

# Climate Change Planning Tools for First Nations

August 2006

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## Guidebook 3 Vulnerability and Community Sustainability

## Climate Change Planning Tools for First Nations Guidebook List

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These Guidebooks were created by the Centre for Indigenous Environmental Resources in partnership with Sioux Valley Dakota Nation in Manitoba and Peter Ballantyne Cree Nation, Deschambault Lake Community, in Saskatchewan.

Please contact [earth@yourcier.org](mailto:earth@yourcier.org) for any questions or comments on these Guidebooks.

The objectives of these resources are to provide user-friendly and culturally appropriate climate change and adaptation guidebooks to help First Nations through planning to avoid, minimize or adapt to impacts caused by climate change. The Guidebooks outline a planning process and framework for decision making that allows wide application, local adaptation and on-going modifications.

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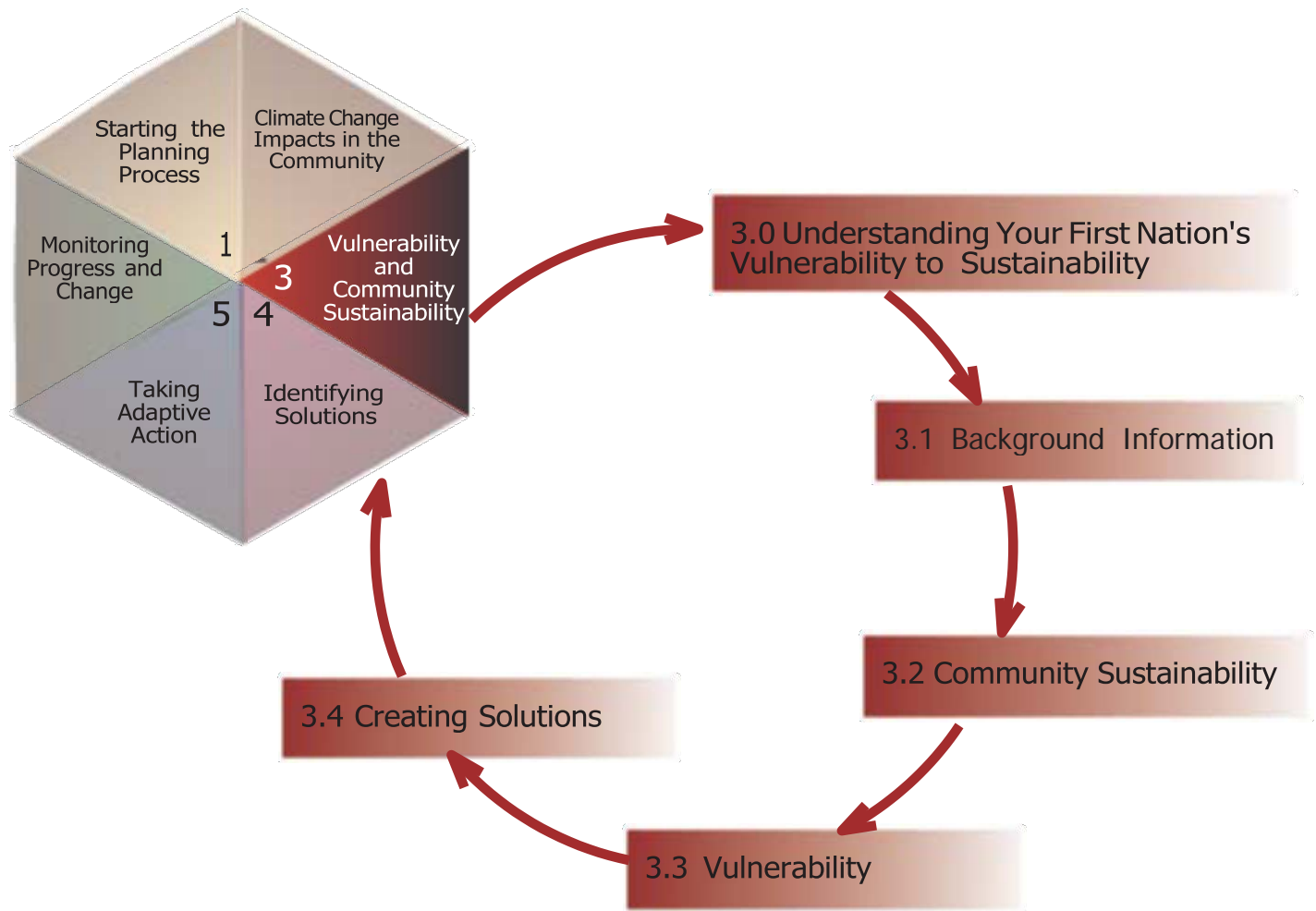


### Activity:













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## Understanding the Planning Process

The Guidebooks include activities and information to work through the planning process. Each book leads into the next steps in the process.



## Symbols used in the Guidebooks

					
Activity	Meeting	Environmental	Economic	Winter	Spring
					
Materials	Recommended Group	Social	Cultural	Summer	Fall

## 3.1 Understanding Your First Nation's Vulnerability to Sustainability

### Exploring Scenarios and Their Implications

All communities have strengths and weaknesses. These strengths and weaknesses are different and could be related to the land, water, housing, infrastructure, health, culture, economic opportunities, education, governance, and family. The impacts of climate change can cause threats and create opportunities in these areas and others. Understanding how capable we are right now at handling changes (good or bad) associated with climate change is one of the first steps in planning to adapt and remain healthy. Imagine that a community is like a baby or a young child who needs a lot of support to survive. Many communities are at this 'baby' stage when it comes to coping with climate change. In this Guidebook you will identify where the First Nation is vulnerable so that you can plan to grow the community into the 'youth' or even 'adult' stage where it can cope successfully with additional pressures brought on by climate change. Being able to cope with the stresses associated with climate change will also make communities better able to cope with other stresses as well and bring us closer to achieving sustainability.

To understand vulnerability, you need to think about what a sustainable community looks like and understand the existing situation in the community. After that you can look at where the First Nation is vulnerable to climate change impacting sustainability, and then explore different future scenarios of how climate change is affecting peoples' lives. These scenarios will help to identify solutions in Guidebook 4: Identifying Solutions.





## 3.1 Background Information

It is important to have good background information on nature and the environment in the community. We also need to understand how people currently use and live on the land by including background information on current, and past, settlements, subsistence, commercial, and traditional uses of land, water, wildlife, and plants. In addition to gathering and reviewing background information on the environment, you also want to understand the existing situation related to the community's economy, society, and culture. If your First Nation has done its own community story, community plan, or keeps good records this may be easy information to gather.

Some of the key things you need to understand for planning for climate change are the community's demographics (is the population young or old, growing or shrinking?), housing, community groups, the local economy (types of employment, unemployment levels, seasonal employment), health, and human resources (e.g. what skills exist in the community?; are there people who can implement this plan?).

There are many different areas of information that should be gathered to do community planning that are related to society, culture, and economy and if you don't yet have your own comprehensive community plan, gathering this information is one of the planning steps and will make developing a full plan easier. For the purposes of planning for climate change gathering at least this information will be important.

### 3.1.1 Mapping

Using maps is a good way to talk about and record background information on the environment and our relationship with nature. Maps can be digital, and use geographic information system (GIS) software, or they can be in hard copy. Information can be added and removed from digital maps quite easily and it is possible to 'overlay' maps of



Information booth, Deschambault Lake Community Visit in May 2006.

one topic with another to get a map with many different layers of information. For example, traditional hunting areas can be overlaid with geographic landforms to create one map. Digital maps can also be expensive, however, and the community should have a trusting relationship with an outside consultant if digital mapping is done outside of the community. If you don't have the resources or ability to do digital mapping right now, 'old fashion' mapping is an excellent option - and electronic maps are always possible in the future because hand-drawn maps and information can be digitized later.

Maps are not neutral (they have a point or a particular purpose). What we choose to put on our maps and to leave off of our maps is interesting and important.

Also remember this when you are looking at maps that have been created by others.

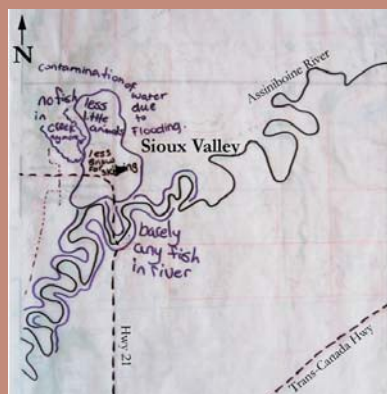
Gathering Information

Information to Gather	How to Gather the Information	Information Source	What We Have in Our Community
Infrastructure	<ul style="list-style-type: none"><li>•Talk to Band Office, Public Works, etc.</li><li>•Talk to INAC.</li><li>•Look up past &amp; current plans.</li><li>•Talk to past &amp; current consultants.</li><li>•Tour the community.</li></ul>	Lands and Trust Office Government departments	Housing plan

You can purchase topographic maps and air photos from the provincial or territorial governments (see Purchasing Maps and Photos on page 5 for a list of select locations in each province and territory) or from other sources (e.g. [www.canadamapsales.com](http://www.canadamapsales.com)). Smaller scale maps that show more land, with less detail, can help you identify connections to other landscapes, reserve land, traditional territory, and relationships with other jurisdictions (e.g. hospitals, transportation of good, schools, municipal service agreements, etc.). A scale of 1:50,000 or 1:10,000 generally provides a good size map to show traditional territories and regional connection. Larger scale maps (e.g. 1:500) that show less land, with more detail, are helpful in identifying specific information about the community (e.g. buildings, infrastructure, recreation areas, commercial areas, dugouts, forest cutlines, etc.).

Most people like maps because maps tell stories. You can include photographs, quotes, children's drawings, or anything else to make your maps relevant to the people in your community so that they feel connected to the maps and want to use them.

Topographic maps show the lay of the land and include natural and human-made features. These maps show the elevation of the land, lakes, rivers, wetlands, roads, railway lines, towns and villages, First Nation reserves (e.g. Indian Reserves). All of Canada has been mapped as part of the National Topographic System and there is a grid system (based on latitude and longitude lines) that divides the country into uniformly sized 1:250,000 scale map sheets. These sheets are then subdivided into 16 separate sections covered by 1:50,000 scale maps. Air photos provide greater detail and are available from many different years. It is best to get ones that are recent and that were taken at spring or summer seasons. Depending on specific issues in your community, you may want to have air photos from different seasons to see the vegetation, tree cover, areas of flooding, and other changes on the land and water at different times of the year. You may also be able to use a satellite photo of your community that is available for free on the Internet (e.g. Google Earth: [earth.google.com](http://earth.google.com)).





## Purchasing Maps and Photos

### Yukon Territory

Mac's Fireweed Books  
867-668-6104  
1-800-661-0508

### Northwest Territory

Tgit Geomatics Ltd.  
867-873-8439

### British Columbia

ITMB Publishing Ltd.  
604-879-3621

### Alberta

Map Connection Ltd.  
403-215-4058

### Saskatchewan

Information Services Corporation  
of Saskatchewan  
306-787-2799

### Manitoba

Manitoba Conservation  
1-877-627-7226

### Ontario

World of Maps Inc.  
1-800-214-8524

### Quebec

Aux Quatre Points Cardinaux  
1-888-843-8116

### Nova Scotia

Nova Scotia Geomatics Centre  
1-800-798-0706

## Maps Scales

The larger the number in the ratio of the scale, the smaller the scale of the map.

Here's how to understand the scale of a map:

In a map with a scale of:

1:50,000, 1 cm = 500 m

1:10,000, 1 cm = 100 m

1:500, 1 cm = 5 m

1:1000, 1 cm = 10 m

Some features you may want to include on your maps are:

- vegetation
- watersheds
- rivers
- lakes
- wetlands | marshes | muskeg
- soil type
- sensitive areas (e.g. environmentally, culturally)
- historical information
- natural resources
- traditional use areas
- others?



Some of the types of maps that are available to the public.



## Community Mapping Exercise



- Topographic map(s)
- Air photos
- Roll of tracing paper
- Masking tape
- Pencils
- Post-it or sticky notes
- Different colour marks (thick and thin)
- Large table to spread out maps.

The topographic maps and air photos are useful 'base maps'.

- 1 Cut a piece of tracing paper to fit the map (use masking tape to keep the edges in place) and use markers to trace some of the main features (e.g. jurisdictional borders, water, building, etc.) so that your map on the tracing paper can also be understood on its own. You could also use large pieces of plastic, or if you have multiple copies of the map you could draw directly on the map.
- 2 Provide post-it or 'sticky' notes to groups of people who are looking at the maps and photos to add more information.
- 3 Use each tracing paper map to record information added by a particular group (e.g. fishers, Elders) based on their experience and Indigenous Knowledge.

If you do this mapping exercise with different groups of knowledgeable people in the community you will end up with a series of different maps that create layers of information that you and the Working Group can compile into more comprehensive maps. If your community has been involved in community planning, land use planning, or other activities that involved mapping you may already have this information or even the maps themselves (e.g. a community atlas). It is a good idea to talk to people in the Band Office and working in the administration to see what maps already exist. Depending on how recently these maps were created you may still want to facilitate a community activity to update the information. Remember that maps are living documents and because the environment and our relationships with it change over time, the community need to change how it represents this on its maps.



## 3.2 Community Sustainability

There are many different areas of community life that need to be strong and healthy for our communities to be successful and sustainable. Sustainability means having a good balance between these different areas, and making decisions that are holistic and look at the big picture, and consider the effects of decisions on future generations.

One way to think about the different areas of sustainability is to create 4 main themes: environment, economy, society, and culture. Each of these areas has many components, for example environment includes air, land, water, plants and animals, and society includes education, health, and governance. Each of the areas is interconnected and affects the others - a change in the environment, resulting from climate change, will affect our economy, our society, and our culture. Think about the different activities or components in your community that would fit in each of the 4 areas of sustainability.

**The activity can be completed by**



### Brainstorming - 4 Areas of Sustainability

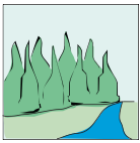
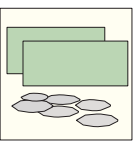
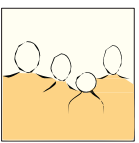

In your community, what are the important components of the 4 areas of sustainability? How successful are these components, and the 4 areas right now?

- 1 Brainstorm the important components with the Working Group.
- 2 Work with children and youth to create pictures or collages (e.g. with old magazines) of the different areas.



- 3 Use these pictures as visuals during a community meeting to explain to other community members about the 4 areas of sustainability
- 

#### 4 Areas of Sustainability - Exercise Sheet

 <b>Environment</b>	 <b>Economy</b>	 <b>Society</b>	 <b>Cultural</b>

The medicine wheel can be a teaching tool for understanding community sustainability but you can use whatever works with your community and your culture. Using the medicine wheel here as an example, it is clear that all four areas need to be strong, stable, and of equal size for the circle to be complete. Similarly strength and balance of our environment, our economy, our society, and our culture helps to maintain healthy and successful communities. If you introduce an issue into this sustainability medicine wheel you can follow it through the wheel to see how it will affect and be affected by the different areas.



You will look at the community's vulnerability in each of the 4 areas separately to get a good understanding of each one. At the same time, we need to keep this idea of connections in our minds so that we can also see the big picture. We will come back to this big picture towards the end of this Guidebook.

Talking with people in your First Nation about sustainability also allows you to start talking about their hopes and dreams for the community. During these discussions so far, you may have come across areas that are not as successful as people would like, or activities that the community does very well and could develop a speciality in - start talking with the different groups of people you are meeting with (children and youth, Elders, hunters, trappers, the working group) to gather information on people's dreams for the community. When it comes time to make decisions about future plans (Guidebook 4) and bringing them into action (Guidebook 5) this discussion about people's hopes and dreams will help move your community forward.





## Community Visioning

What is your vision of the community for the future? If you imagine the First Nation 20 or 30 years from now, and everything is at its best, what do you see? What does the community look like? What are people doing? How do they relate to one another? Where do they gather together? What are the children doing? What are the Elders doing?

This is a fun exercise to do with children and youth, in school or at the community centre or other gathering place, because children like to dream.

- 1 Ask them to draw a picture of their vision of the future.
- 2 Reassure them that there is no wrong way to do it - and that whatever they see in their minds is exactly right.
- 3 It is important to have talked about community sustainability before doing this activity so the children or youth have this understanding in their minds when they are dreaming of their future.

Adults may prefer to talk about their vision of the future.

- 1 Ask them to imagine their community when their grandchildren are grown up.
- 2 What kind of community do we want for our grandchildren?
- 3 Sometimes talking about what we love about the community, what is missing from the community, or what needs to be taken out of the community can help people to develop an image or vision of their community in the future.
- 4 You can use the acronym **PARK** to help stimulate discussions about this with adults.

- **Preserve** - what are the good things and values in the community that we need to preserve?
- **Add** - what good things are missing from the community right now that we want to add?
- **Remove** - what challenges are you facing in the community right now that you want to remove?
- **Keep Out** - what do you need to keep out of the community for it to be healthy and successful?

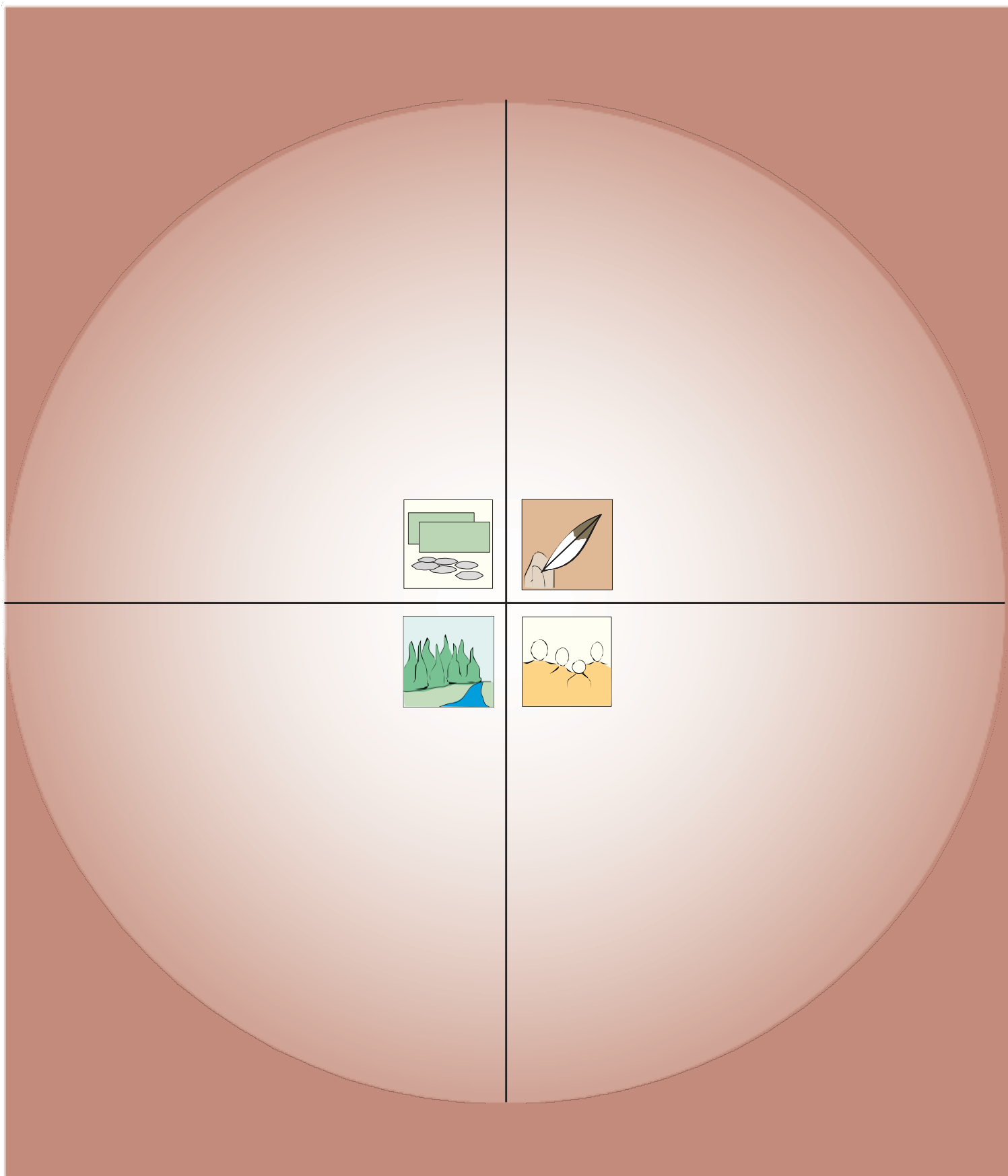




What I love about  
Sioux Valley

- nature
- thunder storms
- rain
- swimming
- sliding
- winterfest
- skating
- snakes
- hockey
- fishing
- bike riding
- skidoing
- snow boarding
- pow wow





### 3.3 Vulnerability

Now that we have an idea of what would make our community sustainable, and what our vision of the future could look like we can start thinking about how we are currently vulnerable to climate change. Think about the impacts of climate change that you identified in Guidebook 2. Refer to that list or rewrite the main impacts here:

Identifying vulnerability will take some time and effort and it is a good idea to sit down with the Working Group to start addressing vulnerability. Because this group is made up of people with different experiences and knowledge from the community, they should be able to see many different areas of the community that are vulnerable to climate change.

#### Set Up Meeting with



- 1 Review the list of impacts created previously with the group and create a follow-up list of the associated vulnerabilities. For example, hotter and drier summers could lead to increased risks of forest fires, which could be an area of vulnerability if the community does not have access to adequate fire fighting equipment, people to fight the fires, a community notification system, an evacuation plan, etc. Work through the list of impacts to clearly identify how these translate into vulnerabilities.
- 2 Read the list of vulnerabilities out loud and ask people to think about how these impacts will affect the 4 areas of sustainability.
  - a) Although the 4 areas of sustainability are all connected you can also do this exercise by talking about each of the areas

## Discuss Climate Change with



separately. As you read each one, ask people to identify it as an environmental, an economic, a social or a cultural vulnerability - in many cases it may be more than just one and noticing these interconnections is helpful. You can use stickers to do this activity with four different colour stickers representing each of the 4 areas of sustainability. If you don't have stickers you can use 4 different coloured markers.

b) If people aren't comfortable separating out the 4 areas you can also have a general discussion about sustainability for each area of vulnerability and you can write down the key points that people raise.

- 3 Look at the list and identify the vulnerabilities that affect 3 or 4 areas of sustainability. This can help the Working Group develop priorities and begin making decision to plan for action (Guidebook 4: Identifying Solutions).
- 4 You may find that many of the vulnerabilities affect all 4 areas of sustainability. As a group, decide on a ranking of 'high', 'medium', or 'low' for these based on the potential magnitude of the impact on the First Nation (e.g. big, moderate, small), the duration (e.g. short, medium or long-term), and the ability of the community to adapt and respond successfully (e.g. easy or difficult to adapt).
- 5 You can use a matrix to determine these rankings, similar to the sample matrix shown on the next page.

You will probably end up with a long list of different ways the community is vulnerable to the impacts of climate change. Don't worry if the list seems long and overwhelming - remind people that this exercise is one of the first steps in planning to address these areas of vulnerability so that they can be minimized or so the community can adapt to them to stay strong. Although you will want to use the whole list in later Guidebooks, it is a good idea to talk with the Working Group about





the different degrees of vulnerability or the issues on the list that will have the greatest affect on the community as a whole. For example, the issues that affect all 4 areas of sustainability will be ones that you want to address and plan to adapt to.

### Sample Matrix

There are different combinations of magnitude, duration, and ability to adjust that you and the Working Group may use to determine whether or not the vulnerabilities affecting all 4 areas of sustainability should be given a ranking of high, medium, or low. This table gives some examples of these combinations to help you think about how to use the type of matrix to help with decision-making.



Vulnerability Ranking	Magnitude			Duration			Ability to Adjust		
	Small	Moderate	Large	Short	Medium	Long	Easy	Difficult	Very Difficult
High									
High									
High									
Medium									
Medium									
Medium									
Low									
Low									
Low									

### Definitions

**Magnitude:** the importance or size of the effect of the climate change impact on the First Nation

**Duration:** the length of time that particular climate change impact will affect the First Nation

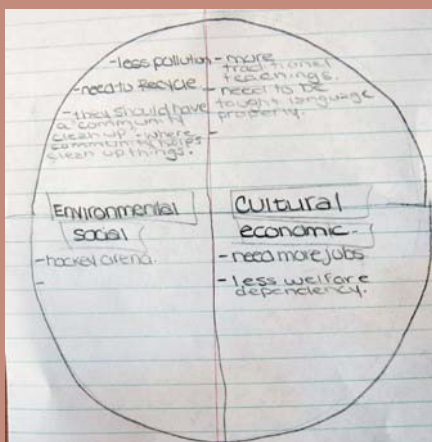
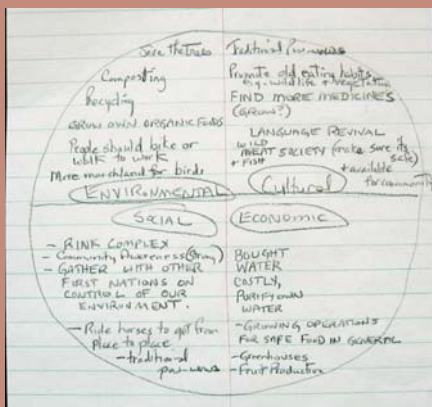
**Ability to Adjust:** how easy or difficult will it be for the First Nation to adjust to the resulting changes (without implementing any forms of adaptation).

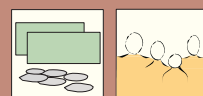
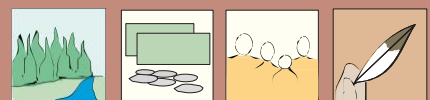
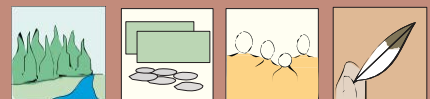
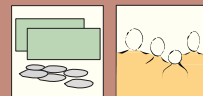
## Set up a



## with other groups

When you are talking to Elders or groups of hunters, trappers, women, fishers, and others you can also ask them questions or have a discussion about vulnerability. For example, when you are talking about the effects of climate change, also talk about how these effects will impact the community's ability to be successful - how they could affect the economy, people's traditional activities, physical, emotional, and spiritual health, families and individuals. You can use the information that you gather from these interviews with other people in your discussions with the Working Group and in your summary of the four areas of sustainability.





### 3.3.1 Identifying Connections

It is likely that the vulnerabilities identified by the Working Group have connections to more than one area of sustainability.

Complete this exercise on your own before or after a Working Group meeting and share the results with them OR if there is time, you can also do this exercise with the Working Group.

- 1 Draw a circle with 4 quadrants (similar to the medicine wheel on page 12) to summarize the key areas of vulnerability to climate change in your community. Each quadrant represents 1 of the 4 areas of sustainability (environmental, economic, social, cultural).
- 2 Use arrows or lines to show the connections between issues. Use different coloured pens if this helps to organize the connections.
  - For example, an issue that is primarily environmental but has connections and influences on other areas of the circle.
  - If you do this exercise with the Working Group draw a large circle to put up on the wall for everyone to see. You can also use different coloured wool or string to show connections.

#### Meeting with Elders in Deschambault Lake

We visited Elders to have an informal conversation about the project and to learn about their knowledge of climate change, community planning, and ideas for the future. During one visit we also talked about vulnerability. These Elders talked about how clear-cutting the forest was making the land and the community more vulnerable to the effects of extreme weather by increasing the heat intensity in these areas, depleting the soil of nutrients, eliminating habitat, and making it harder for animals to survive. They also suggested that trappers could help collect information on climate change and share ideas over their CB radios while they are in the bush.



## 3.4 Creating Scenarios

Developing different scenarios, or pictures of alternative futures, is one way of assessing what the impacts of climate change could do in your community. You can create a scenario that looks at the future of the community if the predicted impacts of climate change for your area occur without any adaptations or interventions to minimize the impacts. You can also create a scenario of the future land use of the community, of the future economic development of the community. You can create almost as many different pictures of the future as you want - and then use these to help make decisions that will move the community in the direction it wants to go.



An information table is set up to provide information about the project.

One of the most important and challenging things you and your community will do is bring these different types of scenarios together (e.g. climate scenarios, health scenarios, land use scenarios, etc.) and integrate the information into possible pictures of the future. For example, if the First Nation doesn't think about its plans for land use and climate change and its growing population at the same time the First Nation could end up planning to put houses in a place that will have problems with flooding or road access, or be planning for too few new houses or multifamily buildings. It is important to integrate these areas of the community and keep thinking holistically.

One reason we have been talking about community sustainability and vulnerability in the 4 different areas (environmental, economic, social, and cultural) is to help us think holistically - to bring the components of these different possible scenarios together in our minds before we even start thinking specifically about scenarios. This way when you start to build scenarios of the future you will be bringing together the other aspects of community with climate change.





## Set Up Meeting with



The activity can also be completed by



### 3.4.1 Influence Diagrams

To start creating different scenarios, we are first going to bring back together the ideas from the last two activities in this Guidebook. The Working Group should meet again for 2 or 3 hours to begin the discussion about scenarios and you will probably want to use the ideas that come out of this meeting with other groups, including the leadership in the community.

Influence diagrams are a bit like a flow chart or a type of mind map that shows the potential changes from predicted climate change impacts in your community (see page 22 for an example). An oval shape represents each step along the way and arrows show the direction of change. At the end of each chain of impacts we end up with a final effects on the community, written in a rectangle to show its significance. These final effects will probably be in one of the four main areas of sustainability but have implications for others areas, which you can write down as well.

Look at the examples of influence diagrams created in Deschambault Lake to better understand what the final product looks like.



### Creating Influence Diagrams

Influence diagrams represent the flow of changes or a visual map of how different climate change impacts will affect our communities.

- 1 Look at the key areas of vulnerability the Working Group has listed to come up with the topics of the different diagrams you will create. For example, if loss of hunting opportunities is an area where your economy will be impacted, you could choose to focus on "potential impacts on economic development" for one of the diagrams.

Start by identifying the climate change impacts that will affect economic development. Write these impacts in ovals and put them on the far left side - this is the beginning of your diagram.

- Create different shapes similar to those illustrated on the next page that you can photocopy and cut out to use for your influence diagrams. You can write on these directly or laminate them to use many times (but remember to record the information from each of the diagrams before you wipe them off to reuse!).

**3** What are the chains of effects that will result from this impact that is related to economic development?

- You could have many different chains of effects with each one ending up with one or two final impacts to the community.

**4** At this point you can look at that final impact(s) and identify if and how it will be felt in 4 areas of sustainability.

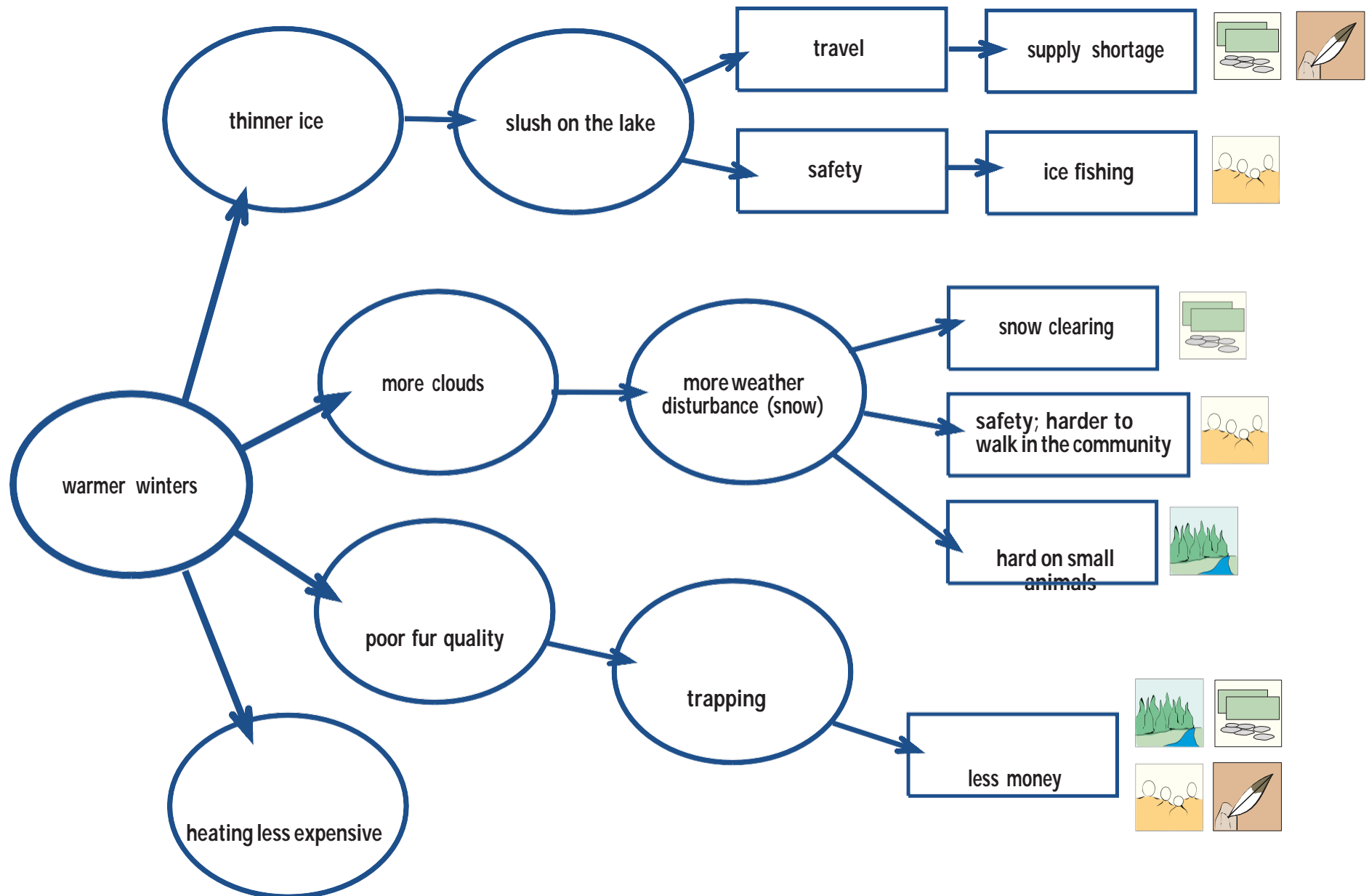
#### **Important note:**

- This activity will revisit some of the previous discussions but will be a good way to get people thinking about the issues again - and will catch anything that might have been missed before.
- You can work as a big group on each of the issues or in smaller groups with each working on different areas of vulnerability. There is an example of an influence diagram on the following page.
- When we used these diagrams in Deschambault Lake people wanted to start by thinking about the effects of some of the most significant effects of climate change in their community. Be flexible and adapt the process (in this or other ways) where you need to, but keep the purpose of the activity in the back of your mind to make sure you gather all the information needed.



## Influence Diagram\*

Example developed by the Working Group in Deschambault Lake.



\*Modified approach from The Sheltair Group (2003).





You can create influence diagrams for the many different systems that exist in your community. Some areas you may also create diagrams for are:

- Buildings
- Economic Development
- Health and Well-Being
- Transportation
- Water
- Culture
- Energy
- Land use
- Natural Habitat
- Others?

These diagrams will be important when you start thinking about adaptation - you can use the diagrams to identify where your community can take action to change the chain of effects and improve the final impacts (Guidebook 5: Taking Adaptive Action).



## Scenario Building



- Chart paper
- Index cards
- Masking tape or sticky tack (for the wall)
- Markers

Complete activity with



Now you need to bring this information together to create different scenarios of the future. What will the future look like if these climate change impacts have the effects on the community we expect? What will the future look like if we adapt to address these effects?

### Scenario A: Climate Change

- 1 Write out some of the anticipated effects that would result from key areas of vulnerability on a piece of chart paper (not the effects of climate change directly - like drier summers - but the effects of this on the community that are related to this effect and to existing vulnerability - potential loss of crops, lost hunting opportunities due to dried up wetlands, etc.).
- 2 As a group, identify one or two of the key assumptions on the chart paper that are related to the community's climate change vulnerability and call these assumptions Scenario A.

- 3 Ask the group to close their eyes and imagine the community 30 years from now.
  - Read out the community development and selected climate change assumptions to the group.
  - Ask people to imagine what life would look like in this scenario of the future.
  - After a few minutes, ask people to open their eyes and write down some strong impressions they had about the future while their eyes were closed.
  - Give people index cards to write on if these are available.
- 4 Write "scenario A" on an index card, put it up on the wall, and ask people to read out their impressions and to put these up on the wall under scenario A.

### Scenario B: Climate Change and Community Development

- 5 Talk with the Working Group about some other assumptions about the future in the community because things other than climate will change in the future as well.
  - For example: Will the population be younger or older? Will the culture be stronger or weaker? Will the population be healthy or sick? Will the land use be different from what it is now?
  - Write down these assumptions on another piece of chart paper.
- 6 Do this exercise again but try to create a scenario (B) that has all of the climate change vulnerability assumptions plus the community development assumptions as part of the picture. This may be difficult but forces us to try to think holistically and in an integrated way.
  - Ask people to imagine what life would look like in this scenario of the future.
  - After a few minutes, ask people to open their eyes and write down some strong impressions they had about the future while their eyes were closed.
  - Finish the exercise by asking people to write up their impressions of this scenario (B) on index cards and putting these up on the wall.

### Scenario C: Successful Adaptation

- 7 Do the exercise one more time but this time include the assumption that the community will be able to decrease its vulnerability and adapt to the effects of climate change.
  - Include some of the potential positive implications of climate change for the community.
  - Again ask people to think about the community development assumptions but also read out the key climate change assumptions, adjusted to talk about successful adaptation (e.g.

increased respiratory disease due to mould and flooding was avoided because we planned to build our houses away from flood prone areas of our land).

- Finish the exercise by asking people to write up their impressions of this scenario (C) on index cards and putting these up on the wall.

**8** To end this meeting with the Working Group talk about the different scenarios that could become the community's future.

- Go over the three different sets of index cards.
- Talk about how being aware of the potential good and bad aspects of these scenarios will help the community to identify adaptation solutions and plan to achieve a future that looks like scenario C.
- Let people know that the next meeting will be looking at identifying solutions.

By the end of the exercises in Guidebook 3 there should be a lot of interesting information that could be shared with other community members.

Host a community meeting to share the information on community sustainability, vulnerability (including the influence diagrams), and scenario planning.

- Give a presentation to a group of people who already get together on a regular basis (e.g. at the health centre, for a community dinner, for a bingo) AND/OR work with volunteers to have a drop in at the community centre, school gym (or other gathering place).
- Create a few posters that summarize the information developed so far to put up in the Band office, at the recreation centre or arena, or write a story on the progress for the community newsletter or radio.
- A good idea is to do a bit of both - for example, create a poster or write a newsletter that gives people some basic information and invite them to a community event where you can have discussions with people and get their ideas.

## Set Up Meeting with



### Climate Change Planning Tools for First Nations

Peter Ballantyne First Nation and the Centre for Indigenous Environmental Resources (CIER) are working together to develop Climate Change Planning Tools for First Nations.

**Our Climate is Changing . . .**

We need to understand how this could affect our lives so we can plan to adapt to these changes. Planning for our community's future is about making decisions that will be good for us and for our grandchildren. Many factors influence our planning and one of these factors should also be climate change.

The Climate Change Planning Tools will be a set of guidebooks that help a First Nation think through the decision making process to bring climate change into planning. These guidebooks are being developed with community input from people like you!

There are many ways to be involved in this project. Please talk to Michael Ballantyne at the Band Office if you are interested in more information.

**FREE Community Bingo FREE**

There will be a free community Bingo.

We will talk about the project as well as have some fun!

**You are invited!**

**WHEN:** 7pm

**PRIZES COFFEE**

**Play some games!**

Sample poster from Guidebook 1, p.11



An information booth is set up in the Band office to provide information about the Guidebooks and activities completed during the previous community visit.

How you include the broader community is up to you. The important thing is to share information with people on what is happening and what has been learned so far - and to ask for people to also add their comments and ideas to help you get more people involved in your planning activities.

Ideas for getting other people involved:

If you are doing a presentation or having a drop in activity you can:

- have a survey for people to fill out and put in a box when they are done (or ask them to give it to you later);
- have chart paper up on the wall (an "idea wall") with markers for people to add these ideas;
- have students walk around the room with a set of questions (that you prepare ahead of time) to interview people who are interested; and
- have post-it notes / 'stickies' available for people to write their comments on and put next to posters, chart paper notes from the Working Group, and influence diagrams

### **Community Lunch - Sioux Valley Dakota Nation**

To involve as many people as possible into the discussion on climate change and planning a drop-in lunch was used during the week in Sioux Valley. This lunch was open to everyone in the community. It was held in a central location and prepared by the prenatal group.

This lunch get together was used to introduce people in the community to the project team members, share background information on the project, and answer questions about the work being completed. During the drop-in lunch in the middle of the week, people participated in a climate change bingo game, learned about impacts and adaptation possibilities, and were entered into a draw CIER caps and a box of traditional food treats.



If you are creating posters or writing for the newsletter or radio you can:

- provide a number for people to call and talk about the activities and give their ideas
- invite people to upcoming community events

An example of a newsletter we created to share information with the community on the activities and progress developing these Guidebooks is provided at the end of Guidebook 5. You could create this type of communication tool to talk to your First Nation about the planning process.



## References

Sheltair Group. (2003). Climate Change Impacts and Adaptation Strategies For Urban Systems in Greater Vancouver. (Vol. 1). Vancouver: Cities Plus.



## Notes

## Notes

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