



École George Elliot Secondary School  
Parent Advisory Council (PAC) Minutes  
Monday, June 15<sup>th</sup> 2026 at 6:30pm

In Person: Library

**1. Call to Order 6:33pm**

- 1.1. Attendance/Introductions: *Rob A, Jenn H, Colin M, Carter M, Marnie S, Craig C, Ian L, Cynthia L, Bretta L, Mark H, Ros H, Linda I, Jodie M, Jodi B, Brian Z, Virginia H,*
- 1.2. Regrets:

**2. Agenda:** Previous Agenda Additions/Approval – *Approved: Mark, Seconded: Ros*

- 2.1. Danika Buse: presentation on her experience at Empowering Youth Environmental Literacy
- 2.2. Carter Mochinski: presentation on the proposed greenhouse for the nature park
- 2.3. Discussion on the need for more parent involvement for the Grad Procession.
- 2.4 Discussion on financial transparency to the PAC from the Grad Committees each year. Funds are officially distributed through the PAC via the gaming licenses, and this is required for accounting purposes
- 2.5 PAC AGM : Appointment of positions for next school year 2026-27

**3. Minutes:** Previous Meeting Minutes Additions/Approval – *Approved: Bretta, Seconded: Ros*

- 3.1.1. Danika's presentation was very powerful; particularly around Petroculture. See attached PDF
- 3.1.2. Carter spoke about the works on the garden and greenhouse; a great move forward! The school received \$93k instead of the \$200k that was originally forecast. The remaining has been held back. See attached PDF.....Motion to support the Gardening Club/Nature Park by providing support via a gaming license through the PAC *Motion: Craig, Seconded: Ian*
- 3.1.3. Discussion on the need for more parent involvement. Ros commented to the chaos because of the lack of people at the grad on Saturday last! We need to have more (approx 20 minimum) Proposal by Craig to have more exposure through PAC to recruit for volunteers.
- 3.1.4. Virginia spoke very openly about the ability to have figures available; PAC doesn't need FULL details, but a rundown of costs and where they went is essential due to PAC providing gaming licenses for the Grad Parent Committee. Motion to have transparency from the Grad Parent Committee to PAC for record keeping. *Motion: Ros, Seconded: Breta Motion carried*
- 3.1.5. Motion for \$4000 for Oyama Zipline for 2027 Grad, *Motion: Ros, Seconded: Breta Motion Carried*

**4. Principal's Report:** Rob Aviani – *See Accompanying Report*

**5. Reports:**

- 5.1.1. **President** – Craig Catton: requirement for financials to be open to PAC see 3.1.4
- 5.1.2. **Treasurer** – Ros Hazen: requirement for financials to be open to PAC see 3.1.4
- 5.1.3. **COPAC** – Ros Hazen, change of COPAC president. Recommended to sign up for BCCPAC as it is back on track.

**6. Old Business:**

- 6.1. All previous items are detailed in the attached Financial Report

**7. New Business:**

7.1. AGM: Appointment of positions for 2026-27

7.2. President : Roslyn H,

7.3. Vice President : Breta

7.4. Treasurer : Brian Z,

7.5. Secretary : Jodie M.

7.6. Member At Large 1 : Craig C.

7.7. Member At Large 2 : Ian L.

7.8. Member At Large 3 : Sara G.

7.9. COPAC : Roslyn H.

7.10. ALL POSITIONS WERE PROPOSED, MOTIONED, AGREED AND SECONDED

**8. Adjournment: 8:03pm**

**Next meeting:** September, Library

HAVE A GREAT SUMMER!!

**George Elliot Secondary School PAC Income Statement**

Year: 09/01/2025 to 08/31/2026

**Bank Account Status**

General Account	\$ 1,465.59	Gaming Account	\$12,979.94
Cash or Other	\$ -	-	-
<b>As of April 30, 2026</b>			

**Fundraising**

Items	Deposit	Expenses	Profit	%
Interest from Membership	9.17		9.17	100.00%
	-	-	-	0.00%
	-	-	-	0.00%
	-	-	-	0.00%
<b>TOTALS:</b>	<b>9.17</b>	<b>-</b>	<b>9.17</b>	<b>100.00%</b>

**Gaming Funds**

Year	Grant	Issued	Remaining
Prior Year Remaining	6,274.04	6,274.04	-
2025-2026	17,260.00	6,610.60	10,649.40
<b>TOTALS:</b>	<b>23,534.04</b>	<b>12,884.64</b>	<b>10,649.40</b>
	<b>Approved but not paid</b>		<b>9,250.00</b>
	<b>Remaining after approved</b>		<b>1,399.40</b>

**Gaming Fund Expenses**

Item	Requested	Approved	Issued	Expensed
Bank Fees				219.81
Oyama Zipline Grad 2026	3,685.50	3,685.50	3,685.50	3,685.50
Soccer Team Bus	1,000.00	1,000.00	-	-
Outdoor Club	2,862.40	400.00	420.32	420.32
Physics Olympics Team (Cancelled due to weather)	1,000.00	1,000.00	-	-
United Nations Climate Change Conf	750.00	750.00	750.00	750.00
BC Student Leadership Conf	1,000.00	750.00	750.00	750.00
Capstone presentations lunch	750.00	750.00	532.35	
Athletic Team Uniforms	2,000.00	2,000.00	2,000.00	
Cooking appliances for GRAD	900.00	-	-	-
Cookie Club	248.79	250.00	250.00	250.00
Grad lanyards	868.00	868.00	868.00	868.00
Open Mic Club	337.93	337.93	342.47	342.47
Sr Basketball Prov.	1,643.00	1,643.00	1,643.00	1,643.00
Sr Volleyball Prov.	1,643.00	1,643.00	1,643.00	1,643.00
Outdoor Club Overnight Trip	2,500.00	2,500.00		
Grad 2027 Field Trip	4,000.00			
<b>TOTALS:</b>	<b>25,188.62</b>	<b>17,577.43</b>	<b>12,884.64</b>	<b>10,572.10</b>

Date as of: June 06, 2026

**Principal's Report: École George Elliot Secondary School PAC Meeting**  
**Rob Aviani, June 15, 2026**

- **Gratitude and Congratulations**

- **Convocation and Prom.** Thanks to all the staff and student volunteers who helped make our convocation a big success. A special thanks to Domemic Johnson who served as our grad coordinator this year. Thanks as well to Michele Stone and all the volunteers on the Prom Parent Committee who pulled off a memorable prom at Quail Ridge Golf Course on Saturday night.
- **Music Concerts.** Thank you and congratulations to Dave McGarry and all the student members of concert band and commercial music for two great shows on Tuesday and Wednesday night.
- **iGen Challenge.** Congratulations to Bennett Ford and his Entrepreneur class on their success with the iGen challenge. The GESS teams fared very well at the iGen finals. Every year this competition gets tougher and we're incredibly proud of our students. Competing against the four other high schools, George Elliot consistently punches well above our weight. The teams were well prepared, articulate, and quick on their feet fielding some tough questions from the judges, and the competition was very, very tough this year. In the new prize format each of the six judges had \$1000 dollars to invest as they pleased but were asked to place it in at least three projects. The Coyotes got some stax! Cruz Krenzel and Ryleigh Noble got \$800 for Beyond Açai, their pop up lunch project, and Shay Stewart got \$1400 for Gearflow, his sports equipment drying system!
- **Capstone.** Thanks to all teachers and community volunteers for supporting our Grade 12 students Capstones. The students were amazing.

- **Key Dates**

- Last day with students - Friday, June 19
- Learning Updates Posted - Thursday, June 25
- First day of school for 2026-27 - Tuesday, September 8



# Our Planet is Not a Business

A Climate Action Call from Canada's Youth

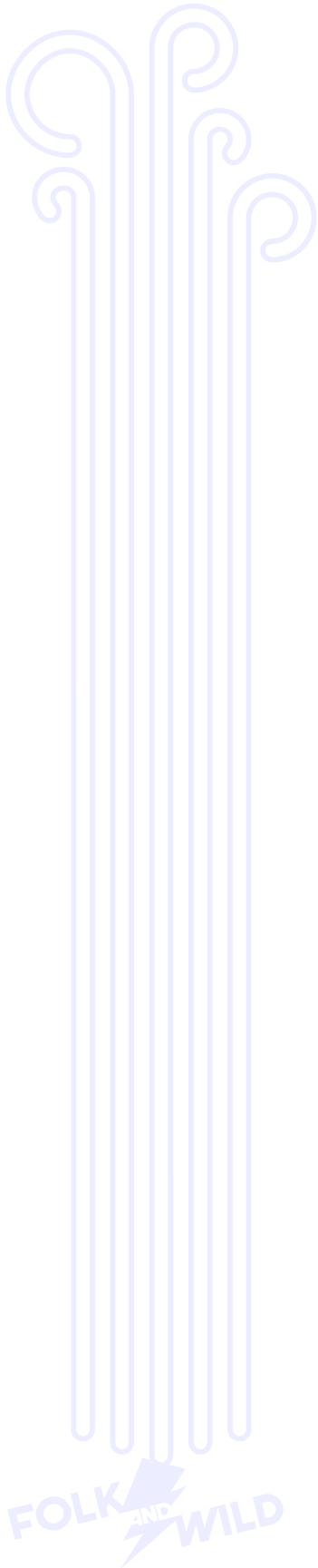
## Partners



## Funders

This project was undertaken with the financial support  
of the Government of Canada.  
Ce projet a été réalisé avec l'appui financier  
du gouvernement du Canada.





## Contact Information

Carrie Karsgaard  
Cape Breton University  
[carrie\\_karsgaard@cbu.ca](mailto:carrie_karsgaard@cbu.ca)

Lynette Shultz  
University of Alberta  
[lshultz@ualberta.ca](mailto:lshultz@ualberta.ca)

Sheena Wilson  
University of Alberta  
[shwilson@ualberta.ca](mailto:shwilson@ualberta.ca)



Graphic Design by  
Nathan Karsgaard  
[www.folkandwild.com](http://www.folkandwild.com)

# Prologue

This policy brief is a result of work done by 118 youth from across Canada in partnership with Cape Breton University and the University of Alberta, with funding from Environment and Climate Change Canada. From February to May 2026, youth aged 15-18 learned from one another, the elements, and other beings about how to respond to the climate crisis in ways that repair harm and respect all life on the planet. Facilitated by researchers and their teachers, youth collaborated using technology to learn from different knowledges, work together in relations of reciprocity with the land and communities, and build a world for everyone and everything. The culmination of months of national dialogue, this paper was written by a delegation of youth from six provinces and territories, summarizing the youth's vision for how to achieve a just climate future.

For more information, visit <https://collective-worldmaking.ca/project2.html>.

## Participating Schools

British Columbia	Kelowna	Okanagan Mission Secondary School
British Columbia	Lake Country	George Elliot Secondary School
Manitoba	Winnipeg	Garden City Collegiate
Nova Scotia	Digby	Digby Regional High School
Nova Scotia	Shelburne	Shelburne Regional High School
Québec	Montréal	College Beaubois
Saskatchewan	Arcola	Arcola School
Yukon	Whitehorse	F.H. Collins School Council

# Introduction

As we look back to 2019, we see climate action at the top of the priority list. Greta Thunberg had an incredible influence on youth, environmentalists, and governments. Her powerful speeches led to many demonstrations across the world with millions of people involved. Since then, that wave of progress and engagement has slowed down to a point where climate action hasn't been prioritized by the government and there has been little involvement in the climate action movement from the public. The world has also been a changing place: devastating wars have broken out, sovereignty debates have sparked, and the use of AI has increased. But does this really mean climate action has to be put to the side?

The effects of climate change don't slow down when the world stage is transforming. In fact, the effects pick up. When we burn fossil fuels, carbon is released into the atmosphere and absorbed by our oceans, affecting all of the places where we live. In the north, "permafrost is now leaving the ground. It's making life peculiar in the northern tundra regions as that vanishes and entire ways of life are being decimated" (Student). Across British Columbia (BC), Saskatchewan, and Manitoba, increasing fires "have directly affected many of my very good friends, who have been required to evacuate, many of whom have lost their homes. Watching the animals flee from their homeland in advance of these extreme fires is tragic, and getting worse with each year" (Student). In Nova Scotia, we see how ocean acidity affects lobsters, oysters, and countless marine animals, weakening their shells and slowing their growth rate. In BC's Fraser River, climate change affects salmon, which have seen rapid declines across a number of salmon species. In Saskatchewan, after oil well pads were put in, mule deer now avoid places that they once inhabited.

As a country, we need to create a sustainable climate action plan that remains central in our priorities and can be adjusted to our changing political and world climate.

## A Climate Action Call from Canada's Youth

Our climate call to action proceeds as follows:

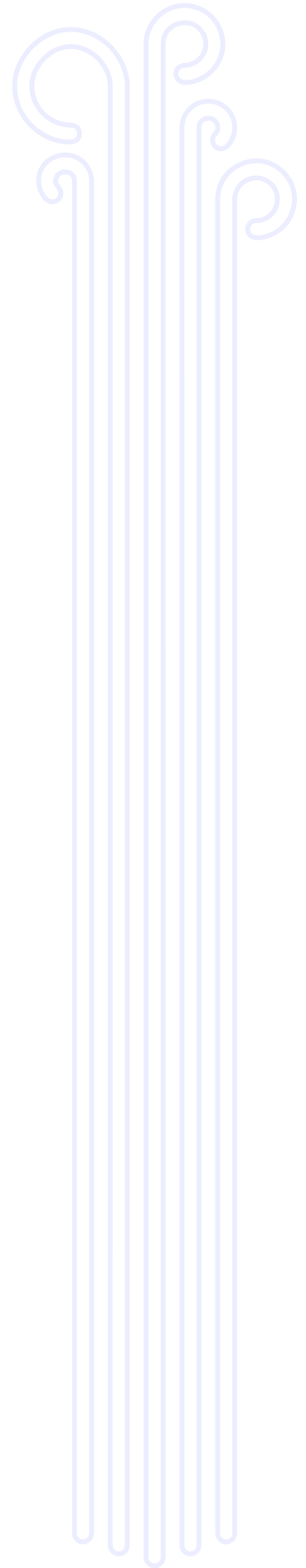
Section 1: Climate Change is a Crisis of Disconnection

Section 2: Reconnection is the Basis of Climate Justice

Section 3: From Knowing to Being: Rethinking Climate Education

Section 4: Breaking Free from Petroculture: Economic and Energy Transition

Section 5: Recommendations



# Climate Change is a Crisis of Disconnection

At the heart of the climate crisis emergency is the underlying issue of disconnection. Disconnection in the form of privilege, disinterest, and public fatigue shatters directly the view we as a society have on climate issues and therefore limits and reduces our ability to engage in positive change.

For many people in Canada, knowledge surrounding climate change is acquired in a classroom setting and over social media, separated from our outside environment. The abstraction of climate change causes many to lose their grasp on the issue and to entirely alienate themselves from it.

We have observed that in educational settings, especially high school, the rate of disinterest in climate change is exceptionally high among students. Whether out of boredom, or because they enjoy a certain privilege that shields them from the direct consequences of climate change, their interest in the subject has completely waned. Our survey of 90 Canadian youth suggests that many youth are misinformed about climate change.

For other youth, a rise in a certain “climate crisis fatigue” has taken over, mostly due to the sheer disillusionment we feel regarding people of status and power. We had been promised a clean future, one in which we could thrive. At present, though, we have only experienced sorrow and eventually cynicism as our officials’ promises turned to failures. It is time for concrete action on climate, so that young people do not feel that their efforts are futile or that it is too late to act.

## Over-consumption and Petroculture

Another contributor to inaction is our reliance on fossil fuels. It's no surprise to say that Canadians overconsume in every possible way, which reflects our petroculture. Petroculture describes how consumption of fossil fuels unconsciously shapes our society and influences our habits - a part of our disconnection.

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*« Mes amis m’ont aidé à remarquer que la pétro culture influence non seulement nos transports, mais aussi nos habitudes, nos villes et notre idée du confort et de la liberté. Ils m’ont aussi fait voir à quel point notre quotidien dépend invisiblement du pétrole, même dans les objets et services les plus ordinaires. »*

~Student, YT

Despite the harms of petroculture, these are not felt by all people. Silent killers such as the toxicity of oil production, the introduction of microplastics in almost every consumer product, or the harms of artificial intelligence are not always noticed by those with privilege, who can ignore them.

Not only does the latter highlight the need for our society to pay attention to petroculture, but it also urges us to integrate ancestral, cultural, and social cues that we have long disconnected from.

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*“On our walk through the town, we noticed many signs of petroculture, like roads, gas stations, cars, plastic signs, powerlines, farm machines. They all focus on speed, convenience, transportation, and many more products. Things connected to oil and fuel are seen as important because they help business, travel and daily life run quickly and easily. People who own large companies, industries or have access to vehicles and technology often are the ones who benefit the most due to many more resources, and opportunities. However, some people can be left out such as lower income families who cannot always afford it.”*

*~ Student, SK*

# Reconnection is the Basis of Climate Justice

Around us, we can observe a disconnect between humans and nature, and the only way to overcome this problem is to reconnect. Yes, with nature, but also with each other.

## They Can Teach Us: Reconnecting with the Air, Earth, Fire, and Water

If everyone was more connected to the earth, air, fire, and water, we would be willing to do more about climate change. We need to go outside and just be, to just sit and listen rather than stare at the phone. If everyone could just feel the air brush past them and feel how nice it feels on a warm day, we feel like everyone would be more willing to help protect our air.

Our senses actively shape how we connect with our world and respond to it. Therefore, it is imperative that we not only entertain ourselves in nature but reflect on how we should respond to it.

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*“I realized that the air isn’t just space between us. It’s a physical connector. I also realized that every breath I take has been through someone or something else first. Honestly, it made the concept of planetary boundaries feel personal. When we fill the air with carbon or chemicals, they aren’t just polluting, they are changing the chemistry of my next breath and those of others.”*

~ Student, QC



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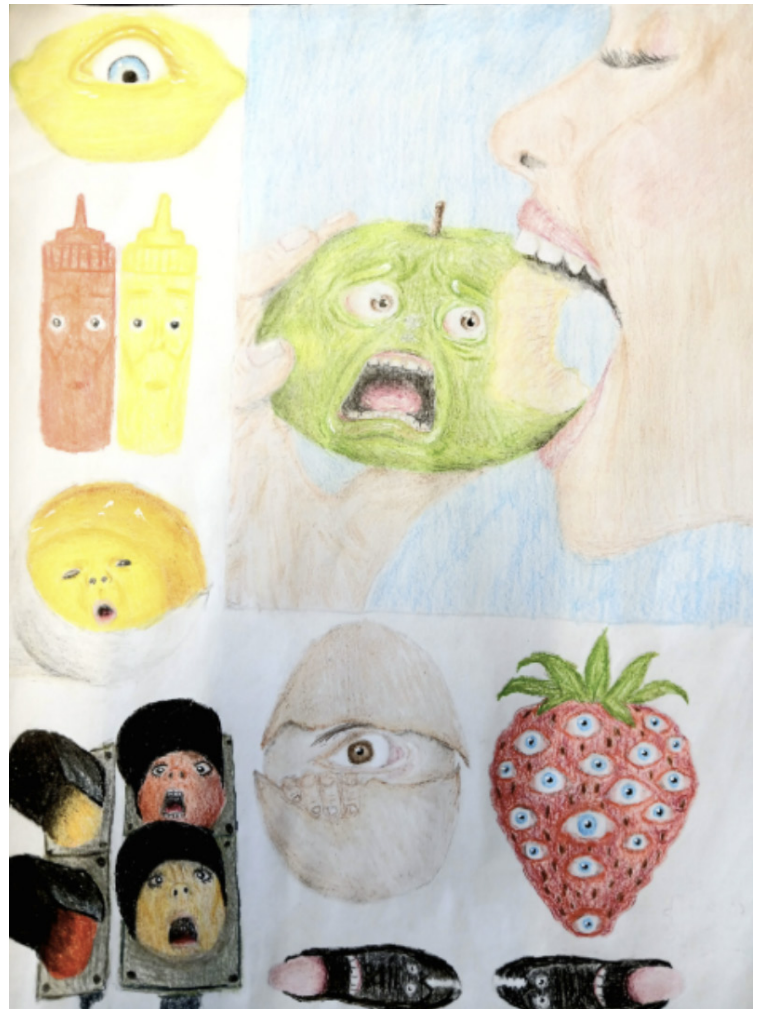
*“[Being in nature] makes me feel more down to earth. On social media I tend to lose touch with reality. When I’m on the land, I start to feel more real.” (Ava, BC)*

~ Ava, BC

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*“I think that we should take the time to reflect on what we are doing to our water by going out in nature to observe our impact.”*

~ Zara, NS



*“A Bite Too Far”*

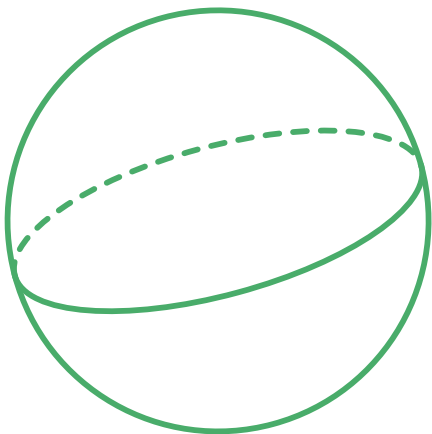
~Rayna, Cyper, and Kayla, SK

# Reconnecting Across Human Differences

Despite how we are connected through the elements, it has become increasingly difficult to see beyond differences of opinion about climate change. We see polarization among our southern neighbours, but it is also in our schools. Climate misinformation is promoted through algorithms on social media that shape our conversations.

With the obvious tensions our contemporary world is experiencing, with the divisions within the same country and globally, it is high time to bring productive dialogue back into fashion, for the well-being of humanity and for the well-being of the Earth. Dialogue needs to create space for people with climate anxiety or have lost hope, people who don't care about climate change, and people who oppose climate action so that we can have difficult conversations and find ways to come together. Without dialogue, there can be no compromise. Our dearest wish is that humans understand and listen to each other as best as possible in order to reach productive collective decisions about climate action, which will move things forward for the better.

Our conversations need to include the perspectives of those most ignored by society. Climate change has a knack for hitting where it hurts. Those affected are usually the people who don't necessarily have the means to act, while the people who have the power to change things are those who have the privilege of not experiencing the consequences.



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*“Climate justice means treating climate change not just as an environmental problem, but also as a fairness issue. It recognizes that some people, especially in poorer communities or countries, are affected more by climate change even though they did less to cause it. Climate justice is about making sure solutions are fair, protect vulnerable groups, and share responsibility more equally.”*

*~ Student*

# From Knowing to Being: Rethinking Climate Education

## Reconnecting by Learning Through Our Senses

Experience shapes the way people view life and the challenges ahead, but it is also a source of crucial knowledge and learning, especially when it comes to climate change. In Canada, we have an exceptional opportunity. Nature is everywhere. Whether in British Columbia, the Yukon, or the Maritimes, the landscapes take us by surprise with their innate beauty. It would be a shame to let these places down.

Climate change is harming the places we love and devastating cultural traditions, ways of life, and activities that have been practiced for decades. Imagine losing our roots, our way of life, because no one is doing anything to help our planet—the one that provides for us every single day of the year?

In our view, it would be beneficial to immerse ourselves in the nature that surrounds us. Students in this project reported that they loved taking nature walks in their neighbourhoods, even in cities, and that these simple walks helped them truly become aware of the beauty around them and reconnect with the elements. As a collective, we think it is time to rethink school environments to ensure student accessibility to outdoor spaces.



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*“I think about how important it is to have safe places for nature and animals to thrive and to help people to stay connected to the earth. People who live in the city can forget to go outside and just touch grass. It’s important to have places like that so people can connect with nature and nature can connect with the city as well.”*

~ Cassidy, BC

We know that many youth love nature, but we wonder: does loving nature translate into climate action? We see how petroculture can overshadow our love for nature, slowing down our efforts on climate change. Even our activities outdoors are shaped by petroculture when outdoor culture is materialistic. People want the nicest coat, the nicest gear, the nicest vehicle for getting outside - and social media makes this worse through the impacts of influencers and advertising. Nature becomes a blur when we speed through it on the fastest boat or waterski, or even on a fast hike. It becomes entertainment not connection. Education has a role in breaking free from petroculture. We need to move slowly by walking or sitting, pay attention, and learn to respond to nature rather than take it for ourselves.

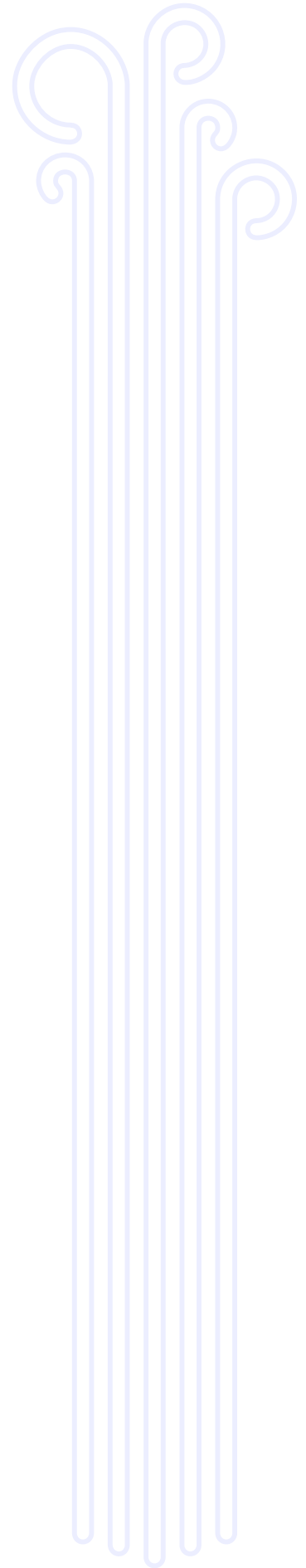
## Learning from our Elders

Just as we pay attention to the earth, we should pay attention to our grandparents and Indigenous elders. Elders teach us about how our dependency on petrochemicals contributes to climate change - but also how this has not always been the case. Elder Gail Milne from Saskatchewan observed “the brown smog coming from Estevan coal mines” and shared how excessive use of cars and phones are examples of petroculture that were not the same when she was young.

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*“We are so disrespectful to the land. Elder Mo taught us, ‘We are for the land, the land is not for us.’ People have just taken over. We need to shift that and give back more.”*

**~ Frankie, BC**



Elders' knowledge, wisdoms, and ways of living are imperative to not only helping the planet thrive but to teach humans about what the planet needs for survival. These elders respect and do not take anything for granted from our earth.

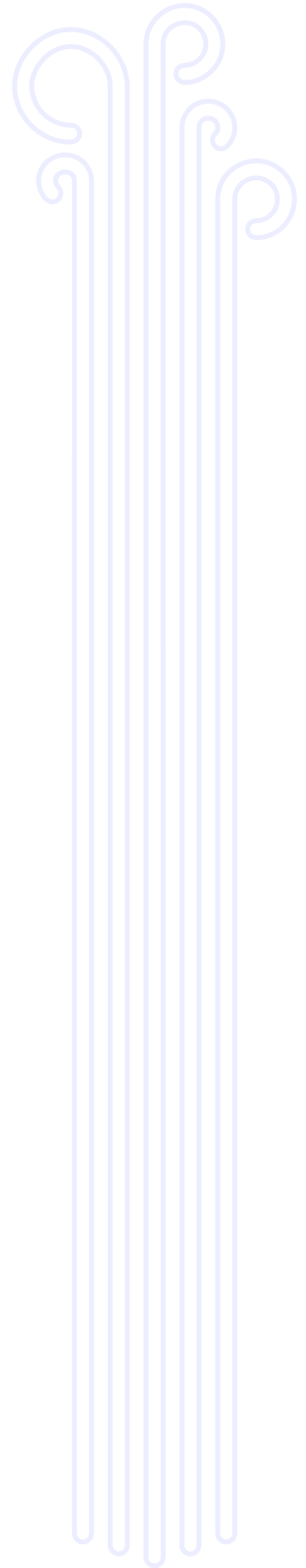
These teachings are important to support learning about what is happening to the earth and how to pay attention to the elements. Elders shared with us how they have noticed the impacts of climate change, including decline of wildlife and changes to soil. In Saskatchewan, Elder Blain Hjertas showed us "how soil is losing its richness and how we help that situation to plant more greens and let room in our soil for more carbon" (Alli, Callie, & Amille, SK).

Ginger from the Yukon went on a walk with her dad in Whitehorse, who described how, in the past, "the snow was deep and the air was cold and clear. We walked slowly and talked about how the seasons have changed over the years...As we walked, I paid attention to the river, the trees, and the quiet around us." The walk helped her be more connected with the outside world.

## Reconnecting Through Dialogue

We have noticed in our classrooms a lack of engagement among teenagers, or even a complete and total disinterest in climate issues. In some cases, these were students who perceived climate action as a threat to their lifestyles, which revolve around oil culture. In other cases, demotivation was palpable, as students felt that their actions were futile.

In our classes, when dialogue seemed impossible, storytelling and walking helped open conversations. Sharing and listening to personal experiences of climate change had the strongest impact on people who were disconnected, sometimes leading to deeper research into issues. We walked with different people like elders and peers, who exposed us to different perspectives and helped us connect with the elements. Walking with grandparents and elders, we gathered historical knowledge that helped us envision how climate change has affected the places we live. Dialogue became a way to reconnect.



# Breaking Free from Petroculture: Economic and Energy Transition

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*“The ever constant bobbing motion of the pumpjacks hits right near our hearts every time.”*

~ Student, SK

The economy we live in today is benefiting off of petroculture, harming the planet, and hampering our ability to act on climate change. In Canada, we continue to have a deep reliance on non-renewable energy sources, limiting climate action. In Saskatchewan, the Estevan coal mine produces 4.2 million tonnes of greenhouse gases per year, and that is only one example.

Instead of an economy that treats the planet like a business and exhausts our resources, we need an economic model that restores ecosystems and benefits our environment. In our primarily capitalist country, consumption is encouraged, which means petroculture spreads rapidly. What may once have been an anomaly has become embedded into our society. In order to take action against climate change, an economic transition must occur that encourages reusing goods and using less altogether, bringing to light the petrocultural habits and lifestyle we rely on.

Not only is an economic transition necessary, but we also need an energy transition. Common renewable energy forms we see around the country include hydro, solar, wind, and nuclear. But the solution isn't as simple as renewable energy. In the Yukon, the hydroelectric dam has had a detrimental effect on the salmon population, and in Nova Scotia, ocean projects may disturb marine wildlife. This does not mean we should not shift energy systems. However, we should consult Indigenous groups, listen to those who are the most affected by the impacts of climate change, and think of the water, animals, and the native plant species that may be impacted by the construction of these energy forms. It is key to note that complex issues require complex solutions.

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*“If the land is unhealthy, the people will be unhealthy.”*

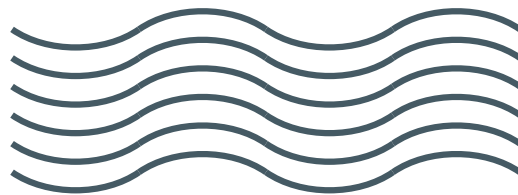
~ Weston, BC

# Learning With Indigenous Ways of Knowing

Indigenous people are more vulnerable to climate change as their rights are actively trampled on and their lives are badly affected from colonialism.

When Sanvi and Kayla looked into Saskatchewan’s Methane Action Plan, they found that there was not enough focus on including “Indigenous communities and other groups in decision making...which means the program helps in important ways but is not enough on its own to fully stay within the planetary boundary for climate change.”

Indigenous communities have been living on this land for centuries, and now more than ever, their knowledges should shape our habits and headspaces in relation to nature, no matter where we are in this country (rural or urban). Indigenous knowledges matter immensely as they give us a view of a planet that once was healthy and possibly could be again if we let these knowledges resonate in our governmental climate actions. For example, “before European contact, many Indigenous groups practiced control or ‘cultural burning’ long before today’s fire management. By regularly setting low-intensity fires, they reduced dry fuel (like dead grass and branches). So when a wildfire broke out unexpectedly, it was often smaller and less intense than it would be in an unmanaged landscape. Indigenous people today are working to reintroduce cultural burning to manage their land and reduce the risk of wildfires” (Raina, MB). We can learn from knowledges and practices like these.



# Protecting Workers

The industrial revolution ushered in a massive usage of fossil fuels still heavily relied on to this day. This well-established source of income, though, came at the expense of the abandonment of prior systems, and it moulded the way we live, work, and produce.

Many are concerned with whether our government could pull off a just transition as they enact a needed radical change in what energy we use. In Nova Scotia, fossil fuels are necessary to fishing livelihoods where up to 1200L of diesel are needed for each commercial fishing boat. In Saskatchewan:

“The oil fields near Arcola are areas where oil is extracted from the earth. They provide energy that people use every day, support jobs and the local economy. They connect to me because the energy they provide powers my home, school, and daily life, showing how the land directly supports me and my community.”

~ Student, SK

The question to ask ourselves is how to protect our workers in the midst of all of this. We recognize that petroculture is intimately tied to the livelihoods of the majority of people amongst our communities. Therefore we would like to emphasize on the intent of transitioning in a manner that would be both beneficial for our environment as well as to not contradictively impact the livelihoods of workers in non-renewable energy source sectors.



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***“Governments should also make sure the transition is fair by helping workers learn new skills and by creating clean energy jobs. Also by supporting areas that rely on fossil fuel industries. Richer countries should be obligated to give money and share technology with developing countries so everyone can switch to clean energy in a fair and effective way.”***

**~ Diamond, YK**

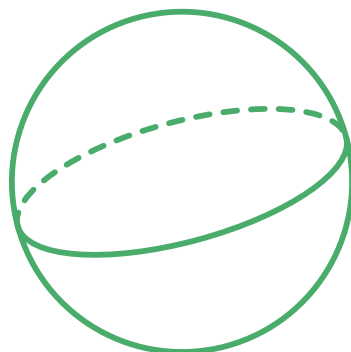
# Impact On The Environment

Switching to low carbon forms of energy is important, but they need to be implemented with care because of their potential to impact animals and plants. The “earth can benefit from renewable energy because there is less drilling and mining, but building wind farms and power lines can still disturb forests and land” (Alexis, NS). Wind turbines can injure birds and bats, hydroelectric energy can hurt marine ecosystems and block salmon runs, and solar energy plants clear land to place solar panels, affecting habitats of local animals and plant species. Because of these impacts, it’s important to give voices to those animals, plants, and elements who cannot advocate for themselves and ensure they are not overly harmed in energy transition.



*“All Four Elements in Harmony”*

~ Student, YT

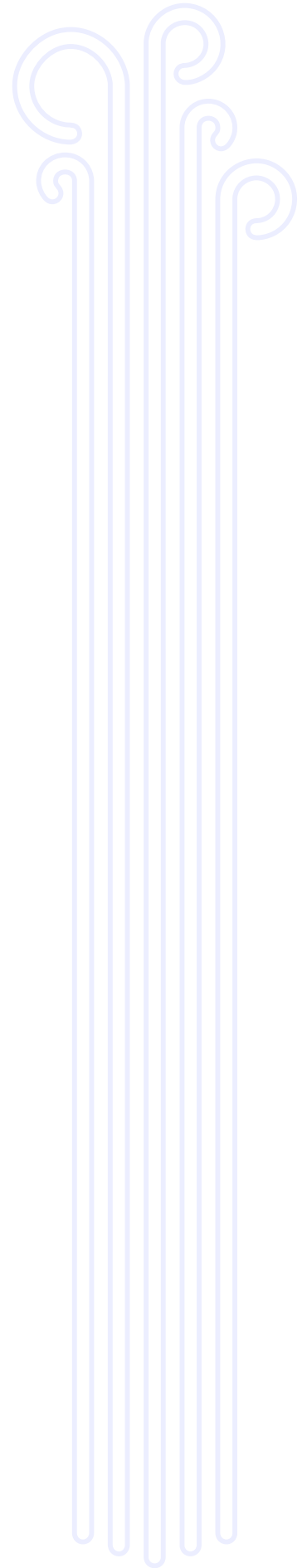


# Artificial Intelligence (AI) is Not the Solution

It seems that artificial intelligence (AI) is being offered as a solution to our current issues. However, AI data centers have a devastating impact on both the water and our energy systems. AI data centers use 10-15 times more energy than conventional data centers, and use as much energy daily as a town or small city.

A planned AI data center near Winnipeg, Manitoba could have devastating impacts for people and animals who live nearby. It would use 341 acres of land, making it one of the biggest AI data centers in the world. Powered by fossil fuels, this AI data center would use upwards of 10 million gallons of water daily, push out native species of plants and animals, and use land that could be used for agriculture.

As much as AI can make certain activities easier for humans, both the short-term and long-term harms outweigh the benefits. Using AI is proven to affect young people's brains, impacting learning and harming mental health. On top of this, it is really the AI company that benefits the most rather than any regular people. Because of this we say: bury AI.



# Recommendations

Our recommendations are focused on creating a more intentional world - a world with purpose, where everyone's needs are met and the planet is healthy. A world that replaces consumerism with real connection with other people and our surroundings. It is time for people in power to take action.

Overall, we recommend that:

- Youth are included in climate decision-making at all levels (school, municipality, province/territory, country).

On the **governance of corporations**, we recommend:

- Establishing firm laws around climate and environmental impacts of corporations. These should prevent further climate catastrophe so that communities do not need to deal with the impacts (like evacuations, wildfires, and droughts).
- Sanctioning corporations that break these laws.

On **artificial intelligence (AI)**, we recommend:

- Making AI public rather than allowing it to be owned by private companies.
- Governing AI to ensure the mental wellness of people and the health of the planet.
- Minimizing AI use so that we do not need to build data centres.
- Ensuring no fossil fuels are used to power data centers.

On **education and communication**, we recommend:

- Funding for climate and sustainability education across all levels so that young people can be actively involved. This funding should include support for learning from Elders.
- Educating for a cultural shift away from consumerism and petroculture.
- Incorporating land- and body-based learning rather than digital learning.
- Education should encourage difficult conversations and provide young people with the skills to have these conversations and make decisions together.
- Regulating social media content and algorithms, including AI-generated content and deepfakes, to ensure against climate mis- and disinformation.
- Using labels and packaging to educate the public on climate impacts of common commodities and activities (similar to cigarette packaging).

“

*“I’ve been thinking a lot about what my voice can do in terms of impacting adults. Youth should be at the heart and center of the negotiations.”*

*~ Carter, BC*

# Conclusion

Good choices come from connection to our land, air, water, and fire and to each other, including all generations and all voices regardless of privilege or power. Respecting what our planet has to give and what those who dwell on it need to live well. In doing so, may we embody a Mik'maw prayer shared with us by an Elder: "to walk gently upon the soil, listen to the rivers as they speak of purity, and guard the air as if it were our own breath. May our hands be instruments of renewal – planting where there is barrenness, healing where there is harm. May we have the wisdom to choose what sustains, courage to run from what destroys and compassion to protect the smallest creature and tallest tree alike. May the earth rejoice in our care, and may future generations inherit a world still singing with the music of wind, water, and living things."



“

*“We can’t go back and change the past, and we don’t fully know what the future holds. All we can do is make good choices right now.”*

*~ Student, NS*







# GESS Greenhouse

June 15, 2026



# Why a Greenhouse?

Grow

- Food
- Teas & Medicines
- Plants for Natural Dyes & Inks
- Plants for Natural Makeup



Future Fundraisers (plant and moss baskets)

# Community & Indigenous Connections



**Community**

- **All Classes**

- **Local Gardeners, Artists, Farmers...**

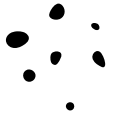
- **Daycare**

- **Syilx Elders**

- **HMS, PGE, OTS, DRE**



# Curricular Connections



A greenhouse is a **living learning space** where students meet outcomes in Science, Social Studies, ADST, Careers, Arts Education, English/Communication, Math, Physical and Health Education, Indigenous education, sustainability, entrepreneurship, and Core Competencies.

Connects beautifully to BC's emphasis on **place-based, experiential, inquiry-driven, interdisciplinary learning**.

The BC Curriculum overview specifically names **collaboration with community members** as a way to support **cross-generational and relational learning**.

It also aligns with the **First Peoples Principles of Learning** because the greenhouse can make learning **relational, experiential, connected to place, connected to identity, connected to community, and rooted in responsibility**.

It teaches that **healthy plants, healthy people, healthy communities, and healthy places are all connected**.









# Bella Vita Connection



Mentors: Jaclynn & Amanda Worms

# Steve Schultz LCHS Alberta



# Greenhouse Decision

## 26-FOOT GROWING DOME KIT

\$24,950 (CAD) + taxes & delivery

**Space** - 510sqft

**Height** - 3.83m (12ft. 7in.)

**Diameter** - 7.92m

**Value** - \$48/Sqft

**Assembled in** - ~50 Hours

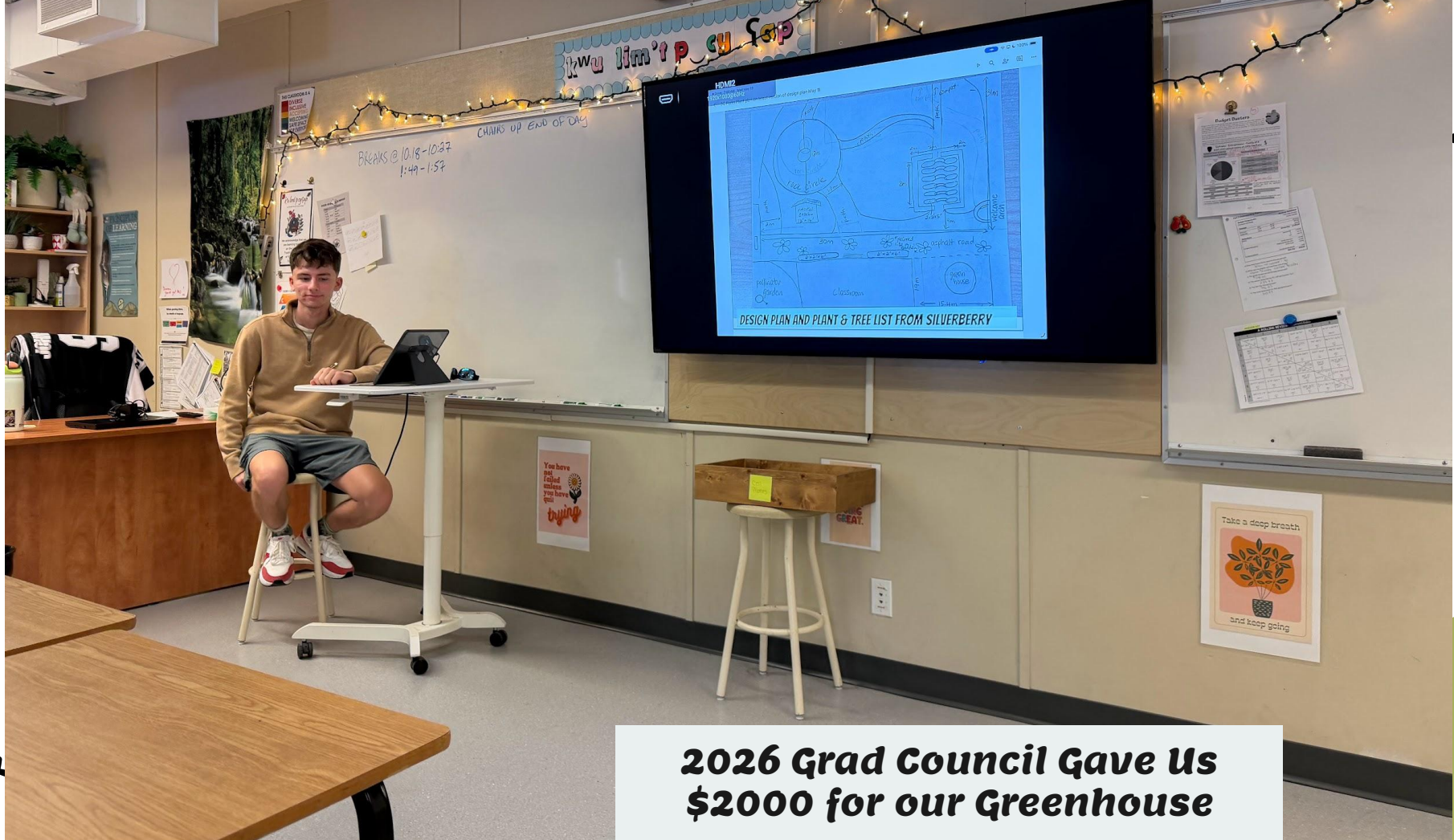
*\*Total construction time based on a 3 person crew using online portal guides, using necessary equipment, and on a prepared foundation.*

### Kit Includes:

- Multi-wall (16mm) polycarbonate glazing panels - UV resistant & shatter-proof
- A full set of pre-cut, colour-coded struts and Sienna wood framing (*cedar wood upgrade available*)
- Stainless steel/Aluminum hardware
- Solar powered undersoil heating/cooling system with 4" fans
- 2 solar venting shutter fans + frame kit
- 1 venting attic fan + frame kit





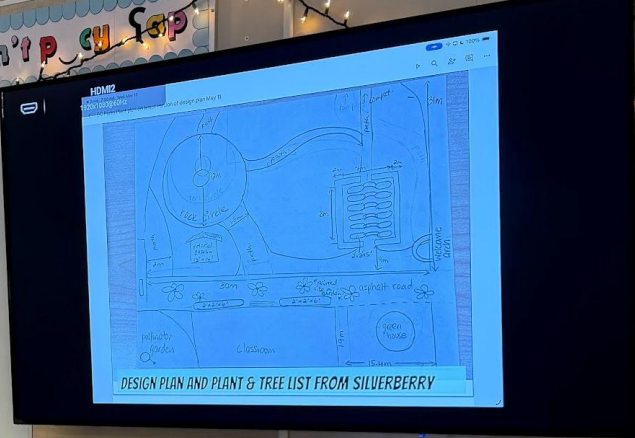


how lim't p cu sop

NO CARBON 1 & 2  
FREE  
POLICE  
MILITARY  
RECREATION  
MUSIC

BREAKS @ 10:18-10:27  
1:49-1:57

CHAIRS UP END OF DAY



Budget Overview  
[Pie chart and data table]  
[Calendar/Spreadsheet]

You have not failed unless you have quit  
**try**

...ING GREAT.

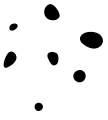
Take a deep breath  
and keep going

**2026 Grad Council Gave Us \$2000 for our Greenhouse**

+



# Bella Vita



**\$15,000!!!**



# Funding Breakdown

<b>+</b> <b>+</b> <b>+</b>	<b>Cost</b>	<b>Running Total</b>
26' Arctic Acres Greenhouse	\$24,950 CAD	\$24,950 CAD
12% Taxes	\$2,994 CAD	\$27,944 CAD
Delivery	\$4,257.85 CAD	\$32,201.85 CAD
Education Discount 10%	-3,220.18 CAD	\$28,981.66 CAD
Facilities	\$10-15,000 CAD	\$43,981.33 CAD
Plant Boxes, Soil, Plants	\$10,000 CAD	\$53,981.33 CAD

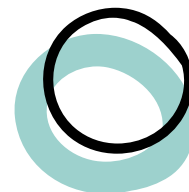
# Applying for a Grant

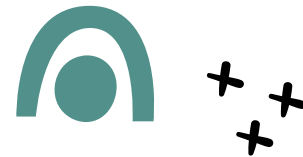
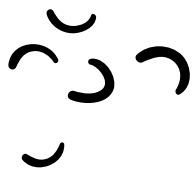
TD Friends of the Environment Grant



**TD Friends of the  
Environment  
Foundation**

**Potentially  
\$12,000**





**We still need to raise**

**\$24,981.33 to \$36,981.33**

(with the TD Grant)

