

Next Steps Worksheets

After Workshop #1

The questions on the following pages are meant to build on what you have learned in the first workshop. We have given you questions that you can research and find answers for about your own First Nation. The information you gather in these pages will help you draft your Water Action Plan for your First Nation

Community Water Action Plan: What Water Means to Us

What Water Means to _____
(your First Nation)

This section is a place to share some background on why water is important to you and your community, including your relationship with water as an Indigenous community / people. The idea is to share a story as a way to share water values information (and doing so in a way that also represent a traditional way of teaching) and then to draw out the values that your group feels are the basis of your water community action plan.

Traditional Water Stories / Teachings

Chose a story that represents what water means to your community, tells a message about your relationship with water / how to treat water / water as a spiritual element, etc.

Use text, photos, audio clips (CIER can share these on the project website and/or you can post them on your community / school website)

Community Water Action Plan: What Water Means to Us

Water Values

Draw from the presentation from the Elders and about water leadership during the workshop. Write up a short section on values, what they mean to the group, and why they are important for the plan. You could also include a graphic / picture that represents the values.

Community Water Action Plan: Our Water Quality

How Healthy is Our Water?

This section is where you can talk about quality of the water in your community and watershed. This isn't meant to be an in-depth research section but to highlight what the main water quality issues are in your area. This will help your group identify what primary community action you want to focus on starting in Workshop 2, Planning to Create Change.

Our Watershed

What sub-watersheds and watershed are you in?

Include some written information on the watersheds you are connected to, as well as a map.

Community Water Action Plan: Our Water Quality

Source Water

The source of our drinking water...

Where does your community get its drinking water?

Include some a short write-up; map; photographs...

Water as the source of all life...

Anything you want to include here to talk about the importance of water to all living things. This may connect to the story/values section from before.

Include a short write-up; story; poem; photographs...

Community Water Action Plan: Our Water Quality

Think about water as a source for all life, not only human uses (drinking, recreation, sanitation, transportation). When you talk about water quality and quantity in the sections below, think about how other creatures need water too.

Water Quality

What are the most pressing water quality issues in your area? Draw on the notes you have from the worksheets you completed during workshop 1, plus any other information you gathered from your community research and activities.

Some of the challenges in your watershed could be: acidification; eutrophication; invasive species; species at risk; pollution.

Community Water Action Plan: Our Water Quality

Water Availability

What are the most pressing water availability or quantity issues in your area? Again, go back to your notes and add information you have gathered since the workshop.

Some of the water quantity challenges in your watershed could be: overconsumption; overallocation; hydromodification; drawdown of aquifers; climate change.

Community Water Action Plan: Regulatory and Governance Context

How Water is Governed in the Watershed in _____
 (your First Nation)

This section is a place to share background context on the way water is governed in your watershed and your community. This includes legislation and policies (federal and provincial / territorial) that deal with water, and local regulatory tools (e.g. regional land-use plans, watershed plans, water licenses or permits, conservation guidelines, etc.) that affect how water is used, treated, kept healthy, etc. In this section you should also talk about any formal governance tools (e.g. policies, by-laws) and informal governance tools (e.g. traditional teachings, community expectations of behaviour) that are helping to keep the water healthy for all living things.

Water Regulation

How is water regulated in your area? What federal laws apply? What provincial or territorial laws and regulations apply (even if they don't apply on your land, they affect your water through its watershed connections)? Try organizing this information into a table. You don't have to go into too much detail about these in this section, but it is important to know – and to document for use by yourself and others in the future – what outside factors are controlling water.

Sample Table

Regulatory Tool	Enforced By	Key Water Issues	Other Notes
Water Taking and Transfer Regulation; Water permits	Ontario Ministry of Environment	- anyone who takes more than 50,000 litres /day from a lake, river, stream or groundwater must apply for a permit to take water (PTTW)	- our group thinks that this threshold is too high; any amount taken under 50,000 litres/day goes undocumented and untracked

Community Water Action Plan: Regulatory and Governance Context

Water Governance

How are decisions about how to use, treat and interact with water made in your community? Include a short write up on any formal tools you have, like water-use by-laws (e.g. where to dispose of hazardous wastes), conservation measures (e.g. local bans of watering during high heat or drought), etc. Sometimes these are not formal but have been shared with community members through workshops, newsletters, posters, and word-of-mouth. They may also have come from the health centre or the school.

Notes

Community Water Action Plan: Regulatory and Governance Context

What are the traditional teachings or ways of doing things that show you how to respect water (i.e. traditional water governance)? Is there a particular group responsible for speaking for / protecting the water (e.g. women; a clan or family group)?

Write up information about this or share a story (could be a traditional story, or a story about something that happened in the community where the way people solved a challenge demonstrates these traditional forms of governance in action). Add photographs or drawings here if you like.

Notes

