

BUILDING OUR COMMUNITIES OF CARE

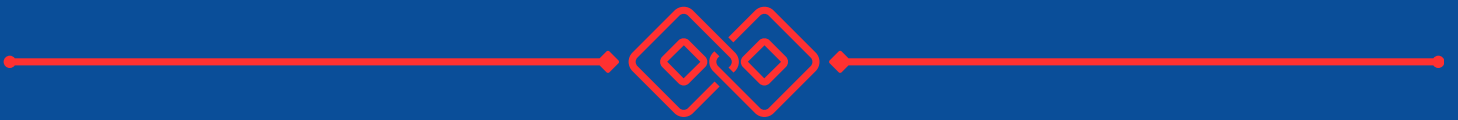


**REPORT PREPARED BY ANNABELLE DE JESUS,
REBECCA FITZPATRICK, AND STEVEN GIBSON**

LAND ACKNOWLEDGMENT

THE SHAKING THE MOVERS TORONTO TEAM RECOGNIZES THAT THIS LAND, ITS RESOURCES, AND ITS HISTORY WERE STOLEN FROM ITS INDIGENOUS PEOPLES.

THE FOLLOWING LAND ACKNOWLEDGEMENT WAS SHARED AT THE BEGINNING OF OUR WORKSHOP SERIES AS AN ENTRY POINT TO CONSIDERING OUR COLLECTIVE RESPONSIBILITY TO THE PROCESS OF RECONCILIATION:



As individuals gathering in Canada, whether as settlers, newcomers, or Indigenous peoples themselves, it is crucial for us to recognize and never forget that this land, along with its resources and intricate history, was unjustly taken from its Indigenous inhabitants.

We must acknowledge that our presence here today and our ability to coexist in this space are direct outcomes of a long history of colonialism. This historical legacy continues to profoundly impact the lives of countless Indigenous individuals and communities across Canada.

Land acknowledgments can be unsettling, as they encourage us to reflect and critically examine our shared Canadian history. However, land acknowledgments, alone, are merely an invitation. An invitation to reflect on this history; an invitation to recognize how we, collectively, perpetuate its effects; and an invitation to consider how we can contribute to a changing narrative. It also invites us to embark on a personal journey through the importance of connecting with the earth, its creatures, and its teachings.

In recognition that we are virtually gathering from the lands of numerous Indigenous communities, [click here](#) for further information.

DEDICATION

LANDON PEARSON PLAYED A PIVOTAL ROLE IN THE CREATION OF THE “SHAKING THE MOVERS” (STM) MODEL, ESTABLISHING A POWERFUL PLATFORM FOR CHILDREN AND YOUNG PEOPLE TO SHARE THEIR PERSPECTIVES AND INFLUENCE CHANGE ON ISSUES AFFECTING THEIR RIGHTS. HER VISION AND DEDICATION ENSURED THAT THE VOICES OF YOUNG PARTICIPANTS WERE NOT ONLY HEARD BUT ALSO ACTED UPON, WITH REPORTS FROM THESE WORKSHOPS REACHING KEY DECISION-MAKERS ACROSS CANADA. TODAY, THE LANDON PEARSON CENTRE PROUDLY CARRIES FORWARD THIS LEGACY, CONTINUING TO SUPPORT STM WORKSHOPS ACROSS THE COUNTRY, INCLUDING OUR OWN AT TORONTO METROPOLITAN UNIVERSITY. WE ARE DEEPLY GRATEFUL FOR THE CENTRE’S ONGOING PARTNERSHIP AND COMMITMENT TO YOUTH ENGAGEMENT, WHICH HELPS ENSURE THAT YOUNG PEOPLE REMAIN AT THE HEART OF MEANINGFUL DIALOGUE AND ACTION.



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BUILDING OUR COMMUNITIES OF CARE

Introducing the 2024-25 Shaking the Movers (STM) Workshop Series:
“Building Our Communities of Care.”

Excerpt from a Letter of Introduction by Virginia Caputo, Director, Landon Pearson Centre:

I am honoured to carry on Landon Pearson’s tradition of offering a message of introduction for the Shaking the Movers workshop series. At the heart of this year’s theme, “Building Our Communities of Care,” is the multifaceted concept of care viewed through the lens of children’s rights and rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC). The 2024-25 Shaking the Movers workshop series offers an opportunity to consider these rights and principles by attending to the contextual and relational elements of care and recognizing how important these are for the well-being of children and young people.

The concept of care compels a key question: what is meant by the word ‘care’? As we know, what “care” means varies across different cultural and societal contexts. In considering these varying meanings of care, Shaking the Movers begins from the premise of respect for children and young people and for their experiences of care that unfold in diverse settings. In viewing care through lived experience, we can see how it becomes intertwined with social, cultural, political, legal, and economic practices as well as shifting societal values that have implications for the ways young people live and experience their lives. For Indigenous children, racialized children, and children who find themselves in marginalized circumstances, this is a particularly important point.

SHAKING THE MOVERS TORONTO 2024

OVERVIEW

COMMUNICATIONS STRATEGY

- IMPROVED COMMUNICATIONS USING PAST LESSONS
- CENTRALIZED ONBOARDING DOCS (PASSWORDS, SCHEDULES, CONTACTS)
- USED EMAIL, INSTAGRAM, TIKTOK, AND LINKTREE FOR ENGAGEMENT WITH YOUTH FROM ACROSS THE COUNTRY
- KEPT PAST & PRESENT PARTICIPANTS UPDATED (SEE APPENDIX)

CHILD & YOUTH CARE (CYC) CHILDREN'S RIGHTS CLASS

- TORONTO METROPOLITAN UNIVERSITY (TMU) CYC STUDENTS ARE KEY CONTRIBUTORS.
- SMALL GROUPS CREATED 5-MINUTE THEMATIC VIDEOS THAT PROVIDED A FOUNDATION FOR DISCUSSIONS:
- INTRODUCTORY VIDEO ON UN CONVENTION ON THE RIGHTS OF THE CHILD; AND
- THEMATIC VIDEOS SUPPORTED BREAKOUT GROUP DISCUSSIONS.

INTRODUCTION TO STUDENT FACILITATORS

- TMU CHILD AND YOUTH CARE STUDENTS ALSO FACILITATED SMALL GROUP DISCUSSIONS AND ACTIVITIES.
- PART OF THEIR ADVANCED GROUP WORK COURSE FOCUSES ON YOUTH ENGAGEMENT AND FACILITATION.
- DEVELOPED FIVE THEMES AND LED DISCUSSIONS ON BUILDING OUR COMMUNITIES OF CARE

ZOOM & GRAPHIC FACILITATION

- TO MAXIMIZE PARTICIPATION ACROSS TORONTO, ONTARIO, AND THE COUNTRY, THE EVENT WAS CONVENED VIA ZOOM, ENSURING BROADER ACCESSIBILITY.
- A GRAPHIC FACILITATOR JOINED TO VISUALLY CAPTURE STM TORONTO PARTICIPANTS' IDEAS IN REAL TIME:
- ACTIVELY LISTENED TO CONTRIBUTIONS.
- VISUALLY ARTICULATED IDEAS AS THEY WERE SHARED.
- THE FINAL ARTWORK CREATED BY THE GRAPHIC FACILITATOR IS FEATURED ON THIS REPORT'S TITLE PAGE.
- PARTICIPANTS IN THIS YEAR'S EVENT REPRESENTED A WIDE AGE RANGE, REFLECTING THE DIVERSE DEMOGRAPHICS OF STM EVENTS ACROSS THE COUNTRY.

SHAKING THE MOVERS

OVERVIEW

ABOUT STM:

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 fifteen years, the Landon Pearson Centre for the Study of Childhood and Children's Rights has designed and supported workshops to create spaces for children and young people to explore their unique perspectives and experiences. These workshops provide opportunities for participants to share specific recommendations and input related to children's rights topics. Following each workshop, the participants' contributions are consolidated into a report. The Hon. Landon Pearson, often referred to as "Canada's Senator for Children," established Shaking the Movers (STM) as part of her lifelong commitment to advancing children's rights. She prioritized ensuring these reports reached key stakeholders, or "movers," including the Child Rights Academic Network.

Landon Pearson's legacy continues through her Centre at Carleton University, where her vision inspires STM events across the country each year. At the end of each conference, participants are invited to provide recommendations for the future, reflecting Landon's belief in the power of youth voices to shape policies and practices that uphold children's rights.

WELCOME FROM

ELDER

JOANNE

DALLAIRE



WE WERE HONOURED TO HAVE TORONTO METROPOLITAN UNIVERSITY'S ELDER, JOANNE DALLAIRE SHARE HER WISDOM TO OPEN OUR EVENT. IF WE HAD GATHERED IN PERSON, WE WOULD HAVE PASSED ON TOBACCO AS A GIFT OF APPRECIATION FOR ELDER DALLAIRE'S WILLINGNESS TO TEACH. SOME PARTICULARLY NOTEWORTHY COMMENTS ARE HIGHLIGHTED BELOW!

**"LET YOUR VOICE BE STRONG AND
COMMAND RESPECT THROUGH
RESPECTFULNESS"**



**"Understand the value you bring—
your words are seeds that will
grow"**

**"Youth have far more insight and
knowledge than they are given credit
for"**



[PLEASE CLICK HERE FOR A FULL TRANSCRIPTION OF HER WELCOME MESSAGE!](#)

AGENDA

NOVEMBER 23, 1:00 PM - 4:30 PM (EST)



ACTIVITY

TIME

INTRODUCTION & WELCOME TO SHAKING THE MOVERS

- TEST OUT YOUR CAMERA AND MICROPHONE

1:00PM - 1:10PM

ICEBREAKER ACTIVITY

- OPENING ACTIVITY & GETTING TO KNOW YOUR PEERS

1:10 PM - 1:30 PM

THEME INTRODUCTIONS

- OVERVIEW OF SUBTHEMES & PARTICIPANT SELECTION

1:30 PM - 1:50 PM

BREAKOUT GROUPS

1:50 PM - 2:35 PM

BREAK

2:35 PM - 2:50 PM

LARGE GROUP DISCUSSION

- PARTICIPANTS SHARE IDEAS, PERSPECTIVES AND UNDERSTANDINGS

2:50 PM - 3:10 PM

BREAKOUT GROUPS

3:10 PM - 3:50 PM

LARGE GROUP DISCUSSION

- SHARED IDEAS, PERSPECTIVES AND UNDERSTANDING

3:50 PM - 4:10 PM

DEBRIEF + CLOSING

- FEEDBACK FOR PRESENTATIONS
- CLOSING ACTIVITY

4:10PM - 4:30 PM

STM 2024

THEMATIC BREAKOUT GROUPS

**HEALTH &
WELLNESS**

Breakout groups were created around different topics to facilitate STM participants' engagement in this year's theme, Building Our Communities of Care.

Participants were invited to reflect on what Building Our Communities of Care looks like in relation to these topics and to consider how they are engaging with and contributing to advancing supportive and inclusive spaces. They explored the connections between rights, responsibilities, and community care to understand how movers can ensure that all children's rights are respected. The five thematic breakout groups are listed on the right-hand side of this page.

SCHOOLS

Breakout Group Objectives:

- Introduce the overall theme in relation to the specific group;
- Explore how participants understand the particular sector of care and what it means to them; and
- Encourage meaningful discussions and reflections on personal experiences within the theme.

**SPORTS &
RECREATION**

This page includes quotes and subtopics identified by the young people during the breakout discussions. Images from the breakout rooms, facilitated by students, are also included to offer visual insight into the conversations and activities that took place.

The following pages of the report will share contributions from STM participants.

**PATHS TO
VISIBILITY OF
CARE**

ONLINE

STM 2024 - YOUTH INSIGHTS

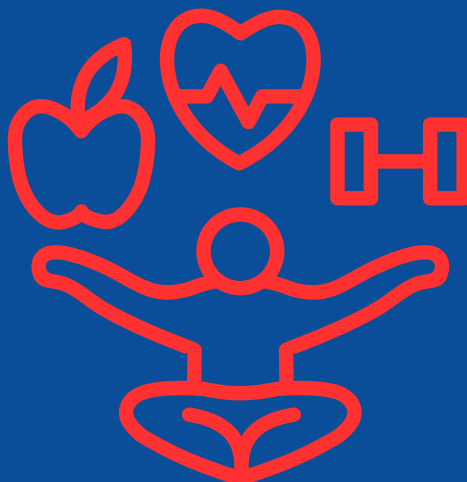
HEALTH & WELLNESS

Quotes from the Health and Wellness Group:

- "In order for everyone to be able to seek health and wellness, there should be education surrounding why children should be able to seek help to improve their health and wellness."
- "Creating programs to teach children not only the need for accessible healthcare but also when it's necessary to seek help beyond just physical needs, but also for both mental and spiritual states."
- "Everyone should be able to access education as the ability to have health and wellness should be for everyone."
- "We should create safe spaces and opportunities where students or children can hear about what health and wellness means to them."
- "Children need the space to grow, find themselves, and understand who they are, and what impact they can make in the world by seeking help for themselves first."

Focus Areas:

- Education on Health and Wellness: Emphasizing the importance of teaching children about physical, mental, and spiritual health, and when to seek help.
- Access to Healthcare: Ensuring children understand and have access to necessary healthcare.
- Safe Spaces for Health Discussions: Creating environments where children can explore what health and wellness mean to them.
- Personal Growth and Impact: Encouraging children to find themselves and recognize their potential by seeking help and reaching out to resources.



STM 2024 - YOUTH INSIGHTS

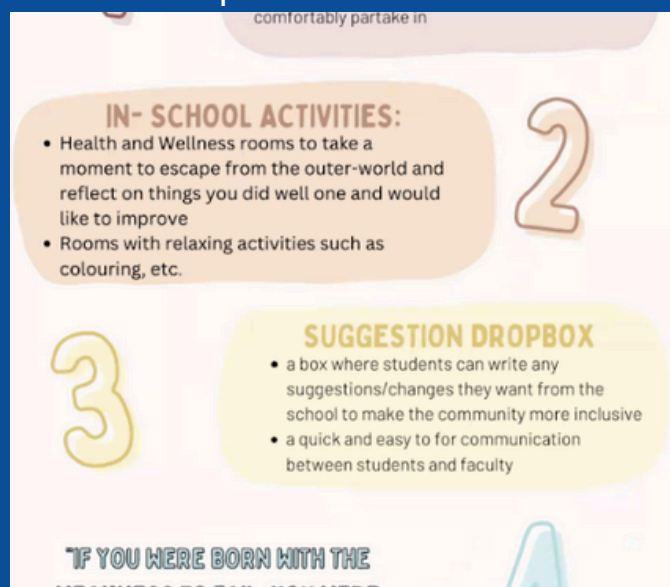
SCHOOLS

Quotes from the School:

- "A safe community is built on acceptance, confidence, and self-expression, where you can express yourself without judgment."
- "Diversity and inclusion, respect and trust from adults—facilitators of the school—create a space where everything works together."
- "Who can you reach out to when your mental health isn't the best? It could be adults or friends."

Focus Areas:

- Safe Communities: Defining what a safe community in a school looks like, focusing on acceptance, confidence, and self-expression.
- Mental Health Support: The need for mental health awareness in schools, including having trusted adults and peers to support students.
- Cultural and Family Influences: Recognizing the role of culture and family in shaping a student's mental health and how those factors can impact school life.
- Diversity and Inclusion: Creating an environment that fosters diversity and inclusion, with an emphasis on respect, trust, and cooperation within the school community.
- Working Together for a Positive Environment: The importance of collaboration between students, staff, and families to create a cohesive and supportive educational experience.



STM 2024 - YOUTH INSIGHTS

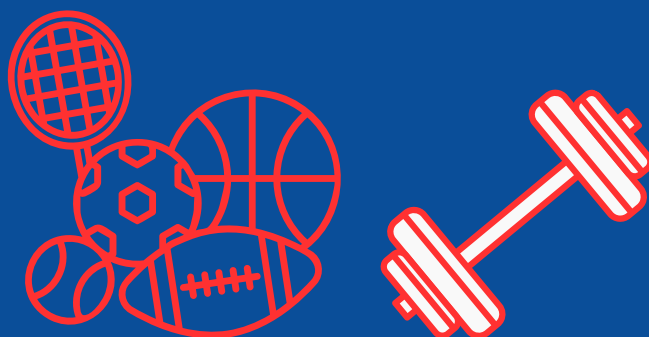
SPORTS & RECREATION

Quotes from Sports & Recreation:

- "Some individuals get discriminated against in some sports teams, so that would cause them to not even try out."
- "Newcomers to certain locations are not able to have access to information about available sports and recreational activities in their community."
- "Financial problems can be a setback, as some sports can be quite costly, and not everyone has access to scholarships or funding from organizations like Jumpstart."
- "In school sports, you have to travel quite far to play some games, and not every parent has those resources like a car to drive their kids."
- "Representation in sports is important, especially seeing someone who looks like you excel on a big stage and how that can inspire you."

Focus Areas:

- Discrimination in Sports: Some individuals face discrimination in sports teams, which can discourage them from participating.
- Access to Information: Newcomers may lack awareness of available sports and recreational opportunities in their new communities.
- Financial Barriers: The high cost of some sports, coupled with limited access to scholarships or funding, creates barriers to participation.
- Transportation Challenges: Traveling long distances for school sports can be difficult for families without transportation resources.
- Representation and Inspiration: Representation in sports is key, particularly seeing individuals from similar backgrounds excelling, which can inspire young people.



STM 2024 - YOUTH INSIGHTS

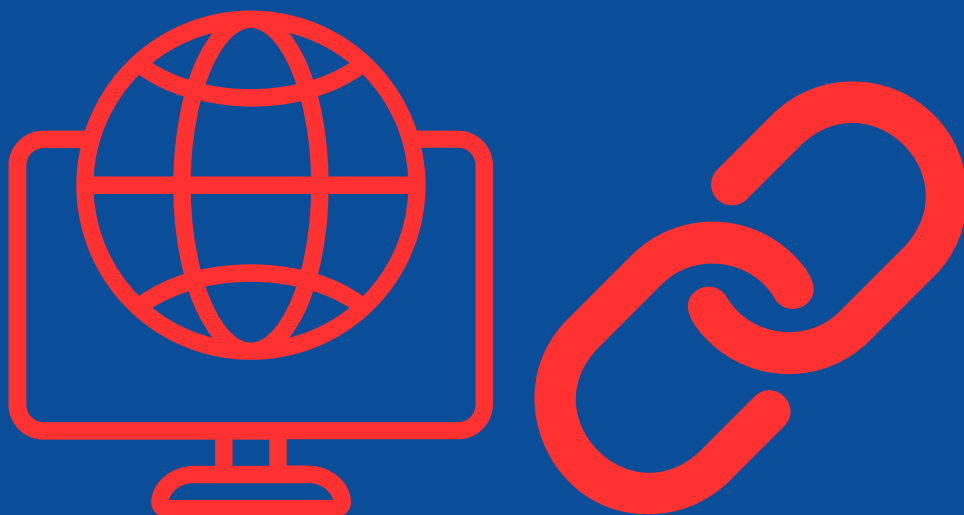
ONLINE

Quotes From Online:

- "People are starting to feel more comfortable being mean online because of the disconnect from accountability."
- "The rise of AI [Artificial Intelligence] makes it difficult to distinguish between real and fake content, especially in news and art."
- "What we see is what we think, and what we think is what we become."
- "When people hide behind their screens, they feel more confident insulting others, which makes it seem normal and cool."

Focus Areas:

- Cyberbullying and Accountability: The difficulty of holding people accountable online due to anonymity and how it fosters negative behavior.
- Impact of AI on Media and Information: Concerns about how AI can blur the lines between real and fake content, affecting news, art, and information sharing.
- Social Media's Influence on Youth: The role of social media in shaping young people's minds, self-esteem, and perceptions, particularly through exposure to unrealistic lifestyles and misinformation.
- Misinformation and Its Effects: The prevalence of misleading or harmful information on social media, and its potential psychological impact on young people.



STM 2024 - YOUTH INSIGHTS

PATHS TO VISIBILITY OF CARE

Quotes From Paths To Visibility

- "Are you living to work, or are you working to live?"
- "Reassurance and affirmations help build confidence to stand up for yourself."
- "In today's society, people view going to work as more important than their own health."

Focus Areas:

- Mental Health and Well-Being: The importance of prioritizing mental health and self-care, particularly in the context of work and societal expectations.
- Self-Advocacy: Discussing how individuals can build the confidence and skills to advocate for themselves, including using self-reassurance and affirmations.
- Creating Supportive Spaces: The need for environments that allow people to take care of their health, even in professional settings, and how this can contribute to overall community well-being.
- Challenging Societal Norms: Questioning the balance between work and personal life and recognizing that prioritizing work over health can negatively affect long-term well-being.

Inclusion:

Definition: The action or state of including or of being included within a group or structure. And the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minority groups.

01.

Identifying and Addressing Unmet Needs:

- Inclusive communities are better at identifying the specific needs of their vulnerable members. By involving these individuals in the decision-making process, communities can design more effective and tailored interventions that address real issues rather than perceived ones.

02.

Improving Service Delivery:

- Innovative approaches often emerge from inclusive practices, leading to more efficient and effective service delivery. When all voices are heard, services can be adapted to be more user-friendly and accessible, ensuring that vulnerable people receive the care and support they need.

03.

Building Trust and Engagement:

- When vulnerable individuals feel included and valued, they are more likely to engage with and trust community initiatives. This trust can lead to more open communication and collaboration, which are essential for innovative problem-solving and community building.

PLENARY RESPONDENT

DR. JUDY FINLAY

Dr. Judy Finlay is an associate professor in the School of Child and Youth Care at TMU, and principal investigator for research on enhancing wellness in northern Ontario First Nations.

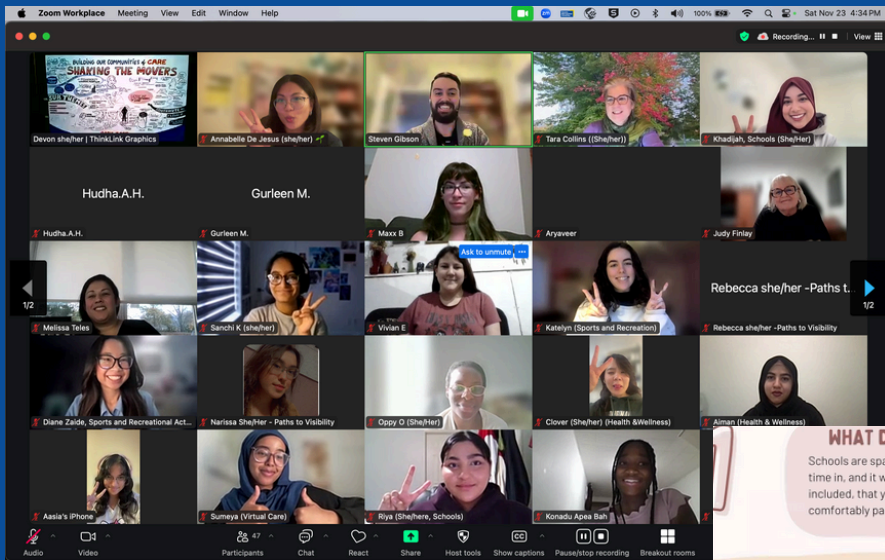


"YOU RAISED THE RISKS ASSOCIATED WITH SOCIAL MEDIA, NOT JUST HOW IT CAN BE USED POSITIVELY BUT THE POLITICAL AND SOCIAL RISK FACTORS THAT IMPACT YOUNG PEOPLE"

"YOU TALKED ABOUT CREATING SAFE SPACES, PARTICULARLY IN SCHOOLS, WHICH IS SOMETHING OFTEN OVERLOOKED BUT VERY IMPORTANT."

"I WAS REALLY IMPRESSED BY HOW AWARE YOU WERE OF OTHERS' STRUGGLES AND HOW INCLUSIVE AND RESPECTFUL YOU WERE, REFLECTING THE THEME OF BUILDING COMMUNITIES OF CARE."

HIGHLIGHTS FROM THE CONFERENCE



WHAT DOES THIS MEAN?

Schools are spaces that youth spend most of their time in, and it would be ideal for safe spaces to be included, that youth can confidently, and comfortably partake in

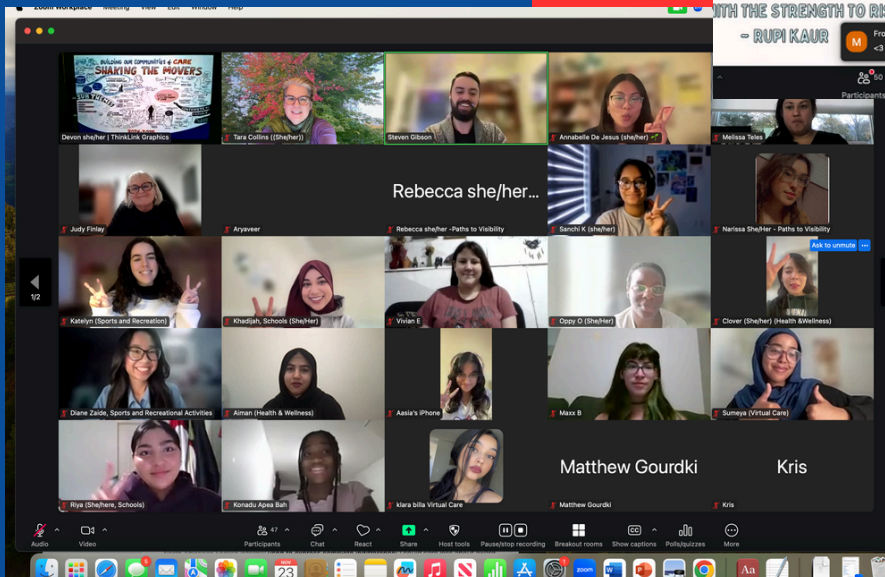
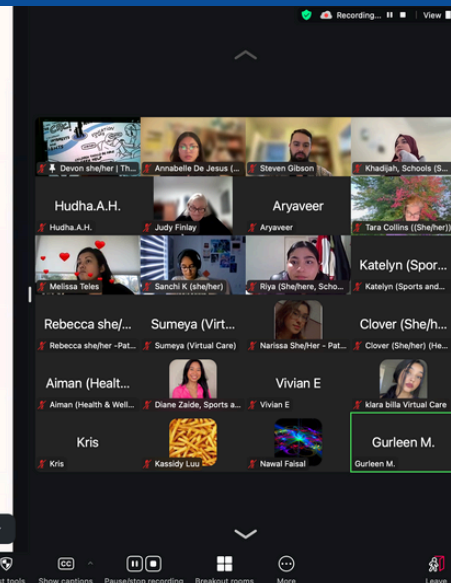
IN-SCHOOL ACTIVITIES:

Health and Wellness rooms to take a moment to escape from the outer-world and do things you did well one and would like to improve. Activities with relaxing activities such as drawing, etc.

SUGGESTION DROPBOX

- a box where students can write any suggestions/changes they want from the school to make the community more inclusive
- a quick and easy to for communication between students and faculty

YOU WERE BORN WITH THE COURAGE TO FAIL, YOU WERE BORN WITH THE STRENGTH TO RISE"
- RUPY KAUR



SHAKING THE MOVERS

POST INTERVIEWS

QUESTION TO STM PARTICIPANTS: AFTER PARTICIPATING IN THIS YEAR'S SHAKING THE MOVERS CONFERENCE, WHAT IDEAS ABOUT BUILDING COMMUNITIES OF CARE STOOD OUT TO YOU?

"That social media can only enact so much change, it is also important to join together as a community and feel heard"

"That advocacy is the act of speaking on your needs in your community and is what brings people together"

"This is a good opportunity for our voices to be heard and how we can get that advocacy. There aren't a whole lot of people to talk about the issues and get to the people who can make the change"

SHAKING THE MOVERS

POST INTERVIEWS

Q: HOW HAS YOUR UNDERSTANDING OF COMMUNITIES OF CARE EVOLVED FROM THE BEGINNING OF THIS SESSION TO NOW?

“Opened me up to how many different categories of care there are for children. There are a lot of topics to discuss and open up the discussion. There is more to do but this is a great step towards it.”

“I didn’t know what to expect when I came in. I knew what communities and care are but wasn’t sure what the discussion would end up with. I am really glad to learn what other people similar to me thought about the topic.”

“My perspective about the topic has definitely broadened. Different areas where communities of care fit into that. Not everyone would think of that e.g. sports and recreation. This has really broadened my understanding of communities of care.”

SHAKING THE MOVERS

POST INTERVIEWS

Q: WHAT DO YOU THINK ARE CURRENTLY THE MOST SIGNIFICANT BARRIERS TO BUILDING COMMUNITIES OF CARE IN YOUR CONTEXT, OR IN CANADA? WHO IS RESPONSIBLE FOR REMOVING THESE BARRIERS?

“When it comes to politics, people are rigid in their ideas - we are responsible as humans for removing barriers and remember that we are one large community and need to serve others first”

“There is a lack of information. For example, people think of basketball as a sport but it can also be a community gathering space - we break barriers by sharing your experience and insights”

“Some people might think a resource is somewhere and try to access it but when it doesn't pan out, they are reluctant to access it in the future.”

SHAKING THE MOVERS

POST INTERVIEWS

Q: HOW CAN YOU CONTRIBUTE TO COMMUNITIES OF CARE? WHAT ARE YOUR NEXT STEPS TO FOLLOW-UP ON THIS INSPIRATION?

“Using basketball as a space to meet folks as a newcomer and build teamworking skills”

“Organize an event that helps the community”

“Contributing to my community and trying to understand what the problems are until someone is willing to listen”

SHAKING THE MOVERS

POST INTERVIEWS

Q: HOW DO YOU THINK ADULTS, CHILDREN,
AND YOUNG PEOPLE CAN WORK TOGETHER
TOWARDS BUILDING COMMUNITIES OF
CARE?

“Shaking The Movers is a
great place to begin as a
space for young people to
share what matters to them!
We learn and share what we
all want to work on”

“An amazing event like
this is a great way for
adults and young people
to work together”

“This opportunity is a
really great one where
adults like you and others
can learn about all of our
views and opinions”

SHAKING THE MOVERS

POST INTERVIEWS

Q: DO YOU HAVE ANY SUGGESTIONS OR RECOMMENDATIONS FOR NEXT YEAR'S SHAKING THE MOVERS, INCLUDING ITS THEME?

"How our morals impact our views e.g. immigrant backgrounds"

"Loved the opportunity to talk about communities online"

"I loved talking about the ethical impacts of AI and what is doing to society and where it is leading to"

ACKNOWLEDGMENTS

Shaking the Movers 2024 was a remarkable event, made possible by the collaboration of various stakeholders. The organizing team acknowledges the meaningful contributions of Elder Joanne Dallaire, Dr. Judy Finlay, and the students from CYC 602: Children's Rights and CYC 807: Advanced Group Work during the fall term of 2024.

The success and uniqueness of Shaking the Movers are attributed to the enthusiastic engagement of all participants, whose dedication made the event truly memorable. Their social awareness and creativity in addressing the complex and urgent task of building communities of care were both inspiring and impactful. The organizing team deeply appreciates the time and effort invested by each participant.

While it is hoped that attendees gained valuable insights from the experience, the organizing team is certain they themselves learned immensely from this collective effort. Shaking the Movers 2024 serves as a powerful reminder that meaningful progress in fostering communities of care is only possible through intergenerational collaboration.

MESSAGE TO PARTICIPANTS

We are grateful to the School of Child and Youth Care at Toronto Metropolitan University for their generous sponsorship of the conference. We also extend our deepest thanks to the Landon Pearson Resource Centre for the Study of Childhood and Children's Rights for making this event possible.

Finally, our participants have been encouraged to stay in touch by joining the Shaking the Movers Alumni Network - the form can be found here. We eagerly anticipate another fantastic conference next year and can't wait to see the meaningful action that unfolds in the meantime. Thank you for taking the time to read this report—we hope it has inspired you!

Sincerely,
STM Organizing Team:
Dr. Tara Collins, Melissa Teles, Annabelle De Jesus, Steven Gibson, and Rebecca Fitzpatrick

APPENDIX

OUTREACH & COMMUNICATIONS

The 2024 STM Conference Package - ([click here for the link](#)) included:

1. Welcome video
2. Important links
3. Welcome letter
4. Landon Pearson Centre's Thematic Introduction letter
5. Meet the team
6. Conference Agenda
7. Honorarium and consent form
8. Online conference tips and safety

Link.Tree - a one-stop shop regarding all news Toronto STM ([click here for link](#))

YouTube - where we share all STM-related videos in a long format, including videos made BY TMU's Child & Youth Care (CYC) students and STM conference recaps ([click here for link](#))

Instagram - our main platform to keep participants past and present in the loop! ([click here for link](#))