



2019 Tribal Climate Camp

June 16-21, 2019

Flathead Lake Biological Station (near Polson MT)

Optional Tour on 6/21/2019: Glacier National Park



TRIBAL CLIMATE CAMP CURRICULUM

Guiding Question:

What will help Tribes develop vulnerability assessments and adaptation plans?

- What resources, information, tools, funding, and data are available to support tribal climate change programming?

Objectives:

1. Allow Tribal delegates to learn from each other
2. Introduce Vulnerability Assessments (VAs)/ Adaptation Plans (APs)
3. Discuss role and protection of Traditional Knowledge in assessments and planning
4. Provide overview of Western climate science: key impacts, tools, and resources
5. Discuss the role of partnerships (with other tribes and/or intertribal orgs; universities; consultants; local, state, & federal governments)
6. Funding options for tribal climate programs

Format:

One group with Tribal delegates, facilitators, and instructors sitting around tables will participate in a series of group discussions. The lead facilitator will prompt the group with guiding questions to lead them through the specified topics before periodically splitting into breakout groups to address questions that are specific to each tribe or tribal group. The groups can share their findings if time allows.

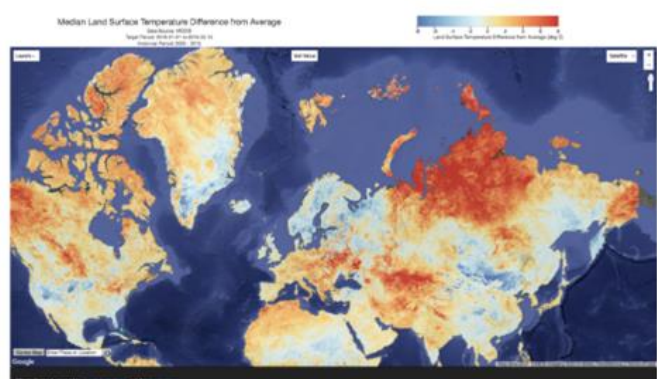
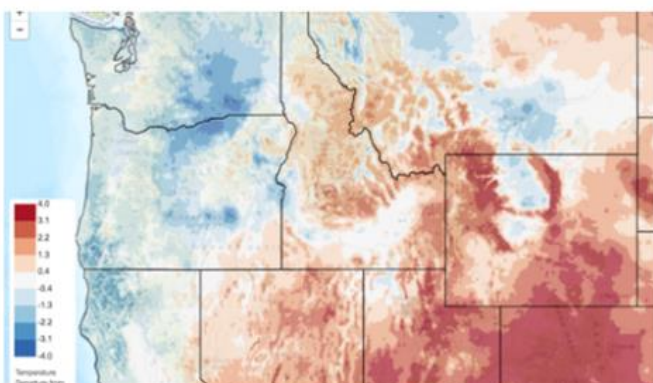


Figure 1. Climate data is often used in the development of Climate Vulnerability Assessments and Adaptation Plans. Your Tribe has the option of working with the data directly or in partnership with climate experts. The decision is up to you and your Tribe.

TRIBAL TEAM DELIVERABLES

The 2019 Tribal Climate Camp begins Sunday June 16; Agenda for week begins on page 4 below.

Each of the tribal teams will complete one major deliverable during their time at the TCC, and make a final presentation at the end of the camp. The deliverable is a plan for moving forward and taking action on climate adaptation back at home with your tribe. In the shaded box below, you will find a template for preparing your final deliverable.

If your tribe is just beginning its climate change program, then you can respond directly to the questions in this template. If your tribe is revising or expanding its climate change program, then you can share what you have learned in your process and respond to any of the questions you have not previously addressed in your tribal planning process. In any case, you will be further developing your plans for moving forward with climate adaptation activity. Here is the template.

Roots (Monday morning)

- Why does climate change matter to the Tribe and people?
- What is the demographic profile of the whole community? Demographic profile refers to factors that are important for climate change planning, such as age, geographic location of housing, employment, and customary practices.
- How will the people be involved at the very beginning of any efforts to address climate change by the Tribe?

Trunk (Monday morning)

- What is your vision for a climate change program? *[The vision is like a roadmap of where you want to be at some point in the future regarding your climate change planning].* How will the people be involved at the very beginning of any efforts to create and legitimate the vision?
- What is your mission for the climate change program? *[What values and goals will go into implementing the vision]* How will the people be involved in the developed of and feedback on the mission?

Vines (Monday-Wednesday):

- What are the specific projects that emanate from the values and goals? The projects should be considered in terms of how they would engage multiple Tribal departments, communities within the Tribe, and entities outside the Tribe.

We would like each team to prepare at least three specific projects (action plans) to complete their planning within the **Vines** segment of the template, including one concrete project or action within each of the following categories:

1. Building an educational strategy that strengthens community support for and involvement in for climate change actions ([Monday afternoon](#))
2. Developing a strategy for assessing, addressing and communicating vulnerability ([Tuesday curriculum](#))

3. Creating a game plan for energy efficiency and regenerative energy [\(Wednesday morning\)](#)

It is important that the proposed concrete project or actions engage your people working in resource management, harvesting, cultural, and other land-based endeavors. The goal is for your team's project or actions to fully engage a variety of tribal programs, departments and individuals in your tribe's emerging climate adaptation program.

On Thursday, each tribal team will have 15 minutes to give a presentation on the plan of action they have developed during the camp. Teams can use slides, video, and any other appropriate means of communication to present their plan to all camp attendees. The presentations should provide an outline of the tribal team's plan and some details on each of the three projects or actions proposed for their tribe. Camp attendee will provide written evaluation feedback that will be distributed to each of the teams at the end of camp (example on page 10).

Resources (links) provided on page 9 below.

AGENDA

DAY 1 - (Sunday, June 16)

Afternoon	Arrival / Check-In / Pick Up Welcome Packet and Materials	Elrod Lecture Hall
5:00 pm	Dinner	Dining Hall
6:00 pm	Opening Ceremony, Welcome, Introduction to Vital Logistics / Purpose	Elrod Lecture Hall
7:00 pm	Talking Circle	TBD

DAY 2 - (Monday, June 17 – morning and afternoon)

7:30 am	Breakfast	Dining Hall
9:00 am	Prayer / Morning Reflection <i>[Kyle Whyte]</i>	Elrod Lecture Hall
9:30 am	Prompt instructions given for each breakout room <i>[Kyle Whyte]</i>	Elrod Lecture Hall
10:00 am	<p>Break + Groups (Teams) go to their respective breakout rooms <i>[Groups will choose a break time and work on an exercise together with assigned instructors.]</i></p> <p>In each room, the instructors (as a group) will start off with introductions or whatever protocols they choose. The groups of teams in each group will work with the same instructors over the course of the week.</p> <p>The instructor team will prepare their own brief remarks on the following points focusing on the Roots and Trunk parts of the template/deliverable document, and may feel free to use handouts or any other materials they need:</p> <ol style="list-style-type: none"> 1. What lessons have you learned about how Indigenous peoples' land-values, whether economic or cultural values, should best inform a vision and mission of a climate change program? 2. What lessons have you learned about what makes for strong vision and mission statements? <p>Each team will then have time to work on their approach to why climate change matters to the Tribe and people, their vision, and their mission for the climate change program. Before the session ends at 12pm, there should be time for each team to share and discuss what they came up with.</p>	<i>[See Breakout Chart – page 8 below]</i>
Noon	Interactive Lunch Program (Speaker: Gary Morishima)	Dining Hall
1:30 pm	<p>Work on 2nd Prompt / Exercise</p> <p>The instructors will share brief lessons and reflections on building an educational strategy that strengthens community support for and involvement in for climate change actions. Instructors will consider</p>	Return to Breakout Rooms with same teams & instructors

	<p>specifically some of the following aspects of education and community support:</p> <ol style="list-style-type: none"> 1. What materials, activities, multimedia and other approaches help start a conversation about or communicate climate change? 2. How can Traditional Knowledge keepers be involved in or lead climate change work? 3. How can educational or community-support building activities be multidisciplinary/multi-agency across the Tribal departments? 4. What’s the relationship between climate change programming and youth leadership and youth/adult education in the Tribe? 5. How can Tribal council be persuaded to take climate change seriously? Or, if council already does take it seriously, how can council work most effectively with Tribal staff? 6. How can Tribal staff connect with entities outside the Tribe, such as states, municipalities, scientific organizations, federal agencies, other Tribes, international organizations, and so on? <p>During the two-hour period, teams should have time to develop a strategy for education and community support on climate change. Teams can focus on any aspect of such a strategy for education and community support. One way to approach this is to work out an answer to the following questions:</p> <ol style="list-style-type: none"> 1. What approach to education arises from the vision and mission? 2. What approach to building community support arises from the vision and mission? 3. What projects need to take place to strengthen education and community support? 4. How should activities be organized that advance these projects and who should be involved? 5. Which projects and activities are feasible to begin working on over the course of the next year? Which projects and activities are there no resources for yet? Which are long term projects and activities to plan for the next decade? 6. Perhaps pick one or two educational or community-support projects and the activities that go with them that can be developed in greater detail during the Tribal Climate Camp. <p>During the 2-hour session, there should be time left in the last half an hour for teams to report out to each other and for there to be feedback from the instructors and other teams.</p>	
3:30 pm	Open	
6:00 pm	Traditional Meal [Interactive Dinner]	Peoples Center <i>[See Map in Welcome packet]</i>

Post-Dinner	Elder conversation on Traditional Ecological Knowledge	Peoples Center
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DAY 3 - (Tuesday, June 18 - morning)

7:30 am	Breakfast	Dining Hall
9:00 am	Prayer / Morning Reflection	Elrod Lecture Hall
9:30 am	Begin program for the Day	Elrod Lecture Hall
9:30-10:15 am	What are the potential impacts of climate change? Why do these matter for tribes? How might planning be helpful? <i>[Kyle Whyte & Chas Jones lead]</i> <i>[Breakout #1: How might your tribe's priority issue (identified on Monday) be impacted by climate?]</i>	Elrod Lecture Hall
10:15-11 am	What approaches can be used to incorporate vulnerability and impacts into planning? <i>[Meade Krosby lead]</i> <i>[Breakout #2: Discuss pros/cons of different approaches; which would be most effective for your tribe and why? How can Traditional knowledge be incorporated in climate change programming or vulnerability assessments?]</i>	Elrod Lecture Hall
11-11:15	Break	
11:15-Noon	How might you engage the tribal community, youth and government in climate change planning? <i>[Ann Marie Chischilly or Kyle Whyte lead]</i> <i>[Breakout #3: What approaches will you try for engaging your Tribal community and / or government in your climate change programming]</i>	Elrod Lecture Hall

DAY 3 - (Tuesday, June 18 - afternoon)

Noon	Interactive Lunch Program (Speaker: Ann Marie Chischilly)	Dining Hall
1:30 pm	Continue program	Elrod Lecture Hall
1:30-2:30 pm	Working with climate data - hands-on training in accessing, interpreting, and applying climate change models. <i>[Meade Krosby lead]</i> <i>[Breakout #4: Identify at least one climate variable that would impact the tribal priority identified in Breakout #1 and find a data source that would allow you to assess how the variable will change by 2080s for your Tribe.]</i>	Elrod Lecture Hall
2:30-3:15 pm	How can tribes use, fund, and get support for tribal climate change planning? <i>[Kyle Whyte or Rachael Novak lead]</i> <i>[Breakout #5: Discuss how to frame a project for a funding agency to maximize likelihood of funding]</i>	Elrod Lecture Hall

3:15-3:30 pm	Wrap-up and Next Steps	Elrod Lecture Hall
4:00 pm	Optional Video Training for delegates and youth or Optional Climate documentary film screening and commentary by OSU Production team	Elrod Lecture Hall
6:00 pm	Interactive Dinner Program (Speaker: Mike Durglo)	Dining Hall
7:30 pm	Elrod Lecture Hall	Elrod Lecture Hall

DAY 4 - (Wednesday, June 19)

7:30 am	Breakfast	Dining Hall
9:00 am	Prayer / Morning Reflection	Elrod Lecture Hall
9:30 am	Prompt for morning work on Tribal Carbon Policy	Elrod Lecture Hall
Noon	Brown bag lunch	TBD
Afternoon	White Bark Pine Tour	<i>[See Map in Welcome packet]</i>
6:30 pm	Interactive Dinner Program (Speaker: Casey Thornbrugh)	Dining Hall

DAY 5 - (Thursday, June 20)

7:30 am	Breakfast	Dining Hall
9:00 am	Prayer / Morning Reflection	Elrod Lecture Hall
9:30 am	Teams work on deliverables at any location	
Noon	Interactive Lunch Program (Speaker: Don Sampson)	Dining Hall
1:30 pm	Team share their Plans	Elrod Lecture Hall
5:30 pm	Dinner	Dining Hall
7:00 pm	Evening boat tour of Flathead Lake	<i>[See Map in Welcome packet]</i>

DAY 6 - (Friday, June 21):

9:00 am	Optional Glacier National Park trip <i>[transportation available and sack lunch provided]</i>	<i>[See Map in Welcome packet]</i>
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BREAKOUT ROOM CHART

Breakout Room 1 - <u>Elrod Conf. Room</u>	
Burns Paiute Ketchikan Blackfeet Yakama Igiugig	Chris Caldwell (main) Rachael Novak (main) Gerald Wagner (main) Althea Walker (main) Chas Jones (optional) Saskia Madlener (optional) Arwen Bird (optional)
Breakout Room 2 - <u>Elrod Lecture Hall</u>	
Kalispel Umatilla Seminole Squaxin Island Ft. Peck	Casey Thornbrugh (main) Haley Case-Scott (main) Sara Smith (main) Keith Hatch (main) Meade Krosby (optional) Cassandra Kubes (optional) Daniel Cespedes (optional)
Breakout Room 3 - <u>Lakeside Conf. Room</u>	
Salish-Kootenai Colville Tribe Coquille Chugach Portland	Kyle Whyte (main) Mike Durglo (main) Robin O'Malley (main) Steven Daley Laursen (main) Brian Johnson (main) Ann Marie Chischilly (optional) Gary Morishima (optional) Don Sampson (optional)

RESOURCES

Vulnerability Assessment and Adaptation Planning Resources

- Tribal Climate Camp Website - <http://atntribes.org/climatechange/tribal-climate-camp/>
- Tribal Vulnerability Assessment Resources website (Climate Impacts Group) - <https://cig.uw.edu/resources/tribal-vulnerability-assessment-resources/>
- Institute for Tribal Environmental Professionals - <http://www7.nau.edu/itep/main/Home/>
- BIA Tribal Resilience Resource Guide - <https://www.bia.gov/bia/ots/tribal-resilience-program/guide>
- OSU Productions - <https://corals.oregonstate.edu/>

Climate Data

- Tribal Climate Analysis tool (Climate Impacts Group) - <https://cig.uw.edu/resources/analysis-tools/>
- Climatology Datasets and Tools - <https://cig.uw.edu/resources/data/>
- Climate Change Scenario data - <https://cig.uw.edu/learn/>
- Tribal Climate Impacts - <https://cig.uw.edu/about/our-impact/>

Partnerships

There are many partners available and we encourage you to contact your regional tribal liaison to identify partners that could be helpful for your specific Tribal needs.

Regional Tribal Resilience Liaisons

- Malinda Chase (Alaska Tribal Resilience Liaison; malindac@apiai.org)
- Chas Jones (Northwest Tribal Resilience Liaison; cejones@usgs.gov)
- Sara Smith (Midwestern Tribal Resilience Liaison; ssmith@menominee.edu)
- Stefan Tangen (North Central Tribal Resilience Liaison; stefan.g.tangen@gmail.com)
- April Taylor (South central Tribal Resilience Liaison; april.taylor@chickasaw.net)
- Casey Thornbrugh (East and Southeast Tribal Resilience Liaison; cthornbrugh@usetinc.org)
- Althea Walker (Southwest Tribal Resilience Liaison; awalker@aihec.org)

Other TCC partners

- Meade Krosby (Univ. of Washington Climate Impacts Group; mkrosby@uw.edu)
- Ann Marie Chischilly (Institute for Tribal Environmental Professionals; Ann-Marie.Chischilly@nau.edu)
- Kyle Whyte (Michigan State University; kwhyte@msu.edu)
- Don Sampson (Affiliated Tribes of NW Indians; Don@seventhgenerationllc.com)

FEEDBACK FORM

Team Name: _____

This document is a prompt for feedback on the work of the delegates during the course of this camp. While you're listening to their presentation, feel free to write down any ideas, suggestions, or issues to look out for. Pass this on to Kyle and it will be distributed to the team. You may choose to be anonymous or to identify yourself. Make sure to put the team name (usually the Tribe's name) at the top. Please note that this is the first part of a two-step process--we will also be following up with delegate teams after the camp.

Ideas:

Suggestions:

Issues: _____

Other Comments: _____

Author (optional): _____