FOCUSING ON CLIMATE CHANGE

Reflections on the Indigenous Climate Change Observation Network Participatory Video Pilot Project

About Partners

Alberta Environment and Parks, Environmental Monitoring and Science Division (EMSD)
Established in 2016, EMSD's mandate is to provide timely, open and transparent access to, and reporting on, monitoring and scientific data and information about the condition of Alberta's environment, based on sound scientific evidence and respectful incorporation of traditional knowledge (TK) of Alberta's Indigenous peoples.

The University of Winnipeg, Prairie Climate Centre (PCC)
The PCC is a research institute based out of the University of Winnipeg that is committed to making climate change meaningful to Canadians. They bring an evidence-based perspective to communicating the science, impacts, and risks of climate change through maps, documentary and participatory video, research reports, and plain-language training, writing, and outreach. They have over 20 years of experience working with Indigenous communities across Canada.

InsightShare (IS)
IS is a world-leading participatory video community development organization based out of Oxford with an international network of PV facilitators based on 20 years of working with Indigenous groups. Their work captures the best aspects of communications technology and participatory techniques. Using participatory video, they support communities to explore their issues and devise solutions to the challenges they face.

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Disclaimer

"First Nations are going to be the most affected by climate change, and yet they contribute the least to global carbon dioxide emissions. Where are their voices? Why aren't we listening to them? Why aren't we helping them? I think this participatory video project is a really good beginning."

- Diandra Bruised Head, Kainai First Nation Participatory Video Project Coordinator, November 2018

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Instructions to the Reader

The purpose of this report is to document the methodology as well as the successes and challenges associated with the Indigenous Climate Change Observation Network Participatory Video pilot project in Kainai First Nation and Samson Cree Nation. The report was written for the Government of Alberta as well as others interested in carrying out participatory video projects with Indigenous communities in Canada. It is to be read with the understanding that the partners were exploring and experimenting with participatory video methods in the project. The report is intended to inform future work involving participatory video with Indigenous communities in Alberta.

Executive Summary

With climate change impacting both the environment and wellbeing of regional populations, it is critical that Indigenous communities have the capacity to monitor, respond to, and adapt to multiple impacts of climate change. A priority identified by many Indigenous communities is to better understand sources of vulnerability and ways they can become more resilient through developing effective climate change monitoring and adaptation strategies.

Guided by the advice of the Indigenous Wisdom Advisory Panel, the Environmental Monitoring and Science Division (EMSD) of Alberta Environment and Parks initiated the development of an Indigenous Climate Change Observation Network (ICCON). ICCON is designed to enable Alberta's Indigenous knowledge holders and scientists to respectfully work together to coproduce best available knowledge about climate-induced changes relevant to Alberta's Indigenous communities and to enhance Indigenous communities' climate change resilience and adaptation.

The first year (2018-2019) of ICCON development focused on a pilot project to test the applicability and scalability of Participatory Video (PV) as a tool for mobilizing Indigenous and scientific knowledge of climate change and informing climate change adaptation planning at the community level. PV is a community-based methodology that enables local people to document, monitor, and communicate climate change-related observations through the creation of participatory videos. A critical tool for mobilizing oral-based ways of collectively-held knowledge, PV enables the community-led and owned process of developing video materials to be shared with diverse audiences to inform into climate change monitoring and adaptation planning.

The "Focusing on Climate Change" report documents the process that was undertaken to deliver the PV Pilot project; summarizes project outcomes, successes and challenges; and, highlights recommended good practices for future ICCON implementation.

EMSD worked through the South Saskatchewan Regional Plan First Nation Sub-Table to partner with two First Nations – Kainai First Nation and Samson Cree Nation – on the PV Pilot Project. Four community members from each community participated in the project activities, including two training workshops, interviewing, filming, editing, and community screenings.

During the training workshops, project participants learned about video productions skills (i.e. use of the equipment, conducting interviews) and editing techniques (e.g., combining and transitioning interviews into narratives). Participants also discussed climate change from a scientific and Indigenous perspective through tools and methods such as the Climate Atlas of Canada and dialogues with community members about local observations of change.

During the two months between the first and second workshops, each team spent time in their respective communities filming interviews and b-roll materials. Participants carried out over 40 interviews about climate change with members of their communities. Participants spoke about changes to the water, animals, plants, medicines and weather patterns, as well as ways that climate change is impacting their culture and health. PV facilitators supported participants in reviewing footage, logging interviews, planning films and filming additional interviews.

Each team showed their final videos at a screening in their home community and had conversations with the project facilitators around further dissemination of their videos as well as what they would like to do next with their video skills and equipment, including participating in advanced training and training others in their community.

The pilot project demonstrated that PV processes can be used to document and communicate community-specific climate changed-related impacts and determine culturally-relevant indicators of change. Specifically the project:

- enabled participants to have meaningful local dialogues about climate change, both through the interviews and larger community dialogues and screenings;
- supported participants in identifying certain climate change indicators, or signs of change, in their communities;
- facilitated intergenerational knowledge exchange (i.e. participants learned a lot about their culture and history through interviews with Elders and other knowledge holders);
- supported the development of community-driven narratives about climate change;
- helped participants cultivate Nation-to-Nation relationships; and
- helped participants develop skills required to create documentary videos.

Community ownership of the video production process and resulting videos was key to the success of the project. Team members reported that many people in their communities only agreed to participate in the project because it was controlled and owned by local residents. Community members also valued the development of community-driven narratives about climate change that produced insight based on local knowledge and experience and presented in accord with local perspectives and values.

Twenty nine recommended good practices were identified for undertaking PV projects in partnership with Indigenous communities in Alberta in the areas of project planning; workshops; work period and support; monitoring and evaluation; and, dissemination and wrap-up. Some of these recommendations include:

- engage with Elders from participating communities to help guide the project (project planning);
- ensure there is enough time and flexibility in the schedule for interviews with community members (workshops);
- ensure there are several communication channels set up with the team members (work period and support);
- adapt and apply project evaluation models to reflect Indigenous perspectives (monitoring and evaluation); and
- work with participants to explore regional, provincial, and national dissemination opportunities (dissemination and wrap-up).

Introduction

With climate change impacting both the environment and wellbeing of regional populations, it is critical that Indigenous communities have the capacity to monitor, respond to, and adapt to multiple impacts of climate change. A priority identified by many Indigenous communities is to better understand sources of vulnerability and ways they can become more resilient through developing effective climate change adaptation strategies. There is a growing recognition among decision makers that braiding Indigenous knowledge (IK) and western science as part of the environmental monitoring program life cycle creates conditions for improved resilience of local communities to climate change impact.

In March 2016, Alberta Environment and Parks (AEP) Chief Scientist, Dr. Fred Wrona, received gifted advice from the AEP's Indigenous Wisdom Advisory Panel (IWAP) in response to questions of how stories, ceremonies, relationships and songs can inform climate change observations from an oral context. The IWAP advised the Chief Scientist to further explore an Indigenous wisdom-led network of climate variability in Alberta.

Guided by advice from the IWAP, AEP through the Environmental Monitoring and Science Division (EMSD), Indigenous Knowledge, Community Monitoring and Citizen Science Branch (IKCMCS Branch) initiated the development of an Indigenous Climate Change Observation Network (ICCON) to produce critical information about climate-induced changes relevant to Alberta's Indigenous communities. The vision for an ICCON is that Indigenous knowledge holders and scientists are respectfully working together to understand and interpret climate change to enhance community climate change resilience and adaptation.

The first year (2018-2019) of ICCON development focused on a pilot project to test applicability and scalability of Participatory Video (PV) as a tool for mobilizing Indigenous and scientific knowledge for climate change monitoring and informing climate change adaptation planning at the community, local, regional and provincial level. PV is a community-based methodology that enables communities to monitor, document, and communicate climate change-related observations through the creation of short videos. PV is particularly appropriate for mobilizing oral-based ways of knowledge sharing, such as Indigenous knowledge. These videos can be shared by the community with diverse audiences including other Indigenous communities, policy makers, and the general public to inform into climate change monitoring and adaptation planning.

The objectives of the 2018-2019 PV Pilot Project were to:

1. Enhance local capacity by providing Participatory Video training to eight Indigenous participants from two Indigenous communities in southern Alberta.

2. Engage Indigenous community members in developing climate change monitoring and adaptation approaches through interviews and screening events.

3. Create opportunities for intergenerational knowledge transfer (i.e. elder-youth dialogues).

4. Identify which culturally relevant climate change variables and indicators should be monitored in the two participating Indigenous communities.

5. Develop video products to be integrated with and share via the Climate Atlas of Canada, as a template for ICCON scale up throughout the province.

6. Provide a "proof of concept" for a Participatory Video approach as a tool for Alberta's Indigenous communities to document and communicate their understanding of climate change, and develop a vision for community-based climate change adaptation.

7. Create photo, video and narrative reports documenting the overall process.

This report documents the 2018-19 PV Pilot Project – process, successes, challenges, and recommended best practices. Overall, the facilitators believe this project was a success and recommend that the IKCMCS Branch continues to expand participatory video projects with additional First Nations and Métis communities across Alberta. This will help ensure that Indigenous voices are included in climate change dialogues across the province.

Project Process

Project Planning
May - August 2018

The South Saskatchewan Regional Plan – First Nation Sub-Table (SSRP Table) in Alberta was established in 2015 as a meaningful forum for First Nation representatives to discuss SSRP implementation with multiple government Ministries and Agencies. The Table established the "Sskska' tomo / taki - ki tawashin" "makocha awiyagay" ekanawapahtamak kitaskinaw," - Watching the Land working group in 2016. The working group collaboratively gathered information and co-developed a report about historic, current and planned cultural based environmental monitoring initiatives involving First Nations in the South Saskatchewan Region. The report identified climate change as an area of interest and highlighted the importance of providing youth with opportunities to be out on the land with Elders and to further identify community priorities for cultural-based environmental monitoring.

Staff from the IKCMCS Branch already had, and continue to have, a trusted and respected relationship with the SSRP Table, and in May 2018, IKCMCS Branch staff, along with a staff member from InsightShare, attended an SSRP Table Elder-Youth workshop in Lethbridge, Alberta, to present the opportunity to participate in the PV Pilot Project. Table representatives collectively endorsed the pilot project and agreed that two communities would participate. The Table requested that pilot project lessons learned be shared with the Table. Reporting back to the Table has occurred throughout 2018-2019 at the regularly scheduled meetings.

Interested SSRP Table Nations were asked to submit expressions of interest to InsightShare by responding to questions, which are included in **Appendix A**. Kainai First Nation and Samson Cree Nation were selected to participate in the pilot project. The Prairie Climate Centre (PCC) and InsightShare (IS) were contracted to deliver the pilot project and work began with the two Nations in the summer of 2018.

A non-standard contract was used to ensure that the video-based materials were owned by the community that made them. This change guaranteed that the project would adhere to the OCAP principles and PV protocols that ensure ownership, control, access and possession of raw and final videos to community participants. Text from this contract is included in **Appendix B**.

The PCC and IS also worked on a consent form for adults and a consent/assent form for minors for the project, which are included in **Appendix C**. These consent forms describe the project and foster an informed consent process as outlined by the University of Winnipeg's Human Research Ethics Board's, which complies with the second edition of the *Tri-Council Policy Statement*: *Ethical Conduct for Research Involving Humans (TCPS 2)*. The forms also comply with the *First Nations Information Governance Centre's Principles of OCAP*, which stand for Ownership, Control, Access and Possession. Along with the contract, these informed consent forms ensure the participating Nations own and control all videos created as part of this project.

In this phase, AEP's IKCMCS Branch, IS, and the PCC established working relationships with representatives from the two Nations. IS provided a detailed description of the project, participatory approach and expectations in a community agreement with each community, which is included in **Appendix D**. Representatives from each community selected a local community coordinator from each Nation to help coordinate logistics and manage the project. After this, the local coordinators advertised the project and recruited a total of four participants—including the coordinator—from each community.

During this time, AEP's IKCMCS Branch, IS, and the PCC also planned out the project activities. They decided the project would begin with a seven-day workshop focused on video production in Kainai First Nation in September. Following this, the video teams would have time to film and begin editing their videos. The facilitators would provide virtual and in-person support during this phase. After this, there would be a second workshop focused on editing in Samson Cree Nation in November. In the new year, the video teams would finalize their projects and host community screenings. These phases are described in detail in the following subsections.

Workshop 1: Video Workshop
September 3 - 9, 2018

The first workshop was hosted by Kainai First Nation in Stand Off, Alberta. It was co-facilitated by Emilie Flower (IS) and Hillary Beattie (PCC). Marley Kozak from the AEP's IKCMCS Branch also helped coordinate and facilitate the workshop. Over a seven-day period, the team members learned about video production skills and discussed climate change from scientific and Indigenous perspectives. The curriculum for this workshop — and the following workshop and visits — are included in **Appendix E**.

The team members explored video production skills and techniques including: how to frame and expose a shot; use a tripod and capture steady hand-held shots; use a lavalier and on-camera microphones; and frame and conduct interviews. The team members also began to learn about post-production skills including how to archive and log footage; review footage and create paper-edits; edit interviews and b-roll material into narratives; add music, titles, and other content to videos; and set-up screening equipment including a projector and speakers.

During the first workshop, the facilitators and team members also began to plan and work on short videos. The team members broke into two groups and each group interviewed two local community members about their observations of change. These interviews were then logged and edited into short, rough drafts of videos. The team screened and discussed these videos with roughly 10 community members from Kainai First Nation. At the end of the workshop, they also planned out activities and timelines for the period between workshops.

The team members had the opportunity to learn about climate change using resources like the Climate Atlas of Canada and the documentary film series *Fever* by LifeMosaic. The facilitators and teams also discussed local observations of change during a dialogue with community members and throughout the week as a group. In these discussions, they wrote climate change causes, observations, and solutions on Post-It notes.

The teams then used an approach called participatory clustering to organize these Post-It Notes related to observations of climate change into six themes. These themes were: Land, Water, Air, Animals, Social, and Culture. However, because the team felt that many of the observations of change could fit into more than one of these categories, they decided to organize the themes into a 'swirl' that highlighted the interconnections between the discreet categories.

Figure 1: Trent Crow Chief (l), Diandra Bruised Head (c), and Justin Buffalo (r) practice putting the iPad on a tripod.

Figure 2: The video team films an interview with Kainai Elder Beverly Hungry Wolf.

They also included the Post-It Notes about climate causes and solutions in this swirl, which is depicted in Figure 3. This approach — along with other methods used in the project — are described in **Appendix F**. This exercise helped the teams brainstorm potential indicators of climate change in their communities, which could be monitored by the Nations in the future. The participatory clustering exercise also helped participants think about themes for their videos.

Work Period and Support Visit

Figure 3: The 'swirl' of Post-It Notes with climate causes, observations, and solutions during the first workshop.

September 10 – November 25, 2018
(Support visits: November 6 – 7 with Kainai First Nation; November 9 – 10 with Samson Cree Nation)

After the first workshop, both teams worked on their videos in their home communities. The team members filmed interviews and b-roll material of their communities, logged the footage and began editing it into short drafts. During this period, facilitators sent workshop notes back to the group to guide their work period. The facilitators also provided virtual support on logistical and technical challenges. This support was provided through conference calls, Facebook messages, a special Facebook group set up for this project, and Facetime. These channels enabled team members to provide informal feedback during the project to the facilitators.

Emilie Flower, Hillary Beattie, and Marley Kozak also had two-day support visits with each community. Prior to this, one of the facilitators turned the climate 'swirl' that the team members developed in the first workshop into a poster. The poster had climate causes in the center, impacts in six categories forming a 'swirl', and solutions around the edge. During the visits, team members and facilitators reviewed and updated the swirls based interviews and discussions that team members had with community members during the work period.

In addition, the team members reviewed footage, logged interviews, planned out films, filmed additional interviews and worked on editing short videos. They also discussed challenges the teams were facing and created a course of action to resolve them. Kainai First Nation also hosted a video screening with community members.
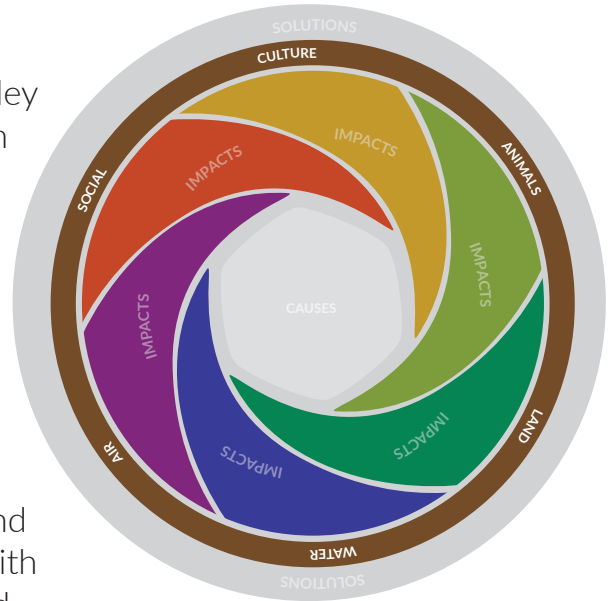
Figure 4: Blank version of the climate change 'swirl'.

Figure 5: Hillary Beattie (l), Michelle Louis (c), and Candace Okeymow (r) review and update the Samson Cree Nation climate 'swirl' poster during the support visit.

Workshop 2: Editing Workshop
November 26 – December 2, 2018

The second workshop was hosted by Samson Cree Nation in Maskwacis, Alberta. It was co-facilitated by Thor Morales (IS) and Hillary Beattie (PCC). Marley Kozak from AEP IKCMCS Branch also attended and helped facilitate the workshop. Over a seven-day period, the team members and facilitators peer-reviewed the teams' draft videos and worked on editing and finalizing their videos.

The team members learned more about editing techniques including: how to archive and log footage; review footage and create paper-edits; edit interviews and b-roll material into narratives; add music, titles, and other content to videos; and set-up screening equipment include a projector and speakers. Near the end of the workshop, the Samson Cree Nation team also hosted a community screening.

During the workshop, the facilitators and team members also spent time discussing climate change. They reviewed and finalized the updated version of the 'climate change swirls' that they had started in the video workshop and updated during the support visit. Part of the Kainai First Nation team also coded their interview transcripts to help highlight climate impacts that community members spoke about. The coding process is described in **Appendix F**. Along with participatory video methods, community coding and participatory clustering approaches helped the teams triangulate and determine locally relevant and meaningful indicators of climate change.

Dissemination and Wrap-Up
March 2019

Both teams created a series of videos that highlight how climate change is impacting their communities. The Kainai First Nation team created three short videos, which they combined into one 31-minute film. These videos are: Aohkiiyi: Cultural Connection to Water, Kawapaomahkaiksi: Cultural Connection to Animals, and Siksikaitsitapii: Cultural Chaos. The Samson Cree Nation video team created four short videos, which they combined into one 29-minute film. Their videos are: Climate Change, Land, Water, and The Future.

Figure 6: Trent Crow Chief, Deserae Tail Feathers, Diandra Bruised Head, and Alvin First Rider (l to r) work on their video.

Figure 7: Alvin First Rider (c) and Trent Crow Chief (r) interviewing Diandra Bruised Head (l).
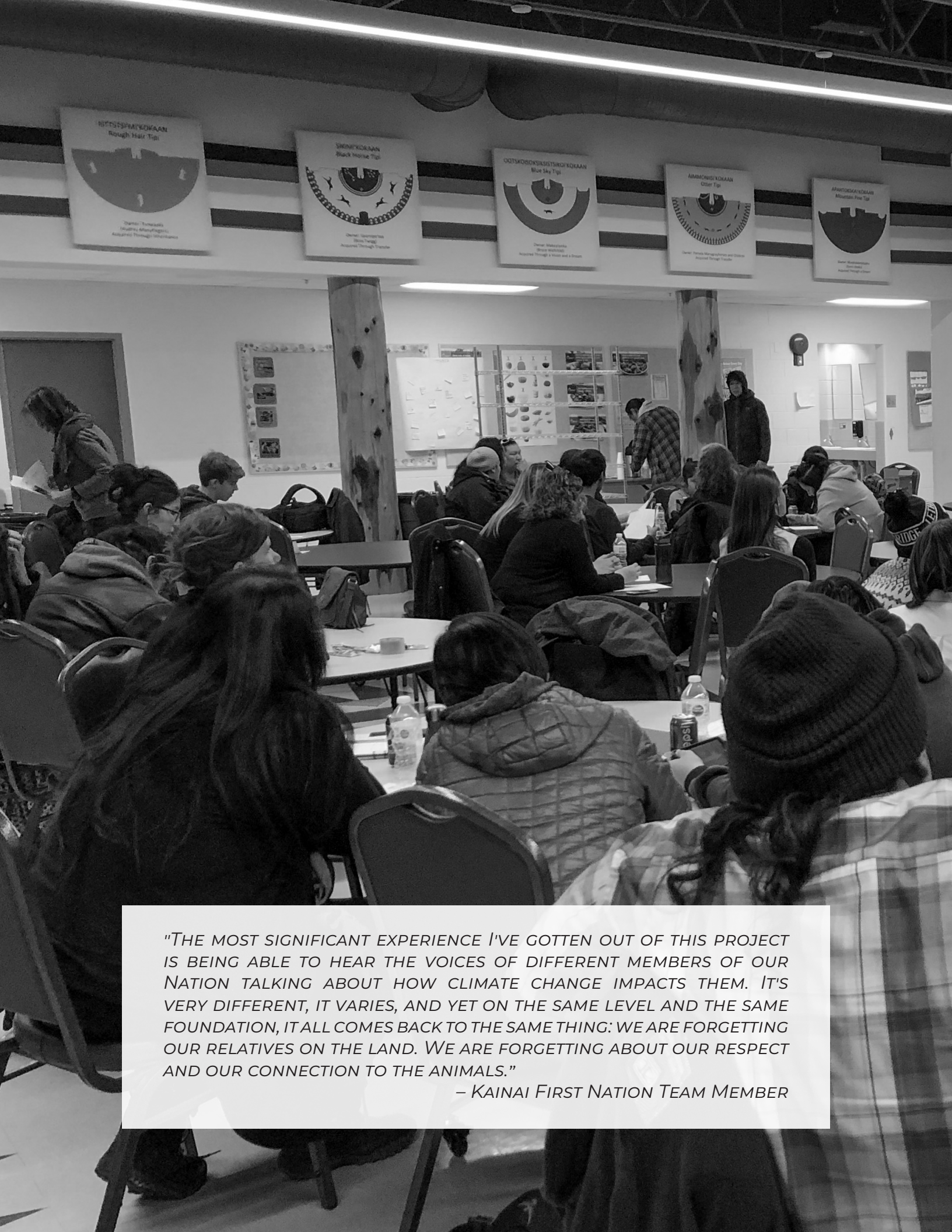
"The most significant experience I've gotten out of this project is being able to hear the voices of different members of our Nation talking about how climate change impacts them. It's very different, it varies, and yet on the same level and the same foundation, it all comes back to the same thing: we are forgetting our relatives on the land. We are forgetting about our respect and our connection to the animals."

– Kainai First Nation Team Member

Figure 8: Kainai First Nation Participatory Video Coordinator Diandra Bruised Head presents the video project at the community screening in Stand Off, Alberta on March 5, 2019.

The project screenings were held in both communities during the first week of March 2019. On Tuesday, March 5th, the Kainai First Nation team hosted a screening at Saipoyi Community School in Stand Off, Alberta. The screening was combined with an exhibit that showcased artwork by youth that participated in *The Art of Climate Change* project. This art project was part of a larger collaborative initiative between Kainai First Nation and The Rockies Institute focused on building capacity to adapt to climate change. In total, there were roughly 50 participants at the combined event. The video team showcased their final 30-minute video and received positive feedback from the audience. They handed out a written survey asking community members what they liked and what they would change about the videos. The survey results are included in **Appendix G**.

The Samson Cree Nation team hosted their screening at the Samson Cree Tribal Administration building on March 7th. Roughly 30 community members attended the event and provided feedback in an open discussion and written survey after the video. The audience made a few suggestions about the translation of interviews in Cree but was overall impressed with the project. Detailed feedback from the written survey is included in **Appendix G**.

Both the Kainai First Nation and Samson Cree Nation video teams are interested in sharing their videos to educate audiences about climate change. However, prior to sharing their videos publicly, both teams still need to obtain written consent from a number of participants. After obtaining this written consent and sharing the videos with key groups in their communities — detailed in **Appendix H** — the teams will decide what they want to share, with whom, when, and how. For example, they may choose to share sections of their 30-minute video publicly online while only sharing full, unedited interviews with local community members.

During the screening visit, the teams discussed what they would like to do next with their video skills and equipment. Members from both teams said they are interested in future video projects related to climate change. Kainai First Nation team members said they are interested in working on climate change videos focused on forest fires, plants, women, extreme weather, and solutions. Samson Cree Nation team members said they are interested in working on projects about forest fires, water, and pipelines. Both teams also said they are interesting in participating in more advanced training so that current participants can train others in the community. They are also interested in further exploring how participatory video methods can be used as an environmental monitoring tool.

Project Monitoring and Evaluation

Throughout each project phase, the facilitators and local coordinators closely monitored the success of the project. Specifically, they evaluated participants' experience and feedback throughout. They also explored the scalability and applicability of participatory video as a tool to mobilize knowledge of climate change.

The project was monitored using a range of techniques. As in all PV projects, the facilitators followed an iterative and reflexive process that took into account the needs of the team and adapted to local protocols. Close attention was paid to making space for open dialogue within the project, and providing as much information and transparency about any project findings.

During the workshops, there were opportunities at the beginning and end of the day for the teams to provide feedback on the process in the form of reviews of the previous day and short daily evaluation exercises. Informal feedback was also gathered during a number of occasions including lunch breaks, dinner, travel (ie. driving to interviews), and through emails, phone calls and social media. At the end of the workshops and support visits, the teams evaluated the project anonymously on paper surveys, which are included in **Appendix I**. Near the end of the editing workshop, the teams also evaluated the project through interviews.

Figure 9: The Samson Cree Nation and Kainai First Nation video teams edit their projects during the second workshop.

Project Outcomes

Climate Indicators

This project enabled both video teams to identify certain climate change indicators, or signs of change, in their communities. As part of the project, the participants interviewed over 40 individuals about how climate change was impacting them and their community. Based on these interviews, both teams made roughly 30-minute videos that highlighted community members' observations of change. In addition, both teams created climate change 'swirls' that highlighted community members' main concerns. The Kainai First Nation video team also coded their interviews. Through these three approaches — described in detail in **Appendix F** — both video teams were able to identify local community members' observations and concerns related to climate change. These outcomes are discussed in more detail in the report "*Signs of Change: Observations of Climate Change from Samson Cree Nation and Kainai First Nation*".
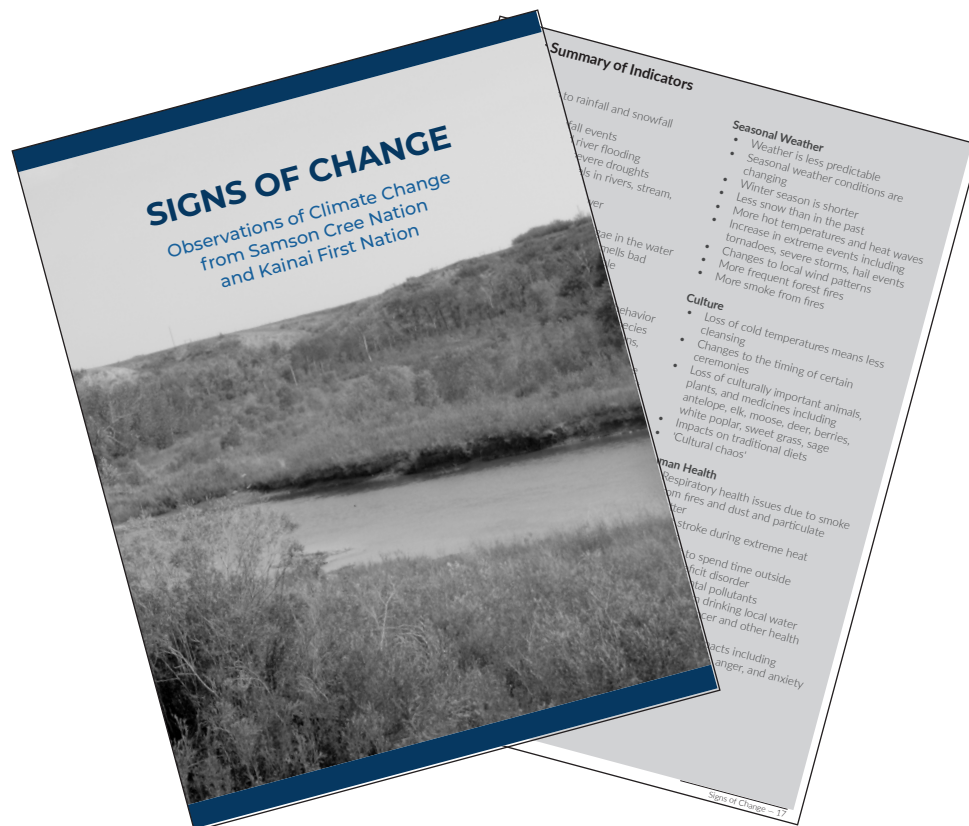
Figure 10: The report "Signs of Change: Observations of Climate Change from Samson Cree Nation and Kainai First Nation".

Intergenerational Knowledge Exchange and Documentation

During their reflections and evaluations, team members from Kainai First Nation and Samson Cree Nation both talked about how this project supported intergenerational knowledge exchange. This project gave them an opportunity to speak with Elders about environmental changes, which some team members said they hadn't done before. They also said they learned a lot about their culture and history through interviews with Elders and other knowledge holders.

Team members spoke about the importance of preserving Elders' knowledge through video recordings as part of this project. Many people felt it was important to take advantage of new technology and document Elders' knowledge, stories, and teachings for future generations. The team members also believed video recordings could be used to help document and pass on their Indigenous languages to youth.

> *"I think it's very important we're doing this because not many people go to their Elders now and ask them questions like this. We need the Elders. If they pass, their information will be with them. So, even if we don't use them in a video, we still have their interview. We still have their lesson, and we can still share the interview within our community. We're capturing their moment."*
>
> *- Samson Cree Nation Team Member*

Figure 11: The video team film an interview with Kainai Elder Dorothy First Rider.

Technical Training and Skills Development

Throughout the process, team members said the project helped them develop the skills required to create a documentary video. They learned how to work as a team to plan, film, interview, and edit a film. The teams believed these skills were important as they empowered the community to tell their own stories, which can be applied to future projects.

"I really respect and appreciate participatory video because it allows the First Nations people to get really important skills that they wouldn't get otherwise. There's four of us who have now become proficient in filming and in interviewing and in editing and in creating this final product that we're so proud of. Without this project, we wouldn't have those skills."

- Kainai First Nation Team Member

Figure 12: Samson Cree Nation video participant Abbey Soosay films near Stand Off, Alberta.

Nation-to-Nation Relationships

Team members also spoke about how this project helped them establish relationships with people from the other participating community, as well as with the project facilitators. It allowed them to learn about each other's cultural teachings and develop meaningful friendships. The team said Indigenous communities need to work together to address complex issues like climate change, and therefore they felt these new bonds were a very important outcome of the participatory video project.

> "INDIGENOUS COMMUNITIES NEED TO WORK TOGETHER A LOT MORE. THERE'S A LOT OF STRENGTH THAT COMES WHEN WE WORK TOGETHER, AND PARTICIPATORY VIDEO HAS GIVEN US AN OPPORTUNITY TO DO THAT. WHEN IT COMES TO INDIGENOUS COMMUNITIES, WE HAVE TO TAKE A LOT OF THIS INTO OUR OWN HANDS. IT AFFECTS US ON THE FRONT LINES AND THAT'S REALLY IMPORTANT. PARTICIPATORY VIDEO HAS GIVEN US AN OPPORTUNITY TO START TALKING ABOUT THAT."
>
> - KAINAI FIRST NATION TEAM MEMBER

Figure 13: Left to right: Marley Kozak (AEP), Candace Okeymow (Samson Cree Nation), Diandra Bruised Head (Kainai First Nation), and Abbey Soosay (Samson Cree Nation) review footage on iPad.

Community Ownership of Videos

As explained on page 9, a non-standard contract was developed to ensure that the video-based materials were owned by the community that made them. This contract — included in **Appendix A** — guaranteed that the project videos would adhere to the First Nations Principles of OCAP. Specifically, it meant that the project participants would maintain ownership, control, access and possession of all raw (unedited) and final (edited) videos. However, the contract did require that communities and contractors waive their moral rights to some of the non-video-based materials created as part of the project, including this report and the complementary project report "*Signs of Change: Observations of Climate Change from Samson Cree Nation and Kainai First Nation*".

The fact that the communities own all of the video footage was crucial to the success of the project. It ensured the video teams could guarantee interview participants that only the material they selected would be shared outside the community. This enabled them to hear from people who might not have trusted a different, more conventional process of filmmaking. This process also ensured that the team were able to collect some stories that could not be shared with a broader public but the community were keen to archive for future generations. In this way, the project was able to initiate a process of non-extractive local knowledge archiving that was valued by the community.

Community Dialogues about Climate Change

Team members from both communities said the project started meaningful local dialogues about climate change, both through the interviews they conducted and the larger community dialogues and screenings. Some participants said they were not aware of existing local discussions about climate change. This project helped them and other community members 'ease into' the subject. They also said it was a good way to ensure a wide range of community voices and perspectives were included in the discussion.

> "THE PARTICIPATORY VIDEO PROJECT HELPED US FOCUS ON OUR ISSUES WITH CLIMATE CHANGE BECAUSE I KNOW I DIDN'T PAY MUCH ATTENTION TO THE ISSUES CLIMATE CHANGE WAS CAUSING IN OUR COMMUNITY, BUT NOW I'VE LEARNED A LOT MORE."
>
> - SAMSON CREE NATION TEAM MEMBER

Community-Driven Narratives

Another important outcome of this project was the development of community-driven narratives about climate change. Team members said mainstream media sources often represent their communities negatively, which reinforces racist stereotypes about Indigenous people. They said the media usually focuses on issues rather than highlighting positive aspects of their communities. For these reasons, they said many people in their communities are distrustful of the mainstream media.

The teams believed it was important to develop their own community-based narratives about climate change. They said many people in their communities only agreed to participate in the project because it was controlled and owned by local residents. Overall, the teams felt the process allowed them to create and share local authentic perspectives.

> "THIS IS US TELLING OUR OWN STORY AND IT'S NOT BEING CUT AND CHOPPED BY A NEWS ANCHOR OR SOMEBODY THAT WANTS TO PORTRAY US IN A NEGATIVE LIGHT. THIS IS OUR STORY, THIS IS OUR MESSAGE. WE'RE IN CONTROL, YOU KNOW. IT'S WHAT WE NEED. WE NEED TO BE ABLE TO TELL IT IN OUR OWN WAY."
>
> - KAINAI FIRST NATION TEAM MEMBER

Figure 14: Samson Cree Nation video team participant Abbey Soosay presents the project at the community screening in Maskwacis, Alberta on March 7, 2019.

Successes and Challenges

Trust and Relationships

During participatory video projects, it is crucial for the facilitators to develop strong relationships with participating community members. This is especially true if multiple facilitators are working on different parts of the project, as was the case with this pilot. At the beginning of the project, the team members seemed uncertain about the objectives of the workshop and skeptical about the intentions of the facilitators. This skepticism was likely due to the history and ongoing impacts of colonialism and Residential Schools in Canada, which caused intergenerational traumas that still impact communities today.

Community members also expressed concern in the project. At a screening in Stand Off, Alberta during the first workshop, some community members said the government had completed many studies on traditional ecological knowledge in the province. One community member said they had been 'researched to death' but they felt very little had come out of this work. They wondered whether this project would be any different.

For these reasons, the facilitators prioritized the development of strong working relationships with team members and people from the broader communities. During the workshops, they played ice-breaker games, which were met with mixed reactions. In workshops and screenings, they encouraged open conversations that took disagreements into account. They also changed the workshop exercises in response to local protocols, language preferences and suggestions. The facilitators and team members also had informal dinners where they talked about broader social and political issues. Through these interactions, the facilitators and team members developed working relationships, which were crucial to the success of the project.

Cultural Protocols and Practices

During this project, the facilitators worked to ensure the workshop and project activities were culturally appropriate and abided by local protocols. Certain PV exercises were not considered culturally-appropriate and were adapted to respect traditional cultural protocols.

After carrying out the initial interviews, the team also decided to avoid time limits to interviews. InsightShare normally encourages video teams to keep interviews relatively short as this makes them easier to edit. However, many community members wanted to share detailed knowledge and stories about the environmental and social changes they had observed. The team members felt it would be disrespectful to 'redirect' or cut-off community members when they were sharing this knowledge, and therefore decided to conduct longer interviews than teams normally do in PV projects. This modification ensured the project was respectful to local protocols and enabled participants to share detailed observations and stories about changes they had witnessed.

One team member was also concerned about editing Elders' interviews. She said cutting them was disrespectful as the process decontextualized interviewees' knowledge and stories. She also had mixed feelings about adding English subtitles to interviews in Cree or Blackfoot as she felt the original intent of the interview would be lost in translation. For this reason, the facilitators advised that she develop two versions of videos. One version will include largely unedited interviews and will be created for local community members. The other version will be shorter and intended for public dissemination.

Figure 15: The video team records an interview with Kainai Elder Beverly Hungry Wolf on an iPad near Stand Off, Alberta.

Team members raised concerns about the language used in the project. They said 'climate change' was not a meaningful term to most local community members. They suggested finding another phrase—potentially in Cree and Blackfoot—that describes 'climate change' to use during interviews and community dialogues.

The teams were also concerned about organizing local observations of change into western categories. During the first workshop, the facilitators asked team members to record observations of change on Post-it Notes and place them on a diagram they called a 'Climate Change Tree'. The idea was that observations of climate change would be organized and grouped together on different branches of the tree. However, the teams said this categorization process would corral their knowledge into the western scientific model. They wanted to represent climate change in a more holistic and interconnected way, and decided to conceptualize the observations in a circular 'swirl' figure, which was refined throughout the project. By adapting the exercise, the teams were able to represent Indigenous observations of climate change in a culturally-respectful way.

Figure 16: Samson Cree Nation participatory video project coordinator Michelle Louis updated the climate change 'swirl.'

Logistics

Another challenge was competing commitments and schedules. Team members had family commitments that made it difficult to travel to other communities for workshops and to participate on weekends. Between workshops, multiple team members also started new jobs and training programs, and moved cities. These new opportunities made it challenging for the teams to find time to work together on the project during the work period.

Transportation was another challenge for both teams. Some team members did not have regular access to vehicles, which made it difficult for them to attend workshops and film interviews and events.

Team members also said that space was an issue. During the work period, one team was not given any official space to work in. The team said this made it difficult for them to review and edit footage together. Space was also an issue during the second editing workshop. Both teams were editing their videos with speakers in the same room, which they said was very distracting and made it difficult to concentrate.

Communication

Effective oral and written communication is a critical part of PV projects. During this project, the facilitators strove to clearly share information with team members and community members at all stages. However, some team members noted that communication between facilitators and team members could have been improved prior to the first workshop. In addition to electronic information, they said they would have appreciated receiving printed information packages about their roles and responsibilities before arriving at the first workshop.

Between the workshops, the facilitators found that it was easiest to communicate with team members using social media platforms. They used a Facebook group and Facebook messages to 'chat' during the project. They also used Skype, Facetime, conference calls and emails to communicate.

Community Engagement

Community engagement is also crucial to the success of PV projects. During the workshops, the teams had some trouble engaging community members in video screenings, which is an important part of the consent process. The teams addressed this issue by screening the videos at existing events and hosting the screenings in locations that were already well visited by local community members. They also ensured attendees had an enjoyable experience by providing catering and door prizes.

During local screenings and discussions, community members raised concerns about the government's role in the project. As stated above, some people noted that there is a long history of government employees conducting environmental research in Indigenous communities with little to show for it. Given this, they said it is critical for community members to be involved in all stages of this project. They also wanted to see the final videos to influence provincial policy decisions about climate change.

Project Scalability

One of the objectives of this pilot project was to explore whether the PV model can be scaled up and carried out in communities across Alberta. The main challenge with scaling the current project is that it required a lot of human resources. Specifically, there was a lot of staff time dedicated to planning the curriculum and methodologies used in the project. There was also considerable time dedicated to monitoring the progress of the project and providing support for technical and logistical issues.

However, the facilitators could increase the efficiency of this model by making a few minor adjustments. First, they could develop a standardized curriculum and set of methodologies to be used for the project. Further, the facilitators could adjust the curriculum to avoid or mitigate some of the challenges that came up in the pilot project. However, even with a standardized curriculum, facilitators need to be flexible and adjust delivery models based on local cultural and social contexts. By making these changes—and applying the recommended good practices in the next section—this project could be efficiently scaled up and carried out in communities across the province.

Figure 17: Kainai First Nation participant Deserae Tail Feathers flies a drone near Stand Off, Alberta during the first workshop.

Recommended Good Practices

In this project, the facilitators identified a number of 'good practices' for PV projects in Alberta. Most of these practices were applied in this pilot project. Based on the overall success of this project, the following practices are recommended for future projects:

Project Planning

1. **Engage with Elders from communities to help guide and participate throughout the project.** This may include Elders from the communities participating in future projects, and Elders who are part of a broader ICCON Steering or Advisory Committee.

2. **Ensure that community ownership of all video-based materials is written into agreements.** This is essential for team members, interview participants, and the broader community to trust and support the process, and to ensure the government is fully committed to giving the community full control of the videos.

3. **Ensure that the overall project timeline is flexible and that the completion date can be extended if necessary.** This will reduce the pressure on team members if unexpected circumstances delay the process.

4. **Hire an Indigenous person to help facilitate workshops with another trainer.** This will likely make team members feel more comfortable with being part of the workshops and overall project.

5. **Hire a coordinator in each community who is responsible for all of the logistical arrangements, recruitment, communications, and budget.** This will prevent mis-communications between multiple coordinators over roles and responsibilities. It would be ideal for this coordinator to also be a staff member at the local band office.

6. **Ensure at least one team member in each community has regular access to a reliable vehicle.** This will make it easier for teams to travel to interviews and events during the assignment period.

7. **Avoid scheduling workshops and support visits during local cultural events as well as on weekends, evenings or holidays.** Team members often have

family commitments during these times, and this will ensure they can fully participate in the project.

8. Strive for consistency among facilitators throughout all project phases. This helps facilitators build healthy working relationships with participants.

9. Develop an a suite of appropriate communication products (posters, pamphlets) that describe the ICCON PV project prior to the workshop. These can be distributed to workshop participants before the first workshop to ensure they understand what the project entails. During the project, participants could also share these products with community members when talking about the project, conducting interviews, and hosting screenings.

10. Finalize informed consent forms for the project before the first workshop. This ensures participants will be able to bring informed consent forms to all interviews completed as part of the project.

11. Budget for the following items:

- Recruitment process: This will allow local coordinators to promote the project through advertisements and posters.

- Childcare for team members during workshops: Many team members have family commitments, and this would allow them to focus on training.

- Video-to-text transcription services: This will help the teams review and edit long interviews.

- Translation services for Indigenous languages: This will ensure that interviews conducted in Indigenous languages can be translated into English.

- Door prizes for community screenings: This may help attract community members to the screenings.

- Extra external hard drives for each community: To back up footage and provide the basis for a community owned knowledge archive.

Project Workshops

12. Schedule a meeting between the facilitators and community coordinator the day before the first workshop. During this meeting, introduce the facilitators to local leaders and discuss local protocols as well as potential issues that may arise.

13. Organize one or two dinners during the workshop between facilitators and team members. This will help facilitators and team members develop relationships outside of the structured workshop.

14. Focus on Indigenous perspectives of climate change during the beginning of the workshop, and bring scientific knowledge in later in the workshop.

15. Bring in a local Elder or community member who is knowledgeable about climate change to discuss community changes and impacts. This would complement other Indigenous resources and scientific education.

16. Ensure there is enough time and flexibility in the schedule for interviews with community members. Interview participants often have limited availability and therefore team members need to be able to be flexible. There also needs to be enough time for long interviews with community members.

17. More explicitly include other community-based research methods related to indicators such as community-based coding into the workshop. This will help capture the wide range of content that is discussed in interviews.

18. Decide where and with whom video equipment will be stored during the work period.

Work Period and Support Visit

19. Ensure there are several communications channels with the team members set up prior to leaving the first workshop, including setting up a social media group with everyone if possible.

20. Schedule in specific 'milestones' when the facilitators will visit the communities to support the project.

21. Ensure there is a budget for multiple support visits by facilitators. These visits may be needed if the teams encounter challenges.

Monitoring and Evaluation

22. **Adapt and apply project evaluation models to reflect Indigenous perspectives.** This can help ensure that the projects can be scaled up and sustained in a way that reflects communities' values and perspectives.

Dissemination and Wrap-Up

23. **Screen videos at community events and spaces, or host a larger event alongside the planned screening.** This could include events like round dances and spaces like seniors' homes and schools. This will likely increase the attendance at screenings and ensure diverse community members can participate.

24. **Ensure screenings are properly promoted and hosted at appropriate times for the community.**

25. **Ensure that all interview participants receive a copy of their raw interview file as well as any final videos they are in.** These can be distributed on USB drives.

26. **Ensure that all footage is copied and stored to an external hard drive to be presented and stored in the community band office as a community knowledge archive.**

27. **Develop and offer additional opportunities for team members interested in continuing with video.** This may include working on a larger, more advanced video project or training to be a PV facilitator.

28. **Decide where and with whom video equipment will be stored after the project.** Determine what conditions participants can use equipment under in the future.

29. **Work with participants to explore regional, provincial, and national dissemination opportunities.**

Conclusion

Climate change is already significantly impacting communities across the province of Alberta. Given this, it is very important for Indigenous communities to be able to monitor and respond to these changes in the coming years. The purpose of this innovative pilot project was to explore whether PV processes can be used as a way to document and monitor observations of climate change. The project was also designed to examine whether these methods can be used to determine culturally relevant and meaningful indicators that could be used to observe climate change in Alberta.

Overall, the project has successfully demonstrated that PV processes—alongside complementary community-based methods—can be used to monitor climate change and determine culturally-relevant meaningful indicators of change. More specifically, this project has been a success for a number of reasons that were detailed in this report. First, the project helped Kainai First Nation and Samson Cree Nation document and share their Indigenous knowledge about climate change between generations and communities. The project also helped the teams develop meaningful climate indicators, or signs of change, which are detailed in the report "*Signs of Change: Observations of Climate Change from Samson Cree Nation and Kainai First Nation*".

Team members also said the project strengthened nation-to-nation bonds between their communities and helped initiate local dialogues about climate impacts and solutions. Further, because the videos are owned and created by the communities, the team members said they were able to capture authentic local narratives that external media sources often overlooked. They also said the project helped them learn technical skills. Finally, the pilot project also tested the applicability of different methods (ie. participatory video, participatory clustering, interview coding) for communities to analyze their Indigenous knowledge about climate change, which can be used in future projects.

Overall, the PV process generated a number of new resources. The process developed an archive of local knowledge to build into future projects within Samson Cree Nation and Kainai First Nation. In addition, the indicators that both teams developed were carefully documented, shared, and cross-checked for relevance and verification with local community members. These are a useful stepping off point for future monitoring and adaptation work in both communities, as well as springboards for work in other interested communities in Alberta.

Glossary

In the report, the following terms are defined as:

Community members: The individuals from Kainai First Nation and Samson Cree Nation who engaged with this project during community dialogues, screenings, and other events.

Facilitators: The employees from InsightShare, the Prairie Climate Centre and the Government of Alberta who facilitated the project.

Interview participants: The individuals from Kainai First Nation and Samson Cree Nation who were interviewed by the team members for this project.

Team members: The four participants from Kainai First Nation and the four participants from Samson Cree First Nation who participated in the workshops and created the videos.

Appendix A: Expression of Interest Questions

Interested SSRP Table Nations were asked to submit expressions of interest to InsightShare by responding to the following questions:

1. Is there capacity to participate and adequate resources within your First Nation to support this pilot to completion?

2. Does you First Nation have a Climate Change Coordinator, or equivalent, who is available to carry out this pilot in accordance with the attached timelines and responsibilities as outlined in the Indigenous Climate Change Observation Network Participatory Video Project?

3. Can your First Nation commit to providing updates to the SSRP Table meeting as the pilot progresses?

Appendix B: Project Contract

In this project, a non-standard contract was developed to ensure that the video-based materials were owned by the community that made them. The contract distinguishes between "Materials" and "Video-Based Materials", defined as:

"Materials" means any work, information, records or materials, excluding Archival Material but including Video-Based Materials, regardless of form, which are made, generated, produced or acquired by the Contractor or its employees, subcontractors or agents in the course of performing the Services;

"Video-Based Materials" means any video-based work to be integrated with and shared on an online climate data platform, excluding Archival Material, which are made, generated, produced or acquired by the Contractor or its collaborators in the course of performing the Services described in the proposal submitted to the Province by the Contractor.

Following this, the contract states that the Government of Alberta will own everything defined as "Materials". However, they will not waive moral rights to all "Video-Based Materials", which will be owned by the communities and licensed to the government. The text in the contract reads:

(a) Ownership of all Materials, excluding the Video-Based Materials, including any associated copyright, patent, trade secret, industrial design or trade mark rights belongs to the Province as they are made, prepared, developed, generated, produced or acquired under this Contract. The Materials shall be delivered to the Province upon completion or termination of this Contract, or upon request of the Province.

(b) Prior to making, preparing, developing, generating, producing, or acquiring the Video-Based Materials, the Contractor shall ensure that the Province has been granted a perpetual, irrevocable, non-exclusive, royalty-free license to use, reproduce or distribute the Video-Based Materials.

(c) Ownership of any work, information, records or materials, regardless of form, including copyright, patent, industrial design or trademark which was owned by the Province, the Contractor or a third party prior to the Effective Date remain the property of each party respectively.

(d) Where any work, information, records or materials, regardless of form, including copyright, patent, industrial design or trademark owned by the Contractor prior to the Effective Date ("Contractor Materials") is reproduced or incorporated in the Materials, the Contractor grants to the Province a perpetual, irrevocable, non-exclusive, royalty free license to use, reproduce or distribute those Contractor Materials, for any purpose.

(e) The Contractor
1. *irrevocably waives in whole all moral rights, and*
2. *shall ensure that its employees, subcontractors and agents irrevocably waive in whole all moral rights,*

in and to the Materials, excluding Video-Based Materials, in favour of the Province and the Province's assignees and licensees. Upon request of the Province, the Contractor shall deliver to the Province copies of the waivers obtained from its employees, subcontractors and agents engaged in providing the Services.

Appendix C: Informed Consent Forms

INFORMED CONSENT FORM

You are invited to participate in the Indigenous Climate Change Observation Network (ICCON) Participatory Video project delivered by the Prairie Climate Centre and InsightShare. Funding for this project has been provided by Alberta Environment and Parks Environmental Monitoring and Science Division of the Government of Alberta.

Purpose of the project:

The objective of this project is to enable participants from First Nations and Métis communities in Alberta to document and communicate their knowledge as it relates to climate change through video. The resulting series of short videos will be used as an educational tool to build community capacity regarding climate change. The video products will also be embedded in and shared through the Prairie Climate Centre's *Climate Atlas of Canada* available online at www.climateatlas.ca. The videos may also be shared on any platform designated as appropriate by the communities.

Your participation in this project:

If you agree to be interviewed and/or filmed, you will be publicly identified and results will be shared via the internet and film screenings. Prior to completion of the videos, you will have an opportunity to provide feedback on any video that you appear in. Your participation is voluntary and you may withdraw from the project at any point prior to the publication of the videos. All video footage collected with Indigenous partners will adhere to OCAP best practices that ensure ownership, control, access and possession of raw video and approved final videos for participants. Any final videos developed through this process will be reviewed and approved for public distribution by participating communities.

Benefits and risks of research:

The potential benefits of your participation in this study include sharing your knowledge to create awareness regarding climate change and its impacts. There are no anticipated risks from this research, however, if you find the interview stressful we can provide resources to support you.

Use, access and storage of video content:

Your interview may be used in a video about climate change in your community. Part of your interview may also be used in written format in the project reports or other future publications about this project by the Prairie Climate Centre, InsightShare or the Government of Alberta. All video footage will be securely stored at the Prairie Climate Centre's office as well as at an archive in your community. Any additional use by the Prairie Climate Centre, InsightShare, or the Government of Alberta would require additional consent.

Questions and contact information:

If you have questions about this project, or would like access to a copy of your interview or the final videos, you can contact your band office or Dr. Ian Mauro by email (i.mauro@uwinnipeg.ca) or by phone (204-258-2921). This project has been reviewed and approved by the University of Winnipeg University Human Research Ethics Board (UHREB). If you have any questions or concerns about the ethics of this project, contact Dr. Ian Mauro. If he is unable to deal with your questions to your satisfaction, please contact the Program Officer, Research Implementation, Ethics and Contracts, by phone (204-786-9058) or by email (ethics@uwinnipeg.ca).

INFORMED CONSENT

I have been fully informed of the objectives of the project being conducted. I understand these objectives and consent to being interviewed for the project according to the following conditions.

VISUALLY RECORDED IMAGES AND DATA

☐ Yes ☐ No	I consent to being publicly identified and having my interview included in the final videos.
☐ Yes ☐ No	I consent to the final video(s) being reviewed and approved by participants in the project and the larger community.
☐ Yes ☐ No	I consent that the Prairie Climate Centre, InsightShare, and the Government of Alberta have the right to share approved final videos through websites, public events, and any other venue or platform that is appropriate.
☐ Yes ☐ No	I consent that Prairie Climate Centre, InsightShare and the Government of Alberta have the right to use quotes from my interview in written publications and reports.
☐ Yes ☐ No	I want to be mailed/emailed project updates and videos.

MAILING ADDRESS AND CONTACT INFORMATION

_____

Mailing address

_____

Telephone number and email

SIGNATURES

_____   _____ _____

Name of Participant   Signature   Date

_____   _____ _____

Witness   Signature   Date

A copy of this consent form will be left with you, and the project team will take one copy.

Your child is invited to participate in the Indigenous Climate Change Observation Network (ICCON) Participatory Video project delivered by the Prairie Climate Centre and InsightShare. Funding for this project has been provided by Alberta Environment and Parks Environmental Monitoring and Science Division of the Government of Alberta.

Purpose of the project:

The objective of this project is to enable participants from First Nations and Métis communities in Alberta to document and communicate their knowledge as it relates to climate change through video. The resulting series of short videos will be used as an educational tool to build community capacity regarding climate change. The video products will also be embedded in and shared through the Prairie Climate Centre's *Climate Atlas of Canada* available online at www.climateatlas.ca. The videos may also be shared on any platform designated as appropriate by the communities.

Your participation in this project:

If you agree to allow your child be interviewed and/or filmed, your child will be publicly identified and results will be shared via the internet and film screenings. Prior to completion of the videos, you and your child will have an opportunity to provide feedback on any video that you appear in. Your child's participation is voluntary and your child may withdraw from the project at any point prior to the publication of the videos. All video footage collected with Indigenous partners will adhere to OCAP best practices that ensure ownership, control, access and possession of raw video and approved final videos for participants. Any final videos developed through this process will be reviewed and approved for public distribution by participating communities.

Benefits and risks of research:

The potential benefits of your child's participation in this study include sharing your child's knowledge to create awareness regarding climate change and its impacts. There are no anticipated risks from this research, however, if you or your child find the interview stressful we can provide resources to support you and your child.

Use, access and storage of video content:

Your child's interview may be used in a video about climate change in your community. Part of your child's interview may also be used in written format in the project reports or other future publications about this project by the Prairie Climate Centre, InsightShare or the Government of Alberta. All video footage will be securely stored at the Prairie Climate Centre's office as well as at an archive in your community. Any additional use by the Prairie Climate Centre, InsightShare, or the Government of Alberta would require additional consent.

Questions and contact information:

If you have questions about this project, or would like access to a copy of your interview or the final videos, you can contact your band office or Dr. Ian Mauro by email (i.mauro@uwinnipeg.ca) or by phone (204-258-2921). This project has been reviewed and approved by the University of Winnipeg University Human Research Ethics Board (UHREB). If you have any questions or concerns about the ethics of this project, contact Dr. Ian Mauro. If he is unable to deal with your questions to your satisfaction, please contact the Program Officer, Research Implementation, Ethics and Contracts, by phone (204-786-9058) or by email (ethics@uwinnipeg.ca).

INFORMED CONSENT

I have been fully informed of the objectives of the project being conducted. I understand these objectives and consent to my child being interviewed for the project according to the following conditions.

VISUALLY RECORDED IMAGES AND DATA

☐ Yes ☐ No	I consent to my child being publicly identified and having my child's interview included in the final videos.
☐ Yes ☐ No	I consent to the final video(s) being reviewed and approved by participants in the project and the larger community.
☐ Yes ☐ No	I consent that the Prairie Climate Centre, InsightShare, and the Government of Alberta have the right to share approved final videos through websites, public events, and any other venue or platform that is appropriate.
☐ Yes ☐ No	I consent that Prairie Climate Centre, InsightShare and the Government of Alberta have the right to use quotes from my child's interview in written publications and reports.
☐ Yes ☐ No	I want to be mailed/emailed project updates and videos.

MAILING ADDRESS AND CONTACT INFORMATION

_____
Mailing address

_____
Telephone number and email

SIGNATURES

_____
Name of Child

_____ _____ _____
Name of Parent/Guardian   Signature   Date

_____ _____ _____
Witness   Signature   Date

INFORMED ASSENT FORM FOR MINORS

You are being invited to be part of a video project about climate change in your community. It is up to you if you want to be in this study. No one will make you be part of the study. Even if you agree now to be part of the study, you can change my mind later. No one will be mad at you if you choose not to be part of this study.

Why Are We Doing This Project?
We want to know how climate change is impacting people and the environment in your community. We also want to know what you think about climate change. We want to make movies about the research to show people.

What Will Happen in This Project?
If you agree to be in this study, you'll get videotaped. You might be in movies about climate change to show people on the internet. You'll get to see any video clips of you before they are shown to the world.

Who Is Doing This Project?
The Prairie Climate Centre, InsightShare, and the Government of Alberta are doing the project, along with adults from your community. If you have any questions about the project, you can ask Ian Mauro at the Prairie Climate Centre. You can call him at 204-258-2921.

Who Will See the Pictures and Videos Taken?
Adults from your community will decide which clips get used in the final videos. You will get to see any video with you in it before its shared with anyone else.

Can Anything Bad Happen to Me?
Nothing bad can happen to you from being part of this study, but people who watch the video will be able to see you and tell who you are. This means strangers and also people you know may see you in a movie or picture on the internet or shown in public.

If you put your name at the end of this form, it means that you agree to be in the study.

_____
My Name

_____ _____
My Signature   *Date*

A copy of this consent/assent form will be left with you, and the project team will take one copy.

Appendix D: Background Documents for Communities

ICCON Participatory Video Project
Agreement with the local partner and the local coordinator

This agreement sets out the agreed roles and responsibilities of the ███████████████ ████████████████████ (hereafter referred to as the "Local Partner") for the ICCON participatory video project (hereafter referred to as the "project"), delivered by the Prairie Climate Centre and InsightShare (hereafter referred to as the "Consultants") on behalf of Alberta Environment and Parks, Environmental Monitoring and Science Division (hereafter referred to as the "Funder").

Project manager Alberta Environment and Parks:
Project manager InsightShare:
Project manager Prairie Climate Centre:
Local coordinator:

The local partner agrees to:

– For the duration of the project act in accordance with InsightShare's Core Charter (see annex 6);

– Advise and support the local coordinator in the coordination of the local activities, the recruitment of the video team and the meeting attendees, the management of the local budget and the promotion of the screening events;

The local coordinator agrees to:

Project Values & Ethics

– For the duration of the project act in accordance with InsightShare's Core Charter (see annex 6);

– Adhere to the project's intellectual property policy (see below);

– Ensure that community leaders, project participants (the video team), dialogue meeting and screening attendees and interviewees are fully briefed as to the nature and intention of the project as necessary to ensure positive engagement;

Logistical Arrangements

– Deliver all the tasks and responsibilities described in this agreement according to the project description (see annex 1), the local coordinator responsibilities (see annex 7) and the project schedule (see annex 2);

– Organize all local logistics (venue hire, catering, transport etc.) in collaboration with and taking into account the recommendations of the project managers (see annex 3);

– Arrange audio-visual screening equipment for use during the screening events (a projector, powerful speakers and an amplifier) and during the workshop (just a projector) (see annex 2);

– Inform the project managers of all relevant information (regarding the community, local issues, security, political landscape etc.) needed for the successful delivery of the project. Keep the project managers up-to-date on any developing issues or risks that might affect the safe and smooth delivery of the project;

– Monitor progress and ensure that all necessary arrangements are in place to facilitate the smooth running of the project;

Recruitment & Communications

- Ensure that three suitable video team members are identified, engaged and prepared prior to the start of the first workshop, taking into account the guidelines provided by the project managers (see annex 7). Ensure that the participants get paid their stipends soon after workshop and field days;

- Provide at least 3 but ideally more completed application forms (from people interested in being a video team member, see annex 4) to the project managers by the 14th of August.

- Through invitations and follow-up visits or phone calls, ensure that a diverse demographic of community members, including elders and community leaders, will attend the dialogues meetings. Ensure that community elders get paid their honorariums soon after attending the meetings;

- Through thorough promotion, ensure that screening events are well attended by a diverse group of community members, representative of the wider community.

Budget

- Manage the local budget and keep track of budget versus actuals in a spreadsheet (see annex 5) that will be shared with the project managers.

OWNERSHIP & INTELLECTUAL PROPERTY

1. Prior to the commencement of the participatory video process (e.g. during the recruitment process), the local coordinator facilitating the participant recruitment process will inform the project 'participants' (see below for definition), amongst other things, (i) that the process will result in an accumulation of audio-visual materials, (ii) that the ownership of these will lie exclusively with them, (iii) that they may decide to use this material to produce a product for public consumption, and (iv) that the Consultants offer to act as 'guardian' of the resulting audio-visual materials under terms to be negotiated between the participants and the Consultants.

2. 'Participants' refers to the direct project participants as well as to any community members that may be interviewed or otherwise engaged during any phases of the project including workshops, field-based filming and post production.

3. At various moments during the participatory video workshop days, the participants will be given the opportunity to decide what to do with the accumulated audio-visual materials. Ownership of all audio-visual materials produced, including unedited footage and complete or incomplete productions and all derivatives thereof created by participants during the project (hereafter referred to as 'content') will be the sole property of the project participants.

4. The Consultants and the local coordinator will act as 'guardians' of the 'content' and will endeavor to execute its duties, as guardians, with regards to the storage, publishing, duplication, editing or presentation of the 'content' in strict accordance with the aims, intentions and stipulations set out by the participants and in the best interests of the participants and all parties involved. If in future any party encounters an opportunity for any content to be used for a new product or purpose, they would have to approach all participants that appear in the footage and individually collect their consent.

5. The Consultants and the Funder will only publish, duplicate, edit, or present 'content' agreed by participants (hereafter referred to as 'cleared content') and then only in accordance with the stated wishes and stipulations of participants.

6. This ownership policy and the participants' aims, intentions and stipulations for the use of the

'cleared content' will be described in consent forms that the participants will be asked to sign.

7. The Consultants and local coordinator will prevent access by any party (including those party to this Agreement) to any content not cleared by participants for publishing, duplication, editing or presentation.

8. Unless otherwise instructed by the participants, the Consultants and the local coordinator will make available any 'cleared content' under a Creative Commons license agreement using the following terms:

Attribution-NonCommercial-NoDerivs 3.0 Unported (CC BY-NC-ND 3.0)

Share alike Non-derivative Non-commercial Attribution

You are free to copy, distribute and transmit the work
You may not alter, transform, or build upon this work.
You may not use this work for commercial purposes.
You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).

The granting of such a Creative Commons license would enable all parties to this contract to freely publish, duplicate and present the cleared content in accordance with the participants' wishes. For more information: https://creativecommons.org/licenses/

SIGNATURES

The partners confirm that the nominated person for this contract has full authority to sign on behalf of their organisation and take responsibility to ensure this agreement is aadhered to.

The parties hereby agree to uphold the terms, conditions and spirit of this Contract which shall be effective immediately upon signature by the individuals listed below.

This contract has been established in English in four original copies. One copy shall be retained by each of the signatories to this Agreement.

For the Consultants

_____

Name: Name:
Date: Date:
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Indigenous Climate Change Observation Network Participatory Video Project

Context

With climate change impacting Indigenous communities across Alberta, it is critical that they have the capacity to monitor, respond to, and adapt to these challenges. Among decision makers, it is now widely recognized that effective environmental monitoring involves braiding western science with Indigenous knowledge. One approach that communities can use to monitor, document and communicate their observations and adaptation priorities is a participatory action research methodology called Participatory Video (PV). The method involves Indigenous community members and researchers collaboratively planning, filming, editing and disseminating videos. These videos allow communities to document and share their knowledge related to climate change with diverse audiences including their own and other Indigenous communities, policy makers, and the general public.

As part of the development of an Indigenous Climate Change Observation Network (ICCON) in Alberta, this particular pilot project will test the applicability and scalability of PV as a tool for Indigenous communities to document, communicate and contribute their knowledge to inform policy and community level adaptation. In order to ensure a high-quality process and meaningful results, this pilot project will build the capacity of participants from two Indigenous communities in the South Saskatchewan region. It is anticipated that the project will be scaled up to other interested communities in 2019 and beyond with additional time and resources.

This pilot project will be carried out by two organisations – InsightShare (IS) and the Prairie Climate Centre (PCC) – that have extensive experience with PV projects and climate change communication. IS is a community development organization based out of Oxford, UK that is dedicated to facilitating and supporting PV projects around the world. The PCC is a research institute based out of Winnipeg, MB that is dedicated to making climate change meaningful to Canadians through their Climate Atlas of Canada, which includes videos about climate change impacts and solutions across the country. The PV products from this project will be posted on the Climate Atlas. The project will be overseen and supported by the Environmental Monitoring and Science Division (EMSD) of the Alberta Government, who has the mandate to provide open and transparent access to scientific data and information on the condition of Alberta's environment.

About Participatory Video (PV)

PV is a way for people to explore issues through video, and work together to bring about positive social change. PV has developed over the past fifty years into an acknowledged and highly valued approach to engaging and empowering communities around the world. At the heart of the approach is a set of facilitated techniques and processes for communities to explore their own issues through video. Participants join the process as representatives of their wider community. PV processes create valuable opportunities for people to collaboratively express, share, prioritise and investigate key issues in-depth.

Facilitators support groups of participants to learn video making skills through fun games and exercises, which open up video production to everyone regardless of age, education, literacy levels, ability or prior experience. Participants work together to collectively devise, plan and produce their videos.The participants and interviewees decide what to say and who to say it to. They determine and control what to record, when and why. The participants record everything themselves and take collective ownership over the outcome.

Call and Response is central. Through smaller scale meetings with stakeholder groups (such as elders, youth, adults etc.) as well as large community screening events, the wider community is invited to feed in their perspectives, so that alterations and additions can be made before the final edit. We also support participants to invite the right local, regional or national decision-makers or leaders to view their work and engage in discussion with a view to effecting change.

PV is above all a process that unites people to work together, listen to each other and find collective solutions. InsightShare's Core Principles (see annex) are based on human rights and the approach of this project supports, strengthens and promotes the UN Declaration on the Rights of Indigenous Peoples (UNDRIP).

Purpose and Objectives

The purpose of this pilot project is to test the applicability and scalability of Participatory Video as a tool for Indigenous communities to document and communicate their knowledge of climate change. In particular, it will enable them to focus on the issues and challenges that are most relevant to the community, in order to formulate their adaptation responses and identify their needs.

The specific objectives of the project are to:
1. Enhance local capacity by providing PV training to 8 First Nation participants from two Indigenous communities;
2. Involve First Nation community members through interviews, input in analysis and plans, and screening events;
3. Create opportunities for intergenerational knowledge transfer;
4. Develop video products which can be shared on social media and integrated into a new page that is linked with the Prairie Climate Centre's Climate Atlas;
5. Create a photo-album and narrative report documenting the overall process;
6. Identify which culturally relevant climate change variables and indicators should be monitored in the two participating Indigenous communities;
7. Provide a "proof of concept" for PV approach as a tool for Alberta First Nation and Metis communities to document and communicate their understanding of climate change, and develop a vision for community-based climate change adaptation.

Activities and Timeline

This project will be carried out using IS's established training program, which involves a wide range of techniques that teach participants about video production while also enhancing critical thinking and analysis, creativity, sharing, reflection, and learning. The program involves games and group exercises as well as hands-on facilitation experiences.

The project activities will be led by an IS Senior Trainer and supported by PCC and EMSD employees over ten months. It will involve the following seven stages:

Stage	Time Period
I: Recruitment & Logistics Planning	June-July 2018
II: Training Workshop #1	September 2018
III: Field Periods & Support Visits	After both workshops
IV: Training Workshop #2	November 2018
V: Dissemination & Project Outreach	January to March 2019

Stage I: Recruitment and Logistics Planning   June-July 2018

- Identify and confirm two First Nations communities to participate in the pilot project. (June 1-15)
- Recruit four participants from each community. IS and PCC staff will establish a working relationship with a local coordinator in both of the First Nations communities, who will play a key role in the project. With the help of the coordinator, IS and PCC will identify and recruit four (two men and two women to ensure gender equality) participants from each community. (June 18-28)
- Local logistical arrangement for Workshop #1. IS and PCC will work with the local coordinator hosting the first workshop to make logistical arrangements including communications with the participants, inviting and mobilizing community members to join the meetings during the first workshop, venue hire, catering etc. (June 18 - July 31)

Stage II: Training Workshop #1   3-9 September

This seven-day workshop will be held in the first Indigenous community and will focus on basic video production and climate change education. Participants will learn about video production, including how to plan a video; conduct and record interviews; film 'b-roll' material in the community; log raw footage; edit footage into a video; and host community screenings. This training will take place both in the workshop space and through interviews outside of the workshop space.

Local knowledge holders, including Elders and leaders, will be invited to share their local and indigenous knowledge about climate change with the participants during stakeholder meetings.

By the end of the workshop, participants will have an understanding of local climate change indicators and the capacity to plan, film, and edit basic videos. They will also have developed and agreed an action plan for the field period.

Stage III: Field Periods & Support Visits   September - December 2018

During the field periods, participants will have the opportunity to film and edit their videos in their communities, according to their action plan. In groups, they will host meetings and film interviews with various stakeholders including elders, hunters, fishermen, trappers, youth, teachers, local health experts, community leaders, and other local knowledge holders about climate change. During this period, the

participants will facilitate community screenings, where they will gather additional feedback from community members about their videos.

The IS Trainer and PCC employee will provide in-person support through one or two separate one-to-three-day visits to both communities, as needed. They will also provide virtual support through conference calls and online software (ie. Dropbox, Frame.io, Skype) during this period. It is expected that the participants will need roughly 10 days to carry out all these Stage III activities (including the in-person support days).

Stage IV: Training Workshop #2   November 2018

This seven-day workshop will take place in the second Indigenous community, and will focus on editing videos, peer-reviewing videos and action-planning. Participants will bring nearly-complete drafts of their video to the workshop, where they will review it as a group. Based on the feedback they receive from their peers, they will finalize their videos.

Participants will also collaboratively create a video dissemination and outreach 'action plan', and discuss the major climate change themes that emerged from the videos. The workshop will conclude with a community screening of the final films.

Stage V: Dissemination and Project Outreach   January – March 2019

With the support of the IS Trainer and the PCC employee, participants will share the final videos and accompanying material with multiple communities in the South Sasakatchewan region. This will include screenings in both of the participating communities, and may involve additional screenings in other First Nation communities in the region. The details will be finalized in collaboration with community members during the second workshop. During this stage, the IS Trainer and PCC employee will also create a photo-album and report of the overall process.

Free Prior and Informed Consent

The principles of informed consent - honesty, transparency, accountability, reliability, care, consideration - are all central to PV, making this a fundamental part of the process worthy of significant care and consideration. Taking time and care to ensure all contributors give genuinely informed consent reinforces the ethical standards that should be central to all PV processes and it guides the facilitators and participants to give full consideration to the needs, sentiments and safety of everyone involved.

Discussions around informed consent with participants, during the planning stage, and the conversations with contributors as part of the consent-gathering process both provide valuable opportunities to explore key considerations such as:
- The potential risks and benefits of being filmed
- Any necessary steps to hide a contributors' identity
- How to credit or acknowledge contributors
- The basis for participation (e.g. that all contributors are unpaid and the project is non-commercial) and any further opportunities for engagement
- The audience and possible platforms for distribution (television/internet/private screenings/DVD distribution)

This responsible approach to filming protects all parties (contributors, participants, facilitators, funders, organizers etc.) and ensures that everyone involved understands how, where and why the footage can be used.

Traditional filmmaking typically gives contributors just one opportunity to consent and this is usually taken before, or sometimes immediately after, recording. This pattern is convenient and expedient for the filmmakers - they leave the filming with consent to use the footage in almost any way they choose with no further obligations - but does nothing to recognize the contributors right to refuse once they have seen the raw footage, watched an edited version or simply given more consideration to being involved and what that means.

By contrast, PV seeks to ensure the active, informed and willing participation of all those involved from start to finish through a process of gaining multiple consent at various key points: informed consent to participate before filming, consent given after filming, and consent is recorded after editing.

Local Budget

The PPC will oversee the local budget and the two participating communities will not be expected to cover any local expenses up front. The participants will receive an honorarium for all workshop and field work days ($100) and their meal and accommodation costs will be covered when they are visiting the other community. For more information on the breakdown of the local budget see annex 5: Local budget tracker.

Recruitment Considerations

Two First Nation Communities for Pilot Project

Essential:
- Support for the project from key local leaders (e.g. Chief and Council)
- A person who is keen and available to take on the role of local coordinator: who is available during the entire project period to carry out the responsibilities listed below and who fits the profile on the next page
- Suitable and affordable venues for the workshops and screening events in the community (workshop venue: a mid to large sized room with enough light, 10 chairs, several tables, electricity plugs and wall space to hang up flip charts and posters, screening venue: a large space that can host at least 100 community members and ideally more)
- Suitable and affordable accommodation for the trainers and visiting participants (e.g., hotel, bed and breakfast, or homes with spare rooms)

Preferable:
- Existing stakeholder groups that already meet regularly so that it will be easy to recruit them for meetings of a few hours, to provide their essential input and to be invited to be interviewed (for example: elders, youth, parents, leaders etc.)
- Engagement of community members in existing or previous climate change related activities.

Commitment

TRAINING WORKSHOP #1	3-9 September	7 days
SUPPORT VISIT #1	October	2 days
FIELD PERIODS	September - December	4-8 days
TRAINING WORKSHOP #2	November	7 days
SUPPORT VISIT #2	December	1 day
TOTAL		21-25 days

Schedule

workshop: facilitators + video team - 10 people

gatherings: groups + facilitators + video team - 20-200 people

TRAINING WORKSHOP #1 (3-9 September, 7 days @ Kanai)

day	9am	10am	11am	12am	1pm	2pm	3pm	4pm	5pm
Sun 2	travel Montreal / Winnipeg to Alberta					travel facilitator and Samson video team to community 1 (Kanai)			
Mon 3	workshop				lunch K1	workshop			
Tue 4	workshop				lunch K2	workshop			
Wed 5	workshop				lunch K3	meeting * (10-20 people in addition to video team + facilitators)			
Thur 6	workshop				lunch K4	workshop			
Fri 7	workshop				lunch K5	workshop			
Sat 8	workshop				lunch K6	workshop			
Sun 9	workshop				lunch K7	workshop			
Mon 10	travel Alberta to Montreal / Winnipeg travel Samson video team back home								

ICCON Participatory Video Project - Annex 2: Schedule

SUPPORT VISIT #1 (October, 2 days, both communities)

day	9am	10am	11am	12am	1pm	2pm	3pm	4pm	5pm
Mon	travel Montreal / Winnipeg to Alberta					travel facilitators to Samson			
Tues	workshop				lunch S1		meeting * (10-20 people in addition to video team + facilitators)		
Wed	review, prep	filming			lunch S2	workshop			
Thur					travel facilitators from Samson to Kanai				
Fri	workshop				lunch K8		meeting * (10-20 people in addition to video team + facilitators)		
Sat	review, prep	filming			lunch K9	workshop			
Fri	travel facilitators from Alberta to Montreal / Winnipeg								

TRAINING WORKSHOP #2 (November, 7 days @ Samson)

day	9am	10am	11am	12am	1pm	2pm	3pm	4pm	5pm
Sun	travel Montreal / Winnipeg to Alberta					travel to community 2, Samson			
Mon	workshop				lunch S3	workshop			
Tues	workshop				lunch S4	workshop			
Wed	workshop				lunch S5	workshop			
Thurs	workshop				lunch S6	workshop			
Fri	workshop				lunch S7	workshop			
Sat	screening ** (40-50 people)				lunch S8	workshop			
Sun	workshop				lunch S9	workshop			
Mon	travel Alberta to Montreal / Winnipeg								

ICCON Participatory Video Project - Annex 2: Schedule

SUPPORT VISIT #2 (December, 1 day, both communities)

day	9am	10am	11am	12am	1pm	2pm	3pm	4pm	5pm
Mon	travel Montreal / Winnipeg to Alberta					travel facilitators to Samson			
Tues	workshop				lunch S10		Screening Event (80-200 people)		
Wed					travel facilitators from Samson to Kanai				
Thurs	workshop				lunch K10		Screening Event (80-200 people)		
Fri	travel facilitators from Alberta to Montreal / Winnipeg								

Timings

Logistical Requirement	Responsible Coordinator
Workshop 1: 3-9 September (only @Kanai)	
- Accommodation & Travel	Samson
- Workshop Venue & Catering (7 days)	Kanai
Support Visit #1: October	
- Workshop Venue & Catering (7 days)	Samson & Kanai
Workshop 2: November (only @Samson)	
- Accommodation & Travel	Kanai
- Workshop Venue & Catering (7 days)	Samson
Support Visit #2: December	
- Workshop Venue & Catering (7 days)	Samson & Kanai
- Screening Arrangements	Samson & Kanai

Workshop Venue

✔ located in a central place in the community to minimize travel time for the participants

✔ comfortable and medium to large sized indoor space

✔ some wall space to hang up flip charts (alternatively: with boards)

✔ power supply: A reliable power supply and ideally several electricity sockets

✔ a small projector screen (or a white wall space or a place to hang a white sheet/or pieces of paper)

✔ tables: 4 tables (6 people to be able to sit around each table)

✔ first Aid: A well-stocked first aid kit should be available if required

✔ projector: A projector with HDMI or VGA input (for screening back footage during the workshop)

✔ chairs: Chairs sufficient for 11 people during most times, but additional chairs for during the community dialogue meetings (red sections in schedule above)

Catering

- ✓ lunches for 11 people, delivery before/by 12pm
- ✓ 9 lunches in each community, see the Schedule in annex 2 (S= Samson; K = Kanai)
- ✓ coffee/tea and light/simple snacks (cookies?) for 11 people in the middle of every morning and afternoon (on all workshop days, could be store bought rather than catered)
- ✓ extra coffee/tea and light/simple snacks for 20-50 people during all larger gatherings, eg. the four red sections above (could be store bought rather than catered)

Accommodation

- ✓ In or very near the community
- ✓ 4 bedrooms

Travel

- ✓ Workshop 1: Samson video team travels to/from Kanai
- ✓ Workshop 2: Kanai video team travels to/from Samson

Screening arrangements

- ✓ Venue: a venue that is accessible and comfortable for all invited community members
- ✓ Power Supply: A reliable power supply
- ✓ Projector: A projector with HDMI or VGA input
- ✓ PA system: speakers/amplifier/microphone (Ideally it should provide for audio input through a 3.5mm mini jack to enable amplification of videos from laptop.)
- ✓ Chairs: enough for all invited community members

ICCON Participatory Video Project - Application Form

Confidentiality

We value your rights to privacy and will respect your wishes to sharing anything about yourself, here in the application process and also throughout the project. You may also choose not to respond to any question you are not comfortable with.

Full Name	
Age	
Phone Number	
Email Address	
Allergies or other relevant health info	
Dietary requirements (if any)	

Describe what personal strengths you would bring to this project?

Briefly describe your current life (hobbies, school and/or work) and your plans for the future. Do you plan on using the Participatory Video training in the future? If so, how?

ICCON Participatory Video Project - Application Form

Why are you interested in participating in this project?

What do you hope to learn from this project?

Why are you interested to explore and document climate change in your community? Do you have experience working on climate change projects? If so, please briefly describe your experience (Note: this is not a requirement to participate)

"Do you have experience working on video projects? With filming or editing? If so, please briefly describe your experience (Note: this is not a requirement to participate)

How would you rate yourself using the following criteria from your experiences and available skills?

	Excellent	Good	Average	Some	Weak
Working with groups					
Willing to learn					
Curious, open to trying new things					
Interested in technology					
Respected by my peers					
Confident and able to stand up and speak to a group.					
Computer literacy					
Experience of using video or photography					

Section 4: Pledge of Understanding and Interest

- ☐ I received a copy of the project description document (annex 1)
- ☐ I understand the purpose and design of this project and the meaning of participatory video
- ☐ I am aware of all the project partners collaborating on this project
- ☐ I understand the potential role that I would play as video team member (if selected)
- ☐ I received a copy of the project schedule
- ☐ I understand that I would receive a stipend (100CAD) for the project days
- ☐ Based on this information I give assurance that at this time I will be able to commit to my participation in all 21-25 days of the project, starting on 2nd of September 2018 and finishing at the end of January 2019

_____
Applicants Name

_____
Signature

Non-Negotiable

Our work must:

- Enable positive change & transformation
- Empower individuals and groups to grow in self confidence and trust, and to build skills to act for change
- Be satisfying for participants / communities
- Aim for legacy and sustainability
- Give participants/beneficiaries the final say on what is or isn't included in any film outputs
- Put reflection at the core of process
- Promote clarity / transparency in approach, outcomes & expectations
- Provide the highest level of ethical PV process, authenticity & participant control
- Respect and protect participants' intellectual property rights
- Give easy and free access to films for the participants and communities directly involved
- Ensure informed consent by participants for use of any output/film, derivatives, and types of use
- Assess and endeavour to reduce risk
- Be inclusive, respectful, peaceful
- Allow creative experiences through video and other visual tools
- Enable positive & continuous learning

Negotiable

Our work should:

- Be satisfying for donors / other stakeholders
- Give ownership of PV equipment to communities
- Strive towards consensual decision making at all levels
- Challenge power inequality
- Bridge divides (e.g. digital divides, connecting different stakeholders, horizontal & vertical bridge between groups, improved dissemination)

Local Coordinator Responsibilities

- raising awareness about the project in the community (meetings and social media)
- raising interest amongst young people to apply to become participants (by presenting the project to young people during youth gatherings)
- collecting applications from young people interested in becoming participants
- assessing the participant applications and providing recommendations on the selection
- functioning as the communication liaison between IS/PCC and the participants
- regularly reminding all participants about all project activities to ensure attendance
- recruiting community members to attend the special meetings for various stakeholder groups (elders, youth, local leaders etc.) during the first workshop and the assignment period
- selecting suitable venues for the training workshops and screening events
- making all arrangements for the lunches, drinks and snacks during the workshops
- selecting a suitable accommodation for all the trainers/facilitators and visiting participants during their visits
- making arrangements for screening equipment (projector, speakers and amplifier)

ICCON Participatory Video Project - Recruitment Requirements

Local Coordinator Profile (1 from each community)

Age and gender	The local coordinator would ideally be between 17 and 35 years old, so that he or she could easily relate to the participants. Ideally the local coordinator would be one of the four participants from their community.
Community mobilisation experience	The process will require the coordinator to consult with and to mobilize community members during each stage of the project. Prior experience with community engagement is therefore essential. As the project requires the active engagement of a wide variety of community members (elders, hunters, fishermen, trappers, youth, teachers, local health experts, community leaders etc.) the coordinator should have great local networks and have the confidence to call and visit diverse community members to inform them of the project and encourage them to attend the meetings.
Coordination and communication skills	The coordinator should have the relevant knowledge, skills and confidence to take on all the responsibilities and carry out all the responsibilities (see above)
Energy and availability	The coordinator should be available and have the physical and mental energy to carry out all tasks between August 2018 and March 2019. (It is therefore helpful to check that the trainee has another job/ enough income in this period to avoid that they would drop out of the project because of a new job.)
Language skills	Fluent in English and ideally also fluent in the local language (at least in speaking) in order to actively engage with community members that are not fluent in English.

ICCON Participatory Video Project - Recruitment Requirements

Participant Profile (three from each community - video team)

Age and gender	The participants should be between 17 and 35 years years old and the group should be gender diverse.
Community focus	The process will require the participants to engage with other community members, using a variety of participatory techniques and activities, across each stage of the project. Those with prior experience of and/or a keen interest in community engagement will therefore be especially welcome as participants. All the skills and knowledge that the participants will gain throughout the project will be very valuable to their community. The participants should therefore have the longterm intention of working in and serving their community and to continue to make videos in a participatory way, even after the end of the project.
Interest and passion	The participants should have a strong interest in climate change and making videos as well as a passion for team work and community engagement.
Energy and availability	Participating in all the activities (week-long training workshops, filming interviews, facilitating meetings and screening events) will be very interesting and fun but also demanding, both physically and mentally. The participants would therefor need to have the physical and mental energy to participate fully. The participants will also need to be able to commit to attend and be available for all project activities and tasks between August 2018 and March 2019. (It is therefore helpful to check that the participants have enough income in this period to avoid that they would need to drop out of the project because of a new job.)
Language skills	Fluent in English and at least one (but ideally more) participant should be fluent in the local language and able to do translation and subtitling of the videos.
Media experience	The participants don't need to have any experience with making videos. However basic computer literacy is required to develop enough confidence and skills in terms of video editing within the workshop periods.

Appendix E: Curriculum for Workshops and Support Visit

ICCON Workshop 1

TIME	ACTIVITY	LEAD	DESCRIPTION	WORKSHOP	SHOOTING	PLANNING	EDITING	CC/ INSIGHTS
DAY 1	INTRODUCTION							
9:05	Gradual Greetings	EF	Gentle but fun icebreaker game	x				
9:10	Welcome Circle	EF	Quick and fun introduction round	x				
9:15	Project Introduction	EF	Aims, Methods, Values, Design	x				
9.25	Schedule for the week	EF	Just roughly the activities and purpose of each of the 7 days	x				
9.30	Group Agreement	EF	Essential exercise for the group to agree on how they would like to work together	x				
10.00	Think & Listen, Portraits & Gallery	EF	Fun and creative way for all trainees to get to know each other and build bonds	x				
11.00	Morning Break							
11.15	Name Game	EF	Icebreaker video exercise for all to experience filming and being filmed in a light fun way		x			
12.15	Show & Tell 1	EF	Video exercise in two teams to learn the importance of telling AND showing in videos		x			
12.45	Lunch Break	EF						
13.15	Climate Change - the basics	HB	Basic science behind CC; local projections in the regions of Lethbridge and Red Deer					x
14.00	Capture Questions	EF	For scientists					x
14.15	Introduce Climate Change Tree	EF	Climate Change problem tree specific for their communities (trunk & roots)			x		x
14.30	Tripod Race	EF	Playful game to learn to how to work with the tripod		x			
14.45	Show & Tell 2	EF	Builds on the learning of Show & Tell 1 whilst using the tripod and a second mic		x			
15.00	Afternoon Break							
15.15	Peer Review Shot & Tell 2		Watching back and discussing learning from Show & Tell 2 exercise		x			
15.35	Watch & Discuss PV Examples	HB	A few videos as examples of climate change from an indigenous perspective		x			x
16.15	40 min extra time in case of delays							
16.55	Flash + Mood Meter	EF	Ending game and monitoring tool	x				
DAY 2	GETTING STARTED							
9:05	Mirrors	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9:15	Questions in a Circle	EF	Video exercise to experience interviewing and being interviewed and filming interviews		x			
10.00	Throwing Questions	EF	Fun game to learn the difference between open, closed and leading questions		x			
10.20	Direct & Indirect Impacts + Indicators	HB	Session to learn about direct and indirect local impacts and what indicators are					x
11.00	Morning Break							
11.15	Impacts Puzzle	HB	Game/Puzzle to practice with the difference direct vs indirect impacts with local examples					x
12.00	Shot Types	EF	Exercise to identify the different ways to frame a person and give names to shot types		x			
12.30	Lunch Break							
13.15	Margolis Wheel	EF	Tool for group dialogue, for everyone to get equal chance to speak and listen					x
13.35	Card Capturing & Sorting	EF	Tool to easily capture all key points discussed and build a logical visual overview					x
14.00	Fruit Salad	EF	Energiser game	x				
14.05	Extend Climate Change Tree	EF	Adding key insights from the group dialogue to the Climate Change Tree					x
14.15	Capture Interview Questions	EF	For community members			x		
14.30	Prepare for Community Meeting	EF	The trainees prepare to each facilitate a part in the community meeting of the next day		x			
15.00	Afternoon Break							
15.15	Vox Pop	EF	Video exercise improve interviewing skills and learn about the importance of consent		x			
16.00	Introduction to the Climate Atlas	HB	Overview of how to use the Atlas, the functions and the content provided					x
16.30	Appearing Game & Moodmeter	EF	Ending exercise and monitoring tool		x			
DAY 3	REACHING OUT							
9:05	Simon Says	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9:15	Welcome Quests	EF	Welcome local elders and other knowledge holders	x				
9:30	Open Community Meeting	EF	Intro: aims and values of the project, purpose of the meeting, consent process etc					x
10:10	Margolis Wheel	EF/HB	Same exercise as previous day, facilitated by trainees					x
10:30	Card Capturing & Sorting	EF/HB	Tool to easily capture all key points discussed and build a logical visual overview					x
11:00	Morning Break							
11:15	Review Knowledge Map	EF	Extract indicators from the visual overview, discuss					x
11:45	Capture Questions	EF	Identity gaps in the knowledge map, what are the remaining questions, who to interview?					x
11:55	Close Community Meeting	EF	Thanks, invite quests to be interviewed and share their availability for the next day					x
12:00	Interview Availability	HB	One or two people to record availability of the quests and collect names of others to invite			x		
12:00	Extend Climate Change Tree	EF	Adding key insights from the group dialogue to the Climate Change Tree, discuss indicators					x
12:15	Choose focus for first video	EF	Choose the topic(s) based on importance but also what can be filmed this week			x		
12:30	Short presentation by AG scientists?	EF	Any additional science to share?		x			x
12:45	Lunch Break		Trainees ring interviewees and schedule interviews for					
13:30	Interview AG Scientists	EF	Trainees to ask remaining questions about climate change science, practice interviewing		x			x
13:50	Review Interviews	EF	Discuss what was done well and what could be done better, discuss content		x			
14:20	Zombie	EF	Energiser Game	x				
14:25	Prepare Interview Questions	EF	Interview questions for different topics and interviewees, create clear question lists			x		

TIME	ACTIVITY	LEAD	DESCRIPTION	WORKSHOP	SHOOTING	PLANNING	EDITING	CC/ INSIGHTS
15.00	Afternoon Break							
15:15	Tech Quiz	EF	Fun game to review how to set-up and use all the different equipment items		x			
15:45	Make Interview Cheat Sheet	EF	Discuss and note everything the team needs to explain to interviewees before starting			x		
16.15	40 min extra time in case of delays	HB				x		x
16:55	Power Clap & Mood Meter	EF	Celebration and monitoring tool	x				
DAY 4	**GOING DEEPER**							
9:05	As & Bs	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9:15	Prep for Interviews	EF	Review interviews schedule and allocate roles, pack equipment and question list			x		
9:30	Get Ready & Travel	EF	Travel to interview locations, outdoors if possible or at interviewees' homes			x		
9:45	Interview 1	EF	Trainees split into two teams and each team records an interview		x			
10:15	Interview 2	EF	Trainees split into two teams and each team records an interview		x			
10:45	Travel Back	EF	To workshop venue					
11.00	Morning Break							
11.15	Editing Demo 'How to Cut & Organise"	EF					x	
11.30	Cut Interview 1	EF	Trainees work in two teams, cutting and organizing their interviews				x	
12.00	Samurai	EF	Energiser game	x				
12.05	Cut Interview 2	EF	Trainees work in two teams, cutting and organizing their interviews				x	
12.30	Lunch Break							
13:15	Review Interviews	EF	Discuss what was done well and what could be done better, discuss content				x	x
13:45	Get Ready & Travel	EF	Travel to interview locations, outdoors if possible or at interviewees' homes			x		
14.00	Interview 3	EF	Trainees split into two teams and each team records an interview		x			x
14.30	Interview 4	EF	Trainees split into two teams and each team records an interview		x			x
14.45	Travel Back	EF	To workshop venue					
15.00	Afternoon Break						x	
15.15	Editing Demo "Fine Cutting & Organising"	EF					x	x
15.30	Cut Interview 3	EF	Trainees work in two teams, cutting and organizing their interviews				x	x
16.00	Numbers	EF	Energiser Game	x				
16.05	Cut Interview 4	EF	Trainees work in two teams, cutting and organizing their interviews				x	x
16.30	Review Interviews & Update CC Tree	EF	Discuss what was done well and what could be done better, discuss content				x	x
16.55	Walking Evaluation & Mood Meter	EF	Ending exercise and monitoring tool	x				
DAY 5	**ILLUSTRATING & SHAPING**							
9:05	Giraffe, Elephant, Eagle	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9:15	Searching for Beauty	EF	Video exercise to learn how to shoot good illustrative footage		x			
10:15	Illustrative Shot List	EF	Video teams make a list of what images they want to shoot/in near the community			x		
10:45	Image Trip Plan	EF	Video teams plan in what order they will shoot the images, eg. which route to drive			x		
11:00	Morning Break							
11:15	Image Trip	EF	Video teams go out to shoot the images based on their list and plan		x			
12:00	Editing Demo 'How to Add Images"	EF					x	
12.15	Editing - Images	EF	Add Images to Interviews				x	
12.45	Lunch Break		EF to merge the two editing projects from the two video teams/computers into one					
13:30	Review Interviews	EF	Discuss what was done well and what could be done better, discuss content				x	
14:00	Devil's Advocate	EF	Video exercise to learn to plan and shoot clear powerful statements		x			x
15:00	Afternoon Break							
15:15	Plan statements/voiceovers	EF	For presenting indicators and potentially for the beginning and end of the video			x		
15:45	This Is a Cat	EF	Energiser game	x				
15:55	Filming Statements/Voiceovers	EF	In two teams			x		
16:15	Peer Review Statements/Voiceovers	EF	What was done well, what could be improved, does anything need rerecording?			x		
16:45	Role Allocation	EF	Who will do which statement/voiceover, who will find which missing images?			x		
16:55	Knotty Problem & Mood Meter	EF	Ending exercise and monitoring tool	x				
DAY 6	**FINALISING & SCREENING**							
09.05	Caretaker / Grumpy Granny	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
09.10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
09.15	Recording Statements & Voiceovers	EF			x			
11:00	Morning Break							
11.15	Editing: Statements & Voiceovers	EF	Add images to the video, any images of things that can't be filmed during the project				x	
12.00	Editing: Images	EF	Add images to the video, any images of things that can't be filmed during the project				x	
12.30	Lunch Break							
13.15	Demo Screening	EF	Trainees experience an interactive screening process	x				
14.00	Allocate Roles & Prepare	EF	Trainees prepare to facilitate the screening			x		
15.00	Afternoon Break & Welcome Quests							x
15.15	Screening	EF	To all who were interviewed, who attended the meeting and any additional key people					x

TIME	ACTIVITY	LEAD	DESCRIPTION	WORKSHOP	SHOOTING	PLANNING	EDITING	CC/ INSIGHTS
15.45	Interactive Feedback Process	EF	Interviewees give consent or request changes, suggestions for additions/improvements					x
16.30	Close Meeting	EF	Thanks, invite quests to be interviewed and share their availability for the next day					x
16.35	Interview Availability	EF	One or two people to record availability of the quests and collect names of others to invite			x		
16.45	Schedule Interview Follow-up	EF	Any people that should still be filmed to finalize the video			x		
16.55	Human Instruments & Mood Meter	EF	Ending exercise and monitoring tool	x				
DAY 7	**PLANNING & EVALUATION**		THIS DAY IS NOT PLANNED IN DETAIL AS WILL DEPEND ON PROGRESS DURING THE WEEK					
09.05	Birds, Lions, Bees	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
09.10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
	Review of Climate Change Tree	EF	Review of all learning from all dialogues and interviews, identify remaining questions/gaps					
	Plan topics of at least 5 short videos	EF	5 short videos per team, for example: flora, birds, small game, big game, travel, food etc.					
	Discuss local climate change indicators	HB	Indicators and cultural, social, economic impacts…, how to take the process further			x		x
11.00	Morning Break							
	Remind of work ahead and dates next visits	EF	1st support visit: 5-9 November; 2nd workshop: 10-16 Dec; 2nd support visit: early January			x		
	Field Work Plan Demo	EF				x		
	Decide on team roles	EF	make all videos with 4 team members? or 2 to lead on each?					
	The Sun Shines On	EF	Energiser Game	x				
	Coordinator plan	EF	coordinators to plan all tasks, organising community meetings for each topic, inviting people..					
	Schedule working days	EF	each team to plan on which dates between now and the November workshop they will work			x		
12.30	Lunch Break							
	Start lists of interviewees	EF	start a list of meeting attendees and interviewees for each topic (as far as possible)					
	Finish Field Work Plan	EF				x		
	Japanese Game	EF	Energiser Game	x				
15.00	Afternoon Break	EF						
	Peer Review Field Work Plans	EF				x		
	Optional: Comic Strip	EF			x			
16.00	Musical Evaluation	EF	Evaluation of the week (technical learning, CC learning, teamwork, logistics etc etc)	x				
16.45	Praise Shower & Power Clap & Mood Meter	EF	Celebration exercise and monitoring tool	x				

ICCON Support Visit

TIME	ACTIVITY	LEAD	DESCRIPTION	WORKSHOP	SHOOTING	PLANNING	EDITING	CC/ INSIGHTS
DAY 1	**UPDATE**							
9:10	Welcome Circle	EF	Quick reconnaissance round	x				
9.15	Support Visit Overview	EF	Review the process, review the footage, focus in on the film themes (ready for Thor), screen work in progress (plan this afternoon), review the consent procedure (see form), review the indicators (see swirl), review the editing(see log) and archiving (see archive sheet) and practise filming some more!	x				
9.30	Update	EF	Reviewing who has been filmed, what has been filmed, themes emerging. The team produces a vipp calendar of what they are doing, what they have done so far, who they have interviewed, highlights/ lowlights, whats next? who was there, what done, one for each interviewee, editing done.	x				
10.00	Film and screen the update	EF	Rotate roles, each present one part of the update, no more than 2 minutes.					
10.30	Recording the themes	EF	Focus in on the themes, again using the Vipps to story board the key themes that have emerged and move the interviews into each theme.					
10.40	Archive Management	EF	Logging the update into the archive, checking it is up to date. Comparing ways of building and recording the archive to best suit the group. Done on the big screen.	x		x	x	x
11.00	**Morning Break**							
11.15	Mock screening 10 minutes	EF	Followed by discussion - note issues on the issue cloud to have answered during the support visit					
11.30	Mock discussion	EF/HB	Introduce feedback conversation, consent, indicator collecting, swirl					
12.00	Review indicators	HB	Introducing and revising the climate change swirl - return later - test in the screening, any last changes?					x
12.20	Editing and File Management Review	EF/HB	Tightening up for screening, while HB and EF see how the project is being made (ready to review next day)	x			x	
12.45	**Lunch Break**	EF						
13.30	Prepare for the screening with the interviewees (facilitating a reflexive consent screening and facilitating a community dialogue as part of the screening)	EF	Plan who will be introducing, explaining the project, leading the post screening discussion, introducing the questions, recording the indicators that emerge, gathering consents, recording contact details.	x		x		
14.00	Screening prep editing	EF/HB						
15.00	**Afternoon Break**							
15.00	Work in Progress screening intro	EF	For interviewees and engaged individuals who want to feed in to the process. Led by the team					x
15.15	Screening	EF						x
15.45	Screening dialogue	EF	An opportunity to check in with a wider audience, check consent, cross check the themes and gather more indicators.					x
16.45	Thank you, consent forms and interview follow up details	EF		x		x		x
16.55	Flash + Mood Meter	EF	Ending game and monitoring tool	x				
17.00	End for the Day	EF		x				
DAY 2	**GETTING STARTED**							
9:05	Energiser	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9.10	Introduction to the day	EF	Mock filming day					
9.15	Extend Climate Change Wheel	HB	Adding key insights from the group dialogue to the Climate Change Tree, reminder of the Climate Atlas					x
9.45	Mock Filming Day - Film plan	EF	Choose one of the film chapters and make a shot list to turn that draft into a draft film by the end of the day.			x		x
10.00	Tripod Race (if time)	EF	Playful game to learn to how to work with the tripod		x			
10.15	Filming	EF	Work through shot list		x			
11.00	**Morning Break**							
11.15	Filming	EF	Work through the shot list		x			
12.30	**Lunch Break**							
13.15	Fruit Salad	EF	Energiser game	x				
13.30	Editing	EF	Group edit with the - check capturing and filing the footage correctly				x	
15.00	**Afternoon Break**							
15.15	Watching edit	EF						
15.30	Prepare for the editing workshop	EF	Shot list for each theme, cheat sheets for procedural extras			x		
16.30	Appearing Game & Moodmeter	EF	Ending exercise and monitoring tool	x				
16.45	Looking Back & Ahead	EF	Celebrating learning and achievements previous days, overview of the activities to come	x				
17.00	End for the Day	EF	Climate Change problem tree specific for their communities (trunk & roots)	x				

ICCON Editing Workshop, 26th November- 2nd December

TIME	ACTIVITY	LEAD	DESCRIPTION	WORKSHOP	SHOOTING	PLANNING	EDITING	CC/ INSIGHTS
DAY 1	**REVIEW**							
9:05		TM	Icebreaker game	x				
9:10	Welcome Circle	TM	Quick introduction round	x				
9.15	Editing Workshop Introduction	TM	Aims, Methods, Values, Design (to create 5 short climate change film chapters, produce a community TEK archive, use different methods to arrive at CBM indicators, increase team capacity and develop consent)	x				
9.20	Schedule for the Week	TM	Just roughly the activities and purpose of each of the 7 days (edit words, images, graphics, music, subtitles), film (pick up), qualitative research (pattern films for climate change indicators) screen (consent and indicators).	x				
9.30	Indicators Review and Update	HB	Brief introduction of the latest iteration of the Climate Change Swirl and new transcript based content analysis activities.	x				x
9.45	Consent Agreement	TM	Consent handover with Thor, and review for the team	x				
10.15	Editing Story Game	TM	Fun and creative way for trainees to understand editing orders	x				
11.00	Morning Break							
11.15	Watch & Discuss PV Film Examples	TM	A few videos as examples of indigenous hubs/ climate change from an indigenous perspective and introduce Thor's backdrop	x			x	
11.45	Assignment Period Review	TM	Review where each team has got to in their assignment period	x	x			
12:00	Prioritise Film Chapters	TM	Prioritise chapters to draft based on relevance to the interviews and climate change swirl.			x		x
15.15	Editing Demo "Fine Cutting & Organising"	TM	Reminder of how to cut and organise interviews. Introduce Final Cut Pro Software?				x	
12.45	Lunch Break	EF						
13.30	Energiser/ Walk	TM	Introduce Thor to Maskwacis	x				
13.30	Film outside	TM	Possibly team films a quick review of their experience so far and learning during the assignment period, or/and wide shot of Maskwacis		x			
14.00	Editing interviews	TM/HB	Editing draft 1				x	
15.00	Afternoon Break							
15.45	Annotating the climate change swirl	HB	Review and populate the latest iteration of the climate change swirl					
15.45	Editing interviews	TM	Editing draft 1/2				x	
16.55	Flash + Mood Meter	TM	Ending game and monitoring tool	x				
DAY 2	**FOCUS**							
9:05	Energiser (Mirrors?)	TM	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	TM	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9.15	Introduction to qualitative analysis	HB	Session to introduce content analysis from the film transcripts					x
10.00	Editing	TM	Editing draft 2				x	
10.20	Qualitative Analysis	HB	Beginning transcript analysis					x
11.00	Morning Break							
11.15	Qualitative Analysis	HB	Transcript analysis					x
11.15	Editing	TM	Editing draft 2/3				x	
12.30	Lunch Break							
13.15	Meeting with Kaylyn	HB/ML	Hillary to guide any questions on the invoice and budget with Kaylyn and Michelle	x				
13.15	Qualitative Analysis	HB	Beginning transcript analysis					x
13.15	Editing	TM	Editing draft 3				x	
15.00	Afternoon Break							
15.15	Plan Community Peer Review	TM	Plan to screen at least 2 drafts, and plan who to invite			x		
15.30	Make Community Review Cheat Sheet	EF	Discuss and note everything the team needs to explain and do at the review (welcome, registration, introduce, consent for pictures and consent forms, screen, lead discussion, scribe notes, collect feedback on note-lets, thank, follow up)			x		
16.00	Qualitative Analysis	HB	Beginning transcript analysis					x
16.00	Editing	TM	Editing draft 3/4				x	
16.00	Moodmeter	EF	Ending exercise and monitoring tool	x				
DAY 3	**REACHING OUT**							
9:05	Simon Says	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9.15	Editing demo 'Adding illustrative footage'		Adding and organising images to complement an interview				x	
9.30	Qualitative Analysis	HB	Transcript analysis					x
9.30	Editing	TM	Editing draft 4				x	
11:00	Morning Break							
11.15	Qualitative Analysis	HB	Transcript analysis					x
11.15	Editing	TM	Editing draft 4/5				x	
12:45	Lunch Break		Trainees ring interviewees and schedule interviews for					
13.15	Qualitative Analysis	HB	Transcript analysis					x
13.15	Editing	TM	Editing draft 5				x	
14.30	Prepare for Community Peer Review	TM/HB	Prepare space, drafts and team for screening and peer review			x		
15.00	Afternoon Break							

Time	Activity		Description					
15:00	Welcome Quests	Team	Welcome local elders and other knowledge holders	x				
15:15	Open Community Peer Review	Team	Intro: aims and values of the project, purpose of the meeting, consent process etc	x				
15:25	Screening	Team	Show up to 30 minutes of film, facilitated by trainees	x				
15.50	Feedback with Card Capturing & Sorting	Team	Feedback discussion based on lose questions, with tool to easily capture all key points discussed and build visual overview					x
16.15	Consent Feedback	Team	Discuss consent	x				
16.30	Close Community Meeting	Team	Thanks, invite quests to be interviewed and share their availability for the next day	x				
12:00	Extend Indicator Swirl	HB	Adding key insights from the group dialogue to the Climate Change swirl, discuss indicators					x
16:55	Power Clap & Mood Meter	TM	Celebration and monitoring tool	x				
DAY 4	**BUILDING UP**							
9:05	As & Bs	TM	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	TM	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9:20	Review of screening and draft films	TM	Trainees split into two teams and each team discusses what worked, what to do next	x				
9.45	Short Film Demo 'How to make a final film"	TM	Ideas to fuel ideas for voice overs, music, graphics, subtitles, final shots, credits				x	
10.00	Plan final films	TM	Creative brainstorm for final films, including length, voice, music, graphics, translations, final shots			x		
10:15	Make a final production schedule and shot list	TM	Video teams make a list of final consents, images, music, credits, subtitles and graphic logos they need to collate, and assign a time and team to collect.			x		
10.45	Editing Demo 'How to make a final film"	TM	Music, Graphics, Subtitles, Final Shots, Credits				x	
11.00	Morning Break							
11.15	Samurai	EF	Energiser game	x				
11.25	Plan statements/voiceovers	EF	For presenting process, team, indicators or/and for the beginning and end of the video			x		
11.35	Peer Review Statements/Voiceovers	EF	What was done well, what could be improved, does anything need rerecording?			x		
11.45	Recording Statements & Voiceovers	EF	Record statement		x			
12.15	Editing: Statements & Voiceovers	EF	Add statements to the interviews				x	
12.30	Lunch Break							
13.15	Edit	TM	Re edit drafts 1 - 5				x	
13.15	Qualitative Analysis	HB	Transcript content analysis					x
13:15	Collect Final Shot List	TM	Collect final consents, images, music, credits and graphic logos they need to collect or collate.		x			
15.00	Afternoon Break						x	
15.15	Edit	TM	Re edit drafts 1 - 5				x	
15.15	Qualitative Analysis	HB	Transcript content analysis					x
15.15	Collect Final Shot List	TM	Collect final consents, images, music, credits and graphic logos they need to collect or collate.		x			
16.55	Walking Evaluation & Mood Meter	TM	Ending exercise and monitoring tool	x				
DAY 5	**ILLUSTRATING & SHAPING**							
9:05	Bear, Salmon, Fly	TM	Energiser game to start the day off with high energy and fun, good for group bonding	x				
9:10	Looking Back & Ahead	TM	Celebrating learning and achievements previous day, overview of the activities of the day	x				
15.15	Editing Demo "Sound Editing"	TM	Adding music, natural sound and				x	
16.00	Edit	TM	Re edit drafts 1 - 5				x	
11.15	Qualitative Analysis	HB	Transcript content analysis					x
11:00	Morning Break							
11.15	Edit	TM	Re edit drafts 1 - 5				x	
11.15	Qualitative Analysis	HB	Transcript content analysis					x
11:15	Collect Final Shot List	TM	Collect final consents, images, music, credits and graphic logos they need to collect or collate.		x			
12.45	Lunch Break		EF to merge the two editing projects from the two video teams/computers into one					
13.15	Editing Demo 'Adding Titles"	EF	Adding titles, credits, subtitles and graphics				x	
13.30	Edit	TM	Re edit drafts 1 - 5				x	
13.30	Qualitative Analysis	HB	Transcript content analysis					x
13.30	Collect Final Shot List	TM	Collect final consents, images, music, credits and graphic logos they need to collect or collate.		x			
15:00	Afternoon Break							
15.15	Edit	TM	Re edit drafts 1 - 5				x	
11.15	Qualitative Analysis	HB	Transcript content analysis					x
13.30	Collect Final Shot List	TM	Collect final consents, images, music, credits and graphic logos they need to collect or collate.			x		
16.55	Knotty Problem & Mood Meter	EF	Ending exercise and monitoring tool	x				
DAY 6	**FINALISING & SCREENING**							
09.05	Caretaker / Grumpy Granny	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
09.10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
9.15	Edit	TM	Re edit drafts 1 - 5				x	
9.15	Qualitative Analysis	HB	Transcript content analysis					x
9.15	Collect Final Shot List	TM	Collect final consents, images, music, credits and graphic logos they need to collect or collate.			x		
11:00	Morning Break							
11.15	Edit	TM	Re edit drafts 1 - 5				x	
11.15	Qualitative Analysis	HB	Transcript content analysis					x
11.15	Collect Final Shot List	TM	Collect final consents, images, music, credits and graphic logos they need to collect or collate.		x			
12.30	Lunch Break							
13.15	Peer review films and content analysis	TM	Trainees collate learning and films to share for large screening.	x				x

Time	Activity	By	Description	C1	C2	C3	C4	C5
13.45	Review of Climate Change Swirl	HB	Review of all learning from all dialogues and interviews, identify remaining questions/gaps					x
14.00	Allocate Roles & Prepare	TM	Trainees prepare to facilitate the screening		x			
14.30	Final Edits	TM	Re edit drafts 1 - 5				x	
15.00	Afternoon Break & Welcome Quests							x
15.15	Introduction to the Screening	Team	Introduction to the team, the project, the climate change indicators. Ask for consent to take pictures and notes during the screening.		x			
15.15	Screening	Team	To interviewees, friends and interested community members, approximately 50	x				
15.45	Interactive Feedback for the Film Content	Team	Initiate discussion in groups about the climate change indicators and collect feedback on cards, also take notes of discussion (HB)					x
	Interactive Feedback for the Film Consent	Team	Show the Climate Change Atlas to Provide information on where and how the films could be shared to check whether the Interviewees and community give consent for films to be shared with a broader audience.	x				
16.30	Close Meeting	Team	Thanks, invite quests to be interviewed and share their availability for the next day	x				
16.30	Schedule Follow-up	Team	Collect details of people that should still be shown films to finalise the consent and details of suggestions for dissemination		x			
16.45	Add feedback to Climate Change Swirl	HB						x
16.55	Human Instruments & Mood Meter	TM	Ending exercise and monitoring tool	x				
DAY 7	**PLANNING & EVALUATION**		THIS DAY IS NOT PLANNED IN DETAIL AS WILL DEPEND ON PROGRESS DURING THE WEEK					
09.05	Birds, Lions, Bees	EF	Energiser game to start the day off with high energy and fun, good for group bonding	x				
09.10	Looking Back & Ahead	EF	Celebrating learning and achievements previous day, overview of the activities of the day	x				
09.15	Review of Climate Change Swirl	HB	Team review of all learning from all dialogues and interviews, identify remaining questions/gaps					x
09.30	Review of the Content Analysis	HB	Team review of the content analysis from the					x
09.45	Review of the Film Chapters	HB	Team review of all film projects in the archive and final films for the Climate Change Atlas and wider dissemination					x
10.00	Comparison of Results and Finalise Indicators	HB	Group exercise to compare the findings and agree indicators					x
11.00	Morning Break							
11.15	Remind of work ahead and dates next visits	TM	Thor to finalise films, consent and dissemination in January/ February		x			
11.30	Final Film Action Plan	TM	Teams prepare instructions for Thor to finalise the films before the final film		x			
11.45	Dissemination Overview	HB			x			
12.00	Dissemination Action Plan	HB/Team	Who will lead, where, who to screen to? Teams plan consent forms, consent screenings and final community screenings, as well as additional screenings and audiences. Collect ideal dates for the Jan/Feb screenings.		x			
12.00	Archive Back Up	HB/TM	Back up all footage, projects and films to the PCC hard drive, community back up archive and Thor's drive for finalising the project and uploading to the IS Youtube ICCON playlist.	x		x		
12.00	Film Back Up	TM/Team	Copy approved films across to team USB's for local dissemination and distribution to interviewees that have asked for copies	x		x		
12.00	Finalise Documentation	TM/ HB	Collect all documentation; all consent agreements, archive document and community budgets	x				
12.00	Community Budget Review	HB/ML/DB	Review community budget opportunities and constraints and help with invoices.	x				
12.30	Lunch Break							
13.15	Japanese Game	TM	Energiser Game	x				
13.30	Filmed Evaluation Exercise	TM/HB	Film statements about the challenges and how / if they managed to get over them and the most significant aspects of the process and learning for them as individuals.	x	x			
13.45	Musical Evaluation	TM/HB	Evaluation of the week (technical learning, CC learning, teamwork, logistics etc etc)	x				
16.15	Sustainability Action Plan	TM	What could be done with the kit, what next and by whom?		x			
15.00	Afternoon Break							
15.15	Travel to Finishing Site	TM	Take the team to a meaningful place to finish if possible	x				
15.30	Team Photo	TM		x				
15.40	The Knotty Problem	TM	Energiser Game	x				
15.55	Mood Meter	TM	Monitoring tool	x				
16.00	Praise Shower & Power Clap	TM	Celebration exercise and monitoring tool	x				

ICCON Screening Visit

TIME	ACTIVITY	LEAD	DESCRIPTION	WORKSHOP	SHOOTING	PLANNING	EDITING	CC/ INSIGHTS
DAY 1	**Kainai Screening**							
2.00	Welcome Circle	EF	Quick reconnaissance round	x				
2.10	Screening Visit Overview	EF	Introduce it as final stage to this multi stage pilot. Run through the stages and what is coming. Emphasise the purpose of this final stage - launch pad to screen and share with the community to check consent - audiences and versions, review and prioritise the indicators, produce and action plan of what next, consolidate the TEK archive and evaluate the project to date.	x		x		
2.20	Notes area	EF	Note issues on the issue cloud to have answered	x				
2.30	A Focus on Consent	EF	What do we have already, who is missing on an individual level, what do we need to discuss in a screening? Review the consent form. Who are the likely audiences (community, region, world) Whose consent do we need for each audience - make a grid or concentric circles with TEK in the middle then Community, Community Groups, Schools, Universities, Public galleries - Rockies Institute, Climate Atlas - in a dedicated climate change context, Government Platform - In a dedicated broader context, InsightShare Youtube Playlist - in a dedicated indigenous voices context			x		
2.20	A Focus on Indicators	HB	Update on the indicators - review the swirl, report indicators, ideas for the screening of dotmocracy or meta cards fro clouding in groups/ from note taker - mock discussion					x
3.30	What Next	M/K	Dissemination, audiences			x		
3.30	Screening Plan: Prepare for the screening with the interviewees (facilitating a reflexive consent screening and facilitating a community dialogue as part of the screening)	EF/ Team	In group plan the event, consent and indicator conversations: What will be shown? Who will welcome and introduce the project? Who will present the archive? Who will take notes? Who will instigate the consent process afterwards, what questions will they ask (what audiences can few these films, can all audiences view these films? What platform would you like to see these films on eg PCC platform? Who will introduce the buzz groups and how will this be recorded? Who will instigate the feedback and wrap up?			x		
4.00	Prep for Screening	Team	Check films are downloaded, audio and visuals. Prep seating and food.	x		x		
4.00	Prep the Archive if handing over at screening	Team	Back up Archive to PCC and check archive files and which consent forms have been completed.				x	
5.00	Screening: An opportunity to check in with a wider audience, check consent, cross check the themes and gather more indicators.	Team	Rotate roles, each present one part of the update, no more than 2 minutes.	x				x
5.30	Community Dialogue	EF	Present the archive, Consent conversation and Indicators conversation					x
6.30	Thank you and wrap up	Team	Consent forms and interview follow up details	x				
7.00	End for the Day	EF		x				
DAY 2	**Project Review**							
9:05	Energiser	EF	Energiser game to start the day off - Fruit Salad	x				
9.10	Introduction to the day	EF	Review the archive, consent, indicators, whats next action plan and evaluation, use questions cloud too.	x				
9.15	Review TEK Archive- Consent and Dissemination	EF	Reviewing who has been filmed, what has been filmed, themes emerging. The team produces a vipp calendar of each film they made, the description, who they have interviewed, consent, audiences.	Outputs folder				
9.45	Archive Management	EF	Logging the update into the archive, checking it is up to date, checking all our contacts, comparing ways of building and recording the archive to best suit the group. Done on the big screen.	Archive File		x	x	x
10.00	Film changes and updates	EF	Back up hard drive to PCC and make any changes to the films needed if necessary	Hard Drive			x	
10.00	Review Tech	EF	Check kit with tripod race into the bag	Find kit file - visit one				
10.10	Reviewing and prioritising the indicators	EF/HB	Discuss in group what came up that isn't there already	Swirl				x
10.20	Extend Climate Change Wheel	HB	Adding key insights from the community dialogue to the Climate Change Tree, reminder of the Climate Atlas	Pens				x
10.30	Proritising - Dotmocracy/ Traffic Lights on the swirl	HB/EF		Dots				x
10.40	Monitoring Plans	HB/EF	Team have time to discuss the reports findings - (logical framework - goal, objective, indicator, activity) - choose a few indicators for each section of the swirl.			x		x
11.00	Morning Break							
11.20	Evaluation		Walking Evaluation	x				
11.30	Evaluation		Skills check: Check the curriculum - confidence in filming/ editing/ research/ climate change knowledge/	Print				
11.40	Evaluation		Musical Evaluation: Relevance/ Highlights/ Lowlights/ Challenges/ Opportunities/ Ideas	x				
12.00	Flash + Mood Meter	EF	Ending game and monitoring tool	x				
12.30	Golden Shower (dependent of if team are coming with)			x				
12.10	Celebration of what gas been achieved and spare time if things run over.			x				
1	Lunch Break Together							
	Travel to Samson Cree Nation							
DAY 3	**Samson Cree Screening**							
11.00	Welcome Circle	EF	Quick reconnaissance round	x				
11.10	Screening Visit Overview	EF	Introduce it as final stage to this multi stage pilot. Run through the stages and what is coming. Emphasise the purpose of this final stage - Key purpose is o screen and share with the community to check consent - audiences and versions, Review and prioritise the indicators, Produce and action plan of what next Consolidate the TEK Archive and Evaluate the project to date.	x				
11.10	Notes area	EF	Note issues on the issue cloud to have answered	x				
11.20	A Focus on Consent	EF	What do we have already, who is missing on an individual level, what do we need to discuss in a screening? Review the consent form. Who are the likely audiences (community, region, world) Whose consent do we need for each audience - make a grid or concentric circles with TEK in the middle then Community, Community Groups, Schools, Universities, Public galleries - Rockies Institute, Climate Atlas - in a dedicated climate change context, Government Platform - In a dedicated broader context, InsightShare Youtube Playlist - in a dedicated indigenous voices context			x		
11.30	A Focus on Indicators	HB	Update on the indicators - review the swirl, report indicators, ideas for the screening of dotmocracy or meta cards fro clouding in groups/ from note taker - mock discussion					x
12.00	What Next	M/K	Dissemination, audiences			x		x
1.00	Lunch Break							
1.30	Screening Plan: Prepare for the screening with the interviewees (facilitating a reflexive consent screening and facilitating a community dialogue as part of the screening)	EF/ Team	In group plan the event, consent and indicator conversations: What will be shown? Who will welcome and introduce the project? Who will present the archive? Who will take notes? Who will instigate the consent process afterwards, what questions will they ask (what audiences can few these films, can all audiences view these films? What platform would you like to see these films on eg PCC platform? Who will introduce the buzz groups and how will this be recorded? Who will instigate the feedback and wrap up?			x		
2.00	Prep for Screening	Team	Check films are downloaded, audio and visuals. Prep seating and food.			x		
2.00	Prep the Archive if handing over at screening	Team	Back up Archive to PCC and check archive files and which consent forms have been completed.			x	x	
3.00	Screening: An opportunity to check in with a wider audience, check consent, cross check the themes and gather more indicators.	Team	Rotate roles, each present one part of the update, no more than 2 minutes.	x				

Time	Activity	Who	Description	Resource				
3.30	Community Dialogue	EF	Present the archive, Consent conversation and Indicators conversation					x
4.30	Thank you and wrap up	Team	Consent forms and interview follow up details	x				
5.00	End for the Day	EF		x				
DAY 4	**Project Review**							
9:05	Energiser	EF	Energiser game to start the day off - Fruit Salad	x				
9.10	Introduction to the day	EF	Review the archive, consent, indicators, whats next action plan and evaluation, use questions cloud too.	x				
9.15	**Review TEK Archive- Consent and Dissemination**	EF	Reviewing who has been filmed, what has been filmed, themes emerging. The team produces a vipp calendar of each film they made, the description, who they have interviewed, consent, audiences.	Outputs folder			x	x
9.45	Archive Management	EF	Logging the update into the archive, checking it is up to date. Comparing ways of building and recording the archive to best suit the group. Done on the big screen.	Find File		x	x	x
10.00	Film changes and updates	EF	Back up hard drive to PCC and make any changes to the films needed if necessary	Hard Drive		x	x	x
10.00	**Review Tech**	EF	Check kit with tripod race into the bag	Find kit file - visit one			x	
10.10	Reviewing and prioritising the indicators	EF/HB	Discuss in group what came up that isn't there already	Swirl				x
10.20	Extend Climate Change Wheel	HB	Adding key insights from the community dialogue to the Climate Change Tree, reminder of the Climate Atlas	Pens				x
10.30	Proritising - Dotmocracy/ Traffic Lights on the swirl	HB/EF		Dots				x
10.40	Monitoring Plans	HB/EF	Team have time to discuss the reports findings - (logical framework - goal, objective, indicator, activity) - choose a few indicators for each section of the swirl.			x		x
11.00	Morning Break							
11.20	Evaluation		Walking Evaluation	x				
11.30	Evaluation		Skills check: Check the curriculum - confidence in filming/ editing/ research/ climate change knowledge/	Print				
11.40	Evaluation		Musical Evaluation: Relevance/ Highlights/ Lowlights/ Challenges/ Opportunities/ Ideas	x				
12.00	Flash + Mood Meter	EF	Ending game and monitoring tool	x				
12.10	Celebration of what gas been achieved and spare time if things run over.			x				
1	Lunch Break							
2-4	Support to Finish Films where necessary			x				
4.30	Golden shower			x				
5-7	Celebration together							
DAY 1	**ICCON Pilot Project end**							

Appendix F: Workshop Methodology

This project was completed using a community-based participatory video research approach. Facilitators and team members from Kainai First Nation and Samson Cree Nation worked collaboratively on all phases of the project to create videos and identify culturally relevant signs of change, also known as indicators. The teams used a mixed-methods approach that combined and weaved together multiple participatory methods—including participatory video, participatory clustering, and interview coding—which ensured a range of perspectives were included in the project.

As part of these methods, the video teams hosted screenings and engagement sessions in both communities to learn about community members' perspectives on climate change and gather feedback about draft videos. In addition to these events, the PCC also facilitated community dialogues about the development of an online environmental monitoring platform focused on climate change. During these dialogues, community members shared observations of change, which have been included in this report.

Participatory Video

The teams used a method known as Participatory Video (PV) to document and highlight signs of climate change. With the facilitators, the team members planned out videos, filmed b-roll, interviewed community members, logged footage, edited multiple videos, and screened them at community events.
Through this process, the teams selected and prioritized the observations of climate change that were most significant to them. As a group, they decided what and who to film, and which questions to ask in interviews. After filming, they logged the key concepts in each interview and organized the concepts into themes, which became the basis of their videos. While editing, the teams selected what material to include and exclude from their films, and how to organize it into a narrative arc. As a result, the films reflect how the teams understand and perceive the impacts of climate change through the voices of community members.

The teams created a series of videos that highlight how climate change is impacting their communities. The Kainai First Nation team created three short videos, which they combined into one 31-minute film. These videos are: *Aohkiiyi: Cultural Connection to Water, Kawapaomahkaiksi: Cultural Connection to Animals, and Siksikaitsitapii: Cultural Chaos*. The Samson Cree Nation team created four short videos, which they combined into one 29-minute film. Their videos are: *Climate Change, Land, Water*, and *The Future*.

The films were shared with community members during local screenings to verify the content of the films and consider audiences for the films. Screenings were also used to generate further discussion about climate change related signs of change in the community. The resulting discussions influenced the content of the films and the next steps for the team.

Participatory Clustering

The team members and facilitators also used a participatory clustering method to create graphic representations of climate change, which during the project were referred to as 'Climate Change Swirls'.[1] These Climate Change Swirls highlighted community members' perspectives on the causes, impacts, and potential solutions to climate change.

These swirls were created through an iterative process with input from community members throughout the course of the project. During the first workshop, team members from Kainai First Nation and Samson Cree Nation recorded key points from interviews and community discussions about climate changes causes, impacts, and solutions on Post-It Notes. Over multiple days, they discussed and clustered these notes into different categories until six broad categories were decided on. These were: Animals, Land, Water, Air, Social, and Culture. However, because the team felt that many of the observations of change could fit into more than one of these categories, they decided to organize the themes into a 'swirl' that highlighted the interconnections between the discreet categories.

In subsequent visits and workshops, they collaboratively revisited and updated their swirls based upon insights from interviews and community dialogues. They highlighted points that community members had emphasized or repeated, which were subsequently typed in a larger font. The teams revised the swirls until a final version was agreed upon for both communities.

During the final screenings, the climate change swirls were displayed and community members were invited to place dot stickers on the items that were most relevant or important to them. This process is known as 'dot-mocracy.' However, in both communities, the stickers were relatively evenly distributed across the causes, impacts, and potential solutions, which reinforced the team participants' belief that all of the impacts are interconnected and significant to the communities.

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1   Kuivanen, K. S., Michalscheck, M., Descheemaeker, K., Adjei-Nsiah, S., Mellon-Bedi, S., Groot, J. C. J., & Alvarez, S. (2016). A comparison of statistical and participatory clustering of smallholder farming systems–A case study in Northern Ghana. *Journal of Rural Studies*, 45, 184-198.

Interview Coding

The Kainai First Nation video team also coded their interview transcripts using a 'open coding' process. Open coding is a well known method that involves reviewing written transcripts line by line and attaching labels to the text. Following this, the labels are grouped together into larger codes, which develop into a 'grounded theory' that summarizes the data.[2] Rather than using coding software—which is costly and sometimes complicated to learn—the process was completed manually using printed transcripts and pencils.

One of the Kainai First Nation video team members was very interested in this process and led the analysis. With a PCC facilitator, he reviewed the twelve interview transcripts and developed codes that summarized the data. For example, he coded the quote, "the winter seasons are not as long as they used to be" with the code 'shorter winter'.
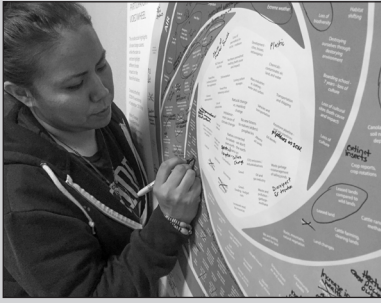
Following the initial coding process, the team member and facilitator reviewed the codes related to observations of climate change and organized them into seven broad categories: Seasonal Changes, Extreme Weather, Plants and Medicines, Animals, Water, Human Health, and Culture.

The coding process also informed the creation of Kainai First Nation's videos. The team used the coded interviews to brainstorm themes and find important quotes.

The Samson Cree Nation video team decided not to code their interviews. This was because they did not want to have their interviews printed out and analyzed as there was sensitive information included in some of them.

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2   Urquhart, C. (2012). *Grounded theory for qualitative research: A practical guide.* Thousand Oaks, CA: SAGE Publications Inc.

Methods

Participatory Clustering
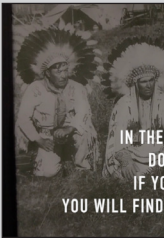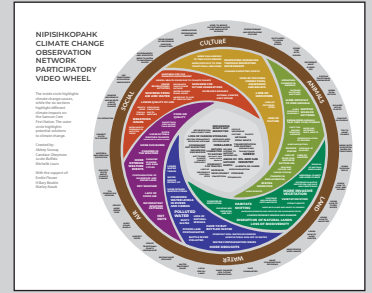
informs

Participatory Video

informs

Interview Coding

Prod

Aohkiiyi
Cultural Connection to Water

Kaw
Cultural C

Siksikaitsitapii
Cultural Chaos

Maskwacis
Participato

A Plains

Nipi
Water is Life

IN THE
DO
IF YO
YOU WILL FIND

Report Themes

SIGNS OF CHANGE
Observations of Climate Change
from Samson Cree Nation
and Kainai First Nation

- Water
- Animals
- Plants and Medicines
- Seasonal Weather
- Culture
- Human Health

Appendix G: Community Feedback

Video Feedback at Kainai First Nation Community Screening

March 5, 2019

What did you like about the film?
It was awaking. Our children should be taught all of this.
Informative, interesting. Very good, good stuff!
Good stuff, really good info. Emotional and in depth.
How the nistitapi culture was brought up on how the climate change affected it
Information about climate change, and how we can make change
Very impressive. Excellent, good job
The word 'chaos'
Very important info about our environment and relation to our culture.
The knowledge given out, cultural and climate change
Great informative perspectives from different individuals
I really appreciate hearing from the elders about their observations and knowledge about climate change and what this means and will mean in the future for those who share the land.
Everything was great. Lotsa info.
I enjoyed the stories about the way that the land used to be and the stories from the Elders
Inspiring and provides information.
All the fascinating people that talk about the climate change.
The film was really well done but when someone who doesn't have transfer rights starts talking about changing the subdance that's not right.
How the water loss is really affecting the tribe.
Interesting. Sorry this is my first time really hearing about our land and how so much has changed
The local – real impacts of climate change as that makes the conversation easier and can help change the conversation
Was very interesting as well educated within Blackfoot culture
I enjoyed the film informative
The film about the environment, it should be viewed at all schools and where there are programs → give out copies of film or sell
Everything enjoy it
Good knowledge by elders
The history the elders said about our land
Everything, the video was very informative
Cultural importance to the land; landscape shots
I loved the choice of interviewees, really valuable knowledge
Information; great stuff
Beautifully shot and timing of clips. The singing! Love it

The importance of passing on information to the younger generation; how the earth is a womb
It was interesting

Were there any aspects you did not like?
Love it all
I like all of it!
I wish there were some practical ways that we could use to help protect and help the land day to day
I really enjoy the film it was informative.
I like the whole film.
No it was all very interesting
I enjoyed the speeches and films
Not enough about plants, more women/mothers interviewed
No the film was good teaching to be taught to our children in the schools
No, everything was awesome
Most of the wild life disappearing from the lands
Used some of the footage twice
Mike BH story repeated in Chapter 1 & 2
Too much focus on 'Kainai', more focus on Blackfoot. We were all one at one time, this was our territory not just Kainai

Are there any climate change films/messages you would like to see in the future?
Just a note of interest involving the Blackfoot youth. We need to work as one nation to protect our land. Thank you.
What can I do to help climate change decrease, what can we do as a people to help? *I think should be shared with the public.
Just more of the same! I'm not from the community, so cannot comment on whether this should be shared with the wider public. But if it is deemed to be appropriate to share, I think many could learn from Indigenous ways of knowing about climate change.
Herbs, plants like sage, sweetgrass, more info
What can we do to stop the climate change effects? What are everyday steps we can take to reduce climate change and pollution within Alberta? I believe the video would be helpful to share online but there could be a series that is only shared with the community.
Yes all the small ponds that are not there no more. There's field and field of wheat now. And then there would be a puddle of water and the geese find its way there to the small puddle.
Society members who have more knowledge about the relationship of sacred knowledge and what should be shared.
Anything would be great

Knowing more about our Kainai land and how everything is changing and what we can do to help protect our part as niitsiipiis.
The juxtaposition of the elders and the youth – what are the effects and the hope of change and healing
How we do change/help as a community sustainability
Fracking; how to help in stopping pollution; oil, farming, sprays, pesticides, etc. Garbage: recycle is needed.
Very interesting, like to see more of this program continue
Ways to use land without chemicals, eg. cattle, buffalo
All Blackfoot perspectives all over Indian country
Youth/elder; Iinnii; Traditional plants (grassland); food security
Applying traditional knowledge in modern times; what does it look like?
Have no probel with sharing w/ greater world community
One about what we can do (solutions); a YouTube channel
Attitues to being disconnected from the land. And why is that?

Video Feedback at Samson Cree Nation Community Screening

March 7, 2019

What did you like about the film?
I had loved every part because I have seen the changes
The interviews, video of pipeline
Indigenous views and values on climate change
It was good, it hit good points. I wouldn't change a thing
Loved all of the perspectives, from young and old. It was honest
The message
When the elders compared then and now. The whole clip ☺
I loved the different viewpoints and aspects were explained
I like how you are bringing awareness to Maskwacis
The film was perfect
The range of ages/perspectives of community members; I'm proud of the youth who participated
It was awesome
I really enjoyed the old teachings from the elder. The connection with mother earth

Were there any aspects you did not like?
That there should be more speakers for the interviews
I'd like to see more interpretation and maybe more advice on what people can do to help
Myself, didn't like my teeth
Maria Rabbit's portion needs proper translation, she is sharing very significant information
Show the damage of what the white man caused ☹
I think the video needed more translation from Cree and English

What message about climate change stood out to you the most?
About the climate being normal, I miss the grass and rain
When people talked about what they were told from Elders, parents
Buffalo helped prevent fires
Impacts to our way of life as newiyawak
That we need to help the climate
Comparing then and now, seeing Victor talk
The talk about how Mother Earth is like our mother and how we abuse her
How we as a community can do better
The youth are knowledgable about climate change
I really understood when it showed the problems in our environment
We created it, we need to fix it

Are there any climate change films/messages you would like to see in the future?
The changes in summer and all the heatwaves. Recommendation: you could add in any future events that could change the community or predictions, you could also add music to make it have more significance. You could also give out a list of animals that are suffering the most or adding ways for indigenous peoples to help the community in participation
Talk to [community member] about what he was told
The long extreme cold temperatures, the extreme heat, it's killing animals that cannot withstand those temperatures
Add more elders perspectives
Potential changes in policy – opportunities for Indigenous input – Indigenous climate initiatives around the world
More videos like this
More about animals and how their behavior is changed with the habitat loss too
Bring it to the schools and staff
What can community members do in their home to affect climate change

Appendix H: Next Steps for Consent/Dissemination

Kainai First Nation

The Kainai First Nation video team still needs to obtain written consent from two interview participants. They also decided that before the videos can be shared publicly, they need to obtain approval from:

- Lands Committee
- Chief and Council
- Blackfoot Committees and Societies

Samson Cree Nation

The Samson Cree Nation video team still needs to obtain written consent from several interview participants. After this, they are interested in sharing the videos with the following audiences:

Local
- Loop in the Band Office's TV lobby
- Nipi Committee
- Elders' Council
- Maskwacis Education Schools Commission (MESC) Schools
- Women's Council

Provincial
- School of Indigenous Teachings in Edmonton
- Native Friendship Centre in Edmonton
- South Saskatchewan Regional Plan First Nation Sub-Table
- Alberta Ecotrust Gathering
- University of Alberta

Prior to sharing the videos online, they want to obtain approval from Chief and Council. They also need to obtain writetn consent from several of the participants in the videos. Following this, they are interested in sharing the videos online through:

- Social media (Facebook)
- PCC's Climate Atlas of Canada
- InsightShare
- YouTube

Appendix I: Workshop and Support Visit Evaluations

Video Workshop Evaluation

WORKSHOP #1	
What Would You Keep The Same	What Would You Change?
- The location - People/local interviews - The amount of information, all good stuff, very informative - Flexibility was good - The people - The food - The fast pace and the organization of it	- Less icebreaker "games" – more focus on teachings - Foreign location to both groups (if working with separate communities) - Pay increase - Knowing a little more before coming

WORKSHOP FACILITATION	
What Worked?	What Didn't?
- Projector - Access to internet - Visuals - Everything - Timing (liked how fast pace it was) - Educational/video info/editing - Technology used (apps and software) - Very informative people about climate change - Hearing other's views on climate change - Liked filming with the cameras - Liked the idea of working on the different reserves	- Too much time on icebreakers - Some things - Bluetooth speakers (sometimes)

CLIMATE CHANGE EDUCATION	
What Worked?	What Didn't?
- Stickies (post-it notes) - Different questions - Logging editing - Video examples - Website (assumption: Climate Atlas) - Website (how it was set up) - I learned a lot	- Colonialist categorizing - Need more up to date info, current trends/stories "Inside the box" thinking
Other (these were at the bottom of the sheet in the middle)	
- Get more local input/history in regards to climate change - Acknowledge different nations' cultures - Be culturally appropriate	

FILM TRAINING	
What Worked?	What Didn't?
- Everything - The flow and what they put - Hands on/visual - Editing - Amount of time spent on filming and editing - How "easy" it was - Learning techniques - Easy understanding - Quick and easy	- Time management: less cram time - Weird way of getting videos on computer – prepare steps ahead of time? - Creative shots within a group - Fluffy mic

ANYTHING ELSE YOU WANT TO SHARE?
- I am happy with the outcome of this workshop. Can't wait to see the end video project.   - I'm very ecstatic about learning more and expressing our creativity. I also appreciate new friends!   - Workshop was really well done and well prepared. Thanks for the training and skill development.   - Thanks for the workshop and I had a great time.   - I did like this experience, very informative when I only knew a bit at the start. It was nice.   - Thank you so much for this opportunity, I really appreciate it. It is always good to learn new things and meet new people. Hai Hai.   - Awesome job.

Editing Workshop Evaluation

EDITING TRAINING	
What worked? What did you like?	What would you change?
- Time management - Learning - Gaining more knowledge - Learning editing skills - Food - Length of days was good. - Lots of information, but working together helped - Liked the editing software, a bit more easier and slightly complicated than the other software. - That we were able to host - The people - The food was good - Learning new editing skills was great	- No weekends - Keep it on weekdays - Having everyone to contribute and having all the same work flow and idea in the videos - More guidelines in place about video lengths and themes - Hoping to have the team be involved in the editing and choosing clips and audio - Chief and council - The weather - The fact that I have commitments to my family and new job, and try my best to still be a part of this - Learning more about editing skills (sound and music)

CLIMATE CHANGE KNOWLEDGE	
What have you learned?	Questions you still have?
- Further knowledge (clarification) about stuff I thought I knew. - How to communicate climate change in different settings - People aren't really knowledgeable about climate change. It needs more awareness - Learned further and hearing other people's different issues - Teach the kids!! - That climate change is happening and we need to get these videos out, in hopes they will get people to take action. - That climate change means different things to different people whether it be science or spirits and that no matter what happens it still connects with everything.	- What kind of solutions - Why are we expecting a global pan-Indigenous answer to climate change? - What sort of indigenous knowledge would be most effective? - How can we make our message be more effective for the non-native people?

SUCCESSES AND CHALLENGES	
Biggest success(es)	Biggest challenge(s)
- Team work increased - Amazing videos were produced - Community participation (opening up)	- Community participation (actual participation) - Keep group focus

• Family • Sharing • Documenting TEK • A lot more teamwork • Understanding the flow of the videos • Completing our first little video clips and each team being understanding of life situations • Having passionate people, having a group of people doing and going through the exact same thing that we are going through (it helps to not feel alone) • All the new friends and connections • The climate change wheel looks amazing!	• Less icebreaker games • Slight too loud, cannot focus without headphones • Room did get a bit loud causing distraction • Having people who would give their all and work hard rather than a group of people who have different priorities • Timing, distractions, life gets in the way • Big ideas, not enough time or effort to see them through

ANYTHING ELSE YOU WANT TO SHARE?

- Thor, Hillary and Marley are so encouraging and helpful. Thank you for giving us the pen and paper, and letting us be our own authors!
- Thanks to you all for everything you've taught us. Great workshops and I am honoured to have been allowed to be a part of them.
- I would like to thank everyone for helping us share our message and making it an open space to share our ideas (next time make sure everyone in the group gives it their all).
- Thank you all. Peace, power, love, strength to all people involved. I would like to be an associate of InsightShare Canada.
- Sad to see everyone leave the 'chees ☹
- Everyone was supportive and kind. At times, it was complicated and tough but we managed to end the day well. And supportive. And encouraging. And looking forward to the next challenge while being optimistic.

Screening Evaluation – Kainai

OVERALL IN THE PROJECT…	
What Worked?	What Didn't Work?
- Hands on training - Interview/editing skills - Community involvement - Technical sessions - Skill building - Good facilitators for training, i.e. experienced, worked with Indigenous communities before - The group coming together with ideas	- Need better time management - Travelling for training - Better group meetings. Coming together to plan events on time or the right time.

WHAT WOULD YOU LIKE TO DO NEXT IN YOUR COMMUNITY WITH THE SKILLS YOU LEARNED?
- Continue making videos.   - Document/monitor as many projects as possible.   - Continue to use skills learned, develop skills, share knowledge with members.   - Train others for this work.   - Train others to edit.

WAS THE PROJECT RELEVANT TO…	
You as an Individual?	Your Community?
- Skill building - Socializing/meeting community - Professional development - Learning by each meeting/meetup - Meetings are nice - Hearing others opinion on ideas - Yes, as a native scientist and community member the information was awesome.	- Sharing stories about land, culture. - Hearing others opinions, stories and concerns about the community. - Gain more information, awareness, engagement. - Yes, climate change affects everyone.

SUPPORT FROM GOA, INSIGHTSHARE, PCC…	
What Worked?	What More Would You Want?
- All - Was awesome, thanks for all support - Funding, reporting was great - I liked the support and encouragement. It was nice!	- Weekly or bi-weekly links or webinars for skill building. - More skill development. Editing - Better pay. A full time job with the GOA. - More equipment, software. - Skills on editing a bit. There are times I need complete info ono what I should work on.

ANYTHING ELSE YOU WANT TO SHARE?
• Thank you!
• Thanks for the opportunity to be involved. Stay in touch and continue to do what you are doing. Hopefully this project can continue to be a conduit for native people to share our story.
• I like the program very much. It taught me a lot on editing and filming with software I'm not familiar with. This is a good experience and I would definitely recommend someone this is they want to participate. Thank you.

Screening Evaluation – Samson

OVERALL IN THE PROJECT…	
What Worked?	What Didn't Work?
• Everything • Learning something new • Meeting new people	• No comment • Be more specific: criteria, objectives, funding, etc.

WHAT WOULD YOU LIKE TO DO NEXT IN YOUR COMMUNITY WITH THE SKILLS YOU LEARNED?
• Use it for videos, even if they aren't relevant to this topic, which very few are. • Showcase to the schools (all MESC schools) and surrounding schools, colleges, programs for youth, give youth in schools opportunity to make a PV project. Present to government officials.

WAS THE PROJECT RELEVANT TO…	
You as an Individual?	Your Community?
• Very. Oddly very in-line with my interests. • A dream come true (making a film). • **Thank you!**	• I think subconsciously, that it is relevant to every member. • We need to build more awareness about climate change and environment. Show outside world what we are doing, what we know here in Maskwacis.

ANYTHING ELSE YOU WANT TO SHARE?
• Fun experience, sad it's over. • Keep working with Indigenous communities so we can share our stories from our own perspectives. • Interested in more film making.