Nations students living and attending school on reserve. We agreed that interested students from Sections 4 and 5 (the equivalent of Grades 10 and 11) would be well suited to take on this year's Shaking the Movers.

At the start of February, we travelled to the school to meet the students, as well as to provide an overview of the history and purpose of Shaking the Movers and answer any questions they had. In the spirit of providing young people with the tools to take up meaningful work and seeing what they propose, we advised them to contact us with any logistical questions, but to otherwise make this experience their own and identify the issues that are most important to them as First Nations youth.

On April 11, we travelled back to the school to hear from the students themselves. The students preferred to discuss their findings orally rather than in a written format, and we agreed to use their words to put together a written report to share with CRAN. The students did not wish to be recorded, which we understood and respected.

Our Participants

Twelve students from Sections 4 and 5 participated in this year's Shaking the Movers. We wish to extend our profound thanks and a job well done to:

- Aiyana B.
- Memengwe B.
- Jean C.
- Nigig C.
- Odaska C.
- Wade D.
- Tamia H.
- Pejik J.-D.
- Laila J.
- Kyra K.
- Robin R.
- Angelina T.

Structure of the Discussions

The students' Shaking the Movers experience was designed to fit within the classes' existing curricula (Kelly teaches Native Studies and Mike teaches English) and complement their ongoing studies. The students' work spanned several classes and weeks to accommodate a schedule where both classes could mutually collaborate.

At our initial visit in February, we shared this year's theme with the students and encouraged them to think about what reconciliation means in the context of their lives and experiences, making connections where possible to the rights of children and youth, and First Nations, Métis, and Inuit.

Students started by researching the philosophy of human rights and studied the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the United Nations Convention on the Rights of the Child (UNCRC) to situate themselves. This research was done over the course of several classes and was further supplemented with several educational videos expanding on child rights.

Following their research, students broke off into four groups of three. Students discussed amongst their group what issues are important to them, as youth navigating the world in 2024. Once narrowed down, students began to compile their final report in the form of a PowerPoint presentation, which they later presented to their peers with insightful questions to further invoke thought and discussion amongst the group. Each of the PowerPoint presentations are included as appendices to this report.

Students' Views and Presentations

The students chose the four topics below as local, national, or international issues about which they are passionate as First Nations youth. Their discussions investigated ethical considerations, those most affected, and possible solutions.

1. Contaminated Water Awareness
2. Housing Inflation
3. Cyberbullying and Online Safety
4. Environmental Issues: Forest Fires

Contaminated Water Awareness

Laila, Wade, and Nigig focused on the right to clean water, or *nibi*, and began by asking each other, "should Indigenous peoples be entitled to clean water?" This topic was important to the youth, as Kitigan Zibi has been under a "do not consume" advisory for the last 17 years, due to contamination from a uranium mine. They are directly impacted by contaminated water sources.

The students also pointed to the statistic of the 618 First Nations reserves that have been under a boil water advisory for reasons including the use of chemicals or fertilizers, industrial farming, manufacturing operations, and sewer overflows in close proximity to water sources. They emphasized the fact that it is largely human activity that is contributing to the destruction of important sources of life.

Importantly, they noted that contaminated water sources do not impact everyone in the same ways. Infants and young children, the elderly, and those who are pregnant face greater risks of health complications from coming into contact with contaminated water sources. For Indigenous peoples, these issues are compounded by the restrictions posed on the exercise of cultural rights (UNDRIP, Article 11).

When discussing solutions to the issue of contaminated water sources, the students emphasized both individual and more collective solutions, though it is sometimes difficult to dream up solutions to such large-scale issues that stem from Canada's colonization. There seemed to be more belief in the power of community involvement as opposed to government intervention.

*"Water should be cleaned, but it's not.
We will take action."*

Housing Inflation

Memengwe, Angelina, and Tamia began their presentation with an introduction to the current housing crisis in Canada. They emphasized that rural households are most likely to be burdened with the impacts of the housing crisis. Most notably, First Nations communities feel the impacts of the housing crisis most acutely. Students noted that there has been a significant rise in population on reserves and, as a direct result, housing availability has become a glaring problem. They emphasized that the time and money it takes to expand housing infrastructure is non-existent for most reserves.

In their discussion on the impacts of the housing crisis on urban versus rural households, Memengwe, Angelina, and Tamia also factored in the impacts of inflation between the two areas. They pointed to statistics showing that rural areas are 10 times more affected by inflation because they are forced to travel greater distances to get to school, work, etc. They noted inflation has significantly affected gas and diesel prices, further intensifying the acute toll endured by rural communities.

The students also highlighted an approach Opaskwayak Cree Nation in Winnipeg is taking to combat the housing crisis and inflation. Designed specifically for students pursuing post-secondary education off-reserve, the community is working with the federal and provincial government to build an apartment complex that will offer students

an affordable place to live during their schooling. The group left their peers to consider whether the intervention taken by Opaskwayak Cree Nation to address the housing crisis could and/or should be taken up by other communities.

They also made a point to articulate their concern for how the housing crisis, coupled with inflation, is going to greatly impact their lives and future as students and young people. They noted that this issue needs to be taken seriously in order to ensure people will not be without housing or forced into overcrowded buildings.

"These topics should both be taken seriously as they directly affect our lives and futures."

Social Media

Pejik, Jean, and Robin highlighted harms associated with social media, specifically on children and youth. They noted that victims of cyberbullying are generally singled out on the basis of race, appearance, financial status, sexuality, etc. Throughout their discussion, students focused on the effects and increased prevalence of cyberbullying among today's youth.

Students highlighted two youth, Chase Nasca and Nate Bronstein, whose lives were tragically taken too soon as a result of cyberbullying. In the case of Chase Nasca, his mother discovered that the TikTok app on Chase's phone was inundated with extremely dark content. The students highlighted how the TikTok algorithm is intentionally designed to expose young people to harmful content, which can lead to increased mental health issues among young people, and in some cases lead to an increased risk of suicide among youth.

In terms of solutions, the group highlighted both individual and collective solutions. Students suggested that schools implement stricter anti-bullying policies and emphasized that teachers should be helping students learn how to safely navigate social media

and develop healthy habits to avoid reliance on these platforms. They suggested teachers should receive training in order to better support students affected by cyberbullying. Lastly, students noted legal consequences for cyberbullying should be implemented and enforced by the government and institutions.

Environmental Issues: Forest Fires

Kyra, Odaska, and Aiyana discussed the increased rates of forest fires across Canada and their impact on ensuring the safety and prosperity of lands, animals, First Nations communities, and the future as a whole. Students expressed fear for their futures, noting that “it’s a devastating problem that needs to be dealt with. It saddens us to see the world becoming what it is, and we don’t want it to continue.”

With the summer 2023 forest fires still fresh in mind, the students noted that it feels like forest fire extremity has increased in recent years, which they attributed to climate change. This is disproportionately felt by Indigenous communities. Barriere Lake, QC, another Algonquin community about 135 km north of Kitigan Zibi, was impacted by the fires with many community members forced to evacuate their homes. As the students noted, “people had to evacuate because it wasn’t just the fires, but the smoke that came with it, which decreased air quality tremendously.”

As their peers did when discussing water contamination, Kyra, Odaska, and Aiyana pointed to climate change as a big driver behind the fires and asked important questions, like:

- Is money more important than the planet?
- Why don’t people consider our future generations and our world?
- If these fires continue to get worse, how will this affect our way of living?

Their discussion also made clear links to their disproportionate impacts of fires and ecological destruction on Indigenous peoples:

- Many Indigenous communities are located in or near forests and regions that are prone to fires.
- Communities often lack the resources and funds to protect and recover from destructive wildfire events.
- Indigenous peoples are being sidelined in the decision-making processes for wildfire response and management.
- It’s not only a geographical issue – these wildfires jeopardize Indigenous peoples’ cultural rights, given the strong ties to the land and all its living beings.
- It affects our traditional hunting grounds, sacred lands, and burial grounds.

When discussing possible solutions, the students talked about how governments can “put more funds into wildfire prevention and management.” They also pointed to individual actions people can take to help address climate change, including monitoring what they are throwing away, and recycling and composting when they can. They also identified a need for communities to manage burning fires, so that “if emergency fires start, we will know how to handle them.”

“We care deeply about how the earth will look in the future, and we don’t want it to get worse from here. We want a stable environment for our future generations.”

Moving Forward

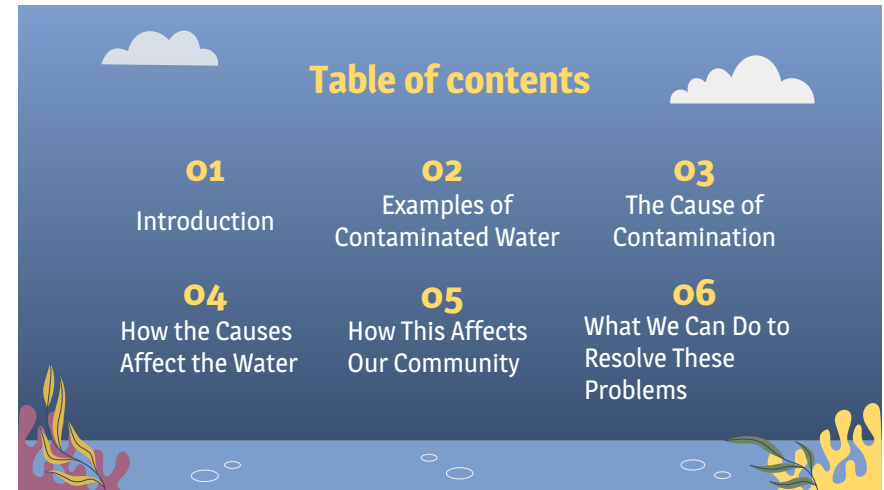
Overall, the students in Sections 4 and 5 offered valuable insights into some of the structural issues impacting First Nations communities from the perspective of students who already have to navigate the day-to-day challenges of being a young person in 2024. Remedying some of the issues they have identified would be concrete steps that governments can take toward reconciliation, in keeping with the actions identified in the Truth and Reconciliation Commission's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Appendix A: PowerPoint Presentations

Contaminated Water Awareness



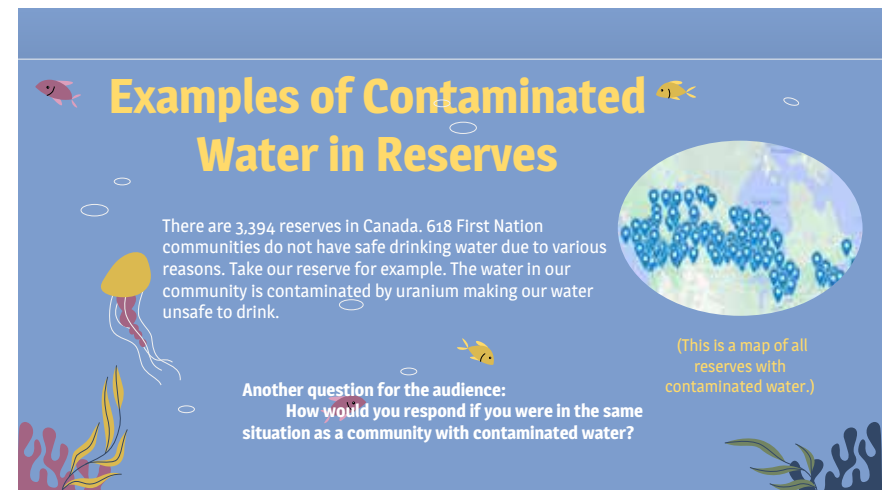
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Contaminated Waters (continued)

The Causes of Contamination

- Fertilizers, pesticides, or other chemicals that have been applied to land near the water
- Concentrated feeding operations (large industrial animal farms)
- Manufacturing operations
- Sewer overflows
- Natural





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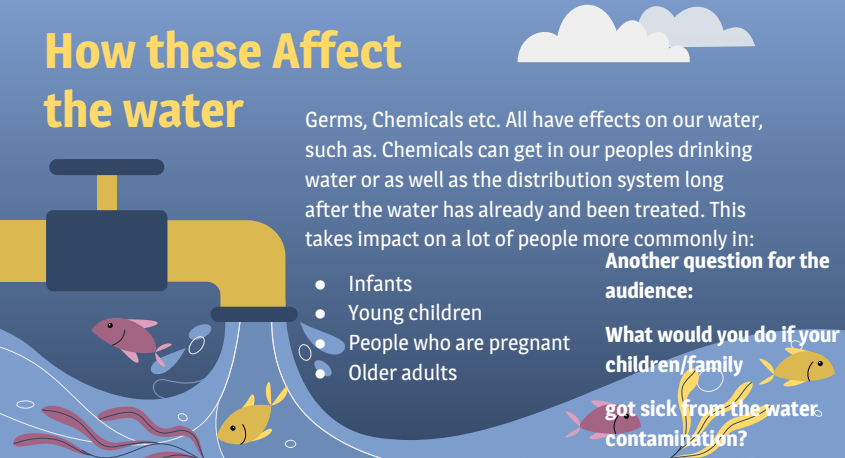
How these Affect the water

Germs, Chemicals etc. All have effects on our water, such as. Chemicals can get in our peoples drinking water or as well as the distribution system long after the water has already and been treated. This takes impact on a lot of people more commonly in:

- Infants
- Young children
- People who are pregnant
- Older adults

Another question for the audience:


What would you do if your children/family got sick from the water contamination?



slide 6

Clean Water in a Local Context

The people of Kitigan Zibi Anishinabeg have been under a “do not consume” for over 17 years, due to uranium contamination. This can be either a result of uranium leaching. The people of the community now gets checks for the contamination of water, but we still need to do more.



Another question for the audience:

How would water contaminated by uranium affect your current lifestyle?

Based on your current answer, how different would your lifestyle be under these circumstances?

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Contaminated Water Awareness (continued)

What Can We Do To Resolve These Problems?

All of us, can take action to protect our reserve. Firstly, we need filtered water in all homes. Many homes in our community still have very contaminated water that should be made safe to consume.

question for the audience:
 What if you discovered your family member/s got cancer from drinking contaminated water and how would you react?




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How These Problems Affect Our Community

These problems can affect our community because they increase the risk of diseases and illnesses which are especially dangerous to the youth and elderly.

Common diseases:

- Lung Cancer
- Liver Cancer
- Bone Cancer
- Kidney Damage

Another question for the audience:
 How would you resolve these problems? Based on your answer before what is the likelihood it could reasonably be applied?



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Summary of Our Presentation

In conclusion, we discussed how the water in some indigenous areas becomes contaminated, as well the effects of contaminated water in our community, who these problems affect, and how the problems begin.

Now a final question for the audience:
 How would you solve these problems based on what you've heard so far?

Miigwetch for listening to our presentation!! (miigwetch means thank you)

slide 11

MLA Citation

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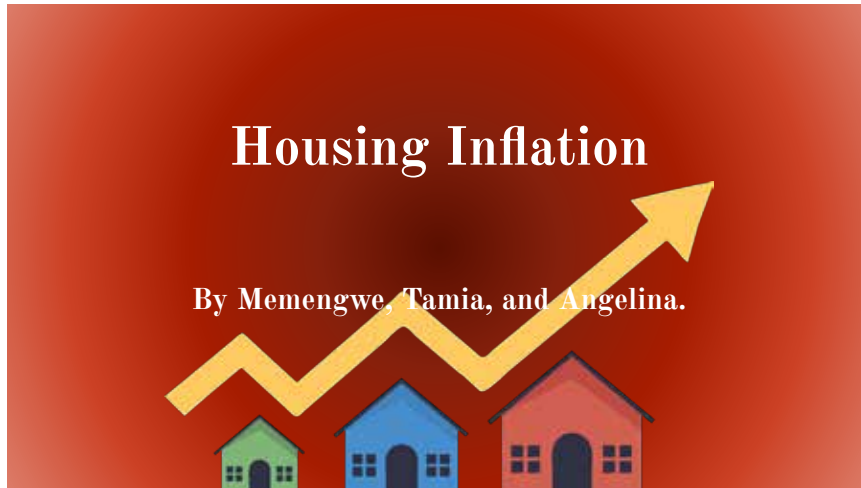
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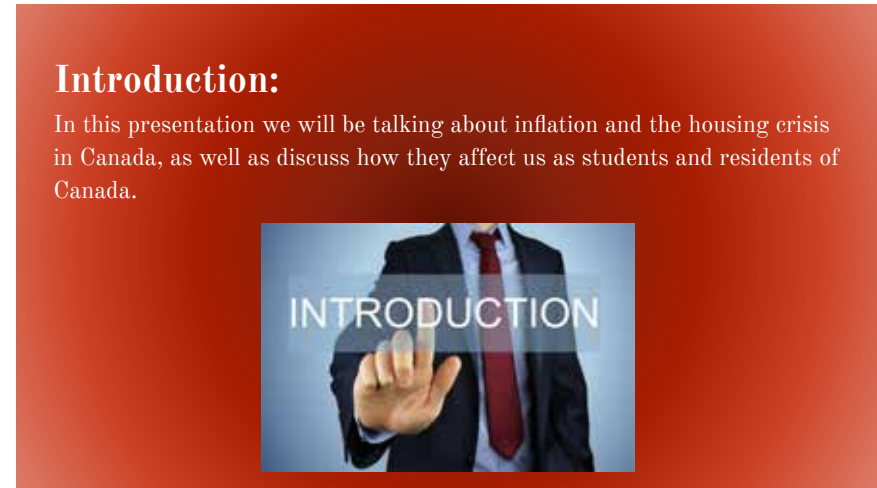
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slide 12



slide 1



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What is the housing crisis and why are we so concerned?

Some of the causes of the housing crisis are:


1. **Constraints on affordability** - A sizable affordability gap has been brought about by the rapidly rising cost of housing, especially in urban areas.
2. **Restricted availability** - That means that there is a greater demand than there is supply of affordable housing, which then causes intense rivalry and protracted waitlists for low-income and subsidised housing alternatives.
3. **Accessibility and suitability problems** - There are limited and frequently expensive housing options that satisfy particular accessibility and suitability standards, such as those for individuals with impairments or special family needs.



slide 3


What is inflation?

In simple terms, inflation is the rate of increase in prices over a given period of time.



There's two things that can help to cause inflation.

1. **Too little supply, and too much demand.**
2. **Money printing (loans).**



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Housing Inflation (continued)

How does inflation affect us?

Inflation affects us by reducing the purchasing power of consumers, as well as distorting purchasing power over time. Another effect of inflation is higher interest rates and higher prices for everything. In turn, this then causes financial stress for those who are struggling money-wise.

Below is a short video which goes into more detail about inflation:)

<https://www.youtube.com/watch?v=Y4WmDoYJhmk&pp=ygUccG9zdGI2ZS8ib25leSB0b3YzaW5nIHByaWNlcw%3D%3D>



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A brief understanding of rising house affordability

In several provinces, monthly prices changes as high as 7.4% and in provinces like British Columbia and Ontario, prices range between \$678k to \$988k (February 2024).

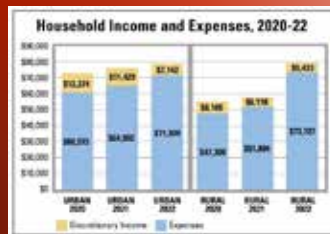


<https://vovog.ca/reports/canada-housing-market>

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Urban Vs Rural

According to an analysis done by Iowa State University sociology professor David Peters, rural households were paying an extra \$300 per month because of inflation, in 2021. In comparison, urban-rural areas were paying around only \$15 extra, a month.



<http://www.cbc.ca/1/phenix/plays/n-yndicate/?mediaId=1.6910694>

Inflation has also affected gas and diesel prices. Due to these being affected, rural areas have been hit 10x worse because they need to drive more considering they're farther away from schools, stores, and jobs.

slide 7

Housing in communities/reserves

Housing in communities/reserves has become more and more difficult to obtain. One of the reasons being that more people are coming to the reserve. More people are coming to the reserve because they are becoming more in touch with their Indigenous background. Since these people are coming houses need to be built, which takes time and MONEY. Time and money that we don't always have.



<https://www.cbc.ca/news/politics/indigenous-housing-difficulties-federal-government-funding-1.6941549>



slide 8

Housing Inflation (continued)

Opaskwayak Cree Nations Project

Downtown Winnipeg, 380 Young Street

An apartment complex that is planned to be completed by the Summer of 2024. This 69-unit building is located 1.1 KM away from the University of Winnipeg. The building will be energy efficient and have heated underground parking and free water and high-speed internet for every unit. We are not trying to advertise this but it brings up a question. Should we follow what Opaskwayak are doing?



Summary

In conclusion, the housing crisis and inflation are two very important topics which both affect us as students, and young citizens in Canada. These topics should both be taken seriously as they directly affect our lives, and our futures. This should worry us as citizens because more and more people are without housing, and/or are being jammed into big projects, such as the Opaskwayak Cree Nations Project in Winnipeg.

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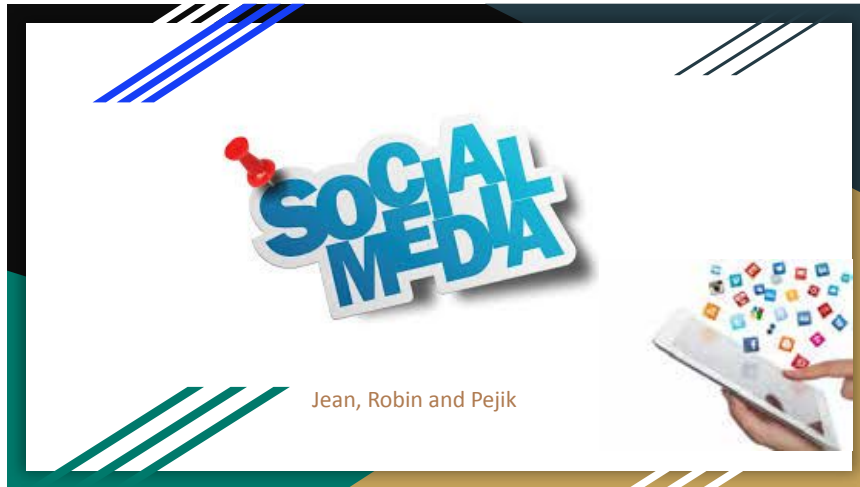
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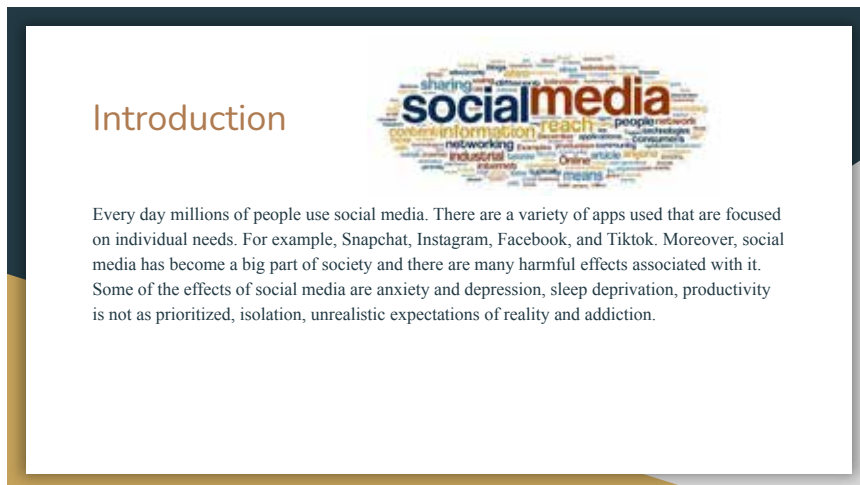
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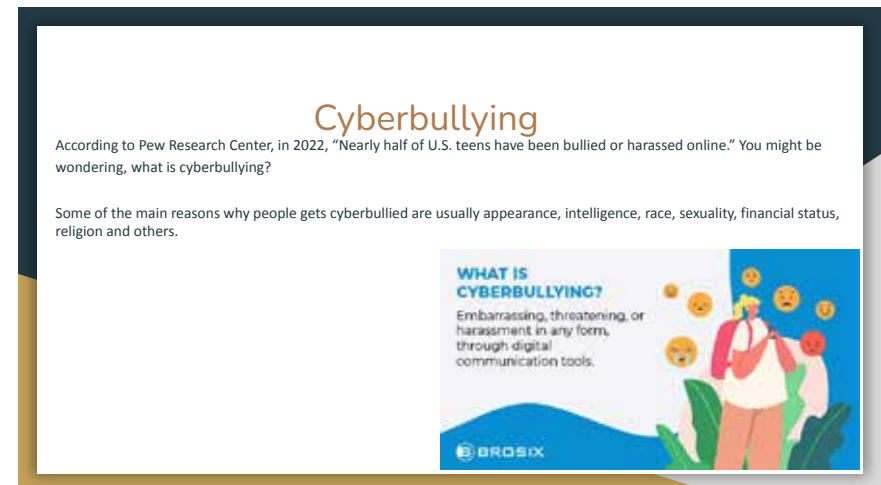
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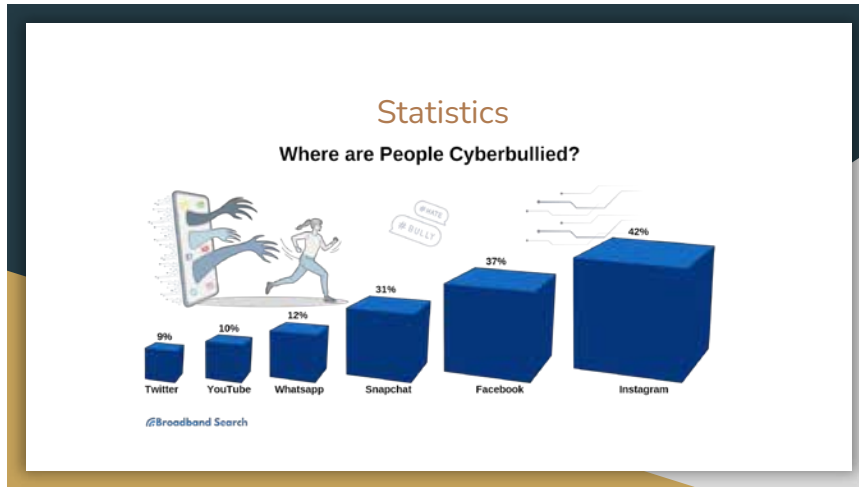
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Behaviours

There are also quite a few changes in behavior from cyberbullying, which may include becoming less social towards others, being isolated to their room more than usual, often more quieter, lack of concentration, grades lessen, a loss of interest in hobbies, avoid using their phone, usage of drugs and/or alcohol, expressing dark thoughts and suicidal actions. These are just some of the many harmful behavioral changes cyberbullying may cause.

slide 6

Types of Cyberbullying

Here Are 5 Different Types Of Cyberbullying To Watch Out For

slide 7

What should you do if you are the victim?

- Tell an adult who you trust
- Keep evidence, email, text or messages
- Keep a record of incidents
- Don't feed into the situation
- Report the incidents to the administrators of the websites

slide 8


Anxiety & Depression

ANXIETY		DEPRESSION
<ul style="list-style-type: none"> trembling rapid heart rate palpitations increased breathing rate sweating muscle tension feeling nervous hypervigilance agoraphobia panic sense of impending danger 	<ul style="list-style-type: none"> excessive worry somatic complaints* difficulty with thinking, concentration or decision-making restlessness agitation appetite or sleep disturbances social withdrawal 	<ul style="list-style-type: none"> fatigue irritability loss of interest in activities guilt low self-esteem worthlessness helplessness hopelessness prolonged grief persistent sadness suicidal thoughts



slide 9

Chase Nasca




16-year-old, Chase Nasca committed suicide in early February 2022 due to the Tiktok algorithm. A year after his death, his mother decided to try to find answers and searched throughout his social media. Consequently, his mother found thousands of videos filled with dark content. Furthermore, the Tiktok algorithm could promote unhealthy content, which is not appropriate for the undeveloped mind and may potentially have devastating effects.

slide 10


Nate Bronstein

15-year-old Nate Bronstein was enrolled in a reputable school in Chicago. Nate had a big interest in going to college and playing sports. Although, that all changed when he began to be relentlessly bullied by classmates, which resulted in him taking his own life. The school was made aware and took no further disciplinary action. Many situations such as this may potentially be avoided if schools were more stricter with their anti bullying policies.



slide 11

Solutions



Some of the solutions for the negative effects of social media are having scheduled breaks throughout the day, having a more intensive restriction against hate speech, further monitoring accounts, a reporting system which is monitored by employees. Even minor steps such as taking breaks off your phone and focusing more on reality. Using social media less can help provide a more healthy environment for yourself and help to identify habits and problems you may have using social media.

In addition, schools play a crucial role in addressing the negative effects of social media by providing students with the knowledge, skills, and support they need to traverse social media safely and responsibly. Furthermore, maintaining a balanced lifestyle that includes both online and offline activities, it can reduce your reliance on social media for validation and social interaction.

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What steps can the government take to put an end to cyberbullying?

The government can implement legal consequences depending on the severity of the cyberbullying. Furthermore, some examples of cyberbullying that could be punishable would include distributing private photos without permission, unlawful intimidation, threats, harassment, fake messages, encouraging suicide, and offences against a persons reputation. Another way to mitigate cyber bullying would be giving teachers adequate training on how to handle cyberbullying so that the situation could be handled accordingly.



slide 13

Conclusion



As expressed in this presentation social media could potentially be very harmful to the human mind. Some of the effects may include difficulty in concentrating, social withdrawal, irritability, low self esteem, anxiety, depression etc. However, there may be certain solutions that can mitigate these issues. These solutions can be small improvements such as taking scheduled breaks, a more intensive restriction, focusing more on reality and to develop healthier habits.



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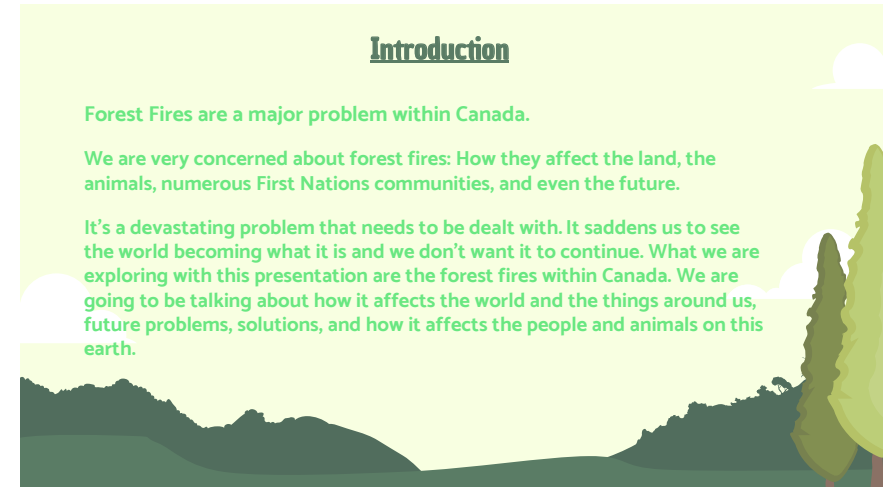
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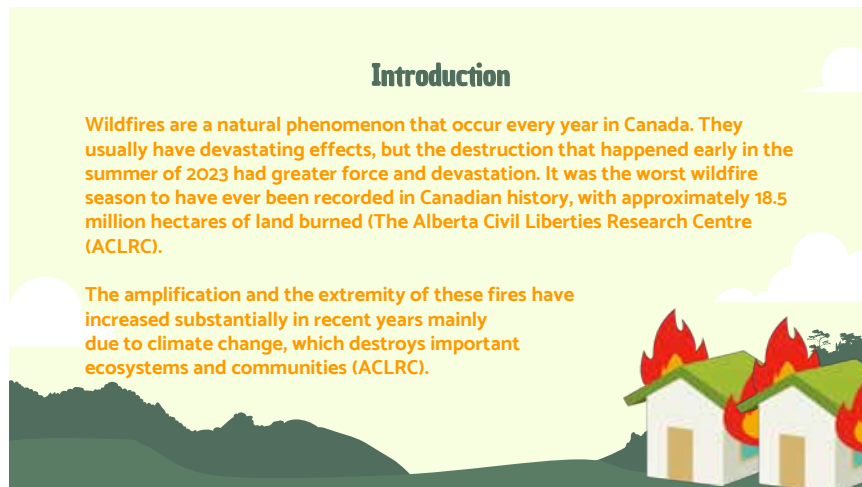
Environmental Issues: Forest Fires



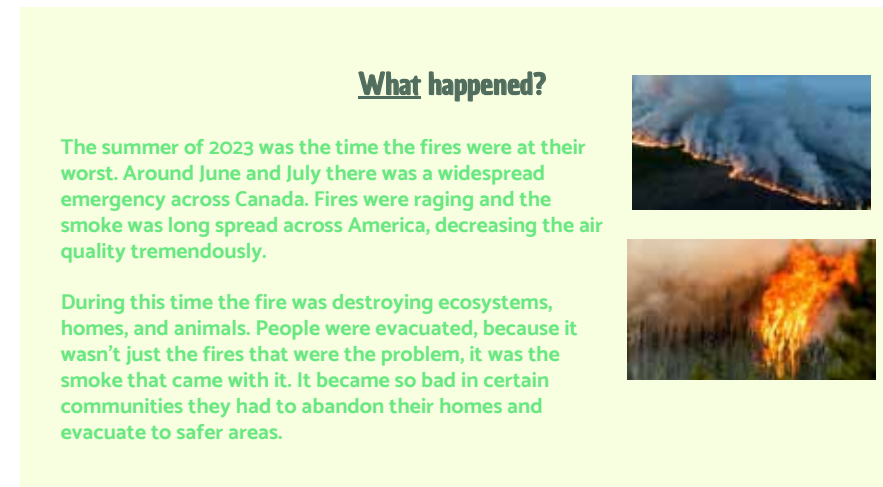
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Why this happened?

Forest fires are caused by many things, but the most relevant reasons as of lately are climate change or unsafe fire usage. The land/trees get extremely dry to the point that it is very easy for them to catch on fire. This has been getting worse over the past years from global warming. The forests haven't been getting enough water supply, which is why it is so dry. Whether it's from natural or unnatural causes, it is still an occurring problem that is predicted to get worse.



slide 5

Impact of Climate Change on Wildfires

Canada is home to 9% of the world's forests, and is susceptible to wildfires due to hot and dry summer seasons. Furthermore, the average yearly area that the wildfires burn has doubled since the 1970s and the trend of large fires spreading over 200 hectares (ACLRC), which can be compared to 200 football field lengths being burned. This means that wildfires will likely continue to become more severe and destructive as time goes on if things continue the way they are (ACLRC).

Experts conclude that the increase of wildfires is largely due to human-induced global climate change (ACLRC). Weather conditions that help promote extreme wildfires are lower humidity and higher temperatures, which causes more lightning strikes to ignite the forests (ACLRC).

Furthermore, we can anticipate that the devastating effects of wildfires will grow over the course of the next ten years and beyond as global temperatures continue to rise, possibly rising above the 1.5C threshold by 2027 (ACLRC).



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How did these fires affect the animals?

These fires affect the animals for various reasons.

Firstly, they destroy their vegetation and food source. "This can lead to food shortages and malnutrition, and create competition in new areas with other wildlife," (The Fur-Bearers). These animals have fed on this food their whole life and when it just gets destroyed, they have to find other ways to get food which leads to problems.

Secondly, when their homes get demolished, they flee to try to find safety. When that happens they flee to the cities/towns and "increase their proximity to humans" (The Fur-Bearers) and get in the way of humans which they aren't fond of.

We are making the earth a very unsustainable environment for the animals to live in.



slide 7

Impact on Indigenous Peoples

The threat of increasing wildfires disproportionately affect Indigenous people and their communities since most Indigenous communities are located in or near forests and regions that are prone to fires (ACLRC). And yet, many of the communities lack the necessary resources and funds to protect and recover from destructive wildfire events. Furthermore, Indigenous peoples are being side-lined in the decision-making regarding wildfire response and management (ACLRC).

Not only are uncontrolled wildfires a major health risk to Indigenous people, due to the geographical placements of their communities, but they also jeopardize their cultural rights, since Indigenous culture is strongly tethered to the land and all of its living beings. It affects our traditional hunting grounds, sacred lands, and burial grounds (ACLRC).



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Ethical Questions

- Will people only take a stand when it's too late and the world is burned?
- Is money more important than our earth?
- Why don't people put in more consideration for our future generations and our world?
- How will these fires get worse in the future and how will this affect our way of living?
- Why isn't the earth and the climate one of the government's top priority?



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Solutions

- A possible solution is for the government to put more funds into wildfire prevention, and management
- The government can encourage more people to compost, recycle, and reduce and reuse
- We can learn how to control burning fires . If emergency fires start, we will know how to handle/control them.



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Conclusion

In conclusion, forest fires are negatively impacting the earth. This not only affects us, but also the animals and the environment. The animals losing their habitat, the large amount of trees being destroyed, the impact on indigenous peoples and people in general, the air pollution and the overall ecosystem itself.

We care deeply about how the earth will look in the future, and we don't want it to get worse from here. We want a stable environment for our future generations, and we want a healthy earth so we can continue to live comfortably. Help us work together to find solutions and create a better future.



slide 11

Kahoot !

<https://create.kahoot.it/details/bb9d6fde-86ad-463f-a130-9c3020295ee9>

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