<u>**Lecture #1 Class Notes**</u>: Introduction and Histories`

1. Understanding Childhood:

Definition: Childhood is viewed differently depending on time, culture, and context. It's not just a biological phase but a socially constructed idea that changes over time.

Factors that Shape Childhood: Historical, cultural, social, and economic conditions influence how people see and treat children.

2. Different Perspectives on Childhood:

Puritan View (17th Century): Children are seen as inherently sinful and need strict discipline to save them from evil.

Blank Slate (John Locke, 17th-18th Century): Children are born with a blank mind and develop through guidance and education.

Romantic View (Jean-Jacques Rousseau, 18th Century): Children are born pure and innocent, needing protection from the world's corruption.

3. Historical Views on Childhood:

Classical Times (Greek/Roman): Children were seen as mini-adults, expected to contribute to the family and society. Gender roles were strong, with boys often preferred over girls.

Middle Ages: Childhood was not seen as a separate stage of life; children worked and behaved like adults.

Industrial Revolution: Concerns grew over child labor, leading to movements for children's education and welfare.

20th Century: Children became seen as future citizens, molded by education and work for the good of society.

4. Discourses (Main Ideas):

Construction of Childhood: The idea of what childhood is or should be changes over time and for specific reasons.

Discourse: A set of ideas that represent a particular understanding of the world.

5. Modern Views:

Children are seen as a separate category, distinct from adults. The modern view emphasizes children's rights to protection, education, and freedom from exploitation (e.g., UNICEF definition).

<u>**Lecture #2 Class Notes: Theories**</u>

 Psychological Approach:

- ○ **Developmental Psychology:** Focuses on how children grow and progress through stages (e.g., Piaget's stages of development).
- ○ Children are seen as developing into adults in a step-by-step process.
- ○ Example stages:
  - ■ **Sensorimotor:** Reflexes, early language.
  - ■ **Preoperational:** Language, imagination, egocentrism.
  - ■ **Concrete Operational:** Logical thinking, conservation mastered.
  - ■ **Formal Operational:** Abstract, hypothetical thinking.
2. **Sociological Approach:**
   - ○ **Socialization:** Children learn to become members of society by imitating and modeling adult behavior.
   - ○ Criticism: This approach often views children as passive and reinforces societal inequalities.
   - ○ Children are seen as "empty vessels" that adults fill with knowledge.
3. **(Bio)Ecological Theory (Bronfenbrenner):**
   - ○ Children's development is influenced by relationships and environments (e.g., family, community).
   - ○ Criticism: Focuses on adult-designed environments for optimal child development, with less emphasis on the child's active role in shaping their environment.
4. **Social Constructionism:**
   - ○ Children are **active agents** who construct their own world based on their experiences.
   - ○ Childhood is **socially constructed,** meaning it changes depending on culture, time, and society.
   - ○ Rejects the idea of childhood as just a preparation for adulthood. Children are competent and capable now, not just in the future.

Key Concepts to Remember:

- ● **Dominant Paradigm:** Grounded in developmental psychology; children seen as incomplete adults.
- ● **New Paradigm:** Focuses on children's active role in society; rejects the idea that children are only "becoming" adults.
- ● **Children as Social Actors:** Children can participate in and shape social life, making real choices and decisions.

Shift in Thinking:

- ● **From Passive to Active:** Older theories focused on children as passive, but newer views see children as active participants in their own lives.
- ● **Historical and Cultural Context:** Childhood is not the same everywhere—it changes across time and cultures.

Memorization Tip:

- **Focus on Key Shifts:** Remember the main shift from seeing children as passive recipients of knowledge to active agents who shape their own worlds.

Lecture #3 Class Notes: Issues in research

Key Concepts:

1. **Historical and Theoretical Changes:**
   - There's been a shift in how children are viewed in research:
     - **Old Approach (Scientific):**
       - Quantitative methods, focus on research **on** children.
       - Children seen as passive, incompetent, and becoming adults.
     - **New Approach (Childhood Studies):**
       - Qualitative methods (ethnography, child-friendly).
       - Research **with** children, treating them as active, competent beings.
       - Childhood is seen as a **social construction** that changes across cultures and time.
2. **Children's Voices:**
   - Historically, children's voices were not heard in research because they were seen as unreliable or immature.
   - **New Approach:** Children are seen as experts in their own lives and their voices are valued.
   - **Challenge:** Authentic children's voices can still be hard to capture due to ethical and practical complexities.
3. **Ethics in Researching Children:**
   - **Why Ethics Matter:** Research could harm participants if ethical standards aren't followed.
   - **Key Ethical Principles:**
     - **Benefit vs. Risk:** Research should minimize harm, and the benefits should outweigh any risks.
     - **Protection & Participation:** Children have a right to participate in research and be protected from harm.
     - **Respect & Justice:** Show respect for participants, value their input, and ensure fairness in how research affects them.
4. **Consent and Confidentiality:**
   - **Consent:** Children need to understand the study's risks and benefits before agreeing to participate.
   - **Assent:** After parental consent, children are also asked if they want to participate.
   - **Confidentiality & Anonymity:** Keep participants' information private unless there is a risk of harm (e.g., abuse).
5. **Gatekeepers:**
   - In research with children, gatekeepers (e.g., parents, teachers) often decide whether children can participate.
   - **Issues:** Sometimes gatekeepers can block access or force children into research they don't want to join.

6. **Power Dynamics in Research:**
   ○ Researchers can hold power over children, making it hard for children to say "no" to participation.
   ○ **Solutions:** Encourage collaborative and reciprocal interactions to reduce power imbalances.

Child-Friendly Research Methods:

● **Participatory Action Research (PAR):** Children become active researchers to bring about change.
● **Mosaic Method:** Combines visual methods (e.g., photography) and interviews to understand children's views.
● **Observations (Ethnography):** Researchers observe children's everyday activities.
● **Photovoice:** Children take pictures of things that matter to them, which are then discussed.
● **Drawing:** Children express their experiences through drawing, often used for sensitive topics.

Key Takeaways:

● The **new approach** to childhood research values children's voices, seeing them as capable of making decisions.
● Ethical principles are critical in ensuring children's protection, participation, and respect in research.
● **Participatory methods** allow children to be active agents, not just subjects of research.

Lecture #4 Class Notes: Children and Law

Main Themes:

1. **State Intervention in Families:**
   ○ The government has the power to intervene in family life if children are not being raised properly (e.g., through laws and policies).
   ○ Goal: Protect children and raise them as future citizens.
2. **Key Areas of State Intervention:**
   ○ **Poverty:** Children in poverty (13.3% in Canada) struggle with basic rights like adequate living standards.
     ■ Question: Who counts as a "future citizen" and why do some children seem excluded?
   ○ **Family Law:** In cases of divorce, courts decide what's in the child's best interest, often without fully considering the child's voice.
     ■ Children are seen as needing protection, so adults make decisions for them.
   ○ **Children of the State:** Indigenous children were disproportionately affected by the **Sixties Scoop**, and Indigenous children still make up nearly 80% of those in state care today.

- - ■ Children in state care tend to have worse outcomes (education, health, financial stability).
  3. **Juvenile Justice and Crime:**
     - ○ **Conceptualizations of Criminality:** Children can be seen as innocent or dangerous, depending on how society views them.
       - ■ **Moral Panic:** Public fear about juvenile crime can lead to harsher policing and laws (e.g., UK Jamie Bulger case).
       - ■ **Different Approaches to Justice:** In the UK, 10-year-old children were tried as adults for murder. In contrast, Norway gave young offenders therapy instead of punishment.

Key Concepts for Memorization:

1. **Poverty:** Consider how poverty affects children's rights and their status as future citizens.
2. **Family Law:** Children's voices are often ignored in post-divorce situations; adults decide in their "best interest."
3. **State Care:** Indigenous children are overrepresented in state care; outcomes are often worse for children raised by the state.
4. **Juvenile Crime:** Different countries handle juvenile crime differently based on how they view childhood and responsibility (e.g., UK vs. Norway).

Lecture #5 Class Notes: UNCRC

United Nations Convention on the Rights of the Child (UNCRC):

- **International treaty** recognizing the human rights of children (under 18).
- Ratified by most countries, committing them to protect children's rights through laws and policies.
- Four key principles highlight that children are **equal human rights holders** compared to adults.

The Three Ps of Children's Rights:

1. **Provision:** Children have the right to basic needs like food, shelter, and education.
2. **Protection:** Children should be protected from abuse, exploitation, and harm.
3. **Participation:** Children have the right to express their views on matters affecting them, but their views are only considered if adults deem them competent.

Tensions in Children's Rights:

- **Adults' Control:** Adults determine when and how children can participate based on developmental age and competence.
- **Article 3 vs. Article 12:**
  - ○ Article 3: Children's best interests are a priority.
  - ○ Article 12: Children have the right to express their views.
  - ○ Problem: If adults don't think the child's views are in their best interest (Article 3), they can ignore the child's input (Article 12).

Children's Citizenship:

- Children are seen as **"citizens in the making"** (future citizens) rather than **citizens in the present** (having full rights now).
- **Adultism:** Adults are often seen as superior, making decisions for children, while children's views are undervalued.

Barriers to Children's Participation:

- **Tokenism:** Children's voices are heard, but their input is often ignored.
- **Power Imbalances:** Adults still hold most of the power in decision-making.
- **Resistance:** Some adults don't believe children should have a say in important matters.

Participation Models:

- **Shier's Model of Participation (2001):** Helps adults reflect on their ability to include children in decisions. It outlines steps adults should follow to ensure children's views are genuinely considered.

Hanson's Typology of Children's Rights:

1. **Paternalism:** Children need protection because they are seen as incompetent.
2. **Welfare:** Children are both competent and incompetent, depending on the situation.
3. **Liberation:** Children are seen as fully competent citizens with rights to full participation.
4. **Emancipation:** Children are mostly competent but may be seen as incompetent if proven otherwise.

Key Questions to Reflect On:

- Do you believe children's rights are fully respected?
- What rights do you think children should have that they currently don't?
- Are there any personal experiences where you've seen children's rights ignored or respected?

Activism:

- **Child Activism:** Children can take part in protests and community actions to get their voices heard, showing they can act as citizens now, not just in the future.

Key Points for Memorization:

- **Three Ps:** Provision, Protection, Participation.
- **Article 3 vs. 12 tension:** Best interest vs. participation.
- **Adultism and Barriers:** Adults still hold control over children's rights and participation.

Guest speaker notes

What is the UNCRC?

- **International treaty** that recognizes the human rights of children (under 18).
- By signing, governments promise to uphold children's rights through laws and policies.

The Four Guiding Principles of the UNCRC:

1. **Non-Discrimination (Article 2):**
   - All children must be protected from discrimination.
   - The rights apply to **every child** without exception.
2. **Best Interest of the Child (Article 3):**
   - In all actions concerning children, their **best interests** must come first.
   - Adults need to consider how their decisions affect children.
3. **Right to Life (Article 6):**
   - Every child has the right to life.
   - Ensuring the child's survival and development is crucial.
4. **Participation (Article 12):**
   - Children have the right to express their views in matters that affect them.
   - The views of children must be given appropriate weight based on their **age and maturity**.

Key Challenges for the UNCRC:

1. **Cultural Conflicts:**
   - The idea of a "best possible childhood" in the UNCRC may clash with **traditional or cultural values** in some countries.
   - Example: The African Charter on the Rights and Welfare of the Child (ACRWC) highlights children's responsibilities to their families and society (Article 31).
2. **Symbolic Ratification:**
   - Many countries, especially from the Global South, ratified the UNCRC to show a commitment to democracy but may not fully implement the treaty.
3. **Lack of Awareness:**
   - Despite Article 42 of the UNCRC requiring countries to spread awareness, many people still don't know about children's rights even after 35 years.

Children's Participation (Article 12):

- Participation is one of the four key principles, but it is often overlooked.
- Adults should not make assumptions about what children should think or do.
- **Children's voices** must be heard and taken seriously, not just allowed to speak.

Key Points for Memorization:

- **Four principles of the UNCRC:** Non-discrimination, Best interest, Right to life, Participation.
- **Challenges:** Cultural conflicts, symbolic ratification, lack of awareness.
- **Children's participation** must be actively supported and respected.

Notes workshop

Week 1

Key Discourses of Childhood:

1. **Puritan Discourse:**
   ○ Belief: Children are inherently evil and need strict discipline to be saved.
2. **Blank Slate (Tabula Rasa) Discourse:**
   ○ Belief: Children are born without knowledge and need guidance and training to become adults.
3. **Romantic/Innocent Discourse:**
   ○ Belief: Children are pure and innocent, needing protection and care.

Additional Discourses from Lowe's Article:

1. **Playful Child:**
   ○ Children see play as their own activity and believe adults can't truly participate, only help.
2. **Unknowing Child:**
   ○ Children often rely on adults because they think adults have more knowledge and status.
3. **Needful Child:**
   ○ Children see adults as providers of care and emotional support. They depend on adults to feel better or get things.
4. **Unauthorised Child:**
   ○ Children feel restricted by adults, who set the rules. They can't be fully independent and often role-play adult authority in their games.

Important Concepts:

● **Childhood is Fluid:** It changes across cultures, history, and social contexts.
● **Overlap of Discourses:** There's a connection between historical discourses and children's perspectives today.
● **Modern Dominance:** Think about which discourse is more common in Canada today. Are children seen as needing protection, guidance, or something else?

Week 2

Developmentalism (Psychological Approach):

● **Focus:** Children develop in **age-related stages** (e.g., Piaget's stages).
● **Children are seen as:**
   ○ Moving towards becoming adults.
   ○ Incompetent until they reach adulthood.
   ○ Measured against universal norms.
● **Criticism:**

- ○ Can be damaging, especially to minority or ethnic groups, if they don't fit the "norm."
- ○ Children are viewed as objects of study rather than active participants.

Social Constructionism (New View of Childhood):

- **Focus:** Childhood is not just about becoming adults—it's a **socially constructed** experience that varies across cultures and history.
- **Children are seen as:**
  - ○ **Active agents** who can make choices and participate in shaping their world.
  - ○ Competent and able to influence their surroundings.
- **Paradigm Shift:**
  - ○ Rejects the idea that children are passive or just future adults.
  - ○ Emphasizes that childhood is shaped by society and varies across time and place.

Comparison:

- **Developmentalism:** Researchers hold more power, as children are treated as passive subjects.
- **Social Constructionism:** Children and research participants have more power, viewed as active contributors to their own lives.

Real-Life Implications:

- **Developmentalism:** Adults (teachers, parents, governments) might treat children based on predefined stages, potentially limiting individuality.
- **Social Constructionism:** Children's voices and experiences are valued, and adults may adapt practices to recognize children's active role in society.

Key Concepts for Study:

- **Developmentalism:** Universal stages, passive children, adult-driven.
- **Social Constructionism:** Active children, varied experiences, social shaping of childhood.

Week 3

History of Research with Children:

- **Scientific Method (Old Approach):**
  - ○ Focused on **objectivity**: measurable, predictable data.
  - ○ Mostly **quantitative** methods (experiments, measurements).
  - ○ Children seen as **objects** of research.
- **New Approach (Child-Friendly Research):**
  - ○ Focused on **subjectivity**: understanding children's personal experiences.
  - ○ Mostly **qualitative** methods (observations, drawings, photography).
  - ○ Children are seen as **participants** in research, not just subjects.

Scientific Method vs. Child-Friendly Approach:

- **Scientific Method:**
  - Research **on** children.
  - Objective, measurable, hypothesis-driven.
  - More traditional, often used in physical/biological sciences.
- **Child-Friendly Approach:**
  - Research **with** children.
  - Uses methods like **Mosaic Approach** (combines various methods like drawings, photos, interviews).
  - Children are viewed as experts in their own lives, capable of offering valuable insights.

Mosaic Approach (Clark and Moss 2001, 2005):

- **Purpose:** To capture children's experiences using multiple methods.
- **Benefits:**
  - Helps understand what matters to children in their environment.
  - Shows that children can challenge previous assumptions about their abilities (e.g., awareness of color and design).

Children's Competence in Research:

- It was once believed that children lack the understanding or vocabulary for research.
- Now, children are seen as **competent social actors** who can contribute meaningfully to research.
- **Symbolic tools** (e.g., drawings, photography) are useful to capture children's perspectives.

Key Concepts for Memorization:

1. **Old vs. New Approach:** The shift from objective, quantitative research on children to subjective, qualitative research with children.
2. **Mosaic Approach:** A key method in child-friendly research, using multiple tools to explore children's views.
3. **Children as Experts:** Children are now seen as knowledgeable and competent in sharing their experiences.

Week 4

Main Focus:

- **Youth Homelessness** and how state systems have failed or helped young people.

Key Study (Nichols and Malenfant, 2022):

- **Study Participants:** 38 homeless youth aged 16-29 in Montreal, Quebec.

- **Goal:** To understand how government systems could prevent youth homelessness.
- **Method:** Youth researchers with experience in homelessness co-led the study, and participants were asked about their experiences with government systems.

Key Themes from the Study:

1. **Inadequate Health Services:**
   - Services often assume youth have access to family doctors or private care, which isn't the case.
   - Example: Youth were only offered 5 therapy sessions at school, with no other support options.
2. **Emergency Services Overload:**
   - Youth end up relying on emergency care for chronic problems (e.g., mental health, substance use) due to long wait times for regular services.
   - This creates a cycle of temporary fixes without long-term solutions.
3. **Discrimination in Healthcare:**
   - Youth face discrimination because of their homelessness or mental health issues.
   - Example: Youth were turned away from hospitals, placed in separate waiting areas, or denied medication.

Key Points for Memorization:

- **Youth face significant barriers** in accessing healthcare and are often discriminated against.
- **Emergency services are overused** due to inadequate long-term care solutions.
- **Understanding the root causes** of youth homelessness can help improve government and healthcare responses.

Week 5

Key Concept: Participation

- **True participation** involves ongoing dialogue and mutual respect between children and adults.
- Children's views are taken into account, and they can influence the outcome of decisions.

Factors That Limit Participation:

1. **Tokenism:** Children's input is only symbolic, not truly considered.
2. **Exclusion:** Children may be left out of decision-making entirely.
3. **Inequality and Power Imbalances:** Adults often hold more power, limiting children's influence. Power imbalances also exist among children.
4. **Lack of Accountability:** Systems may fail to follow through on children's ideas or participation.
5. **Sustainability Issues:** Participation may be temporary or inconsistent.

Activism:

- **Activism:** Action for a cause, going beyond routine methods to create change (Martin, 2007).
- Examples of **child activists** include:
  - **Malala Yousafzai:** Advocating for girls' education.
  - **Greta Thunberg:** Leading climate change movements.
  - **Thandiwe Abdullah:** Advocating for Black Lives Matter.
  - **Bana Alabed:** Speaking out for children in conflict zones.

The Role of Activism:

- Activism can foster a sense of belonging and help marginalized youth challenge power structures and fight for social change.
- However, activism can sometimes reinforce inequalities if some young people are excluded due to lack of resources or education.

Digital Activism:

- **Social media and the internet** have provided new ways for young people to engage in activism and mobilize others.
- **Concerns:** Digital activism can exclude certain groups (those without internet access) and raise worries about children's safety and vulnerability online.

Discussion Point:

- How can adults, like parents and teachers, **help or hinder** children's participation in activism or decision-making?

Small Group Activity Example:

- If you were planning a community event, how would you **include children** on the committee in a way that ensures their participation is meaningful?

Key Takeaways for Memorization:

1. **True participation** requires respect, dialogue, and influence.
2. **Barriers to participation** include tokenism, exclusion, power imbalances, and lack of sustainability.
3. **Child activists** play a significant role in challenging power structures and creating social change.
4. **Digital activism** is powerful but can exclude some groups or raise safety concerns.

Readings

Week 1

Key Concepts of Childhood:

1. **Childhood is Socially Constructed:**
   - Childhood changes over time and varies across cultures. It is shaped by social, political, and economic factors, not just a natural stage of life.
   - Dominant perspectives are created by adults, but children's views on their own childhood are important and often overlooked.
2. **Historical Views of Childhood:**
   - **Classical Times:** Children were seen as mini-adults with responsibilities based on their gender and social class.
   - **Middle Ages:** Children worked alongside adults and childhood was not a separate phase.
   - **Industrial Revolution:** Concerns over child labor led to movements to protect children and establish education systems.
3. **Main Discourses of Childhood:**
   - **Puritan View:** Children are inherently sinful and need discipline to be saved from evil.
   - **Blank Slate (John Locke):** Children are born without knowledge and learn through education and experience.
   - **Romantic View (Rousseau):** Children are born pure and innocent, needing protection from the world.
4. **Contemporary Discourses:**
   - **Innocent Child:** Children need protection from danger and should be nurtured to develop safely.
   - **Exploited Child:** Some children face abuse or exploitation, which society must address through protection and care.
   - **Future Citizen:** Children are seen as future contributors to society and are molded through education and social systems.
5. **Children's Perspectives (From Study):**
   - **Playful Child:** Children see play as their main occupation, and they view adults as helpers, not true participants in their play.
   - **Unknowing Child:** Children recognize that they lack knowledge compared to adults but are eager to learn and develop skills.
   - **Needful Child:** Children trust adults to provide care and solve problems, but this dependence is part of strong emotional bonds.
   - **Unauthorised Child:** Children sometimes feel restricted by adults and struggle for more independence and control over their lives.

Key Themes for Memorization:

- **Childhood as a Social Construct:** Ideas about childhood shift depending on culture, time, and society.
- **Different Eras of Childhood:** In the past, children were often treated like adults, but modern perspectives focus more on education, protection, and rights.
- **Adult vs. Child Perspectives:** Children's voices on their own experiences differ from adult-created discourses. Studying these helps understand what childhood really means.

Week 3: Fraser's article

Research with Children and Young People:

1. **Traditional (Scientific) Research Approach:**
   - Influenced by the physical and biological sciences.
   - Focused on **objective** and **measurable** data (e.g., experiments, quantitative research).
   - Treated children as **objects** of research, observing them without their active involvement.
2. **New (Participatory) Research Approach:**
   - Shift towards **participatory research**, where children are **active participants** in the research process.
   - Uses **qualitative methods** like interviews, observations, drawings, and photography.
   - Children are viewed as experts in their own lives, contributing valuable insights.

Key Research Methods:

1. **Mosaic Approach:**
   - Developed by Clark and Moss (2001, 2005).
   - Combines various methods (e.g., interviews, photography, drawings) to capture children's experiences.
   - Focuses on children's voices and their environment, treating them as competent to share their perspectives.
2. **Participatory Action Research (PAR):**
   - Children actively participate as **researchers**, not just subjects.
   - Example: A project in Bangalore where children contributed to community development by identifying issues and suggesting improvements.

Important Themes:

1. **Objectivity vs. Subjectivity:**
   - Traditional research emphasized **objectivity**, minimizing researchers' influence on data.
   - **Subjectivity** is now acknowledged, focusing on understanding children's personal experiences and perspectives.
2. **Children's Competence:**
   - Children are no longer viewed as passive or incompetent.
   - Research methods now recognize that children can provide meaningful insights when given the right tools (e.g., drawing, photography).

Ethical Considerations:

- Research **with** children respects their rights and values their input.
- Ethical research ensures children's voices are heard and that they are not treated as mere subjects of study.

Key Takeaways for Memorization:

- **Shift from scientific/objective to participatory/subjective research.**
- **Mosaic and PAR methods** are key tools for engaging children in research.
- Children are now seen as **competent** participants, contributing to the research process.

Week 4 : Homelessness article

Main Focus:

- **Youth Homelessness** and the challenges young people face when trying to access health services while dealing with homelessness.

Key Study Findings:

1. **Youth Homelessness in Canada:**
   - Around **35,000–40,000** youth in Canada experience homelessness every year.
   - Homeless youth face high rates of **mental health disorders, substance use, and physical health issues** (e.g., sexually transmitted infections, anxiety, depression).
2. **Health System Barriers:**
   - **Inadequate Services:** Youth often cannot access proper mental health and addiction services because of long wait times and inappropriate care models.
   - **Discrimination:** Youth, especially those who are homeless or use drugs, experience stigma and are often denied services. For example, some youth are turned away from hospitals or denied pain medication because of their housing status or drug use.
3. **Emergency and Crisis Care:**
   - **Over-reliance on emergency services:** Youth often rely on emergency care because they can't access long-term services. This leads to an **endless cycle** of short-term fixes without real solutions.
4. **Structural Stigma:**
   - **Stigma in Health Care Settings:** Homeless youth and those who use drugs face significant stigma in hospitals and health care centers. They are often placed in separate waiting areas or denied proper treatment.

Key Recommendations:

1. **Improve Service Access:**
   - Ensure that services are **non-discriminatory**, timely, and tailored to the specific needs of homeless youth.
2. **Provide Housing as Part of Health Solutions:**
   - Stable housing should be part of any health intervention for homeless youth to improve both their health and housing stability.
3. **Better Crisis Intervention:**
   - Use trained social workers and peer navigators to handle crisis situations, rather than police or security guards who might escalate the situation.

Key Points for Memorization:

- Homeless youth face high rates of **mental health and substance use disorders**.
- **Discrimination in health care** is a major barrier for homeless youth.
- Improving access to health care and providing **housing-led interventions** are key to breaking the cycle of homelessness.

Week 5: Tisdall article on children's rights and activism

Children's Participation and the UNCRC:

- The **United Nations Convention on the Rights of the Child (UNCRC)** provides a legal framework for children's rights, focusing on their right to participate in decisions affecting their lives.
- **Article 12** highlights that children have the right to express their views, and these views should be taken into account based on the child's age and maturity.

Challenges in Children's Participation:

1. **Tokenism:** Children's input is often symbolic, without real influence on decisions.
2. **Exclusion:** Many children are left out, especially those from marginalized communities.
3. **Power Imbalances:** Adults still control most decision-making, limiting the impact of children's voices.
4. **Lack of Sustainability:** Short-term participation projects often disappear without long-lasting impact.
5. **Weak Accountability:** Children are not always told how their input affects final decisions.

The Role of Activism:

- **Activism** is action taken to create change and challenge the status quo.
- Children and young people can use activism to push for their rights and bring attention to important issues like climate change, education, and social justice.
- **Examples of child activists:**
  - **Malala Yousafzai:** Advocated for girls' education.
  - **Greta Thunberg:** Leads the global climate change movement.
  - **Youth-led movements** against issues like gun violence and child marriage.

Digital Activism:

- **Social media** and the internet give young people new ways to participate in activism.
- Platforms like Twitter, TikTok, and Facebook allow children to spread their messages quickly and globally.
- **Challenges of digital activism:** Not everyone has access to the internet, and online spaces can be used for harmful purposes (e.g., misinformation).

Protection vs. Participation:

- Adults often try to protect children by limiting their participation (e.g., restricting internet access), which can prevent children from being involved in activism.
- The article argues for a balance between protection and participation, encouraging children's involvement in activism while ensuring their safety.

Key Points for Memorization:

1. **UNCRC and Participation:** Article 12 guarantees children's right to be heard, but this right is often limited in practice.
2. **Activism as a Tool:** Activism allows children to challenge adult power and push for change, even when they are excluded from traditional decision-making.
3. **Digital Activism:** Social media provides opportunities for global participation, but it also presents risks like digital exclusion and misinformation.