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# CERT Tribal Internship Program

## FINAL INTERN REPORTS

U.S. Department of Energy Grant # FG03-93ER75931

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Conrad, David .....	1993
Gopher, Duane .....	1994
Penney, D'Lisa .....	1994
Perez, Maria .....	1994
Sandoval, Karen .....	1994
Jacquez, Melinda .....	1995
Steele, Manuel .....	1995
Yellowrobe, Lewis .....	1995
Sandoval, Karen .....	1996

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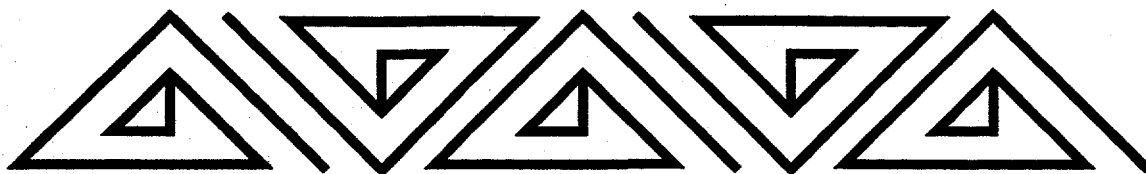
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final

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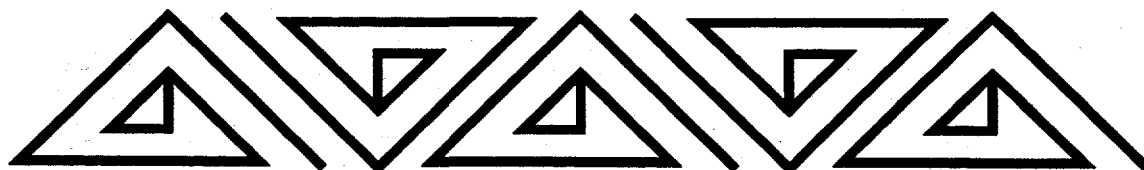


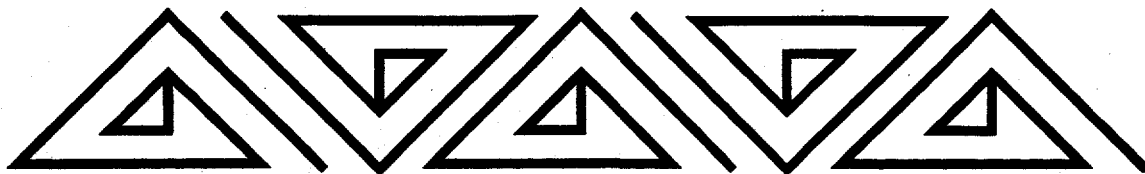
**Comprehensive Environmental  
and Natural Resource  
Management Planning**

**Workshop  
Handbook**



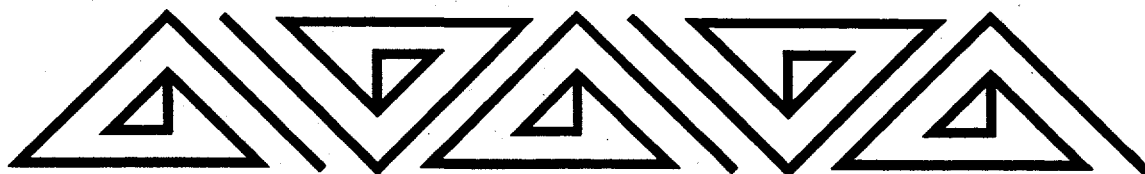
**presented by  
Council of Energy Resource Tribes**





# **Section I**

## **Workshop Outline & Agenda**



# Introduction To Integrated Resource Management

## Workshop Outline

### PARTICIPANT LEARNING OBJECTIVES

Awareness of Integrated Resource Management Rationale

Fundamental Elements of An Integrated Approach

What Distinguishes This Approach From Mainstream Strategies

Worldview And Philosophy: How They Shape Action And Policy

Ways In Which Philosophical Dexterity Promotes Effective Management and Program Linkages

Identifying Opportunities To Engage And Participate In Integrated Management

### WORKSHOP CONTEXT AND BACKGROUND

Understanding The Need For Integrated Resource Management:  
Managing Increased Responsibility With Reduced Financing --  
Federal, State & Tribal Realities

Balancing Prudent Environmental and Economic Management For  
Long Term Sustainability

Avoiding Environmental, Economic and Social Degradation:  
Tribal Priorities Shaping Programs, Policy and Management  
Techniques

### SERIES CONTENT

Introduction To Integrated Resource Management: Holistic  
Reasoning and Its Place In The Technical World

Defining Resources: Elements of Mind, Matter and Spirit  
Tempering The Intellect With Humility

Acknowledging The Interdependence of The Environment and the  
Community: Our Collective Responsibility For "Our Back Yard"

Shaping A Comprehensive Model For Resource Monitoring and  
Management

Sustaining An Appropriate Level Of Support: Personal &  
Institutional Commitment -- Opportunities and Obstacles

## **SERIES CONTENT**

**Introduction To Processes and Methods That Make Integrated Resource Management Possible**

- Comparing Management Models
- Distinguishing Features of Comprehensive Management Models: How To Get From Here To There

**Reforming Bureaucracy: Practical Strategies To Promote Collaboration, Cooperative Management And Resource Allocation**

- Identifying Players, Engaging Support & Managing Oversight Relationships

**Where The Rubber Hits The Road: Putting Philosophy Into Practice**

- Review of a Tribal Case Study

## AGENDA

### TRAINING: DAY ONE

#### Morning Session

- Overview of the Tribal Environmental Protection Program Model
- Group Study of "On Being A Tribal Natural Resource Manager: Avuncular Advice From A Long Time Observer" by Mervyn L. Tano, Council of Energy Resource Tribes

#### Afternoon Session

- Workshop on Tribal Values & How They Impact Planning

### TRAINING: DAY TWO

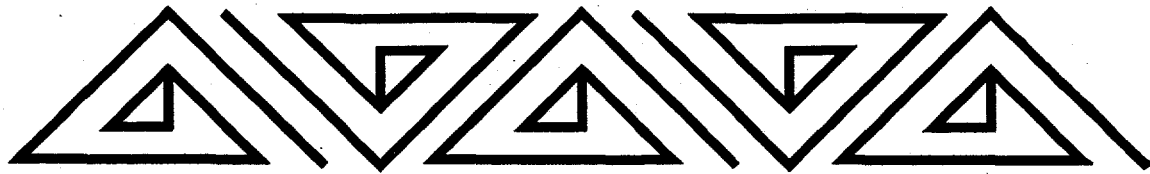
#### Morning Session

- Training Strategies for Participatory Presentations

#### Afternoon Session

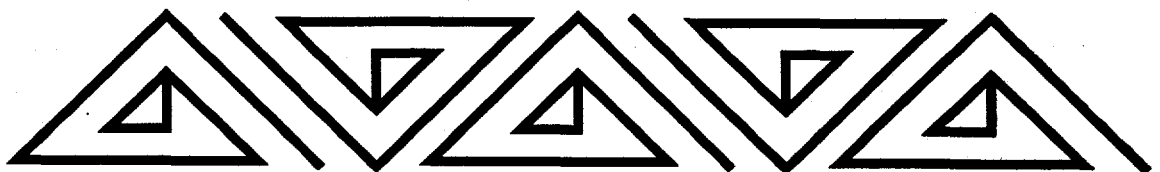
- Development of Model Presentations for Tribes

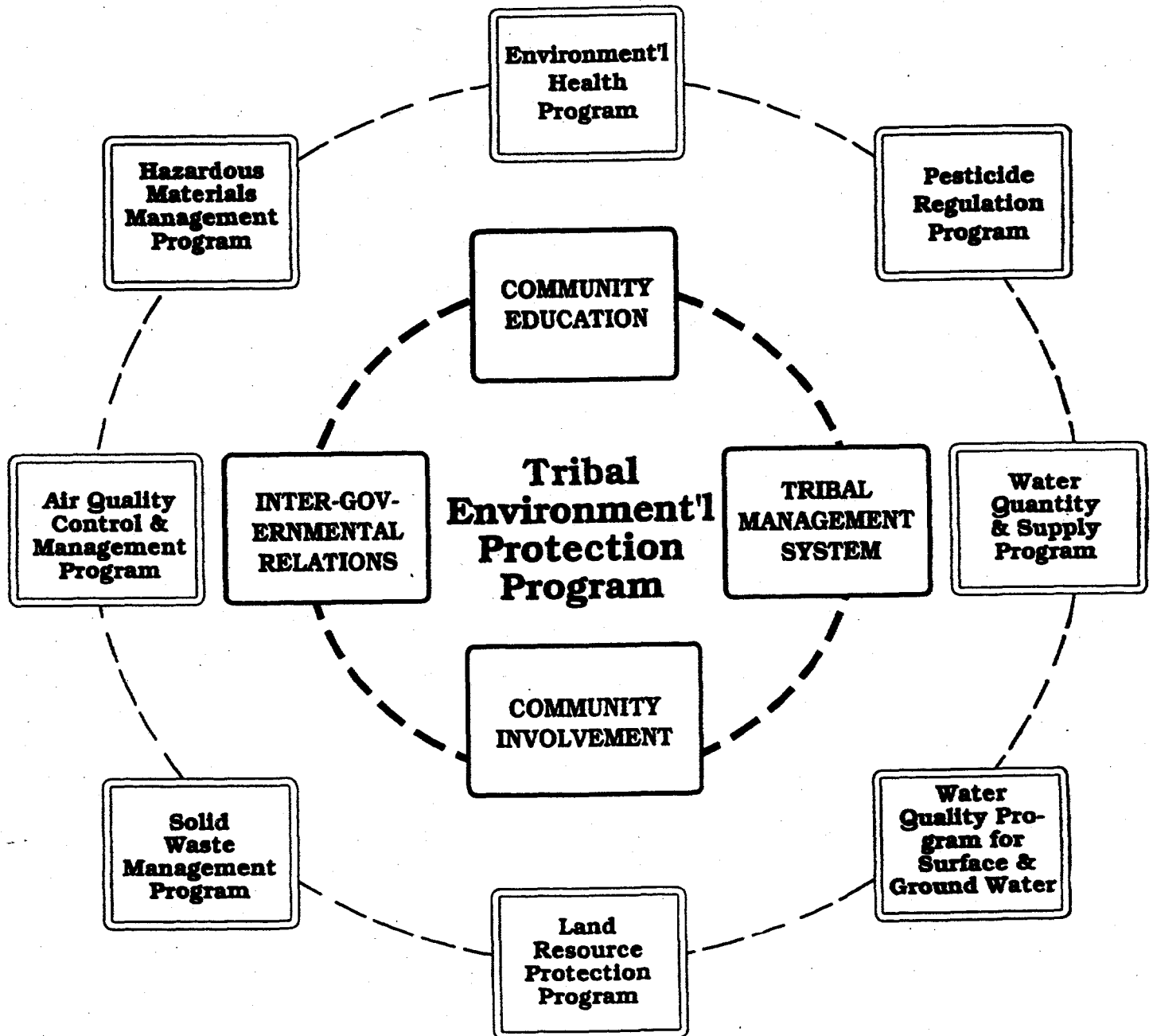




## **Section II**

### **Templates**

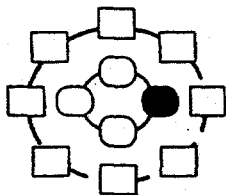




## TRIBAL ENVIRONMENTAL PROTECTION PROGRAM

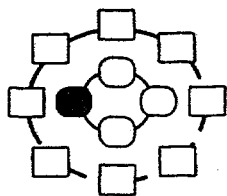
### COMPONENTS

**TRIBAL MANAGEMENT SYSTEM** - The following are three key aspects of the Tribal Management Component.



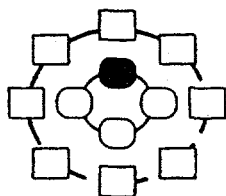
- **Tribal Management Through Regulation**  
**Intent:** To protect the environment by providing comprehensive codes, relations and statutes for the regulated communities.
- **Tribal Management Through Enforcement of Tribal Environmental Codes**  
**Intent:** Develop sound enforcement system that affirms Tribal right to protect its environment through enforcement of Tribal codes, regulations and statutes.
- **Tribal Management Through Administrative Procedures & Systems**  
**Intent:** To build a unified approach to environmental management throughout the Tribal system.

### INTER-GOVERNMENTAL RELATIONS



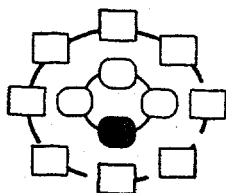
**Intent:** To support and enhance cooperative relationships and reduce duplication of efforts between Tribal Government and Federal, State and local governments and programs.

### COMMUNITY EDUCATION



**Intent:** To provide broad-based environmental protection information and education to community members through public media, schools and Tribal employee network.

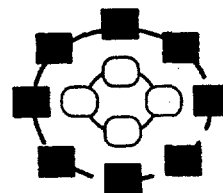
### COMMUNITY INVOLVEMENT



**Intent:** To create personal sensitivity to everyday environmental management by providing multiple opportunities for participation.

**COMPONENTS** - There are eight key programs highlighted in the Tribal Environmental Protection Program.

- Water Quantity & Supply Program
- Water Quality Program for Surface & Ground Water
- Land Resource Protection Program
- Solid Waste Management Program
- Air Quality Control & Management Program
- Hazardous Materials Management Program
- Environmental Health Program
- Pesticide Regulation Program



Curriculum Week:  
Theme:

Rational Objective	Experiential Objective:	Main Images	Mood of the Students:
--------------------	-------------------------	-------------	-----------------------

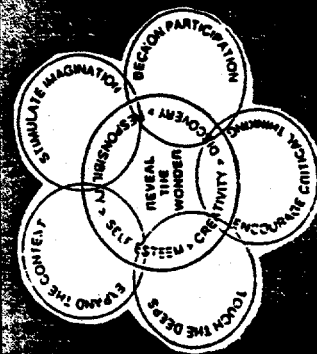
Courses/ Activity Time	Target Skills/Concepts				
	Monday	Tuesday	Wednesday	Thursday	Friday
Indian Studies					
English/ Writing					
Math					
Evening Activities					

Guests/Visitors	Special Events	Excursions
-----------------	----------------	------------

Planning Guide Week: \_\_\_\_\_ Theme: \_\_\_\_\_  
Curriculum \_\_\_\_\_

Day Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Warm-up							
Main Event							
Closing							
T.A./R.A. Supplemental Exercises							

Notes:



When you have completed the week's plan, go through the planning guide to check

- X Audio
- ✓ Visual
- ★ Kinesthetic

**DAY ONE / AM  
TRAINING**

Date \_\_\_\_\_  
Theme: PARTICIPATORY PRESENTATION TRAINING

<b>Rational Objective</b> To provide fundamentals of participatory presentation & training	<b>Experiential Objective:</b> Involved in presentations Engaged/participative	<b>Main Images</b> New method of presentation Interesting/stimulating	<b>Targeted Skills:</b> Enhancing relationship building with Tribes through participation
<div data-bbox="456 1650 1430 1967"> <b>FOCUSING:</b> <ul style="list-style-type: none"> <li>• Communicating critical info in brief period of time</li> <li>• Heighten learning -auditory -kinesthetic -visual</li> <li>• Increase audience attention to &amp; retention of presentations</li> <li>• Increase audience interest through personal illustr'ns</li> <li>• Elicit audience insights</li> <li>• Stimulate commitment &amp; resolve</li> </ul> </div> <div data-bbox="456 86 1430 1650"> <b>ACTIVITIES</b>  <p>PARTICIPATORY PRESENTATION TRAINING</p> <p>Keys: Visual images Structured format Audience Involvement Life Illustrations</p> <ol style="list-style-type: none"> <li>1) Brainstorm ideas</li> <li>2) Develop rational structure</li> <li>3) Add enlivening imagery</li> <li>4) Put it together</li> <li>5) Do a dress rehearsal</li> </ol> </div> <div data-bbox="456 86 1430 369"> <b>CLOSURE:</b>          Complete individual planning for future presentations with Tribes       </div> <div data-bbox="976 86 1430 369"> <b>CHECK FOR UNDERSTANDING:</b>          Review worksheets for presentations       </div>			
<div data-bbox="1430 86 1492 1967"> <b>Musical</b>   <b>Visual/Spacial</b>   <b>Intrapersonal</b>   <b>Interpersonal</b>   <b>Kinesthetic</b>   <b>Linguistic</b>   <b>Logic/Math</b> </div>			

**ENLIVENING THE PRESENTATION**

**TOPIC:**

**MAJOR  
POINT  
COMPONENTS**

**ILLUSTRATIONS  
& LIFE  
EXAMPLES**

**VISUAL  
IMAGES**

**AUDIENCE  
INVOLVEMENT**

**PRESENTATION PREPARATION: BOOKENDS**

**ONSTAGE:**

**OFFSTAGE:**

**EVALUATING THE PRESENTATION**

**TOPIC:**

**MAJOR  
POINT  
COMPONENTS**

**ILLUSTRATIONS  
& LAY  
EXAMPLES**

**VISUAL  
EFFECTS**

**AUDIENCE  
INVOLVEMENT**

**PRESENTATION PREPARATION: BOOKENDS**

**ONSTAGE:**

**OFFSTAGE:**



**ORID WORKSHEET**  
**Topic**

**Rational Objective**

**Experiential Objective**

**OPENING**

**Objective**

**Reflective**

**Interpretive**

**Decisional**

**CLOSING**

Date \_\_\_\_\_  
Theme: \_\_\_\_\_

Rational Objective

Experiential Objective:

Main Images

Targeted Skills:

FOCUSING:

ACTIVITIES

CLOSURE:

CHECK FOR  
UNDERSTANDING:

Musical

Visual/Spacial

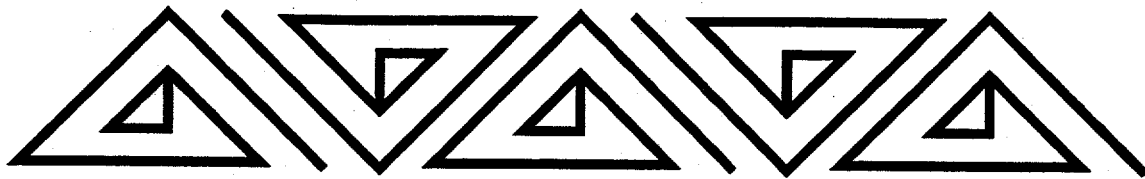
Intrapersonal

Interpersonal

Kinesthetic

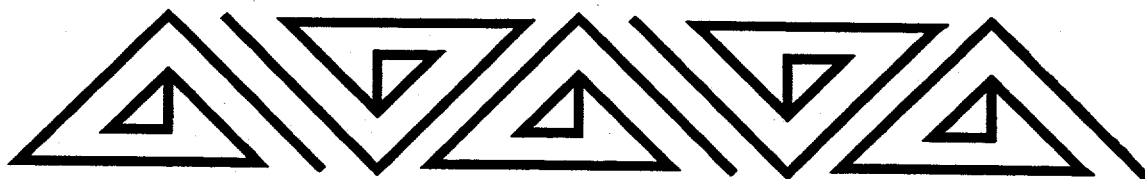
Linguistic

Logic/Math



## **Section III**

# **Resource Articles**



Introduction To Integrated  
Resource Management

Workshop Syllabus

- Reprints
1. Skolimowski, Henry: Reverence For Life, Ch. 7
  2. Tenenbaum, David: The Greening of Costa Rica; Technology Review
  3. Bezdek, Roger: Environment and Economy, What's the Bottom Line?; ENVIRONMENT September 1993 Vol. 35 Number 7
  4. Tano, Mervyn L.: On Being A Tribal Natural Resource Manager: Avuncular Advice From A Long Time Observer Council of Energy Resource Tribes 1995
  5. Tenenbaum, A.: Department of Horrors; U.S. News & World Report, January 24, 1994
  6. Easterbrook, Gregg: Why Rio Will Make History; Showing That Economics And The Environment Can Coexist; Newsweek June 13, 1992
  7. Vogel, David: Reconciling Free Trade With Responsible Regulation; Issues In Science Technology, Fall 1995
  8. Ingram, Helen, Milich, Lenard, Varady, Robert: Managing Transboundary Resources - Lessons From Ambos Nogales ENVIRONMENT, May 1994
  9. Lester, A. David: Social Accountability; Council of Energy Resource Tribes, 1995
  10. Suagee, Dean: Self-Determination For Indigenous Peoples At The Dawn Of The Solar Age; Dean Suagee, 1992

Reprints removed for separate processing