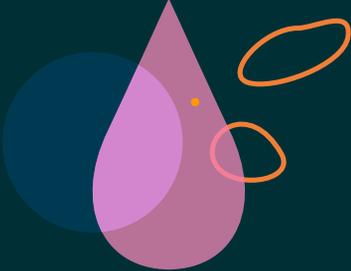
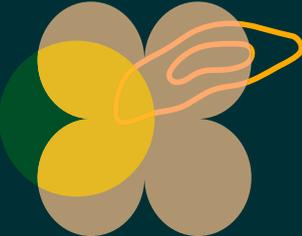


Series 1

making 
room  for
 climate
emotions

Welcome to the *Making Room for Climate Emotions* program. This program is designed to address emotions as students learn (formally or informally) about climate change. Each week features drawing, photography, Lego sculpture, rock painting or collage/drawing workshop, to address certain themes, explore emotions/feelings/experiences and initiate discussions on topics related to climate change. The works created can be displayed in your classroom/corridor at your discretion.

Instruction for educators

This program has been created to meet the needs of children to explore their emotions in relation to climate change. While as adults we often have the urge to give hope and reassurance to children, we invite you to try to be present with students and welcome all emotions as valid, without immediately wanting to make them go away. This takes a certain amount of tolerance to distress on your part, so we also invite you to explore your own experience of climate change and how it makes you feel to hear children talk about their difficult emotions.

Approaches used

Artistic creation

Children's emotional expression doesn't always come through verbal language. Artistic creation can facilitate expression, discussion and awareness of emotions, via an alternative mode of communication. Indeed, through art workshops, children are encouraged to question their own experiences and can express them through different artistic media. In this approach, the creative process is more important than the final product. It's important to convey this idea to children, so we've included a first activity to broach the subject.

Photovoice

Photovoice is an artistic method that encourages people to speak out about an issue, using photography to express perceptions, emotions and experiences that are sometimes overlooked. We offer children the opportunity to share their point of view through photography.

By then presenting the photos to the group, students can share their point of view and co-create meaning with others.

Philosophy inquiry

Creative arts/photovoice workshops are followed by a discussion portion on existential themes. The aim is to create a space where children can think by and for themselves, without looking for a right answer, but rather allowing themselves to question, hypothesize, come up with ideas and so on.

Themes for each week are given, along with questions to guide discussion. We are adamant that these activities are not graded, so that the children remain intrinsically motivated to participate in the discussion (for their own interest and development, not for a grade).

1

making
an ugly
drawing

Introducing the activity

This activity introduces art therapy and the importance of the artistic process rather than of the final work.

Time required

The activity lasts a total of 1 hour.

- 30 minutes for instructions and creation.
- 30 minutes to share the drawing and discuss the theme of beauty.

Materials required

-  Recycled white paper of any size.
-  Colored pencils (markers, crayons, etc.)

Group organization

-  The drawing activity is done individually, with each student in his or her place.
-  Group discussion takes place in a large circle, with everyone seated on the floor, so that everyone can see each other and feel included. Sitting in a circle facilitates group discussion, changing from the typical classroom seating in a row.

Procedure and instructions

For this activity, we're going to make an ugly drawing. In other words, we're going to intentionally make our drawing ugly. It's not necessarily the object of the drawing that will be ugly, but rather the idea is to not think about whether the result will be beautiful. Your drawing can be abstract or of something specific, it doesn't matter what the colors are, as long as you think it's ugly.
[Around 20 minutes for drawing]

Discussion

Let the children who want to share their drawings

What was it like to draw something intentionally ugly? How did it feel, what were your thoughts?

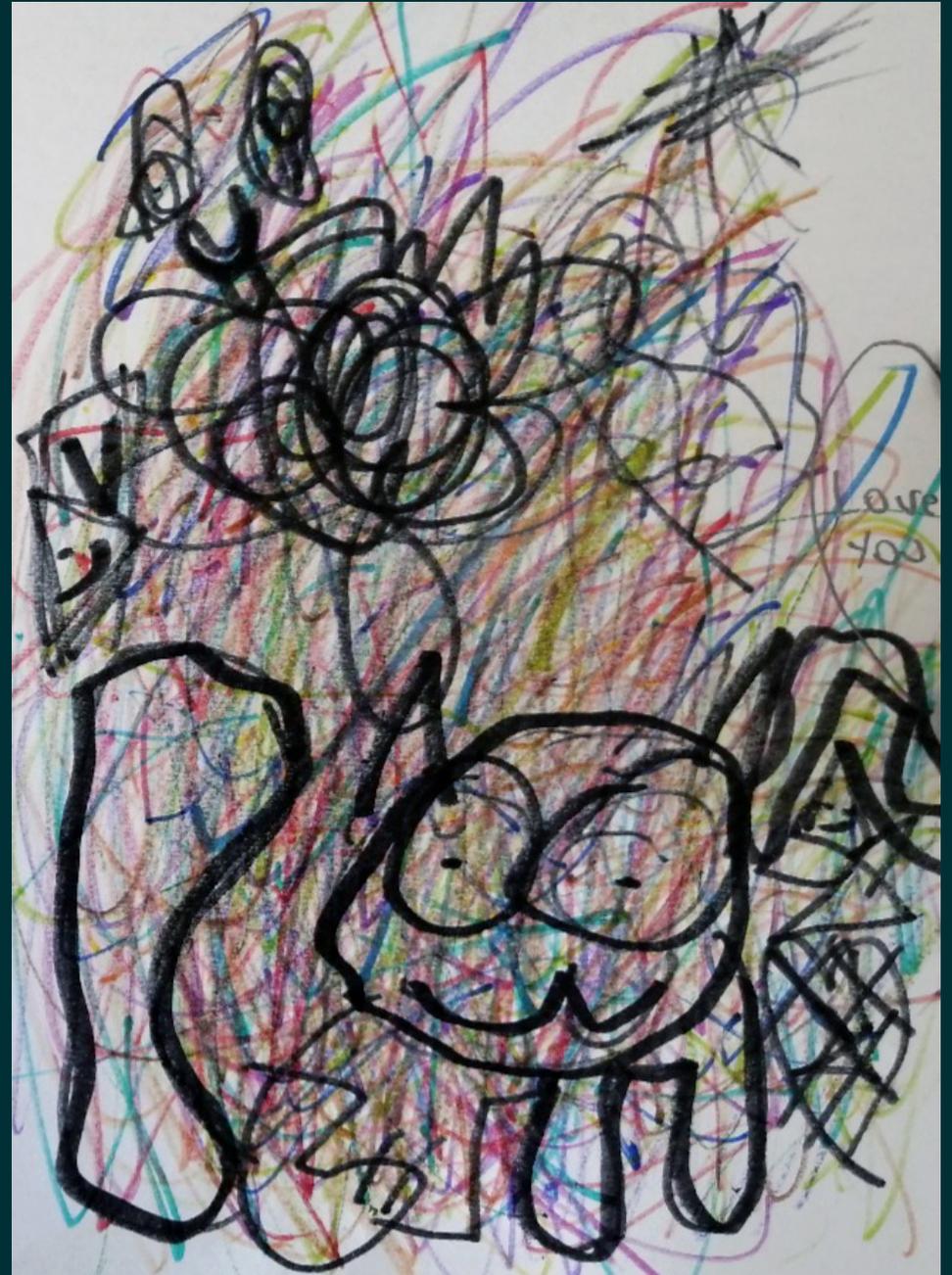
Philosophical discussion on the subject of beauty and art

- What makes your drawing ugly?
- What makes art beautiful or not?
- Is art only valuable for its beauty?
- Based on the creations you've made, do you think we have different perceptions of what is ugly?
 - Is it the same for beauty? Why so?
- What does beauty mean to us?
- What makes something beautiful or ugly?
- How might the perception of others influence the way we see beauty?
- Who decides what is beautiful or not?
- Can the same thing be ugly and beautiful at the same time?

Conclusion

Over the next weeks, we will be doing some art, but unlike when you have an art class, here we are going to try to focus on the process of making the art rather than on the finished product or on creating something that must be beautiful. Sometimes we will have something in mind of how we want it to look, but remember, the goal here will be to bring our focus on what happens during art making. What feelings we might have, emotions, thoughts, and how we deal with these as we create.

Examples of drawings





wheel
of
emotions

2

Introduction of the activity

The purpose of this activity is to explore emotions with children, and especially to learn to identify and name their emotions in relation to climate change, i.e. their climate emotions.

Time required

This first activity presents the subject of climate change and presents climate emotions. It will last a total of one hour.

- 5 minutes to talk about emotions in the broad sense.
- 10 minutes to talk about climate change and read the comic strip.
- 10 minutes to present the wheel of climate emotions.
- 20 minutes to introduce the drawing activity and give students time to complete it.
- 15 minutes to share drawings with the class and discuss the activity.

Materials required

-  Sheet of white recycled paper 8.5 × 11 in.
-  Colored pencils (choice of felt pens, crayons, etc.)

Group organization

-  Individual creation at table or desk.
-  Group discussions, with everyone in his or her place.

Procedure and instructions

We begin the discussion by first establishing what an emotion is. Children usually respond with something very relevant, but, if necessary, here's a definition to guide you. We let the children answer the questions first and then you can summarize by explaining that: "Emotions are reactions to our environment that inform us about how a situation makes us feel and guide our actions. We can identify our emotions through our physical sensations, for example, when we feel sad, we may have a knot in our throat or stomach, sometimes cry."

- What is an emotion?
- What are they for?
- How do we feel them? Where do we feel them? Is it the same for all emotions and all people?

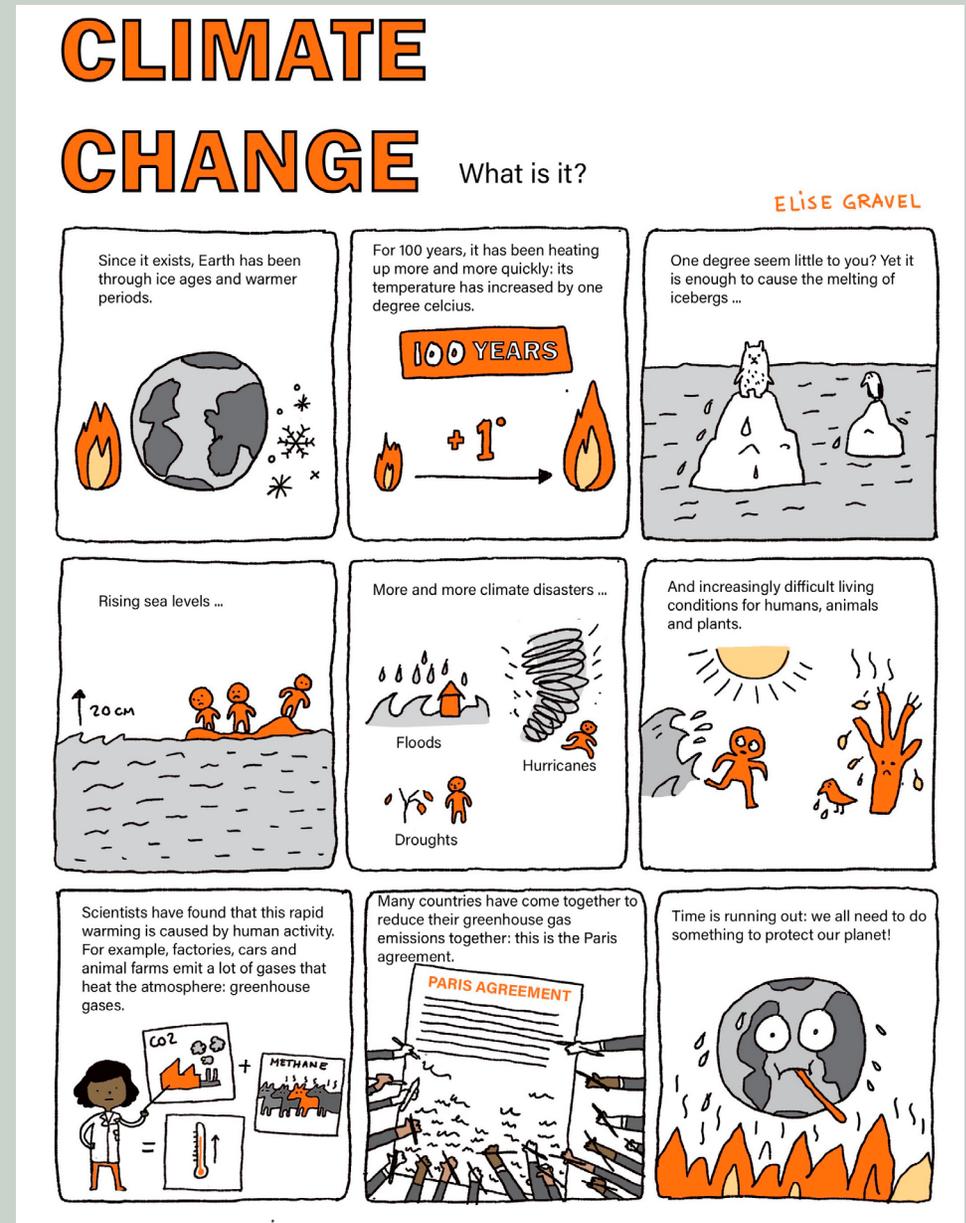
Next, we move on to the topic of climate change:

- Have you ever heard of climate change? Pollution? Environmental destruction? Species extinction?
 - If so, can anyone explain what that is?
 - What are the causes and consequences of climate change?
 - Where did you hear about it?

Procedure and instructions (continued)

Children may have misconceptions about climate change, perhaps they believe that the sun is moving closer to the Earth and causing warming, or that the Earth will explode in the next few years. We suggest welcoming this information by saying that there's a lot of information out there about climate change from many sources that may or may not be telling the truth before reframing these beliefs. You can let them know that it's a very complex subject, even for adults, so it's normal not to understand everything. Here's a short comic strip by Élise Gravel that explains what it's all about.

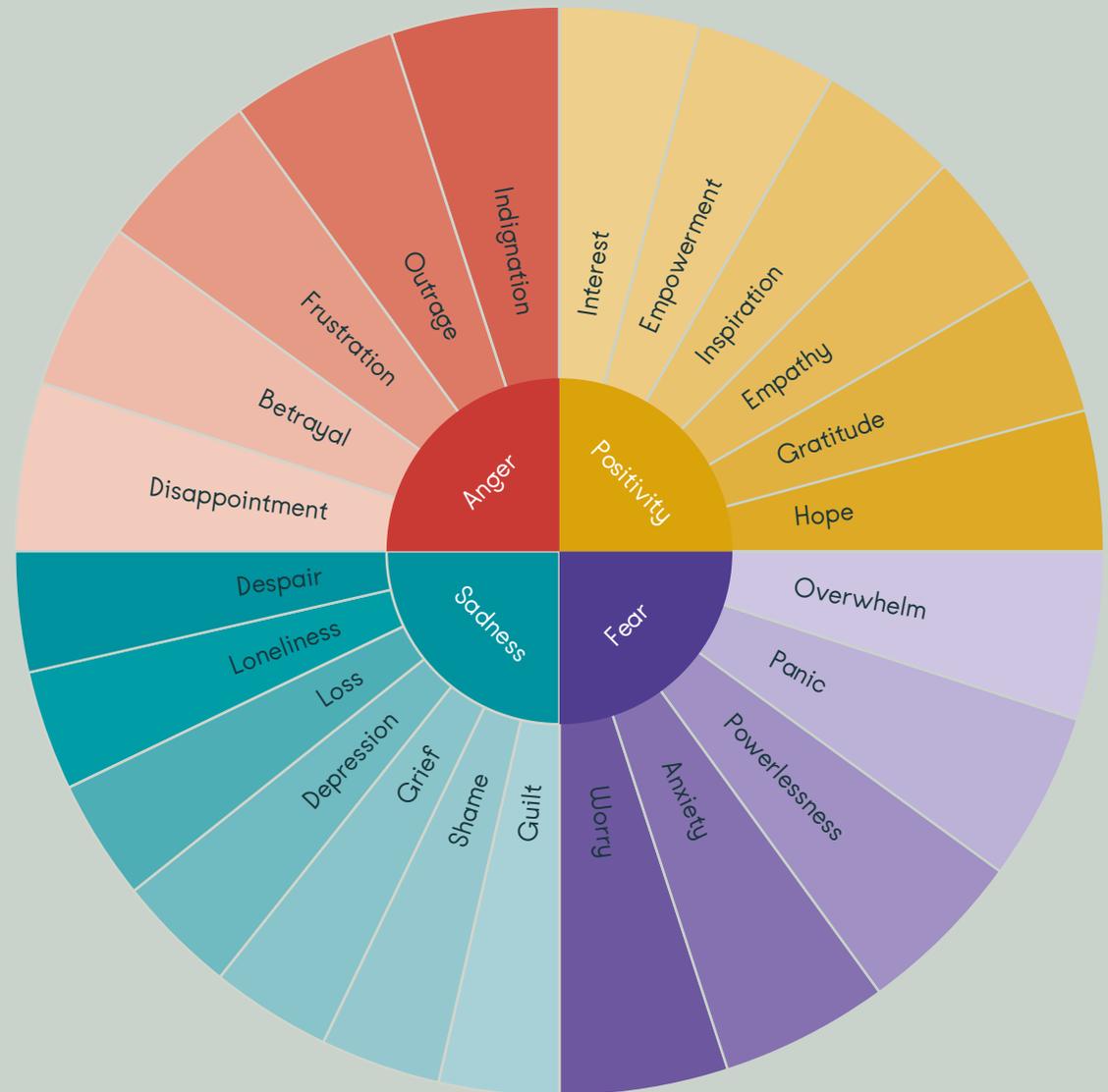
[Invite one child to read a box, then another read another box...]



Procedure and instructions (continued)

Tell your students: As we read this comic, we may learn or be reminded of some of the negative elements of climate change, which may cause us to experience emotions. In fact, researchers have studied the emotions of many people, both adults and children, and have found that there are many common emotions that people experience when thinking of climate change. So, they created this Climate Emotions Wheel to help people name their emotions. In the center, we have basic emotions, and around them we have related emotions.

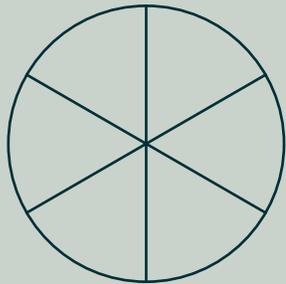
[Go around the wheel, starting with anger and the secondary emotions and explain them, then sadness and fear, ending with optimism, and say that we can also experience more positive emotions linked to optimism and the secondary emotions attached (explain them). For some secondary emotions, the class will know how to explain them, so we always invite the children to try to describe the emotions first and then help them to define them. You can also take the time to think about what makes them experience these emotions, so ask why we might experience anger in the context of climate change, for example].



Procedure and instructions (continued)

Draw your own climate change emotion wheel

- Now it's your turn to draw your emotions wheel.
- Instead of having emotions at the center, you'll make a circle and divide it into 6 parts like this (it doesn't have to be perfect!)



- Now, take a moment to think about the comic strip we just read, about what you know about climate change, and identify how it makes you feel, what emotions it makes you experience. Identify the physical sensations, the reasons why you have these emotions.

- And then, rather than simply writing down the name of the emotion, we give you the challenge of drawing them, thinking about their shapes, their colors. They can be emotions you see on the wheel on the screen, or other climate emotions you're experiencing. The colors of the emotions may be different from those on the wheel on the screen - it's a very individual and personal exercise.
- Think about the colors and patterns that might represent each of these emotions.
- Contrast: How do the emotions compare with each other, are they placed opposite or next to each other? How does this contrast show up in colors, patterns, etc.?
- Intensity: Are there emotions you feel more intensely than others? How can you represent this in your wheel? Are there less intense emotions that are difficult to identify

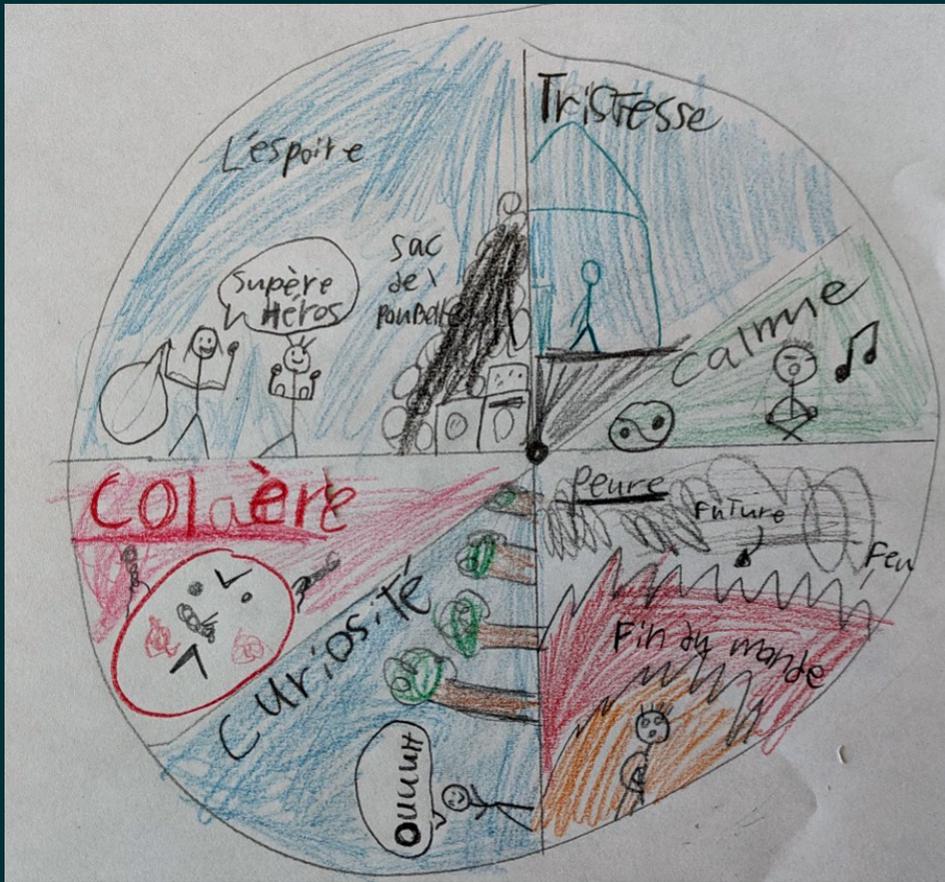
Discussion of the wheel of emotions

- Those who want can present/share their wheel.
- Do we see similarities with others?
- Was it difficult to draw the emotions?
- How is it different to express emotions with words than with art?
- How might this wheel be useful to you?
- Can you identify the moments when you feel these emotions?
- What do you do when you feel these emotions?

Conclusion

You can keep your emotion wheel and perhaps add new emotions throughout the weeks we will be discussing climate change.

Examples of artwork



the planet

in

3

50 years



Introduction to the activity

In this activity, students explore their vision of the future in the context of climate change, imagining the Earth in 50 years' time and discussing hope and despair.

Time required

The activity lasts a total of 1 hour.

- 30 minutes to present the instructions and make the creation.
- 30 minutes to share the drawing and discuss the themes of hope and despair.

Materials required

-  Recycled white paper of any size.
-  Colored pencils (markers, crayons, etc.)

Group organization

-  The drawing activity is done individually, with each student in his or her place.
-  Group discussion takes place in a large circle, with everyone seated on the floor, so that everyone can see each other and feel included.

Sequence and instructions

Introduction

- Do you know our planet?
- What's its name?
- How does it look right now?

Drawing instructions

- Let's imagine the Earth in 50 years' time, when you'll be adults (how old will you be?).
 - What would it look like?
 - What might change?
- Today, we're going to draw planet Earth, but let's imagine it in 50 years' time!
 - Think about what it will look like, its colors, what's on it.
 - You can take any angle you like, either closer, from a specific location, or seen from far away in space, it's up to you.

Discussion

Sit in a circle on the floor. Be careful, the children may be playing with their sheets, so you can ask them to put them down in front of them.

Sharing drawings

- Those who want share their drawing may do so.
- Can you see any similarities with the others?
- Where do these ideas come from? Where did you learn all this?

Now we're going to transition into our philosophical discussion, so we're all going to discuss a theme. I'm going to ask you questions so that the discussion can move forward, but I'm also challenging you to ask questions and help move the discussion in a direction that interests you. The idea is to listen to others, to build on what has been said, to share our opinion, which may be different from others', and to do so respectfully.

Since we're going to have a group discussion, what are some rules we could put in place to make it run smoothly?

[Children usually name all the rules, but you can write them on the board if necessary].

Philosophical discussion on the theme of hope and despair

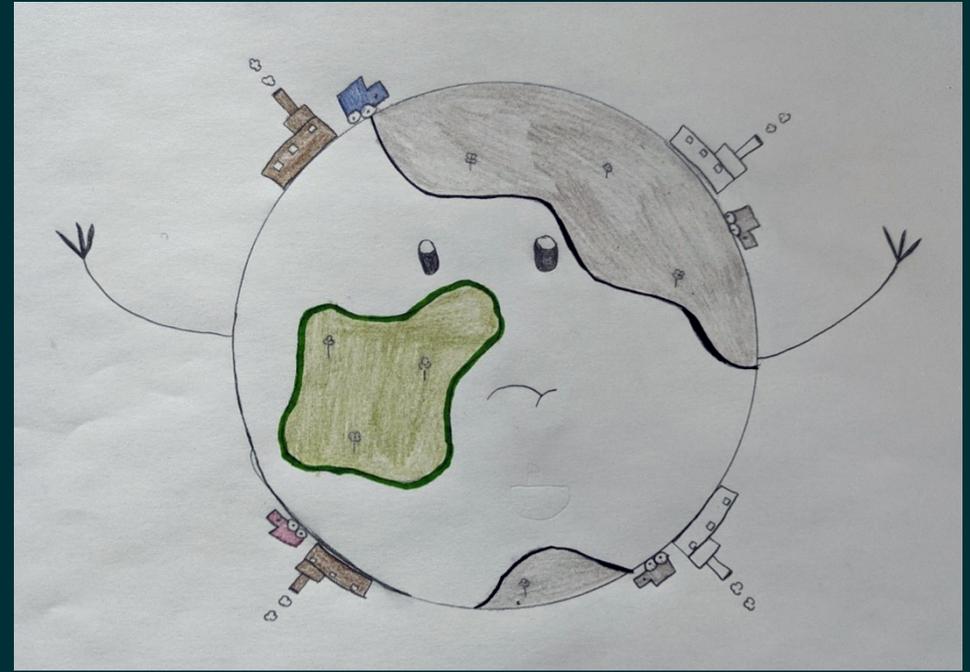
- What is hope? What is despair?
- Do you have hope in the context of climate change?
 - How do you experience hope and despair?
 - What gives you hope/less hope?
- Is it possible to have hope and despair at the same time, to have both emotions coexist?
- Can we create hope in others?
- Can hope fluctuate from one day to the next?
 - Why? What influences hope?
 - How about despair? Can it fluctuate as well?
- What do you do when you feel hopeless or despair?
 - How do you deal with despair?

Conclusion

Rather than trying to ignore or make our despair go away, and always telling ourselves that we must have hope, we can recognize it, share it with others, draw it, and get to know this emotion: what does it communicate to me?

During the week we will be taking pictures of elements in our environment that make us think of the beauty of nature.

Examples of artwork



the beauty

of

4

nature

Photovoice

Introduction to the activity

This activity is designed to help you identify elements in your environment that represent the beauty of nature, and to discuss nature and how it makes you feel.

Time required

The activity can be carried out in two stages. Once to go outside and take photos in your environment (schoolyard, short walk in the neighborhood, etc.). Then, another session can be organized to present the photos and discuss the week's theme.

- 30 minutes to go outside and take photos.
- 45 minutes to share the photos (25 minutes) and discuss the theme of nature (20 minutes)

Equipment required



Child-friendly cameras *



Projecteur/tableau blanc interactif/écran assez grand pour voir les photos.

* Ideally, each child should have a camera to take photos during the outing. You may use the iPads from school. Cameras can also be used and found on Kijiji or Marketplace, for example, or by asking parents if they still have digital cameras. You can also buy new cameras online (for example: <https://kidamento.com/products/kids-camera-model-k-sloth>). You can also buy a polaroid camera to print photos directly, one student at a time (for example: <https://www.deserres.ca/fr/products/kids-instant-camera-panda-model-p?variant=40048417079429#product-details>). Finally, you can choose to use your cell phone and have the students take their photos one at a time once they've found the object in their photo.

Group organization



Photos are taken individually.

Each child should have a photo to present. You may allow them to take more than one picture during the outing, but they must ultimately choose one. It may be difficult to remember who took which picture, make sure you write their names on the cameras, make a note directly on your phone, etc. to keep track of whose picture is whose.



Photos are shared with the group using a projector, interactive whiteboard, large screen, etc., and students can sit in a semi-circle in front of the screen. The presenting child can stand up to present his/her photo.



Group discussion takes place in a large circle, with everyone seated on the floor so that everyone can see each other and feel included.

Procedure and instructions

Photos outside

We will take photos outside to represent the theme of the beauty of nature. The idea is to be able to share your perspective through photography, and therefore that your photo is like a way of seeing through your eyes.

As usual, the goal is not to take a perfectly framed photo, we can try to be spontaneous, so not to think too much and take pictures that we want to capture instantaneously. If we do not know what to take a photo of, we can let ourselves be guided by our inner feelings, sometimes beauty gives us pleasant physical sensations. By remaining attentive to these signals, we can know what we find beautiful in nature.

Presentation of photos

For the presentation of the photos, students can present their photo each their turn. You can ask them to think of the following elements which can be written on the board to remind them:

- What do you see in the photo?
- What is happening here?
- How is this related to your lives?
- Why does this exist?
- What do we do with it?

The person who took the photo can start by describing their photo, the elements that are present in it, why they chose to take this specific picture, etc.

Then, the other students can intervene and describe their reaction to the picture, in particular by answering the questions above.

It is possible that several photos have the same subject or the same main elements. A collage of the photos can be made to see all the photos at the same time and distinguish the different elements and allow the students who took these photos to see if their perceptions are the same, etc.

There are many elements from our environment that remind of that nature is beautiful. Sometimes we might forget to look at them, but maybe this can be a reminder to take the time and observe nature around us.

Examples of artwork



the
power
of
nature

5

Presentation of the activity

This activity is used to explore the emotion of awe through the theme of the power of nature. The power of nature is represented by each student through a Lego or modeling clay sculpture.

Time required

The activity lasts a total of 1 hour.

- 30 minutes to present the instructions and make the sculpture.
- 30 minutes to share your work and for the discussion on the theme of the power of nature.

Required materials

-  Various Lego with plates.
-  Modeling clay.
-  Optional: recycling elements (toilet paper roll, etc.), colored pipe cleaners, etc.

Group organization

 The Lego activity is done individually, with each student in their place. The workshop also works well in teams of two.

 The group discussion is done in a large circle, with each student sitting on the floor so that everyone can see each other and feel included.

Procedure and instructions

Individually or in subgroups of 2 students, we will make a sculpture of something in nature that is impressive and that represents the power of nature. What does it mean that it is impressive? It is something that makes us go 'wow', something immense, intense, beautiful or scary, you are free to choose. (If necessary, give examples: A large waterfall, a mountain, a volcano, a forest fire...)

We will make the sculpture with Lego or modeling clay, so it is possible that the colors are not representative of reality. Try to see what this does to you, is it frustrating, fun?

If you use modeling clay/PayDoh, you can use several colors but be careful not to mix the colors too much so that we can reuse the modeling clay later.

Consider making the artworks on a solid, portable surface so that the children can bring their artwork to the discussion circle.

Sharing the works

- Go and sit in a circle on the floor with the finished sculptures.
- Everyone presents/shares their sculpture
- Do we see similarities amongst sculptures?
- What did it feel like to sculpt these impressive elements?

Philosophical discussion on the theme of the power of nature

- How do you react to what others have done?
- What emotions do you observe during/ after the activity?
- Is there anything impressive about this power?
- What is impressive about this power?
- How can this power be scary?
- How do we react when there is an event that reminds us of the power of nature? (E.g., the forest fires this summer)
- Is it different when it's here or elsewhere?
- Do we tend to forget nature's power?

Last week we saw that nature can be beautiful, sometimes this beauty can impress us, but nature can also be intense, as we saw with volcanoes. This is the power of nature, it can be both beautiful, creating life, and scary, destructive. Would you like to add a new emotion to your climate emotion wheel? This could be the emotion of 'awe': feeling respect mixed with fear or wonder.

Examples of artworks



A waterfall



A cherry tree in bloom



Trees through the seasons



A forest fire

Photovoice



climate
change

Presentation of the activity

This activity is used to identify elements in your environment that remind you of climate change and the destruction of nature and to discuss collective responsibility.

Time required

The activity can be done in two parts. Once to go outside and take photos in your environment (schoolyard, short walk in the neighborhood, etc.) Then, another session can be organized to present the photos and discuss the theme of the week.

- 30 minutes to go outside and take the photos
- 45 minutes to share photos (25 minutes) and for the discussion on the theme of responsibility (20 minutes).

Materials required

 Child-friendly cameras

Ideally, each child should have a camera to take photos during the outing. You may use the iPads from school. Cameras can also be used and found on Kijiji or Marketplace, for example, or by asking parents if they still have digital cameras. You can also buy new cameras online (for example: <https://kidamento.com/products/kids-camera-model-k-sloth>). You can also buy a polaroid camera to print photos directly, one student at a time (for example: <https://www.deserres.ca/tr/products/kids-instant-camera-panda-model-p?variant=40048417079429#product-details>). Finally, you can choose to use your cell phone and have the students take their photos one at a time once they've found the object in their photo.

Group organization

-  Photos are taken individually. Each child should have a photo to present.
-  Photos are shared with the group using a projector, interactive whiteboard, large screen, etc. and students can sit in a semicircle in front of the screen. The child who presents can stand up to present his/her photo.
-  The group discussion is done in a large circle, each person sitting on the ground so that everyone can see each other and feel included.

Procedure and instructions

Photos outside

We will take photos outside to represent the theme of climate change. The idea is to be able to share your perspective through photography, and therefore that your photo is like a way of seeing through your eyes.

This time, we will try to identify elements in our environment that remind us of climate change. Can we see some of the impacts/consequences? Some of the reasons why climate change exists?

Discussion

Presentation of photos

For the presentation of the photos, the students can present their photo one at a time. They are asked to think about the following elements that can be written on the board to remind them:

- What do we see in the photo?
- What is happening here?
- How is this related to our lives?
- Why does this exist?
- What do we do with it?

The person who took the photo can start by describing their photo, the elements present, why they chose to take this specific photo, etc.

Then, the other students can intervene and describe their reaction to the photo, in particular by answering the questions above.

It is possible that several photos have the same subject or the same main elements. A collage of the photos can be made to see all the photos at the same time and distinguish the different elements and allow the students who took these photos to see if their perceptions are the same, etc.

We can also think about the differences with the first photovoice activity:

- What was it like to take a photo of something that is not beautiful?

Philosophical discussion on the topic of responsibility

We have seen pictures that show different aspects of your environment that represent climate change

- Are we responsible for the state of the planet?
- What does it mean to be responsible?
- Can we be responsible for a situation that we did not cause?
- Do children have the same responsibility as adults? How?
- Do you need special skills to be responsible?
- Who is responsible for saving the planet?
- Is it worth making so much effort to save the planet?
- And if we lived forever, what would the effects of this immortality be for the Earth?
- Does everyone have the opportunity to take action for the environment?
- Can one person make a difference?
- Do I have a duty towards the environment?
- If I do not help the environment, am I to blame?
- Is it enough to make changes in your daily life or do you also need to contribute to changes at a larger level/scale?
- Who has the power to change things and help the environment?

We can see that the responsibility of climate change does not lie on one single person; adults, communities, governments, companies, we all have a part to play in the responsibility of climate change.

Examples of artwork





taking care
of nature and
yourself

7

Presentation of the activity

This activity is used to explore what we would like to take care of in nature. We also want to explore the importance of not exhausting ourselves by acting without taking care of ourselves too. The activity includes drawing on a rock. You can go find rocks in your environment (park, short hike, etc.) with the class. The students can use a rock they found on the ground to draw/pain on it later. You can also choose to find rocks yourself and bring them to class for the activity.

Time required

The activity lasts a total of 1 hour.

- 30 minutes to present the instructions and make the creation
- 30 minutes to share your work and for the discussion on the theme of taking care.

Materials required



Rocks



Permanent paint-style markers

- Rocks (either find them in advance or walk with the class to a place where you know you have rocks that are flat enough to draw on, for example in a park)
- Permanent paint-style markers (<https://www.staples.co.uk/office-stationery-retail/pens-and-writing-corrections/marker-pens/sharpie-marker-paint-pens-assorted-pack-of-12-2201070/>) if the rocks are dark
- OR classic permanent markers if the rocks are lighter in color (<https://www.staples.co.uk/office-stationery-retail/pens-and-writing-corrections/marker-pens/sharpie-twin-tip-permanent-marker-assorted-pk-8-2065409/>)
- OR acrylic paint with fine-tipped brushes
- If you want to bring the rocks back to nature, you can varnish the rocks to preserve the drawings ([https://www.deserres.ca/en/collections/art-graphic-mediums-varnishes-resins-varnish-fixative/products/anti-uv-clear-coat-matte-311-g?variant=39426642378885#product-details;non-aerosol](https://www.deserres.ca/en/collections/art-graphic-mediums-varnishes-resins-varnish-fixative/products/anti-uv-clear-coat-matte-311-g?variant=39426642378885#product-details;non-aerosol;): <https://www.deserres.ca/en/collections/art-graphic-mediums-varnishes-resins-varnish-fixative/products/liquitex-matte-varnish?variant=39362134343813>)

Group organization



The drawing/painting activity is done individually, with each student in their place.



The group discussion is done in a large circle, with everyone sitting on the floor so that everyone can see each other and feel included.

Procedure and instructions

Today we are going to draw on a rock something from nature that we would like to take care of or that we would like humanity to take care of. Think about this element of nature. Is it a tree that you know, an animal that you like, a natural space close to here, something that you have heard about recently like [give examples from your community]? The shape of your rock may also inspire you something if you already see a shape in it.

On one side you will draw/paint this element of nature that you want to protect and on the other side you can write “let’s protect _____” by putting the name of what you want to protect.

[Optional] I will bring the stones and varnish them so that you can put them outside afterwards if you want!

Discussion

Rock sharing

Share the rocks with the group. Each student can share their work and what inspired them, how it was to create on the rock, the challenges...

Philosophical discussion on the theme of taking care

- What does it mean to take care?
- How can we take care of nature in the context of climate change?
- Are there different ways to take care?
- What do we need to be able to take care of others/nature?
- How can we take care of ourselves to have the energy to take care of nature?
- Could taking care of ourselves be recognizing when we have no more energy (having reached our limits) and knowing how to recharge our batteries?
- What do you do to take care of yourself?

Conclusion

While it is important to take care of nature, we all have different ways of doing so, and we all have different levels of energy. We can't take care of nature or others if we are ourselves too tired. We can go write on our climate emotions wheel, on the side, how we can preserve our energy and what we can do personally to take care of ourselves.

Example of artwork



8

my climate slogan

Presentation of the activity

This activity is used to express yourself through a climate slogan and discuss change.

Time required

The activity lasts a total of 1 hour.

- 30 minutes to present the instructions and create
- 30 minutes to share your drawing and discuss the theme of change.

Materials required

-  Recycled cardboard (e.g., cut boxes) at least 17 cm by 27 cm (half a classic poster board).
-  Colored pencils (felt pens, wooden pencils, etc.) or paint and brushes
-  Pictograms* to cut out and/or magazines/newspapers to make collages

* pictograms from kit graphique : atelier 3 (print 4 or 6 per page) (www.latribugrafik.org/kitgraphique)

Group organization

-  The activity is done in teams of two students or individually.
-  The group discussion is done in a large circle, with everyone sitting on the floor so that everyone can see each other and feel included.

Procedure and instructions

Today, you will make a poster and write your own climate slogan, like people do in climate protests/marches (you can show pictures). You can use pencils, draw pictures, use vibrant colors, and/or cut out pictograms and stick them on your poster. Think about the colors, the font you will use, the size of the text, etc. to help get your message across.

- Who knows what a slogan is? What is it for? Do you have any examples?
- You will have to prepare a slogan, that is, a short sentence that is impactful and that reveals your position on a subject.
- Think about your experience over the last few weeks, what you have created, the emotions you have identified.
- You will have to write a sentence that talks about this experience and shows your opinion and a message that you want to convey. This is your chance to make yourself heard!
- In summary (can be written on the board)
 - Not many words, clear
 - Conveys an important message
 - Sometimes it rhymes, there can be puns
 - The image is linked to the text
- Examples if needed (you may prepare some examples ahead of time to present to your class)
 - Take responsibility, not our future
 - There is still time to act, for us, for humanity
 - Deforestation: STOP
 - Taking a bike is eco-friendly
 - The climate is changing, why not you?

It is advisable to have the slogan written on a scrap sheet of paper and have it corrected before transcribing it on the poster to be able to correct spelling mistakes.

Discussion

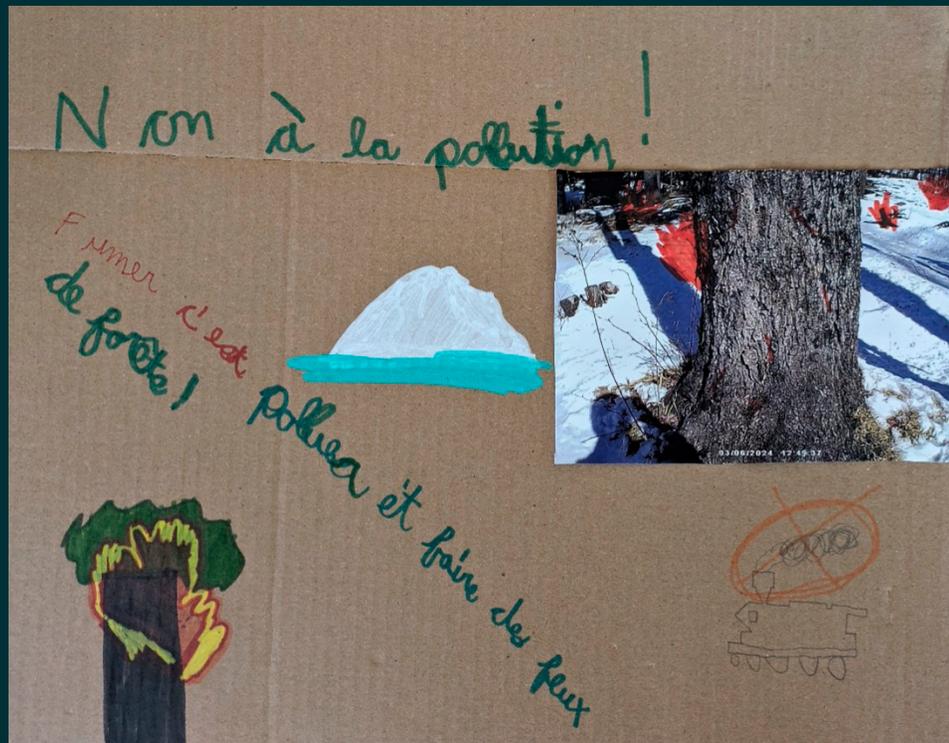
The students first present their poster by saying their slogan and how it was created today.

Philosophical discussion on the subject of change

- What is change?
- Are there different kinds of changes?
- Do we remain the same person even though we change all the time (cells, evolution in our knowledge, our values, our interests, etc.)?
- Can we be afraid of change?
- How? Why?
- Is change part of life?
- Can we resist change?
What does it feel like?
- What changes in the context of climate change?
- How does it make you feel to know that these changes are happening?
- How can we also make things change?
- How does change happen?

Conclusion

While change can be scary at times, we are also quite good at adapting to change.



We are now done with our 8 weeks of climate change art and discussions; can we go around in the circle, and each say what we will remember from this experience?