



Yukon Indigenous Community Climate Change Champions Training (YIC4) ***Mobilizing Knowledge for Developing Indigenous Community Champions for Climate Change Adaptation in the Yukon***

Training Session #1 (Year 1, Four-days)

Training Session #2 (Year 2, Four-days)

Curriculum and Training Guide

Description: This two-year training project focuses on training Indigenous youth, aged 18-30 years, on climate change and leadership skills for gathering and mobilizing new and existing knowledge, from global, local and Indigenous perspectives, for climate change adaptation in the Yukon.

Overall Objectives:

- Build connections between Indigenous knowledge and ways of knowing with western science specifically in regards to climate change
- Explore the causes, effects and adaptation strategies of climate change from global, national and local perspectives
 - Guided by the 'Four Elements of Climate Change Model': *earth, air, fire, and water*
- Incorporate hands-on, experiential lessons and time to practice and apply learned knowledge
- Network and connect with other Indigenous youth across the territory and Canada's North
- Gain concrete knowledge and skills that can be applied to future careers (educational and professional) in land/community monitoring, community-based research, leadership, and environmental education (among others)
- Learn how to conduct a community assessment related to exploring climate change adaptation needs and strengths through water, earth, air and fire that can be applied to action & future projects in your community
- Learn from other territories and northern regions about climate change challenges and adaptation strategies
- Gain increased confidence in the areas of leadership and climate change action
- Know where to get further support and gather new skills and knowledge post training

Instruction: A mix of Indigenous teachers, Elders, scientists/researchers and local knowledge holders will be involved as trainers and facilitators from Yukon and other areas of Canada.

Core Standards:

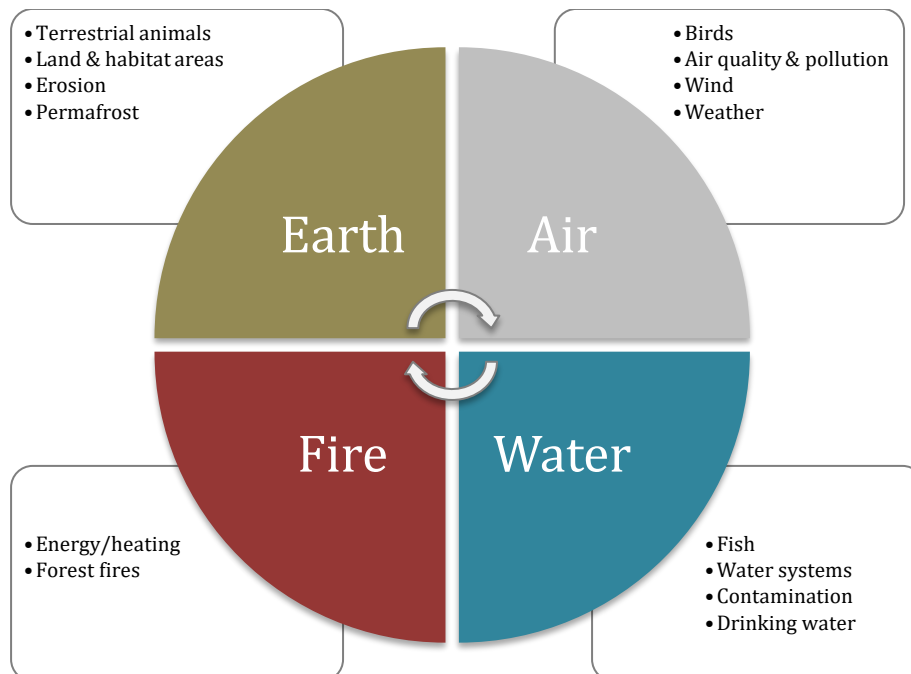
- Reading
- Communication (i.e. public Speaking & Listening)
- Community-Based Research (i.e. inquiry-based, First Nations protocols, interviewing techniques; conducting a community assessment);
- Science (i.e. topics include climate change, food security and water security)
- Indigenous Knowledge

Overall Skills:

- **Think:** critical thinking and analysis; individual/group reflection; brainstorming; planning (developing community-based research/assessment plan, set actionable goals and identify areas of strength and challenges)
- **Feel:** explore feelings around climate change; sense one's place in the world and grasp impact of one's actions; feel connected to a wider world and empowered to act; consider self-care in dealing with tough issues
- **Do:** create research/assessment materials (be able to create a questionnaire); conduct preliminary research and observation; practice interviewing and note-taking skills; working as part of a team; do independent study; develop communication skills (public speaking and active listening); follow community's research protocols; participate in debriefing activities

Models of Inquiry:

- **"Think - Feel - Do" Model of Inquiry**
 - What did I learn? How do I feel about it? What did I do to act on this new knowledge?
- **The Four Elements of Climate Change Model**
 - The following model was inspired by the First Nations medicine wheel and was created as a way to think through climate change; each quadrant is interconnected and the examples offered are only some of many that could be assigned.



Guiding Questions:

- What is climate change? What causes it and how does it affect my community, my country/nation and the world, as a whole?
- What does climate change adaptation mean? What does it mean for my own community and me? What does it mean for other communities?
- What is water and food security and how do they relate to climate change?
- What is going on in my community related to climate change?
 - *What sorts of climatic changes have been noticed in my community?*
 - *What kinds of assets (i.e. activities, programs, services, entities, and/or policies) does my community have that may help us adapt to climate change?*
 - *What are some areas of opportunity in my community for climate change adaptation?*
- How do I fit in the bigger picture of climate change adaptation? What can I do now and in the future to adapt and counteract/mitigate impacts climate change? What can my community do now and in the future to adapt and counteract/mitigate impacts of climate change?
 - *What ways am I going to work with my community to adapt to climate change?*

Materials/Resources Required: classroom for up to 45 people, Wi-Fi, audio/visual equipment, microphones (x3) and amplifier, video links, PowerPoint slides

Session 1, Unit 1: Introduction to Climate Change – The Big Picture
Training Day 1

Unit Objectives:

- To understand the basics of climate change science, explore current climate change discourse and understand policy and other societal influences
- To understand the causes and effects of climate change from the global level to the national and circumpolar level
- To explore ways in which individual, community, national, and global actions impact our climate
- To explore climate change through a First Nations’ perspective via the Four Elements of Climate Change Model

| Lesson 1 – Introduction to Climate Change – Global to National (Part 1) (3.5 hours) | | |
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| <i>Teaching Method:</i> demonstration (in class presentation); storytelling; video(s); group discussion/debrief | <i>Instructors:</i> scientific expert (climate change); Elders (Resident Elder and strong, female Elder); co-facilitators (Indigenous and non-Indigenous) | |
| SKILLS: | | |
| Think: critical thinking and analysis; individual/group reflection | Feel: explore feelings around climate change; sense one’s place in the world and grasp impact of one’s actions, feel connected to a wider world and empowered to act; consider self-care in dealing with tough issues | Do: develop communication skills (public speaking and active listening); participate in debriefing activities |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To understand the basics of climate change science <ul style="list-style-type: none"> ○ <i>Suggested Topics:</i> earth’s atmospheric make up & greenhouse gases (i.e. carbon dioxide, nitrous oxide, and methane gas); greenhouse gas effect; global warming & other climate terminology; stats and figures of climate change ● To understand the causes of climate change from the global level to the national and circumpolar level <ul style="list-style-type: none"> ○ <i>Suggested topics:</i> burning of fossil fuels; industry and industrialization; natural gases in atmosphere and changes in climate vs. human-caused/accelerated factors and trends over time; air pollution (i.e. South-North air currents); agriculture (including food/agricultural waste) ● To understand the effects of climate change from the global level to the national and circumpolar level (through stats, news articles, case studies/stories) | | |

- *Suggested topics:* global warming; air and water temperature rise; changes in precipitation; melting glaciers & sea level rise; increased intensity storms and sporadic weather patterns; natural disasters (i.e. floods, drought, fires, landslides, etc.); health (i.e. malnutrition/global hunger); social and cultural impacts (including food/water insecurity, allergens and infectious disease); biodiversity/species changes; changes on the land (i.e. erosion, soil health and permafrost melt); shifting animal behaviours; and infrastructure
- To understand the topics of food security and water security and their relationship with climate change from both Indigenous and western science perspectives (*and looking at trends, research and policies that affect them*)
- To bring in Indigenous knowledge and perspectives of climate change and its impacts, particularly related to mental and spiritual health

ACTIVITIES:

Opening Prayer: Before the start of breakfast, the Resident Elder will lead the group in an opening prayer (5 mins.)

Introductions/Roundtable: In a circle, ask everyone to take a couple of minutes to introduce themselves (60 mins.)

Welcome Remarks: Co-Facilitators will review the agenda, purpose of the training, course objectives, handbook/toolkit, and lead the youth in developing their own guidelines for responsible behaviour and participation at the training on a large flip chart; after all have agreed to the guidelines, have youth sign their name on the flipchart in acknowledgement; incorporate icebreaker as part of opening remarks (30 mins.)

Activity 1: Personal Reflection – Each student will fill out a handout to reflect on the questions: *Why am I at this training? What do I want to get out of this training?* After youth have had a chance to answer the question on their own, have them come up to a large diagram of the Four Elements of Climate Change Model and ask them to write down what they know about climate change on sticky notes in one or more of the four quadrants – *earth, air, fire, and water* (20 mins.)

Presentation: Introduction to Climate Change: Global to National – A scientist will introduce the topic of climate change, discussing the science behind it and the causes and effects from the global to national level, while also emphasizing climate change’s connection to the issues of food and water security (40 mins. *includes 10 mins. Q&A) – (*see below for suggested resources*)

Elder Reflections: Resident Elder will respond to the overview of climate change, sharing an Indigenous perspective on the topic (20 mins.)

Presentation: Climate Change and Mental Health - A female Elder will introduce climate change from the feminine perspective, discussing the significant role that women play in the climate change discourse, while linking in climate change’s ties with mental and spiritual health (20 mins.)

Break/Buffer Time: 15 mins.

Note: *A resident artist will create a graphic depiction of the discussions

SUGGESTED RESOURCES:

- Powerpoints (PPTs):
 - Al Gore's Climate Reality Project – Ten in Ten – Climate Change PPT (& video): https://www.climate reality project.org/truth?utm_source=twitter&utm_medium=social&utm_campaign=AIS
 - David Suzuki's Climate Change Resources: <http://www.davidsuzuki.org/issues/climate-change/science/>
- Videos:
 - Short climate Change visualization: https://www.youtube.com/watch?time_continue=26&v=X8XqHwSrakA
 - Bill Nye the Science Guy – Climate Change: <https://www.youtube.com/watch?v=3v-w8Cyfoq8>

DELIVERABLES:

- Personal reflections worksheets
- Large master diagram of Four Elements with Climate Change Model with sticky notes of what youth know about climate change (*youth will be asked again at the end of the training to put more sticky notes with their lesson's learned; these can be compared as a form of evaluating collective knowledge*)
- Notes from discussions and presentations
- Graphic depiction of discussions

Lunch Break – 12-1:00pm

Lesson 2 – Causes and Effects of Climate Change – Global to National (Part 2) (4 hours)

Teaching Method: video(s); activity; brainstorming; reflection

Instructors: co-facilitators (Indigenous and non-Indigenous)

SKILLS:

Think: critical thinking and analysis; individual/group reflection

Feel: explore feelings around climate change; sense one's place in the world and grasp impact of one's actions; feel connected to a wider world and empowered to act; consider self-care in dealing with tough issues

Do: create research/assessment materials (Four Elements of Climate Change Model); brainstorming; work as part of a team; develop communication skills (public speaking and active listening); participate in debriefing activities

OBJECTIVES:

- To explore ways in which individual, community, national and global actions impact our climate
- To introduce the Four Elements of Climate Change Model

- To bring in First Nations perspectives on the elements of nature, through analyzing climate change through the four elements: earth, air, water, and fire
- To debrief and share with each other about how individual and collective actions influence climate change and reflect on the lessons of the day

ACTIVITIES:

Video: Watch documentary on climate change “*Before the Flood*” (95 mins.)

Activity 2: *Four Elements of Climate Change Reflection* (Small Groups) – Have youth break off into four directions – North, South, East, West according to where they are from and using a flip chart paper, draw out the Four Elements of Climate Change Model: with four quadrants for earth, water, air, and fire. Fill in the quadrants with ways in which our **individual/self** and **collective actions** impact climate and in what ways (*looking at causes and effects from the big picture*) (30 mins.)

Sharing & Discussion: Groups *present* their diagrams (all youth must speak); facilitators and Elders can ask questions about youth’s reflections in the exercise (100 mins.)

Break/Buffer Time: 15 mins.

Note: *A resident artist will create a graphic depiction of the discussions

SUGGESTED RESOURCES:

- Videos:
 - Before the Flood Documentary:
<https://www.youtube.com/watch?v=ZFmVRsQho4Y>

DELIVERABLES:

- Four Elements of Climate Change Model (flip charts) – *Big Picture Impacts and Causes of Climate Change*
- Notes from sharing and discussion
- Graphic depiction of discussions

Session 1, Unit 2: Climate Change and Community – Causes, Effects and Adaptation
Training Day 2

Unit Objectives:

- To understand the causes of climate change from the territorial to the local level
- To explore climate change causes, effects and adaptation at the community-level through a First Nations’ perspective via the Four Elements of Climate Change Model
- To explore ways in which individual, community, national, and global actions impact our climate
- To understand the differences between climate change mitigation, adaptation and monitoring and explore examples of each

| Lesson 3 – Causes and Effects of Climate Change – Territorial and Community (4 hours) | | |
|---|--|---|
| <i>Teaching Method:</i> demonstration (in class presentation); storytelling; group discussion; brainstorming; activity; video(s) | <i>Instructors:</i> local expert (climate change); co-facilitators (Indigenous and non-Indigenous) | |
| SKILLS: | | |
| Think: critical thinking and analysis; individual/group reflection | Feel: explore feelings around climate change; sense one’s place in the world and grasp impact of one’s actions; consider self-care in dealing with tough issues | Do: conduct preliminary research and observation; work as part of a team; independent study; integrate technology and photography through video; develop communication skills (public speaking and active listening); participate in debriefing activities |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To understand the causes of climate change from the local, community level <ul style="list-style-type: none"> ○ <i>Suggested topics:</i> Burning of fossil fuels; industry; lifestyle factors; air pollution (i.e. South-North air currents); agriculture (including food/agricultural waste); melting ice caps ● To understand the effects of climate change from the local, community level to the national/circumpolar level (through stats, news pieces, case studies/stories) <ul style="list-style-type: none"> ○ <i>Suggested topics:</i> increased average temperatures; changes to lakes, rivers and water quality; changes in precipitation (rain and snow); melting glaciers & increased flood risk; increased intensity storms and sporadic weather patterns; natural disasters (i.e. forest fires, landslides, etc.); health, social, economic, and | | |

cultural impacts (including food/water insecurity, allergens and infectious disease); biodiversity/species changes (i.e. pine/spruce beetle, increased insects, parasites and pollen); focused issues of the circumpolar north; changes on the land (i.e. erosion, soil health and permafrost melt); shifting animal behaviours (shifting species migration); and infrastructure

- To understand the topics of food security and water security and their relationship with climate change at the local level
- To explore climate change's impacts on the individual and community
- To debrief and share with each other what is going on in each respective community and reflect on the lessons of the day

ACTIVITIES:

Recap: Debrief the previous day's lessons following the Think, Feel, Do model of inquiry (20 mins.)

Presentation: *Climate Change: Territorial to Community* – Local expert will provide overview of the climate change causes, trends and effects specific to the Canadian North and the local, community-level; particularly as it relates to food and water security; incorporate examples from LEO Network observations (*according to earth, air, water, fire*) and *highlight examples from youth applications for climate change changes in their regions* (20 mins.)

Video: Watch Vuntut Gwitchin First Nation's *Our Changing Homelands Our Changing Lives* (45 mins.)

Activity 3: *Four Elements of Climate Change Reflection* (Nation Groups) – Have youth split up into nation groups; using flip chart paper – draw out the Four Elements of Climate Change Model and ask youth to go through the causes and effects of climate change in their specific community (*every community within the nation group should use a different colour*) (35 mins.)

Sharing & Discussion: Groups *present* their diagrams (invite all youth to speak); once all presentations are done, facilitators and Elders can ask questions to prompt some discussion to each group (105 mins.)

Break/Buffer Time: 15 mins.

Note: *A resident artist will create a graphic depiction of the discussions

SUGGESTED RESOURCES:

- Links:
 - Yukon Climate Change: <http://www.env.gov.yk.ca/air-water-waste/climatechange.php>
 - LEO Network: <https://www.leonetwork.org/en/#lat=64.54320189239625&lng=-163.0193209648132&zoom=7>
- Videos:
 - Vuntut Gwitchin First Nation's *Our Changing Homelands Our Changing Lives* Project: <https://www.youtube.com/watch?v=rhdo4blsgHM>

DELIVERABLES:

- Four Elements of Climate Change Model (flip charts) – *Climate Change in My Community*
- Notes from discussions and presentations
- Graphic depiction of discussions

Lesson 4 – Intro to Climate Change Adaptation (3 hours)

Teaching Method: demonstration (in class presentation); storytelling; activity; group discussion; video(s)

Instructors: scientific expert (climate change adaptation/mitigation/monitoring); community experts (community adaptation); co-facilitators (Indigenous and non-Indigenous)

SKILLS:

Think: critical thinking and analysis; individual/group reflection

Feel: explore feelings around climate change; sense one’s place in the world and grasp impact of one’s actions; feel connected to a wider world and empowered to act; consider self-care in dealing with tough issues

Do: develop communication skills (public speaking and active listening); participate in debriefing activities

OBJECTIVES:

- To understand the differences between climate change mitigation, adaptation and monitoring and explore examples at the individual, community, national, and global levels
 - *Topics:* Renewable resources; infrastructure (i.e. vulnerability of roads, buildings, etc. to adapt to water rise, permafrost melt and disasters); policies; funding; emergency planning; food and water security (i.e. dealing with contamination, animal management, land conservation, and shifts in agriculture); shifting behaviours (both population and individual level – i.e. mass migration, shift in social economies - going back to old ways, sharing economy, etc., reducing carbon footprint); IPCC vulnerability to climate change definition
 - To learn of different case studies of climate change adaptation from the global to local level

ACTIVITIES:

Presentation: *Intro to Climate Change Adaptation* – Climate change scientist will provide introduction to climate change adaptation, mitigation and monitoring with case examples from the global to national level (30 mins.)

Presentations and Film Screening: *Community Stories of Adaptation* – Showcase stories of local climate change adaptation; watch associated films (if applicable) and read documentation (75 mins. *includes 20 mins. Q&A)

Group Reflection: In small groups, explore community stories through documentation and then

come together as a group to discuss (60 mins.)

Break/Buffer Time: 15 mins.

Note: *A resident artist will create a graphic depiction of the discussions

RESOURCES:

- Links:
 - Adaptation Library (resources for climate adaptation):
<http://www.adaptationlibrary.com/#/options/NOR#top>
- Videos:
 - Al Gore's Ten-in-Ten (video of Al Gore's presentation):
https://www.climaterealityproject.org/truth?utm_source=twitter&utm_medium=social&utm_campaign=AIS
 - Kluane First Nation's Remembering Our Past Nourishing Our Future:
<https://www.youtube.com/watch?v=4XjVOWzIPfE>
 - Selkirk First Nation's Keeping Our Traditions:
<https://www.youtube.com/watch?v=83w3iBDK684>
- Documents:
 - Selkirk First Nation's Fish Camp Guidebook: <https://tinyurl.com/y7e7yhyx>
 - Selkirk First Nation's Adapting to Climate Change and Keeping Our Traditions:
<https://tinyurl.com/yab66o4z>
 - Kluane First Nation's Nourishing Our Future: <http://www.aicbr.ca/kfn-project>
 - (David Suzuki's) All Over the Map- A comparison of Provincial climate change plans:
[http://www.davidsuzuki.org/publications/downloads/2005/All Over the Map.pdf](http://www.davidsuzuki.org/publications/downloads/2005/All%20Over%20the%20Map.pdf)

DELIVERABLES:

- Notes from discussions and presentations
- Graphic depiction of discussions

Session 1, Unit 3: Community Adaptation, Assessment & Community-Based Research
Training Day 3

Unit Objectives:

- To analyze community adaptation through a First Nations' perspective of earth, air, fire, and water
- To understand community-based research and its application in assessing climate change opportunities and strengths in community
- To develop community assessment tools
- To connect with other community members and share about lessons learned so far with regards to climate change training

| Lesson 5 – Community Adaptation (part 2) (3.25 hours) | | |
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| <i>Teaching Method:</i> demonstration (in class presentation); storytelling; activity; group discussion | <i>Instructors:</i> guest Elder/Indigenous knowledge expert (climate change and Indigenous resilience); resident Elder; co-facilitators (Indigenous and non-Indigenous) | |
| SKILLS: | | |
| Think: critical thinking and analysis; individual/group reflection | Feel: sense one’s place in the world and grasp impact of one’s actions, feel connected to a wider world and empowered to act | Do: present to peers; conduct preliminary research and observation; work as part of a team; independent study; develop communication skills (public speaking and active listening) |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To analyze community adaptation through the Four Elements of Climate Change Model ● To debrief and share with each other what is going on in each respective community and reflect on the lessons of the day ● To learn about and discuss the role of community action and Indigenous leadership in advancing global/social change | | |
| ACTIVITIES: | | |
| <p>Recap: Facilitators will give a short overview of the previous day’s lessons and introduce the activity (10 mins.)</p> <p>Activity 4: Four Elements of Climate Change Reflection (Regional Groups) – Using a flip chart, have youth in their regional groups start to fill out the Four Elements of Climate Change Model with the climate change adaptation activities, programs and policies that are going on in their</p> | | |

community (make sure to use different colours to distinguish each community) (45 mins.)

Sharing & Discussion: Groups present their diagrams (encourage all youth to speak); once all presentations are done, facilitators and Elders will ask questions to prompt some discussion (90 mins.)

Presentation: *Change, Action and Leadership* – A guest Elder will tell a story of climate and social change from pre-settlers to present day within Indigenous communities and why community action and Indigenous leadership matters on the ground (20 mins.)

Elder Reflection: Local Resident Elder will add a Yukon perspective to the guest presentation with some personal reflections (20 mins.)

Break/Buffer Time: 15 mins.

Note: *An Invited Artist will create a “story map” of the presentations

SUGGESTED RESOURCES:

- Links:
 - Canadian Communities Guidebook for Adaptation to Climate Change (pdf): <https://www.adaptationclearinghouse.org/resources/canadian-communities-guidebook-for-adaptation-to-climate-change.html>

DELIVERABLES:

- Notes from discussions and presentations
- Four Elements of Climate Change Model (flip charts) – *Climate Change Adaptation in My Community*
- Graphic depiction of discussions

Lesson 6 – Community Assessment & Intro to Community-Based Research (4 hours)

Teaching Method: demonstration (in class presentation); activity; individual/group reflection

Instructors: guest Elder/Indigenous knowledge expert (climate change and Indigenous resilience); resident Elder; co-facilitators (Indigenous and non-Indigenous)

SKILLS:

Think: critical thinking and analysis; planning (setting community-based research/assessment plan, set actionable goals and identify areas of strength and challenge)

Feel: feel connected to a wider world and empowered to act

Do: create research/assessment materials (be able to create a questionnaire and other oral story gathering tools); take notes; work as part of a team; do independent study; follow community’s research protocols

OBJECTIVES:

- To understand community-based research (CBR) and its application in assessing community opportunities and strengths
 - *Suggested Topics:* What is CBR (locally adapted principles); quantitative vs. qualitative research; interviewing; focus groups; group brainstorming; probing; communication and note-taking; observation; consent forms; the role of research in advancing climate change adaptation; community assessment protocols
- To introduce the community assessment, go through the process together and review intended outcomes
- To develop an information gathering strategy and interview questions for future use during community assessment
- To practice taking notes during an interview

ACTIVITIES:

Presentation: *Community-Based Research and Community Assessment* – local community-based research (CBR) experts will introduce CBR and its application in assessing community opportunities and strengths (30 mins.)

Mock Interview: Facilitators will demonstrate the process of a qualitative interview while youth are encouraged to walk through the processes in their handouts and ask questions; have youth practice taking notes (60 mins.)

Activity 5: *Develop Assessment Plans* – All youth develop a plan for completing their community assessment; have youth think through their assessment plan using guiding questions of *what-who-where-when-how?* Have youth work independently or in groups, if there are multiple people from the same community; facilitators and Elders will circulate and help youth devise their plans (40 mins.)

Activity 6: *Develop Interview Questionnaire* – Develop 4-5 questions around climate change using the four elements as a guide to gather information on community's strengths and opportunities for climate change action; youth will continue to work on developing their community assessment plans for who to talk to, when and how information will be documented/shared/validated, and thinking through anticipated challenges and how they will deal with them (*see community assessment toolkit*); facilitators and Elders will circulate and help youth devise their plans (90 mins.)

Break/Buffer Time: 20 mins.

SUGGESTED RESOURCES:

- Links/Documents:
 - Community Assessment Toolkit: <http://tinyurl.com/y69unboa>
 - Community-Based Research: <http://www.aicbr.ca/community-based-research/>

DELIVERABLES:

- Notes from discussions and presentations
- Community assessment plans drafted
- Notes from mock interview

Optional Session: Evening Networking Dinner & Discussion
Building Connections between Community Practitioners & Youth

Objectives:

To explore current climate change areas and understand policy and individual and societal influences

(Suggested topics: Climate change debate; political influences; major climate change policies and climate change agreements (Paris Accord); impacts of economics & trade (globalization, capitalism); individual actions that contribute to climate change)

To network, build connections and share lessons learned with other youth and community members involved in climate change-related work

ACTIVITIES:

Opening Remarks and Youth Address: Two nominated youth (male and female) will address the guests (including invited political delegates) with a call to action statement prepared ahead of time by YIC4 youth

Political Address: Political delegates who are in attendance are invited to make a public statement in response to the youth speeches

Keynote Speech

Youth Reflection: Nominated youth offers response to Elder remarks

Question and Answer/Discussion

Closing: *Drumming and Circle Dance*

Session 1, Unit 4: Assessing Community & Indigenous Leadership
Training Day 4

Unit Objectives:

- To practice interviewing/information collection skills and refine interview questionnaire
- To learn about future opportunities for First Nations communities in the area of climate change adaptation
- To learn about the Indigenous Leadership Initiative and the opportunities for Yukon and elsewhere
- To understand the importance of Indigenous leadership in advancing nationhood, self-determination, protection of homelands, and reconciliation
- To personally reflect on lessons learned and ways of applying information post-training
- To review next steps and planning

| Lesson 7 – Community Assessment – Part 2 (3.5 hours) | | |
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| <i>Teaching Method:</i> demonstration (in class presentation); activity; individual/group reflection | <i>Instructors:</i> resident Elder; topic expert (mapping); co-facilitators (Indigenous and non-Indigenous) | |
| SKILLS: | | |
| Think: critical thinking and analysis; planning (setting community-based research/assessment plan, set actionable goals and identify areas of strength and challenge) | Feel: feel connected to a wider world and empowered to act | Do: create research/assessment materials (be able to create a questionnaire and other oral story gathering tools); practice interviewing and survey conducting/inventory skills; work as part of a team; do independent study; develop communication skills (public speaking and active listening) |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To learn about current climate change adaptation, mitigation and monitoring activities, programs and policy within territory and specific initiatives for First Nations ● To continue to develop the community assessment plan and interview questions for each | | |

- youth/community and gather feedback from peers/instructors on the plan
- To practice interviewing skills and refine interview questions

ACTIVITIES:

Recap: As a group, youth will debrief the previous day’s lessons and facilitators will provide an overview of the agenda for the day; invite Elder reflections as well (20 mins.)

Activity 7: Mapping Climate Change – Local topic expert will introduce inventory relevant mapping initiatives and ask youth to build onto the story-mapping board; add initiatives that are missing to the question: “What’s happening in my community with climate change adaptation, mitigation, monitoring?” (30 mins.)

Activity 8: Continue Developing Assessment Plans – Youth will continue working on their community assessment plans and get feedback from Elders and facilitators (40 mins.)

Activity 9: Interview – In pairs (mix and match communities), youth will practice their interview skills and available Elders/instructors will circulate and provide feedback; youth will continue working on revising their plan and questionnaires following feedback (110 mins.)

Break/Buffer Time: 15 mins.

SUGGESTED RESOURCES:

- Links:
 - Arctic Adaptation Exchange: <http://arcticadaptationexchange.com/>
 - Community Assessment: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>
 - Community-Based Research: <http://www.aicbr.ca/community-based-research/>

DELIVERABLES:

- Notes from discussion and presentations
- Story mapping board
- Community assessment plan drafted

Lesson 8 – Indigenous Leadership Initiative and Wrap-Up (3.5 hours)

Teaching Method: demonstration (in class presentation); storytelling; group discussion; video(s)

Instructors: guest Elder (Indigenous Guardians Program); co-facilitators (Indigenous and non-Indigenous); local experts (climate change research)

SKILLS:

Think: critical thinking and analysis; reflection; planning (setting community-based research/assessment plan, set actionable goals and identify

Feel: sense one’s place in the world and grasp impact of one’s actions; feel connected to a wider world and empowered to act; consider self-care in

Do: develop communication skills (public speaking and active listening); participate in debriefing activities; evaluate learning

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| areas of strength and challenge) | dealing with tough issues | |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To learn about the Indigenous Leadership Initiative and the Indigenous Guardians Program as opportunities for the Yukon <ul style="list-style-type: none"> ○ To understand the importance of Indigenous leadership in advancing Nationhood, self-determination, protection of homelands and reconciliation ● To personally reflect on lessons learned and ways of applying information post-training ● To fill out evaluation questionnaire about the training ● To review next steps and planning: <ul style="list-style-type: none"> ○ Community Assessment – timeline; funding; expectations ○ Support Network – opportunities & handbook of further resources ○ Ongoing Training Opportunities – to identify the areas of interest for further training ○ Communications Plan – sharing contact info, create a Facebook group, frequency of check-ins ● To debrief the weeks’ lessons and discuss plans for the future, opportunities that arose from training, and general thoughts and feelings about wider themes of climate change, Indigenous leadership, reconciliation, research, etc. | | |
| ACTIVITIES: | | |
| <p>Presentation: <i>Opportunities for the Yukon</i> – Presenter will provide a short introduction to some local initiatives applicable for Yukon First Nations and share some relevant resources/news (10 mins.)</p> <p>Presentation: Indigenous Leadership Initiative/Indigenous Guardians Program – Speaker will introduce youth to the nation-wide, Indigenous Leadership Initiative and discuss current opportunities such as the National Indigenous Guardians Network; this will be followed by a presentation from an Indigenous Guardian (30 mins.)</p> <p>Activity 10: Personal Reflection – As on the first day, each student will fill out a handout with the questions: “What have I learned; how do I see my actions changing in my community; and what ways can I help my community adapt to climate change?”; after youth have had a chance to answer the questions on their own, ask them to come up to the diagram of Four Elements of Climate Change Model (like they did on first day) and get them to write down what they know now about climate change in one (or more) of the four quadrants (20 mins.)</p> <p>Presentation: Final Wrap Up & Next Steps – Co-facilitators will review the assessment package resources and next steps, ask youth to fill out evaluation form and exchange contact information, strategize for ongoing communications, and discuss expectations for engagement (40 mins.)</p> <p>Circle: Discussion/Debrief – In a circle, lead youth through a final debrief; youth can share their thoughts, feelings, actions related to the wider themes of climate change and adaptation or on a specific presentation from the previous four-days (90 mins.)</p> <p>Closing: Prayer/Ceremony: An Elder will lead the group through a closing prayer and ceremony</p> | | |

(10 mins.)

Break/Buffer Time: 15 mins.

RESOURCES:

- Links:
 - Climate Change Initiatives and Resources – Yukon Government:
<http://www.env.gov.yk.ca/air-water-waste/yukongovernmentinitiatives.php>
 - Photovoice - http://www.pwhce.ca/photovoice/pdf/Photovoice_Manual.pdf
- Videos:
 - ILI Indigenous Guardians Program:
<https://www.youtube.com/watch?v=q4W1gTWcut0>

DELIVERABLES:

- Notes from discussion and presentations
- Personal Reflection
- Evaluation Questionnaire
- Large master diagram of Four Elements with Climate Change Model with sticky notes of what youth know about climate change – then and now (*as a form of evaluating collective knowledge*)
- Final community assessment planning worksheets (ensure to get copies from each youth/community and that they keep the original in their participant binder)
- Contact list and agreement on best form of ongoing communications

-----End of Session 1, Year 1-----

Session 2, Unit 1: Recapturing Climate Change: Global to Local
Training Day 1

Unit Objectives:

- To review the basics of climate change from the global to local level
- To understand the difference between various climate change actions and terminology (i.e. adaptation, mitigation and monitoring) and explore examples from the global to local level
- To understand community-based research and its application in assessing climate change opportunities and strengths in community
- To analyse community experiences and explore themes for climate change action that arose during the community assessment phase
- To identify climate change actions going on at the community level using the Four Elements of Climate Change Model

Lesson 1 – Recapturing Climate Change Adaptation from the Global to Local (3.25 hours)

| | |
|---|---|
| <i>Teaching Method:</i> demonstration (in class presentation); storytelling; video(s); group discussion/debrief | <i>Instructors:</i> co-facilitators (non-Indigenous and Indigenous), topic expert (water security researcher/scientist), resident Elder |
|---|---|

SKILLS:

| | | |
|---|--|--|
| Think: critical thinking and analysis; individual/group reflection | Feel: explore feelings around climate change; sense one’s place in the world and grasp impact of one’s actions; feel connected to a wider world and empowered to act; consider self-care in dealing with tough issues | Do: develop communication skills (public speaking and active listening); participate in debriefing activities |
|---|--|--|

OBJECTIVES:

- To recapture the **basics** of climate change science
- To understand the **causes** and **effects** of climate change from both Indigenous and scientific perspectives, from the global to the local level
- To understand the differences between **adaptation, monitoring and mitigation**
- To focus on the element of: **water**, within the Four Elements of Climate Change Model
 - To understand how water security relates to climate change at the local and national levels
 - To explore community experiences from nearby regions

ACTIVITIES:

Introductions/Roundtable: In a circle, ask everyone to take a couple of minutes to introduce themselves (20 mins.)

Welcome Remarks: Facilitators will review the agenda, purpose of the training, course objectives, and handbook/toolkit. Facilitators will help the youth develop their own guidelines on responsible behaviour and participation by reviewing those made from Training Session 1 and making any additions necessary, using a large flip chart (10 mins.)

Activity 1: Icebreaker – Conduct an icebreaker activity to get youth moving around and feeling more comfortable with each other (15 mins.)

Presentation: Recap of Climate Change – Presentation recapping Session 1 for new and returning youth; setting the foundation of climate change knowledge from global to local perspectives (i.e. climate change science, causes/effects, differences between adaptation/mitigation/monitoring); include youth participation in recapping and reaffirming knowledge (30 mins. *includes 10 mins. Q&A)

Presentations: Water – Global to Local Context and Adaptation – Guest presentations on climate change and adaptation pertaining to the element of Water. A researcher/scientist will present on the global water crisis and provide adaptation examples from the global to local perspective (showcase video(s) to provide visual aid); followed by a First Nations Waterkeeper presentation on Indigenous perspectives around water security (75 mins.)

Circle: Discussion/Debrief: In a circle, youth will be led through a discussion and reflection from the morning’s presentations by the Resident Elder (30 mins.)

Break/Buffer Time: 15 mins.

SUGGESTED RESOURCES:

- Links:
 - Arctic Adaptation Exchange: <http://arcticadaptationexchange.com/>
- Videos:
 - Norma’s Story (animated flim): https://www.nfb.ca/film/normas_story/
 - Short climate change visualization: https://www.youtube.com/watch?time_continue=26&v=X8XqHwSrakA
 - Water videos:
 - https://www.youtube.com/watch?v=1_HBgvmrhGU
 - https://www.youtube.com/watch?v=JPnydar_ci4
 - <https://www.youtube.com/watch?v=LcFD91eB-5w>

DELIVERABLES:

- Notes from presentations and discussion

Lesson 2 – Exploring Community Assessments (3.75 hours)

Teaching Method: demonstration (in class presentation – by youth and guests); storytelling; group discussion/debrief

Instructors: co-facilitators (non-Indigenous and Indigenous), topic expert (fire security strategies/adaptation), First Nations Chief (community story, fire security); resident Elder

SKILLS:

Think: critical thinking and analysis; individual/group reflection

Feel: explore feelings around climate change; sense one’s place in the world and grasp impact of one’s actions; feel connected to a wider world and empowered to act; consider self-care in dealing with tough issues

Do: analyze community assessment materials; deliver presentation to peers; work as part of a team; develop communication skills (public speaking and active listening); participate in debriefing activities

OBJECTIVES:

- To explore the impacts of climate change on local communities and learn about the community-based assessment process of identifying strengths and opportunities for community action
 - To hear lessons learned from youth champions who have conducted a community assessment
- To focus on the element of: **fire**, within the Four Elements of Climate Change Model
 - To introduce the topic of fire security and learn about climate change adaptation measures as it relates to fire
 - To explore community experiences from nearby regions

ACTIVITIES:

Presentations: Community Assessments – Youth champions who have conducted a community assessment will each present on their community’s process; short clips of video from the community assessment phase will be showcased; draft copies of the community assessment reports will be circulated and reviewed (120 mins. *30 mins. each community, four participating communities)

Elder Reflections: Resident Elder will share their reflections on the youths’ work and lead the group through Q&A and discussion (20 mins.)

Presentations: Fire - Community Adaptation Strategies – Guest presentations on climate change and adaptation pertaining to the element of Fire. A First Nations Chief will present on his/her community’s experiences with dealing with a wildland fire crisis; followed by a local wildland fire expert’s presentation on current strategies for dealing with and preventing wildland fires (35mins.)

Circle: Discussion/Debrief: In a circle, youth will be led through a discussion and reflection from

the day's presentations by the Resident Elder. A particular emphasis will be placed on creating a culturally safe environment to discuss any emotions that may have arisen during the community presentations and to promote mental health and wellness (30 mins.)

Elder Reflections: Resident Elder will share their reflections and final thoughts before closing the day with a prayer (10 mins.)

Break/Buffer Time: 15 mins.

SUGGESTED RESOURCES:

- Videos:
 - YIC4 film clips from community assesment phase (*full mini film series in production, links to be posted on AICBR website*): www.aicbr.ca/yic4
- Links:
 - Yukon Wildland Fire: <http://www.community.gov.yk.ca/protectiveservices/about-yukon-wildland-fire-management.html>
 - Fire smarting: <http://www.community.gov.yk.ca/protectiveservices/firesmart.html>
 - Fire smart home and family plan: <https://www.getprepared.gc.ca/cnt/plns/mk-pln-en.aspx>
- Documents:
 - Community Assessment Reports (*will be posted on AICBR website once completed*): www.aicbr.ca/yic4
 - Community Assessment Toolkit: <http://tinyurl.com/y69unboa>
 - Community-Based Research: <http://www.aicbr.ca/community-based-research/>

DELIVERABLES:

- Notes from presentations and discussion
- Reviewed community assessment reports with youth feedback

Session 2, Unit 2: Developing Ideas for Adaptation
Training Day 2

Unit Objectives:

To explore ways in which individual, community, national and global actions impact our climate

To further analyze community assessments and develop community-based ideas for climate action projects

To draft a mini proposal for a community-based climate adaptation project idea

To understand components of a good proposal

To explore climate change adaptation at the local and global level through the four elements of climate change, with an emphasis on elements of Earth and Air

To explore the topic of Indigenous food sovereignty and discuss various food security issues in Canada

To learn about Indigenous Guardians programs and their potential for climate adaptation and advancing Indigenous sovereignty and nationhood

To explore community experiences from nearby regions

To create plans for adaptation projects and discuss opportunities for community education and engagement

Lesson 3 – Developing Ideas for Adaptation (3.5 hours)

Teaching Method: demonstration (in class presentation); brainstorming; activity; group discussion/debrief

Instructors: co-facilitators (non-Indigenous and Indigenous); resident Elder; climate change community liaison

SKILLS:

Think: critical thinking and analysis; individual/group reflection; brainstorm; planning (setting community-based research/assessment plan, set actionable goals and identify areas of strength and challenge)

Feel: explore feelings around climate change; sense one’s place in the world and grasp impact of one’s actions; consider self-care in dealing with tough issues

Do: analyze community assessment materials; develop own project ideas; work as part of a team; do independent study; develop communication skills (public speaking and active listening)

OBJECTIVES:

- To explore ways in which individual, community, national and global actions impact our climate
- To further analyze community assessments and develop community-based ideas for climate adaptation projects
- To explore climate change adaptation at the local and global level through the four elements of climate change
 - To draft a mini proposal for a community-based climate adaptation project idea

ACTIVITIES:

Recap/Q&A: Debrief the previous day's lessons and provide an overview of the agenda for the day; focus on integration of material and working through knowledge gaps for the new and returning youth (40 mins.)

Activity 2: Four Elements of Climate Change Reflection (Community Groups) – Have youth break off into community groups and using a flip chart paper, draw out the Four Elements of Climate Change Model. Youth will fill in the quadrants according to the question: *What's going on with climate change in my community?* This is an activity for communities who did not conduct a community assessment; youth who have already conducted an assessment can join other communities to help facilitate (30 mins.)

Activity 3: Dive Deeper into Community Assessments (Community Groups) – In community groups, explore key themes that arose in the community assessments; read community assessment toolkit and reports and discuss adaptation opportunities and priorities (30 mins.)

Presentation: Developing Ideas for Adaptation – The climate change community liaison with Council of Yukon First Nations will present on how to develop a project idea; the climate change community liaison assists communities in developing project ideas and proposals for Crown-Indigenous Relations and Northern Affairs Canada's (CIRNAC) climate change preparedness and health adaptation funding pots (30mins.)

Activity 4: Community Brainstorming (Community Groups) – In community groups, have youth brainstorm ideas for their community action projects; ask them to consider their four elements of climate change reflection (and/or their community assessment) and to build on what is working in community (30mins.)

Activity 5: Draft a Project Proposal – Working through the worksheet and referencing Activity 4, youth will build a mini proposal for their climate action project – thinking through the “*who, what, when, where, and why?*” (40mins.)

Break/Buffer Time: 15 mins.

SUGGESTED RESOURCES:

- Documents:
 - Community Assessment Reports (*will be posted on AICBR website once published*): www.aicbr.ca/yic4

- Community Assessment Toolkit: <http://tinyurl.com/y69unboa>
- Community-Based Research: <http://www.aicbr.ca/community-based-research/>

DELIVERABLES:

- Brainstormed ideas for projects
- Four Elements of Climate Change Model reflection from communities who did not participate in communities assessment
- Notes from presentations and discussion

Lesson 4 – Food Security & Indigenous Guardians (4.0 hours)

Teaching Method: demonstration (in class presentation & video); individual/group reflection; group discussion/debrief

Instructors: co-facilitators (non-Indigenous and Indigenous); resident Elder; topic expert (food security researcher/scientist); Indigenous expert (species protection); Indigenous Guardian

SKILLS:

Think: critical thinking and analysis; individual/group reflection

Feel: explore feelings around climate change; sense one’s place in the world and grasp impact of one’s actions; consider self-care in dealing with tough issues

Do: work as part of a team; do independent study; develop communication skills (public speaking and active listening); participate in debriefing activities

OBJECTIVES:

- To focus on the elements of: **air and earth**, within the Four Elements of Climate Change Model, with a particular emphasis on how they relate to food security
 - To explore the topic of Indigenous food sovereignty and discuss various food security issues in Canada
 - To learn about Indigenous Guardians programs and their potential for climate adaptation and advancing Indigenous sovereignty and nationhood
 - To explore community experiences from nearby regions
- To create plans for adaptation projects and discuss opportunities for community education and engagement

ACTIVITIES:

Presentation: Indigenous Peoples Food Security in Canada – Guest presentation and discussion on Indigenous people’s food security and food sovereignty issues and history in Canada, from pre-colonial contact to present day (90mins.*includes 20 mins Q&A)

Presentation: Chronic Wasting Disease – Guest presentation on some current issues related to food security and climate change in the Yukon (i.e. information about chronic wasting disease in deer); discussion around education and engagement ideas related to such high priority issues (60mins.)

Circle: Discussion/Debrief – In a circle, Resident Elder will lead youth through discussion, paying particular attention to promoting culturally safe space and highlighting mental wellness strategies as group moves through tough topics related to climate change and colonialism (20mins.)

Presentation/Video: Indigenous Leadership Initiative and Indigenous Guardians – Presentation about the Indigenous Leadership Initiative and National Indigenous Guardians program and network; local Indigenous Guardian will then present on experiences taking care of the land, water and community as part of wider community land stewardship initiatives (30 mins.)

Circle: Discussion/Debrief - In a large group, youth will debrief from the day’s lessons and share some individual proposal ideas (30 mins.)

Break/Buffer Time: 15mins.

RESOURCES:

- Videos:
 - ILI Indigenous Guardians: <https://www.youtube.com/watch?v=q4W1gTWcut0>
 - Chronic Wasting Disease: <https://www.youtube.com/watch?v=67v1hkt-T3E>
- Documents:
 - Chronic Wasting Disease: <https://www.ofah.org/wp-content/uploads/2018/10/The-Challenge-of-CWD.pdf>
 - Hunger, malnutrition, and chronic disease in residential schools: <http://www.cmaj.ca/content/189/32/E1043>
<https://online.liverpooluniversitypress.co.uk/doi/abs/10.3828/bjcs.2017.9>

DELIVERABLES

- Notes from presentations and discussion

Session 2, Unit 3: Presentation and Storytelling
Training, Day 3

Unit Objectives:

To learn the power of storytelling

To develop a compelling narrative to talk of climate change and influence action

To refine project proposal development skills and create a PowerPoint presentation to summarize main points

To practice computer, writing and oral presentation skills

| Lesson 5 – Storytelling and Proposal Development (3.0 hours) | | |
|--|---|--|
| <i>Teaching Method:</i> demonstration (in class presentation); activity; storytelling; group discussion | <i>Instructors:</i> co-facilitators (non-Indigenous and Indigenous); resident Elder; climate change community liaison | |
| <i>Technical Requirements:</i> access to computers (at least one per community group) | | |
| SKILLS: | | |
| Think: critical thinking and analysis; individual/group reflection; brainstorming; planning (setting community-based research/assessment plan, set actionable goals and identify areas of strength and challenge) | Feel: feel connected to a wider world and empowered to act | Do: develop a project proposal; put together a compelling narrative; develop communication and computer skills (public speaking, written, PowerPoint) |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To learn about proposal development and the components that go into a good project proposal ● To understand the power of storytelling and how to build a compelling narrative through an Indigenous lens ● To develop a project proposal for a community-based climate change action project ● To search the internet for background material and further references to strengthen project proposal | | |
| ACTIVITIES: | | |

Recap: As a group, youth will debrief the previous day's lessons and facilitators will provide an overview of the agenda for the day; invite Elder reflections as well (30 mins.)

Presentation: *The Power of Storytelling* – Resident Elder will introduce storytelling as a tool for changemaking, teach the components of a good story and talk about how to tell stories in an Indigenous way as well as discuss the ethics of sharing (20mins.)

Presentation: *What Makes a good Proposal* – As a follow-up to Day 2's presentation, *Developing Ideas for Adaptation*, the climate change community liaison will present on how to further develop project ideas into a good proposal; presentation will be catered towards proposals to two relevant federal funding pots within CIRNAC that can fund future climate change adaptation projects (20mins.)

Activity 6: *Develop a Proposal* – As a follow-up to Activity 5, youth will work within their community groups to further flesh out their proposals for community-based climate change action projects, utilizing the internet to search for background and reference material to strengthen their proposals (95mins)

Break/Buffer Time: 15mins

SUGGESTED RESOURCES:

- Links:
 - Climate Change and Health Adaptation Program: <https://www.sac-isc.gc.ca/eng/1536238477403/1536780059794>
 - Climate Change Preparedness in the North Program: <https://www.aadnc-aandc.gc.ca/eng/1481305554936/1481305574833>

DELIVERABLES:

- Draft proposal for project idea
- Notes from presentations and discussion

Lesson 6 – Delivering a Powerful Presentation (3.25 hours)

Teaching Method: demonstration (in class presentation); activity; group discussion

Instructors: topic expert (research and communications); resident Elder

Technical Requirements: access to computers (at least 1 per community group)

SKILLS:

Think: critical thinking and analysis; reflection (individual and group); brainstorming; planning (setting community-based research/assessment plan,

Feel: feel connected to a wider world and empowered to act

Do: develop a project proposal; put together a compelling narrative tell stories; develop communication and computer skills (public speaking, written, PowerPoint); work as part of a

| | | |
|--|--|---|
| set actionable goals and identify areas of strength and challenge) | | team; do independent study; follow community's research protocols |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To develop a compelling narrative to talk of climate change and influence action ● To build a PowerPoint presentation to summarize main points of project proposal ● To practice computer, writing and oral presentation skills ● To deliver a powerful oral presentation and gain feedback from peers | | |
| ACTIVITIES: | | |
| <p>Presentation: <i>Putting Together a Good PowerPoint Presentation</i> – Presenter will focus on the technical, narrative and structural elements of putting together a good PowerPoint presentation (10mins)</p> | | |
| <p>Activity 7: <i>Make a PowerPoint Presentation</i> – Youth will work within their community groups to put together their PowerPoint presentations, which will highlight the components of their proposals; the intended final audience for these presentations is youth's respective communities (120mins.)</p> | | |
| <p>Presentation: <i>Delivering a Persuasive Presentation</i> – Presenter will identify the components of delivering a persuasive presentation to a targeted audience, emphasizing effective communications skills and body language (15mins.)</p> | | |
| <p>Activity 8: <i>Practice Delivering Presentations</i> – Have youth work in community groups to practice delivering presentations; encourage youth to give each other constructive feedback; facilitators and Resident Elder will circulate and assist (30mins)</p> | | |
| <p>Break/Buffer Time: 20mins</p> | | |
| SUGGESTED RESOURCES: | | |
| <ul style="list-style-type: none"> ● Links: <ul style="list-style-type: none"> ○ 5 Principles for Making PowerPoint Slides With Impact: https://www.forbes.com/sites/allbusiness/2013/11/25/7-principles-for-making-powerpoint-slides-with-impact/#7e90466d4d03 | | |
| DELIVERABLES | | |
| <ul style="list-style-type: none"> ● PowerPoint presentations and project proposals ● Notes from presentations and discussion | | |

Session 2, Unit 4: Inspiring Future Leaders and Advocating for Change
Training Day 4

Unit Objectives:

To become inspired as a community climate change champion and develop confidence in being a leader

To develop a compelling narrative to talk of climate change and influence action

To strengthen skills in the areas of mental wellness and communication as it relates to being a Indigenous community champion for climate change

To develop communications and advocacy skills for advancing community change

To apply advocacy skills in developing a communications campaign around a local, pertinent issue

To deliver a persuasive oral presentation

To reflect on key lessons learned from the training and identify ways of applying information post-training

| Lesson 7 – Inspiring Future Leaders (3.75 hours) | | |
|---|---|--|
| <i>Teaching Method:</i> demonstration (in class presentation); activity | | <i>Instructors:</i> local community champions/leaders, resident Elder, co-facilitators (Indigenous and non-Indigenous) |
| SKILLS: | | |
| Think: individual/group reflection | Feel: feel connected to a wider world and empowered to act | Do: develop communication and computer skills (public speaking, written, PowerPoint); deliver oral presentation and tell stories; work as part of a team; follow community’s research protocols |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To connect lessons to wider world, sense one’s place in it and to feel inspired by existing community champions | | |

- To learn from the experiences of young, Indigenous leaders at the national and local levels
- To deliver oral presentation to peers on community project proposal outline
 - To practice giving a formal presentation, utilizing good communication skills (including body language, eye contact and verbal cues)
- To learn from other communities about potential community actions and plans to adapt or counteract climate change

ACTIVITIES:

Recap: As a group, youth will debrief the previous day’s lessons and facilitators will provide an overview of the agenda for the day; invite Elder reflections as well (10 mins.)

Presentation: *Stories from Community Leaders (Part 1)* – A young, female Indigenous leader will speak on experiences as a champion for change and present on current opportunities that youth today can get involved in (30 mins. *includes 10 mins. Q&A)

Presentations: *Youth Presentations* – Youth will present their project proposal outlines to the group; ensure that each youth speaks (140 mins.)

Presentation: *Stories from Community Leaders (Part 2)* – A young, male Indigenous leader will speak on experiences as a champion for change and present on current opportunities that youth today can get involved in (30 mins. *includes 10 mins. Q&A)

Break/Buffer Time: 15mins.

SUGGESTED RESOURCES:

- No external resources for this section

DELIVERABLES:

- Youth presentations
- Notes from presentations and discussion

Lesson 8 – Advocating for Change (3.75hours)

Teaching Method: demonstration (in class presentation); group discussion; video(s)

Instructors: local community champions/leaders, resident Elder, co-facilitators (Indigenous and non-Indigenous); topic expert (communications); Grand Chief (certificate ceremony)

SKILLS:

Think: critical thinking and analysis; planning; individual/group reflection

Feel: sense one’s place in the world and grasp impact of one’s actions; feel connected to a wider world and empowered to act; consider

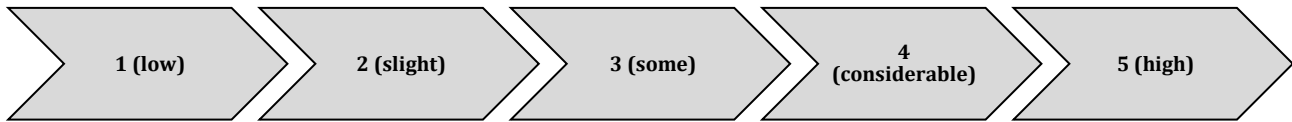
Do: develop communication skills (public speaking and active listening); tell stories; build a communications campaign soundbite;

| | | |
|--|--|--------------------------------------|
| | self-care in dealing with tough issues | participate in debriefing activities |
| OBJECTIVES: | | |
| <ul style="list-style-type: none"> ● To learn about advocacy and develop communications skills for being an advocate for change ● To learn from other Indigenous youth champions and feel inspired to take action on climate change ● To apply recently gained knowledge and skills in communications as part of a communications campaign ● To reflect on lessons learned and identify ways of applying information post-training | | |
| ACTIVITIES: | | |
| <p>Presentation: <i>Inspiring Change: Local Activism as a Tool for Grassroots Action</i> – A local, pertinent topic related to climate change and/or environmental protection will be highlighted; guest speaker(s) will present the history and significance of the issue and demonstrate how grassroots activism can be a powerful tool for inspiring political and/or societal change (20mins.)</p> <p>Workshop/Activity: <i>Advocacy and How to Build an Effective Communications Campaign</i> – Local communications experts will lead youth through developing communications campaign soundbites around a local, pertinent issue (i.e. the fight to protect the Porcupine Caribou Herd); youth will put together communications slogans/messages and be filmed (50mins.)</p> <p>Presentation: <i>Inspiring Future Leaders</i> – A fellow young, future Indigenous leader will deliver speech to youth to inspire them to use their voice as youth to advocate for change; this will be followed by a youth-led discussion on what it means to be an Indigenous community champion for climate change, particular emphasis will be placed on mental wellness needs and strategies for dealing with the feelings of carrying the weight of two worlds on one’s back as a young Indigenous person (60mins.)</p> <p>Final Remarks and Certificate Presentation: A local delegate (i.e. Grand Chief) will deliver final remarks on the training and present each youth with a certificate of completion (20 mins.)</p> <p>Closing: <i>Prayer/Ceremony</i> – Resident Elder will lead the group through a final debrief, closing with a prayer (10 mins.)</p> <p>Break/Buffer Time: 15mins.</p> | | |
| RESOURCES: | | |
| <ul style="list-style-type: none"> ● Links: <ul style="list-style-type: none"> ○ Youth Activist’s Toolkit: https://www.advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/Activist Toolkit/activisttoolkit.pdf ○ Canadian Parks and Wilderness Society – Yukon Chapter (local campaigns): https://cpawsyukon.org/campaigns/ | | |

| DELIVERABLES |
|---|
| <ul style="list-style-type: none">● Evaluation Questionnaire – <i>filled</i>● Communications campaign film clips● Notes from presentations and discussion |

Training Rubric

Scale:



- Shows interest in climate change and related topics (scale of 1-5)
- Is able to communicate needs, ideas and challenges clearly (scale of 1-5)
- Engages in activities and discussion (scale of 1-5)
- Is able to develop plan and set goals (scale of 1-5)
- Is able to work as part of team and be self-motivated (scale of 1-5)
- Shows improvement and growth over the course of the training in various areas (scale of 1-5)
- Attends all days of training (scale of 1-5)

Evaluation: Form to be filled out at end of each training session

i.e. what did you learn; what worked well; how could the training be improved; what key lessons will you take home; what questions do you still have; what topics of training do you wish to see for the future?