

# **Facilitator Guide to Leading**

## *Native Ways for Climate Adaptation*

### **Community Health Training**

Thank you for serving as facilitator for a Native Ways for Climate Adaptation training. The goal of these trainings is to engage Tribal environmental and natural resources departments in incorporating climate change adaptation into everyday work.

This Native Ways for Climate Adaptation training will take approximately **4 hours** to complete depending on your group size. If you are conducting an eight-hour training session, you could add more videos and activities to each section, or you could go through the entire program twice with different videos and activities each time. How you plan for and manage this time is up to you and your departments. You can do the training within one day, spread it out over the mornings of one week, or one morning a week for a month.

In this Facilitator Guide, you will find detailed descriptions of each activity, as well as tips and materials lists to make the training easier to prepare for and implement. In order to conduct the training, please read through this entire guide to familiarize yourself with the process.

The training is intended to be a community activity, so be sure to encourage discussion and sharing. If this is one of the first times you have facilitated a group training, it is worth doing some research on the web about good practices for facilitating group activities. Everyone has a voice, and it is your job to make sure those voices are heard!

# Before the day of the training

Please make sure that you have read through this section and have prepared for the training several days before the training will take place. Explore the [Tribes Adapt website](#), and view the resources provided so that you are prepared.

- Print this facilitators guide
- Use the “Time Management Outline” below to plan how you will conduct your training session.
- Open the [Tribes Adapt: Community Health Group Discussion](#)
  - Check it out for answers from past participants’ discussion questions
  - Be ready to add answers as you go
- Open the [Tribes Adapt Community Health Sharing Insights](#)
  - Check it out for insights shared by other Facilitators, and a place to add what you have learned
  - After the training, be ready to share what went well and what could be improved for other groups
- Materials
  - Markers and Pens
  - Paper
  - Poster board
  - Post-it notes
- Room setup
  - Prepare a space where people can talk and move throughout the room comfortably
  - Have a laptop, projector and screen ready
- Some of the activities are outside of the box, be involved and encourage others to be too

# Time Management Outline

Please print and fill out this worksheet to plan out the day of the training. This worksheet provides suggested examples of timing for a single four-hour training session. Please feel free to alter timing or content as appropriate for your audience and time.

**Expected group size:** \_\_\_\_\_

## **Facilitator introduction and ice breaker: (suggest 10 min total)**

Expected Timing (suggest 10 min): \_\_\_\_\_

Choice of Ice Breaker: \_\_\_\_\_

## **Quadrant 1: Introduction to the training (suggest 40 min total)**

Expected timing, "Climate Change in Wisconsin" (suggest 10 min): \_\_\_\_\_

Expected timing for "Discussion in Pairs" (suggest 10 min): \_\_\_\_\_

Expected timing for "Group Discussion" (suggest 20 min): \_\_\_\_\_

## **Quadrant 2: Community Health Connections (suggest 60 min total)**

Choice of video and activity: \_\_\_\_\_

Expected timing for video and activity (suggest 40-60 min): \_\_\_\_\_

Additional video and activity if necessary: \_\_\_\_\_

**Break:** Expected timing for the break (suggest 10 min): \_\_\_\_\_

(over)

**Quadrant 3: Adaptation and Practice (suggest 60 min total)**

Choice of video and activity: \_\_\_\_\_

Expected timing for video and activity (suggest 45 min): \_\_\_\_\_

Additional video and activity if necessary: \_\_\_\_\_

Expected timing for Final Discussion (suggest 15 min): \_\_\_\_\_

**Quadrant 4: Looking Forward (suggest 60 min total)**

Expected timing for Stakeholder Mapping, and sharing (suggest 30 min): \_\_\_\_\_

Expected timing for “Three Slides” activity (suggest 30 min): \_\_\_\_\_

**Wrap up**

**Notes for yourself for facilitating the training (add notes below to help yourself with facilitating the training):**

# Time to Begin

When your group is assembled, you're ready to begin. In the following section, we will go through the lessons and activities one by one, explaining the what, why and how of each activity.

Open the home page of the [Tribes Adapt website](#). Project onto screen for the group to follow along. Review the professional development goals as a group.

Click on the Traditional Harvests tab on the top of the website.

## Breaking the Ice

Even though everyone in the room likely knows everyone else, it's a good idea to start out by breaking the ice. You may know each other, but you've never done this particular training before, and lightening the mood will help folks settle in.

Here are a few suggestions for icebreakers. Pick one of the following activities to kick off your training. If you have one you already know and like, feel free to use that one instead.

### ***Option 1 Activity: Two Truths and a Lie***

Begin with yourself. Share two truths about yourself and one lie with the group. Try to choose things that people may not know about you. For example:

- You love Elvis Presley
- You hate celery
- You've gone skydiving.

Then ask everyone in the room to guess which two are true and which one is the lie.

Then go around the room asking each person to share their own two truths and a lie so that everyone else can guess.

### ***Option 2 Activity: Have You Ever***

Each person should come up with a question in the form of “have you ever \_\_\_?” of something they have never done. They will walk around with a piece a paper and ask the question to others. If you have done it, you will write your name on their piece of paper.

Once everyone has finished and taken their seats, each person will share their question and the people who answered yes to the room. Some example questions are:

- Have you ever had stiches?
- Have you ever met a famous person?
- Have you ever seen an actual tornado in person?

### ***Option 3 Activity: Winter Memories***

Have a discussion as a group or in pairs about the following question:

- What was winter like when you were younger?

### ***Next Steps...***

When your group is ready, **Open Quadrant 1: Introduction**

# Quadrant 1. Introduction

**Learning goals:** to learn about 1) climate change awareness, 2) capacity--what is already in place--and 3) willingness to adapt

For all of the discussion questions, either write them on a white board or a large easel Post-It-note, or project them onto the screen.

Review content on introduction page as a group.

## ***Activity: Climate Change in Wisconsin***

Open the Climate Change tab at the top of the website. Give the group 10 minutes to review the material. Consider answering two or three of the questions below to help guide your group through the “Climate Change in Wisconsin” website:

1. What is the expected change for your region by the mid-21<sup>st</sup> century?
2. Will summer or winter warm more for your region?
3. In your region, how many times per year did the temperature drop below 0°F for late 20<sup>th</sup> century conditions, and how many times will it drop below 0°F by the mid-21<sup>st</sup> century?
4. How will the expected number of days of extreme rainfall (more than 2 inches in a day) change from late 20<sup>th</sup> century to mid-21<sup>st</sup> century?

## ***Activity: Discussion in Pairs***

Break into pairs and spend 10 minutes talking with your partner about the following suggested questions. You can choose 3 questions or assign different questions to different pairs in your group.

*If your group is willing, consider coming up with your own questions and discuss those.*

1. What are the differences between weather and climate?
2. Do you have memories of an extreme weather event, such as flooding, heat wave, etc?

3. Has weather affected an activity that you participate in?
4. What are you already doing as a department: infrastructure, professional work, outreach, etc. to address climate change?
5. What is your Tribe/Nation doing to address climate change?
6. In your workplace, what could be done now and/or in the very near future to address the impacts of climate change?
7. What comes to mind when you hear the term “holistic health”?
8. What are your concerns about climate change in the communities where you work?

After 10 minutes, come back together as a group and share what you discussed with your partner.

Optional: Share these answers on the Facilitator’s Google doc under Discussion questions.

### ***Next Steps...***

When your group is ready, **Open quadrant 2: Community Health Connections**



# Quadrant 2. Community Health Connections

**Learning goals:** 1/ to talk about how individual experiences relate to governance 2/think about how weather/climate affect personal experiences, and 3/ contextualize the training.

Drawing from the description on the web page, introduce the lesson to the group. Then, watch the video that you chose to present, and go through the related activity.

## **Video and Activity 1: “Extreme Temperatures and Vulnerable Populations”**

***Watch “Extreme Temperatures and Vulnerable Populations”***

***Activity: Share a Story***

Because they have less access to resources, vulnerable populations will be especially challenged by changing climate. To gain from multiple perspectives in the group, share a story from your community regarding issues faced by vulnerable populations. How might these concerns be amplified by climate change?

If the group is large enough, break into smaller groups to tell multiple stories about the needs of vulnerable populations that have been impacted. Have each team write down the main points of the stories being told. What do they have in common? What would make a difference in adaptation planning if you considered local needs and resources?

Optional: Share these answers on the Facilitator’s Google doc under Discussion questions.

## **Video and Activity 2: “Extreme Weather Events and Health Care Infrastructure”**

*Watch “Extreme Weather Events and Health Care Infrastructure”*

*Activity: Group Discussion*

Lead the group in a 10-minute group discussion on the following prompts:

1. What are some personal examples of how weather can affect infrastructure in your community and/or health care facilities?
2. What are the relationships between infrastructure and community health? How might these be affected by extreme weather?

Again, if your group wants more ownership, consider coming up with your own questions and discuss those.

Optional: Share these answers on the Facilitator’s Google doc under Discussion questions.

## **Video and Activity 3: “Tribal Food Systems and Food Programs”**

*Watch “Tribal Food Systems and Food Programs”*

*Activity (for groups of 8 or more): Circles*

Ask the group to form two groups, one group will make up the inside circle and the other the outside circle. Ask the people in the inner circle to face those in the outer circle, so that each person is paired up with someone else. Have them discuss each of the following questions for a couple minutes and then rotate 4-5 times, depending on your group size.

*Consider adding additional questions*

1. Do you have a garden? Do you grow food or medicinal plants?

2. Do you work in a community garden? What are the benefits?
3. What do you want to see in your gardens?
4. Do you cook with your family or participate in community cooking events? What are the benefits of preparing food together?
5. How are Traditional foods important to you or your community?

When everyone returns to their seats, the inside group can share what they discussed.

Optional: Share these answers on the Facilitator's Google doc under Discussion questions.

## **Video and Activity 4: “Holistic Health Challenges”**

### ***Watch “Holistic Health Challenges”***

#### ***Activity: Group Discussion***

Lead the group in a 10-minute group discussion on the following prompts:

1. How do you define holistic health?
2. When have you seen aspects of holistic health (including physical, mental, spiritual, environmental and cultural) overlooked? When have you seen them addressed?
3. In your work, have you observed effects of weather and climate on mental health?
4. In the community that you serve, are health care values influenced by Traditions and culture?

Optional: Share these answers on the Facilitator's Google doc under Discussion questions.

### ***Next Steps...***

When your group is ready, **Open quadrant 3: Adaptation and Practice**

# Quadrant 3: Adaptation and Practice

*Learning goals:* 1/ discuss the main objectives of the training, 2/ think about how climate affects personal experiences

Drawing from the description at the top of the web page, introduce the lesson to the group. Then, watch the video that you chose to present, and go through the related activity.

## **Video and Activity 1: “Extreme Temperatures and Vulnerable Populations”**

*Watch “Extreme Temperatures and Vulnerable Populations”*

### *Activity: Discussion in Small Groups*

Ask your group to divide into small groups of 3 or 4. Ask them to talk about the following prompts:

1. Does your clinic or community have action plans for vulnerable populations? If so, what are they?
2. What alternative activities and exercise can you promote if weather keeps people inside in summer and winter?
3. A warming climate means more extreme temperatures. What adaptations could be made in your community to help reduce heat stress on vulnerable populations such as elders and children, and those with limited resources?
4. How can you leverage community capacity to serve these populations?
5. If you have had discussions with coworkers and across departments about planning for extreme temperatures, how did that go? If not, why do you think that is, and what would you want to discuss?

Again, if your group wants more ownership, consider coming up with your own questions and discussing those.

Optional: Share these answers on the Facilitator’s Google doc under Discussion questions.

## **Video and Activity 2: “Extreme Weather and Health Care Infrastructure”**

***Watch “Extreme Weather and Health Care Infrastructure”***

### ***Activity: Perspective Taking***

This activity provides the opportunity for friendly debate on an issue.

One of the Red Cliff health care workers mentions this example:

*Northern Wisconsin experienced extreme rainfall in which the Bad River peaked at just over 27 feet, the highest flood stage ever recorded. This amounted to a 1,000-year flood, which in theory means it has a 1 in 1000 shot of happening in any given year. In Ashland County, the city of Glidden saw numerous properties and roadways affected. With all of the backroads washed out, they only had one bridge to get in and out of town. The effects of the failed bridges, such as patients not being able to access health care, and homes being destroyed, were discussed in the video.*

Divide the room into groups of 3 or 4 and discuss the example above. Ask the groups to discuss the issues, and following questions for 10 minutes and attempt to find common ground.

1. Who are stakeholders in this case study?
2. What are the biggest health concerns with failed roadways?
3. When comparing 100-year, 500-year, and 1000-year flood bridges, the cost is exponentially more the higher that the bridge can withstand. Is it worth building every bridge to withstand the highest flood amount when considering limited budgets communities have? Think about your own community in these examples.
4. From a community health perspective, what are the most important things to consider in this example?

Reconvene and ask each group to describe their conversation. What did they think of the case? Were they able to agree on a consensus? Why or why not?

Optional: Share these answers on the Facilitator’s Google doc under Discussion questions.

## **Video and Activity 3: “Tribal Food Systems and Food Programs”**

*Watch “Tribal Food Systems and Food Programs”*

### ***Activity: Group Discussion***

Lead the group in a 10-minute group discussion on the following prompts:

1. What kind of sustainable farming or gardening are realistic to pursue in your communities?
2. What community food projects increase access to Traditional foods and food education?
3. Traditional cultivated foods or foods foraged through hunting, fishing, and gathering offer healthy diet alternatives for indigenous people. Climate change is affecting the length of growing seasons and the types and varieties of crops that can be produced. How can Tribes promote the production and use of Traditional foods while adapting to these climate-caused changes?

Optional: Share these answers on the Facilitator’s Google doc under Discussion questions.

## **Video and Activity 4: “Holistic Health Challenges”**

*Watch “Holistic Health Challenges”*

### ***Activity: Mapping Connections***

Ask the group to break off into pairs and spend 5 minutes mapping connections between the following aspects of holistic health. These can be mapped according to personal experiences, or what they have observed in health care settings or with their community members. Have pairs discuss with each other. Have each pair share their connections.

- Cultural resiliency / health
- Environmental health
- Mental health
- Physical health
- Spiritual health

Discussion Questions:

1. In addition to these listed here, are there other aspects of holistic health that you and your partner identified?
2. What differences did you see between people's maps? Where there any health aspects that everyone mapped with the same connections? Why do you think that is?
3. Some health issues within Tribal communities have specific causes that can be treated, or their impacts reduced or avoided through wellness strategies. Because climate change affects the overall environment, its direct effects can be difficult to diagnose, yet they can have cumulative effects on physical and mental health. How can risks posed by climate change be integrated into Tribal health planning strategies to reduce impacts, while promoting wellness?

Optional: Share these answers on the Facilitator's Google doc under Discussion questions.

### **Final Discussion:**

After watching your chosen videos and completing the related activities for this section, discuss the final question as a group.

1. Discuss the *direct* and *indirect* impacts of climate change on health and health care.

Optional: Share these answers on the Facilitator's Google doc under Discussion questions.

### ***Next Steps...***

When your group is ready, **Open quadrant 4: Looking Forward**

# Quadrant 4. Looking Forward

**Learning goals:** 1) to be ready to present to stakeholders such as other departments, Tribal council or other leadership, and other audiences 2) to continue to think about networking to build awareness about climate change 3) to commit to follow-up as a group about next steps in building awareness.

For this final section, you'll break away from the pattern of the previous lessons where we provided content and you provided the response. In Looking Forward, you and your co-workers will generate content that will be useful for you and your department in continuing the conversation around climate change adaptation.

## ***Activity: Stakeholder Mapping***

Ask everyone to take a sheet of paper and spend 15 minutes drawing a mind map of the co-workers and stakeholders that they interact with in their jobs. Ask the group to think about the roles and responsibilities of everyone on their map. [example of mind map](#)

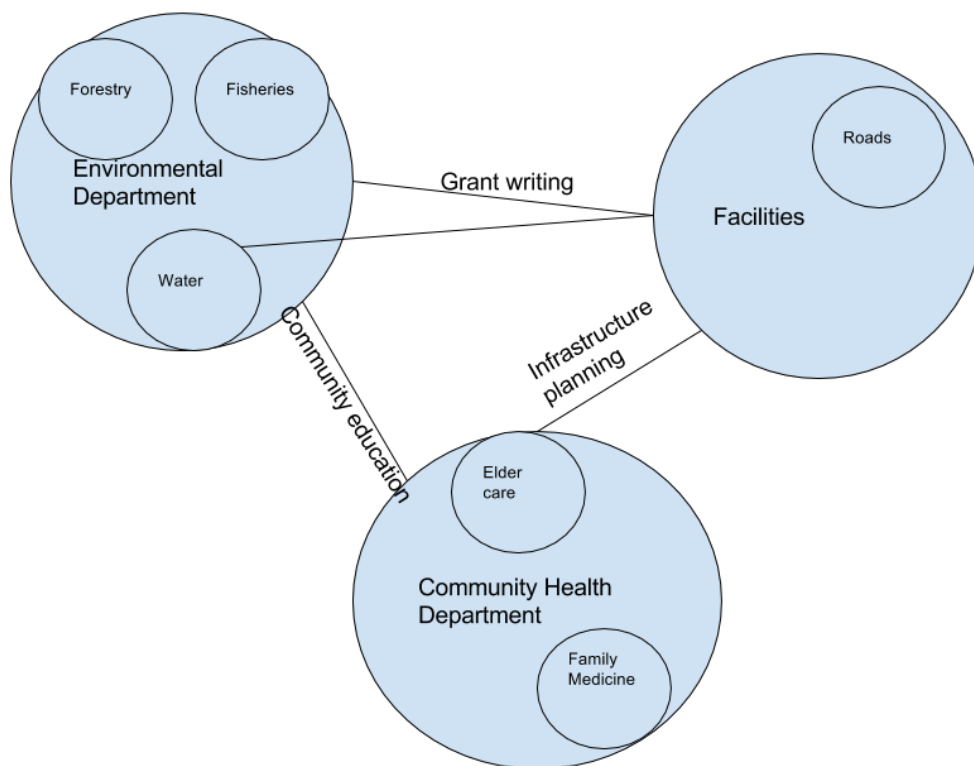
Once the mind maps are drawn, ask everyone to label the connections that are affected directly by their work or where they have influence. Then ask the following questions:

1. Who can you work with on issues of climate change adaptation?
2. What can your role be in those conversations?
3. What would first steps be? What can you start working on right now?

Or if the group is comfortable with sharing publicly, take pictures of their connection maps and post them on the google doc.

An example of a mind map is presented below.





## Example Mind Map

### *Activity: Three Slides*

This activity is an opportunity to get participants thinking about how they could present their ideas on climate change adaptation to a broader audience.

Ask participants to divide into groups of 3 and create a 3-slide Power Point presentation advocating for action on climate change adaptation. These actions could be small or large, simple or complex.

Questions to consider:

1. What is the specific issue that you are presenting? *Examples: extreme temperatures, food systems and resiliency*
2. What is your role, and the roles of others in your group?
3. What action do you want to propose?

Create a folder in Google Drive, and share these PowerPoints with your group members.

***Next steps: Taking the long view***

As a group, consider meeting quarterly about climate change awareness and adaptation, or set aside time quarterly during department meetings to talk about what you have done and plan to do.