



Institute for Human Development and Well-Being



A Word From the Director

This latest issue of the newsletter draws together the work of the IHDW team of co-directors, associates and graduate students which seeks to map out the emerging field of human development and well-being. In our immediate context, we consider what this field means in academia where the issues of safety and security, mental health, inclusivity, and flourishing are central to people's everyday lives. Globally, with the IHDW's recent co-sponsorship of a national event on Climate Change, this work considers the very survival of the planet. Our current newsletter reports on a key new structure of the IHDW, thematic Working Groups, focusing on the launch of the new Gaming and Gamification and Well-being Working Group in January, and the crystallization of two other Working Groups: Sexual Violence and Participation Across the Lifespan. Finally, the newsletter serves to update new and ongoing initiatives linked to the arts, human development and well-being. I would like to offer my special thanks to Stephen Lalla of the Faculty of Education for his ongoing work with the IHDW website, and Brenda Cleary, a graduate student in the Faculty of Nursing, in coordinating the activities of the IHDW. As we head into Phase 2 of the life of the IHDW, the coming 2018-19 academic year will kick off with a Fall IHDW Think Tank event. This event is meant to spark deeper conversations about human development and well-being within the McGill community that will carry into and inspire the greater Montreal and global community at large. Together we seek to involve and support graduate students as we advocate for a broader agenda of making impactful transdisciplinary research in the area of wellness and human development a funding priority. Critically, the team sees the Think Tank as an important step in framing an action plan for the IHDW's next stage of growth.

Sincerely,

Claudia Mitchell

Part 1

Co-Directors' Corner

Part 2

Working Groups of the IHDW

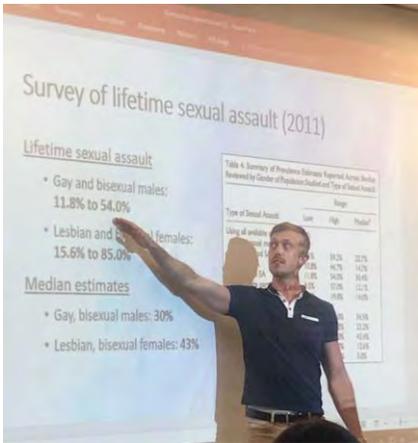
Part 3

News from the Arts and Well-being

Part 4

Special Events

Co-Directors



Define the Line

Clarifying the Blurred Lines between Cyber-bullying and Socially Responsible Digital Citizenship



SHAHEEN SHARIFF



CREATING A SAFER CAMPUS CLIMATE

Over the past academic year Dr. Shaheen Shariff, of the Department of Integrated Studies in Education, continues in her posts as Associate Member with McGill's Faculty of Law and Centre for Human Rights and Legal Pluralism, and Affiliate Scholar with the Center for Internet and Society at the Stanford University Faculty of Law. She was recently named James McGill Professor, in recognition of her status as an "outstanding and original researcher of world-class caliber and an international leader in her field." This honour was bestowed in part due to her continued dedication to her anti-cyberbullying Define the Line Research Projects, and IMPACTS: Collaborations to Address Sexual Violence on Campus. These projects continue to enjoy success and acclaim: the IMPACTS Project published a special issue of the *Education & Law Journal* edited by Dr. Shariff this past year. Dr. Shariff and her team of Research Assistants authored two articles: "Navigating the Minefield of Sexual Violence Policy in Expanding University Contexts", which explores the contemporary challenges faced by university administrators and the judiciary as they contend with responding to sexual violence among the campus community in off-campus and online spaces; and "Addressing Online Sexual Violence: An Opportunity for Partnerships between Law and Education", which was co-authored with Dr. Karen Eltis and calls for a partnership between law and education while also highlighting the need for increased sensitization of decision-makers. These publications are the tip of the iceberg of this last year's work. Together with a thriving team of dedicated graduate students, Shariff published a campus sexual violence toolkit and several related book chapters. She worked with the Quebec Ministry of Education on guidelines for universities for how to handle sexual violence in educational settings. The provost further appointed Shariff to an Ad Hoc panel investigating the campus climate with regards to sexual violence. She has since conducted ongoing focus groups and surveys throughout the McGill community and presented her initial findings to the McGill Senate this past May 15th. This presentation occurred just two weeks prior to a successful first time anglo-franco symposium at University of Quebec in Montreal (UQAM) produced in conjunction with UQAM professor Manon Bergeron and Dr. Shariff's IMPACTS team. The bilingual and multidisciplinary Canadian symposium on sexual violence in post-secondary education institutions was the first of its kind, enjoyed resounding success and forged unprecedented partnerships across linguistic divides.

"In order to solve the issue of [sexual violence on campus] we must work together. We must learn to communicate with one another and not across one another.... We need to learn how to listen."

Shaheen Shariff





International Centre for
Youth Gambling Problems
and High-Risk Behaviors

WWW.YOUTHGAMBLING.COM



JEFF

DEREVENSKY



COUNSELING WORLD POWERS FROM THE DEPARTMENT
OF EDUCATIONAL AND COUNSELLING PSYCHOLOGY

Dr. Jeffrey Derevensky continues to direct the International Centre for Youth Gambling Problems and High-Risk Behaviours at McGill University and has been at the forefront of leading-edge research aimed at identifying and understanding the critical factors related to youth gambling issues. He currently has multiple publications in press and presented at 22 conferences and counting since January 2017. In the realm of administrative leadership Dr. Derevensky was recently re-appointed as Chair of the Department of Educational & Counselling Psychology for a three-year term, effective January 1st, 2018. When busy with his leadership role as Chair this past academic year he served as Director of the [International Centre for Youth Gambling Problems and High-Risk Behaviours](#) at McGill University's Faculty of Education. For his work Dr. Jeffrey Derevensky was awarded the Lifetime Research Award by the U.S. National Council on Problem Gambling (NCPG), in recognition of his exceptional achievements in the field of gambling research this past fall (photo left). Following such international recognition, Dr. Derevensky was called to weigh in on two landmark decisions. Firstly, World Health Organization (WHO) plans to classify video game addiction as a disease, according to a June redefinition of their International Classification of Diseases (ICD). In the wake of this decision, Dr. Derevensky was one of the various experts in education, law and psychology consulted for their opinions. Secondly, Dr. Jeffrey Derevensky spoke this past May to Deseret News' Matthew Piper for a report about the United States Supreme Court's recent decision to allow states to legalize sports betting. This controversial decision is bound to change the reality of gambling in the social landscape of our southern neighbors and the world at large and as such Dr. Derevensky's opinions and expertise are of great value. In the world of human development and well-being Dr. Derevensky recently helped support The Annual Human Development student research conference at McGill in April. The workshop boasted a wonderful lineup of student poster presentations and workshops including keynote speaker [Dr. Diane Poulin-Dubois](#) from the Centre for Research in Human Development at Concordia University.

"For the vast majority of gamers, the activity can be best viewed as simply a form of entertainment. Yet for an identifiable number of people, particularly males, it can result in serious negative consequences."

Jeffrey L. Derevensky



NEIL ANDERSSON



CREATING A MORE PARTICIPATORY WORLD

Dr. Neil Andersson, MD continues to serve as a Professor of Family Medicine with McGill's Faculty of Medicine and is wrapping up teaching a summer seminar on Decolonizing Approaches to Health. Among his recent publications is a key article: "Youth Mental Health Should Be a Top Priority for Health Care in Canada" with *The Canadian Journal of Psychiatry* (Sage Publishers) stemming from his work as principal investigator of the national ACCESS Open Minds program on youth mental health. The paper was published in [Vol 63, Issue 4, pp. 216 - 222, of *The Canadian Journal of Psychiatry*, March, 2018, and can be accessed online.](#) His busy teaching and research work occur alongside directing the Participatory Research at McGill (PRAM) group, which aims to further scholarship on participatory research; promote expertise and training in participatory research; and increase community and patient engagement in health care. In 2017 PRAM trained 8 PhD and 2 postdoctoral fellows; the group further developed and delivers a number of very popular graduate level seminars and continuing professional education courses (Certificate in Adaptive Management). PRAM applies participatory research principles in adaptive management of primary health care, in patient engagement with patient-centred outcomes, and in development of the empowering participatory research dynamic as a health relevant intervention. The PRAM Patient Engagement initiative, supported by a post-doctoral fellow and a patient partner with funding from the RUIS, recently developed a network of 12 patient-engagement work-groups across McGill and a training program on patient engagement for researchers. The long term PRAM partnership with the Kahnawake Schools Diabetes Prevention Program led to funding of the five university Quebec Indigenous Health Mentorship Network, housed in PRAM. PRAM actively partners with CIET, a national nonprofit, on several research projects this past year involving 8 McGill doctoral and 2 post-doctoral students. For instance, cluster randomized controlled trial (RCT) of a structural intervention for HIV prevention in young women in Botswana, a cluster RCT of universal home visits to engage men in pregnancy care and childbirth in Nigeria, an exploratory study about *kunika* (lack of child spacing) in Nigeria, a cluster RCT working with traditional midwives to promote safe birth in cultural safety in indigenous groups in Mexico, a pilot of game learning for intercultural medical education in Colombia, and a pilot promoting Mayan Indigenous group dynamics in safe birth in Guatemala. Research projects of CIET-PRAM in Botswana, Nigeria, Colombia, Ecuador, Mexico, and Guatemala continue to offer graduate students opportunities for thesis work on priority issues for these countries, including HIV, cultural safety and maternal health.

Indigenous Perspectives: Decolonizing Approaches to Health

May 10, 17, 24, 31 & June 14, 2018 | 9:30 AM - 12:30 PM | Distance Learning Option

Brief Description: This 500-level one credit foundation course explores Indigenous-grounded health promotion in primary health care, with the goal to foster more meaningful patient and community engagement in research and health care. The course involves five sessions each of three hours. Class discussions will draw on diverse ways of knowing and living, enriched by readings, participant-led assignments and group interaction with facilitators (Indigenous elders, patients, health workers and faculty).

Detailed Description: This course explores the nature of indigenous peoples' ways of understanding, with special regard to health and illness. It reviews the history of colonization and of the health of indigenous populations, and the impact of ethno-stress and assimilation. The course reflects on divergences between Western and Indigenous knowledge as it widely held information and concepts about indigenous health. It highlights indigenous perspectives and embraces an inclusive, integrated, holistic, and intercultural approach to health and wellness.

Course participants will explore innovative and decolonizing methods that can strengthen patient and community engagement in an Indigenous context. The course values collective and strengths-based approaches to health, where individuals are defined by their socio-cultural environment rather than by a disease or diagnosis. The course takes a holistic approach to health, where relationships between self, other, group, nature and spirit all matter in building balance and harmony. Contributions from community voices will ensure course reflects what Indigenous Peoples see as important knowledge, understanding and practice for researchers and clinicians.

Instructors:
Alexander McComber DSc (Hon) MEd
Anne Marie Chomat, MD, PhD, MPH
Neil Andersson, MD PhD

Registration Inquiries:
neil.andersson@mcgill.ca



"Now we are finally focusing on the dynamics of the [AIDS] epidemic... In this case choice disability- people can't choose their prevention options or insist on their own protection. As we deal with *that* we are going to come much closer to controlling this epidemic."

Neil Andersson



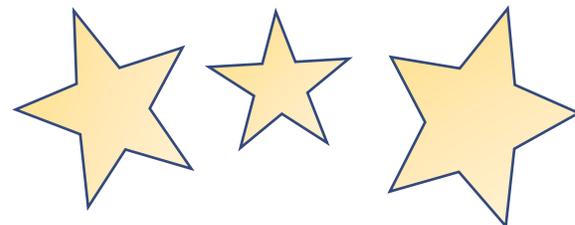
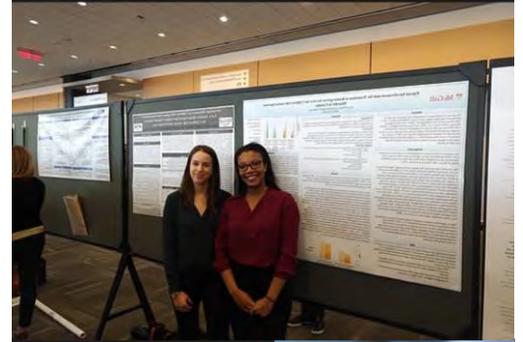
INGRID SLADECZEK



REACHING FOR THE STARS

The Sladeczek Team for Applied Research (STAR) is buzzing with new lab space, new summer volunteers and graduate students working on their Master's projects or Doctoral dissertation research. The research team continues to grow its apprenticeship model wherein senior students mentor and guide junior students in all of the lab's major research projects. The STAR team boasts an impressive line-up of innovative research projects in the realm of human development and well-being, particularly as it relates to vulnerable populations. For example, the Expressive Writing Project promotes student's mental health through creative self-expression. The Evaluation of the Clinical Consultation Model (CCM) for school aged children with autism or intellectual disabilities examines said model offered by a community service provider with the goal of refining and improving care. Further, the Transition to School (TTS) project focuses upon the issues related to transitioning to school for pre-school children with autism and their families. Given the increase in prevalence of ASD and the global attention given more recently to TTS, the series of studies included herein are timely. In a related realm, the Science project seeks to bridge the gap between research on cognitive deficits, learning disabilities, and science education to improve the engagement of students with learning disabilities (LD) in science. Recently, many efforts have been made to increase diversity in the field, yet, there has been little movement in actively fostering an understanding and inclusion of students with learning disabilities. Team members and the lead researchers of this study are hard at work exploring gaps in the literature concerning the role of science anxiety, cognitive processing, and science achievement in students with LD. STARs is also assisting efforts to combat religious extremism through education in a multicultural Canada. The radicalization of youth in Canada and worldwide has increasingly come to the forefront of societies at large with the continued threat to peace and security. Education systems have a central role to play in socializing youth and the development of personal and group identities, and, in supporting a resilient and peaceful society.

Dr. Sladeczek remains devoted to the success of all the volunteers and graduate students under her supervision as well as those children, youth, and families who represent the most vulnerable members of society. We eagerly await how these projects continue to evolve and flourish over the coming year!



"The care and attention we give to children is ultimately the care of our whole society. Early intervention models help support our future citizens to flourish throughout their childhood and adult lives"

Ingrid Sladeczek



McGill



JAKE BURACK



FROM THE MYSTERIES OF THE MIND TO HELPING THOSE IN NEED

Jacob A. (Jake) Burack is Professor of School /Applied Child Psychology and Human Development in the Department of Educational and Counselling Psychology at McGill University, and is the director of the McGill Youth Study Team (MYST). Along with his students, he studies (1) the development of attention and cognition among children and adolescents with autism spectrum disorder, Down syndrome, and typical developmental histories; and (2) issues of cultural identity in relation to social, emotional, and academic risk and well-being among adolescents from First Nations communities in northern Quebec. The long-standing collaborative relationship between MYST and the Jimmy Sandy Memorial School in Kawawachikamach has highlighted the protective power of a connection to ancestral culture in promoting youth well-being. Some of findings were recently published in the journal, *Transcultural Psychiatry*, and form part of a greater conversation to protect and advocate for young people’s access to their Indigenous cultural resources. As pictured to the left MYST also strives to connect with and serve underserved communities through volunteering with organizations such as Camp Amy Molson and the Welcome Hall Mission youth program.

Jake has co-edited a special issue on executive functions and education the open access journal “*Frontiers in Psychology: Developmental*” that was just completed. A recent special issue of the *Journal of Cognition and Development* that he co-edited was just published this May in a book titled *Building Bridges: Cognitive Development of Typical and Atypical Development* that was published by Routledge Publishing. The institute celebrates his research in collaboration with colleague Darlene Brodeur (Acadia University), student Jillian Stewart, and former Ph.D. student Tammy Dawkins (University of North Carolina-Chapel Hill) that was published in the *Journal of Autism and Developmental Disorders* this May. The focus of the article is empirical evidence of how kids with autism utilize dynamic information (which distracts typical students) as a benefit to their ability to pay attention and focus.

“By focusing on what children with autism CAN do as opposed to merely what they can’t we are inviting a much-needed strengths-based perspective into the conversation about ASD. We first need to rethink the way we think”

Jake Burack



CLAUDIA MITCHELL



STANDING UP FOR GIRLS ACROSS THE GLOBE

Dr. Mitchell continues in her work related to human development and well-being with her 6 year partnership grant funded through SSHRC and IDRC: Networks for Change and Well-being: Girl-led from the ground up approaches to policy-making to address sexual violence in Canada and South Africa.

www.networks4change.ca A special 'spin off' of this project is 'Circles Within Circles: Transnational Perspectives on Youth-Led Approaches to Combating Sexual Violence.' Funded through the Pierre Elliott Trudeau Foundation, IDRC and the SSHRC Gold Medal award, Circles Within Circles includes a summit event July 8-11, 2018 which brought together girls and young women, researchers, government and NGOs from Canada, Sweden, Russia, and South Africa, to Montebello, Quebec. It also includes a traveling exhibition 'Speaking Back' made up of the artistic productions of young people from 6 countries, with work from a number of the Networks for Change sites involving Indigenous young people. Circles Within Circles draws together work on participatory visual methods with young people addressing sexual violence across a number of projects including Networks for Change and Well-being (South Africa and Canada), Advancing Agricultural Transformation Through Stronger Vocational Education (ATTSVE) (Ethiopia) and T-Gran, (a transnational study of the intersections of rurality, gender and violence against girls and young women: an urgent matter in both the Global North and the Global South) involving Sweden and South. Circles Within Circles as a whole has several key objectives: (1) To showcase participatory and arts-based initiatives such as cellphilmaking (video production with tablets and mobile phones), collage, and photovoice in addressing sexual violence; (2) to deepen an understanding of the ways in which girls and young women can be key actors in informing and shaping policy dialogue; (3) to document best practices on youth-led community engagement and dialogue; (4) to locate participatory work on sexual violence within both local and global contexts. Dr. Mitchell is also celebrating her July book publications of *Visual Encounters in the Study of Rural Childhoods* (with April Mandrona) through Rutgers University Press and *Disrupting Shameful Legacies: Girls and Young Women Speaking Back through the Arts to Address Sexual Violence* co-edited with Relebohile Moletsane and published through Brill Publishing.



“Women in rural areas in developing countries are highly dependent on local natural resources for their livelihood...The effects of climate change.... make it harder to secure these resources. By comparison with men in poor countries, women face historical disadvantages, which include limited access to decision-making and economic assets that compound the challenges of climate change.”

Claudia Mitchell

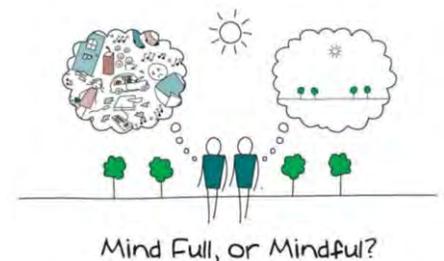
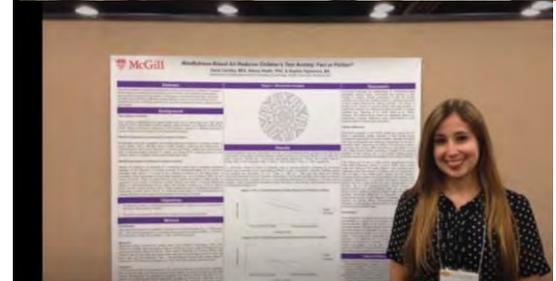
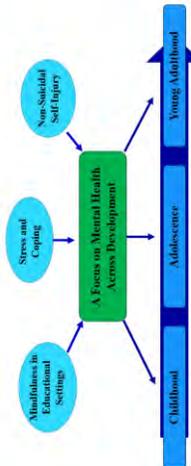


NANCY HEATH



MAPPING NEW FRONTIERS OF MENTAL HEALTH

IHDW member Dr. Nancy Heath leads a prolific research team known as the [Development and Intrapersonal Resilience \(DAIR\) Research team](#) that studies mental health across various developmental stages, with an emphasis on theoretical and practical applications of emotion regulatory processes in stress, coping, non-suicidal self-injury, and mindfulness in educational settings. More than 50 graduate students and numerous undergraduates have participated in the DAIR Research Team in the last 20 years. Of eligible students on the team, a remarkable 90% have won major awards. The prolific DAIR team collaborates with researchers across the globe with many ongoing projects at McGill and in the community at the elementary, secondary, and post-secondary levels. Dr. Nancy Heath herself is a James McGill Professor in the Department of Educational and Counselling Psychology, an active member of the Institute for Human Development and Well-being, and Associate Dean of Research and Graduate Studies with McGill University's Faculty of Education. She has published and presented extensively on topics related to mental health and resilience in educational settings. She is also a cofounder and past president of the International Society for the Study of Self-injury, the co-director of the non-profit online organization, [Self-injury Outreach and Support](#), as well as the co-founder of the International Consortium on Self-injury in Educational Settings. She is an internationally recognized leader in the area of self-injury and has worked in collaboration with schools for more than 20 years. The DAIR research team is currently comprised of 12 graduate students from a variety of Master's and PhD programs in the Department of Educational and Counselling Psychology. The team is also comprised of 30 committed research volunteers and research assistants, who play an integral role in the many research-related tasks such as project coordination, data collection and data entry. In 2017 alone, the Development and Intrapersonal Resilience research team published over 15 papers in journals such as *Mindfulness*, *School Psychology International*, *Suicide and Life Threatening Behavior*, *Journal of College Student Development*, and *the Canadian Journal of School Psychology*. The team also presented their findings at over 21 academic conferences including the International Society for the Study of Self-Injury annual convention in Philadelphia, the Canadian Psychological Association convention in Toronto, the American Psychological Association convention in Washington, and the Congrès de l'Association Francophone du Savoir (ACFAS) in Montreal among others!



“We have found reliably 14 to 24% of youth and young adults will report that they are engaging in nonsuicidal self-injury”

Nancy Heath



McGill



Spotlight on Mental Health in Education

IHDW: Could you talk a little bit about faculty led research initiatives you are participating in as well as your personal research?

NH: My own specific research interests of the past 20 years are in the realm of nonsuicidal self-injury which I came to study because it was an example of an issue that was related to mental health and struggling to cope by youth in educational settings that was being responded to in just a horrific way. About three years ago the Rossy Foundation approached our Faculty about improving mental health resilience in educational settings and together we identified a need for using mental health resilience building for preservice teachers. In the past seven years there has been an increasing concern about supporting student mental health in the classroom but no such support is offered for the teachers. Again and again we heard teachers asking the question "What about us? We are struggling?" So we really decided that we needed to address

teacher mental health and well-being. We began asking ourselves, as a teacher preparation program, can we embed better skills and understanding into our curriculum to give teachers the tools they need to go into a profession that has (as a low-end estimate) 30% burnout within the first five years and be resilient in the face of the tremendous stress of the profession? The Rossy Foundation funded the initial work to develop and evaluate a best practice pilot program for the McGill Bachelors of Education program based on an exhaustive literature review and mixed methods stakeholder analysis. We conducted qualitative interviews with directors of teacher preparation programs across Canada, in-service and preservice teachers, administrators and school leaders in general in order to understand the challenges to new teachers' mental health and well-being and what are the skills and strategies that they need. From that we developed a more quantitative needs assessment to be distributed nationally. We used all that data to develop a pilot

program, which we are now in the process of doing. We came up with a curriculum that is strategy and skill-based, which is different than what currently exists. In our curriculum the common stressors of the profession are identified and specific strategies that are known to be most effective in dealing with them are offered. Preservice teachers are sent out to go practice these strategies and then reflect on their own difficulties and obstacles, problem solve, and then consider how to integrate these skills into their work long term. All of the scenarios are drawn from stressors identified by teachers and come with embedded videos from diverse teachers who talk about their own stressful experiences and how they dealt with them.

IHDW: What are your team's most significant accomplishments over the past academic year in this area?

Beyond the achievements already discussed our Faculty also partnered with the McConnell Foundation to affect systems level change. As part of this effort our Faculty collaborated with the McConnell Foundation to host a national summit where we convened major stakeholders involved in school staff well-being--union leaders, ministries of education, school leaders' associations, researchers, faculties of education, Mental Health Commission of Canada-- and brought them together using a social innovation model. Over the course of two days we examined the questions of where are we at? What are the issues? What are the

leverage points to get system-level change? This was critical to do as we don't want to locate the problem of school staff mental health and well-being within the individuals themselves because there is a strong systems level dynamic at play. By taking the national pulse on school staff mental health and well-being we discovered that we are still very early in the conversation. Despite the research on the importance of school staff wellness for school culture wellness, student learning and student well-being, there is still very little awareness of the issue of the need to consider school staff wellness. Subsequent to this summit we collaborated with the McConnell Foundation to address the tremendous need for knowledge translation mobilization in this area, providing a research brief through a national newsletter distributed by McConnell. Another success over the past year is our faculty's development of a unique research partnership with the Canadian Teachers Federation in order to better understand the mental health needs of preservice teachers. In summary, McGill's Faculty of Education is committed to working with other faculties of education and leaders across Canada to improve preservice teachers' mental health and well-being and contribute to in-service teachers' well-being. Our goal is to, within five years, significantly changing the mental health and wellness outcomes of teachers entering the profession.

IHDW: Why has this not been an issue previously?

Everyone agrees that the mental health and well-being of our students is the number one priority. To go from that to the idea that the teacher's well-being matters in a time of limited resources can prove challenging. Even if leaders understand the importance of staff well-being they are, understandably, unlikely to prioritize the needs of an adult over the needs of a child. There is a failure to see how the well-being of the teacher is intertwined so inextricably from the well-being of the student. Furthermore, there is a public perception that teaching is an easy job (teachers of course know better). Summers off, holidays, done at 3:30, you give your students some work to do and then sit at your desk... The public understands struggling kids and families but this misperception of the teaching profession makes teacher mental health and well-being a hard-sell.

IHDW: Why do you think well-being and education are separate from each other in the first place?

The Faculty of Education is not a school of social work or Faculty of Medicine nor the department of psychology. We are a Faculty of Education. Clearly education is critical for a universal approach to developing mental health resilience. Resilience can be taught through skills, which involves education. Mental health is more difficult a concept to merge into education. Educators have so much on their plate already that is content-based and has to be taught and there isn't any room for any kind of health except for physical health which is often one of the first things to be

cut. If a student is having mental health difficulties you send them to a school psychologist who handles it. We as teachers are not mental health professionals: we cannot be dealing with it in that way. However, classroom learning is significantly impacted when you have 10% to 20% of the students with such levels of anxiety that they cannot function. As a teacher you will be having to deal with issues related to mental health in your classroom, it is integral to learning. Until now, we have never trained teachers much past "If you see this... Refer out." We have never integrated mental health into the curriculum or classroom and there is still quite a bit of resistance to it.

IHDW: Can you speak to the most effective approaches to cultivating mental health resilience emerging in your research?

We prefer the term "universal" over "effective" in education for mental health. A universal program/curriculum is just building the skills and knowledge of all students (and/or staff), it does not target specific students with difficulties. You're not going in and looking for the student with panic attacks or severe depression and working with just that one student. You're working with all the kids some of whom will be having these issues and some of whom will be perhaps developing these issues when they encounter other stressors. A universal program is integrated into the curriculum. This is why are working with the preservice teachers, because teachers need to know how to integrate mental

health resilience as a routine part of their classroom. The things that are coming out that are easy to integrate into the curriculum are things like stress management programs and mindfulness programs: mindfulness pauses, centering activities after recess to calm the kids down... Students learn to self regulate using mindfulness, exercise, creativity and art. These kinds of activities that don't require a lot of training can be easily placed in the curriculum. At the same time, one has to recognize that the piece occurring within the individual is just one piece of the puzzle. We also encourage social connectedness, a sense of belonging, and encouraging students to feel like they have a contribution to make in terms of volunteerism which we know is beneficial to mental health and well-being in the long term. The simplest and easiest vehicle to change mental health and well-being in the schools is to provide educators and school staff with an understanding of what it is and techniques that clearly can be used in their classroom. It's not just telling a teacher how a kid can learn breathing activities it's also instruction on how it can be fit into a classroom when teachers have so much curriculum to cover. It's about giving them a model that works while simultaneously providing information to parents and having administration buy in.



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Faculty of
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Working Groups at the IHDW

Sexual Violence

A Working Group Led by Shaheen Shariff, co-director

We are an engaged group of McGill researchers, administrators, community members, student groups, activists, artists and policy makers dedicated to transforming sexual violence on campus and beyond. Our working group brings together various existing collaborations such as Networks for Change and Well-being: Girl-led from the ground up policy making to address sexual violence in Canada and South Africa, ATTSVE, IMPACTS, SACOMSS among others. We collaborate by bridging perspectives of various stakeholders in order to create ongoing sustainable strategies to address the issue of sexual violence. We seek to understand how to create a cultural climate conducive to sexual wellness across the life cycle and in myriad contexts: online, on-campus, in schools, in social policy and across cultural divides. We also attempt to clarify legal nuances and shifting legal obligations as the boundaries of on-and- offline communications evolve, and as sexting and online forms of sexually demeaning and misogynist communication are increasingly normalized.

We envision meaningful investigation of the causes and conditions underlying a culture of consent and how the many manifestations of rape culture can be transfigured. The McGill campus is both our central locus of operations and laboratory for positive social change in our efforts to work together to support survivors, provide due process for alleged perpetrators and guide leadership towards skillful and just response. At a moment wherein #metoo is pressing the endemic reality of sexual violence into the global spotlight the Sexual Violence Working Group is examining how to bring human wellness into the realm of both individual and societal sexuality. We are inviting researchers and graduate students, whose research interests are in the areas of sexual violence, consent, sexuality in media, social policy, sexual well-being and similar fields to join us. The interests in these fields preferably should be relevant to the topics of socio-cultural development, educational enhancement and human development and well-being. **For further information please contact the Institute at ihdw.education@mcgill.ca**



What is an IHDW Working Group?

At the Institute for Human Development and Well-Being we seek to embed wellness into how we work, collaborate, play and investigate. A working group is not only a convergence of transdisciplinary researchers but also a home for like-minded people from relevant non-research backgrounds. A working group is a place for interested members of our community, stakeholders, activists, artists and researchers from many disciplines to come together and connect. Working groups generate a myriad of community projects, course offerings, research initiatives and new friendships.



Games & Gamification for Human Development and Well-being

A Working Group coordinated by Hani Sadati, Member and DISE PhD Candidate

This interdisciplinary group aims to build a community of McGill researchers, whose research interests include games studies or gamification to come together and collectively create settings to both research and use games and gamification for enhancing Human Development and Well-being. On Wednesday, January 17, 2018, McGill Faculty of Education hosted the first “Think & Plan” meeting of GGHDW research/working group. In this session, 16 researchers from different McGill departments came together and discussed the potential programs and activities of this newly established community. These departments include the Department of Educational and Counselling Psychology, the Department of Integrated Studies in Education, the Department of Kinesiology & Physical Education, the Department of Art History & Communication Studies, the Department of Family Medicine, Schulich School of Music and the Desautels Faculty of Management. The founders invite researchers and graduate students, whose research interests are in the areas of games studies, gamification, digital media, computer-based learning environments and similar fields to join this working/research group and help this community to be stronger and work in broader context.

For more information, please visit the Beta version of the website at <https://www.mcgill.ca/ihdw/ghdw> or if you have any question regarding this initiative, please contact Hani Sadati hani.sadati@mail.mcgill.ca a Ph.D. candidate at DISE and the coordinator of the Games and Gamification for Human Development & Well-being (GHDW) Working Group.

Participation Across the Lifespan

A Working Group led by Neil Andersson, MD

Participation marks the entire human life cycle. From learning how to play one’s first game, participating in workplace dynamics, or engaging in civic duties, participation takes on many different forms and qualities as humans engage with different sets of developmental tasks. Many rich and provocative research questions emerge in this realm: how does participation change across the lifecycle? What incentivizes participation at different ages? Who is more prone to participate and why? How is participation linked to a sense of well-being? How does participation help us develop as individuals? Our group examines these and other questions through the lenses of our varied group members: education, medicine, dentistry, nursing, social work, business, and fine arts among others. As would be expected our working group is open to the participation of new members and encourages community members, students, and resonant researchers from all faculties to join by contacting the Institute for Human Development and Well-being at ihdw.education@mcgill.ca. We look forward to hearing from you soon!



News on the Arts and Well-being

LAUNCH OF THE MCGILL ART HIVE INITIATIVE

Attention! Attention! Calling all students, artists, so-called non-artists, researchers, instructors and community members. The McGill Art Hive is officially open!

The McGill Art Hive Initiative (MAHI) was launched on November 28, 2017. The launch, which attracted more than 100 people, drew together faculty members and students from across campus: Nursing, Communications, Education, Anthropology, Architecture, Philosophy, Art Therapy and the Institute for Gender, Sexuality and Feminist Studies. Supporters of creative arts therapies, along with artists, art educators and colleagues from the Montreal Museum of Fine Arts also joined us. In the five months that the MAHI has been running, it has collaborated with more than twenty units, student societies and creative initiatives on campus, making community and promoting well-being through the arts. The MAHI also started a strong Recycling and Reusing Campaign in the Faculty of Education.

More information: <https://mcgill.ca/mahi/>



Left: Thanks to generous support from the Rossy Family Foundation the McGill Art Hive Initiative was able to welcome a full-time coordinator Maria Ezcurra this past November.

THE ART HIVE PRESENTS AT THE 17TH ANNUAL EGSS CONFERENCE

The Art Hive hosted two fantastic workshops at the 17th annual EGSS conference entitled Let's Get Learning: The importance of mental health and well-being in education on (March 27 & 28, 2018). The art hive introduced itself as a living functional example for how interactive art space can foster positive mental health and well-being practices in educational contexts. The March 27 workshop was facilitated by Maria Ezcurra, Lori Beavis, Aaron Richmond, Victoria Stanton and Deborah Lima. The following workshop (on March 28) the MAHI invited participants to experiment with photo voice techniques with facilitator Lukas Labacher exploring their unique definitions of well-being. Many students introduced to the hive at these two events have been in regular attendance since.

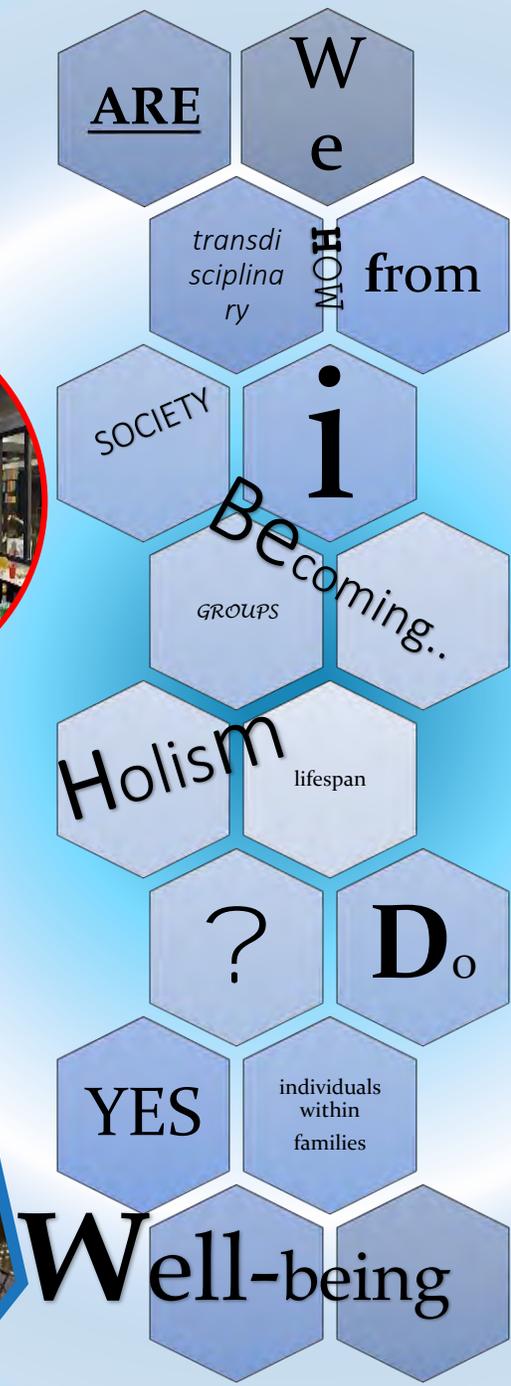
<https://egssconference.wordpress.com/conference-schedule/>



COMPASSION DAY AT THE MAHI

MAY 10, 2018

On Thursday May 10th the MAHI was one of the sites for McGill's Compassion Week, hosting a full Compassion Day in collaboration with the McGill Council on Palliative Care. We were joined by a number of people from across the McGill community including faculty and students. Every hour marked a new and exciting invitation to explore compassion through collaborative arts. The celebration began with a participatory work lead by Maria Ezcurra called "before I die, I will..." which inspired a colorful post-it note mural. Lori Beavis, the P. Lantz Coordinator, led a one-hour workshop in which participants could work with cloth and simple materials to create a collage that reflected their identity and family stories. In the hour before noon, attendees joined P. Lantz Visiting Artist in Residence Deborah Maia de Lima to open their minds and muscles in a spirited movement workshop. At noon, P. Lantz AiR Aaron Richmond facilitated a modeling workshop, in which people shaped each others' faces on clay, as a way of cultivating empathy through greater awareness of others' facial expressions. The day concluded with Yukon artists Teresa van der Meer- Chassé and Nicole Bauberger presented their large collaborative project, *Scavenging for the many faces of Raven*. The artists' starting point has been based on examining how, in the north, the shattered tires found by the roadside can look like ravens. Nicole and Teresa recently received a grant from Canada Council for the Arts to create Ravens out of tire remnants as well as to study and share stories of Raven. They have been presenting community-based projects that bring together building and discussions of what ravens mean in different contexts, in First Nations and non-First Nations, and how these different meanings interact with each other.



Institute for Human Development and Well-Being



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GROWTH ON THE HORIZON

Growth on the Horizon: A Day of Arts-Based Healing at McGill (March 22, 2018) brought survivors, students, artists, allies, community organizers, administrators, faculty, staff, and front-line workers together at McGill to participate in arts-based activities that fostered exchange and reflection around the reality of sexual and gendered violence on campus, along with individual, collective and institutional forms of healing and care.

Picturing Consent: A Photovoice Workshop these images come from participants' unique symbols and gestures of "consent" generated during the workshop. They took pictures using a digital camera, printed the photo on site and wrote a small caption on the meaning of the picture. The pictures were displayed in the space to show the different meanings of consent and sexual-gender-based violence within an academic context, and were exhibited in the Art Hive during the event and beyond.

Facilitator: Milka Nyariro, McGill Art Hive Initiative

Hands-on, Hands-off: A Textile Workshop *Maria Ezcurra, McGill Art Hive Initiative Facilitator* led a unique textile arts-based workshop focused on our hands' creative and caring potential, but also created awareness about their damaging power. Hands-on, Hands-off encouraged participants to share their experiences, thoughts and needs, and invited them to listen, understand and respect those of others. In a safe and supportive environment, participants were invited to use their hands to transform fabric gloves to represent experiences related to gender-based violence that may be hard to express in words.



A special thank you to our sponsor:

The McGill Art Hive Initiative would like to take a moment to thank the Rosy Family Foundation for their generous support without which none of these activities or the work of the MAHI would be possible. From the bottom of our hearts: thank you for believing in the power of creativity!

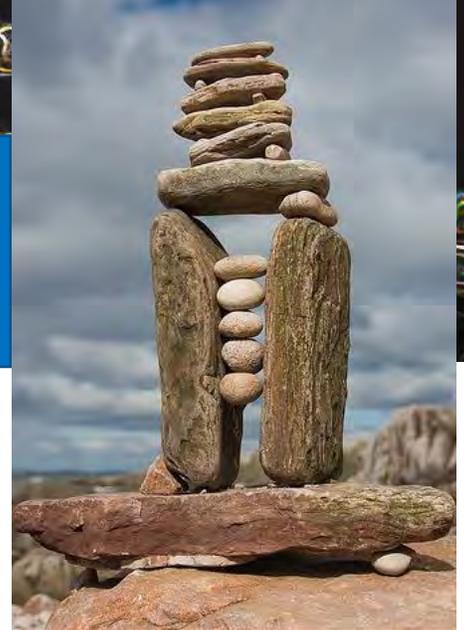


Celebrating Indigeneity at the IHDW

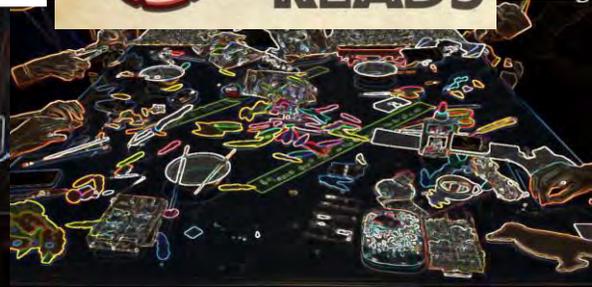
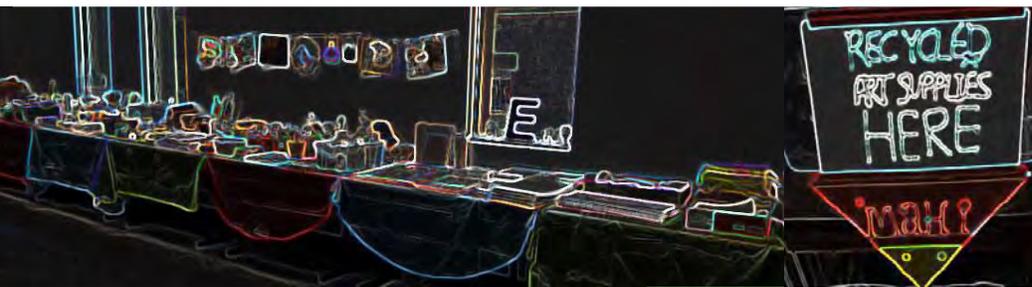
Lori Beavis Coordinator: Turtle Island Reads is a program of the IHDW that is continuing in its third year. The program takes its inspiration from CBC's Canada Reads, and seeks to connect readers, and particularly younger readers in public schools, with Indigenous stories. Each year, at a public event during McGill's annual September Indigenous Awareness Week, three advocates each discuss one book of fiction written by an Indigenous Canadian author. TIR has been a collaboration with community leaders in Kahnawake, CBC Montreal, the Quebec Writers' Federation, McGill University (now in the Faculty of Education and Social, Equity and Diversity Education (SEDE). New community/ educational partners this year are CODE (an NGO founded in 1959) and LEARN (learnquebec.ca), an organization with contacts in all the English secondary schools in Quebec.

In 2016/ 2017 Quebec's high-school history curriculum was revised to include the contributions of Indigenous Peoples in the creation of Canada. However, there is still little Indigenous content in curriculum. One of the objectives of TIR is to work toward increasing awareness of the contemporary reality of Indigenous people in Canada, as well as showcasing our resilience in the secondary school curriculum and beyond. Another objective is to promote literature and creative expression for and by the next generation of Indigenous writers. McGill's Faculty of Education donates a copy of each of the chosen TIR books, to the libraries of all the English and Indigenous high schools in Quebec. As of the end of April, the short-list of advocates and books is ready, though both are still a well-guarded secret. Stay tuned for our updates throughout the coming year.

For more info visit [our website!](#)



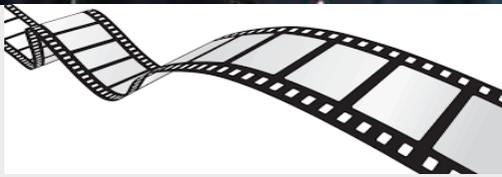
Lori Beavis, PhD (Mississauga and Irish/ Welsh settler descent) is an artist and coordinator for the Turtle Island Reads program



2017-18 Weekly Indigenous Film Series



The Weekly Indigenous Film series began its second year during McGill's 7th Annual Indigenous Awareness Week this past September and ended just before the end of the Winter Term. The first film of the weekly series was *Finding Dawn* (2006) by Métis filmmaker Christine Welsh. *Finding Dawn* is a compelling documentary that puts a human face to the national tragedy of missing and murdered Indigenous women through the portrayal of the story of Dawn Crey. The director honours those who have passed, and uncovers reasons for hope by showing events such as the annual Women's Memorial March in Vancouver and the inspiration for communities all along the length of Highway 16 to come together to demand solutions. In the first term, the films by women directors such as Loretta Todd and Alanis Obomsawin examined women and art and the on-going political issues at Kahnésatake. In the second term the majority of the films were to do with life in the far north – with such films as *Angry Inuk* (issues of seal hunt and Inuit people), and *Qallunaat! Why White People are Funny* (a very funny film that reverses the gaze back onto white Euro-Canadians). We also viewed Tasha Hubbard's *Birth of a Family* (2016), a documentary that told the story of four siblings – all part of the 60s scoop – coming together to discuss their stories and get to know one another. These films were interspersed with other relevant films that came out of discussions or events in the department or the MAHI, for example, the b/w film, *The Silent Enemy* (1928), *Ai Weiwei Never Sorry* (2012), *Born into Brothels* (2004).



2018-19 P. LANTZ ARTISTS IN RESIDENCE ANNOUNCED

Deborah Maia de Lima and Lou Sheppard will join the Institute for Human Development and Well-being as Artists-in-Residence for the 2018-19 academic year. The news was recently announced by the P. Lantz Initiative for Excellence in Education and the Arts.

Deborah Maia de Lima's project is based on the belief that the

highest goal of education is the development of the growth of the individual. Her work with body techniques, improvisation and traditional dances allows the participants to feel their movements without the demand of performance. Her work attempts to encourage and stimulate a higher range of creativity that includes the educational field, helping students, teachers and staff to wake up the "sleeping parts" of their bodies and find ways of promoting well-being through movement.

Lou Sheppard is a interdisciplinary artist working in video, audio and installation practices. Of settler ancestry, Sheppard was raised on unceded Mi'kmaq territory, and currently lives in K'jiputuk/Halifax. Sheppard's recent work has been focused on the practice of translation, particularly translations between meaning systems that do not align in conventional ways. Starting from a range of source materials (diagnostic criteria, environmental data, field recordings) they engage in rigorous processes of translation, resulting in musical compositions, performances and choreographies.



Artists-in-Residence: 2018-19 academic year



McGill

Faculty of
Education

**P. Lantz Initiative
for Excellence in
Education & the Arts**

An Art Hive is based on the idea of an open studio space. It welcomes everyone as an artist by supporting them in the exploration of their creative capacity and aiming to build a stronger, more inclusive community through the process of art-making. Our artist-in-residence program works in conjunction with the MAHI to ensure professional leadership, expertise, mentoring, and pedagogical collaboration across the Faculty of Education and in the McGill community at large.

**Come In and
Make Art With Us!**

**Monday to Friday, 9 am-5 pm
McGill Education Building
3700 McTavish, 1st floor**

Education Art facilitators are in the Art Hive
Monday, Wednesday & Thursday, 10 am-4 pm



www.mcgill.ca/mahi

P. Lantz Finnisage Takes the Education Building by Storm!

The donor, Pauline Smith joined us on March 22nd for the 2017-18 finnisage, an afternoon of performances. The Art Hive was abuzz with a video screening of *Sing the Brave Song* (Mindy Carter, DISE & Hala Mriwed, PhD student), exhibitions of students' work – “zines as artful educational method” (Loyal Shuman's EDEA 241 students) and “conceptualizing the image of the child” (Sheryl Gilman-Smith's EDEE 253 students), and a paper quilling workshop. Jai Nitai Lotus sampled music at his mixing station and Artist in Residence Victoria Stanton unveiled her movable installation of giant pillows, *Lobby Oasis*. The pillows, imprinted with architectural elements found in the Education Building were, and continue to be, a comfortable seat to fall into in the McGill Art Hive Initiative (MAHI).

The second part of the afternoon took place in the open space adjacent to the MAHI. We were given a demonstration of *Queer Tango* with PhD students Pamela Lamb and Katja Philipp. In turn, the pair then encouraged everyone to try out the steps. This was a wonderfully new and refreshing experience of a dance form that is so often deeply sexualized and based on male dominance.

At the finnisage we were introduced to the visiting artist, Deborah Maia de Lima. Deborah is a dancer and choreographer who believes everyone can dance – she achieves this through “props” that encourage movement – unbelievably, with the simple presentation of a feather Deborah was able to get everyone onto the dance floor! It was magical to see each person in their own way move to the music as their feather directed their movements.

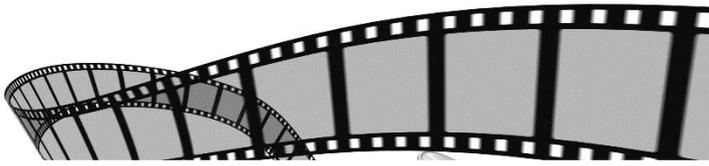
The afternoon ended with a collaborative installation and performance with AiRs Victoria Stanton and Aaron Richmond. The large space was filled with the light and sounds of now ancient technology/ audio visual devices – overhead and slide projectors, tape players, and disused studio furniture. As Aaron brought the visual and sculptural elements to the space, Victoria paced through the area responding to the space and the sounds of the technology. Through their concentrated movements, they slowed down time and gave the audience an opportunity to reflect on the passage of time and the way we retain sounds as memory and a vestige of the past. The collaboration ended when Victoria carefully wrote on the black wall ‘under here is a secret’ – as a reference to a previous art installation in that space.



Clockwise: Feather Dance, Victoria Stanton Performance & Installation

“I feel that my experience as a student was really lacking the kind of inspiration and freedom of thought I find at the MAHI and working with the AIRs. I feel like there is a place for me at McGill since I found you”

Special Events at the IHDW



5th International Cellfilm Festival

On Thursday, December 7, 2017, the 5th International Cellfilm Festival was held at the McGill Education Building in Montreal, Canada sponsored by Institute for Human Development and Well-being (IHDW), Participatory Cultures Lab, and Faculty of Education, McGill University. Over the course of the evening festival theme, 'Resisting & Speaking Back', was explored in 25 unique cellfilms from around the world. We were joined by filmmaker Emilio Wawatie from Wapikoni Mobile: a First Nation travelling audiovisual and creation studio that provides mentorship and training to Indigenous youth. In addition to screening some of his work, Wawatie described his experience as a representative and speaker at the United Nations Forum on Indigenous Issues, which the Wapikoni mobile team documented. With such a vast selection of powerful cellfilms in the running, the festival introduced a new People's Choice award, the recipient of which was determined by audience vote. The 1st place winner *Toxic Tour* in Aamjiwnaang by Kristina Hedlund & Garance Malivel (Canada). The film also took home the festival's first People's Choice award. *The Power Within Us* by Loriele Anderson (USA) came in second. *Abuses is the Crime* by Vumile Mazibuko, Bonakele Mazibuko, Nompumelelo Gwala, Sindiswa Mazibuko (South Africa) came in third. *The Rape* by Nokukhanya Thusi, Nokulunga Mazibuko, Senamile Kubheka, Zethembe Mswane (South Africa) received an honourable mention.

5th INTERNATIONAL CELLPHILM FESTIVAL

Resisting & Speaking Back

December 7th, 2017
5:00 - 7:00 PM
McGill University
Room 129 - 3700 McTavish

DOCADEMIA WEBINAR SERIES:

WATCHING A DOCUMENTARY AND TALKING WITH THE FILMMAKERS

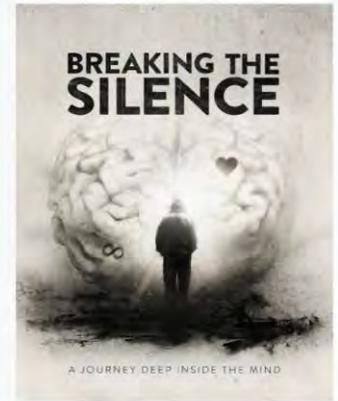
WHEN: JUNE 20TH, 2018
 8:00 TO 9:00 PM (EST)

WHERE: ONLINE
 PLEASE JOIN US VIA THIS LINK
<https://zoom.us/j/511139150>

Watch the film together
 Welcome the filmmakers for a LIVE Q&A
 Review the curriculum around the film

About the film:

Breaking the Silence is a documentary film dedicated to everyone around the world who suffers quietly in the shadows—alone, worn out, and without hope. At its heart, this film is an intense journey deep into the mind, how it can break, and how it can heal. In addition to truly eye-opening discussions with psychiatric professionals and researchers of many unique perspectives, Breaking the Silence tells a brutally honest personal story of release and catharsis.



Dara Sanandaji Writer/Director/Producer

Dara Sanandaji graduated from Dartmouth College in 2000, where he earned a degree in Economics. He then graduated from Chicago-Kent College of Law in 2006, and is currently an active, non-practicing attorney in the State of Illinois. He worked in financial services following law school, where he earned



Freddie Bell Co-director/Producer



Freddie Bell is a seasoned entertainment executive whose passion, resourcefulness, and multifaceted expertise have all earned him the reputation as a creative leader within the industry. As a record label executive, Freddie was also responsible for forging partnerships between his company and Universal Music Group, MTV, VH-1, ABC, McDonald's and Verizon

Above: The IHDW hosted a one on one webinar with the filmmakers of *Breaking the Silence* to address mental health stigma June 20th in collaboration with Docudemia.
 Below: Save the date for the IHDW!

IHDW THINK TANK

REFLECTING FORWARD 2018

SEPT 27
 10 AM - 1 PM
 FOLLOWED BY LUNCH

COACH HOUSE ROOM 200

Come learn from panelists who grew good ideas into powerful institutes as we together chart the forward trajectory of the Institute for Human Development and Well-being. With the survival of the planet at risk and mental health issues at epidemic proportions we are rallying our deepest thinkers, movers and shakers to put well-being at the heart of our social and individual priorities. Join us as we commit to building an institute that cross pollinates across disciplinary lines to meet the challenges of our era. For more information visit mcgill.ca/ihdw

Contact: ihdw.education@mcgill.ca



6th International Cellphilm Festival

McGill University
2018

CALL FOR SUBMISSIONS

This 6th International Film Festival, sponsored by the Participatory Cultures Lab and the McGill Art Hive Initiative under the umbrella of the Institute for Human Development and Well-being, focuses on the theme **Making Community**.

Cellphilm production originated as a participatory arts-based visual method meant to highlight the ways in which groups come together to explore critical issues in their lives through the use of cell phones. Grounded in participatory video and mobile media, cellphilm is now recognized as a critical, contemporary tool in connecting and the making of community. The organizers of this year's cellphilm festival invite submissions that explore how you and your community (e.g. a small group of friends, members of a project or class, research colleagues, a global community) envision making community. You might want to address making community in the context of a particular critical issue such as environmental concerns or issues of violence or safety. You might also, however, want to consider what 'making community' means in a context where more and more people struggle to find community. How can your group use cellphilm production to make community?

Submissions should be no more than 60-90 seconds and uploaded to YouTube. Along with a YouTube link, we ask that you also include a 200-400 word explanation that includes the title of your cellphilm, the names of all the cellphilm's co-producers, and a short description of how your group went about creating the submission and what you think it contributes to making community. All submissions should be sent to thecellphilmfestival@gmail.com Oct 22nd 2018



IHDW GRADUATE STUDENT HUB PRESENTS
TEA WITH THE DIRECTORS
FOR OUR CURRENT & FUTURE MEMBERS

DATE THURSDAY OCTOBER 18 2018
TIME 3-5 PM

LOCATION COACH HOUSE ROOM 200

Form part of the IHDW's graduate student hub! Each year we offer one summer institute based on your input, drop-in co-working space with coffee, mentorship from senior researchers in your field and ongoing professional support workshops for your benefit. We hope to offer you not only an academic community but a greater home during your graduate studies at McGill to support your well-being as you continue to develop cutting edge research that supports the well-being of our society at large. Develop your leadership potential and develop friendships that will last a lifetime at the IHDW graduate student hub. Participation highly recommended for all graduate students working with IHDW co-directors.

RSVP:
https://docs.google.com/forms/d/e/1FAIpQLSdyVNR4zULXseXDFoFgQ9MI020-FYWS_cBLDRJ6QT88cP0HKzw/viewform?c-0&w-1



For more information visit our [website](#) and [video](#)

Well-being and Climate Change

*A report on CACS' Signature Event May 27th, 2018
University of Regina*



Daniel Heath Justice in his recent book *Why Indigenous Literature Matters?* asks: "How do we learn to be human? How do we behave as good relatives? How do we become good ancestors? How do we learn to live together? The big question is how do we learn to be human?" ([Full interview here](#)). These questions are integral to disrupting the settler-colonial relationships that have dominated colonial society's relationship to the land beneath its feet and challenging the value structure driving ecosystem collapse. These conversations form one set of discussion points at the heart of a new series of Signature Events, conceived of and developed by Dr. Paul Zanazanian, Associate Professor, Department of Integrated Studies in Education (McGill University), which address critical issues of today's world. In his role as co-president of The Canadian Association for Curriculum Studies (CACS), Zanazanian is the head organizer of these signature events, including the first event focusing on the theme of global Climate Change that was held at U of Regina on May 27th 2018 in collaboration with the [McGill Institute for Human Development and Well-being](#) and the Humanities Research Institute at the University of Regina. Dr. Kathryn Ricketts, Associate Professor, University of Regina, and Vice-President of CACS, helped as co-organizer of the event. With a focus on the theme of Climate Change, it is evident that we are living in an era where we cannot talk about human development and well-being without talking about the status of our environment. Climate change is forcing us to acknowledge that the well-being of the planet is ultimately our own very well-being. Climate change is forcing us to interrogate our values, decisions and actions with unprecedented urgency. As the public and policy members grapple with this pressing reality, it is the role of academics to look clearly at the world and help give vocabulary to the complex relationships that we must all navigate together. In that spirit,

the Signature Events are guided by the question: How can we transform mindsets to embrace new attitudes and habits for positive change in light of the common good? The aim is to engage a non-academic public and to make scholarly ideas accessible to everyday Canadians. The series is part of a 3-year plan examining climate change in 2018, hatred in 2019 and war in 2020. This year climate change event began with a Literary Circle Discussion of Daniel Coleman's *Yardwork: A Biography of an Urban Place* (Wolsak & Wynn, 2017) facilitated by the author himself & Ken Wilson from U of Regina. A riveting keynote presentation on resilience facilitated by Susannah Heyer Barsom (Stanford) and Carmen Schlamb (Seneca College) opened a lively Town Hall Meeting on Climate Change facilitated by [Blane Harvey](#) (McGill); Nikisha Khare (U of Saskatchewan); Kevin Lewis (U of Saskatchewan) and [Claudia Mitchell](#) (McGill). The afternoon proceeded with a documentary film <https://vimeo.com/207663072/2da9872ab3> with Creator/ Producer Nathan Willis Ratledge (Stanford) & Director Kit Pastor exploring community resistance to pipelines in British Columbia. The day concluded with a provocative performative art walking tour entitled *Is It Hot Out Here?!?!* with Kathryn Ricketts (University of Regina).



"I want to ask everyone a two-part question: What does the world we need look like? What can you do to help get us there?"

Paul Zanazanian

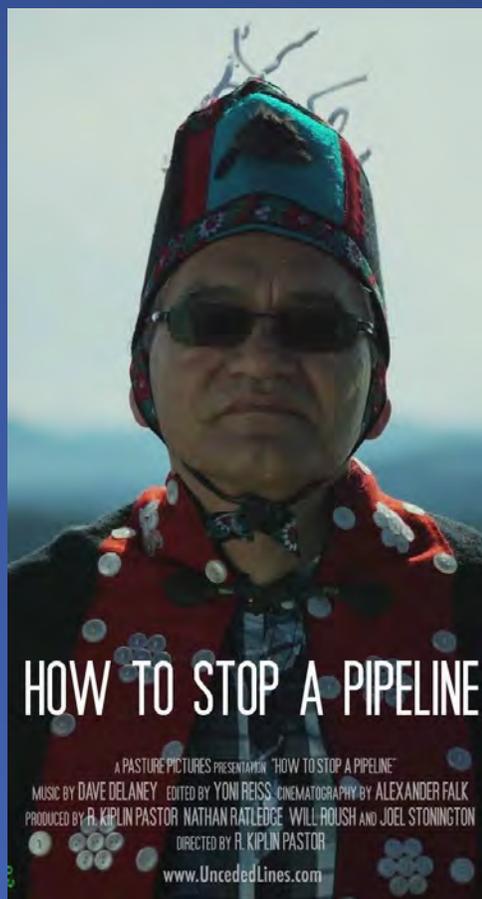
Reflections from the Day

A word from one of the event's co-organizers



Paul Berger: “The urgency of climate change is still not known to many Canadians. This may be in part because Canadian governments do not treat climate change as a crisis, despite mounting losses due to extreme weather events and clear scientific evidence that fast action is needed in the transition to a low-carbon future. This is particularly frustrating for climate change activists and educators and is embodied by the recent federal government move to buy and build the TransMountain Pipeline expansion. As Bill McKibben points out, the scientists have done their jobs in warning us and the engineers have done their jobs in making renewable technologies competitive. The public and politicians are behind - and largely due to misinformation and capture by the fossil fuel industry. What we desperately need every Canadian to do is to start to talk about climate change and the changes we need - changes likely to improve and not reduce quality of life.

In each of the last five years, *Climate Change Pedagogy* has been an elective in the Bachelor of Education program at Lakehead University and has been taught four times at the master's level. The course helps teacher candidates to understand scientific, economic, political, sociological and philosophical aspects of climate change and to consider how they might incorporate it across the curriculum in their teaching. There's enough doom-and-gloom in the course to help students understand the gravity of the problem, but a big focus is on communicating effectively about climate change and engaging students and citizens in looking at the amazing changes underway across the world - and thinking about what roles they may want to play in the transition. I want to ask everyone a two-part question: What does the world we need look like? What can you do to help get us there?”



This documentary, screened at the Signature Event, encapsulates the core issue in climate change: putting profits above people and the planet is actively destroying things that may never regenerate. To solve the climate change dilemma, we must embrace one another and a system of values beyond dollars and cents.

“From reoccupation camps to the heart of the rugged Coast Range in British Columbia, *How to Stop a Pipeline* explores First Nations and local community resistance to the Enbridge Northern Gateway Pipeline. A multi-billion-dollar pipeline designed to pump heavy crude oil from the tar sands to the Great Bear Rainforest, the Northern Gateway was supported by the Canadian government and the most powerful industry in the world. Against all odds, a handful of small communities have effectively stalled the project in its tracks. The storytellers traverse 100 miles of the proposed pipeline to better understand the land that would be impacted. Much more than just an environmental story, the film illustrates the First Nation's fight for their ancestral land rights, self-governance and social justice. Their commitment and fortitude vividly portrays *How to Stop a Pipeline*.” Source :

<https://www.imdb.com/title/tt6548040/>

Full documentary : <https://vimeo.com/207663072/2da9872ab3>



Perspectives

"What the world needs now are stories. That is what my partner and collaborator Sue Barsom and I concluded in our keynote presentation for the Signature Event focused on climate change hosted by the Canadian Association for Curriculum Studies. We are not climate change researchers, we are educators charged with the daily task of bringing the realities of climate change to our classrooms and lecture halls and engaging our students in critical conversations about the future, even if it's just for a single term. For me, teaching climate change is like no other content I have taught before, as no single curriculum exists for teaching change of this magnitude. Climate change isn't just about rising sea levels and a rising thermometer, it is about our personal and collective resiliency and how we will navigate a warming future. When considering resiliency, I like to think on the past, back to times of challenge and fortitude, when seemingly insurmountable obstacles were presented that later became landmarks of learning and opportunity. This is what I like to share with students, that stories of the past can be both our foundation and guide for the future. The more we share the more we build resiliency. As Thomas King said "The truth about stories is that's all we are." I was so pleased to share in the stories of others at the event that day who continue to shine a light in what is often considered to be a dark time."

King, T. (2003). *The truth about stories: A native narrative*. Canada: CBC [Canadian Broadcasting Corp.]

Dr. Carmen Schlamb is a professor of environmental and sustainability education who teaches in the School of English and Liberal Studies at Seneca College in Toronto. She holds a PhD in Educational Sustainability and specializes in experiential and primary experience learning. Her research interests include narrative inquiry and storytelling as a way of understanding environmental curriculum.

"When Carmen and I began to discuss how to open the Signature Event on Climate Change, we considered what a roomful of educators and interested citizens might already know and think about climate change. Our experiences led us to believe that there would be some variety, but that most who would bother to attend would already have knowledge and interest. Therefore, we did not have to start at the very beginning...but a quick review would be helpful. We thought that the consistent and important message of impending doom has generally sunk in. Many scholars and activists are moving past discussions of mitigation and on to strategies for adaptation and resilience. We wanted to address the possibilities of adaptation without ignoring mitigation. And we wanted to talk about resilience not as something that other communities and individuals possess, but as something we all have seen and experienced. I won't recount the details of our short keynote, but we did talk about resilience in the face--and wake--of adversity. And the subsequent discussions of the afternoon touched upon this theme time and again. What was striking to me was that this theme emerged at other times during the conference. Two cases in particular seemed particularly pertinent. One was Melina Labuan-Massimo's "Big Thinking" lecture on indigenous women and climate change, which was delivered on the day before the climate change symposium. She described communities that are exemplars of resilience--people of few resources, who are nevertheless leading the response to climate change with creativity and persistence. Then on the day after the symposium, Marie Wilson gave another "Big Thinking" lecture, speaking about the work of the Truth and Reconciliation Commission. The magnitude of the resilience she described, and the pain represented in that resilience, were powerful reminders that we don't need to look far for examples of human resilience. We know that we cannot respond adequately to climate change if we do not have sweeping policy change at the national and international levels. Still, we draw inspiration from the actions of individuals and communities who recognize the need to adapt. Their resilience can, and does, influence their neighbors and their governments. I'm not sure that this is more possible in Canada than in the US, but I can tell you that I feel so much more hopeful since the conference in Regina. Thank you for inviting me to participate in this signature event."

Susannah Barsom is the Associate Director of the Emmett Interdisciplinary Program in Environment and Resources at Stanford University. Before joining Stanford, she spent many years as a faculty member at The Pennsylvania State University, where she served in the Sustainability Institute as Director of Academic Programs. A biological anthropologist with degrees from Wellesley College, the University of Arizona and Penn State University, Sue's research has been in human reproductive ecology; more recently she has focused her research on sustainability education.

Is it Hot Out Here????

Using art to illuminate what words cannot express about climate change... A word from Kathryn Ricketts



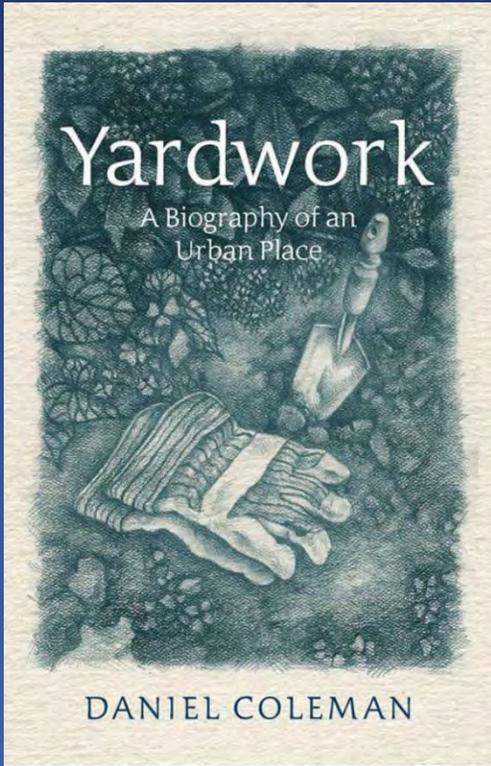
Is it hot out here? was a performative contribution arranged by myself and in keeping with a recent initiative to continue to 'bust' out of the conference walls and traditions through evocative and provocative performative renderings of new scholarship. This particular event hosted 7 individual site performance addressing climate change. The participants ranged from undergraduate and graduate students to young and senior scholars from across the country. The performative pieces ranged from alarming displays of bold consumption to math games illuminating relational shifts in human activity and weather to a mesmerizing indigenous flute coupled with profound lessons of the land, to quiet walking contemplations of land as resource and land as identity.

My contribution to this performative journey was with one of my performance characters whom I inhabit as a kind of kinaesthetic conduit to improvisational dance/theatre stories. This character, Remington, is an anthropomorphized bird donning a rubber pigeon hood and a full-length fur coat (the kind of coat that may be useful in the prairie winters). Although the performances of Remington are always unique and in direct response to context, thematics and conditions, it seems to be calling attention to the land as it blurs the boundaries between human and animal and triggers memories and speculations around migration immigration, belonging and displacement. In this particular event, Remington emerged from a forest grove hauling a 5-pound bag of birdseed on its back. The bag, purchased at a warehouse retail outlet, boasted of being WILD as it privileged this concept over other descriptions in bold black and yellow font. There was an urgency to the pouring of the seeds into the outstretched hands of the audience only to be somewhat retrieved with an outstretched trembling and broken tea cup. As Remington retreated back into the forest, teacup in hand, there was sadness and a recognition of pity as the bird slowly descended to the ground supported by a tree. Derelict and homeless, with the hood off and placing seeds one by one in the mouth, Remington invited us to linger in the moment of displacement and pending danger as we are reminded of our stewardship to this land and all that inhabit it.

Kathryn, an Associate Professor in the Faculty of Education in the University of Regina, has been working for the past 35 years in the field of movement, theatre and visual arts, presenting throughout Europe, South America, Africa, Australia and Canada. Her work in schools, galleries and community centers focuses on social /political issues through movement, theatre, creative writing and visual art. Her research is in areas of literacy, embodiment and cultural studies with her method Embodied Poetic Narrative. She also runs The Listening Lab, a visual and performing arts 'incubator', and presents exhibitions and performances in her loft space. Images credits: Valerie Triggs & Michele Sorensen



Performances: All Our Relations & Our Sacred Ecologies: Vicki Kelly – Simon Fraser University. “Honouring the brave survivance, near extinction, and extinction of our relatives in the face of profound climate change. The Anishinaabeg tradition of Honouring All Our Relations and The Treaty with the Hoof Nation. A Metissage in Story and Song.” Food for Thought. Sara Schroeter with Allene Chernick Bautista, Robyn Dyck, Erin Goodpipe, Tara Hanson & Sara Salazar – University of Regina a performance to engage our surroundings on Wascana lake in order to explore how ideas about “natural landscapes” and “connection to land” have been perverted by the colonial mission to consume and the impulse to justify and rationalize our engagement in destructive practices that engender unhealthy relationships across generations.” En Relief Julie Vaudrin-Charette - University of Ottawa “Weaving our interdependencies with land and languages as a way to teach/learn in decolonizing” Land(ing) Trans/posing Entanglements Jesse Bazzul & Gale Russell – University of Regina. “The reality of ecological entanglement and how all is, for better or for worse, entangled in ways that are irreversible, and/or extremely difficult to reverse. This activity was transdisciplinary and open-ended to nurture student ideas an input.” Gathering Moment(um)s: Reflections on the Embodied Experience of Global Warming Jennifer MacDonald & Jennifer Markides - University of Calgary. “We consider place: What stories does the land tell? What stories do we write on it? Participants will “Capture the Moments” with an image, line of poetry, compelling statement, joyful or disgruntled noise, movement, body shape, or other expressive form.” Over/Look Ken Wilson - University of Regina In Over/Look, “I invite participants to walk from the University of Regina campus to the Goose Island Overlook across the lake as a collective to [witness colonial transformation].”



Yardwork: A Biography of an Urban Place by Daniel Coleman was selected for the Signature Event's book discussion as it examines the settler author's struggle to develop an intimate relationship with Hamilton, Ontario, one of Canada's most polluted cities. *Yardwork* is a work of literature that blends unsettling settler dominance, ecology, geology, mythology and history in a work that questions the sociopolitical order eloquently. The book drives home and unconsidered perspective that individuals who do not have a relationship with the land cannot possibly be good stewards of it. His soul-searching example offers and inspiration for others to follow suit.

Global perspectives on climate change and leadership

Blane Leslie Harvey: *Why is it such a challenge to mobilise a collective response to the looming climate crisis? What can we do to push for a transformative and socially just response? Our recent Canadian Association of Curriculum Studies' signature event on climate change speakers and session participants wrestled with these questions. My contribution to this discussion focused on the global dimensions of this challenge, and the critical role of leadership in harnessing our collective energy and passion to this end. Drawing on Gus Speth's call for a "cultural and spiritual transformation" that situates climate change as a challenge to our social values and global justice moreso than to our scientific ingenuity, I argue that we must rethink the very nature of this leadership. Building on educators, theorists, and advocates from the global North and South I have proposed five characteristics to the forms of leadership we must seek to nurture in order to move from short-term, technical responses towards deeper forms of change. Briefly, I argue that we must engender leadership that is:*

- *Expansive:* drawing on knowledge and experience from across disciplines and challenging the knowledge hierarchies that have devalued experiential and indigenous knowledges;
- *Embodied:* engaging head, heart and hand in imagining and driving ways forward, and attendant to the values, hope and grief that are so intimately connected to this crisis for many of us.
- *Social:* facilitating collective learning to better understand this shared challenge, and taking learning and behaviour change beyond the individual into wider networks and systems.
- *Transgressive and emancipatory:* breaking down the resilience of inherently unsustainable systems and practices and developing the disruptive capacity needed to do so.

Interested?

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