

Northern Ontario First Nation

CLIMATE CHANGE WORKSHOP REPORT

Prepared For Indigenous and Northern Affairs Canada and
Health Canada by Four Rivers, Matawa First Nations
Management Environmental Services

December 13 & 14, 2016

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Executive Summary

Climate change is having dramatic impacts on First Nations across Canada. Indigenous and Northern Affairs Canada (INAC), and Health Canada (HC), are supporting First Nations to develop climate change adaptation plans and implement projects to address the impacts. The two ministries collaborated to bring First Nation communities together at The Northern Ontario First Nation Climate Change Workshop held in Thunder Bay, Ontario December 14-15, 2016. Ninety participants attended the workshop from thirty-seven Northern Ontario First Nations and six First Nation organizations (PTOs, TCs).

Representatives from the First Nations Adapt program (INAC), and from Health Canada's Climate Change and Health Adaptation Program (CCHAP) provided information to the workshop participants about climate change impacts and outlined the funding available to First Nations for adaptation projects. The timeframe to apply for funding (mid February 2017 for CCHAP) was the delegates' main concern about the funding opportunities. INAC advised the delegates to apply before April 2017 to access funding for the next fiscal year from the First Nations Adapt program. The programs are targeting at-risk communities and will work to develop project descriptions until the money is gone for each fiscal year.

First Nations that have already undertaken climate change adaptation projects with Health Canada and INAC were invited to deliver presentations about their projects. The information that was shared by the presenters provided workshop participants with an understanding of the types of climate change adaptation and research projects that they could undertake. Dr. David Pearson, Laurentian University gave an overview of climate change impacts in the Far North (Ontario) and spoke about the research that is being conducted in partnership with some Northern Ontario First Nations.

During the workshop the delegates participated in small group discussions in a World Café format. Delegates discussed the climate change impacts that they were observing in their own communities as well as the roles government and First Nations should play in climate change adaptation. The delegates also participated in small group sessions to discuss what actions need to be taken in their communities to prepare for climate change. At the end of the workshop the delegates prioritized the themes that emerged from all of the workshop discussions.

The First Nation delegates are keenly aware of the changes that are taking place in their communities and traditional territories as a result of climate change. They related many of the impacts that they are noticing, including severe storms in the summer, flooding, fires, low water levels, algae blooms, invasive species, changing migration patterns and new disease in wildlife. They raised concerns about climate change impacts on traditional medicines. First Nation delegates from remote communities were particularly worried about a shorter winter road season and the financial and social impacts that it may have on their communities.

Delegates expressed the urgent need for more community-based research that incorporates western science with traditional knowledge. They agreed that research initiatives must be community-driven, community-based, and build First Nation capacity. Training must be provided for community members, especially youth.

Monitoring and studying the water, land and wildlife is key to understanding the impacts of climate change and how communities can respond. Land-based knowledge and activities are essential for First Nations to be able to keep track of what is happening in their territories. Communities need support and resources to develop land-based programs for all ages, and to bring Elders and youth together to ensure the transfer of traditional knowledge. Language, culture, and traditional teachings, along with climate change, need to be part of First Nation school curriculum from junior kindergarten to grade twelve.

Food security is of great concern to both the remote and the drive-in communities. Delegates expressed interest in developing alternative food sources, like community gardens, greenhouses and farms.

Infrastructure is a significant concern for First Nations. Buildings in many First Nations are poorly constructed and may not withstand the intensity of the winds that communities in the Northwest are experiencing. Roads, housing, energy, sewer and water all need to be assessed in the context of potential climate change impacts.

Communities in general know very little about climate change. There is a gap in community awareness and education. First Nations need funding, resources and support in order to engage and educate their leadership and their community members. Many delegates expressed concern that First Nation leadership has a very limited understanding of climate change. They identified the need to educate chiefs and councils to ensure that climate change adaptation is a community priority. Emergency measures preparedness and education is needed in First Nation communities in order to respond to climate change impacts, especially fires and floods.

Networks and partnerships were identified by the delegates as crucial components of First Nation climate change adaptation. Delegates felt that it was important to have relationships with federal and provincial ministry staff, as well as academic institutions, municipalities, tribal councils, PTO's, NGOs, and industry. Many felt that a trained, dedicated community climate change liaison could help First Nations build the partnerships and networks that they need.

Climate change is already having impacts on the health of First Nation members. Delegates were concerned about the increase in chronic disease, but also in new illnesses like Lyme disease that is spread by ticks, which have moved into areas of Northern Ontario. They also are worried about new skin diseases that are afflicting members of their communities, and about the quality of the water they use. The delegates expressed apprehension about the decline of traditional foods and medicine and the impact on their health. They are also worried about the impacts of climate change on mental health. One delegate related that climate change is already affecting the mental health of Elders who are deeply disturbed by the changes they are already witnessing.

The delegates were asked to prioritize the main themes that emerged from the workshop. Infrastructure was by far the most important priority for the delegates, followed by environmental monitoring and youth involvement. Language, culture, and traditional teachings in First Nation school curriculum (JK to grade 12) was the forth priority. Although sustainable funding was rated sixth, it goes without saying that all of the priorities would require sustainable funding and resources.

Introduction



Climate change is having dramatic impacts on First Nations across Canada. First Nations in Northern Ontario are experiencing rain events during winter, severe storms in the summer, flooding, fires, low water levels, algae blooms, diminishing and sick wildlife, hotter summers and milder winters. The impacts of climate change vary from region to region and from First Nation to First Nation. First Nation health and wellbeing is at risk. The Federal Governments has developed programs to assist First Nations with climate change adaptation.

Indigenous and Northern Affairs Canada recently partnered with Health Canada, Four Rivers, Matawa First Nations Environmental Services, and Nookiwin Tribal Council to host a climate change workshop for Northern Ontario First Nations. Ninety-seven participants from thirty-seven First Nations, and six First Nation organizations (PTOs, TCs) attended the Northern Ontario First Nation Climate Change Workshop in Thunder Bay, December 14-15, 2016.

Representatives from the First Nations Adapt Program (INAC) and Health Canada's Climate Change and Health Adaptation Program (CCHAP) provided information to the workshop participants about climate change and its impacts on First Nations in Northern Ontario. They also shared information with the delegates about federal climate change adaptation programs, explaining the criteria for participation and how to access funding.

Professor David Pearson, Laurentian University, gave an overview of climate change impacts in the Far North (Ontario) and spoke about the research that is being undertaken in partnership with some Northern Ontario First Nations. First Nations that have already undertaken climate change adaptation projects with Health Canada and INAC were invited to deliver presentations about their successful projects.

During the workshop the delegates participated in small group discussions in a World Café format. Delegates discussed the climate change impacts that they were observing in their own communities, as well as the roles government and First Nations should play in climate change adaptation. The delegates also participated in small group sessions to discuss what actions need to be taken in their communities to prepare for climate change. At the end of the workshop the delegates prioritized the main themes that emerged from the workshop

This report contains the input that was recorded by the delegates during their discussions, as well as highlights from the presentations that were delivered at the workshop. A graphic recorder captured the themes that emerged during the workshop on four murals, which are also included in this report.



"Our Elders have predicted many of the things that are happening today. We need to bring our traditional knowledge together with western science so that together we may understand everything that is happening to our land and our water, to the animals and to our people so that we can adapt and survive."
– Workshop Participant

Climate Change Perspectives

Presentation Highlights

An Elder's Observations

Victor Pelletier, Fort William First Nation

- ⇒ snow amounts are less
- ⇒ precipitation is erratic – snow, then rain, then snow, then freezing rain,
- ⇒ storms are more intense
- ⇒ new diseases and pest affecting and killing animals, like ticks
- ⇒ deer are moving affecting the moose populations and brining brain worm
- ⇒ The lakes are low. - used to bring a 40 foot boat to shore, now there is only 4 feet of water at the shore
- ⇒ there are algae blooms and more water pollution.



Climate Change, an Overview - Presentation

Professor David Pearson, Laurentian University

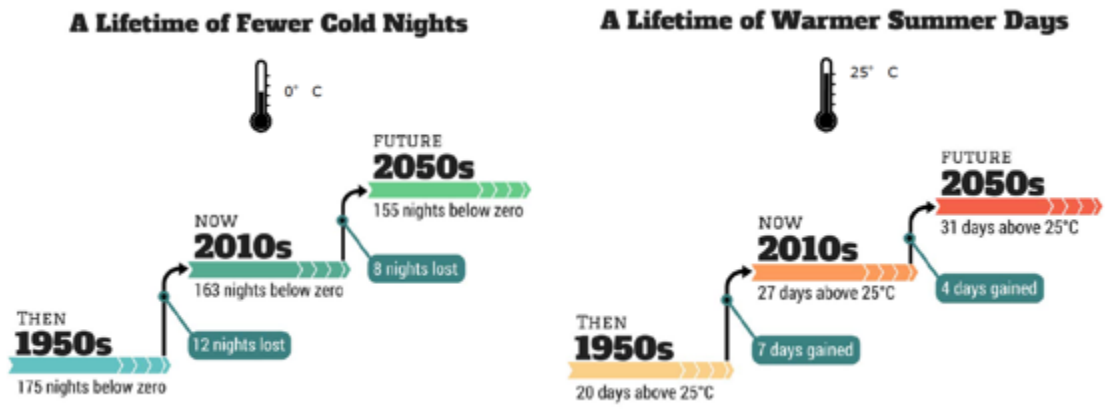
Some Highlights

- ⇒ need to prepare for heat stress, especially for Elders and children, will need cooling stations
- ⇒ communities need infrastructure plans
- ⇒ communities will need evacuation plans
- ⇒ water gas in the atmosphere is contributing to climate change (evaporation from lakes that are not freezing, are warmer or have less ice
- ⇒ more heavy snow days, earlier melts, rain
- ⇒ the North is warming up twice as fast as the rest of the planet
- ⇒ boundaries of the polar air are moving northward
- ⇒ Hudson Bay is a place of special interested – is 7 to 11 degrees warmer than used to be at the end of summer – massive changes in conditions
- ⇒ winters are shortened, fall is extended – winter road season will be 8 days shorter by 2020, and 21 days shorter by 2050 – impacting delivery of food and goods, communities need to prepare, new transportation methods need to be developed

Comments From Participants

- ⇒ fossil fuels need to be phased out. FNs need to participate in alternative and green energy development/implementation

- ⇒ infrastructure needs assessment – water treatment plants can be overrun by storms, housing and buildings not built to withstand the new intense storms
- ⇒ fish are down, Moose are down
- ⇒ less berries and new berries
- ⇒ bees are disappearing (climate change? cell phones? pesticides?)
- ⇒ we should entering a cold cycle (ice age cycles) but we are warming instead



Protecting the Health of Canadians Through Climate Change Adaptation
 Jim Frehs, First Nations and Inuit Health Branch (FNIB), Health Canada

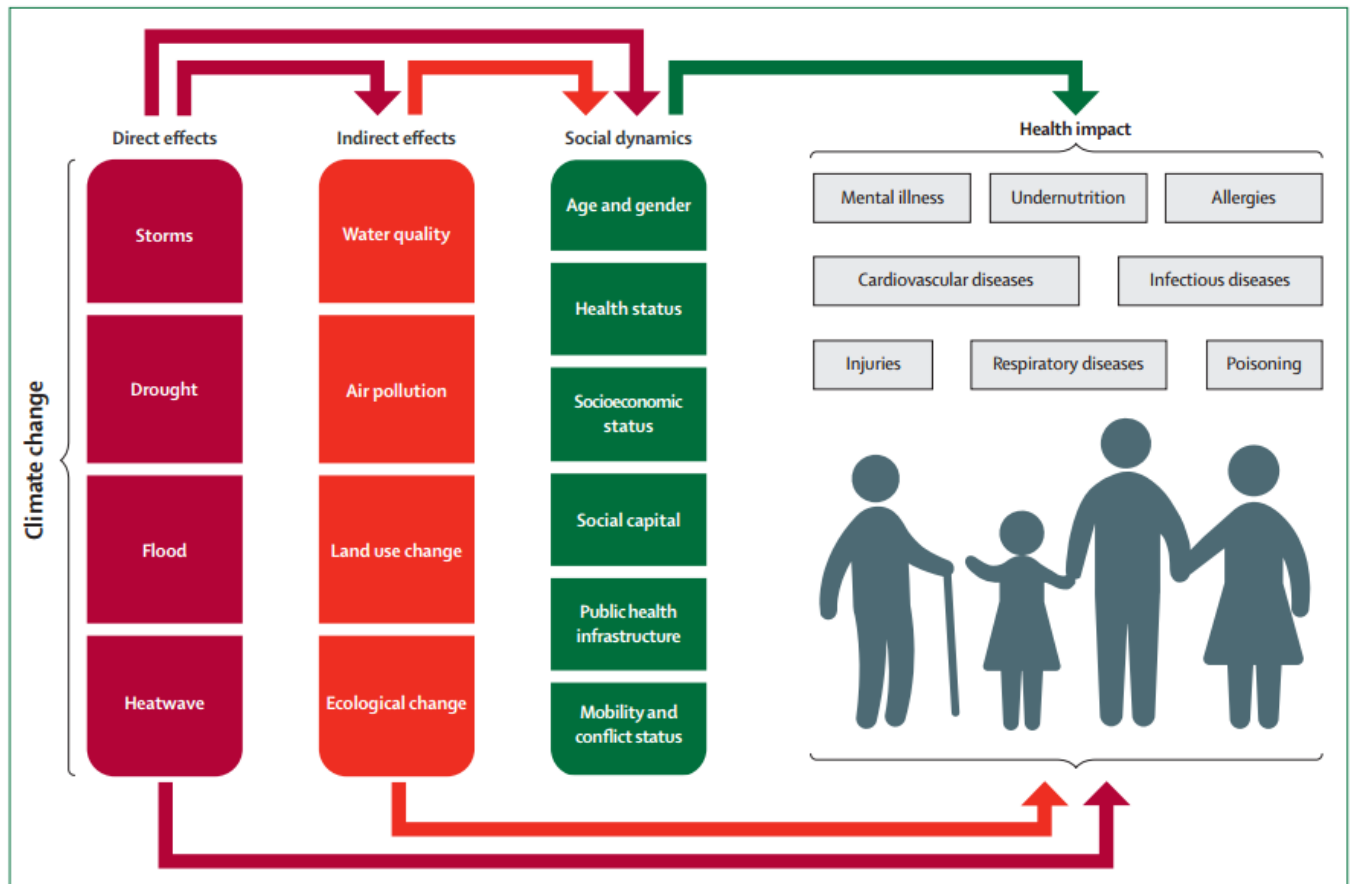
Lessons Learned from the Northern CCHAP

- Adaptation requires a multidisciplinary approach
- Importance of the integration of western scientific and traditional knowledge
- Community led research moves quickly to action
- The resilient a community is, the better prepared it is to adapt to climate change
- Climate change exacerbates existing conditions

How do we adapt to climate health risks



Multiple, Wide Ranging, Interactive Impacts



Extreme Weather Resilience - Presentation

Anita Walker, Indigenous and Northern Affairs Canada (INAC)

Some Highlights

- ⇒ climate adaptation project funds available, competitive process
- ⇒ priority will be communities that experience severe and continuous events and impacts
- ⇒ each community has its own experience with climate change
- ⇒ communities can use funds for emergency measures assistance
- ⇒ Ontario First Nations had 9.6 evacuation events this past year – flooding, wildfires
- ⇒ INAC projects can help communities prepare and adapt
- ⇒ community driven projects are 2-3 years
- ⇒ TK is part of community projects but is kept within the community and does not have to be shared
- ⇒ youth components to projects
- ⇒ each community has its own approach
- ⇒ INAC priorities are:
 - flooding & fires
 - winter roads
 - coastal erosion

"Communities are not helpless. There are things we can do. community-driven research leads to community action and resiliency."
– Anita Walker, INAC

Climate Change and Health Adaptation Program for Southern First Nations, Erin Myers Senior Program Officer, Health Canada

The Health Canada Climate Adaptation program has been offered in the Northern territories and Yukon since 2008. It is now being offered to First Nations in the Provinces.

Program Objectives

- Strengthen communities' capacity to integrate scientific traditional/local knowledge streams and enable communities to take immediate adaptation actions on the foundation of better knowledge
- Community-based approach to research:
 - Areas of research and vulnerability assessments determined by community
 - Incorporates scientific, and traditional and local knowledge
 - Develops tools and methods to adapt to changes
 - Engage their community or region with the results

Results

- Supported 95 community-driven adaptation projects since 2008 covering many different themes of interest to Northern Communities
- Key themes included:
 - Food security and access to traditional (country) food
 - Safety while on the land
 - Water monitoring
 - Physical and mental health impacts of climate change



Understanding the INAC First Nation Adapt Program

Anita Walker, Indigenous and Northern Affairs Canada (INAC)

First Nation Adapt

INAC supports community-driven projects that demonstrate a clear link between **climate change impacts** and adaptation **and community infrastructure**

Community-driven projects:

- address community needs and priorities
- incorporate Traditional Knowledge and science
- consider future climate projections

Types of Projects:

- 1) Vulnerability Assessments
- 2) Adaptation Recommendations and Assessment of Options
- 3) Cost Benefit Analysis

- Project criteria will be released in January 2017 for 2017-2018.

FN Adapt Program Criteria

Eligible Recipients: First Nation communities, Tribal Councils, Indigenous Organizations, Non-governmental Organizations, Academics

How much: Projects typically cost between \$80,000-\$160,000/yr

Length of Projects: One year. Projects are under development for April 1 2016 – March 31, 2017. New project criteria will be released in January 2017 for the following year.

Timing: No Call for Proposals. New project descriptions should be submitted prior to April 1st 2017.

Types of Projects: Hazard maps, flood maps, Firesmart assessments, winter road studies, traditional knowledge studies, cost-benefit

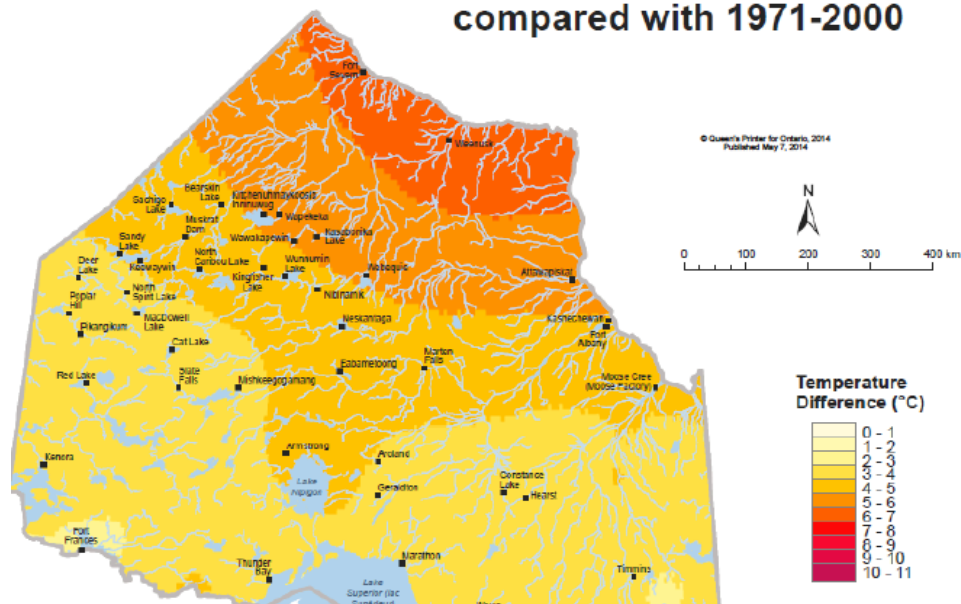
Studying the Impacts of Climate Change, Professor David Pearson, Laurentian University

Preparing for the weather of the future: A checklist of the possible effects of changing climate in the homelands of the Far North Ontario First Nations:

Scientific records and the knowledge of Elders tell us that weather in the north has been changing since about 1960. Lives are being lost in some places because the late winter ice is not as thick as it used to be. Summer boat travel on traditional routes is often more difficult now because of the lower water levels. More and greater changes are expected in the future. Being prepared can save lives.

- ⇒ flooding of ditches, roads and buildings during late winter and early spring because of heavy rain falling on hard frozen ground – may be accompanied by rapid snow melt
- ⇒ flooding over the banks of rivers caused by ice jams during break-up
- ⇒ sudden flooding in summer because of very severe rain storms in places with poor drainage
- ⇒ flooding of stretches of costal winter roads by more frequent storm surges from James Bay
- ⇒ dangers in winter travel because of thinner ice over traditional routes
- ⇒ shorter winter road season, especially for loaded trailers.

Projected difference in average winter temperatures in the 2050s compared with 1971-2000



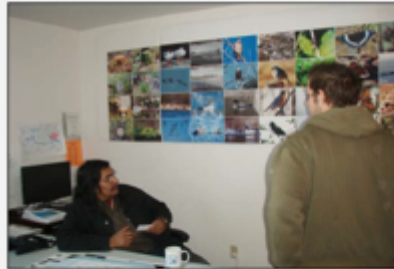
Working with communities to develop and adaptation matrix requires traditional ecological knowledge

Gathering Traditional Environmental Knowledge

TEK gathered by a community member paid for the work

All who gave TEK were paid for their knowledge

TEK used to write a
"Community Climate Narrative"



TEK foundation for the *"Community-based climate change adaptation planning matrix"*

"Traditional medicines are disappearing. They are being found in different places than they used to be, like Rosehips. We used to find it in the swamps but now we have to look harder for it and travel further."
-Workshop Participant



World Café



What are the impacts of climate change in your community and traditional territories?

Land, Water, Weather

- ⇒ low water levels
- ⇒ trappers noticing that the little creeks are not freezing and they have to make-shift crossings
- ⇒ more rain / snow and the reverse – odd temperatures are affecting trapping
- ⇒ more intense rain and earlier in the years, puddling,
- ⇒ more erosion on the roads.
- ⇒ Flooding – wild rice, fish movement, mercury contamination,
- ⇒ more days with strong winds
- ⇒ drier on the land
- ⇒ hotter
- ⇒ acid rain
- ⇒ ice storms
- ⇒ mercury contamination is higher (wind patterns?)
- ⇒ lower water levels – impacts to plants and fish
- ⇒ longer growing season
- ⇒ winter road season is shorter, or interrupted by rains
- ⇒ the seasons seem to be shifted forward by a month (cold weather coming later, unpredictable spring weather – can be warm, then cold, or snow storms can occur later in season
- ⇒ lightening and thunder storms in winter
- ⇒ more boreal lights
- ⇒ blow-downs in territories – impacts to forestry
- ⇒ animals have confusion

- ⇒ more animal diseases – moose, deer etc
- ⇒ fish spawning patterns are changing
- ⇒ berries are fewer, some years smaller and there are some impacts from the MNR insect spraying - berries are an economic driver for some communities
- ⇒ late June frost wiped out berries in some areas a few years ago, weather is unpredictable
- ⇒ Arviat Nunavut input – shorter trail access; new berries; seeing killer whales; thinner sea ice May-June, from 4 foot to 1 foot; road washouts and landslides

Wildlife

- ⇒ animals that are not normally in our area a e.g. – wolverines, racoons, southern birds
- ⇒ wolves and bears are coming into the community more, and there is more reliance on the landfill by animals
- ⇒ shorter hibernation periods
- ⇒ mange has been seen in wolf packs
- ⇒ ticks and other insects are affecting the wild meat
- ⇒ decrease in animal populations and migratory birds
- ⇒ change in migration patterns – staying longer, pressure on food supply
- ⇒ have seen new species including reptiles – new snake
- ⇒ animals taste different
- ⇒ moose a disappearing in the southern areas – disease, changes in habitat (logging, plants), deer moving in with parasites.

Health

- ⇒ can't eat some fish and some game – moose have spots on organs, some are sick
- ⇒ water quality is poor – more algae
- ⇒ skin issues from open water – algae? Bacteria? Parasites (swimmers itch)
- ⇒ insect bites – ticks
- ⇒ diabetes, cancer – (contaminants in air, water, poor nutrition – less locally harvested foods available)
- ⇒ West Nile Virus, Lyme Disease (deer ticks – more deer)

Lifestyle

- ⇒ further distances to hunt (also makes it more expensive – gas)
- ⇒ youth not learning how to live on the land
- ⇒ community members eating food available in Northern Stores, poor diets, diets are not being supplemented with country food
- ⇒ Unpredictable weather – ice conditions not as reliable

Education

- ⇒ First Nations are not educated enough about the dangers we are facing.
- ⇒ We need education on how to clean up our own mess. –eg. landfills, diesel generators (oil spills, emissions)
- ⇒ Formal education is needed on climate change. –in schools and also training for community members

- ⇒ There are impacts to knowledge transference – loss of use of the land, fewer animals, and sick fish.

Infrastructure

- ⇒ our infrastructure, water sewer – will be overrun by flooding
- ⇒ Buildings, including homes are not strong enough to withstand the winds, storms, flooding and extreme weather events.
- ⇒ roads being eroded and washed out by storms

Worries and Concerns

- ⇒ change is happening rapidly – no time to adapt
- ⇒ worried about the total contamination of the waters
- ⇒ worried about the next generations
- ⇒ First nations are not educated enough
- ⇒ infrastructure not strong enough
- ⇒ traditional medicines and foods



What are the community level and regional level climate change priorities?

Health **Sustainable FUNDING** FN Climate Change Strategy including all of the components.

Increase Localized health Services. Better/more training for health care providers (ie. disease diagnosis & treatment)

More Awareness on types of Diseases & Symptoms

The Study and plants of the health of the wild life

Be prepared for new diseases

Look for new ways to cope for future

More knowledge on medicinal plants

Increase health education all levels of ages

Provide Traditional approaches i.e. Sweatlodge, Traditional Teachings, Teach historic ways of life

Diabetes, cardiovascular & disease prevention.

Tools for testing & treatment in community, not in larger centres.

↳ support to transport those who pass away outside of community for funeral back home.

- reimbursements of health benefits in a timely manner

community gardens w traditional medicinal plants

Infrastructure **FUNDING**

Emergency Response Planning

- education Routes

Trenches within the Community (Run OFFs)

Secondary access roads for Communities

Increase Fire Fighting Crews

Roads + Bridges - Increase Capacity

Provide Awareness Programs of environmental impacts

Better - Revisit Current Structure

Improve the housing to meet Climate Change

Should be to empower individuals to rely on natural resources - renewable energy - Polar energy and other alternatives

Education **FUNDING / SCHOOLS / SAME FOR ABORIGINAL / NON-ABORIGINAL**

Educating Community members about Climate Change

Tree Nursery in Community

Climate Change Strategies Implemented Into education (Science/ Geography)

To have technical team of experts of Climate Change

- Initiate into F.N. Communities

Elders

Establish new education program to meet Climate Change & Adapt the Change.

Land, Water, and Animals **FUNDING**

Endangered Species

breeding - Bees, bats, fish - local food support (eg. wild rice vuln. to H₂O level changes)

More Caution Care on water, Shores, Land impacts animal life

More plants and animals will disappear

Water monitoring Where the land is exposed

Add to ATK studies with wild food health assessments

Teach to adapt lands & Resources Climate Change

Reduce harmful approaches by utilizing more Eco-Friendly methods

Resources

Money

Emergency Sandbags + crews / kits / food

Starting with some baseline Studies (ATK study)

Equipment & Materials

Tools

Templates

Websites

Resources

Utilize First Nations People

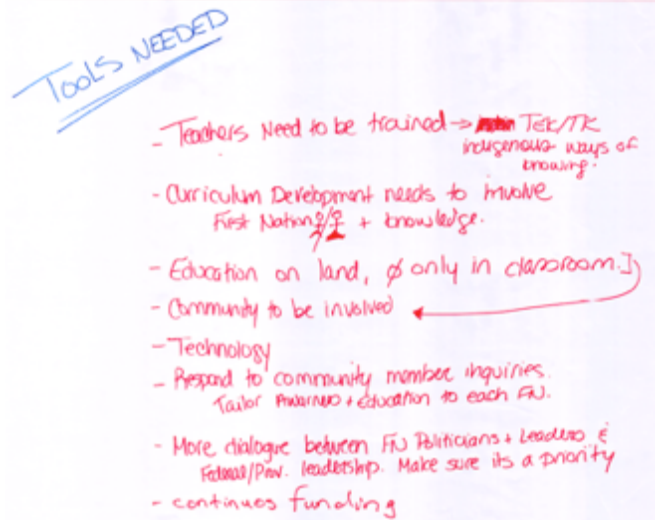
Information Sharing between Communities & Organizations

ALL OF THIS REQUIRES FUNDING.

It would be great to see more funding for these projects. Reduce harmful approaches by utilizing more eco-friendly methods.

- ⇒ creation of First Nations lobby group to capture resources and raise public awareness re health, infrastructure, education, water, land issues related to climate change
- ⇒ community information sharing – on-going communications to community members

- ⇒ education in schools – traditional knowledge and western knowledge
- ⇒ relationship building with non-aboriginal community
- ⇒ train and hire within First Nations e.g. environmental monitors and technicians with – give incentives to stay at the job. E.g. training in exchange for staying in job or giving a certain amount of time back to the community.
- ⇒ “sustainable” funding for “sustainable” jobs related to climate change e.g. monitoring, sharing information
- ⇒ more partnerships e.g. universities, government, industry
- ⇒ develop economies that are not just dependant on non-sustainable resource development
- ⇒ deforestation - less tree harvesting in an near communities
- ⇒ housing built to better standards
- ⇒ better science – access to knowledge and info to be shared with the whole community and incorporating traditional knowledge
- ⇒ all season roads or railways for the north to transport goods and people



How do we build community capacity at the community level to respond and adapt to climate change?

- ⇒ permanent core funding for lands and resources by government and industry (develop transparent relationships wit industry)
- ⇒ decrease staff/leadership turn over rate – training, support, wages, expectations, appreciation, long-term funding, decrease nepotism with transparent hiring procedures and human resource policy – stick to policies
- ⇒ conduct a community assessment and inventory
 - environment
 - traditional Knowledge (show values in each community)
 - involve youth and engage Elders in the process
 - develop strategies and programs to bring communities together to heal and share – bring all age groups together for activities (knowledge transfer and information sharing between generations)
- ⇒ resources and Training
 - technicians engaged and interacting with other First Nations – information sharing, best practices, cost sharing and joint ventures
 - specific training for technicians, monitors
 - emergency response training – fire, flooding, weather events, rescue
 - funding for climate change coordinators, community workshops, expertise

⇒ Education and Awareness

- more climate change workshops w other local and regional groups
- more sharing information and knowledge between local and regional level
- re-vamp education – add climate change and traditional knowledge into new curriculum
- teach children and youth through land-based learning
- “new” Elders must carry on the knowledge and help re-develop and teach children for our future
- bridge the generation gap
- funding infusion to departments for economic development, lands and resources, health to plan and work on climate change strategies together

⇒ Sustainable Economic Strategies

- Federal, Provincial, First Nation level strategies and strategies that reflect First Nation law “great law”.
- If it is not feasible to live off the land we need to become educated for survival. but no lose our traditional ways – must find ways to maintain traditional knowledge
- industry must build community capacity, not just extract resources
- develop new food security programs – e.g. greenhouses

⇒ Relationships

- all treaty areas should work together – share resources, work collectively, one strong voice
- more university studied done in partnership with First Nation communities
- develop mentoring programs between all parties to break down barriers and create understanding of different world view (government, First Nations, Industry) – two way learning
- cross-cultural training and cultural sensitivity training – culturally safe interaction
- communications strategy to improve language barriers (interpretation and translation)

What are the roles of First Nations, governments and stakeholders in preparing for and adapting to climate change?

⇒ First Nations

- educate government, industry and world about our lands and our knowledge of our lands
- work collectively – establish trust between each other
- help create effective awareness programs
- Elders - share traditional knowledge Share stories about land, animals, hunting, fishing, water, medicines; traditional teachings, naming, sweat lodge, land-based activities (trapping, travelling on land)
- water protectors
- speaking out, being vocal

- collaborate with municipalities
- promote unity
- participate in resource revenue sharing (RRS) agreements so that we may have our own sources of revenue – negotiate with government for RRS and Impact Benefit Agreements (IBA) with industry re climate change
- reconnecting with the land
- identify Changes on the land and with plants, animals, fish, birds, water, air
- good succession planning so that incoming Chief and Council members understand climate change
- multi-directional communications are key – community needs a voice, needs to have input and be involved in planning and implementation of climate change adaptation initiatives.

⇒ Governments

- listen to First Nations and respect their traditional ecological
- communicate - Provide information about climate change, potential partners, academic research – work with First Nations to develop appropriate communication materials and delivery streams
- support First Nations with funding but also project management support when required – work with First Nations on community-driven, community based projects
- support infrastructure initiatives
- support community wellbeing (health, social, families, education)
- develop better ways to move funding – faster, more easily accessible
- entre into good faith discussions and negotiations around RRS

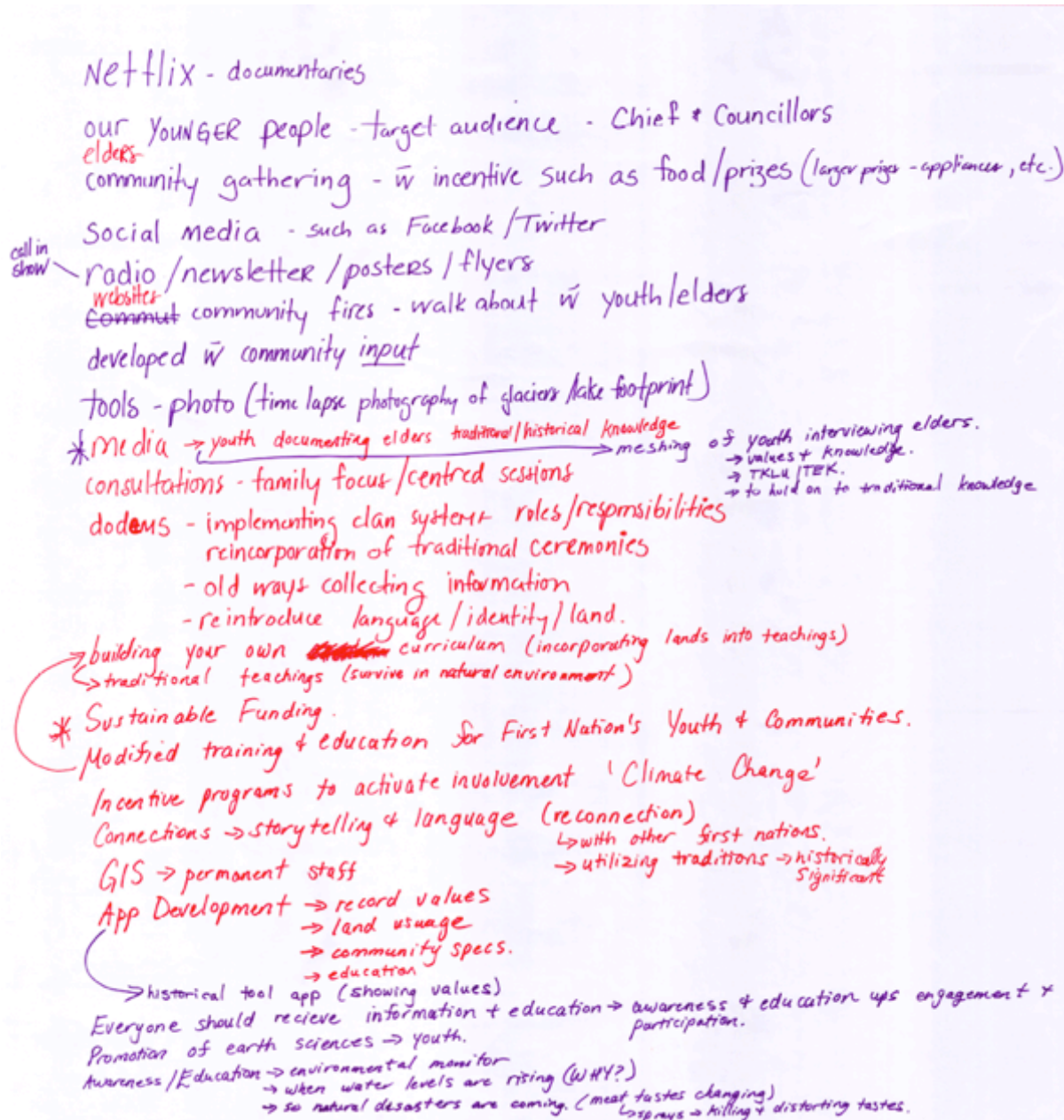
⇒ Regional First Nation Organizations

- advocacy
- support for First Nations (expertise, coordination as needed)
- communications, education and awareness
- advocate and technical support for all weather roads
- facilitate and help unite communities to work on projects related to common issues and shared territories
- with governments and First Nations, identify all major winter road crossing and all winter roads connecting north/south and to communities
- create maps
- facilitate/help coordinate community level training as needed

What education is needed in your community to prepare for and adapt to climate change?

- ⇒ start young with youth and kids
- ⇒ use videos, social media
- ⇒ dramatic art, colouring and activity books
- ⇒ involve youth
- ⇒ bring together decision makers, planners, stakeholders
- ⇒ hold town halls

- ⇒ knowledge transfer training – involve Elders
- ⇒ environmental monitoring, water, land, air, wildlife
- ⇒ land-based activities – learn, share, transfer knowledge
- ⇒ tap into grass roots people and empower them to share their knowledge and stories



- ⇒ incorporation of traditions into curriculum for FN Schools
 - land use, teachings, hunting, trapping, travelling, camping, survival
 - youth and Elders – youth to interview Elders about land, harvesting, what was there, what is there now

- ⇒ sustainable funding from government and industry for community based, trained environmental monitors to patrol and keep records of the natural environment – share with community
- ⇒ develop a database to hold TK, values, baseline data
- ⇒ create information materials
- ⇒ create tools – templates, workshops about adaptation, glossary of terms
- ⇒ bring in technical expertise to explain climate change – have a translator present
- ⇒ make translated videos
- ⇒ build capacity for supporting technicians and coordinators at Tribal Council level
- ⇒ inter- cultural communications
- ⇒ establish partnerships for education, training and community awareness

World Café, Impacts and Priorities – Plenary Session



Priorities

- ⇒ bush economy is dying. We have to look beyond, educate our children, teach them to be proactive instead of reactive
- ⇒ climate adaptation will bring new, different jobs. We need to identify the potential and build community capacity through training and education need to teach our youth to respect and care for the land.

"We are using products that damage the land and contribute to climate change. We need to become more educated about this." -Workshop Participant

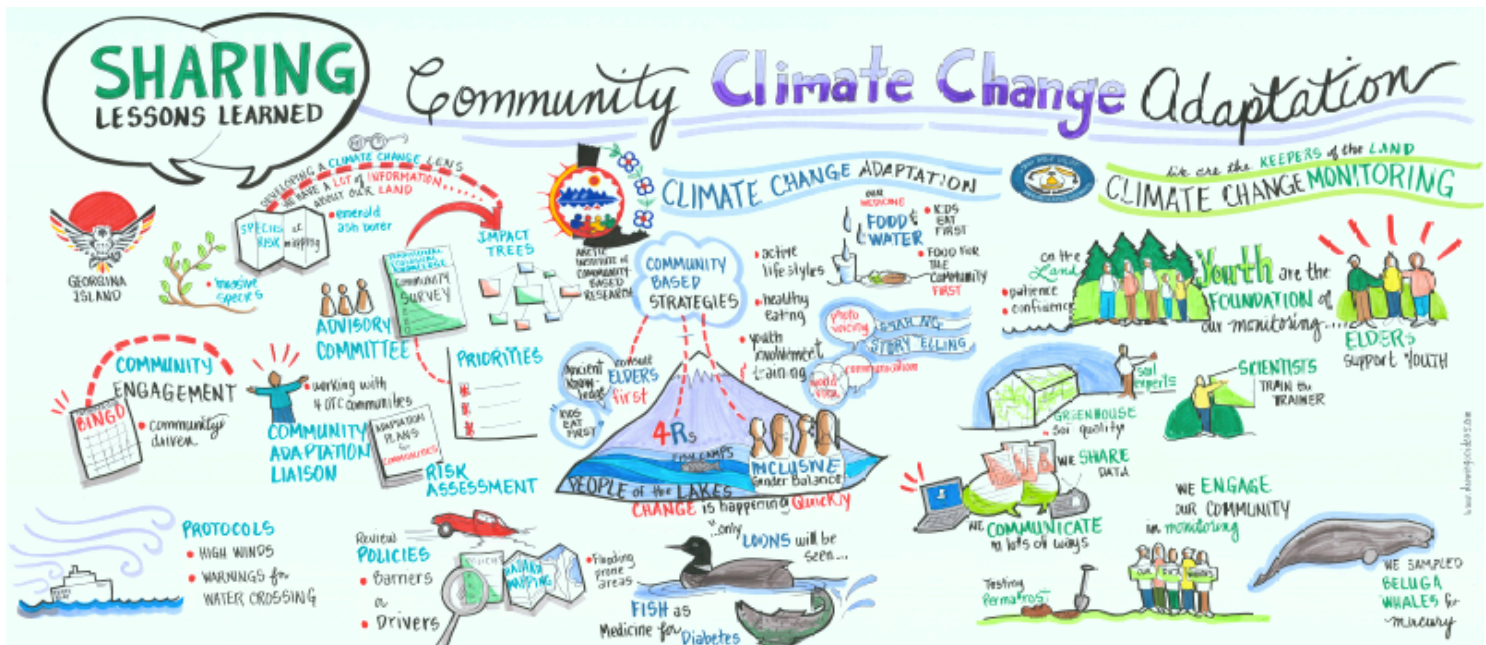
- ⇒ We need JK-12 education. Climate change and environment must be in the curriculum, specific to our region and incorporating traditional knowledge.
- ⇒ We need to know our land, so we must get out on the land and teach our children, pass down the knowledge that we have.

- ⇒ sustainable funding, not just from government and industry. We need our own sources of revenue and resource revenue sharing with the government
- ⇒ We need to integrate traditional teachings into our knowledge of climate change with western knowledge.
- ⇒ community members are experiencing psychological impacts right now watching the weather change and the land and waters change. It is stressful and affects our mental health
- ⇒ We need a system of land-based learning, teaching, healing, culture, identity and knowledge transfer.
- ⇒ We need to return to the intergenerational ways of doing things. – Elders with youth, parents with children, community members all together
- ⇒ We need translation and interpretation of the terms that western science and government will bring to our communities as there are no words for many of them in our language
- ⇒ there are new, younger Elders and we need speak up about climate change

“The land is our classroom. That is where we need learn about life, about ourselves, and about our environment. We need to go out on the land so that we know how it is changing and what the impact from climate change is.” – Workshop Participant

Impacts

- ⇒ traditional medicines harder to find
- ⇒ there is a longer season for gathering medicines
- ⇒ water is sluggish, does not explode on the shore like it used to (contaminants adding density or weight? currents?)
- ⇒ missing lakes, lakes that used to be there are gone, ponds that used to be there are gone
- ⇒ migratory birds can't migrate in the severe storms we are having now
- ⇒ swamps are changing, drying in some areas, flooding in others. Will begin to affect the wild rice crops – this is a big economic impact for some communities.
- ⇒ more severe storms – tornado watches and warnings are further North and East
- ⇒ There is an increase in flooding. – severe long rains
- ⇒ moose are leaving. (chemical spraying of bush – aspens drying up? deer moving in? change in vegetation.
- ⇒ food security is threatened
- ⇒ algae blooms, low water
- ⇒ shortened, unreliable, unpredictable winter road season – affects bringing in goods \$\$\$
- ⇒ Moose are sick and their organs have spots.
- ⇒ aspens drying up from insect spraying, more sunlight getting in because leaves are down on aspens and hotter sun drying up forest floor, more blow downs, MORE and BIGGER FIRES



Sharing Stories

Presentation Highlights - Three First Nation Climate Change Adaptation Projects

Climate Change Adaptation, Indigenous Food Security in the North, Norma Kassi, Director of Indigenous Collaboration, Arctic Institute of Community-Based Research For Northern Health and Well-Being

"I used to sit with my grandfather by a lake where thousands of geese would be. He told me that, one day, all that would be here would be two loons. That is exactly what it is like now, just two loons, no geese." -Norma Kassi, Workshop Presenter

Principles of Community-Based Research

- ⇒ Community members are actively involved in all stages of the research project
- ⇒ The relationship between researchers and community members is based on respect, relevance, responsibility & reciprocity and learning with and from each other by developing trust
- ⇒ Research benefits and serves the community directly, including capacity building and education, addresses their priorities and interests and adheres to local research protocols
- ⇒ Research builds on contributes to the strengths, skills, and resources of the community

How Do We Do Our Research?

- ⇒ Collaborative proposal development in partnership with the community
- ⇒ community steering/advisory committee and local coordinator
- ⇒ follow local and cultural protocols when approaching a community
- ⇒ Elder guidance
- ⇒ incorporation of ancient traditional cultural practices and knowledge sharing between youth and Elders
- ⇒ participation in community events
- ⇒ significant time spent in the community
- ⇒ ongoing communications
- ⇒ verification of results within communities
- ⇒ knowledge translation: photo-voice, DVDs, community and technical reports

Community Food Security Strategies

Why are community food security strategies important?

- ⇒ in the face of a rapidly changing environment, northerner's health and wellbeing are at risk
- ⇒ for indigenous peoples, traditional foods are central to cultural health and wellbeing
- ⇒ climate change, overharvesting and other factors have impacted the traditional food systems of northern Indigenous peoples across Canada.
- ⇒ in Yukon, over 6000 people are food insecure (17%), the majority of what are Yukon First Nations
- ⇒ clear evidence exists that food insecurity has negative implications for human health, including increased risk for chronic diseases such as obesity, heart disease, diabetes and mental health
- ⇒ ***Communities need to develop their own strategies, which are ground in their traditional knowledge and are relevant, empower, and lead to actions to be more food secure.***

Climate Change Monitoring, Arviat's Model for Community-Driven Research, Jimmy Napayok, Arviat Nunavut

The Model

- Revitalizing the cultural expectation for youth to become keen observers of their environment.
- Invite Elders and expert research partners to train youth in monitoring processes.
- Create the opportunity to practice these skills in the field.
- Bring back data that can be presented to the community and initiate the "So what does this mean for us?" conversation.

Environmental Monitoring

Summer youth monitors
After school youth clubs
Youth volunteers
Arviat Young Hunters



"We have lost four inches of perm-frost in two years..." -Jimmy Napayok, Workshop Presenter

Climate Change Adaptation Planning Within the Chippewas of Georgina Island First Nation, Kerry-Ann Charles, Chippewas of Georgina Island First Nation, Environmental Coordinator

Background and Link to Climate Change

4

- Georgina Island First Nation is progressive on environmental issues and often leaders in the implementation of such with the premise that all of the work that is being undertaken is all linked in one way or another.
 - Species at Risk Mapping
 - Ash Tree Monitoring and Management
 - Invasive Species Management
 - Shoreline and wetland restoration/rehabilitation
 - Climate Change Adaptation
- Since Initiation of the Climate Change Project in 2011 with funding through INAC the First Nation has been incorporating the Climate Change Lens to all of our Projects.



Building the Georgina Island Team

7

Community Adaptation Liaison

- to foster relationships with the Georgina Island First Nation community



Advisory Committee

- a group of ten consisting of community members including youth, adults and elders.

Tasks of Advisory Committee:

- Helped customize Traditional Ecological Knowledge survey specifically towards Climate Impacts/Changes within Georgina Island
- Also suggested a list of potential interviewees

Taking Action – Small Group Session

“Climate change is impacting the planet now and those impacts will intensify during our lifetime. There are people in this room who will be living through climate change and coping with the changes that are being predicted today.” – Professor David Pearson, Laurentian University

Activities

- ⇒ identify community priorities
- ⇒ food security – develop strategy, long term planning, green houses, community gardens, training in perma culture, seek funding for community training and support.
- ⇒ develop community tree nurseries and forest rehabilitation projects
- ⇒ develop fish hatchery and possible fish farms, caribou farming
- ⇒ assess roads, culverts, and improve and reinforce roads
- ⇒ stabilize shorelines – bank erosion projects
- ⇒ education and community awareness – on-going in schools and community
- ⇒ Elders need to be made aware and their input needs to be sought on the changes they are seeing and their traditional ecological knowledge
- ⇒ emergency response planning and training (floods, fires, storms)
- ⇒ storm shelters, cooling shelters
- ⇒ winter road re-alignment, possible bridges
- ⇒ beginning planning and research for renewable energy source
- ⇒ start re-cycling program
- ⇒ identify and deal with contaminants e.g. chemical storage, oil tanks, industry
- ⇒ plan for safe drinking water and improve systems as needed
- ⇒ develop land-based programs for all ages and have Elders mentor youth, pass oral history and traditional ecological knowledge; make observations of the land, water and animals
- ⇒ research done by the community with support from scientists– train and work with youth on research projects, include traditional knowledge – baseline data collection and monitoring, apply for funding for research on land, animals, fish, water, birds and community health
- ⇒ assessment and adaptation planning
- ⇒ identify medicinal plants
- ⇒ community monitoring of lakes, rivers, moose, rabbit, geese, beaver, fish, and other water creatures, reptiles, berries and forged foods, cedar trees
- ⇒ immediate education about burning eg, wet vs. dry wood, winds, dangers etc



- ⇒ immediate education on changes in winter ice, travel safety
- ⇒ develop steering committees/community task force to create rules and regulations, policies, and to educate the community
- ⇒ immediately assess community capacity and develop capacity building plan
- ⇒ train community members in GIS for values collection
- ⇒ engage community to assess physical effects and psychological effects of climate change on community members
- ⇒ develop list of key Elders and contact people in the community

Support and Resources

- ⇒ \$\$\$ dollars required for all actions, education, adaptation projects and community planning
- ⇒ governments, industry and other funders need to listen to First Nations about their climate change needs and not make First Nations fit into specific criteria or templates when applying for funding for climate change adaptation.
- ⇒ funding must be sustainable – long-term and multi-year
- ⇒ dedicated adaptation liaison
- ⇒ need to partner with Tribal Councils, and PTOs (which will also need support and resources) for shared expertise and support
- ⇒ partner with other First Nations and share information and expertise
- ⇒ \$\$\$ to support consultation with First Nations
- ⇒ build relationships with colleges and universities, federal ministries, provincial ministries municipalities, industry, foundations, NGOs, treaty organizations, other First Nations, Tribal Councils, First Nation organizations, scientists, engineers, hydro one,
- ⇒ governments need to coordinate – not INAC and Health Canada doing one thing and MOECC (Ontario) doing something else
- ⇒ Feds and province need to get the word out the public on the specific changes that are happening in Northern Ontario, impacting First Nations as well as the land, water, animals – people still think climate change is down the road.
- ⇒ develop First Nation web portal, where climate change info, successful adaptation projects; collection of climate change studies can be searched
- ⇒ GIS – fund TCs for more community GIS support
- ⇒ hire professional help for adaptation projects as needed and after community determines needs – train and mentor community members wherever possible
- ⇒ network on a global scale
- ⇒ list of consultants, university researchers re climate change
- ⇒ technology – tools equipment, drones, GIS
- ⇒ we need a network of key contact people and a list of key people in government orgs, NGOs, universities, COO, PTOs, TCs etc.
- ⇒ TCs, PTOs, government, other agencies to assist First Nations to develop business case for regional CC coordinators and CC local liaisons
- ⇒ develop a model to guide communities through the process – use pilot project and best practices
- ⇒ youth are key to engage and adults – that will be most impacted – develop strategies to train and involve youth

Political Advocacy

- ⇒ organize at the political level for “Climate Change Justice” – First Nations are suffering the impacts already and will be more impacted in the future
- ⇒ hold a Northern Ontario Chiefs conference with all Treaty Areas to educate leadership
- ⇒ engage David Suzuki in advocacy and support
- ⇒ advocate for the protection of medicinal plants
- ⇒ advocate for share of cap and trade benefits (Peat bogs that store CO2 are in many Northern First Nation traditional territories)
- ⇒ advocate and push for First Nation representation at the table with government ministries and other agencies working on climate change



Prioritizing the Themes



The delegates were asked to prioritize fourteen themes related to climate change that emerged during the workshop. The themes were written on flip chart paper and taped to the wall. Each participant was given a sheet of sticker dots and asked to place the dots on the themes that they feel are the most important. It was difficult for the participants to choose between so many urgent priorities. Infrastructure was by far the most important priority for the delegates, followed by environmental monitoring, and then by youth involvement. Language, culture, and traditional teachings in school curriculum (JK to grade 12) was the fourth priority. Although sustainable funding was rated sixth, it goes without saying that all of the priorities would require sustainable funding and resources. The fact that five themes were rated above sustainable funding speaks to the urgency of addressing these five priorities. It is clear from the following chart that all of the themes were very important to the delegates.

Priority	Theme	# Of Dots
1	Infrastructure including buildings, housing, water, roads,	243
2	Environmental monitoring, climate change (land, water, weather, plants, wildlife, baseline studies)	178
3	Youth involvement, outreach and mentoring	169
4	Language/culture/traditional teachings in school curriculum JK-12 – climate change	164
5	Food security	144
6	Sustainable funding, resources and support for climate change adaptation	135
7	Training and capacity building for climate change adaptation initiatives	121
8	Community land-based activities (including intergenerational activities)	116
9	Community education, outreach, and community engagement	114
10	Emergency measures planning (fire, flood, weather events)	112
11	Developing networks and partners (First Nations, Governments, Academics, NGOs, Tribal Councils, PTOs, Municipalities, Industry)	104
12	Dedicated community climate change liaison	102
13	Integrating western science with traditional knowledge, including traditional medicines	100
14	Identify the physical, emotional, spiritual, and mental health impacts of climate change	90

Conclusion

The Impacts are Real and Happening Now

The First Nation delegates are keenly aware of the changes that are taking place in their communities and traditional territories as a result of climate change. The workshop participants related many of the impacts they are noticing including rain in winter months, severe storms in the summer, flooding, fires, low water levels, algae blooms, invasive species and species spreading into new territories, new disease in animals and fish, changing migration patterns, and diminishing berries and wild rice. They raised concerns about climate change impacts on traditional medicines. They are worried about the hotter summers and milder winters. Remote First Nation delegates shared their concerns about a shorter winter road season and the financial and social impacts that it will have on their communities.

Community-driven, Community-based Research

Delegates expressed the urgent need for more community-based research that incorporates western science with traditional knowledge. Research initiatives must be community-driven, community-based, and build First Nation capacity. Training must be provided for community members, especially youth. Monitoring and studying the water, land and wildlife is key to understanding the impacts of climate change and how communities can respond and adapt. The workshop participants identified important areas of research that are urgently needed in their communities.

Support For Land-Based Activities and Traditional Knowledge Transfer

Land-based knowledge and activities are essential in order for First Nations to keep track of what is happening in their territories. Communities need support and resources to develop land-based programs for all ages and to bring Elders and youth together to ensure the transfer of traditional knowledge. Language, culture, and traditional teachings, along with climate change, need to be part of First Nation school curriculum from junior kindergarten to grade twelve. Youth need to learn how to hunt, fish, trap and harvest, as well as how to prepare traditional foods. The youth will be the monitors and observers of the future. They will have to find solutions to food security and other issues that may be created by climate change.

Food Security

Food security is of great concern to both the remote and the drive-in communities. Delegates expressed interest in developing alternative food sources, like community gardens, greenhouses and farms where possible. Food distribution methods need to be assessed, especially in remote First Nations where they depend on the winter roads to bring in food and supplies.

Infrastructure

Infrastructure is a significant concern for First Nations. Buildings in many First Nations are poorly constructed and may not withstand the intensity of the winds that communities in the Northwest are experiencing. Winter and all season roads, sewer and water, energy, and housing all need to be assessed in terms of potential climate change impacts. The delegates rated infrastructure above all other climate change adaptation priorities.

Community Education and Awareness

Communities in general know very little about climate change. There is gap in community awareness and education. Communities need funding and resources in order to engage and educate their leadership and their members. Many delegates expressed concern that First Nation leadership has a very limited understanding of climate change. They felt that there needed to be a concerted push to educate Chiefs and Councils in order to ensure that climate change adaptation is a priority in all communities. Education about fire prevention, ice safety and flooding are needed in most communities. Emergency measures preparedness and community education is needed if First Nations are to respond effectively to climate change impacts and extreme weather events.

Networks and Partnerships

Networks and partnerships were identified by the delegates as crucial components of First Nation climate change adaptation. Delegates felt that it was important to have relationships with federal and provincial ministry staff as well as academic institutions, municipalities, tribal councils, PTO's, NGOs, and industry. Many felt that a trained, dedicated, community climate change liaison could help First Nations build the partnerships and networks that they need.

Climate Change and Health

Climate change is already having impacts on the health of First Nation members. Delegates were concerned about the increase in chronic disease, but also in new illnesses like Lyme disease that is spread by ticks that have moved into areas of Northern Ontario. They also are worried about new skin diseases afflicting members of their communities. They are worried about the quality of the water they are using. The participants expressed apprehension about the decline of traditional foods and medicines. They are also worried about the impacts of climate change on mental health. One delegate related that climate change was already affecting the mental health of Elders who are deeply disturbed by the changes they are already witnessing.

Community Climate Change Priorities

The delegates were asked to prioritize the main themes that emerged from the workshop. Infrastructure was by far the most important priority for the delegates, followed by environmental monitoring and youth involvement. Language, culture, and traditional teachings in First Nation school curriculum (JK to grade 12) was the forth priority. Although sustainable funding was rated sixth, it goes without saying that all of the priorities would require sustainable funding and resources



Miigwetch delegates, presenters, and organizers for your participation!

Appendices

Appendix A – Presenter Contact List

Appendix B – First Nations In Attendance

Appendix C – Workshop Agenda



Appendix A – Presenter Contact List

Anita Walker, Manager of First Nations Adapt Program, Indigenous and Northern Affairs Canada

Anita.Walker@aadnc-aandc.gc.ca

David Pearson, Professor of Science Communications, School of the Environment, Laurentian University

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Erin Myers, Senior Program Officer, Climate Change and Health Adaptation Program, Health Canada

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Jim Frehs, Acting Senior Manager, Climate Change and Health Adaptation Program, Health Canada

Jim.frehs@hc-sc.gc.ca

Jimmy Napayok, Arivatl Nunavut, Young Hunters Coordinator, Youth Worker Arviat Wellness Centre

jnapayok@yahoo.com

Kerry-Ann Charles, Environment Coordinator, Chippewas of Georgina Island First Nation

Kerry.charles@georginaisland.com

Norma Kassi, Director of Indigenous Collaboration, Co-Founder Artic Institute of Community-Based Research

norma@airbr.ca

Appendix B – Attendance List

Job Title	Community or Organization
	AFN
Consultation Coordinator	Animbilgoo Zaag'igan Anishinaabek
Community Planner	Animbilgoo Zaag'igan Anishinaabek
Economic Development Manager	Animbilgoo Zaag'igan Anishinaabek
Councillor	Animbilgoo Zaag'igan Anishinaabek
	Animbilgoo Zaag'igan Anishinaabek
Owner / Operator	Anns Crafts
	Arctic Institute of Community Based Research
Environment Monitor/Community Coordinator	Aroland First Nation
	Arviat, Nunavut
Policy Analyst	Assembly of First Nations
Councillor	AZA
band councillor	bearskin lake first nation
Director of Sustainable Development	Biigigong Nishnaabeg
Chief	Binjitiwaabik Zaag'ing Anishinaabek
Economic Development / Lands Coordinator	Bingwi Neyaashi Anishinaabek
councillor	brunswick house
councillor	brunswick house
Chief	Brunswick House First Nation
EDO	BZA
Band Councillor	Cat Lake First Nation
ATK/GIS Specialist	Constance lake First Nation
LUP Coordinator	Constance Lake First Nation
CLDLP General Manager	Constance Lake First Nation
Counsellor / Finance	Couchiching First Nation
Lands & Resources Coordinator	Couchiching First Nation
Council	Couchiching First Nation
community based land use planning data collector	eabameloong first nation
	Facilitator
Consultation Liaison Officer	Fort William First Nation
Economic Development Manager	FWFN

	Georgina Island First Nation
Band Councillor	Ginoogaming First Nation
Health Director	Grand Council Treaty 3
Senior Environmental Health Officer	Health Canada
Acting Senior Manager	Health Canada
Senior Program Officer	Health Canada
Senior Environmental Health Officer	Health Canada - FNIHB
	INAC
	INAC
Environment Officer	INAC
Environmental Policy Analysis	INAC
	INAC
Policy Advisor	INAC
	INAC
	INAC
JV Manager	Kasabonika Lake First Nation
Professor	Laurentian University
CCLO	Longlake58 First Nation
Economic Development Officer	Marten Falls First Nation
Volunteer	Matawa - Four Rivers
Environmental Coordination Officer	Matawa, Four Rivers
Geomatics Technician	Matawa, Four Rivers
Environmental Projects and Training Officer	Matawa, Four Rivers
Geomatics Technician	Matawa, Four Rivers
Environment Projects Officer	Matawa, Four Rivers
Lands and Resources Coordinator	Mattagami First Nation
Councillor	McDowell Lake First Nation
Consultation Coordinator	Mitaanigaming First Nation
Economic Development Officer	McCreebec Eeyoud
Chief	Namaygoosisagagun
Councillor	Naoikamegwanning First Nation
	Neskantaga First Nation
Communication Liaison Officer	Nibinimik First Nation
Transportation Officer	Nishnawbe Aski Nation
	Nishnawbe Aski Nation
Economic Development Advisor	Nokilwin Tribal Council
Mineral Development Advisor	Nokilwin Tribal Council
Executive Director	Nokilwin Tribal Council
Administrative Assistant	Nokilwin Tribal Council
	North Caribou First Nation

Appendix C – Workshop Agenda

Day 1: December 13, 2016—Ballroom	
7:30AM to 8:00AM—Registration	
8:00 AM	BREAKFAST (provided)
9:00 AM	Opening Ceremony <ul style="list-style-type: none"> • Drum by Eagle Boy Drum Group from Aroland First Nation • Prayer and Indigenous Perspectives on Climate Change by Victor Pelletier, Fort William First Nation
9:20 AM	Welcome <ul style="list-style-type: none"> • Opening Remarks, Chief Peter Collins, Fort William First Nation • Purpose of Workshop, Anita Walker, Indigenous and Northern Affairs Canada • Agenda Review, Anita Asche, Facilitator
10:00 AM	Climate Change — An Overview — Professor David Pearson, Laurentian University
10:30 AM	Health Break
10:45 AM	Extreme Weather and Building Resilience—Presentation and Q&A— Anita Walker, Manager of First Nation Adapt Program, Indigenous and Northern Affairs Canada
11:15 AM	Health Impacts of Climate Change – Presentation and Q&A—Jim Frehs, Acting Senior Manager for Health Canada's Climate Change and Health Adaptation Program
11:45 AM	LUNCH (provided)
12:45 PM	Climate Change and First Nations—World Café—Small Groups Exercise <ul style="list-style-type: none"> • Impacts of climate change in your community and traditional territories (health, land, animals, etc.) • Community and region climate change priorities • Building capacity • Roles of First Nations, Governments and Stakeholders in preparing for, responding to, and adapting to climate change • Climate change awareness and education
2:15 PM	BREAK
2:30 PM	Full Group Session—Reflections on the World Café
3:00 PM	Government of Canada Climate Change Adaption Program—Presentation and Q&A—Anita Walker, Manager of First Nations Adapt Program, Indigenous and Northern Affairs Canada
3:30 PM	Climate Change and Health Adaptation Program—Presentation and Q&A—Erin Meyers, Senior Program Officer, Health Canada
4:00 PM	Studying the impacts of climate change and how to adapt to them in far north Ontario— Presentation and Q&A—David Pearson, Professor, Laurentian University
4:30 PM	Wrap up—Closing comments for Day One
4:30PM to 7:30 PM - Networking Event	

December 13 & 14 2016—Valhalla Inn Thunder Bay

AGENDA continued...

Day 2: December 14, 2016—Ballroom	
7:30 AM	BREAKFAST (Provided)
8:30 AM	Welcome and recap of Day 1
8:45 AM	Sharing Stories <ul style="list-style-type: none"> • Climate Change Adaptation—Presentation and Q&A—Kerry-Ann Charles, Environmental Coordinator, Chippewas of Georgina Island First Nation • Climate Change Adaptation—Presentation and Q&A—Norma Kassi, Director of Indigenous Collaboration; Co-Founder Arctic Institute of Community-Based Research • Climate Change Monitoring: Arviat's Model for Community Driven Research—Presentation and Q&A—Jimmy Napayok, Arviat Nunavut
10:15 AM	BREAK
10:30 AM	Taking Action—Breakout group sessions <ul style="list-style-type: none"> a) What are the immediate actions? b) What are the short-term and long-term actions? c) What are the potential projects? d) What support and resources do communities need? e) Who are the partners?
11:30 AM	Taking Action—Breakout group presentations
12:00 PM	LUNCH (Provided)
1:00 PM	Creating an Example Proposal—presentations on how to develop proposal for preparation and adaptation projects
2:00 PM	BREAK
2:15 PM	Prioritizing the Themes
2:30 PM	Next Steps
2:45 PM	Final Comments and Closing Discussion, Evaluation
3:00 PM	Drum and Closing Prayer

Northern Ontario First Nation Climate Change Workshop

December 13 & 14, 2016—Valhalla Inn, Thunder Bay

Thank you!