

CLIMATE CHANGE ADAPTATION PLANNING TOOLKIT

FOR INDIGENOUS COMMUNITIES

INDIGENOUS LANGUAGES

GLOSSARY WORKBOOK



Crown-Indigenous Relations
and Northern Affairs Canada

Relations Couronne-Autochtones
et Affaires du Nord Canada





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INTRODUCTION

0.1 About the Workbook and how it relates to the ICCAP toolkit

The objective of the Indigenous Climate Change Adaptation Planning (ICCAP) Toolkit is to provide a suite of user-friendly tools, resources, and key considerations to support Indigenous individuals and communities interested in undertaking climate change adaptation planning. The intent is for the toolkit to be used by communities at all different stages of the adaptation planning process, including communities with little or no prior experience.

The Indigenous Languages Glossary Workbook is another tool in the ICCAP toolkit. This document will guide communities through the process of developing a language glossary of their own (in their own language), with a focus on climate change and the environment.

0.2 Application or use of a language glossary

The *Indigenous Languages Glossary Workbook* is intended to help guide communities through the process of developing a language glossary that is focused on climate change and the environment. The glossaries that communities produce using this workbook will help contribute to the preservation of languages and cultures. The development process outlined in this workbook will help Indigenous communities identify their own unique needs and priorities when it comes to climate change adaptation planning by framing adaptation in a culturally relevant way. This will allow Indigenous communities to fully participate and make informed decisions on the environmental challenges they face.

The objectives of this workbook are to:

- Support language revitalization efforts;
- Encourage community discussions on climate change and adaptation (e.g. conversations with Elders about the changing landscape, animal behaviour, etc.); and,
- Assist communities with developing a language glossary that they can use to undertake climate change adaptation planning work.

In addition, the glossaries produced as a result of working through this guide may be helpful for non-Indigenous governments and industries to communicate information to community partners in a respectful and relevant manner.

0.3 The importance of language revitalization and making your case

It is a commonly held belief amongst Indigenous Peoples that the languages they speak are gifted from the Creator. Indigenous languages are often embedded with aspects of spirituality and are rich in history, offering insight into the Peoples' relationship and connection to the environment and animals. For example, seasons, months, or moon cycles are often named after a natural phenomenon that takes place – usually within the traditional territories – at the same time. The name of the moon cycle or month may also commemorate human activities that traditionally took place within that period. Some Indigenous languages can also offer insight into the identity of the speaker – for example, languages can sometimes be gendered, or vary based on the speaker's kinship, position in their life cycle, community status, or role.

Words in Indigenous languages are often formed from other words or “root” words. The combination of words or root words contextualizes the meaning of the word in ways that the English language cannot. Therefore, a single word in an Indigenous language can tell a story, reveal history and science, and help form our perception of the world, guide our relationships, or act as reminders for how we should conduct ourselves (McGregor, 2006). These elements, which are embedded in Indigenous languages, help to strengthen the connection between the individual and the world around them and enhance their sense of wellbeing.

Unfortunately, the historical and ongoing impacts of colonization have had a devastating effect on Indigenous language use. Colonization, which refers to the process of stealing Indigenous lands and establishing control over Indigenous peoples, took place all over the world. In Canada, the assimilation of Indigenous peoples has been public policy since the country's establishment, beginning with the Constitution Act, 1867. Section 91 (24) granted the Federal government control over “Indians and lands reserved for the Indians”, the first of many Canadian laws and policies to discriminate against Indigenous peoples. The federal government tried to control and destroy Indigenous ways of life in many ways, including declaring cultural ceremonies illegal, forbidding the use of Indigenous languages, controlling the movement of Indigenous Peoples on and off reserve lands, implementing the Indian Residential School system, and perpetrating the Sixties Scoop. Indigenous languages suffered immeasurably as a result.

Do not be surprised, therefore if you run into challenges finding fluent speakers or difficulty finding translations for certain words as you develop your community's language glossary. Understand that this is a common challenge in many Indigenous communities. If you do experience challenges along the way, do not get discouraged. It is important to recognize the role colonization and assimilation has played in your community, and the powerful role language revitalization can play in counteracting those forces. Move forward in the development of your community's glossary with patience, persistence, and from a place of healing.

Making your case

If you are seeking funding support for the development of your community's glossary, referencing the [Truth and Reconciliation Calls to Action](#) and the [United Nations Declaration on the Rights of Indigenous Peoples](#) (UNDRIP) will help to strengthen your proposal. Refer to Appendix 1 for more details and full website links.

0.4 Climate change

Climate change and community planning are two issues that are very important to Indigenous Nations. All people will be affected by climate change. However, studies suggest that climate change will impact Indigenous and northern communities more severely than other populations in Canada. Indigenous Nations in Canada often experience greater climate change impacts because of where they live, their cultural attachment to the environment, and their reliance on the environment for economic wellbeing. For example, northern Indigenous Nations rely on long, cold winters for hunting and trapping, travel over ice, and transportation of necessary goods into and out of the community via winter roads. Other communities rely on traditional foods and medicines whose availability may be affected by a changing climate.

0.5 The impacts of climate change on language

As plants, animals, and landscapes are impacted by climate change and increasingly unpredictable weather, the understanding of each of these through Indigenous languages is also impacted. For example, one moon cycle may be named for the time when geese return in the spring, but with the changing climate, that time period may come sooner or later, or in a different moon cycle. In this case, the changing climate may challenge Indigenous understandings of how geese behave. In addition, climate change may lead to more severe weather, health and safety concerns, and changing ecosystems that reduce the ability to practice traditional activities. Over time, aspects of the language associated with traditional activities are likely to be diminished or lost as they are heard less frequently.

Using the *Indigenous Languages Glossary Workbook* will help communities preserve the environmental aspects of their languages – weather, land, water, plants, and animals. The workbook also aims to support Indigenous understandings of climate change by providing a cultural lens to interpret climate change concepts and document information that is important to Indigenous communities.



1. STARTING THE PLANNING PROCESS

This workbook will help you plan for climate change and take steps towards language revitalization. The workbook will guide you through development of a language glossary that can be used during your community's climate change adaptation planning. It can also act as a resource to support language revitalization efforts related to climate change adaptation (e.g. conversations with Elders about changing landscapes, climate, etc.).

1.1 Task & Materials Lists

A task list has been included below to help you keep track of your progress. You can fill in as you develop your glossary by completing each task from **Section 1** to **Section 4**.

TABLE 1:

	Task	Due Date	Status (not started, in progress, complete)
Section 1	Identify resources in your community		
	Form a group		
	Develop a group vision		
	Identify project goals		
	Advertise the project and first translation meeting		
Section 2	Prepare for the translation meeting		
	Brainstorm climate change effects and words		
	Translate climate change effects between your language and English		
	Brainstorm climate change sentences		
	Translate climate change sentences between your language and English		
Section 3	Organize notes from translation meetings, scan and save back up copies		
	Type the translations		
	Use the template to organize and create your language glossary		
	Ensure proper acknowledgments are included in the final draft version		
	Circulate the language glossary for review and finalization		
	Celebrate this achievement!		

TABLE 2 is a materials checklist of items you will need to complete **each Exercise or Activity** found in this Workbook. The materials checklist is intended to help you budget for your project. Items with an asterisk (*) are optional items (items that may be helpful but not necessary).

Exercise or Activity	Purchased	Items Needed
ALL		Pencils and pens for everyone
		Paper or note pads for everyone
		A printed or digital copy of the workbook to be filled in
		* Flip chart paper and markers
		* White board and dry erase markers
		* A camera or cell phone with a camera to capture pictures of the project that can be included in your final glossary
		* A video camera, audio recorder, or cell phone with recording capability
		* A projector and screen to work on documents in real-time

1.2 Identify resources in your community

Identify someone in your community who has a good understanding of the language, such as someone who teaches language classes or workshops. If you can find such a person, you should invite them to be involved in this process, as they likely already have good understanding of the language, the community's language resources, and other people that could help with this project. You may wish to ask Elders or other community leaders if someone in the community has developed any language resources in the past that you could use as a starting point in creating your language glossary.

1.3 Form a group

You will need to set up a Working Group of community members that are fluent in the language. This group will identify, discuss, and work together to translate key climate change terms and understandings into your climate change language glossary. See section 1.3 for tips on what to do if you are having trouble finding people who speak the language in your community.

The people you select will also participate in the development of the glossary and provide feedback on the document before it is finalized and printed. The group should include people with different knowledge sets and experience so that the entire community is well represented in the final language glossary.

A Working Group could consist 5-10 people (ensure all genders are represented) and may include:

- 1-2 people involved in fishing, hunting, trapping, food harvesting, or medicine picking
- 1-2 youth
- 2-3 Elders
- 1-2 people with language teaching experience
- Other members as needed

Inform your group members of the length of the process and ensure they can participate in the whole process.

There are several other considerations that you should think about when identifying and selecting Working Group members:

- **Aim for a cross-section of the community.** There is a tendency to select people we know personally. It is beneficial if group members represent different family groups to ensure diversity. Your goal is to get the best people – people who are interested in climate change and/or language revitalization and will contribute to the project.

- **Participation is key.** Availability is important, since the Working Group members should have time to attend the meetings. Their input and suggestions are valuable as you set out to create a resource that is reflective of your community.
- **Minimize conflict within the group.** Think about group dynamics. Open dialogue is essential to promote effective working sessions. Tension between group members can slow down the exchange and flow of ideas. Respect for other peoples' opinions and recommendations is important in the process. Sometimes it is a good idea to include people who are skeptical about the process so they can understand it from the inside - these people can turn out to be your strongest supporters!
- **Other agendas.** Be clear about the purpose of the Working Group. Individuals who use these sessions to push their own agendas distracts from the purpose of the Working Group. It is important to hear the views and opinions of the entire group, however, everyone must have an opportunity to express their own viewpoints. At the meeting, develop a 'code of conduct' or 'meeting principles' to set the ground rules for respectful behavior.
- **Fun.** These sessions are meant to be fun and engaging. The best ideas are generated when people are relaxed and sharing their thoughts and viewpoints.

It may be helpful to come up with a one-page information sheet that can be shared in the community to invite others to participate in the Working Group. You will want to think about the reasons why someone might want to join the Working Group and highlight those reasons on your information sheet. For example, a youth might want to learn their language and gain volunteer experience; an Elder may want to join because they want to share the language and socialize.

Record the names of everyone who contributes to the glossary

Once you have worked through all of the activities and discussion questions in this workbook you will need to organize it so others in your community can read and enjoy it. You should ask everyone who participates in discussions, meetings, or contributes to the project in some way if they are okay with having their name printed in the final version in an Acknowledgements section. Allowing people who represent various aspects of your community – age groups, genders, families, roles (teachers, leaders, hunters, trappers, fishers, medicine pickers, etc.) – to contribute and giving proper acknowledgement and appreciation to these individuals will make your language glossary true to your community.

1.4 If language use is low in your community

Unfortunately, low language use is common in Indigenous communities (see section 0.3). However, the fact that you, as a reader, are working through this workbook and making an effort to revitalize the language of your community speaks volumes to the resiliency of Indigenous Peoples. As you move forward through the workbook, do not get discouraged. It may be more challenging than you thought to establish a Working Group or connect with the right people, but the need to preserve the language is important and all the more reason to persevere.

External Support:

If language use is low in your community it may prevent you from forming a local group. If this is the case you will have to start looking outside of your community for support and opportunities to collaborate with others. There is a growing body of resources available online that may be useful. For example, First Voices (<https://www.firstvoices.com/>) offers online tools and resources to support Indigenous communities with teaching and archiving the language, as well as cultural revitalization. If you cannot access online resources, you can ask individuals or Elders in your community to help connect you to people or organizations outside of the community who know your language and may have the skills to help with language translations.

1.5 Visioning

Now that you have selected a Working Group, you can plan to host your first meeting. The point of the first meeting is for the Working Group to define goals for the project as well as to create a group vision. A group vision is a summary of ideas that help explain why the group is initiating this process, helps define the scope of work, and provides direction to assist the group with developing the final language glossary.

Consider the following questions:

- How does the working group imagine the glossary being used?
- What specific needs does the group want to address?

Perhaps your vision statement will include separate statements from both the Elders and youth.

Exercise 1 (below) includes a visioning exercise to help you get started.



EXERCISE 1 VISIONING EXERCISE

During the visioning exercise, people should feel comfortable sharing their ideas without judgement. The idea of this exercise is to discuss and record as much information as possible in a short period of time. The information discussed by the group can likely be grouped into common themes or categories.

Ask the Working Group the questions listed below. As the group discusses each question, make sure someone is writing down the answers/ideas. Open discussions should be the main form of group communication, but if members of your group are too shy to share openly, we encourage posting the questions somewhere (a wall, a flipchart, a white board, etc.) and providing paper for everyone to answer the questions and stick their answers below the question.

- **How does the Working Group imagine the glossary being used?**
For example, is the glossary being developed as a means to engage language speakers in a community climate change and adaptation planning project?
- **What are the impacts of climate change that you are seeing now?**
For example, drought, increased forest fires, change in plant or animal species and behaviors.
- **Why is language revitalization important to you and your community?**
For example, a decreasing number of language speakers, youth interested in learning the language, language speakers wishing to share their knowledge.
- **How can the whole community be involved in this process or benefit from it?**
For example, increased youth involvement, hosting Elder language sessions, engaging with community leadership, and creating volunteer opportunities.

The Working Group's conversation will form your group's vision statement. When you see common answers, group them together and use these points to write a statement or short paragraph; this will be the vision statement. Use the space below in table 3 to create two vision statements. The first row (A) will demonstrate why climate change is important to your community and why you are doing this work. Row A should contain answers from the first two questions. The second row (B), should explain the reasons this work is important specifically to your community and will contain answers from the last two questions above.

TABLE 3:

Vision Statement	
A (Climate Change)	
B (Community Benefit)	

Next, ask the group to think about the goals they want to set. For example, when do you want the language glossary to be completed or how often will the group meet?

1.6 Goal setting

It is a good idea to clearly define the goals of your project (i.e. developing a glossary). This will help you share your project with others. Read this section and work through the exercise at the end with the Working Group (Exercise 2: Goal Setting).

“A goal without a plan is just a wish.”

—Antoine de Saint-Exupéry, writer and pioneering aviator

<https://www.workzone.com/blog/project-planning-quotes/>

SMARTER Goals

The acronym SMARTER is a helpful tool to ensure you are setting good goals. Each letter in the acronym refers to a different element of goal setting best practices.

SPECIFIC – State your goal as precisely as possible (i.e. use exact terms)

- i. Who will be involved? (e.g. will you check in with local leadership?)
- ii. What will be the outcome? (e.g. the final language glossary)
- iii. How will you approach this? (e.g. weekly meetings or 1-2 workshops)
- iv. Where will the group meet and/or work? (e.g. will the group host meetings publicly or at home?)
- v. Why are you doing this work? (e.g. your groups vision statement)
- vi. What are the conditions or limitations to doing this work? (e.g. is there money available to compensate for peoples' time?)

Example: We will have public meetings to develop the glossary.

Specific: you can make goals specific by asking who, what, where, when, and how many.

MEASURABLE – How will you measure your goal?

Example: The Working Group will have two public meetings at the Band Hall to develop the glossary.

Measurable: goals can be measured through time and/or milestones. A milestone is a smaller goal that is reached on the way to achieving your larger objectives. Consider our example – what will be accomplished at these two meetings?

ACCOUNTABLE – Who or what are you accountable to for the goal?

- i. Is everyone ready to commit to action?

Example: The Working Group will have two public meetings at the Band Hall. The first will be to decide as a community what to include in the glossary and the second meeting will be to refine the glossary and make changes as needed.

In this example, you are measuring the number of meetings that will occur and the glossary development milestones – the milestones are 1) identifying content for the glossary through community engagement and 2) getting community review and approval

Accountable: who is accountable for holding the meetings? For example, is it the Working Group? If yes, who specifically in the Working Group will be responsible for planning the logistics (e.g. date and time, location, catering, ensuring you have all the necessary equipment and supplies) and who is responsible for overseeing the other planning details (e.g. the agenda, finding people to speak, note takers, etc.).

Deciding who will be responsible for tasks is a group effort and requires listening, being respectful of each other's time, and understanding that everyone has other life commitments and priorities outside of this work.

REALISTIC – Take time to reflect and ensure your goals are something the group has the time and resources to accomplish. You may need to make changes to your goals so that they are achievable.

Example: The Working Group will have two public meetings at the Band Hall. The first will be to decide as a community what to include in the glossary. Meeting duties will be shared: X and Y will be responsible for planning meeting logistics; A, B, and C will develop a presentation; A and C will be presenters; and X, Y, and C will each take notes and help facilitate group discussions.

Realistic: Goals should be grounded in real-life scenarios and realistic time frames. Our example might be too ambitious for a Working Group of people meeting voluntarily in the evenings with full-time jobs, school, children, etc. Or our example might be too slow if the Working Group consists of people whose regular jobs are related to this work and are permitted to use time at work for this project because it falls within their mandate. Real-life scenarios, such as these, should be taken into consideration when planning the project. Other scenarios to consider include other community events happening around the same time, a community fall hunt, Christmas season, fiscal year funding agreements, etc.

TIMELY – Decide a timetable for completion, including dates, and stick to it.

- i. When do you want the glossary finalized?

Example: The Working Group will have two public meetings at the Band Hall. The first will be to decide as a community what to include in the glossary. Meeting duties will be shared: X and Y will be responsible for planning meeting logistics; A, B, and C will develop a presentation; A and C will be presenters; and X, Y, and C will each take notes and help facilitate group discussions. There will be a three-week period between the two meetings to allow the Working Group to meet two times in order to draft the glossary and identify new goals (*for example, the first meeting was successful, but there was almost no discussion on the impacts of climate change on wildlife – a new goal would be needed to address this in the next community meeting*).

Timely: Timeframes can be general, for example, “we will finalize the glossary in two months” can mean the same thing as “we will finalize the glossary by December 1st.” It depends how specific you want to be or if you're required to be specific (e.g. you may have a deadline from the funder that is supporting your project).

EXCITING – Goals that are exciting will be met far more quickly than goals that are boring or bland.

Example: The Working Group will have two public meetings at the Band Hall. The first will be on October 1st to decide as a community what to include in the glossary. Meeting duties will be shared: X and Y will be responsible for planning meeting logistics; A, B, and C will develop a presentation; A and C will be presenters; and X, Y, and C will each take notes and help facilitate group discussions. There will be a three-week period between the two meetings to allow the Working Group to meet two times in order to draft the glossary and identify new goals (*for example, the first meeting was successful, but there was almost no discussion on the impacts of climate change on wildlife – a new goal would be to cover this in the next community meeting*).

Exciting: People want to do exciting things! Maybe someone in your Working Group is great at art and will happily design posters, maybe someone in your group loves public speaking and would love to go on the local radio or post about it on social media. Learn about the people in your Working Group, find out what they like to do, where their strengths are, and how much time they can commit to the project. This way everyone's time is used efficiently and makes the whole experience more enjoyable for everyone.

RECORDED – Keep your goals and ideas in a place where you can see them everyday.

Example: The Working Group will air three radio ads, one each in the traditional language, English and French. The Working Group will also post information sheets and meeting posters around the community by September 15th to get people interested in attending. The Working Group will then have two public meetings at the Band Hall...etc.

Recorded: Keeping your goals in a place where they are visible helps keep the project on track and maintain accountability. Your goals can be “recorded” in any form, it could be written, it could be pictures, it could be a to-do list, a vision-board or vision-statement, a word-cloud, it could be a radio advertisement, or it could simply be a conversation. Your goals should have some daily presence, so they are not forgotten and deadlines are not missed.



EXERCISE 2

GOAL SETTING

Come up with 1-2 goals for each of the following sections (A, B, and C) in Table 4 (below). Use the tips above to make your goals SMARTER. This exercise – and the examples - are meant to help you get started, but feel free to ask the Working Group more questions if needed.

TABLE 4:

Goal Setting	
A (How and when the Working Group will work together)	
B (How and when the Working Group aims to complete the Glossary)	
C (How the language translation process with the community will work)	

1.7 Tips

The following is a list of tips and suggestions for working as a group:

- Use ice-breakers or an informal introductory exercise to help get everyone comfortable with one another and more willing to share ideas/thoughts.
- Share introductory information on climate change and the importance of language revitalization when you first meet and begin to think about these goals, etc. This can be a discussion, a presentation, an information sheet, or other formats that will help the Working Group become familiar with these terms.
- Depending on the size of the Working Group, creating smaller working groups can be helpful for working through the questions/exercises above. Each of the groups can come together to share their ideas at the end of the meeting.
- Ensure that the meeting room is set-up in a way that facilitates conversation (e.g. semi-circular formation), this way everyone can sit comfortably without having to turn around to see each other when speaking.
- If possible, provide compensation to Working Group members for contributing their time, knowledge, and expertise to the project.



2. CREATING YOUR GLOSSARY

2.1 Preparing to host the first official translating meeting

Now that you have established your Working Group and identified goals for the project, it is time to begin the process of identifying key discussion themes for your glossary. Below is a materials checklist for each Exercise (or Activity) for **Section 2 Creating Your Glossary**. This checklist is different from **Table 2 (Section 1 Starting the Planning Process)** because it includes a fourth column where you can assign a date that the item is needed by, and a fifth column to identify a person(s) in the Working Group who will be responsible for purchasing or collecting the items. There are blank spaces at the bottom of the table for your Working Group to add to the table. Additions could include items that are needed to follow cultural and/or other protocols specific to your community (e.g. tobacco for an offering, gifts or Elder Honoraria, etc.)

TABLE 5:

Obtained	Items Needed	Date Needed	Person Responsible
	Pencils and pens for everyone		
	Paper or note pads for everyone		
	A printed or digital copy of the Workbook to be filled in		
	*Flip chart paper and markers		
	*White board and dry erase markers		
	*A video camera, audio recorder, or cell phone with recording capability		

NOTE: Having more than one medium is not required (a medium is the form that you record information in – for example written word, video and audio recordings, visual/graphic recordings, etc.). However, including more than one medium can be helpful when you have a participant who speaks the language but is unsure about the spelling (e.g. you might use a drawing or sketch to illustrate an idea instead). Uncertainty about spelling is a common challenge as most Indigenous languages were not originally recorded in written form until more recently. In addition, Indigenous languages can follow a different alphabet than that of the English language, and may have character accents, different pronunciation, or use syllabics. Furthermore, some people prefer to spell phonetically (written exactly how it sounds), which may differ from more standardized forms of the language.

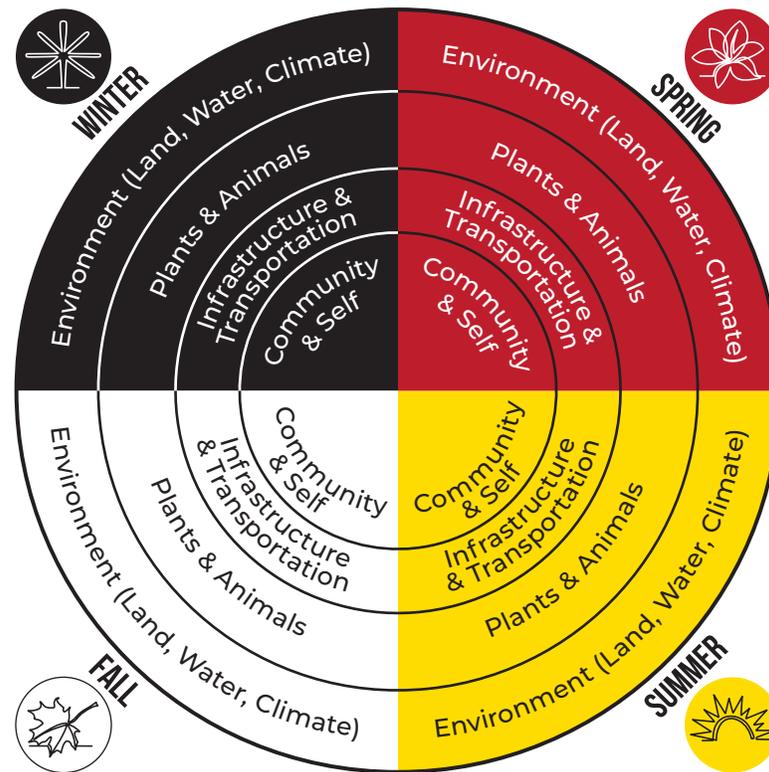
If you do choose to use video or audio mediums, you can take that recording and present it to someone who may know how to spell the words in a more standardized way.

2.2 Brainstorming

Read through this section and work with the Working Group through **EXERCISE 3 Brainstorming and Identifying Themes**. This will help the Working Group decide on your own glossary themes, which will help you organize the information and develop a table of contents when you complete the **Glossary Workbook Template**. The information that is shared by the group members during the brainstorm/discussion can usually be grouped into common themes or categories if you look for similarities between ideas. Having information categorized helps keep it organized and makes it easier to format the glossary later.

During a brainstorm activity people should be able to share their ideas without judgement, which means there are no wrong answers. The goal of this activity is to discuss and record as much information as possible in a short period of time. To help focus the conversation, work with the group to identify themes they would like to discuss/work through. The following example includes the four seasons as themes for discussion to help you get started. Feel free to think of other themes you would like to work through too:

Example Themes



In the example above, the four seasons have been selected as themes. Each season brings its own set of weather and challenges, which each have an effect on the Environment (land, water, and climate), Plants and Animals, Infrastructure and Transportation, and Community and Self. That means there are four main categories or “themes” and four sub-themes. These themes were used to help guide discussions and organize information from our Elders gathering when the Anishinabemowin Climate Change Glossary was developed.

Working group discussion around these themes could be structured as four smaller conversations that each focus on a different season. For each season, the Working Group participants could be asked to think about the changes they have seen during that season. This includes talking about impacts to the community’s culture, traditions, wellbeing, economy, and society in general. Discussion could also address impacts to the self – mental, emotional, spiritual, and physical wellbeing – experienced during that season.



EXERCISE 3

BRAINSTORMING AND IDENTIFYING THEMES

When identifying themes to brainstorm, ensure that you plan enough time to discuss, decide on, and work through each theme with the understanding that you will also require the Working Group's time after all the translations are complete to review and finalize the document. Use the space in the table below to list your themes – if you run out of space you can add more rows to the table to record your ideas, or consider combining some categories to create broader themes. You might find other reasons to have more than 4 themes. For example, your Working Group might find it more relevant to have 7 themes after the 7 sacred teachings, or by following the values of a clan system. Remember that this Glossary is made by your community for your community, and therefore should reflect the values and beliefs of your community.

Remember to include an explanation on how you decided on your themes and why they were chosen – you will be using these themes and having discussions on how they relate to climate change in the next section.

Getting Started: If the group needs help getting started on selecting themes, try asking some of the following questions and be sure to write down the answers.

- How has climate change impacted the community's environment, society, culture and economy?
- What changes do you see on the land and how does that relate to the theme you selected?
- What changes do you see with the animals and how is it different from the past?
- What is important to protect in your community or traditional territory?

TABLE 6:

Theme	Notes/ Comments/ Rationale

2.3 Translating

Now that the Working Group has selected themes to work through, it is time to host a meeting and begin the process of identifying and translating key terms and ideas with participants! Use the following steps to help guide the group through this process. Be sure to open, conduct, and close your meeting following the cultural protocols of your community. Please make several copies of **Table 8** to work through.

EXERCISE 4 Translating

The process: Identify the words you want to include in your language glossary. The themes are meant to spur discussion and help participants identify words that relate to each theme. You can begin with English terms and translate them into your language, or you may begin with terms in your language that do not have direct English definitions and work to construct a loose definition.

Step 1: Identify words in your language or in English that will require translation.

Step 2: Work through the translations for each individual word. Record the word, the translation, and if you wish, the literal translations. Use the "Notes" section to provide context (e.g. notes on how the word is constructed, the historical context, the dialect, gendered differences, etc.) as this will help readers understand the language better.

When you are finished, you should have a table full of your translated words.

NOTE: decide if the terms are going to be presented in your language first, then English, or vice versa. Discuss with the Working Group and participants which way you want the information to be presented. There is no right or wrong way, both approaches benefit people differently. Some people may feel having your language presented first, followed by English is more appropriate for community-developed cultural resources. Others may feel that having English first helps beginner language learners to find the words they are looking for much more quickly, streamlining the learning process. It is entirely up to the community and Working Group on which approach to take.

TABLE 7: Translating words in your language

Theme: _____

Term in your language	Translation in English	Literal Translation	Notes

Coming up with sentences or phrases

Now that you have identified different words and terms, you can begin developing phrases in your language as they relate to climate change. You may already have some sentences you wish to form/translate, but if not, refer to the discussion questions below to help get you started. Be sure to write down the ideas/phrases as participants discuss, as their responses could be the sentences or phrases required to fill in **Table 8** (see page 16).

1. What changes do you see on the land?
 - a. What changes do you see with the plants and medicines?
 - b. What changes do you see to the trails you usually take on the land?
2. What changes do you see with the seasons and months/moon cycles?
3. What changes do you see with the animals?
 - a. Have the numbers or types of animals changed from the past?
4. How has climate change impacted traditional outdoor activities?
 - a. How has climate change impacted activities like hunting, fishing, and trapping?
 - b. How has climate change impacted activities like harvesting and gathering plants and medicines?
 - c. How has climate change impacted recreational activities?
 - d. How has climate change impacted ceremonial activities?
5. What is important to protect in your community or traditional territory?

Step 1: Create sentences in your language that include the newly translated words.

Step 2: Record the sentence, the translation, the breakdown or literal translation and document any important notes in the fourth row of **Table 8** (see page 16).

TABLE 8: Phrases or sentences in your language

Theme	
English sentence	
Translation in your language	
Break down or literal translation	
Notes	



3. USING THE TEMPLATE

Great work! You have completed the translation portion of your glossary workbook and are well on your way to completing the process. It is now time to place your content into a glossary. We have provided a template in Section 4: Language Glossary Template, but feel free to design your glossary however you like.

After you have placed all of your content into the glossary, you will need to have the Working Group members review it.

3.1 Community Approval: Review and Finalize the Glossary

After working through this Workbook, you should have tables or pages full of new terms and translations. Now it's time to review your notes and content and make any final edits. The review process could include language speakers and/or anyone else who was involved in the project to review the draft glossary and provide feedback. You might also want to consider inviting several Elders to sit with you over tea and review the translations and ensure the content is accurate. It may also be appropriate to present the draft language glossary to community Leadership for review before it is finalized.

It is important to document and acknowledge all those who were involved in contributing to/developing the glossary. Ask each participant if they are okay with their name being included. For example, sometimes Elders do not want their names published. If so, perhaps you can simply list the community from which the glossary was made.

Celebrate this achievement, remembering to include everyone who was involved in making it happen!

As a suggestion to celebrate this achievement, you could print copies of your completed Language Glossary and hold a community meeting to distribute the copies.



4. LANGUAGE GLOSSARY TEMPLATE

Glossary Workbook Template

The following is a suggested template for organizing the work completed by your community and Working Group. Formatting the work that was done into one new document will make it easier for readers to use and enjoy. Feel free to restructure and reorganize the work to make it truly unique to your own community.

Title Page

The title page could be anything that is important or meaningful in your language, culture, or to your community, or it could be created by a community member. It could be a photo of the Working Group or from a meeting you held to develop the glossary, or perhaps a photo of nature in your community or a photo from an event – a powwow, community gathering, fall hunt, etc. The title page is also an opportunity to showcase the talents, skills, or artists in your community. You could even run a poster contest in the community or school and offer a prize for the winning entry.

Acknowledgements (Section 1.2 Form a Group)

Record the names of everyone who helped and contributed in some way to the development of the glossary. Be sure they are comfortable having their names printed in the final version. Take some time to write a few heartfelt sentences to show appreciation for their contributions and then list each person's name.

Vision or Purpose of the Glossary (Section 1.4 Visioning)

Revisit Section 1.4 and see **EXERCISE 1 Visioning Exercise**. Hopefully your group was able to narrow down all the answers to the questions in the **Visioning Exercise** and came up with a vision statement that was well-supported by the Working Group (and broader community). **Table 3** focused on helping you organize the ideas into two categories (climate change and community benefit). Combine the sentences from each of these categories, or create a new paragraph, to let the reader know why the Working Group made a language glossary, why the Working Group thought it was important, and how the group hopes it will be used to benefit the community.

TABLE 3:

Vision Statement	
A (Climate Change)	
B (Community Benefit)	

Organizing Content by Themes (Section 2.2 Brainstorming)

Revisit Section 2.2 and see **EXERCISE 3 Brainstorming and Identifying Themes**. After you have created a title page, acknowledgements section, and your vision statement for the glossary, you should have an outline or table of contents so readers can easily find information in the glossary. **EXERCISE 3 Brainstorming and Identifying Themes** was an exercise to help the Working Group organize information, help guide discussions, and identify relevant themes. This exercise can be used as the structure of the table of contents in your final glossary.

Example:

Spring Season _____	Page 4
Environment (land, water, and climate _____)	Page 4
Plants and Animals _____	Page 5
Infrastructure and Transportation _____	Page 6
Community and Self _____	Page 7
Summer Season _____	Page 8
Environment (land, water, and climate _____)	Page 8
Plants and Animals _____	Page 9
Infrastructure and Transportation _____	Page 10
Community and Self _____	Page 11

Presenting the translations

Now that you have your “themes” or “headings” to present the information in an organized way, you can begin entering the information that you collected. Use the information from the discussions in your meetings and from working through **Section 2.3 Translating**.

Begin with listing words and translations using the same format as **Table 8** (if you wish). If you would like to take it one step further, include translations for sentences and/or phrases that relate to your theme. The discussion questions in **Section 2.3** likely started some good and lengthy discussions that include

lots of personal anecdotes and stories of climate change that community members have witnessed and experienced. These stories, experiences, and concerns are good to capture and include so that young people and future generations can gain a true understanding of how climate change has impacted your community or region.

Organize the information contained in the following tables into this section:

Table 7: Translating words in your language

Table 8: Phrases or sentences in your language

Tip: adding pictures can make your Language Glossary more visually appealing and less text-heavy, but it will also increase the cost of printing – that is a decision the Working Group may need to decide on.

REFERENCES

McGregor, D. (2006). *Traditional Ecological Knowledge. Ideas: the Arts and Science Review*. Faculty of Arts and Sciences, University of Toronto. Accessed at <http://www.silvafor.org/assets/silva/PDF/DebMcGregor.pdf>

APPENDIX 1

Truth and Reconciliation Commission of Canada Calls to Action

Link: http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action.

13. *We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.*
14. *We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:*
 - i. *Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.*
 - ii. *Aboriginal language rights are reinforced by the Treaties.*
 - iii. *The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.*
 - iv. *The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.*
 - v. *Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.*

United Nations Declaration on the Rights of Indigenous Peoples

Link: <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

The United Nations Declaration on the Rights of Indigenous Peoples states the following: “The Declaration is the most comprehensive international instrument on the rights of Indigenous peoples. It establishes a universal framework of minimum standards for the survival, dignity and well-being of the indigenous peoples of the world and it elaborates on existing human rights standards and fundamental freedoms as they apply to the specific situation of indigenous peoples.”

Article 11

1. *Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.*

Article 12

1. *Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.*

Article 13

1. *Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.*
2. *States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.*

Article 14

1. *Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.*

Article 16

1. *Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.*

Article 24

1. *Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.*
2. *Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of this right.*

Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. *Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.*
2. *Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.*
3. *States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.*

Article 29

1. *Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination.*
3. *States shall also take effective measures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented.*

Article 31

1. *Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.*
2. *In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.*

Article 32

1. *Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.*
2. *States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.*
3. *States shall provide effective mechanisms for just and fair redress for any such activities, and appropriate measures shall be taken to mitigate adverse environmental, economic, social, cultural or spiritual impact.*





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