

## Detailed Information

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1. Summary of Project: Attach a detailed but concise (one typed page) outline of the purpose and methodology of the study, describing precisely the procedures and tasks in which participants will be asked to engage.

This partnership project will conduct participatory research with Island Lake communities with the goal of “realizing the potential of post-secondary education for student outcomes, Indigenous self-determination and *Mino Bimaadiziwin* when community-led, project-based education is offered in remote communities”. This application focuses on the housing and education component of the project. Communities in Island Lake are accessible by road only in the winter and although Brokenhead and Little Saskatchewan First Nations are more accessible they still have a major housing crisis and reduced rates of post-secondary education attendance and graduation. As with many communities in northern Manitoba, these First Nation communities have high food insecurity, overcrowding, and lack of employment.

Focusing on the housing and education, the objectives are to: 1) explore how community-led culturally-appropriate programs can meet the housing, food and education needs and priorities in the community; 2) analyze the impact of projects-based post-secondary education on education outcomes, sustainable livelihoods and self-determination; and, 3) identify the education, food and housing policies that are barriers to *Mino Bimaadiziwin* and to seek solutions.

The project will provide post-secondary educational opportunities for students in Island Lake (Island lake communities include four communities) and other communities (e.g., Brokenhead and Little Saskatchewan) by offering programming and funding to local students taking community-led, entry level, sustainable housing certificates and other projects-based programming. Through applied college programming, local students will participate in the design and building of healthy houses to help solve the housing crisis, as well as build capacity in trades in their community. This unique, innovative, collaborative and community-focused approach is anticipated to result in great outcomes that lead us towards reconciliation.

Along the development of the project, the research methodology is based on a participatory-action research approaches that build understanding of the housing and education programs in the communities.

This is a general ethics application to initiate the development of this project. Then additional applications will be submitted for specific research that will be developed by co-investigators and undergraduate and graduate students during the six years of the project.

Specifically, a community café will help understand the current state of knowledge and perspectives on housing and educational needs and priorities from the participants. The community café is to explore what an appropriate design for Oji-Cree or Anishinaabe-housing is and the potential for use of local materials available in Island Lake. Post-secondary students will be asked if they want to participate in a survey in a program facilitated through this project. This research to be conducted by community cafes and

survey have approval from the Chief and Council or other leader with signing authority in this area (e.g., chief executive officer, education training director, development corporation) of the band and they are partners on the grant. Before disseminating the results, we will share the key results with these community representatives and integrated their suggestions.

2. Research Instruments: Include next a concise summary of the research instruments, especially any risks they may pose to participants. In a separate appendix, provide copies of all materials (e.g., questionnaires, tests, interview schedules, instructions, etc.) to be given to participants and/or third parties.

A summary of the research instruments, especially any risks they may pose to participants is provided below. Separate appendices contain copies of **all** materials to be used in the study.

Community Café:

The community café method encourages participatory dialogue between community and researchers to raise and share community voices and perspectives. The community Café gathering will engage community members in the discussion of pertinent issues related to housing and education in Island Lake and other First Nation communities. Before the community café, research assistants (RAs) and two elders will be paid \$200 for their time to help with the organization the community café. People will be invited through the radio and through the education director, instructor from the post-secondary school programming and employment training director or coordinator for their workers as well as chief and council and the housing manager. These people will all be told in the script and in the consent form that they do not have to attend and can leave at any time. We will not be paying honorariums as we only want people who are interested in housing or housing education to attend.

The format of the community café uses tables with numbers, a host and a note taker. Participants will be welcomed and assigned to a table where each participant will start. During the café, participants will receive a piece of paper for their rotation around the table during the development of the community café. Community cafe agendas will be provided according to the objectives of each community café. Each community café will begin with an explanation of the project, instructions on the community café process and the central role participants can play in it. Participants will be asked to engage in conversations around questions (See Appendix 3 for inquiry guide and Appendix 3 for script and checklist for community café).

Each participant will be asked to sign a consent form (appendix 2) and research assistants will sign an oath of confidentiality form (appendix 4). The consent form also includes consent for the video and audio recording of the views expressed by each participant individually and/or in a group discussion.

Participants will be cautioned to only provide information they want to make public in the community café and that there is no confidentiality.

### Course Evaluation with Students

An evaluation of different postsecondary programming will be done by more than one hundred post-secondary students participating in the project-based post-secondary education program on sustainable housing. The evaluation will last between 20 and 30 minutes and will be held in a quiet room with each student filling out their own evaluation form individually for different courses in their overall program. The risk to participating in the evaluation is low, and the students' identity will be kept confidential by coding the forms.

Participant consent forms for evaluation surveys are included in appendix 6 and 7 respectively.

3. **Participants:** Provide a detailed description of the participants, their numbers, and how they will be recruited. Include copies of all written recruitment communications and scripts of all oral recruitment communications. Are there any characteristics of the participants that make them especially vulnerable or require extra precautions?

Fifteen to fifty people from the community are expected to respond to the invitation through the local radio/television and by invitation of the community contacts (the education director or employment and training director/coordinator and housing manager) to engage in a public forum called a community café. Possibly one or two people may bring a child to a community research program and so we want to proactively plan for this occurrence in case this occurs. In the consent form we have included consent for people under 18 by the legal guardian who would be responsible to consent to the minor's participation in the research event. We will reserve a table at the back of the workshop in case children are brought with lego, crayons and building so they can participate and amuse themselves and have a student take care of them.

Each consent form and script of written and oral recruitment communications are provided in the appendices. Appendix 3 provides oral scripts for the community café. There are characteristics of the participants that potentially make them vulnerable, so extra precautions have been put in place. Participants are potentially vulnerable for a number of reasons including that some may be elders, and some will not speak English as a first language or at all and be comfortable reading English or Oji-Cree or Anishinaabe roman ethnography or Oji-Cree Syllabics. 905 out of 1405 in Wasagamack speak Oji-Cree as their first language (Statistics Canada, 2016). 1405 out of 1405 in Wasagamack are reported by Statistics Canada to be First Nation (Statistics Canada, 2016), which applies to the Island lake communities too. From my 15 years experience working in these communities I have found most people speak, understand and read English and also most people will also be able to speak, understand Oji-Cree or Anishinaabe but few write Oji-Cree or Anishinaabe. We will ask the elders and local research assistants to translate verbally instructions to try to create a bilingual event in both English and Oji-Cree or Anishinaabe. If some people do not speak English fluently, we will have on-going translation and encourage Oji-Cree or Anishinaabe speakers to speak in their preferred

language. As well, some tables will discuss in Oji-Cree or Anishinaabe rather than in English if they prefer. In Brokenhead there are only two fluent Anishinaabe speakers, according to the chief and so all speak English. Similarly in Little Saskatchewan everyone speaks English.

Most people in Island Lake speak Oji-Cree but few people write the language. Elders use syllabics but few people under sixty are able to write or read syllabics and although a few people write Oji-Cree in roman ethnography it is not common to do so. Oji-Cree, particularly, and to a lesser degree Anishinaabe are oral language with very different sentence structure making it difficult to translate. People either write it in either syllabics or roman-ethnography but many can't write it at all. For example, we have had difficulty translating short facts about food after asking more than 20 teachers and many others.

Many people who speak Oji-Cree or Anishinaabe would not be able to read Oji-Cree roman ethnography or syllabics, the local students and local elders can provide community translation (many of the community members who will be research assistants will be fluent Oji-Cree or Anishinaabe speakers and the elders will be as well) and the person who does not read English can be assisted by these translators.

To reduce the vulnerability due to being Elderly the community café will allow people to move around freely and come and go as they wish. The community café will also provide tea/coffee, food and tobacco offerings (when acceptable to that person) to make it relaxed and comfortable for them.

For the survey more than one hundred post-secondary students will include female, male and other gender identified individuals above 18 years old participating in housing-related education. All of these students must speak English and be able to read and write English to be part of the program, which will largely be in English, although local tutors and local instructors will be able to provide translation and dialogue in Oji-Cree or Anishinaabe.

4. Informed Consent: Normally, consent in writing is required. Attach a copy of the consent form(s) on department/ faculty letterhead (see detailed guidelines regarding consent forms). Different consent forms for different groups of participants in the same study are frequently required. If written consent is not to be obtained, indicate why and the manner by which participants' consent (verbally) or assent to participate in the study will be obtained. How will the nature of the study, the questions they will be asked, the tasks in which they will engage, and the risks to which they will be exposed be explained to participants before they give informed consent? How will consent be obtained from parents or legal guardians of participants unable to give legal consent on their own? If confidential records will be consulted, indicate the nature of the records, and how participants' consent for accessing such records will be obtained. If it is essential to the research, indicate why participants will not be made aware that their records are being consulted.

Informed consent from all individual participants will be sought and obtained prior to data collection. Consent forms are attached, which will be discussed with each participant, with a request for them to sign.

From my experience of working for 15 years in these communities, most or all people attending workshops will speak, understand and read English and most people will also be able to speak and understand Oji-Cree or Anishinaabe. Many people prefer to speak Oji-Cree and some people speak Anishinaabe so we will be sure to have some Oji-Cree discussion groups and let people report-back in Oji-Cree if they wish.

In the case that someone does come to the community café that does not speak or read English, we will ask the local research assistants (hiring people from the local postsecondary program) with the help of the two guiding elders to translate verbally the consent form and verbal instructions. As well, we will try to create a bilingual event in both English and Oji-Cree or Anishinaabe. We will have on-going translation of the community café with much of it occurring in Oji-Cree or Anishinaabe with an elder opening and closing the event in Oji-Cree and have local research assistants knowing Oji-Cree providing translation or dialoguing in Oji-Cree.

The consent form will not be translated into Oji-Cree and Anishinaabe as translating to writing would both be difficult and not be understandable by most. Translation is problematic as there is not one way to write it - as Older Elders use syllabics but few people under sixty are able to write or read syllabics and roman ethnography writing of Oji-Cree is not common, due to sentence structure, lack of vocabulary for some English legal words and the lack of agreed upon spelling. Oji-Cree is mainly an oral language and so translating a consent form would be very difficult and not helpful if people can't read it. For example, we have found it virtually impossible to get anything translated for other projects other than single words.

Rather than a written copy in Oji-Cree or Anishinaabe, which would be difficult for participants to read and difficult or impossible to translate, local research assistants (many of the community members who will be research assistants will be fluent Oji-Cree speakers and the two guiding elders will be as well) will explain verbally.

To reduce the vulnerability due to being Elderly the community café will allow people to move around freely and come and go as they wish. The community café will also provide tea/coffee, food and tobacco offerings (when appropriate to that person) to make it relaxed and comfortable for them.

**5. Deception:** Deception refers to the deliberate withholding of essential information or the provision of deliberately misleading information about the research or its purposes. If the research involves deception, the researcher must provide detailed information on the extent and nature of deception and why the research could not be conducted without it. This description must be sufficient to justify a waiver of informed consent.

The project will not involve any deception. On the consent form and in scripts we clearly describe the research goals with the community, identify ourselves and our funders and explain the project and research to the research participants. We also clearly state how this research will be used and what feedback they will be provided.

6. Feedback/Debriefing: Normally, feedback should be given to participants about the research immediately after data collection, so as to make their experience as educational as possible. How will the feedback be provided and by whom? If feedback will not be given, please explain why feedback is not planned. In addition, steps should be taken to provide participants with a brief, non-technical summary of study results as soon as possible after the data collection phase of the study is completed (normally a few weeks or months). Participants should be given a choice of how they wish to receive a summary and should be told approximately when (MMYY) to expect it.

The community café consent form states all the details of feedback/debriefing:

WHAT AND HOW ARE RESEARCH FINDINGS GOING TO BE SHARED?: A summary and a link to an edited video will be provided to the education director as well as you and other participants for feedback within two months of the event (e.g., if October 2018 then December 2018) before sharing the findings with the community through radio/television, reports, and publishing in journal reports and conferences. As well, the research findings will be shared widely in ways the education director and chief feel is appropriate to improve housing and education outcomes, shift policy and build community capacity. The educational video, designs and drawings that result will not provide confidentiality but provide a public record of what occurred and people's contribution.

The survey consent form describes feedback in the following section as highlighted:

What and how are research findings going to be shared?: No names and no identifying information will ever be reported, with data grouped to hide identifying information. Summary results with all names and identifying information removed will be provided to the First Nation education director as well as chief and council and the local postsecondary school for feedback within two months of completing the survey. After that the research findings will be reported in posters, journals, conferences as well as other ways that the education director and chief feel are appropriate to improve education outcomes, change educational policies and build community support services.

7. Risks and Benefits: Are there any risks (physical, psychological, and/or emotional) to participants, or to a third party? If yes, provide a description of the risks, the steps that will be taken to mitigate them, and the steps that will be taken to ameliorate any actual harm to participants, including (if appropriate) providing a list of helpful resources. The researcher should also describe any direct, counter-balancing benefits for participants of the proposed study.

Regarding the community café the consent form covers the risks and benefits:

RISKS and BENEFITS: There is minimal risk to participating in the community café. The questions asked should not cause emotional, physical or psychological discomfort. Please only share what you are comfortable to make public, as nothing, in a public forum, is confidential. Please note that if you consent to have your audio and/or visual data recorded, you will be identifiable in the video and your voice may be recognized in the parts videotaped.

Regarding the survey the consent form covers the risks and benefits:

RISKS and BENEFITS: There is minimal risk to this research. The questions asked should not cause any embarrassment or psychological discomfort. You may benefit from participating in the evaluation by reflecting on your personal experience related to the courses you are attending. Names or other personal identifiers will never be reported or shared to ensure confidentiality.

8. Anonymity or Confidentiality: Describe the nature of the data that will be collected, how it will be stored, and who will have access to it. Anonymous data contains no personal identifiers and, thus, poses no risk of identification to participants. Confidential data contains personal identifiers and carries with it an inherent risk of identification. Therefore, in the latter case steps must be taken to prevent unauthorized persons from linking data to individual participants, up to and including dissemination of findings. Confidential data should be destroyed or rendered anonymous as soon as it is no longer necessary scientifically to link data with individual participants. Anonymous data may be kept indefinitely. Please describe your plans in this regard, including an approximate date (MMYY) by which any confidential data will be destroyed.

In the Community Café there will be no promises of anonymity or confidentiality, as mentioned in the risks and benefits as stated in section 8, but also mentioned in the study procedures in the consent form as highlighted below.

Hard copies (e.g., transcribed notes, survey papers, informed consent form, notes and other private materials) sheets will be securely locked in a cabinet in the lab of Dr. Thompson at the Natural Resources Institute or with Dr. Bonnycastle at the Inner City Social Work Program. The soft copies (videos, audios, e-copies of transcripts and other forms) will be stored in a password protected computers, which will be accessible only by Drs. Thompson and Bonnycastle and the research assistants. Also, back up external hard drives will be stored in a securely locked cabinet in Dr. Thompson or Bonnycastle's office. Only the researchers and RAs will have access to this information.

STUDY PROCEDURES: If you choose to participate, the community café will last for roughly 4 hours, providing a public, rather than confidential or anonymous, forum for ideas about designing homes and education programs. Summaries reported to the large group and description of designs and drawings by participants will be video and photographically recorded to help gather this information and to produce a video about housing design and education with the written consent of the participants. Also in small groups, notes and, with participant consent, audiotapes will record the information



without identifying who said the information. These small table audiorecords will not be published but will be used to write up the findings. The notes and transcriptions will remain for the duration of the research project until 2025 in protected computers of Dr. Thompson and Dr. Bonnycastle and their students and in locked filing cabinets when it will be destroyed.

Regarding the survey, the consent form outlines that there will be confidentiality and how it will be protected.

CONFIDENTIALITY: Your name will never be identified as participating in this survey to anyone or in any report. A unique code but no name will be assigned to your survey data in the database and on the survey form. Your name will only be stored under password protection until 2025 in a separate location on protected personal computers and in a locked file cabinet so the survey responses cannot be linked to any name. The data will be released as grouped data, where there is concern about identifying people.

9. Compensation: Will participants be compensated for their participation? Reasonable compensation may be provided to defray actual costs associated with study participation and/or as an honorarium for the time and effort of participants. However, it may not be sufficient to act as a significant inducement to participation.

The two elders will help guide the discussions (e.g., opening and closing prayer) will be paid \$200.00 for their involvement. These elders will be identified by the education director and we will contact them directly regarding their participation and talk to them by phone or in person prior to the community café.

For other participants, there will be no honorarium. The focus of this workshop is not elders but a diverse group of people in housing design and housing education. The participants will have been invited through the radio/television or by the education director or employment and training director or housing manager or chief and council due to their interest in housing and education.

The students in the postsecondary program will not receive funding for taking the survey.

10. Dissemination: How will study results be disseminated, to whom, and for what intended purposes? Dissemination plans must be agreed to in general by participants and must not jeopardize their right to confidentiality unless they have explicitly waived this right.

Consent form for community café explains all the aspects of dissemination:

WHAT AND HOW ARE RESEARCH FINDINGS GOING TO BE SHARED?: A summary and a link to an edited video will be provided to the education director as well as you and other participants for feedback within two months of the event (e.g., if October 2018 then December 2018) before sharing the findings with the community through radio/television, reports, and publishing in journal reports and conferences. As well, the research findings will be shared widely in ways the education director and chief

feel is appropriate to improve housing and education outcomes, shift policy and build community capacity. The educational video, designs and drawings that result will not provide confidentiality but provide a public record of what occurred and document different people's contribution.

The survey consent form describes dissemination:

What and how are research findings going to be shared?: No names and no identifying information will ever be reported, with data grouped to hide identifying information. Summary results with all names and identifying information removed will be provided to the First Nation education director as well as chief and council and the local postsecondary school for feedback within two months of completing the survey. After that the research findings will be reported in posters, journals, conferences as well as other ways that the education director and chief feel are appropriate to improve education outcomes, change educational policies and build community support services.

Appendix 1: Letter of Invitation for Community café to directors and managers (education and employment training and housing) and chief and council



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**Natural Resources Institute**

70 Dysart Rd,  
Winnipeg, Manitoba  
Canada R3T 2N2  
General Office (204) 474-7170  
Fax: (204) 261-0038  
[http://www.umanitoba.ca/academic/institutes/natural\\_resources](http://www.umanitoba.ca/academic/institutes/natural_resources)

{Date}

Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadizwin in First Nation Communities

Sub: Letter of Invitation for Community Café regarding Oji-Cree or Anishinaabe housing

Dear {name of the participant},

I would like to invite you to attend a community café on {date & time}, at {place} and please invite other people interested in housing and education. The purpose of the community café is to explore community housing needs and priorities in terms of culturally-appropriate design and the potential use of local materials in housing. The community café will last for four hours in which participants will take part in sharing their knowledge and experiences individually and through group discussion.

**This study is a part of the project ‘Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin in First Nation Communities’, sponsored by Social Science and Humanities Research Council (SSHRC) Partnership Grant.** We will provide tea, coffee, lunch and snacks as part of the Café. If you need any additional information about the Café, please feel free to contact me at (204) 474-7170 or send me an email at [s.thompson@umanitoba.ca](mailto:s.thompson@umanitoba.ca).

We look forward to your participation in the Café.

Sincerely,

Shirley Thompson, PhD, M Eng., B.Sc.  
Associate Professor  
Natural Resources Institute, University of Manitoba  
70 Dysart Road, Treaty 1 Territory and Metis Homeland  
Winnipeg, Manitoba, R3T 2N2  
phone: (204) 474-7170 / cell: (204) 291-8413 / fax: 204-261-0038  
e-mail: [s.thompson@umanitoba.ca](mailto:s.thompson@umanitoba.ca) <http://ecohealthcircle.com>

## Appendix 2: Consent Form for Community Café



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### Natural Resources Institute

70 Dysart Rd,  
Winnipeg, Manitoba  
Canada R3T 2N2  
General Office (204) 474-7170  
Fax: (204) 261-0038  
[http://www.umanitoba.ca/academic/institutes/natural\\_resources](http://www.umanitoba.ca/academic/institutes/natural_resources)

### Consent form

Research Project Title: Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin in First Nation Communities

Principal Investigator and contact information: Dr. Shirley Thompson (204) 291-8413 or [s.thompson@umanitoba.ca](mailto:s.thompson@umanitoba.ca)

Researcher and contact information: Jide Oni, Masters Candidate, Natural Resources Institute, University of Manitoba. Phone: (204) 599-2112; E-mail: [onib@myumanitoba.ca](mailto:onib@myumanitoba.ca)

Sponsor: Social Science and Humanities Research Council (SSHRC) Partnership Grant.

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

**PURPOSE:** The purpose of this research study is to look at different aspects of housing design and cultural design to inform your housing education program. The information gathered from the community café is to be used as educational material.

**STUDY PROCEDURES:** If you choose to participate, the community café will last for roughly 4 hours, providing a public, rather than confidential or anonymous, forum for ideas about designing homes and education programs. Summaries reported to the large group and description of designs and drawings by participants will be video and photographically recorded to help gather this information and to produce a video about housing design and education with the written consent of the participants. Also in small groups, notes and, with participant consent, audiotapes will record the information without identifying who said the information. These small table discussions will be audio-recorded to write up the findings. The write-up and transcriptions will remain for the duration of the research project until January 2025 in protected computers of Dr. Thompson and Dr. Bonnycastle and their students and in locked filing cabinets.

RISKS and BENEFITS: There is minimal risk to participating in the community café. The questions asked should not cause emotional, physical or psychological discomfort. Please only share what you are comfortable to make public, as nothing, in a public forum, is confidential. Please note that if you consent to have your audio and/or visual data recorded, you will be identifiable in the video and your voice may be recognized in the parts videotaped.

NO PARTICIPANT CREDIT OR REMUNERATION: You will NOT be paid for your participation in the community café. Some light refreshments and lunch will be served at the community café.

WHAT AND HOW ARE RESEARCH FINDINGS GOING TO BE SHARED?: A summary and a link to an edited video will be provided to the education director as well as you and other participants for feedback within two months of the event (e.g., if October 2018 then December 2018) before sharing the findings with the community through radio/television, reports, and publishing in journal reports and conferences. As well, the research findings will be shared widely in ways the education director and chief feel is appropriate to improve housing and education outcomes, shift policy and build community capacity. The educational video, designs and drawings that result will not provide confidentiality but provide a public record of what occurred and document different people's contribution.

WHO TO CONTACT: If you have any questions about this cafe, contact Dr. Shirley Thompson, (principal investigator) at (204) 474-7170 or (204) 291-8413 during business hours (weekdays, 9:00- 5:30 P.M.) or Dr. Marleny Bonnycastle (Co-PI) at (204) 474-6943. In addition, if you have any questions as to your rights as a research participant, please contact the Human Ethics Secretariat at 474-7122 at the University of Manitoba.

CONSENT: Your signature on this form indicates that you have understood to your satisfaction the information about participating in the research project and agree to participate. Your signature also indicates that you are 18 years old or older. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

Your participation in this community café is strictly voluntary. At any point there is no problem or negative consequence for you to stop participating in the community café and, at that time can decide whether your individual drawings, designs, audio and visual and verbal information can be used or not.

The University of Manitoba may look at your research records to see that the research is being done in a safe and proper way. This research has been approved by the Joint-Faculty Research Ethics Board. If you have any concerns or complaints about this



### Appendix 3: Checklist for Community Cafe

*Script: Welcome to this housing and education community café.*

*Welcome. The purpose of this community café is to explore community housing needs and priorities in terms of design and the potential use of local materials for their construction and in terms of education for capacity building in housing needed in the community. This study is a part of the project 'Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin in First Nation Communities', sponsored by Social Science and Humanities Research Council (SSHRC) Partnership Grant.*

*Today our purpose is to explore community housing needs and priorities in terms of design and the potential use of local materials for their construction as well as education needed in the community.*

*This community Café will last approximately 3-4 hours. The report back sessions for the groups and design descriptions by individuals or groups are being video or audio-taped and kept for the duration of the research project. At small table discussions notes and write-ups of audio recordings will not include any name of the person saying it. However, for designs and drawings please write your name to allow us to give you full credit for these in any writing or visuals.*

*There are minimal risks to you related to being involved in this research but in this public forum please consider that anything you will say becomes public knowledge. Please only share what you are comfortable to make public, as nothing is confidential. If you consent to have either your audio and/or visual data, you will be identifiable by the video and audio. With this in mind, only discuss information that you wish to make public.*

*We plan to present the summary to the participants and a video recording to people who provide their emails or address after we check the findings with the education director or chief and council. We will share our summary and findings on local radio/television to ensure community members get a chance to see the results and in other ways that are appropriate. As well, we will present at academic conferences and journals to share as widely as possible to improve housing and housing education.*

*Your participation in the community café is strictly voluntary. If, at any point in the community café, you decide to discontinue participating, you will be allowed to leave without experiencing any negative consequences.*

*If you have not signed the consent form at the registration already please read the consent forms that are provided to you and if you have any questions let us know. We must collect any remaining consent forms before we begin.*

**DO YOU AGREE TO PARTICIPATE? YES \_\_\_\_\_ NO \_\_\_\_\_**

**IF NO**, thank you for your time. Please help yourself and take some snacks and refreshment and feel free to leave.

**IF YES**, proceed with the information about the community café.

*Snacks and lunch will be available and please help yourself to the refreshments at anytime, but we will also have health breaks.*

*You have been assigned a table with a host and a note taker. You also each have a piece of paper for your rotation from each table during the community café gathering. Your knowledge, ideas and responses to questions will help shape the education and housing program for your community.*

During the development of the community café, we will take videos and photos to document and record all the learning that is going on at this event. Please be sure to check off whether you allow your video/photo and audio to be recorded on the consent form.

Facilitation:

*Each community café will have one to three co-facilitators:*

- 1) the host of the table – to led the discussion and assure that all voices are included, who may also serve as the notetaker and designer.*
- 2) Designer – a person with architect or design abilities/skills to capture the ideas in a graphical approach using colors and images that capture participants' ideas, issues, etc. This person captures the discussions on a flip chart paper that will be on each table (as well there will be blocks, popsicle sticks and modeling clay for people at the table to work with). It will be a very inclusive way to capture different ideas and voices during the community café rounds. Then, the drawings will be used in the open space activity.*
- 3) Note taker – record notes of the discussions by using strikers. Notes will be clustered and will be used in the open space activity.*

**I. COMMUNITY CAFÉ TABLE ROUNDS: HOUSING – 1.5 hours**

*Welcome. We will talk at this table about what activities have occurred in your communities regarding housing and what worked in the community. I have some questions to start the discussion regarding collaborative experiences in your community.*

**Round 1 & 2 – Collaborative experiences in the community**

- a. Tell us about some initiatives in your community for housing?
- b. What are the outcomes of the initiatives?
- c. What did you learn from these initiatives?
- d. What were the problems that you worked out to achieve outcomes?
- e. What are the successful collaborative initiatives in the community? Tell us some stories that you remember
- f. How do you see housing challenges being overcome for achieving self-determination in your community?



*Welcome. At this table we will talk about the meaning of home and what is an Oji-Cree or Anishinaabe home. I have a few questions that will start the discussion about what is needed for a home and the Oji-Cree and Anishinaabe aspects that are needed for proper housing.*

Round 3 & 4 - Meaning of home ( a visual cue card may be selected to start the conversation)

- a. What is the meaning of 'home' for you?
- b. Share your views on what is a healthy and safe house.
- c. What is important for Anishinaabe or Oji-Cree healthy housing in the community?
- d. Who lives in an Oji-Cree or Anishinaabe or Anishinaabe home?
- e. What makes it an Oji-Cree or Anishinaabe or Anishinaabe home?
- f. Describe an Oji-Cree or Anishinaabe or Anishinaabe house (size, materials, colours, etc.).

Round 5 & 6- Oji-Cree or Anishinaabe house

- a. What are the characteristics of an Oji-Cree or Anishinaabe or Anishinaabe house?
- b. How is an Oji-Cree or Anishinaabe or Anishinaabe house built? What shape is it? What color is it?
- c. What rooms are important in an Oji-Cree or Anishinaabe or Anishinaabe house?
- d. How big is an Oji-Cree or Anishinaabe house?
- e. What opportunities do you see for housing in your community?
- f. What are the challenges of housing in your community?
- h. How will elders live well in this house?, Children, disabled, women, hunters, etc.?
- i. What are the disaster that could impact the home? For example, what if the power went out – how can we design for heat and hearth? What about a flood or ?
- j. How can we build the home with water and sewage to ensure health and safety and sufficiency?
- k. How can we make this home last for more than fifty years?
- l. How can we strengthen family bonds through home design?
- m. What local materials could the home use?
- n. What is the link between 'home' and jobs?

II. OPEN SPACE – HOUSING DESIGN AND MATERIALS – 1 hour

*The purpose of this activity is to develop different designs of housing in a collaborative approach using the information generated by the community café. Please feel free to use any and all materials available to build your housing designs.*

*Please engage with the materials provided for designing a house and review the different drawings and designs of others.*

### Activity 1: Housing design

- Each table will have a facilitator team to develop a design (Host, note taker)
- Sticker notes at each table
- Participants will be distributed around each table
- Each table will create a design based on the insights of the participants at each table or individuals can do their own.
- They will use available materials such as paper, colors, crayons, modeling clay, sticks, popsicles and other materials as well as paint, markers, crayons and papers will be available for people to create designs at each table during the community café rounds.
- By the end of this activity, each table will have at least one prototype of a house

### Activity 2: Feedback from participants and other community members – people will rotate to the different café tables to see the different designs

- People will be invited to view designs from other participants and community members who will comment on the design.
- We will use basic questions to receive the feedback of the housing design:
  - What do you like most about this housing design?
  - What are the possibilities to develop this kind of houses in this community? What current issues will this design resolve?
  - What are the possibilities to find these kinds of materials?
  - What recommendations do you want to include in terms of the design, materials, sustainability, local capacity and trained people, previous experiences, costs, etc.?
  - How would you like to become involved in building houses?
  -

### III. COMMUNITY CAFÉ – EDUCATION – 1 hour

*The purpose of this next activity is to collect data about education priorities and possibilities. It will have two rounds of questions – the first on Oji-Cree's education perspective and the second on Future of education in the community.*

- How can this Boreal Home builders program provide better homes?
- How do we build an Ojibwe-Cree perspective into education and design?
- How do you think this Boreal Home builders program has impacted this community so far?
- How has the Boreal Home builders program affected your environment?

- a. Dream: imagine this community in 10 years ahead in which you have the best housing and education system. What it looks like? Who is involved? What changes happened in the community? How community is working?

-How can we best work collaboratively with you? ( Are there any good collaborations that worked in the past that we can learn from?

(optional questions)

Round 1 – First Nation’s education perspective

- a. What kind of education is important for your community?
- b. What do you mean by ‘education’ from Oji-Cree or Anishinaabe perspective?
- c. What are the challenges of education in your community?

Round 2 – Future of Education in Community.

- d. How is education related to self-determination of your community?
- e. How do you see the housing for achieving self-determination in your community?
- f. Dream: imagine this community in 10 years ahead in which you have the best housing and education system. What it looks like? Who is involved? What changes happened in the community? How community is working?

IV. CLOSING AND EVALUATION

We will use a participatory approach to engage participants in sharing their experience and provide feedback for future activities with the community.

*Is there any further feedback you would like to provide?*

*Thank you for your contribution in this research.*

*You will be sent a summary and video link within two months if you provided an email address or another way to provide.*

Appendix 4: Oath of Confidentiality for Research Assistant for Community Cafe



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**Natural Resources Institute**

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Fax: (204) 261-0038  
[http://www.umanitoba.ca/academic/institutes/natural\\_resources](http://www.umanitoba.ca/academic/institutes/natural_resources)

Research Project Title: Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin in First Nation Communities

Oath of Confidentiality

I \_\_\_\_\_

(Print name)

understand that all of the information I have access to relate to the study entitled: Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin in First Nation Communities must be kept confidential. To ensure participant privacy and confidentiality of information, I agree that I will not disclose or discuss any information disclosed by study participants. My signature below indicates my pledge to maintain the confidentiality of all participants in the survey.

\_\_\_\_\_

(Signature)

\_\_\_\_\_

(Date)



## Appendix 6: Consent Form for Course Evaluation



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### Natural Resources Institute

70 Dysart Rd,  
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Fax: (204) 261-0038  
[http://www.umanitoba.ca/academic/institutes/natural\\_resources](http://www.umanitoba.ca/academic/institutes/natural_resources)

### Survey Consent form

Research Project Title: Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin in First Nation Communities

Principal Investigator and contact information: Dr. Shirley Thompson (204) 291-8413 or [s.thompson@umanitoba.ca](mailto:s.thompson@umanitoba.ca)

Researcher and contact information: Jide Oni, Masters Candidate, Natural Resources Institute, University of Manitoba. Phone: (204) 599-2112; E-mail: [onib@myumanitoba.ca](mailto:onib@myumanitoba.ca)

Sponsor: Social Science and Humanities Research Council (SSHRC) Partnership Grant.

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The purpose of this evaluation is to look at educational opportunities for community development and the community needs. You will not receive a financial reward. You will be asked to share how you are impacted by the project-based post-secondary education. The information gathered from the evaluation may be used as educational material. The project findings will be used later to examine how such participant-generated visual data works at gaining public attention or influencing public opinion on such problems.

If you choose to participate in the evaluation, you will be asked to fill up an evaluation form that will take no more than 30 minutes.

**RISKS and BENEFITS:** There is minimal risk to this research. The questions asked should not cause any embarrassment or psychological discomfort. You may benefit from participating in the evaluation by reflecting on your personal experience related to the courses you are attending. Names or other personal identifiers will never be reported or shared to ensure confidentiality.

**CONFIDENTIALITY:** Your name will never be identified as participating in this survey to anyone or in any report. A unique code but no name will be assigned to your survey data in the database and on the survey form. Your name will only be stored under

password protection until 2025 in a separate location on protected personal computers and in a locked file cabinet so the survey responses cannot be linked to any name. The data will be released as grouped data, where there is concern about identifying people.

What and how are research findings going to be shared?: No names and no identifying information will ever be reported, with data grouped to hide identifying information. Summary results with all names and identifying information removed will be provided to the First Nation education director as well as chief and council and the local postsecondary school for feedback within two months of completing the survey. After that the research findings will be reported in posters, journals, conferences as well as other ways that the education director and chief feel are appropriate to improve education outcomes, change educational policies and build community support services.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate. Your signature also indicates that you are 18 years old or older. In no way does signing this form waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You do not have to fill in any question you prefer not to in this evaluation. If you do not wish to complete the survey you can simply leave it blank without any problem or negative result to you. Please feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at your research record to see that the research is being done in a safe and proper way by the researchers.

This research has been approved by the Joint-Faculty Research Ethics Board. If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Secretariat at 1-204-474-7122, or e-mail [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca). A copy of this consent form has been given to you to keep for your records and reference.

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Name of the participant

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Signature of the Participant

Date

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Name Signature of Person Conducting Consent Discussion

Date

Appendix 7: Evaluation Survey



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Fax: (204) 261-0038  
[http://www.umanitoba.ca/academic/institutes/natural\\_resources](http://www.umanitoba.ca/academic/institutes/natural_resources)

CODE # \_\_\_\_\_

1. What is your age? \_\_\_\_\_
2. Gender (circle) Male                  Female                  Other
3. Highest level of education completed \_\_\_\_\_
4. Name the project-based post-secondary education you are attending  
\_\_\_\_\_
5. List the three things you liked best so far about this program: (if any)

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6. List the three things you like least so far about this program: (if any)

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7. List three things you are looking forward to learning in this program: (if any)

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8. Do you think you will use the materials & information learned after the course?  
Yes ( );          No ( ); Maybe ( )

Why? or Why not?

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9. How would you rate your own participation so far in the program?

	Excellent	Very Good	Good	Fair	Poor
Attendance at course					
Reading of materials					
Participation in discussions					
Completion of exercises					
Understanding of material					

10. What obstacles or barriers, if any, did you have to overcome to participate in training

a. What did you do to overcome any obstacles/barriers?

b. Were there any particular supports that assisted you?

c. Are there other supports that would have been helpful for your success?

11. How has the training impacted your life? (family, social, community, etc.)?

d. Did you expect to be impacted in this way?

e. Did you experience any unexpected impacts? If so, what were they?

12. Do you feel you are receiving the supports you need from the project partners to be successful and achieve your goals?

13. How would you rate the facilitator(s) so far in the program?

	Excellent	Very Good	Good	Fair	Poor
Knowledge of subject					
Style of presentation					
Ease of understanding					
Relevance of presentations					

14. How did this program increase your awareness about environment?

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15. How would you rate your learning from the education programming in the following areas?

	Excellent	Very Good	Good	Fair	Poor	Not applicable (did not attend)
Environmental issues						
Healthy living						
Traditional environmental knowledge or Indigenous knowledge systems						
Sustainability						
Land or Forest Management						
Environmental Housing design						
Construction knowledge						

Construction skills						
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16. What can be done to enhance your success in training?

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17. Would you recommend this program to others? Yes ( ) No ( )

Why? or Why not?

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18. General comments about the program:

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*Use reverse side of page if more space is required*