

A horizontal strip of a forest with a rainbow color gradient overlay. The trees are thin and bare, and the background is a soft, hazy light. The colors transition from blue on the left, through green, yellow, orange, and red, to purple on the right.

Passamaquoddy Tribal Climate Change Program

PLEASANT POINT, MAINE

Attended The Tribal Climate Camp (TTCC)

- June 19 to 25, 2016 in McCall, Idaho
- University of Idaho's McCall's Outdoor Science School (MOSS)
- Pilot program included six tribes
- Sponsored by and in collaboration with:
Bureau of Indian Affairs (BIA)
The Affiliated Tribes of Northwest Indians (ATNI)
United South and Eastern Tribes (USET)
Institute for Tribal Government (ITG)
DOI Northwest Climate Science Center (NW CSC)
- Goal: to build staff capacity to improve Tribal climate change programming



TTCC Learning Objectives

Create Awareness

- About the variety of ways Tribes can address climate change

Build Capacity

- To use knowledge resources in climate-related sciences (social, cultural, biological, physical) applicable to Tribal programming that is flexible enough to deal with constant environmental change

Develop Synergy

- To create adaptation planning that includes building support within a Tribe for climate change planning processes

Intertribal Youth Climate Leadership Conference (ITYCLC)

- Chaperoned Wabanaki youth: Pleasant Point (2), Indian Township (4), Mi'kmaq (2), Maliseet (2)
- July 5 to 12, 2016 at the National Conservation Training Center in Shepherdstown, WV, including an overnight trip to Washington, D.C.
- Mission: to develop future conservation leaders with the skills, knowledge, and tools to address climate change to better serve their schools and home communities



Climate Workshops

- Surveyed Maine Wabanaki Tribes to find their top four topics that are important to them and their area
- Tribal Leaders, environmental staff & some tribal members responded
- After surveys were completed we knew what topics to present at each location
- Three main workshop locations were: Presque Isle, Calais & Indian Island
- Topics included: Climate Change Overview, Climate change and the impacts to: Agriculture, Forests & Ecosystems, Maine's Climate, Past Present & Future, Indigenous Experiences in the U.S. and Maine with Climate Change and Environmental Stewardship, Climate change effects on wild blueberry in Maine, Fisheries, Storm surge & Sea level Rise, Deer Ticks & Mosquitos, Forestry and climate change, Fisheries (Atlantic Salmon perspective).

Planning for Maine Wabanaki Tribes Symposium

We are in the planning stages:

- Two day symposium in Bangor, Maine
- Tribal leaders and tribal members
- Topics: To be determined
- Also be talking about how Maine Tribes can obtain funding to create their own Climate Adaptation Plan

STEM Education

- Partnership with Cobscook Community Learning Center
- Alternative high school – 2 years
- Initiative to develop STEM education about climate change

NE CSC

- New collaboration – stemmed from involvement in USET and ATNI workshop
- Alewife and climate change – shifts in phenology
- Potential co-supervision of intern based at Pleasant Point
- Juvenile outmigration studies
- Compiling alewife migration data from multiple sources

A horizontal strip of a forest with a rainbow color gradient overlaid on it. The gradient transitions from blue on the left, through green, yellow, orange, and red, to purple on the right. The text "Any Questions?" is centered over this strip in a large, bold, black font.

Any Questions?

We are a natural part of the creation, we were put here on the sacred mother Earth to serve a purpose. And somewhere in the history of people we're forgetting what the purpose is. The purpose is to honor the earth, to protect the earth, to live in balance with the Earth. And we will never free ourselves until we address the issue of how we live in balance with the Earth. Because I don't care who it is, any child who turns on their mother is living in a terrible, terrible confusion. The Earth is our mother, we must take care of the Earth." ~John Trudell, 1980