

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

## **Third Quarterly Report: July to September, 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 Third Quarter**

- Complete the production of the first video, which captures the initial round of appreciative interviews.

- Undertake a second round of appreciative interviews, in which members of the Skownan team collect stories from a cross-section of people living in the community.
- Analyze the second round of appreciative interviews and incorporate the findings from this process into the values and vision statements gathered through the first phase.
- Hold two community workshops in Skownan to enrich the preliminary vision which has emerged from the appreciative interviews, share the project's results, and add detail to the emerging community plan.
- Complete the filming of the second video sequence, capturing the results of the second round of appreciative interviews.
- Arrange the first focus group meeting, which will bring together representatives of the First Nation of Skownan, government and industry to discuss the community's vision for its future.

### **3. Results**

All of the goals for this quarter were achieved with the exception of the production of the first video and the completion of the arrangements for the first focus group. The project team delayed the production of the spring video to allow for the possible addition of new footage from the second video shoot. Arrangements for the first focus group continue to progress. The Chief and Council are in the process of selecting representatives from within the community and from other relevant organizations. The meeting is tentatively set for mid-January 2001, at the International Institute for Sustainable Development's office.

### **4. Team Members**

During the third quarter of the project, IISD worked closely with the following team members:

- Graham Ashford: IISD community development specialist and 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
- Tina Kakekapetum Schultz: Interviewer
- John Gurdebeke: Videographer
- Joni Church: Sound technician

During the third quarter, the IISD team worked in close cooperation with Vision Seekers, an initiative of West Region Tribal Council, to deliver the community workshops. Vision Seekers is working with Skownan First Nation to develop a comprehensive, community-based capacity building plan through a series of community meetings and workshops. Due to the similarity of the goals of the two projects and their desire to avoid duplication, the community workshop component of Visions Seekers project is being delivered in partnership with IISD. The Vision Seekers team includes Dana Rungay (Project Advisor), Ken Catcheway (Project Facilitator) and Chris Loewen (West Region Tribal Council).

## **5. Appreciative Interviews**

From June 8th to July 28th, the Skownan team conducted appreciative interviews, collecting stories from individuals about peak experiences while living in their community. A total of 29 people were interviewed. While all age groups were represented in the survey sample, the team focused on interviewing Elders in this round of appreciate interviews; nine of the individuals interviewed were fifty years of age or older. A rough gender balance was achieved.

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 first round, the appreciative interviews were informal, often being done in a person's home or while s/he was out on the land. The stories were recorded either on audio cassette or through notes taken by the interviewer during or immediately following the interview. The audio cassettes and notes will be preserved by the community as oral history.

## **6. Data Analysis and Refinement of Community Values and Vision**

From August 2nd to 4th, the project team met in Winnipeg to analyze the data collected through the second round of appreciative interviews. The purpose of this workshop was to draw from the completed interviews the values and vision of the individuals interviewed, and integrate these findings into the results from the first round of appreciative interviews. All members of the Skownan team participated in this event, with the exception of the project's Elder-advisor, Archie Catcheway.

Through the data analysis session, the following values of the people of Skownan were identified:

- The land has great importance to the people of Skownan. Individuals interviewed expressed their love for the outdoors, enjoyment of spending time in the bush, and the good feeling they have when out on the land. As well, they noted that having land skills makes people feel good about themselves and provides them with food that can be shared with others.
- Community members often noted the importance of spending time together, particularly when out on the land. For instance, camping with children and having children hear the stories of their parents' and grandparents' lives were activities deeply valued by the community members interviewed.
- Many of the stories told by participants reflected the importance they give to respecting one another. It was felt that a strong community requires mutual respect.
- Both formal and informal education, such as when parents pass skills onto children, are valued by members of the community.
- Fishing, hunting and gathering plants such as seneca root are important activities, not only to provide food and income, but also to create opportunities for families to spend time together.
- The people of Skownan are proud of their community, which they describe as well respected, clean and peaceful.
- Recreational activities are central to life in Skownan, and include dances, horse riding, crafts, boat rides, swimming, walking, and fishing. Sports are seen as a way of giving people, particularly children, something to do and keeping people in shape.

- Spirituality is a vital part of the lives of the people of Skownan. Individuals told of the importance to them of praying to the Creator and of going to Church.

The full values and visions for the future of Skownan were identified through the second round of appreciative interviews are included in Annex A and Annex B respectively.

During the afternoon of the second day, August 3rd, the team was joined by Karen Stock. Together, plans were made for the first joint IISD/Vision Seekers community workshop. The date of August 16th was chosen, the main goals of the workshop were discussed, and an outline for the day's events was developed.

On the morning of the third day, the team worked to develop an initial plan for the second video shoot, which was scheduled to take place from September 11th to 15th. The team identified the type of activities it would like to have included in the second video (those that best express the community's values and vision), the people to be interviewed while undertaking each activity, and the language in which the interview would be conducted.

## **7. August Community Workshop**

On August 15th, the IISD Appreciative Inquiry team meet with Vision Seekers in Skownan to finalize plans for the community workshop taking place the next day. During the meeting, the main objectives for the workshop were set as being: (a) to refine the values component of the appreciative inquiry project; (b) review the accomplishments of the community; and (c) determine the skills and factors within the community which have enable it to meet its goals in the past. When developing strategies for achieving these goals, emphasis was placed on ensuring that the community workshop would be interesting, fun, and meaningful for the participants.

The workshop took place on August 16th in the Skownan Community Hall. A total of 29 people attended the workshop. Facilitated by Ken Catcheway, the day began with Graham Ashford introducing and showing the rough-cut of the first video created as part of the IISD/Skownan project. After presenting the video, the workshop participants provided comments and suggestions regarding its content. This feedback is being used by IISD to ensure that the completed video accurately reflects the perspectives and values of the people of Skownan.

To further understand what the people of Skownan value about living in their community, a card exercise was then facilitated by Graham. Each person at the workshop was asked to identify the three things they value most about living in Skownan, write them on individual cards, and place each of them (as desired)

under one of the values categories, such as livelihood, recreation, education etc. Several of the values identified through this process were new. Consistent with the project's earlier findings, though, what people valued most about living in Skownan was the land, trees, family, respect for people, spending time with children, and fishing and hunting both for recreational and economic purposes. The values identified at the August Community Workshop are included in Annex A.

In the afternoon, Dana Rungay provided everyone with the hand-out which listed the successes the community has already had in sustaining its land use area, establishing the wood bison project, participating in a variety of learning opportunities, health maintenance, and excelling in a variety of sports. This list of accomplishments was developed through a series of four meetings organized by the Vision Seekers project.

The workshop participants then identified other accomplishments of community members. This process led to a powerful discussion of the purpose of the Visions Seekers and IISD projects and their importance to the community. Speaking mostly in Saulteaux, community members discussed the importance of their traditional land use area to the survival and continued well-being of their community. The need for clean water, the value of hunting and fishing for economic security, and the importance of Chitek Lake were also discussed.

Dana then led the group through a process which allowed everyone to identify the qualities within the people of Skownan which have enabled them to achieve their past successes. Each participant in the workshop was asked to identify a single quality, write it on a puzzle piece, and outline the reasons for their choice to the group before posting it on the wall. The qualities identified were:

- friendship and kindness
- accepting each others differences, forgiving
- humour
- hard work
- involvement
- commitment
- openness, welcomed
- working together, hatchery, knowledge
- inner strength of people
- interest
- healing
- good leadership and negotiating
- helping each other
- respect
- sobriety
- sharing legends, stories of ancestors' survival
- vision and dreams
- forming relationships

Many of the participants related stories from their own experiences to illustrate why they had identified their particular quality. Through this exercise, participants were able to identify the skills and characteristics they already

possess which will enable them to achieve the community vision they define and to implement the action plan they develop.

The community workshop wrapped-up with a discussion of future plans and a workshop evaluation exercise. All of the participants indicated that they were happy with the outcome of the workshop, and several commented to the facilitators that they had greatly enjoyed participating in the process.

## **8. September Community Workshop**

Graham Ashford and Jo-Ellen Parry travelled to Skownan on September 11th, where they met with Dana Rungay, Ken Catcheway, Alan Reid, Sterling Catcheway and Elaine Houle to develop plans for the second community workshop. The main goals for this workshop were set as being:

- to review what was accomplished at the August community workshop;
- to present the visions expressed by individuals through the appreciative inquiry interviews, and identify new visions; and,
- to prioritize all of the visions identified, as the first step towards the development of an action plan.

With these goals in mind, an agenda for the workshop was developed and the responsibilities of the organizers determined.

The workshop took place on September 12th at the Community Hall and was attended by 24 people. Nelson Catcheway facilitated the event. The day began with Dana Rungay using a large illustration of the Path Process to outline what has already been accomplished through the IISD and Vision Seekers projects, and emphasize that the next step which needs to be taken is the development of a vision for the community. Graham then facilitated a process which enabled participants to identify their aspirations for the future of Skownan. Each person wrote three visions on separate pieces of paper, and then self-classified their visions by placing them under either one of the categories identified through the data analysis sessions or an 'Other' category. Through this process, several new visions for Skownan were identified, and are included in Annex B.

All of the visions identified through the first two rounds of appreciative interviews and during the workshop were then ranked by the participants. Each person was provided with three dots per vision category<sup>1</sup> and were asked to place a dot (or more) beside the visions they would most like to see achieved in their community. Through this process, it was possible to identify the visions which are

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<sup>1</sup> The exception to this statement was the Education category; due to the large number of visions listed under the topic of Education, participants were provided with five dots for this category.

of greatest importance to the people of Skownan. The outcome of this ranking exercise is presented in Annex B.

In the afternoon, Dana led an exercise in which the participants divided into four groups and used either words, a metaphor or a drawing to describe what they see as being the overarching vision for the community. A representative from each group then presented their drawings, which reflected the following visions:

- like the medicine wheel, we need to achieve balance between the air, the land, the animals and those who walk on two legs, and individually we need to find balance emotionally, spiritually, mentally and physically;
- “Indians mean business” and we accomplish our goals at our own pace in a manner which reflects our culture;
- creating our own brighter future as no one else will do this for us;
- the people of Skownan working together;
- our people are a circle who live and work together; and
- the children are at the centre of our community and we need to develop plans with their futures in mind.

The participants then discussed the visions they had defined and what needs to be done within the community to accomplish these visions.

The meeting ended with an evaluation exercise which indicated strong support for the direction of the workshops and project.

## **9. Second Video Shoot**

Taping for the second video took place from September 25th to 29th in Skownan. As with the spring taping, the purpose of the fall video shoot was to capture highlights of the second round of appreciative interviews and to present them in an accurate and engaging manner. The completed video will be presented to focus group members, enabling them to see the forests, rivers and lakes that the community places great value on, and hear local people telling stories about peak moments, their relationship with the land, and future goals for Skownan. IISD expects that the videos will allow representatives a deeper understanding of Skownan's values and priorities, enabling more effective discussions between community representatives, senior government officials, and industry representatives.

Based upon the seasonal calendar developed at the initial community workshop in January, IISD intended to shoot the second video at the end of July. A variety of circumstances resulted in the date for taping the second video being postponed until the final week in September. The video crew hired to complete this sequence included Tina Kakekapetum Schultz, an Ojibway speaker who served as the

interviewer, John Gurdebeke (videographer), and Joni Church (sound technician).

### **Video Schedule:**

#### *Monday, September 25th*

The video team, Jo-Ellen Parry, and Graham Ashford held a pre-production meeting in the morning to discuss the purpose of the video, the goals of the shoot, and the plans made during the August 4th team meeting in Winnipeg. Jo-Ellen, Tina, John and Joni then travelled to Skownan, where they met with the Skownan team to finalize plans for the video shoot. Discussion during this meeting focused on finalizing the activities to be taped and people to be interviewed, and developing a schedule for the upcoming week. The team members then met individually with the people who had been suggested for inclusion in the video - outlining to these individuals the goals of the video, the activity they were being asked to speak about, and the type of questions which would be asked. Based upon these meetings, an initial schedule for the video shoot was established, which was modified as required throughout the week of taping.

#### *Tuesday, September 26th*

The following sequences were taped:

- **Bannock making with Clara Roussin and Bertha Catcheway.** Videotaped in Clara's backyard, Bertha demonstrates how to make bannock with her daughter, Clara, and advises her grandson, Alan Reid, on how to build the perfect fire for cooking. Clara and Bertha discuss providing for a large family (Clara is one of seventeen children) through hunting, gathering, gardening and preserving food, and passing down skills from one generation to the next.
- **Gathering mossberries with Nelson Catcheway.** Standing in the muskeg, Nelson speaks about getting together with his family in the summers to pick berries and hunt ducks. He also discusses the importance of the land to the people of Skownan, and the accomplishments of the community, including the bison project, the moose management agreement, and restocking the lakes.
- **Sweat lodge with Lambert Catcheway and family.** With his approval, the team taped Lambert's sons assisting him with the preparation of the fire and lodge for the sweat. Once the fire was established, Lambert, his wife, Leona, and their children, Vernon, Blaine, Shane and Melissa, discuss their relationship with one another, the importance to them of traditional spirituality, and the meaning of the sweat.

Wednesday, September 27th

- **Children at the Skownan Elementary School.** Video footage was taken of children during recess and class.
- **Hide tanning with Katherine Catcheway and Marie Nepinak.** Speaking in Saulteaux, Katherine and her daughter, Marie, reflect on hunting, tanning hides and making clothes. Marie speaks about the importance of practicing traditional skills and learning how to do a variety of tasks from watching her mother. Katherine then supervises Marie as she uses deer brains to work a hide.
- **Seneca root digging with the family of Chris and Ellamay Houle.** Chris and Ellamay dig seneca root with their three children, Lushis, Jeneen and Brendan, and their two nephews, Sam and Tex Nepinak. They then speak about the importance of seneca root to them, both as an opportunity to be with their family and as an additional source of income. Unfortunately, due to a battery problem, it was necessary to complete this sequence the following day.
- **Skownan Youth Drum Group.** Fifteen youth sing the drum: Blaine Catcheway, Candace Catcheway, Deana Catcheway, Debbie Catcheway, Denise Catcheway, Jason Catcheway, Melissa Catcheway, Rayna Catcheway, Vernon Catcheway, Amanda Dick, Kendra Kakewash, Ester Maud, Sarah Maud, Amanda Nepinak, and Kristy St. Paul. After singing four songs, nine of the girls speak about why they decided to form the group, what singing the drum means to them, and how it connects them to one another and their traditions. Denise then speaks about the meaning of the drum which was a gift from her mother, and sings one song.

Thursday, September 28th

- **Housing with construction crew.** Les McKay, Walter Gabriel, James Chartrand and Nelson Houle speak about construction and the importance of the land.
- **Conclusion of the interview with Chris and Ellamay Houle.** Videotaped in their backyard, Chris and Ellamay speak about teaching their children skills like how to hunt moose and deer, trap, fish and gather food from the land – activities which their children greatly enjoy. Chris then takes a portion of the moose he killed recently to his mother's home.

- **Activities around Norbert and Florence Catcheway's home.** Some of the scenes which were taped included children feeding horses, filleting fish, and an old log cabin.
- **Moose calling with Walter Gabriel.** Using a birch bark horn he had made himself, Walter demonstrates how to call and hunt moose. He then tells stories in Sauleaux about hunting moose, the importance of the land to him, and of his desire to pass on his knowledge of the land to his children.
- **Wood bison.** The video team travelled to the bison enclosure to videotape some of the domesticated wood bison managed by Skownan First Nation.

Friday, September 29th

- **Gardening with Carey Contois.** Sitting in her backyard, Carey discusses the importance of gardening, how she shares the garden with her mother and aunt, and her memories of gardening as a child. Her children, Renee and Randy, and their friend, Hailey Nepinak, dig potatoes while Carey provides advice and speaks about the past.

Before leaving Skownan, the video team recorded more “B-roll” or background shots of the community. Approximately nine hours of footage was recorded during the week, which will be used to produce a rough-cut in October.

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

Following discussions with Gord Jones of the Forestry Branch, it was decided that the first focus group meeting should take place in mid-January. Skownan's Chief and Council are currently selecting community representatives and others they would like to have participate in the first focus group meeting. IISD is in the process of identifying a mutually agreeable facilitator.

## **11. Next Steps**

During the next quarter, the project will prepare 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 must be accomplished:

- **Conduct further appreciative interviews.** The third and final round of appreciative interviews will take place during the month of October, and will be followed by a data analysis session at the beginning of November. A goal of 40 interviews has been set. The completion of these interviews will

ensure that the community has been extensively consulted with prior to the first focus group meeting.

- **Further engage the community in developing an action plan.** Building on the momentum generated during the meetings held in August and September, further community workshops and small group sessions will be held in October and November to refine the community action plan.
- **Complete the production of the fall season video.** The video team will develop a rough cut of the fall video. This version will be circulated in Skownan to gain feedback from community members to ensure that its content accurately reflects their values and vision. Comments will be collected and integrated into the final version of the video, which will be presented at the first focus group meeting.
- **Produce a winter season video.** Footage of the community's annual bison round-up will be recorded during the week of November 15th to 17th. Additional footage of winter activities and the values and vision of community members will be taped in December. All of these sequences will be edited into a short production which will be used to facilitate discussion at the second focus group meeting.
- **First Focus Group meeting.** Finalization of the list of 12 to 15 individuals to be included in the focus group will be undertaken with Gord Jones (Director of Forestry, Manitoba Conservation), Mike Molinski (Environmental and Natural Resource Analyst, Indian and Northern Affairs Canada, Manitoba Region) and Skownan's Chief, Bernard Catcheway. These individuals will then be invited to attend the focus group meeting to take place in January. All members of the focus group will be briefed on the project prior to the meeting.

**Annex A:**  
**Skownan Community Values**  
**(August 16, 2000)**  
**(available in pdf version *with* images)**

**Annex B:**  
**Ranked Visions for Skownan First Nation**  
**(September 2000)**

The following visions were identified through the appreciative interviews which took place in the Spring and Summer of 2000 and the September Community Workshop. The numbers in brackets behind each vision represents the number of

dots it received during the ranking exercise which took place during the September Workshop.

## **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]

## **Education**

- High school to keep kids in community [12]
- Bigger school [10]
- 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]
- 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 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

## **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]

## **Community**

- Home care for Elders / old folk home / personal care home / Elders complex [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

## **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

## **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

## **Livelihood**

- Market ecological or Aboriginal products for example 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

## **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

## **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