

# **Integrating Aboriginal Values into Land-Use and Resource Management**

**Fourth Quarterly Report: October to December, 2000**

## **1. Project Background and Goals**

This project contributes to the “values” component of the Ecosystems Based Management (EBM) pilot project being implemented by Manitoba’s Department of Conservation on the east side of Lake Winnipeg (Ecoregion 90). IISD’s goal is to develop a process that a) helps Aboriginal people identify the values their community holds in relation to the forested landscape around them, b) effectively expresses those values to decision-makers in the provincial government, the forest industry and other stakeholders, and c) stimulates discussion by all stakeholders on ways to incorporate Aboriginal values into land use and resource management. To achieve this objective IISD intends to:

- Determine community values by adapting an innovative method to local conditions. This method, called appreciative inquiry, empowers local people to build a shared vision based on community strengths. It then helps to develop strategies to turn the vision into reality. IISD is using appreciative inquiry to determine how an Aboriginal community values the landscape around it over the course of a year. This valuation will be as holistic as possible, and could include monetary value from trapping, subsistence value from hunting, medicinal value from gathering herbs, spiritual and cultural value from living in a forested landscape, and other values determined by Aboriginal people themselves.
- Build a community vision and action plan based on the shared values that have been identified using appreciative inquiry.
- Record the results of the appreciative inquiry on videotape, producing a set of programs that portray the community’s values and vision accurately and powerfully.
- Communicate local values to decision-makers in the provincial government and to other stakeholders through focus-group sessions in which the video programs are played and discussed.

## **2. Goals for the Fourth Quarter**

During the fourth quarter, the project anticipated preparing for the first focus group meeting between community members and representatives of industry and government in Winnipeg. For the focus group session to be a success, the following tasks were to be accomplished:

- Complete the third and final round of appreciative interviews, in which members of the Skownan collect stories from a cross-section of people living in the community.
- Analyze the information collected during the third round of appreciative interviews, and incorporate the findings from this process into the values and visions statements gathered in the first and second rounds of interviewing.
- Hold two more community workshops and small group sessions to develop an action plan for the future of Skownan First Nation.
- Complete the production of a rough cut of the fall video shoot, and gain feedback from community members regarding its content.
- Produce a winter season video containing footage from the community's annual bison round up.
- Arrange the first focus group meeting, which will bring together representatives from Skownan First Nation and the provincial government to discuss the project's goals and the community's vision for its future.

### **3. Results**

The project achieved the goals for the fourth quarter, with the exception of shooting the winter season video and finalising the arrangements for the focus group. Following the advice of members of the team from Skownan, it was decided that a more effective winter video could be produced if filmed early in the new year. As well, the video producer felt that sufficient footage of the domestic bison herd had been captured during the first two shoots. The last round of video shooting will take place in the first week in March. The focus group arrangements were delayed to allow the Department of Conservation to appoint key individuals who should be present at the meeting. The focus group will now take place in April.

### **4. Team Members**

During the fourth quarter of the project, IISD worked closely with the following individuals:

- Graham Ashford: IISD team leader
- Jo-Ellen Parry: IISD forestry and community development specialist
- Alan Reid: Skownan team leader
- Elaine Houle: Skownan team member
- Ken Catcheway: Skownan team member
- Delores McKay: Skownan team member
- Sterling Catcheway: Skownan team member
- Nelson Catcheway: Skownan community liaison

- Archie Catcheway: Elder-adviser
- Harvey Payne: Project advisor
- Karen Stock: Project advisor
- Bonnie Dickie: Video producer
- Tina Kakekapetum Schultz: Interviewer
- John Gurdebeke: Videographer

IISD continued to deliver the community workshop portion of this project in partnership with Dana Rungay (Project Advisor) and Chris Loewen (West Region Tribal Council) of Vision Seekers.

## **5. October Community Workshop**

Graham Ashford, Jo-Ellen Parry and their IISD colleague Jennifer Castleden traveled in Skownan on October 16 to meet with Dana Rungay and the rest of the team in Skownan to make plans for the community workshop scheduled for the following day. The group agreed that the main objective of the workshop was to begin developing action plans for each of the vision categories previously identified. Through small group discussions, it was hoped that the following goals could be achieved:

- Identification of the reasons why the category (e.g., Education) is important to the people of Skownan, which will be used to create an overall vision for the category.
- Selection of a key goal which the group would like to develop a plan for achieving.
- Development of a plan to achieve the identified goal in the next six months, including a commitment to implement some immediate steps.

The third workshop co-sponsored by IISD and Vision Seekers took place on October 17, 2000, in the Skownan Community Hall. The workshop was attended by a total of 15 people. The day began with an opening prayer, a round of introductions and an energizer. Graham, Ken and Dana then provided a summary of the last community workshop and the activities which had taken place in the interim, such as Vision Seekers success in gaining funding for an Adult Education Pilot Project.

Graham then led everyone through a ranking exercise to determine which of the nine vision categories for which the participants would like to develop an action plan. The outcome of this exercise (in order of support) was to discuss Spirituality, Recreation, Community, Livelihoods, Education, Respecting the land, Family, Chitek Lake, and Health and Nutrition.

The participants decided to discuss within a single group the topic of Spirituality. The group chose this category as they felt that many issues related to this topic need to be addressed within the community before it can go forward and develop action plans for the other categories. The discussion began by identifying the reasons why Spirituality is important to the people of Skownan, such as its ability to bring people happiness and promote good health and learning. Through this discussion, the group was able to determine that their central goal related to Spirituality is to create a community in which everyone respect each others' religions/ways, be they Roman Catholic, Pentecostal, Native culture, or Atheists.

The workshop participants set as their goal to have more spiritual freedom, love, unity, healing and respect in Skownan within six months time. Ideas shared regarding what may take place within the community to achieve this goal were a community dinner, a newsletter which includes articles on respect and other topics, and working to define expectations of respect and tolerance at the band level and with the local school. Immediate plans for what would take place in the next week and next month were not made by the participants, but the following ideas were shared:

- Sharing circle to discuss the impact of the blockade on the people living in Skownan;
- Open dialogue between the different spiritual groups in the community;
- Night time community meeting for the Vision Seekers/IISD project.
- Activities that may be taken by the Chief and Council.

## **6. Third Round of Appreciative Interviews**

The final round of appreciative interviews took place between October 18th and 30th. The Skownan team members collected stories from 29 individuals about peak experiences while living in their community. In contrast to the previous round of interviews, the team focused on interviewing the youth of the community; 18 of the people interviewed with less than 30 years of age.

The Skownan team members used a list of appreciative questions to guide their interviews. These questions sought information regarding what the people of Skownan see as being the most important benefits that the land and waters provide, which activities they enjoy, when the community was most connected, the conditions which allowed the community to be close, and what skills are most important for a strong community. As in the previous rounds, the appreciative interviews were informal, often being done in a person's home, while s/he was out on the land, or in the band council offices. The stories were recorded either on audio cassette or through notes taken by the interviewer during or immediately following the interview. These audio cassettes and notes will be preserved by the community as oral history.

## **7. Third Data Analysis and Planning Workshop - Winnipeg**

The project team met in Winnipeg from November 1st to 3rd to analyze the data collected through the third round of appreciative interviews and to discuss plans for the future. All members of the project team from Skownan participated in this event with the exception of the project's Elder-advisor Archie Catcheway, and team member Deloris McKay.

During the first day of the workshop, the team members focused on drawing from the completed interviews the values and vision of the individuals spoken with, and integrating these findings into the results from the previous two rounds of interviews. Many of the individuals interviewed shared the values of the people spoken with during the first and second round of interviews. Some of the values identified through the analysis included:

- the peacefulness of Chitek Lake
- planting flowers
- hunting with a slingshot as a child

- working at the school
- learning from each other
- canning food
- riding on a bombardier

As well, several new visions emerged through the third round of appreciative interviews, such as:

- activities for young parents (life skills)
- more facilities for children
- everyone to be treated equally
- barber shop
- greenhouse
- better filtered water to drink

A complete list of the values and visions of the people of Skownan First Nation are presented in Annex A and Annex B respectively.

On the second day of the workshop, the team was joined by Band Councillors Charlotte Nepinak and Bev Catcheway. During the morning, Harvey Payne and Karen Stock met with the team to discuss the park reserve status of the lands surrounding Chitek Lake and potential plans for the rest of Skownan First Nation's traditional land use area. Harvey and Karen provided an update of recent provincial government activity in the area, and how these may impact the action plan being developed by the community. Together, the workshop participants then made plans for ensuring the best possible outcome for the upcoming focus group meeting. Plans regarding who should be in attendance were finalized.

In the afternoon, the team and band councillors met to discuss the next community workshop, to take place during the third week in November. It was decided that this meeting should take place during the evening of November 14th, to provide a greater number of community members to take part in this event. The team then took the opportunity to continue working on the development of the community action plan, specifically focusing on the areas of recreation and community.

During the morning of Friday, November 3rd, the project's video producer, Bonnie Dickie, and interviewer, Tina Kakekapetum-Schultz met with the team to discuss the production of the fall video and the upcoming winter video shoot. During this meeting it was decided that the sufficient footage of the domestic bison herd had already been taped, making it unnecessary to film the upcoming bison round-up. As well, based on the project's goals for the first focus group meeting and the footage gathered during the first two video shoots, it was decided that a single, longer video will be made from this material which will provide a solid introduction to the community of Skownan, its people, and their values.

Plans were also made for the third video shoot, which will take place in March, 2001. The team discussed the objectives of the shoot, the anticipated focus of the second video, and the type of activities which would best facilitate the achievement of these goals and express the community's values and vision.

## **8. November Community Workshop**

During the afternoon of November 14, the IISD and Vision Seekers teams meet to make plans for the community workshop scheduled to take place that evening. In attendance were Dana Rungay, Ken Catcheway, Deloris McKay, Charlotte Nepinak, Chris Loewen and Jo-Ellen Parry. The goals for the evening workshop were set as being to:

- Focus on developing the community action plan for each of the remaining categories; and
- Develop overarching statements which clearly define the community's vision for each category.

Based on these objectives, the responsibilities of the organizers were determined and the agenda for the evening finalized. The teams also discussed the possibility of holding future community workshops and participating in events to celebrate the achievements of the people of Skownan over the previous year.

The workshop began at 7:00 that evening with a prayer and energizer. Charlotte then reviewed the outcome of the October workshop's discussions on Spirituality, followed by a presentation by Ken regarding the work of the IISD team in Winnipeg on the topic of recreation. Chris then updated community members regarding the new adult education program that begins in January of 2001. An overview of the discussions in Winnipeg about future plans for Skownan's traditional land use area was then provided by Jo-Ellen. Each of these presentations generated considerable interest and questions from the workshop participants.

Following these presentations, the workshop participants divided into two groups to develop plans around two areas – education and natural resources. Each group discussed the importance of these two categories for the community and their vision for the future.

The Education group noted the importance of learning in providing equal access to resources and opportunities (both economically and socially), preserving aboriginal culture, and as a treaty right which needs to be protected. They identified education as the bridge between the inner world and the outer world.

The Natural Resources group began by discussing the importance of the Skownan Fur Block to the community. Participants emphasized the livelihoods people gain from the land through commercial fishing, as well as through trapping, logging, and seneca root digging. As well, they identified the importance of the land in providing food, opportunities for families to spend time together through activities such as camping, and as a place for gaining spiritual well-being. The value of the Chitek Lake bison in bring happiness to the people of Skownan and helping to restore the local environment was also discussed.

The participants developed a vision for the future of the Fur Block which sees the land much the same as it is at present. They want to ensure that their children and grandchildren are able to see Chitek Lake as it is now, and are still actively hunting and trapping on the land. Group members shared ideas regarding opportunities for small-scale logging and an eco-tourism lodge at Chitek Lake, and identified initiatives which they would like to take in the immediate future.

Each group reported their findings in a plenary session, which was followed by questions and comments from the other participants. The workshop then ended with a closing prayer.

## **9. Completion of the First Video**

During October and November, the video producer, interviewer and editor worked to develop a rough cut of the first video using footage from both the spring and fall shoots. The initial rough cut was completed at the beginning of December and immediately shared with the people of Skownan First Nation. Four copies of the video were sent to the community, and were shared at events such as an Elders' Supper on December 12 and with both small community groups and individuals. The video was well-received. Comments, though, were gathered regarding suggestions for improvements, and on how to shorten the initial 35 minute version to a more appropriate length for presentation at the initial focus group meeting.

## **10. Planning for First Focus Group Meeting**

Planning for the first focus group was conducted while the full project team, Chief and Council, and Harvey and Karen Payne were in Winnipeg on November 2<sup>nd</sup>. Harvey and the Chief and Council recognized the need to keep the focus group to a manageable number, but felt that there should be the heads of each of the relevant units with Manitoba Conservation present. There was some reluctance on the part of the community to invite forestry industry representatives to the first focus group. There was also some discussion whether the first focus group should address predominantly natural resource issues, or if it should be broadened to highlight the interrelated nature of community issues—the linkages between the health of the community and the health of the land, education and traditional skills, recreation and employment etc.

## **11. Next Steps**

In the next quarter of activities, the project will complete the following activities:

1. **Finalise arrangements for the first focus group to be held in April.** This activity will include agreeing on the participants, deciding on whether or not to use an outside facilitator, choosing the location, setting the objectives of the meeting, and inviting the participants.
2. **Finalize the production of the first video.** This will involve consulting with the community and the project team to edit the rough cut of the video by about five minutes so that it is around 25 minutes long. The credit list will also be finalised and included.
3. **Shoot and produce the second, winter season video.** This will involve a five day trip to Skownan at the beginning of March to interview community members about winter activities.
4. **Develop the community action plan.** This involves further community meetings to add detail to the existing lists of values and vision so that it can serve as an informed and useful guide to the community and outside agencies.



## Annex A – Skownan Community Values

(November 3, 2000)

Community	Family	Respecting the Land
<ul style="list-style-type: none"> <li>• Clean</li> <li>• Humour</li> <li>• Trapping with other women</li> <li>• Visiting Elders</li> <li>• Religion</li> <li>• Working together</li> <li>• Respecting one another</li> <li>• Storytelling</li> <li>• Cleaning yards</li> <li>• Treaty Day</li> <li>• Friends</li> <li>• Location</li> <li>• Helping one another</li> <li>• Sharing what you shoot</li> <li>• Respected reserve</li> <li>• Enjoying living on the reserve</li> <li>• Wood bison</li> <li>• Duck hunting</li> <li>• Visiting each other</li> <li>• People</li> <li>• Feasts</li> <li>• Respect for Elders</li> <li>• Music</li> <li>• Workshops on life skills</li> <li>• Peaceful place to live</li> <li>• Peaceful</li> <li>• Respect for land and people</li> <li>• Getting along for the better of everyone</li> <li>• Houses</li> <li>• Providing firewood for Elders</li> <li>• Planting flowers</li> <li>• Gardening</li> <li>• Spending time with friends</li> <li>• Language</li> <li>• Visiting friends</li> <li>• Laughing and joking with the fishermen</li> <li>• culture</li> </ul>	<ul style="list-style-type: none"> <li>• Cherishing grandchildren</li> <li>• Telling stories and sharing memories</li> <li>• Visiting Elders</li> <li>• Family camping</li> <li>• Being out on land with grandparents</li> <li>• Parents passing on skills</li> <li>• Parents spending time with children</li> <li>• Parents passing on skills to children</li> <li>• Respect for Elders</li> <li>• Children enjoy providing for the family</li> <li>• Learning discipline</li> <li>• Kids</li> <li>• Walking in the bush with family</li> <li>• Family is here</li> <li>• More camping and hunting programs for kids</li> <li>• Parental involvement in children's daily lives</li> <li>• Camping trips</li> <li>• Ice fishing</li> <li>• Canning food</li> <li>• Teaching children</li> <li>• Baking</li> <li>• Teachings from grandparents and Uncles</li> <li>• Digging roots with family</li> <li>• Children on fishing trips</li> <li>• Supporting family through livelihood</li> <li>• Going on hunting trip with family</li> <li>• Perseverance</li> <li>• Family outings</li> <li>• Tapping for maple syrup with family</li> <li>• Lake Waterhen</li> </ul>	<ul style="list-style-type: none"> <li>• Feels good to be on the land</li> <li>• Tanning hides</li> <li>• Hunting (with parents)</li> <li>• Living off the land</li> <li>• Love for the outdoors</li> <li>• Skownan Fur Block for the local people</li> <li>• Learn respect and knowledge of land from Elders</li> <li>• Chasing the bush</li> <li>• Fishing</li> <li>• Playing in the bush</li> <li>• Spending time in the bush</li> <li>• Working with horses and wagons</li> <li>• Praying to the Creator</li> <li>• Trapping</li> <li>• Traditional activities</li> <li>• Being with family</li> <li>• Animals</li> <li>• Boating</li> <li>• Language</li> <li>• Respect for nature and animals</li> <li>• Water</li> <li>• Peaceful hunting grounds</li> <li>• Land provides food</li> <li>• Medicines of the land</li> <li>• Access to (our) land</li> <li>• Wilderness</li> <li>• Camping with children</li> <li>• Fall nature walks</li> <li>• Being outdoors</li> <li>• Inland Lake</li> <li>• Lake Waterhen</li> <li>• McLeod's Island</li> </ul>

Recreation	Livelihoods	Chitek Lake
<ul style="list-style-type: none"> <li>• Fishing</li> <li>• Horse riding</li> <li>• Music</li> <li>• Boat rides</li> <li>• Hockey programs for kids</li> <li>• Baseball</li> <li>• Bingo</li> <li>• Cards</li> <li>• Crafts and sewing</li> <li>• Dances</li> <li>• Skidoo trips</li> <li>• Camping</li> <li>• Walking</li> <li>• Swimming</li> <li>• Hockey</li> <li>• Gym for kids</li> <li>• Square dancing</li> <li>• Hunting</li> <li>• Having fun on the land</li> <li>• Hunting with a slingshot as a child</li> <li>• Watching T.V.</li> <li>• Hunting with friends</li> <li>• Trail riding</li> </ul>	<ul style="list-style-type: none"> <li>• Hunting</li> <li>• Trapping</li> <li>• Horses for work and travel</li> <li>• Tanning hides</li> <li>• Economic development opportunities</li> <li>• Fish hatchery</li> <li>• Community-directed logging</li> <li>• Berry picking</li> <li>• Digging roots</li> <li>• Crafts</li> <li>• Land skills</li> <li>• Duck hunting</li> <li>• Guiding</li> <li>• Working together</li> <li>• Ranching cattle</li> <li>• Tanning hides</li> <li>• Local businesses</li> <li>• Fishing</li> <li>• Tapping trees</li> <li>• Outfitting</li> <li>• Being a fisherman's helper</li> <li>• Inland Lake</li> <li>• Commercial fishing</li> <li>• Ice fishing</li> <li>• Cleaning fish</li> <li>• Setting nets</li> <li>• Working at the school</li> <li>• Trapping muskrats</li> <li>• Supporting family through livelihood</li> <li>• Living off the land</li> <li>• Bison project</li> <li>• Guiding in the spring and fall</li> </ul>	<ul style="list-style-type: none"> <li>• Fishing with children</li> <li>• Fishing for food or extra cash</li> <li>• Teach hunters not to over-hunt</li> <li>• Archaeological sites</li> <li>• Serenity</li> <li>• Recreation and camping</li> <li>• Ice fishing</li> <li>• Special sites</li> <li>• Restocking</li> <li>• Trees</li> <li>• Wood for log homes</li> <li>• Wood bison</li> <li>• Valuing trees and peaceful surroundings</li> <li>• Trapping</li> <li>• Animals</li> <li>• Sacred sites</li> <li>• Hunting</li> <li>• Digging roots</li> <li>• Peaceful</li> <li>• Family camping</li> <li>• Beauty</li> <li>• Lack of road to Chitek Lake as maintains livelihood and wildlife</li> <li>• quiet</li> </ul>

<p style="text-align: center;"><b>Education</b></p> <ul style="list-style-type: none"> <li>• Classroom education</li> <li>• Learning from parents and Elders</li> <li>• Life skills workshops</li> <li>• Outdoor/traditional skills education</li> <li>• Teaching our children about our area</li> <li>• Memories of growing-up</li> <li>• Learning from one another</li> <li>• Retaining the language</li> <li>• Teachings from family</li> </ul>	<p style="text-align: center;"><b>Health and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Sharing food and gifts on special days</li> <li>• Sports keep people in shape</li> <li>• Traditional medicines</li> <li>• Eating food from the land</li> <li>• Digging seneca root in the summer</li> <li>• Gathering berries</li> <li>• Trees</li> <li>• Wild meat</li> <li>• Gardens</li> <li>• Bison</li> <li>• Hunting</li> <li>• Cooking for family</li> <li>• Canning food</li> <li>• Baking</li> </ul>	<p style="text-align: center;"><b>Spirituality</b></p> <ul style="list-style-type: none"> <li>• Sense of peace in the community</li> <li>• Different cultures</li> <li>• Native culture</li> <li>• Trees</li> <li>• Religion</li> <li>• Being thankful to the Creator</li> <li>• Serving God</li> <li>• Wood bison</li> <li>• Singing the Drum</li> <li>• Teach children about our culture and heritage</li> <li>• Prayer</li> <li>• Here for our children</li> <li>• Spirit in all of God's creations</li> <li>• Feasts</li> <li>• Peaceful hunting grounds</li> <li>• Sweat lodges</li> <li>• Water</li> <li>• Building friendships</li> <li>• Listening and looking at nature</li> </ul>
<p style="text-align: center;"><b>Other</b></p> <ul style="list-style-type: none"> <li>• Countryside</li> <li>• Mosquitoes</li> <li>• Winter</li> <li>• Remoteness</li> <li>• Clean air</li> <li>• Not noisy like in towns and cities</li> <li>• Riding on a bombardiers</li> </ul>		

## **Annex B**

### **Community Vision - Skownan First Nation**

#### **Outcome of Ranking Exercise and November Data Analysis Workshop**

**(3 November 2000)**

The amount of support given to each vision by participants at the September Community Workshop is indicated in brackets.

### **Respecting the land**

- Father and sons summer camp (not part of school system) [20]
- Teach young people outdoor skills [14]
- Mother and daughters summer camp (not part of school system) [12]
- Elder's teaching part of the school system [10]

From November Data Analysis Workshop

- keep the land and water clean

### **Education**

- High school to keep kids in community [12]
- Bigger school [10] / (no combined classes)
- Revival of native culture [9]
- Language days – do something in the bush and speak Ojibway [6]
- Gymnasium [5]
- Teaching hunting/trapping/outdoor skills to children [5]
- Adult education/training [4]
- Outdoor education program [4]
- Teach canning foods [4]
- Half in school / half outdoor training [3]
- Language taught and retained [3]
- Learning centres [3]
- Teach respect in school [3]
- Adult training facility on reserve education [2]
- Better quality classroom education [2]
- Elders teaching children about the history of Skownan [2]
- High school (add written Ojibway) [2]
- Language club: children and adults speaking together [2]
- Show children the sacred sites [2]
- Teach survival skills [2] (at home and in school; taught by Elders)
- Teach traditional medicines [2]
- After school program [1]
- Conversational Ojibway [1]
- Educate people to become doctors and lawyers [1]

- Focus on math/English – the basics [1]
- More Native teachers [1]
- Seaming nets [1]
- Teach [native] craft making [1]
- Teach fishing skills [1]
- Bring back Ojibway language to our children
- Help in schools
- Hospitality skills
- Marketing skills for new activities
- More involvement of parents at school
- Native studies in school
- New communication technology – internet
- Parents to teach children Ojibway
- Teach community history
- Training skills: anything, justice
- Welding course

From the November Data Analysis Workshop

- Teach baking and cooking in school
- Learn more about the outdoors
- Learn/teach the language at home/in school
- Parents to take their children camping
- New school
- Elders to teach way of life
- Learn to live off the land
- Learn more about gardening
- Children to learn gardening
- Bus tour to show children the land
- More educated people
- More business-minded people to run our businesses

## **Family**

- Go to north end instead of Manipogo – re-discover Waterhen’s traditional land use area [26]
- Elders, parents teaching children how to hunt, trap, housekeep, garden and preserve foods [10]
- Summer and winter camps [9]
- Teach respect at home [8]
- Children trying to do traditional activities, take up challenges [7]
- Regular story-telling by Elders inside and outside of school [6]
- Move to bush for a couple of weeks in summer [4]
- Find a couple of families to set an example [2]

From November Data Analysis Workshop

- Parents to take their children camping
- Elder get together
- People visiting one another
- Elders to teach survival skills to children

- Elders to teach way of life, culture and language
- More facilities for children
- People from Portage to comeback as miss friends
- Fishing, hunting, trapping, gardening with family
- Playground
- Bigger daycare

## **Chitek Lake**

- No road [14]
- Chitek Lake gives people peace and freedom – keep it that way [9]
- Lodge build with local wood for cultural tourism [5]
- Guided hunts [4]
- Lodge for hunting/tourism [4]
- Leave it untouched [3]
- Logging to improve bison habitat [3]
- Sell crafts [3]
- Community approved logging outside protected area with local employment to improve community housing [2]
- Marketing skills required [1]
- Re-forestation [1]
- Resorts for duck hunting, moose hunting, and geese hunting [1]
- Show young people sacred sites [1]
- Ecotourism
- Full time logging and saw mill going year round
- Hospitality skills required
- Hunting lodge at Waterhen Lake
- Limited wood bison harvest – traditional hunt
- Logging with horses
- ‘Quiet’ retreat for artists

From November Data Analysis Workshop

- would like to see Chitek Lake
- Hunting lodge at Chitek Lake
- No hunting lodge [at Chitek Lake]
- Selective logging in Chitek for community housing

## Community

- Home care for Elders / old folk home / personal care home / Elders complex so Elders do not have to leave the community [10]
- Better store [7]
- T.V. station, Radio station in Ojibway language [7]
- More community get-togethers [4]
- People getting along better [4]
- Cover rink [3]
- Full time policing / more street lights [3]
- Plant trees in the community [3]
- Work together to accomplish things [3]
- Alcohol free community [2]
- Community feasts [2]
- Elders advisory committee [2]
- Get Elders more included in the community [2]
- More visiting/stronger community bond [2]
- Big hall [1]
- Big store [1]
- Dry reserve [1]
- Having pow wows, big gatherings with neighbouring communities and Reserves [1]
- More culture celebrations [1]
- Park [1]
- People hunt and share meat – every season, bring Elders, adult and children together [1]
- Plant trees in open area [1]
- Restraint [1]
- Start dry bar [1]
- Band to get out of debt
- Drug free community
- IGA store
- New band office

### *From November Data Analysis Workshop*

- More/new/better housing
- New store
- New hall
- Beach
- Paved roads
- Lounge
- More respect in Skownan
- Everyone to be treated equal
- Better gas bar
- Shopping mall
- People learning the language
- More street lights
- New restaurant

- Elder get together
- More communication between people
- Community to get along
- More tourism
- More business-minded people to run our businesses
- Educated people to be given a chance to work
- Children to learn how to hunt, fish, trap
- More facilities for children
- Barber shop
- Bigger daycare

## **Recreation**

- Arena for hockey and roller skating [14]
- Make a beach [13]
- More organized activities [4]
- Baseball diamond (with light) [3]
- Gymnasium [3]
- Fitness programs [2]
- Place to go swimming [2]
- Play park [1]
- Recreation facility, recreation centre for youth [1]
- Ringette for girls [1]
- Sewing classes [1]
- Golf course
- Groomed skidoo trails
- Horse track
- Jamboree for children and adults in the community
- Moccasin making
- Recreation and swim area
- Soccer field

### *From November Data Analysis Workshop*

- Recreation centre with supervisor
- Lounge
- More recreation besides bingo and cards (such as a comedian)
- Exercise room with weights etc.
- New playground with supervisor
- Swimming pool
- Tennis and basketball courts

## Livelihood

- Market ecological or Aboriginal products (e.g., seneca root and wood bison meat) [9]
- Scale up the wood bison herd [8]
- Lodge for hunting and tourism [6]
- Train young people in logging skills [5]
- Tanning hides and making moccasins [4]
- Tourism – outfitting for Lake Waterhen and Chitek Lake [4]
- Tourist horse trips [4]
- Community garden [3]
- Farm elk and whitetail deer [3]
- Local logging for local markets – slab lumber, buy planer [2]
- Market the community's own fish to restaurants [2]
- Organize ice fishing derbies [2]
- Wilderness camp for city kids [2]
- Market fingerlings and fry [1]
- Bring back the horse; using them to go hunting, trapping, fishing etc.
- Cattle ranching
- Develop local jobs from the forest
- Employment
- Pig farm
- Sell locally grown vegetables esp. potatoes
- Small scale logging

*From November Data Analysis Workshop*

- More/new jobs
- Better maintained/run fish hatchery
- Chicken farm
- Barber shop
- Greenhouse
- More tourism
- Continue fishing, hunting and trapping

## Health and Nutrition

- Elders teach / encourage traditional medicine [8]
- Community garden (young mothers) [6]
- Community hunt (one of the seasonal celebrations) [6]
- Encourage canning meat, veggies and berries [6]
- Fish and meat drying [6]
- Fitness programs [6]
- School garden [5]
- Community gardens to give away produce to Elders, possibly create a few gardening jobs [2]
- How do we get people to eat more green veggies? [2]
- Treatment centre (traditional) [2]
- Hard work kept people healthy [1]
- Community feast

- Exercise room or body shop; most of our people need exercise and to be in shape

*From November Data Analysis Workshop*

- Better filtered water to drink
- New nursing station
- Greenhouse
- Hospital

## **Spirituality**

- New church [13]
- Working together [10]
- Tree planting [6]
- Part of culture camps [4]
- Feeling of freedom [1]
- Peace from being on the land [1]
- Improved spirituality from achieving community goals

*From November Data Analysis Workshop*

- Bigger church