

Facilitator Guide to Leading

Native Ways for Climate Adaptation

Traditional Harvests 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 Traditional Harvest Group Discussion](#)
 - Check it out for answers from past participants’ discussion questions
 - Be ready to add answers as you go
- Open the [Tribes Adapt Traditional Harvests 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-small and easel size
 - Whiteboards and dry-erase markers
- 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, so 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 45 min total)

Expected timing, "Climate Change in Wisconsin" (suggest 15 min): _____

Expected timing for "Discussion in Pairs" (suggest 15 min): _____

Expected timing for "Group Discussion" (suggest 15 min): _____

Quadrant 2: Climate and Culture (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) potential for adaptation

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

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 15 minutes to review the material on the web page. Choose two of the questions below to answer as a group for a quick review of the content:

1. What is the expected change for your region by the mid-21st 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 0F for late 20th century conditions, and how many times will it drop below 0F by the mid-21st century?
4. How will the expected number of days of extreme rainfall (more than 2 inches in a day) change from late 20th century to mid-21st century?

Activity: Discussion in Pairs

Break into pairs and spend 15 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 work, 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 “Traditional harvest”?
8. What are your concerns about climate change for the natural resources and communities where you work?

Activity: Group Discussion

After 15 minutes, come back together as a group and share what you discussed with your partner.

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

Next Steps...

When your group is ready, **Open Quadrant 2: Climate and Culture**

Quadrant 2: Climate and Culture

Learning goals: 1) discuss how individual experiences relate to governance and sovereignty, 2) understand how language and culture teach us about how changing climate is affecting Traditional harvests.

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

Video and Activity 1: “Leading, Teaching the Next Generation”

Watch “Leading, Teaching the Next Generation”

Depending on your group size, you can have a discussion and/or do the Circles activity.

Activity 1: Group Discussion

Step one: Clarify terms: Tribal Ecological Knowledge is defined in the [Resources](#) page of the website.

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

1. How do changes in traditional harvests relate to cultural practices based on Tribal Ecological Knowledge, in balance with need and respect for the resources?
2. Regarding integration of Tribal Ecological Knowledge with western science for resource management, how have you seen it done effectively? Not effectively?

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

Activity 2 (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.

1. Have you talked with a Tribal elder / culture keeper about Traditional Harvests?
2. Do you speak the Traditional language of this community?
3. Do you work with youth for your job? What are ways that you could bring youth and elders together?
4. Inner circle- share a story that is passed down in your family, community or one you have heard in your job.
5. Outer circle- share a story that is passed down in your family, community or one you have heard in your job.

When the group is finished, invite the inside circle to share what they discussed.

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

Video and Activity 2: “Sovereignty, Treaty Rights, and Adaptation”

Watch “Sovereignty, Treaty Rights, and Adaptation”

Activity: Share a Story

Read the summary below, or share your own take on Sovereignty:

Sovereignty as a concept and a reality varies between communities based on unique Tribal histories. Tribal sovereignty involves looking back and looking forward: building capacity based on culture, language and traditions, self-governing as a community and a People, and Nation-building.

There may be multiple perspectives in your group about Sovereignty. Share a story from your department relating to an issue of Sovereignty and Traditional harvests. Share how your example relates to climate change.

Using the T - chart example below, give examples from the Sovereignty video and how they would fit in. Ask participants to spend five minutes filling in a T-chart for Sovereignty and Culture. Sovereignty and Culture will have some aspects in common, and some that are not directly related. Under each concept, ask participants to write bullet points with history, personal experiences, concerns, or other things that come to mind. Invite everybody to share their work with the group. Highlight common themes.

Example, T-chart with key words:

Sovereignty	Culture
Self-Governance	Cultural foods- wild rice, corn
Tribal hunting permits	Stories
Energy Independence	Respect and reciprocity
Language revitalization	Language revitalization

Video and Activity 3: “Living Language”

Before you watch the video, lead the group in a 10-minute group discussion on the following prompts.

1. What are the relationships between language and Traditional harvests?
2. What can language teach us about climate change?
3. How do changes in natural landscapes affect the vitality of Tribal languages?

After the video, loop back with the group for a final discussion of the following wrap-up question.

4. How can language contribute to resiliency in the face of climate change?

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

Optional: Share these answers on the Facilitator’ Google doc for 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) discuss and explore how climate affects traditional harvests and natural resource management

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: “Climate and Fisheries”

Watch “Climate and Fisheries”

Activity: Order of Importance

Ask the group to break off into pairs and spend 10 minutes ranking the following from what poses the greatest threat to least in regards to fisheries management and traditional harvests within your community. Have pairs discuss with each other and determine whether they can come to an agreement on their ordering. Have each pair share their order of importance and if there were certain items that they couldn't decide/agree on. Have each person give reasons why they choose the order that they did.

1. Mercury pollution
2. Overfishing
3. Increases in water temperature
4. Changes in the onset and duration of seasons, as in spring spawning, affecting timing of harvests, etc.
5. Changes in water levels
6. Decrease in species traditionally available for harvest, such as walleye, and increase in other species, including invasives.

Follow this activity with a 10-minute group discussion on the following prompt:

Fish need specific aquatic habitats to thrive. Climate change is warming waters and affecting the types of fish available for harvest. Some species, like lake trout, require cold oxygen-rich water. Other species, like bass, are more tolerant. Invasive species, like carp, thrive in warmer water. What is your department and/or Tribe doing in terms of fishery management or harvest practices to maintain a sustainable harvest of fish as the climate warms? If you are not taking action yet, what could you be doing?

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

Video and Activity 2: “Climate and Forests”

Watch “Climate and Forests”

Activity: Discussion in Small Groups

Ask your coworkers to divide into small groups of 3 or 4, depending on the group size. Project the questions onto a screen or write them up on a board for the group. Ask the group to take 15 minutes to discuss the following prompts.

1. What are your concerns relating to forest resource management in your work?
2. How would these forest resource management issues be magnified by climate change?
3. If you have had discussions with other departments about planning for climate change impacts related to forests, how did they go? Were there obstacles to these discussions? What were they?
4. Cultural practices like canoe making, maple sugaring, and black ash basket making are dependent on specific tree species such as paper birch, sugar maple, and black ash. The abundance of these species in our forests are projected to decrease due to a warming climate to be replaced by new species. How can Tribes adapt to these changes in forest species and maintain these cultural practices?

After 15 minutes, bring the group back together and invite the group to share main points from their small group discussion with the entire group.

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

Video and Activity 3: “Climate and Agriculture”

Watch “Climate and Agriculture”

Choose one of the following two activities to go through with the group.

Activity 1: Group Discussion

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

Traditional food systems have sustained Native people over thousands of years through changes in climate and landscapes. Today, sustainable local food systems depend in part on having suitable growing conditions for crops and gardens. Climate change affects temperature and precipitation. Warmer temperatures can increase a growing season, but can lead to drought. More frequent storm events can damage crops or flood them with too much precipitation. How can your department and/or Tribe build local food systems that will support food sovereignty while adapting to changing growing conditions caused by climate change?

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

Activity 2: Perspective Taking – “Can traditional and commercial agriculture exist side-by-side”?

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

ISSUE FOR DEBATE:

Traditional harvesting includes traditional agriculture. Ho-Chunk elder George Garvin, Henning Garvin, and UW Professor Chris Kucharik all talk about use of hybridized corns as forms of agricultural adaptation to changing climate. George Garvin talks about Indigenous seedkeepers collaborating across the continent, and Chris Kucharik refers to corporate agricultural use of hybrid feed corns that typically grow in warmer states, such as those south of Wisconsin.

Divide the room into groups of 3 or 4. Ask the groups to discuss the issue for 10 minutes and share their points of view. Attempt to come to a consensus in the group.

Optional lead up questions:

1. Who are the stakeholders in this debate? Make a list of the group's responses.
2. Think about people who are not even listed. What might their perspectives be?
3. Who would be allies, and who might take opposite sides on the issue?
4. What are some important considerations regarding Traditional agriculture and seed sovereignty?

Main Question:

For farms and gardens in your community, can Traditional agriculture based on the use of indigenous seeds and cropping practices exist side-by-side with commercial, non-organic agricultural practices?

Reconvene and ask each group to describe their conversation. What did they think of the issue? 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.

Activity 4: "Climate and Water"

The water unit includes an activity and discussion only; there is no video.

Take a water break as a group then come back for the following activity.

Activity: Walk Around the Room

Write the following prompts on sheets from a Post-It Easel Pad or whiteboards and space them around the room.

1. Where does the drinking water in your community come from?
2. What are your concerns relating to water resource management in your work?
3. How would these water resource management issues be magnified by climate change?
4. If you have had discussions with other departments about planning for climate change impacts related to water, how did they go? Were there obstacles to these discussions? What were they?
5. Climate change is expected to affect the quantity and quality of water within communities. For example, increased frequency and magnitude of storms are causing frequent flooding events that impact Tribal infrastructure such as housing, roads, and storm water facilities. What strategies could Tribes use when planning new community infrastructure to reduce the impacts such as flooding, and maintain water quality?

Distribute small Post-It pads to the group members. Give everyone 15 minutes to write short-phrase answers to each question on small Post-It notes and walk around the room, sticking their answer to each prompt posted on the easels / whiteboards. Let your co-workers know that they may have multiple answers to each question. Encourage them to read each other's answers as they walk around the room.

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.

Final Discussion:

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

1. Discuss the pluses and minus of a changing climate.

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 other 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: Connections Mapping

Ask everyone to take a sheet of paper and spend 15 minutes drawing a mind map or a list 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 or list.

[Example of mind map](#)

OR

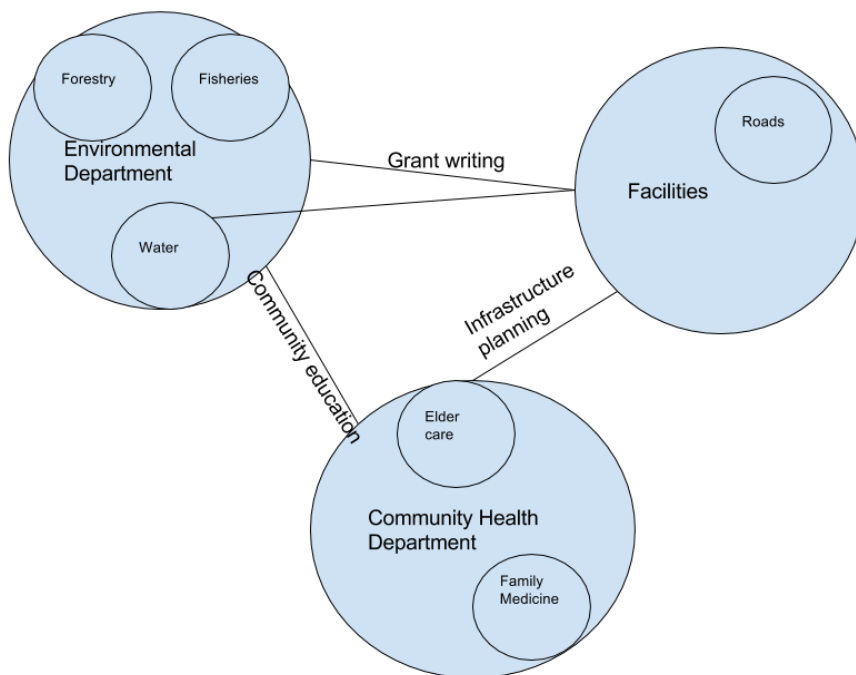
Example of list:

- Environmental Department
 - Water specialist
 - Wetlands specialist
- Facilities Department
 - Roads division
- Tribal clinic
- Collaborations and actions?
 - Grant writing
 - Community education

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?

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, including other departments, Tribal leadership, and others.

Time allotted is 30 minutes. Ask participants to divide into groups of 2-3 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?
2. What is your role, and the roles of others in your group?
3. What action do you want to propose?

Share these PowerPoints with group members in Google Drive.

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.