

The best place to start is right where you're at.

Community	
Planning group lead	
Date started	
Date completed	

This workbook belongs to your community.

ICDPRO does not collect or store your answers, maps or plans. Decide together where this workbook will be kept and who can see it, especially information about land and people. This approach is guided by the First Nations principles of OCAP®: ownership, control, access and possession.

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How to use this workbook

This workbook accompanies Step 1: Existing on the ECONOMY™ Framework website. Use them together: the web page explains each activity, and this workbook is where your community records its findings.

What's inside

	Worksheet	Use it for
1A	Starting questions	Before you begin: who is involved, how much time and support you have.
1B	Community asset inventory	Record what and who your community already has.
1C	Existing businesses	List every business in your community, big or small.
1D	Groups and organizations inventory	Activity A: list every group, organization and institution.
1E	Gifts and talents conversation guide	Activity B: learn the gifts and skills of community members.
1F	Community asset map	Activity C: lay out your assets on a place map or circle map.
1G	Territory audit register	Activity D: record who is operating in your territory.
	Our Step 1 decisions	Decide together what you learned and what comes next.

Tips

- Fill it in together. A planning group that reflects your whole community will identify more assets than one person.
- Print it or type directly into the editable Word version. Add rows or pages whenever you need them.
- Worksheets 1D and 1E can run simultaneously with different teams.
- Review your assets regularly. New ones are always coming onto the scene.
- This workbook serves as the first chapter of your community's plan and the starting point for Step 2.

Would it be helpful to work with someone?

ICDPRO's team can facilitate your asset mapping and territory audit with your community.
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Worksheets 1D to 1F adapt ideas from the Community Tool Box, University of Kansas (ctb.ku.edu).

Starting questions

Answer these as a group before you begin. Your answers will shape how extensive your search will be and which methods you choose.

“The best resources you have right now are what and who you have right now.”
— Angela Adsit, *Indigenous Community Development & Prosperity*

Our planning group

A planning group that reflects your whole community: leadership, staff, Elders, members, and youth. Students or interns can be a great help.

Name	Role in the community	How they will help

WORKSHEET 1A

Five starting questions

Answer these together. Your answers shape the scope of your search.

1. How large is the community we're working with?

Larger communities need more people and different methods.

2. Who is available to do the work?

One person, a small group, or a whole department? Who else can we recruit early?

3. How much time do we have?

The more time we allow, the more assets we will uncover.

4. What resources can we count on?

Printing, supplies, a map of our territory, paid time for helpers.

5. What will we do with the results?

A community directory, a plan, a presentation to leadership?

Community asset inventory

A community asset is anything that can be used to improve the quality of community life. Record what and who your community already has. Groups and organizations go on Worksheet 1D, businesses on 1C, and individual gifts and talents on 1E.

“Who makes businesses? Who does the work? People. You have people.”
— Angela Adsit, *Indigenous Community Development & Prosperity*

People

Registered members	
Members living on reserve	
Members living off reserve	
Youth (under 25)	
Elders (65 and over)	
Fluent language speakers	
Elders and knowledge keepers	
Tradespeople and certified professionals	
Post-secondary graduates	
Off-reserve members with skills, businesses or networks to share	

Other/Notes:

WORKSHEET 1B

Places: land and natural resources

Reserve land (hectares)	
Traditional territory (hectares)	
Land available for development	
Forests, minerals and water	
Fish, wildlife and farmland	
Solar, wind or hydro potential	
Trails, fishing, camping and gathering places	
Location: nearby highways, ports, markets, major projects or visitors	

Other/Notes:

Culture and stories

Language: speakers, programs and resources	
Ceremonies, gatherings and celebrations	
Traditional skills, arts and crafts	
Traditional economy: harvesting, trapping and food sharing	
Stories of times the community came together for change	

Other/Notes:

WORKSHEET 1B

Places: buildings and infrastructure

Asset	How many	Good / needs repair / unused	Notes
Band office and administration buildings			
Community centre and meeting spaces			
School and education facilities			
Health centre			
Housing units			
Unused buildings			
Recreation: rink, playground, sports fields			
Roads, airstrip or marine access			
Water, sewer, power and internet			
Commercial or industrial space			

Other/Notes:

Financial assets

Some of this information is confidential. Record only what your community agrees to record here.

Own-source revenue	
Trust or settlement funds	
Investments and reserves	
Access to capital, credit and lending	
Grants and funding the community already receives	

Other/Notes:

WORKSHEET 1B

Rights and agreements

Treaty and title rights	
Impact benefit agreements	
Existing contracts and partnership agreements	
Land code and community laws	
Policies (for example: economic development, consultation, finance)	

Other/Notes:

Relationships

Tribal council and other Nations	
Federal, provincial and municipal governments	
Industry partners	
Universities, colleges and researchers	
Non-profit and funding organizations	

Other/Notes:

Plans and records

Past community or strategic plans	
Studies and reports	
Maps and land-use information	
Archives, photos and recorded stories	

Other/Notes:

Existing businesses

Band-owned, member-owned, and home-based businesses provide jobs and keep money circulating in the community. List every one, big or small. Outside businesses operating in your territory go on Worksheet 1G.

“Focusing on entrepreneurship, other businesses in your community and big projects in your territory will be the most effective way to build economic development in your community.”
— Angela Adsit, *Indigenous Community Development & Prosperity*

Owned by: Band or EDC · Member · Home-based · Partnership or joint venture

Business	Owned by	What it does	Jobs (total / members)	Year-round or seasonal	Contact person	What would help it grow

Other/Notes:

How can we support our existing businesses right now?

WORKSHEET 1D

Groups and organizations inventory

Start with what you know. Write down every group, organization, and institution that comes to mind, then add to the list from other sources. Friends and colleagues may know of groups that aren't on anyone's list. Add more pages as needed, and sort the list by type or location when you're done.

Where we looked: ☐ Band office ☐ EDC business list ☐ Bulletin boards ☐ Websites ☐ Social media ☐ Asked friends and colleagues

Type: People · Places · Services and groups · Businesses · Culture and stories

Group, organization or institution	Type	What it offers the community	Contact person	Where it is

Gifts and talents conversation guide

Every person in your community has gifts. Asking people about their gifts often encourages them to share them with others.

“...we need to move beyond just ‘making money’. We need to learn how to be prosperous, too.”

— Angela Adsit, *Indigenous Community Development & Prosperity*

Part 1: Plan your conversations

Who will we ask?

- ☐ Every household
- ☐ A set number of people: _____
- ☐ As many people as we can reach

What are we asking about?

- ☐ Skills and gifts people have
- ☐ Things people would like to learn
- ☐ Both

How will we ask? Personal approaches work best.

- ☐ Kitchen-table visits
- ☐ Community gatherings
- ☐ Phone calls
- ☐ A short survey

Who will hold the conversations

Try your questions on a few people first. Adjust anything that is unclear, then begin. Notes from our test conversations:

WORKSHEET 1E

Part 2: Conversation sheet

Make a copy of each conversation. Ask permission before writing anything down, and explain how their answers will be stored. People may choose not to provide their name.

Name (optional)	
Date	
Conversation held by	

What are you good at? What do people come to you for?

--

What knowledge or skills do you have? (For example: language, harvesting, a trade, art, cooking, caring for others, business, technology, or sport)

--

What would you be willing to share or teach others?

--

What would you like to learn?

--

May we contact you when there is an opportunity to use or share your gifts? ☐ Yes ☐ No

If yes, best way to reach you:

--

WORKSHEET 1E

Part 3: What we heard

Bring your conversation sheets together and count the gifts and skills you identified.

Gift, skill or knowledge	Number of people	Willing to share or teach	Want to learn it

Biggest surprises:

Community asset map

Seeing your assets laid out often reveals patterns you might otherwise overlook. Choose one approach or both.

“*Little businesses are just as important as big businesses.*”
— Angela Adsit, *Indigenous Community Development & Prosperity*

Option 1: Place map

- 1. Print a large map of your community and territory.
- 2. Choose a colour of dot for each type of asset and fill in the key below.
- 3. Mark each asset from Worksheets 1B to 1E where it is.
- 4. Step back and look. Areas with few assets may be good targets for development later.

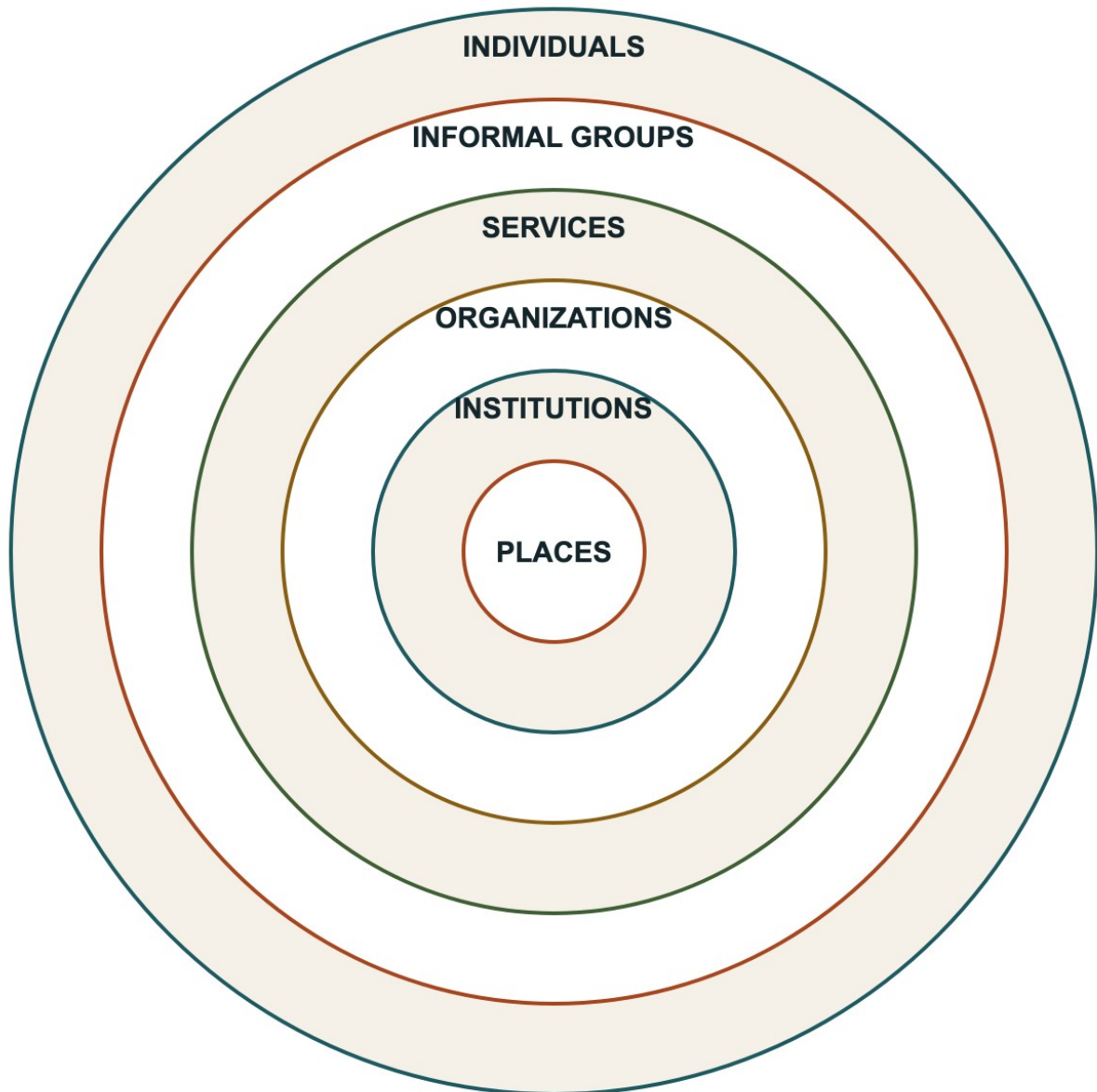
Dot colour	Type of asset	How many	Notes
	People		
	Places		
	Services and groups		
	Businesses		
	Culture and stories		

Notes from our place map:

WORKSHEET 1F

Option 2: Circle map

Draw rings outward from places, to institutions, to organizations, to services, to informal groups, to individuals. Write each asset in its ring, then draw lines to show how they connect.



Write your assets in the rings or draw your own larger version on the wall.

WORKSHEET 1F

What our map shows us

Where are assets clustered? Where are there few assets?

Which groups or people are connected? Which could work together but haven't yet?

Which areas with few assets might be good targets for future development?

Territory audit register

Your recognized territory is the area where incoming businesses are expected to consult with you before starting work. Post a large map of your territory somewhere visible, then record every business operating there. If a business did not consult you, decide whether to contact them to begin a relationship.

“...it is your right as the rightful owner of that Indigenous land, and it is your responsibility to protect the land for future generations.”
— Angela Adsit, *Indigenous Community Development & Prosperity*

Priority to approach: 1 = we already have a relationship (recommended first) · 2 = closest to our community · 3 = in our territory the longest · 4 = could benefit members through jobs or training

Business	What they are doing	Where in our territory	How long here	Consulted us? (Yes / No / Unsure)	Relationship already?	Priority (1 –4)	Next step and who

WORKSHEET 1G

Be ready before you reach out

The more prepared you are, the stronger your position, and the more businesses will want to work with you.

Do we know what we want?	What does our community need?	Do we have a process for engagement and consultation?

STEP 1

Our Step 1 decisions

Answer these together before you move on to Step 2.

“The more prepared you are, the better. The more confident you are in your approach, the less pushback you will receive.”

— Angela Adsit, *Indigenous Community Development & Prosperity*

1. Which assets surprised us? Which did we not know we owned?

2. Which assets are underused and could be put to work immediately?

3. Which groups or people could work together but haven't yet?

4. Which businesses in our territory should we approach first, and why?

5. Who will keep our asset list up to date, and how often will we review it?

Completed by		Date	
Next review		Kept by	

Next: Step 2 · Coming