

YOUTH CHAMPIONING THE SDGs



Living with Climate Change

A joint UNITAR – CIFAL Victoria publication

ACKNOWLEDGEMENTS

LWCC Team

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Special thanks to Mark Neufeld, Graeme Mitchell and Joanna Linger from Claremont Secondary School, and Sean Murray, Jennifer Walton and Lisa Ziebart from St. Margaret's School.

A very special thanks to students from the Geography 411 class (Community-based Participatory Research), part of the Salish Sea Hub UNESCO Knowledge 4 Change consortium, and the Community Mapping (GEOG 380) students and instructor Dr. Maleea Acker.

The LWCC team acknowledges and respects the ɫəkw̓əŋən peoples on whose traditional territory this exhibit stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. In order to move forward in a world with climate change, we must see the land as Indigenous peoples always have; with respect and harmony.



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FOREWORD BY NIKHIL SETH



Nikhil Seth

United Nations Assistant Secretary-General and Executive Director at the United Nations Institute for Training and Research (UNITAR)

The United Nations Institute for Training and Research (UNITAR) develops the capacities of individuals, institutions and organizations in Member States and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and support country-level action for overcoming global, national and local challenges.

The International Training Centres for Authorities and Leaders (CIFAL) Global Network continues to expand and to serve as an instrumental arm of UNITAR in providing in-country capacity-building and training. The centres serve as hubs for the exchange of knowledge among government officials, the private sector, academia and civil society in key areas related to sustainable development. The network enables UNITAR to reach out to local authorities and other stakeholders, covering a wide range of thematic

areas related to governance and urban development, economic development and social inclusion, environmental sustainability and the 2030 Agenda.

As the first accredited CIFAL centre on the West Coast of North America, **CIFAL Victoria**, housed at the University of Victoria (UVic) is connecting the region to the global community and supporting international knowledge exchange and partnerships in support of the Sustainable Development Goals.

CIFAL Victoria is committed to make a significant impact in critical areas such as climate action. And Youth at UVic and CIFAL Victoria are increasingly leading the march towards lasting solutions.

We are honoured to present this publication "**Youth Championing the SDGs - Living with Climate Change**" as a prime example of the tangible contributions youth at UVic are making to advance climate action.

Launched in November 2022 during COP27, Uvic community came together to reflect on Living with Climate Change. Through the lenses of mitigation, adaptation, resilience, and transformation, these artistic responses to climate change presented in this publication aim to channel the emotional intensity of our time, inspiring us to see a path forward together.

I invite you to read this publication in the hope that you find inspiration and that it brings youth's voices to global attention.



FOREWORD BY KEVIN HALL

Kevin Hall

President and
Vice-Chancellor
CIFAL Victoria Chair

The University of Victoria is immensely grateful to every participant and each contribution made toward advancing the UN Sustainable Development Goals (SDG) through CIFAL's global network of training, research, and collaboration.

Bringing CIFAL to UVic has given us a vehicle through which to drive innovative student experiences that connect with over 30 other CIFALs around the world and utilize the best knowledge and information developed by the UN around the SDGs. This is what we do best – UVic is a connector. We engage and partner with local and global communities. We identify and find place-based solutions to improve our shared global existence. We value and involve youth in both nearby and remote communities.

It's our multisectoral, connected and aligned approach that enables us to train and inspire the next generation of thought leaders to help tackle the world's biggest challenges like creating an equitable planet or mitigating climate change.

And we are hungry for change. Our community cares deeply about making an impact and it shows. Ranked ninth in the world by the 2023 Times Higher Education Impact Rankings for advancing the SDGs, UVic is a global leader in environmental, societal, and institutional sustainability.

We are well-positioned to continue fighting for a better future, and your contributions are making that future a reality. Thank you.

INTRODUCTION



Crystal Tremblay

Director of CIFAL Victoria,
Faculty, Department of Geography

We are proud to partner with UNITAR and the Living With Climate Change team of students, faculty and staff at the University of Victoria, St. Margaret's School and Claremont Secondary School. This student-led initiative engaged members of our campus community to creatively explore and share experiences on what it means to be living with climate change, and what brings them hope for the future. Through diverse arts-based workshops, including an art exhibit at the UVic library, students brought fresh ideas, creativity, and storytelling to address the complex challenges of and solutions for sustainability and climate change.

Youth are the next generation of leaders in our rapidly changing world and are helping to advance the United Nations Agenda 2030 by mobilising our communities, raising awareness, and committing to action. Initiatives such as Living With Climate Change provide important experiential opportunities for people of all ages and backgrounds to come together, gain valuable skills in leadership, collaboration, critical-thinking while also contributing to the achievement of the SDGs.

We acknowledge this collective work was generated through the Human Dimensions of Climate Change course, and look forward to supporting future courses on these topics, including the upcoming 'Living and Learning with Climate Change: being offered this fall 2023. This collective work would not be possible without the ongoing support and collaborations with the Community-engaged Learning Office, and Rhianna Nagel in particular, who was central to the conceptualisation and realisation of these events. And finally, a very special thanks to the Department of Geography's Map Shop, the Community Mapping (GEOG 380) and Community-based Participatory Research (GEOG 411) students, community partners and instructors.

PREAMBLE



Thomas Heyd

Department of Philosophy
Adjunct Professor,
School of Environmental Studies

Climate change continues being discussed as something external to human society, which we supposedly need 'to fight' and 'conquer', and which may bring about the doom of human civilisation, if not extinction. Understood this way, it is small wonder that it generates deep anxiety in our youth. Our event series called 'Living with Climate Change', in contrast, considers climate change as a part of our human world. As such, though we certainly cannot control it, we need not think of ourselves as victims regarding it.

This is a brief documentation of this event series, which sought to address climate change anxiety through discussions, workshops and field trips directed at several SDGs, in particular 13 'Climate Action', 11 'Sustainable Cities and Communities' and 4 'Quality Education'. It was timed to overlap with the United Nations COP 27, as we hoped to draw attention to the importance of these negotiations for finding a way forward in the light of increasing climatic change impacts.

The events were largely student-led by Jade Chicorelli, Savannah Barratt, Pearce Jones and Jaden Jeske, and grew out of class discussions during the Human Dimensions of Climate Change Seminar (HDCC 400) in Spring 2022, taught by Thomas Heyd. The realisation of the events are the fruit of the generous support by the Mearns Centre for Learning – McPherson Library, the continuous support by Librarian Michael Lines, and of intense collaborations among many units on the UVic campus, as well as the participation of members from several faculties (Science, Humanities, Social Science) and two climate research centres

(PICS and PCIC). It also included the enthusiastic participation of students from St. Margaret's and Claremont high schools.

What has struck me most about our 'Living with Climate Change' events is how quickly students gained confidence that they could live with the challenges that climate change does and will generate. Hopefully, there will be follow-up events to this one, which will continue to engage student in finding ways forward in these challenging times.



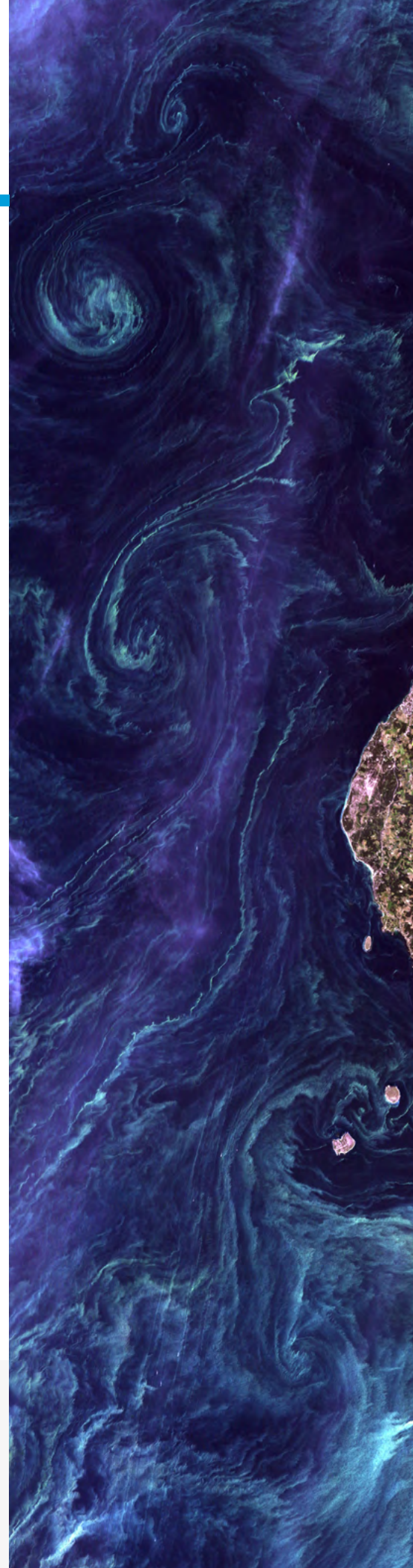
Michael Lines

Humanities and Social Sciences Librarian,
University of Victoria Libraries

Professor Heyd approached me in the summer of 2022 with the idea for what became the Living with Climate Change learning series just as a new grant became available at the University of Victoria Library. The Strategic Direction Impact Fund grant was designed to initiate new approaches to library work in line with our core values. Campus and community engagement on important topics is central to any academic library’s purpose, and it is hard to imagine a more important topic.

With a grant in hand, we began approaching students and campus units, both academic and functional to seek partners. A team emerged, each contributor bringing expertise, funds, and/or student opportunities. Initially envisioning three events, in the able and energetic hands of the student leaders our slate soon expanded to include: an arts-based reflection on climate anxiety; an exhibition of climate-related student artwork and research projects in the library; two course-based climate change activities; engagements with two high school groups; a round table discussion in which campus participants spoke with and learned from experienced climate change leaders from a variety of sectors; and a visit to a local climate change remediation project.

It was a privilege to work with such a thoughtful, motivated community on this series. The purpose-driven and informal organizing structure that emerged as we worked together minimised administrative load and foregrounded creative engagement with this difficult reality.





**STATEMENT
BY STUDENT
LEADERS**

STATEMENT BY STUDENT LEADERS

As we, the student representatives of 'Living with Climate Change' (LWCC) reflect on the Fall 2022 event series, we invite you to explore what living with climate change means to you. Foundational to the work we did was us asking that very same question. Challenging ourselves to think about how to dispel the idea that climate change is something separate from us. When in fact, we are embedded in the same ecological system. With this grounding set, we went about developing LWCC by creating nourishing relationships. Through these relationships with place, people, food, and personal well-being, we learned what the LWCC event series should be about: creating non-commodified empowered communities of well-being that can face challenges. We put the process of creating well-being before the process of producing events, and through a horizontal relational structure, we were able to generate an event series that communicated our values and learning, involving a broad, intergenerational cross-section of the local community. Like anything, these events were temporary, but their legacy lives on in the community and the constant revisiting of this hopeful question: what might be possible when we create together with the focus being on well-being?

LWCC TEAM BIOS

JADE CHICORELLI, ALUMNI OF THE SOCIAL SCIENCES BACHELOR OF ARTS PROGRAM, WITH A DOUBLE MAJOR IN PSYCHOLOGY AND ENVIRONMENTAL STUDIES, AND A MINOR IN HUMAN DIMENSIONS OF CLIMATE CHANGE.

This evocative, energetic, and enthusiastic island dweller loves uplifting the power of the process over the product. Jade has spent their years in university searching to study a perfect three-piece puzzle in people, politics, and the planet to radicalize the power of person-centered action in climate change. Growing up in rural Metchosin, Jade has always grounded themselves in nature, community, and care. Throughout their degree, Jade has pushed their comfort zone by speaking up at climate strikes, co-creating intergenerational and cross-sectional events through arts-based or experiential learning, and co-founding the LWCC series. Above all, Jade wishes to continue contributing in the breaking down of barriers to climate knowledge by opening up space for healing and action through intentional relationship building. Navigating the waters of change requires us to show up with our minds, bodies, and hearts open as we engage in relationship to the climate, and they are ready to do this in any space they dive into.



JADEN JESKE, ALUMNI OF THE HUMANITIES BACHELOR OF ARTS PROGRAM, WITH A DOUBLE MAJOR IN HISTORY AND ENGLISH, WITH A CERTIFICATE IN HUMAN DIMENSIONS OF CLIMATE CHANGE.

Combining an extensive knowledge of general history and Indigenous history with quality writing skills and climate change education, Jaden is passionate in cross-analyzing current climate issues with historical solutions and mishaps, trying to help ensure we constantly progress and not move backwards. Jaden specifically has researched Indigenous ecological philosophies, regarding how multiple Indigenous populations perceive the land as living, thus, having human rights, which could help make laws to protect modern ecology. Speaking of law, Jaden has recently worked with Parks Canada as a policy analyst to help protect national parks, studying the legislation of Scandinavian nations for the company. He also worked to help protect heritage sites by researching the history and heritage value of sites to help conclude how much change repairs should or shouldn't cause. Jaden has also worked with Synergy Enterprises to help businesses become more eco-friendly and PICS (Pacific Institute for Climate Solutions) to help create an online climate change course.





SAVANNAH BARRATT, A STUDENT IN THE FACULTY OF SOCIAL SCIENCES, PURSUING A BACHELOR OF ARTS IN GEOGRAPHY AND A CERTIFICATE IN HUMAN DIMENSIONS OF CLIMATE CHANGE.

Savannah Barratt is a passionate geography student with a background in community and climate justice organizing, social impact and community wellbeing work, engineering, and sustainability consulting and leadership. Starting her degree at Camosun College, Savannah has a history of seeking out engaged learning opportunities. Since transferring to UVic, this draw to engaged learning has seen Savannah be involved with numerous pursuits, including the UVic Sustainability Project, UVic in the Anthropocene, and the Society of Geography students. Melding the passion she has for addressing climate change from an academic, social, and professional perspective, Savannah became a founding member of the LWCC student organizing team. In this role Savannah has sought to enhance social capacity to undertake, understand, and address climate change. Savannah is underway with her final year at UVic and will then be seeking to start a career as a sustainability consultant, focusing on working with communities.



PEARCE JONES, PHD STUDENT IN CIVIL ENGINEERING WITH A MASTER OF ENGINEERING DEGREE IN INDUSTRIAL ECOLOGY AND A BACHELOR OF ENGINEERING DEGREE IN MATERIALS SCIENCE FROM MCGILL UNIVERSITY.

Pearce Jones is a PhD student in Civil Engineering specialising in regenerative systems design after having completed his Masters degree in Industrial Ecology. Exploring both theory and praxis, he seeks an embodied understanding of how post-human relational structures can generate human-ecological systems that are rich in natural, social, and spiritual capital. Pearce was called to realign his trajectory towards pro-social work while working as a software engineer in Silicon Valley, experiencing how the dominant techno-optimistic philosophy failed to respond to a plurality of systemic crises including worsening wildfires, homelessness, and despair. Experiencing the transformative power of relationships, in his graduate studies, he now explores the philosophy and practice of ecological regenerativity as one response to our shared predicament.

SIGNED: JADE CHICORELLI, SAVANNAH BARRATT, PEARCE JONES AND JADEN JESKE



**EXHIBITION
OF STUDENT
ARTISTIC
RESPONSES
TO CLIMATE
CHANGE**

This exhibit, as one of the main LWCC activities, was launched in November 2022 during COP26 as the global community were gathering to advance climate action. In response, our local community came together to reflect on Living with Climate Change. Through the lenses of mitigation, adaptation, resilience, and transformation, this exhibit channelled the emotional intensity of our time, inspiring us to see a path forward together.

Grief

Grief is a common response when pondering the overwhelming facts of climate change. Individual efforts to address a global problem can seem insignificant. Eco-anxiety prevents the individual from feeling empowered or composed. When thinking about climate change, the initial experience of grief is the first obstacle to overcome. Avoidance, suppression, and distraction are common responses, but unhelpful. Accumulate hope, build strength, unify, and ground yourself... and you will find the motivation to mitigate the effects of climate change.



Illustration: Hannah Hoeng

Grounding

Acknowledge your stresses, recognise your worries, plant your feet into the Earth, connect yourself to the planet, find your footing. Bury your stress, bury your fears, and stand on top of them. Like a thriving plant in the sun, grow higher, grow stronger, absorb hope, and amplify it into resilience: the ability to respond to the changes climate change brings.



Illustration: Antoine Maillard

Mapping

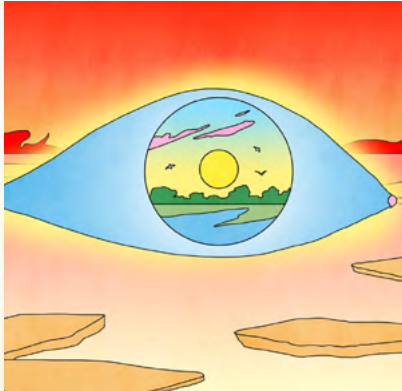


Illustration: Maria Medem

Retain composure, and expand your thoughts and diligence. Analyze your surroundings and the world you live in, locate the problems, spot opportunities, join allies, unify, become a collective, transcend the individual, join a cause, and fight. Learn how to help, and use your abilities and skills. Show that you are adaptive; show how the evolution of your thought responds to new facts. Slowly increase in wisdom. Be a force to be reckoned with; climate change will not stop you.

Action

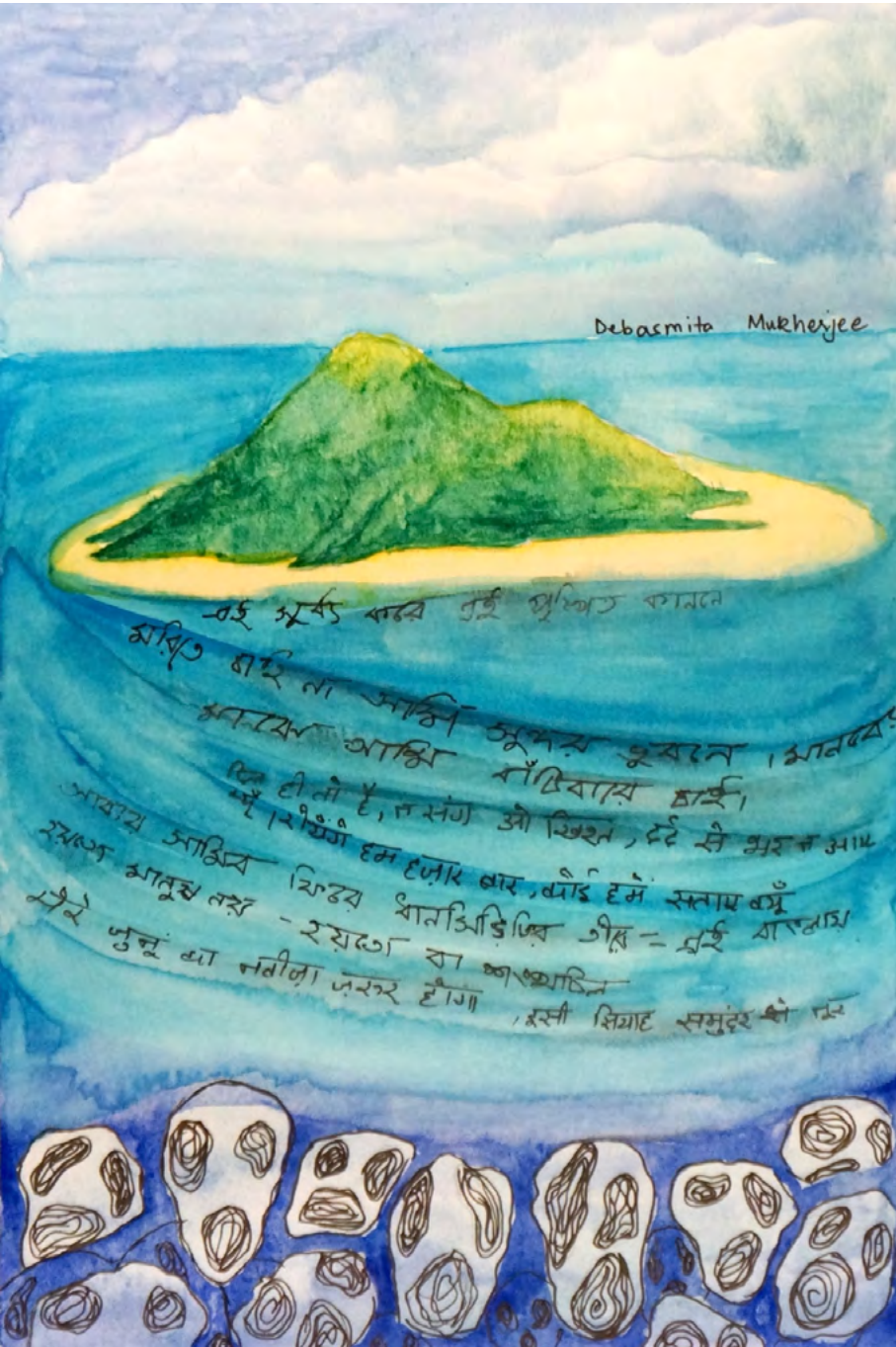


Illustration: Phiwath Jittamas/Getty

Become a solution, branch out and be a part of the action. Transform into a beacon in your community, help others who are stuck in denial, grief, or rumination. Do what you can when you can; work locally, one thing at a time, and together. Have patience. If you have hope, you are helping the cause already every day.

THESE REFLECTIONS WERE WRITTEN BY JADEN JESKE AND PEARCE JONES,
WITH SUPPORT FROM MICHAEL LINES.

Title: Sinking



Artist:
**Debasmita
Mukherjee**

Media:
**Watercolour
on paper**

ARTISTS' STATEMENT

Climate change in South Asia is leading to more frequent and more intense flooding. Floodwaters submerge homes, lives, and voices - all the stories and poetry are lost forever.



Artist:
Sebastian Tejada

Media:
**Watercolour
on paper**

Title: Stormy Weather



ARTISTS' STATEMENT

First, I imagined what I studied in class about perfecting nature, that it has the potential to be perfected for human use without dominating it or ruling over it despotically. Finnerty Gardens is a great example of that because it displays how nature has potential as matter that can be given beautiful form and humanised. Nevertheless, sadly, it is no refuge from the sounds of street traffic, and I have sensitive hearing, meaning that sound is how I primarily connect to nature. This disconnect to nature brings to mind a beautiful song, stormy weather. My art piece represents what I feel about climate change and my feelings about environmental issues, and our species' relationship to ecology. Usually, I try to avoid seeing news about the environment and ecology because I find it very depressing and hopeless when I see the scale of devastation in deforestation, forest fires, and species loss.

STORMY WEATHER LYRICS

Don't know why
There's no sun up in the sky
Stormy weather
And I just can get my poor self together
Keeps raining all of the time
Life is bad
Gloom and misery everywhere
Stormy weather
And I just can get my poor self together
Oh, I'm weary all of the time



Artist:
Anonymous

Media:
**Watercolour
and ink on paper**

Title: Untitled



ARTISTS' STATEMENT

"We can move beyond this point, beyond this line, towards hope, together... We can move beyond this point, beyond this line, towards hope together..."



Artist:
Anonymous

Media:
**Watercolour
on paper**

Title: Untitled



ARTISTS' STATEMENT

The ocean and trees will survive us and adapt.

Title: Trementina



Artist:
**Matilde Cervantes in
collaboration with the
Global Pax Collective**



Media:
**Printed digital
photograph, 2019**

ARTISTS' STATEMENT

"Is the land public or private property? The answer seems not to be straightforward. From an environmental sociological perspective, relationships of humanity with nature, especially in terms of conflicts over the ownership of nature, have always been at the centre of the political and historical decisions (Charbonnier, 2021)."

Title: Reflection on Climate change



Artist:
Prakriti D. Raizada

Media:
**Watercolour
on paper**

ARTISTS' STATEMENT

Recently, while having stroll near the shores of Salish Sea at the Ogden Point, I saw some plastic litters near the Breakwater and some bottles floating in otherwise pristine water. On one hand the breathtaking beauty of the Salish Sea and the ships warmed my heart and on other hand I felt anxious about the marine life being affected by the marine pollution. The floating waste plastics are not just spoiling the aesthetics but are affecting the marine ecology and emits greenhouse gases throughout their life-cycle and their accumulation in the form of the microplastics and debris are adversely affecting the fragile ecological balance. The plastics are not littering the Canadian beaches and shores but have reached and have been accumulating in the Canadian Artic as well. The plastics are produced from the petroleum and during the petroleum extraction and refining, large amounts of the greenhouse gases are emitted. Further during the various stages of production, from processing the raw material to polymerization causes soil, air and water pollution of significant proportion. The submerged waste plastic's degradation is accelerated by the UV light and biofouling but still would take millions of years for the complete degradation. All the while they emit a significant amount of the greenhouse gases like CO₂, SO_x, NO_x that causes global warming.

To reuse and recycle would mitigate some but still doesn't solve the plastic pollution and climate crisis in the long run. In the current scenario, we are dependent on plastics as structural material, consumables and makes a significant portion of all the goods and materials needed in modern life. There is no viable substitution that can replace the plastics and negate the harm done by the plastic pollution. Though it seems pessimistic, we as a community and society can plan a very limited role in reducing plastic pollution. It needs long-lasting actions from the government and major stakeholders like manufacturing companies and researchers to reduce and remediate the plastic pollution.

Title: Withstanding Strong (Storms)



Artist:
**California Stell in
collaboration with the
Global Pax Collective**



Media:
**Printed digital
photograph, 2020**

ARTISTS' STATEMENT

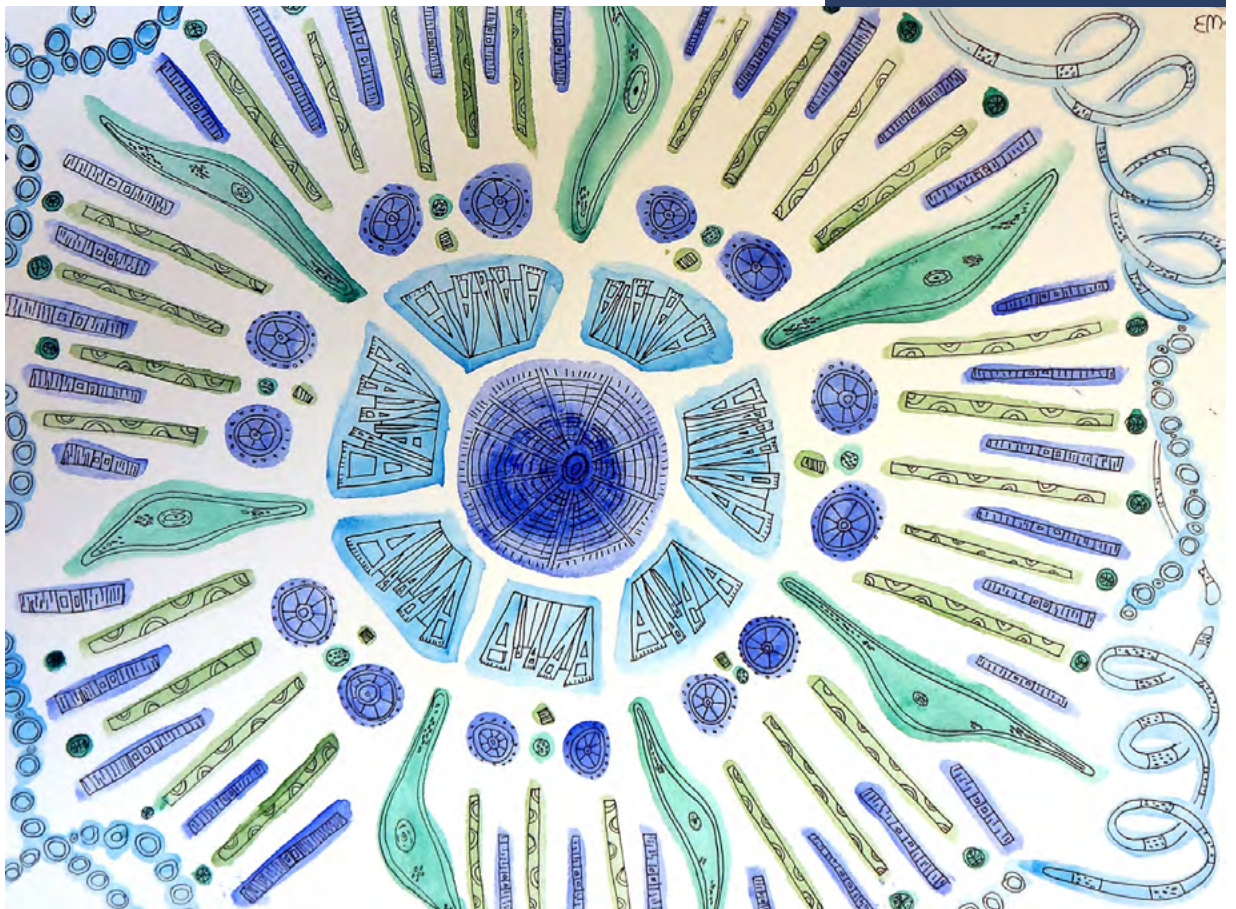
As Gilpin (2020) highlights
"Our bodies are not only
extensions of our homelands,
but rather we are our
homelands and waters. Our
bodies are fertile grounds for
experience, embodiment, and
exploration of our own self-
defined acts of governance:
in relation to self, to others, to
Spirit and the Land."



Artist:
Ellie McLeod

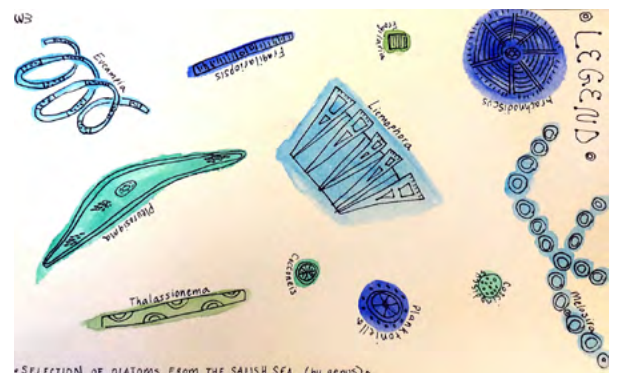
Media:
Ink and watercolour
on paper

Title: Diatoms of the Salish Sea



ARTISTS' STATEMENT

Diatoms of the Salish Sea is inspired by the wonderful and awe-inspiring geometry of diatoms, a type of microscopic photosynthetic algae which produce a large portion of the oxygen in our atmosphere. This work is specifically focused on the diversity of diatoms found within the waters of the Salish Sea region.



SELECTION OF DIATOMS FROM THE SALISH SEA (by genus)

Title: Once we Know what we need to do, why is it so hard to act?

Once we know what we need to do, why is it so hard to act?

It comes down to how we think about individual and group responsibilities. We'd hope for consistency in our thinking about this matter...

EXPECTED OUTCOMES		
	Individualist thinking	Group-oriented thinking
Bad big-picture outcome	"Nothing I've done has made a difference, so I'm not at fault."	"I'm part of a group that's messing things up, so I'm partially at fault."
Good big-picture outcome	"Nothing I've done has made a difference, so I don't deserve credit."	"I'm part of a group that's doing a good thing, so I deserve some credit."

BUT...

How we judge our own actions changes based on whether the effect of the action is positive or negative.

Imagine buying a disposable Starbucks cup that comes with a feel-good message about your purchase's contribution to responsible, ethical coffee production (Andreu 2021). A psychological asymmetry can lead us to feel positive about our contribution to ethical coffee, but not negatively about our contribution to landfill waste.

We have a self-serving bias to praise ourselves for small individual acts that serve greater causes, but avoid blaming ourselves for similarly small individual acts that are detrimental.

We act to protect our own self-worth in unprincipled ways (Shepperd et al. 2008)

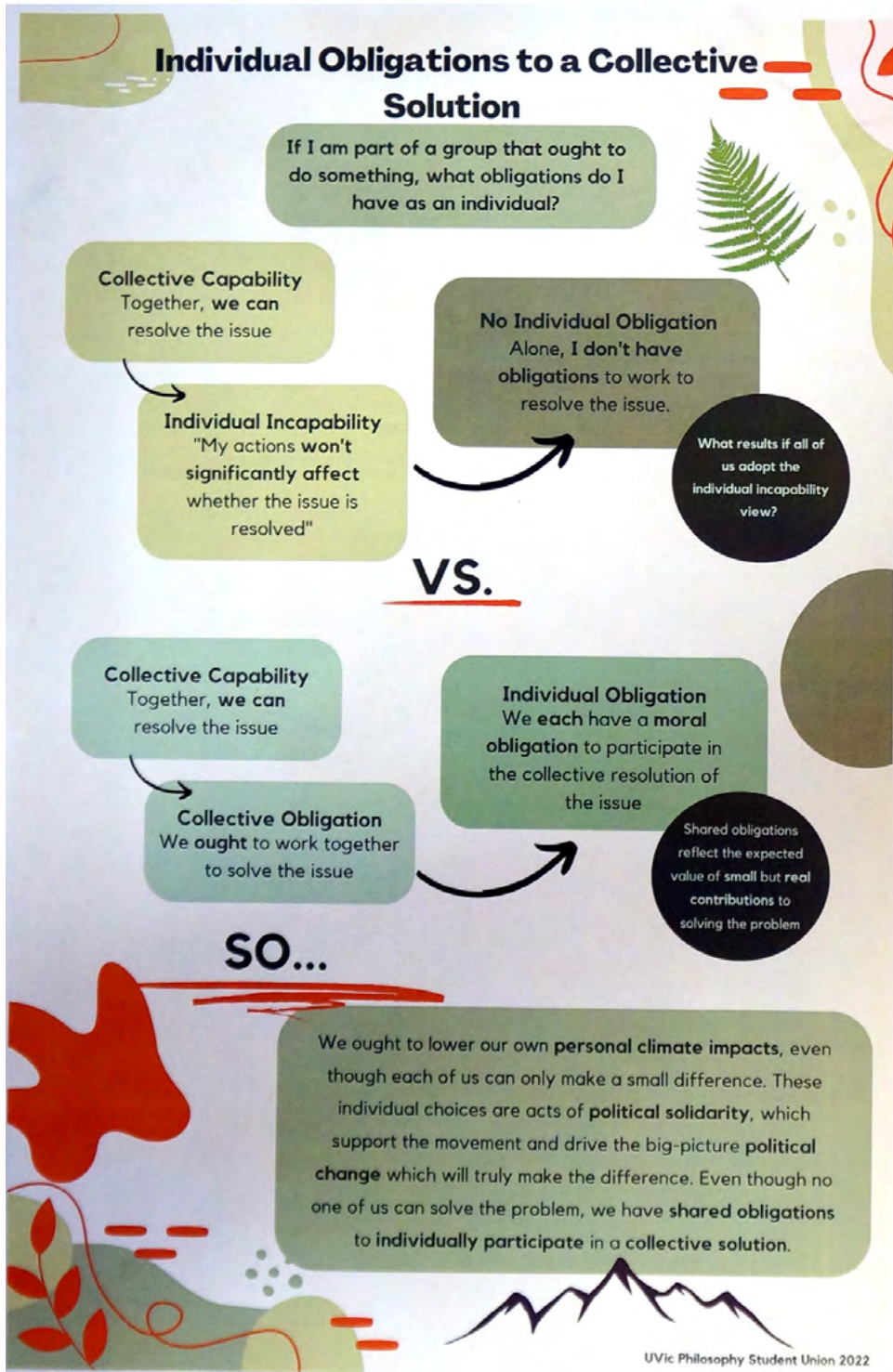
Moral force can be exerted by tapping into inconsistent assignments of self-praise and blame.

"Given limited cognitive resources, some inconsistency [in self-assigning praise or blame] can facilitate, rather than interfere with our being sufficiently accountable to the complexities of achieving goals that must be realised over time and/or the actions of multiple individuals" (Andreu 2021).

THEREFORE...

Attending to people's desires to see themselves as morally praiseworthy can encourage the right kinds of individual contributions to large issues like climate change. Individualist thinking is a trap when it lets us escape blame, but useful when it allows us to take responsibility.

Source: chapters of Philosophy and Climate Change. Edited by: Mark Budolfson, Tristram McPherson, and David Plunkett, Oxford University Press (2021)



Artist:
**Christopher, Ella,
& Nathan** made this poster on behalf of the Philosophy Student Union



Media:
Printed digital posters

ARTISTS' STATEMENT

Christopher, Ella, and Nathan made this poster on behalf of the Philosophy Student Union to highlight important philosophical perspectives on climate change.

Climate change does not only involve clear-cut scientific issues, but complex ethical and political concerns that shape how we ought to respond.

Philosophical reasoning provides a valuable tool for shedding light on major issues. We believe that paying attention to people's reasons, whether they are the reasons they ought to do more or the reasons why they don't do enough, is key to changing hearts and minds.

Philosophy is a discipline of ideas; ideas change people and people change the world.



Title: Odd Metamorphosis

Artist:
Lucia Anaya



ARTISTS' STATEMENT

Nature's reaction to environmental damage, caused by human actions and unsustainable ways of living, become more evident as we observe and experience how our planet is changing. Modifications are happening in biological processes and individuals. What living creature could have built this cocoon-like structure? Nature is constantly seeking to adapt with mechanisms that we do not always understand or even perceive but are present all around us.

Defence, resistance. Living organisms looking for refuge from hostile conditions. This sculpture is a shelter, a protective layer for an odd metamorphosis of an unseen being.

It is composed of collected human-made materials from my surroundings, covered with burlap, branches and a pulp elaborated with peels of fruits, vegetables and tubers that I've eaten in the last few months.



Artist:
**Sabrina Guzman
Skotnitsky**

Title: When it rained she wept



ARTISTS' STATEMENT

During the drought this fall, I felt this pervading sense of discomfort, like something felt fundamentally wrong. I kept waiting for the rain to come and wash away my anxiety. As the dry days stretched on and people celebrated the warm weather, I wondered if I was the only one who realised that this wasn't normal or good, it was a symptom of climate change and was having devastating impacts. When the rain finally came I sat in my bedroom and listened to it pour down, and felt so happy and relieved that I could cry. This painting represents my climate anxiety, but also my undying love and gratitude for water.



Title: Unknown

Artist:
Alyssa Jackson



ARTISTS' STATEMENT

Taking myself out of the fear.

Supporting others...considering the layers of life affected by climate change...

Daily actions to be present and my privilege in this crisis. Even as my family is near the evacuation zone and friends possibly lose their childhood memories in mid-October wildfires –

Some lose memories, some lose autonomy.

I keep climate refugees in mind as soon as I look outside of myself.

I consider action to make the process of dislocation less painful...

lobbying governments I'm associated with...

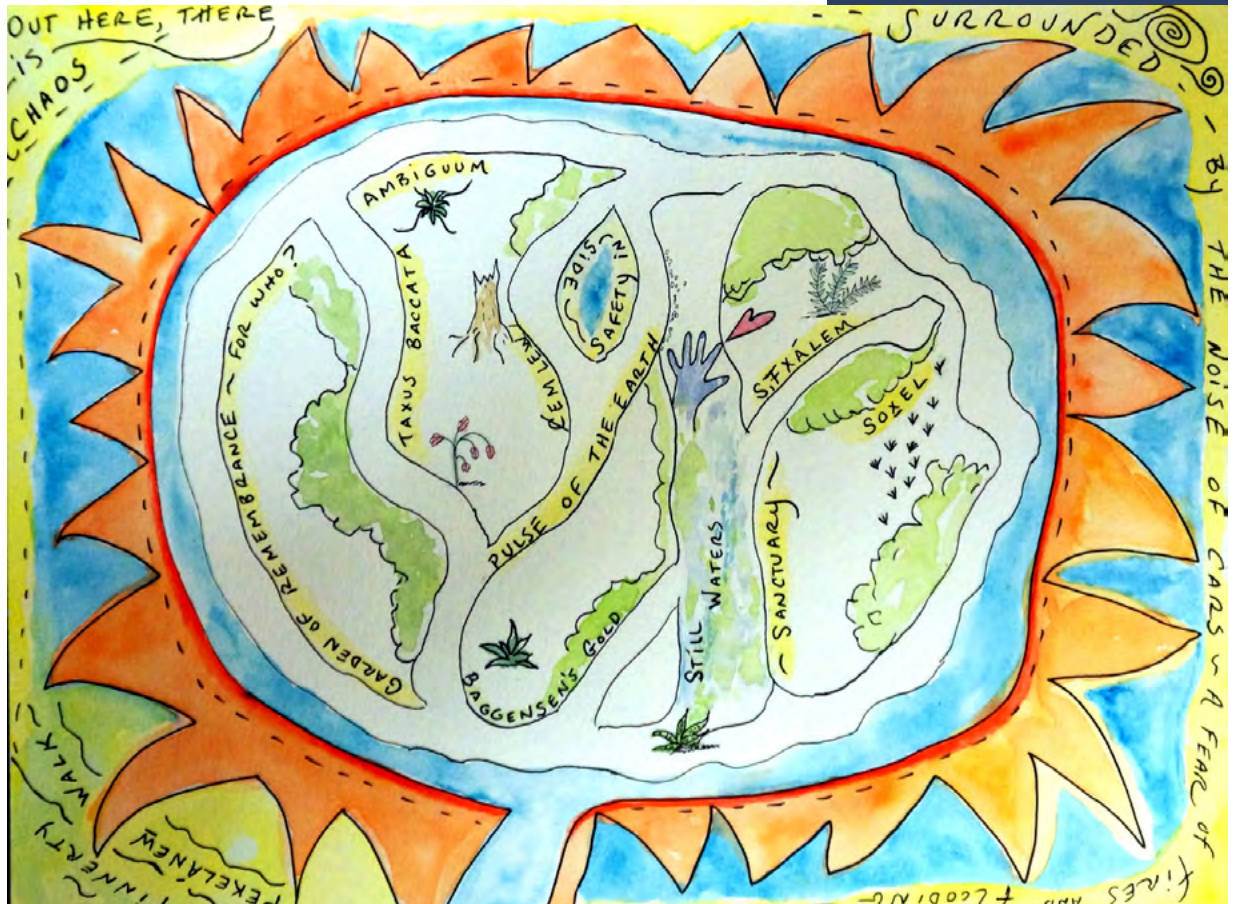
being prepared for climate disasters I could experience

Turning it into bravery.



Title: Pekelánew walk

Artist:
Melissa Cistaro



ARTISTS' STATEMENT

I made this interpretive map after a brief walk in Finnerty Gardens on October (PEKELÁNEW) 18th, 2022 at approximately 3:25 in the afternoon.

The gardens are mostly shaded during this time of day, though there were patches of sunlight on the ground as we walked. I wandered right, then left, passing clusters of sword ferns (SFXALEM), magnolia trees, evergreen shrubs, and faded hydrangea blooms. Some plants had plaques identifying their Latin names or species; Ambiguum, Baggensen's Gold, Taxus Baccata. I wondered where the native SENĆOŦEN names were - MLEW and TEN, KILĆ. I wondered who the "Garden of Remembrance" plaque was really for. The hand on the map reflects where I placed my palm on the damp path, hoping to feel the pulse and aliveness of the earth. I thought about how important these sanctuary spaces are. My senses shifted as I walked farther along the path. This is when I heard the rev and roar of cars beyond the green border. I suddenly felt uneasy thinking about the cars circling me, closing in on me like fires, floods, and climate deniers. Inside the garden it feels safe, but venturing outside the circle means confronting all the things in the world we cannot change.

For now, my tools of action are pen, pain, paper and language.



**OTHER
ACTIVITIES**

**COMMUNITY MAPPING TABLE WITH STUDENTS FROM UVIC
AND ST. MARGARETS SCHOOL**



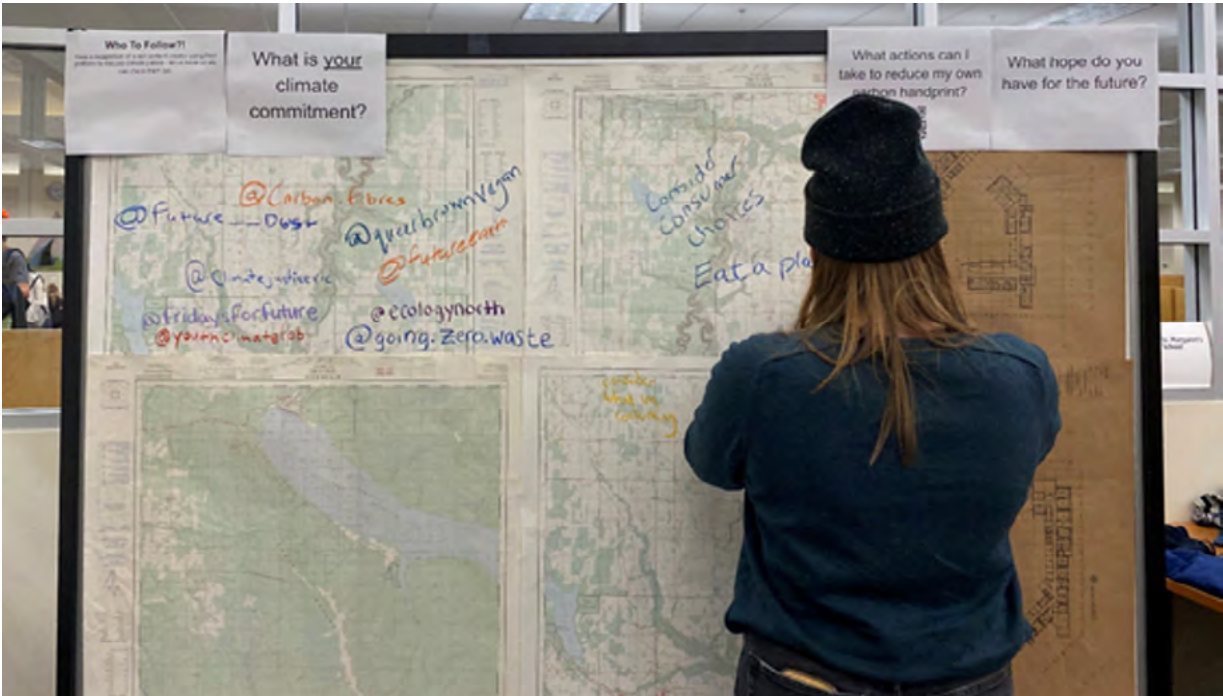
A STORY-TELLING TABLE, NOV. 4.



A COMMUNITY-MAPPING TABLE, NOV 15



AN ENGAGEMENT EVENT WITH ST. MARGARETS SCHOOL
AND CLAREMONT SECONDARY SCHOOL, NOV 17



**ARTS-BASED WORKSHOP RE-PURPOSING TEXTILES WITH STUDENTS FROM UVIC,
CLAREMONT SECONDARY SCHOOL AND ST. MARGARETS SCHOOL**



ROUNDTABLE DISCUSSION ON FOUR PILLARS OF CLIMATE CHANGE



GROUP PHOTO FROM ROUNDTABLE DISCUSIONS ON FOUR PILLARS OF CLIMATE CHANGE



STUDENTS FROM UVIC'S GEOGRAPHY DEPARTMENT AND CLAREMONT
SECONDARY SCHOOL CONDUCT INTERVIEWS FOR A SHORT VIDEO ON THE
SUSTAINABLE DEVELOPMENT GOALS



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY 	2 ZERO HUNGER 		3 GOOD HEALTH AND WELL-BEING 
4 QUALITY EDUCATION 	5 GENDER EQUALITY 		6 CLEAN WATER AND SANITATION 
7 AFFORDABLE AND CLEAN ENERGY 		8 DECENT WORK AND ECONOMIC GROWTH 	11 SUSTAINABLE CITIES AND COMMUNITIES 
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	14 LIFE BELOW WATER 	
12 RESPONSIBLE CONSUMPTION AND PRODUCTION 	13 CLIMATE ACTION 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 
15 LIFE ON LAND 			



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