

Poster Title:

WHERE THE SEAFLOOR MELTS: A Worldview

Names and Affiliations for the Poster individual(s) or team

Joan Lederman: artist, Earth citizen.

Informal, pop-up affiliations because of projects with science researchers, journalists and educators.

Poster Abstract (up to 150-words)

As a potter in Woods Hole MA, center for ocean, Earth, climate and biological sciences, I was gifted some deep-sea sediment. This poster presents a sequence about making pots glazed with sea-muds that point to their planetary stories.

The poster's style bridges tactile drawing to digital photos – representing a stretch among ways of knowing. Investigating samples from global sources brought me into an ever-present mindset of wonderment about how we creatures walk the surface of a rock-ball floating on a molten core. *Rivers of water above, rivers of magma below.*

As a white woman elder, my experience of indigenous values has been learned from native peoples of many countries. As apprentice to diverse cultural influences, I've learned respect, reverence and humility. Belonging is a big issue for me as I wander among people using highly specialized and technological methods while I seek wisdom and justice borne within reciprocity.

How your poster relates to: (1) the workshop theme of "Centering justice in the convergence of sciences, communities, and actions"

Shaping and being shaped by earth/air/fire/water taught me that *justice is a practice of moving into wholeness*. Acting from a spirit of participation with self, with community and with planet-in-universe has shown me how systems often know how to regulate themselves. Chasing beautiful examples of self-organizing ocean sediment glazes (like the bowl in the middle of the poster) was how I could allow each mud community to flourish by tending them without favoritism or bias.

(2) the Rising Voices mission of centering Indigenous knowledge systems in the Earth sciences for more innovative responses to extreme weather and climate change. I interacted with many researchers when they brought me materials from deep-sea vents, radiation sites, submarine volcanoes, spreading ridges, subduction zones and more. Usually the knowledge they shared was narrowly focused and sometimes politically and economically driven by available funding. To respond innovatively while centering Indigenous knowledge systems might add:

- A dedication to balance while listening to each other and reflecting on disruption and future action.
- Skills for cultivating a sense of belonging
- Prioritizing trust in systems resilience.