

Conference Report

"Youth Forum - A Voice for the Future"

Hopedale, Labrador

February 23-26, 1993

**Intervenor Participation Program
Royal Commission on Aboriginal
Peoples**

Labrador Legal Services

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IX GREAT PRAYER (Art Solomon)

We know Grandfather, that you gave us a sacred power,
But it seems like we didn't know its purpose
So now we've learned as we sat together,
The name of that power is Love,
Invincible, irresistible, overwhelming power,
This power you gave us we are going to use,
We'll dry the tears of those who cry
And heal the hurts of them that are hurting.

Yes Grandmother,
We'll give you our hands
And our hearts and minds and bodies
We dedicate our lives to affirmation.
We will not wait nor hesitate,
And as we walk on this sacred earth
We will learn together to celebrate
The ways of peace, and harmony, and tranquillity,
That come,
From diminishing that negative, evil power within us
And in the world around us
Thank you Grandfather for this prayer.

I AM CREED

**I AM UNIQUE IN THE WORLD
I AM CAPABLE OF LEARNING
AND GROWING
I AM A PERSON WHO APPRECIATES DIFFERENCES
IN OTHERS
I AM TALENTED AND I SHARE
MY TALENTS
I AM UNLIKE ANY OTHER
HUMAN BEING
I AM A DREAMER WHO
PURSUES PERSONAL DREAMS
I AM AN ACTIVE PARTICIPANT
IN LIFE
I AM COMMITTED TO MY VALUES
I AM THE KIND OF PERSON I
ENJOY BEING
I AM A ONE-OF-A-KIND
HUMAN BEING AND A
CELEBRATION OF LIFE.**

MARK SCHARENBRICH

The "I AM" creed takes 30 seconds to read. Take one minute everyday, 30 seconds in the morning and 30 seconds in the evening and read the "I AM" creed. As each day passes, you will grow into a one-of-a-kind human being. You are worth a minute a day.

(Included as a handout in the information package and utilized during the POSITIVE ASSERTIVENESS workshop.)

ACKNOWLEDGEMENTS

Special thanks to Debbie Hutchings for the monumental task of co-ordinating the travel and accommodations arrangements, which seemed to fluctuate daily.

Thank you to:

- Simeon Tshakapesh for instilling the importance of setting goals and pushing past obstacles to achieve them.
- Mary May Osmond for sharing her struggles and her triumphs. She proved to be a role model for all, youth or adult alike.
- Trudy Flowers for allowing us to share her experience with the TEPL (Teachers Education Program for Labrador).
- Patti Dicker for her stirring words of encouragement. She is an example of fortitude.
- Gary Baikie, for providing a light-hearted approach to the proceedings and allowing them to take on personal meaning for the participants.
- Reverend Ray Hunter for his interest and encouragement for young people.
- All of the speakers and delegates for their participation.
- All of the LIADAP workers who provided the necessary support and groundwork to make the conference a success.
- The staff of Labrador Legal Services who provided all of the necessary details and expertise.



MAY - 4 1993

MEMORANDUM TO:
Information Management Unit

NOTE DE SERVICE A : Section de
la gestion de l'information

**REPORT OF LABRADOR LEGAL
SERVICES**

**RAPPORT DE LABRADOR
LEGAL SERVICES**

**SUBMITTED TO THE
INTERVENOR PARTICIPATION
PROGRAM**

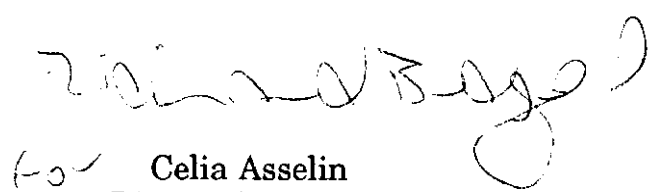
**SOU MIS AU PROGRAMME
D'AIDE FINANCIERE AUX
INTERVENANTS**

Please find attached the above-mentioned report that has been completed in accordance with the guidelines of the Intervenor Participation Program (IPP).

Veillez trouver, ci-joint, le rapport ci-haut mentionné qui a été complété en accord avec les lignes directrices du Programme d'aide financière aux intervenants (PAI).

We have verified that this document does comply with the requirements of the IPP, and Part II of their contribution agreement.

Nous avons vérifié pour que ce document soit conforme aux exigences du PAI et de la Partie II de leur entente de contribution.


Celia Asselin
Director/Directrice

Att.

p.j.

- Eugenie Winters and Sybilla Hunter for assistance in Facilitation.
- The Advisory Committee members for their commitment to our young people and their interest in helping to achieve our goals. (Raphael Gregoire, Christine Baikie and Simeon Tshakapesh).
- The Intervenor Participation Program of the Royal Commission on Aboriginal Peoples, without whose support the gains of this conference would not have been possible.

Funding For Conference

Intervenor Participation Program
Royal Commission on Aboriginal Peoples.

For Copies Write To:

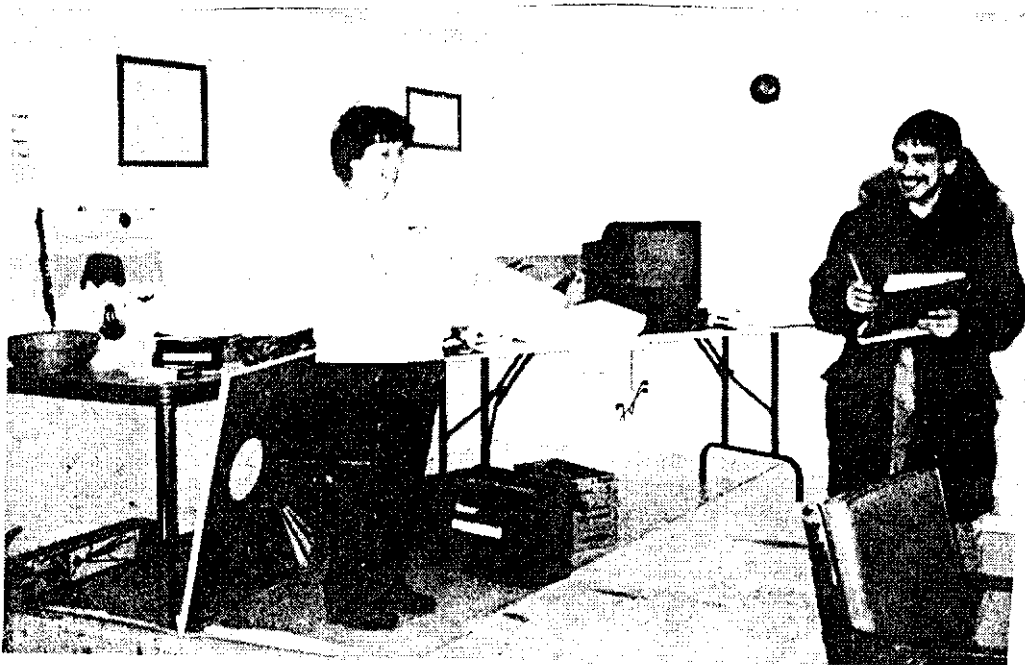
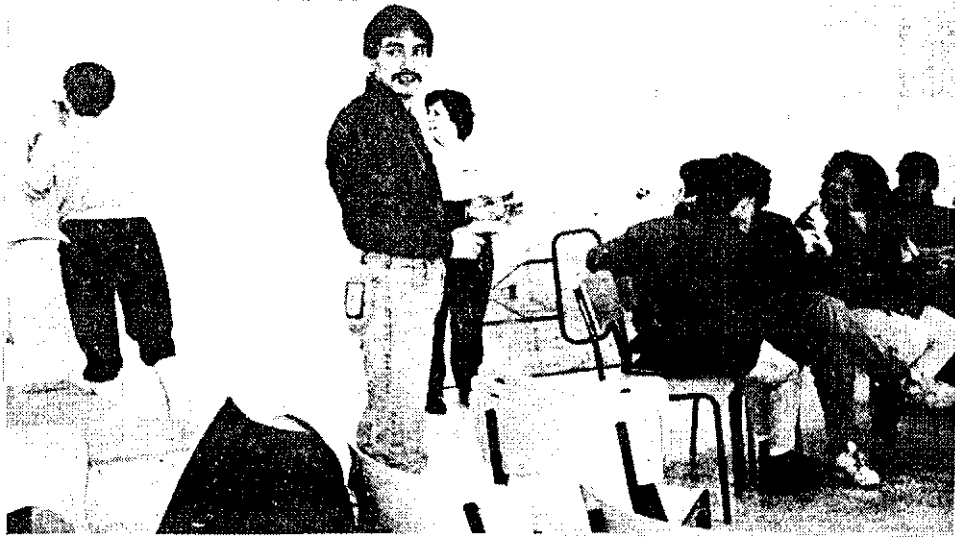
Labrador Legal Services
P.O. Box 899, Station "B"
Happy Valley, Labrador
A0P 1E0



Goals of the Forum:

1. To allow young people a voice in the future of aboriginal people in regard to several issues: self-government, self-image of aboriginal youth and the impact of the justice system.
2. To allow a fair exchange of ideas and perceptions to stimulate awareness of the potential we possess to shape our future.
3. To provide elders and other high profile aboriginal peoples of the region an opportunity to enhance the ideas of aboriginal pride in its ancestry and motivation for achievement through role modelling.
4. To provide some practical tools for achieving positive assertiveness and self-esteem through adopting a positive attitude.
5. To promote acceptance, first, of the individual and his/her basic rights and, in turn, those of others we encounter.





PRESENTERS PROFILES**Mary May Osmond**

Mary May is an Innu woman from Sheshatshiu, Labrador. She is a mother of five children and lives and works in her community of Sheshatshiu.

Mary May is the first native person hired to the position of community service worker in the whole Labrador region. This position was created by the Department of Social Services in response to community demands for more culturally applicable services.

Mary May has worked as an assistant school guidance counsellor at Peenamini Mackenzie School in Sheshatshiu in the past. As well, she has worked in the health care field at the Grenfell Hospital that operated out of North West River, an adjacent community.

Mary May brought a wealth of personal and professional experience to the Forum and graciously shared all with the participants.



Simeon Tshakapesh

Simeon Tshakapesh is an Innu Tribal Police Force Officer working with the Innu Band Council in Davis Inlet.

Simeon completed training through the Tribal Policing course held at the First Nations Tribal Justice Institute in Mission, B.C. He is the first native Police Officer to be hired in the province.

Simeon has worked as the Youth Court Worker for Labrador Legal Services in the past. He has always had a very strong interest in young people. This interest factored strongly in his dream to become a police officer. Simeon first applied to the RCMP but was rejected. He was persistent in his pursuit of his dream, however.

This persistence is what led Simeon to Mission, B.C. and to his current career.

Simeon enthusiastically advocated for setting goals and staying on track with those goals despite obstacles. He shared freely information about his past personal and professional experience.

Simeon was involved in the planning of the forum as part of the Advisory Committee and provided guidance and inspiration when obstacles occurred.

Patti Dicker

Patti Dicker is a young aboriginal woman who has achieved a life long dream of becoming a teacher and working in her home community of Hopedale, Labrador.

Patti completed her training in various stages through Memorial University of Newfoundland. She is a single parent and has had many difficult choices to make based on this fact.

Patti has previously worked with the Department of Social Services as a Financial Assistance Officer but found that it was not a career choice that made her happy. She continued to go back to her dream of becoming a teacher.

She now teaches at Amos Comenius School in Hopedale and says she can't imagine ever wanting to do anything else.

Patti provided great motivation and encouragement to the participants through her example of dedication to her dream.

Trudy Flowers

Trudy Flowers is a young aboriginal woman who teaches in her home community of Hopedale.

Trudy entered into the TEPL program (Teachers Education Program for Labrador) after high school. She took home-based courses by correspondence and gained her degree in this manner. She continued working at the school during this time.

Trudy shared with the group some of her struggles and successes and offered encouragement to work towards your dream. She identified many of the problems that she encountered, including fighting her own natural shyness and lack of self-confidence. She articulated how she had to look to teachers and School Board members for positive role-modelling and motivation. She expressed her deep satisfaction at having achieved what she set out to do even though she faced many difficulties along the way.

GARY BAIKIE

Gary Baikie is a resident of Nain but has spent many of his early years in Goose Bay. He has a wife and two daughters. Gary works as Director of Torngasuk Cultural Centre and has a keen interest in the development of Labrador as a vibrant, unique region. He has promoted cultural and historical preservation and continues to provide strong leadership qualities for young people to model.

Gary involved himself in many of the aspects of the Conference and was invaluable in the planning and organizing stages. He provided excellent facilitation of the Panel Discussion session. In addition, he shared his experiences freely while offering them as examples of achievement that is within the grasp of each participant.



Summary of Activities

The Forum opened on February 23 with delegates arriving in Hopedale from all points on the North Coast, excepting Rigolet. Billets were arranged and young people were transported to their various accommodations with instructions to return to the conference room by 7:00 that evening.

At 7:00, we welcomed all the delegates and presenters and explained about the process which we hoped would take place. We introduced the origins of the Conference and presented an overview of the Royal Commission. At this time, we viewed the film "Framing the Issues" to set the overall tone for the workshop.

We then proceeded to do some ice-breaker activities with the groups. Everyone appeared very shy at first but the activity succeeded in loosening people up and introducing people to each other. We had some brief discussions re: the housekeeping items related to the smooth running of the operation and then closed for the evening as people were anxious to get settled at their billets.

Day One opened with a welcome address and an opening prayer from Reverend Ray Hunter, a community elder from Hopedale. He prayed for guidance and blessings upon the group gathered together.

Rick Plowman, the principal of Amos Comenius School in the host community, took this opportunity to address the participants. He expressed his great pleasure, on behalf of the school, at having the opportunity to be a part of the proceedings. He gave a brief introduction to our next speaker, Trudy Flowers, and spoke glowingly of the contribution that both Trudy and Patt Dicker have made to the school and community.

At this point, Trudy Flowers, an aboriginal teacher from Hopedale spoke to the group. She talked about the TEPL program and how she got into the program. She talked about her dream of becoming a teacher and the encouragement she received from her high school teachers. She explained the TEPL program and how it works to encourage people to train to teach in Northern Labrador. She explained the credit system and how you would have to do correspondence courses. She also explained the advantages of completing these courses in her own community and being able to take responsibility in the classroom as she became more qualified. She talked about the satisfaction that came from achieving her dream. She also talked about the problems and fears. She discussed her fears of being as qualified as white teachers and her realizations that she was equally as qualified. She provided encouragement to the group to access the opportunities available to them.

At this point in time, the goals and objectives of the Forum were explained in more detail. We discussed the focus of where we hoped it would go. We had a brief discussion on the framework that we were operating with as it related to our goals. From here, we led into a workshop on PEER PRESSURE by way of a video, "POSITIVELY NO", supplied by the NCSA, Alberta.

The workshop on Peer Pressure moved into small group work at this point. Participants broke into three groups that provided a fair mix of communities. Facilitation was provided by the local LIADAP worker and the CHR, as well as staff of LLS and the special presenters. It appeared that everyone intended to be full participants in the process.

The workshop involved some activity work on behalf of the participants. A set of general questions were provided to stimulate discussion. These were then discussed in the small groups of 6-8 participants. A reporter for each group gave feedback on their findings to the larger group.

The questions asked were:

1. What kind of situations have you experienced that make you feel peer pressure?
2. Describe the kind of feelings that come when you feel pressured.
3. What do you feel like if you don't go along with the group?
4. What do you feel like if you do go along with the group?

The following is a verbatim report from the flip chart feedback that the large group received.

Responses To Peer Pressure:

Situations that make you feel pressured:

Drinking	Stealing
Drugs	Smoking
Sniffing Gas	

Feelings that come from feeling "pressured":

Nervous	Mad
Jumpy	Guilty if you take part
Scared	Confused
Stressed	Mixed feelings

1. The feeling of having to do what your friends are doing.
2. Go along to a certain point, then back off.
3. Experimentation
4. Sometimes it is a good feeling to walk away, sometimes it isn't.
5. A fear of losing close friends.
6. Your true friends are boring.
7. Harder in small communities.
8. Everyone knows you.
9. Name calling if you don't go along.

Do It:

10. Don't feel very good if you go along.
11. Guilty.
12. Responsible.

Don't Do It:

13. Guilty.
14. A feeling of being your fault.
15. Home situations may force you to do things.
16. Really hard to say no.
17. Easier to get picked on.
18. Talk to your friends.

If you give in how do you feel?

- Regret you made the mistake
- Might get into trouble with parents/friends/police
- Friends that don't do it, may be disappointed in you
- Become an addict
- Start failing in school
- Try to commit suicide
- Have low self-esteem
- End up quitting school or getting kicked out.

If you say no how do you feel:

- call you chicken
- lose friends
- feel alone
- feel better about yourself
- feel regret - you should have did it
- cause you to lose a friend
- people think you are too good to hang around with
- call you a nerd
- try to put you down
- try to make you feel bad.

We broke from activity for a nutrition break. Throughout the whole Forum, snacks were supplied by the Lifeskills class of Amos Comenius School, who had worked for a month preparing all kinds of homemade cakes, muffins, cookies, and breads. No one was disappointed with the results!

The next item on the agenda was a report from the Labrador Inuit Association, represented by Gary Baikie. Gary gave an indepth report on the history of land claims negotiations and the current situation with regards to negotiations. The report provided a very clear view of what is hoped to be achieved. From this came several questions on self-government and how it would affect life in Labrador.

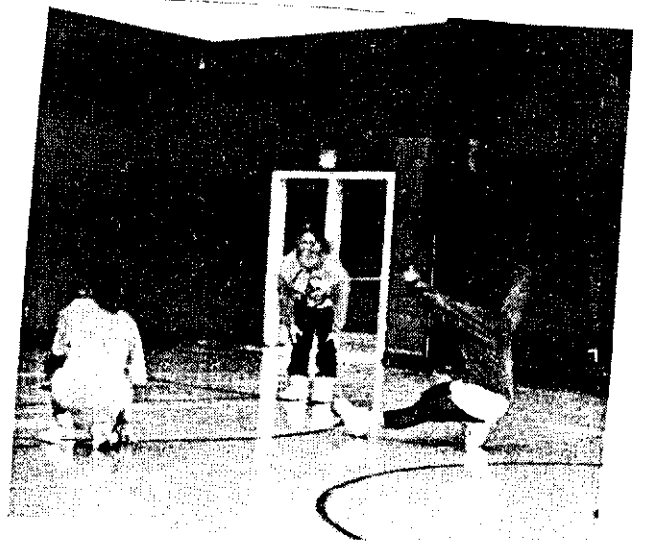
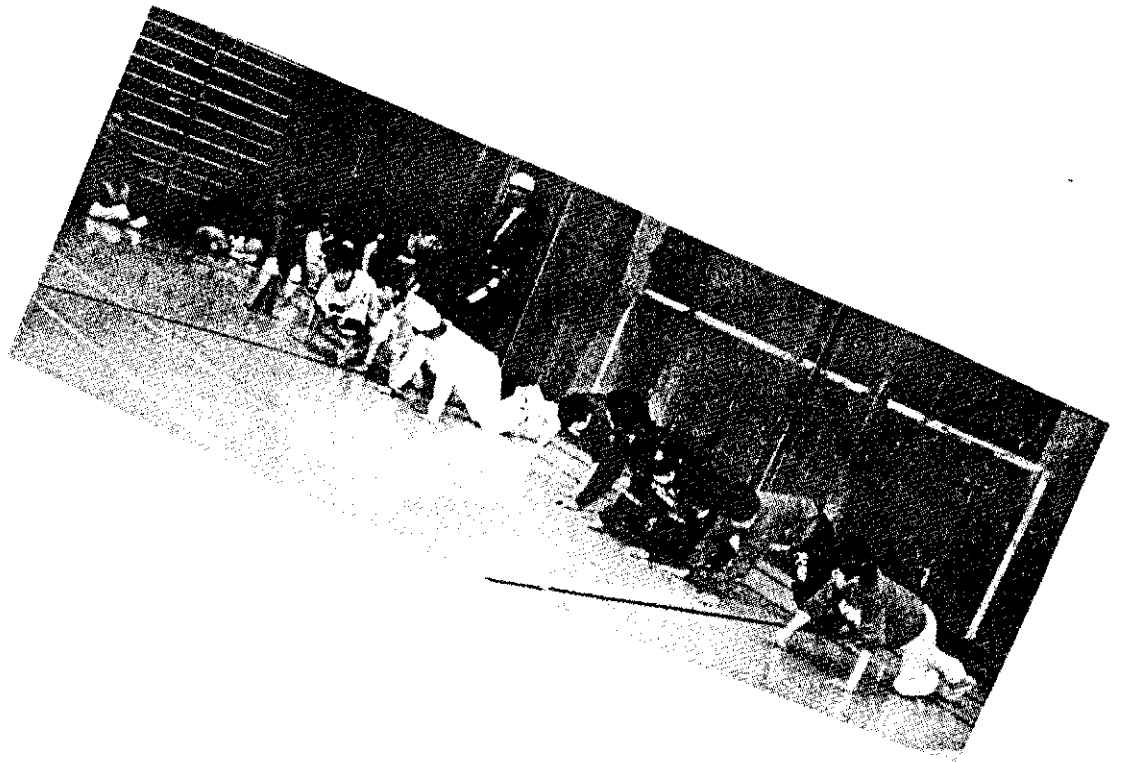
Gary indicated that the whole concept of self-government was a weighty one and that the reality of how it would affect life would be decided by people such as the participants. He drew people into a discussion of the power possessed by young people today. It was well illustrated that these participants could be the "movers and shakers" in their own communities if they so chose. He provided great motivation and a solid foundation for the panel discussions ahead.

At this point ,the group broke for lunch. We returned to a self-awareness session on POSITIVE ASSERTIVENESS.This session was great fun as not only the young people participated.We worked on a personality quiz and explored different personality types.Then participants worked privately on personal development tasks.

After the break,a presentation by Patti Dicker was made.Patti spoke very encouragingly about chasing your "dream".She offered insight into how difficult the choices could be and her personal experiences with obstacles.She gave a good example of setting goals and overcoming obstacles.She talked about staying on track and not losing sight of your goals.She concluded by offering to be available to anyone who may want to talk further about this and that people should not be afraid that they are not good enough.She expressed how she had fears initially that she would not be as "qualified" as people who came from larger centres.Then she spoke,with pride, about the quality of her education and how it made her confident in her own abilities once she realized that she was as well educated as any teacher who came to her community "from away".There was a visible impact on the participants as Patti concluded.

We adjourned for the day.Reverend Ray Hunter, a community elder from Hopedale,was present during the proceedings at various times throughout the two days.He opened and closed each days events with words of encouragement and asked blessings on the people involved.He expressed his pleasure at events of this kind happening and hoped that they would continue.

The School had arranged a games night for the participants that included traditional Inuit Games competitions and concluded with a volleyball competition.It was obviously enjoyed by all.

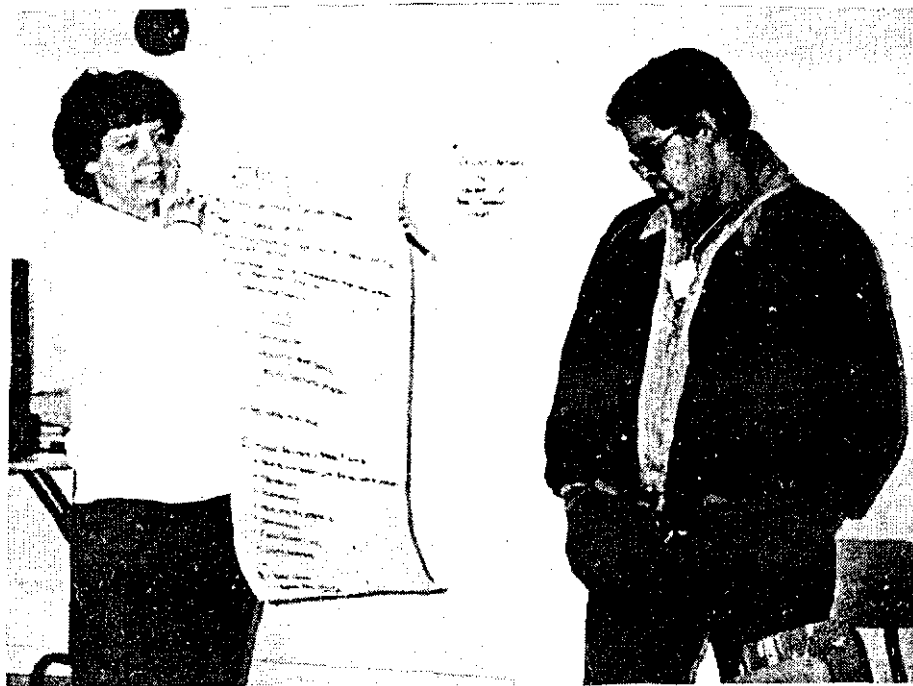


Day two began with a discussion on the topics of goalsetting, overcoming obstacles, staying on track, and positive role-models. We provided a video, "Let Your Voice Be Heard", as a basis for initiating discussions. From here, we broke into small groups to work with three different scenarios involving all of the above-mentioned concepts. We set out to provoke and explore a number of perspectives and we were not disappointed! It is unfortunate that the results from group were not captured on flip chart paper for use in the report. This occurred as the discussion generated such wholehearted participation that no one had time to record the highlights! A verbal account was reported back and it was clear we had achieved our objectives.

The remaining two scenarios and the feedback are captured below.

We addressed 4 basic questions:

1. What types of goals need to be set for this individual?
2. What obstacles or barriers must be foreseen and overcome?
3. How could this individual be encouraged to stay on track?
4. Who could this person look to for guidance or positive role-modelling?



SCENARIO - GROUP ONE

This young person is presently in Grade nine and has spent much time exploring the wildlife in his/her area. He/she feels strongly that wildlife biology might be a career choice. Address the listed questions.

Exercise #2 - Barriers**FEMALE**

- may be gender barriers
- fear of being violated
- look for college with daycare
- males may be threatened by woman taking over their job
- lonely leaving family.

Male:

- emigrate
- lonely leaving family
- equal opportunity programs

2) Needs:

- good background in biology & wildlife
- have to find college with biology program
- applications
- accommodations
- how long program is
- determination
- new support line
- living expenses

3) Stay On Track

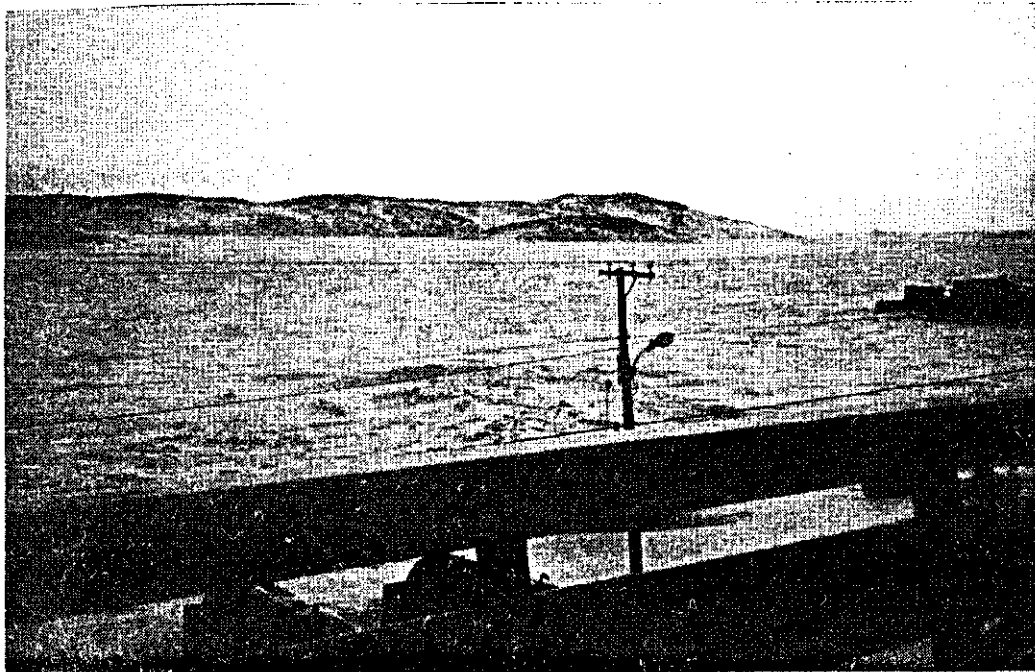
- determination
- keep busy/homework
- going out
- have someone with move in with
- keep in touch with home
- keep positive outlook.

4) Guidance

- seek out people already working in job
- friends

SCENARIO - GROUP TWO

This young man has been having a great deal of difficulty in high school. He has always spent a great deal of time hunting and attending to the trap line with his grandfather. He has expressed a desire to drop out of school and pursue this type of lifestyle. He has faced much pressure about his decision from family, friends and teachers. Address the listed questions.



SCENARIO - GROUP THREE

This young person has a keen interest in business. She is a Level III student and feels it is time to look at some career choices. She feels strongly that she would like to someday run her own business. She is very strong in math and science areas. Address the following questions.

Group Three Scenario:**1. What type of goals**

- apply to university
- do out applications
- ask guidance counsellor and university.

2. Obstacles

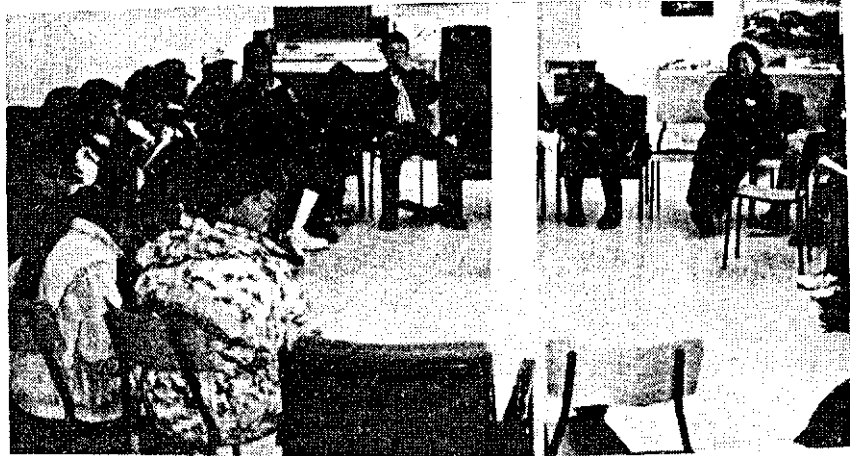
- may not be accepted
- may get picked on
- be homesick - miss family & friends
- have hard time adjusting.

3. Stay on Track

- make friends
- keep positive outlook/attitude - say I can do this
- study hard.

4. Look for guidance/Positive role models

- family
- friends
- teacher
- guidance counsellors.



After the break, Simeon Tshakapesh spoke to the large group. Simeon is a Tribal Police Officer working in his home community of Davis Inlet. Simeon made a quite powerful impact visually as he addressed the group dressed in his uniform. He spoke of having a lifelong dream. He talked about the many personal difficulties that he struggled with and he spoke eloquently about his desire to help his people. He exuded a visible pride in his achievements and generated many questions about the path he took and the education he received at the First Nations Justice Institute. Simeon's genuine interest in youth came across clearly.

Following in this atmosphere of motivation and persistence, Mary May Osmond, the first Native Community Service Worker ever hired in the Labrador region, spoke. Mary May is a very softspoken woman and does not at first glance appear to be a dominant personality. When she began recounting her history, she held the group spellbound. Every word was heard and questions about what she does developed naturally. She spoke of her life growing up, the hardships she experienced and she focused strongly on not giving up. Family was an important aspect in her motivation to achieve and she provided an example of how perseverance can pay off.

As this was a pretty intense session, we broke for lunch and resumed at 1:00. The groups then separated into their working groups and were instructed to design a dream community. This was a foundation for the panel discussion later in the day.

Each group designed a set of criteria for their community (diagrams follow for each group). From this, we set the stage by selecting a Town Mayor and appointing the rest of the participants as Town Councillors. From this setting, we instructed them to draw from the material provided by the small groups and design the model community of the future. This became our Panel discussion.

The results of this exercise have been documented verbatim and speak more clearly than any analysis. The only unfortunate factor was that time did not permit us to expand as fully as we would have liked to on some issues. It was clear that the exercise was thought provoking and fun for all.

Partridgeville**Population 6-7000****What We Want In Our Community:**

Graveyard

Racetracks

Dump

Fresh clean water

Free medical care

Trees

Paved roads

Arcade

Green grass

Snow clearing equipment

No snow

Bank

Taxi (free)

No taxes

Free houses

Free trade

Not too many people

911

Mental Hospital

University

College

Sportsplex

Day Care

Correctional Centre

Alcohol Treatment Centre

Transition House

MacDonald's

Church

Big selection of clothes

People

Ski slope

Marble Mountain

Peace

TV Station

Movie theatre

Curling

Restaurants

Water & Sewer(Full)

Health Spa

Weight lifting gym

Fitness centre

Social Services

Stadium

Police Station

Supermarket

Cable

No video store - only movie theatre

Retail under/roof (Mall)

Lobby for competing

Telephone services

Community radio

restraints

Full water/sewer

Name

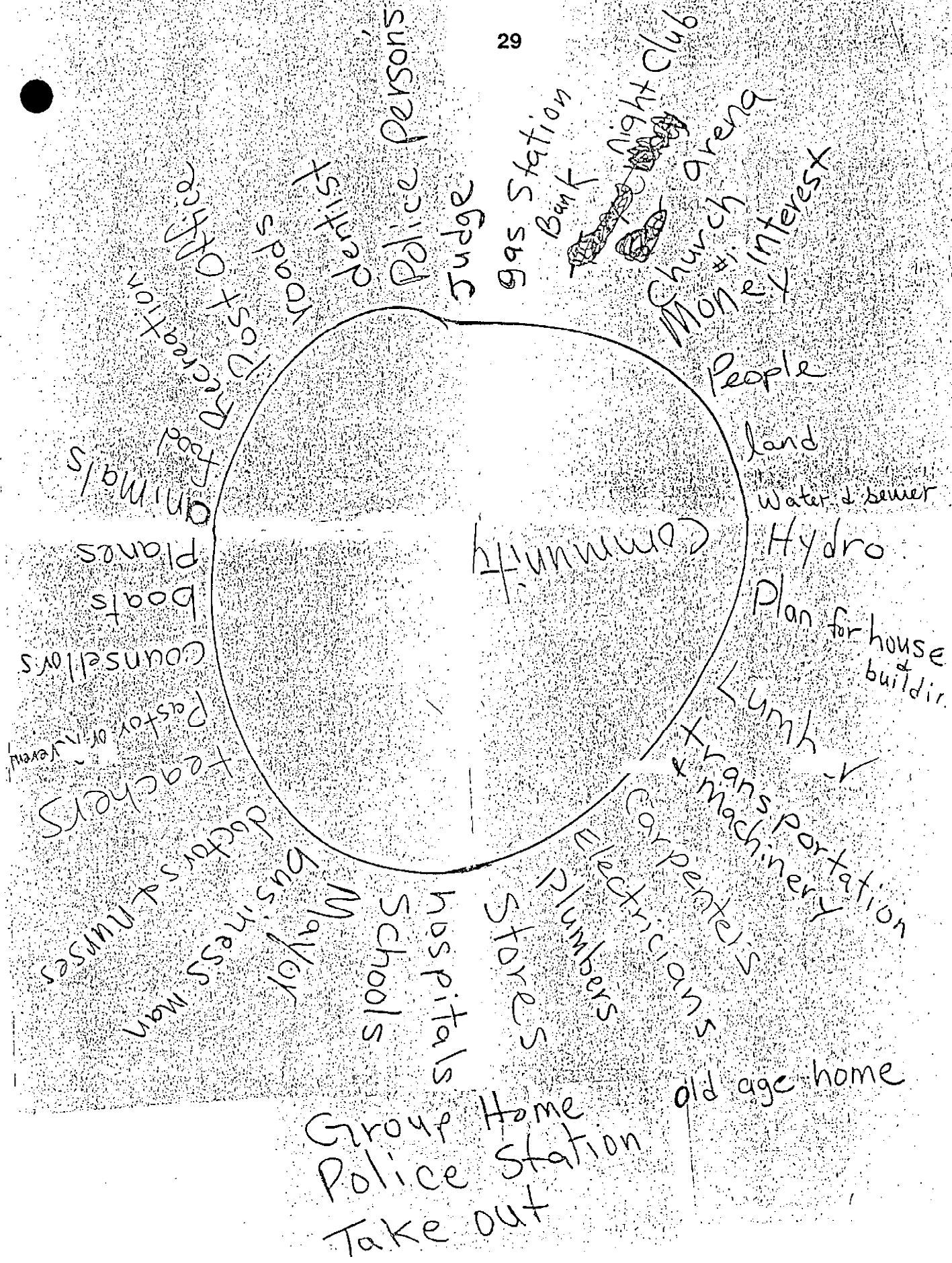
Good mail (fast)
More jobs
Better housing (new furniture)
Better airlines
Mall
Pharmacy
Arena
Beauty Salon
Playground
Labrador Telephone Services
Radio Station
Career Planning
Science Math Literacy
Community Development Officer
Business Planner
Fish Plant
Computers
Psychiatrists
Daycare
Elders
Dry Town
Community Policing
Central control - Emergency Response
Career Education Centre
Housing - duplexes
Jobs
Forestry (renewable resources)
Tourism
Air Atlantic/Air Nova

**Things We don't Want in our
Community:**

Abuse
Crime
Sexual Abuse
AIDS
Disease
Suicide
Racism
Violence
Extinction of Animals
Liquor Store
Strike
Pollution
L-1 Cable
Starvation
Taxes
Rape
Thieves
Greenpeace
Family Violence
Water/Noise/Air Pollution
Drugs
Satanism
Honey buckets
Bingo
Drug dealers
Vandalism
Bad words
Pornography
Rapists

Serial killers
Prejudice
Rabies
Natural disasters
Gas sniffing
Prostitution
Negative peer pressure
Murder
Trouble makers
Jehovah's Witnesses
Neglected children
Alcohol

Community



Police Persons
Judge
Dentist
Road's poole
Post Office
Recreation
Food
Animals

Planes
Boats
Counsellors
Pastor or Reverend
Teachers
Doctors & Nurses

Mayor
Business Man
Schools
Hospitals
Stores
Plumbers
Electricians
Carpenters
Machinery
Transportation
Plan for house building

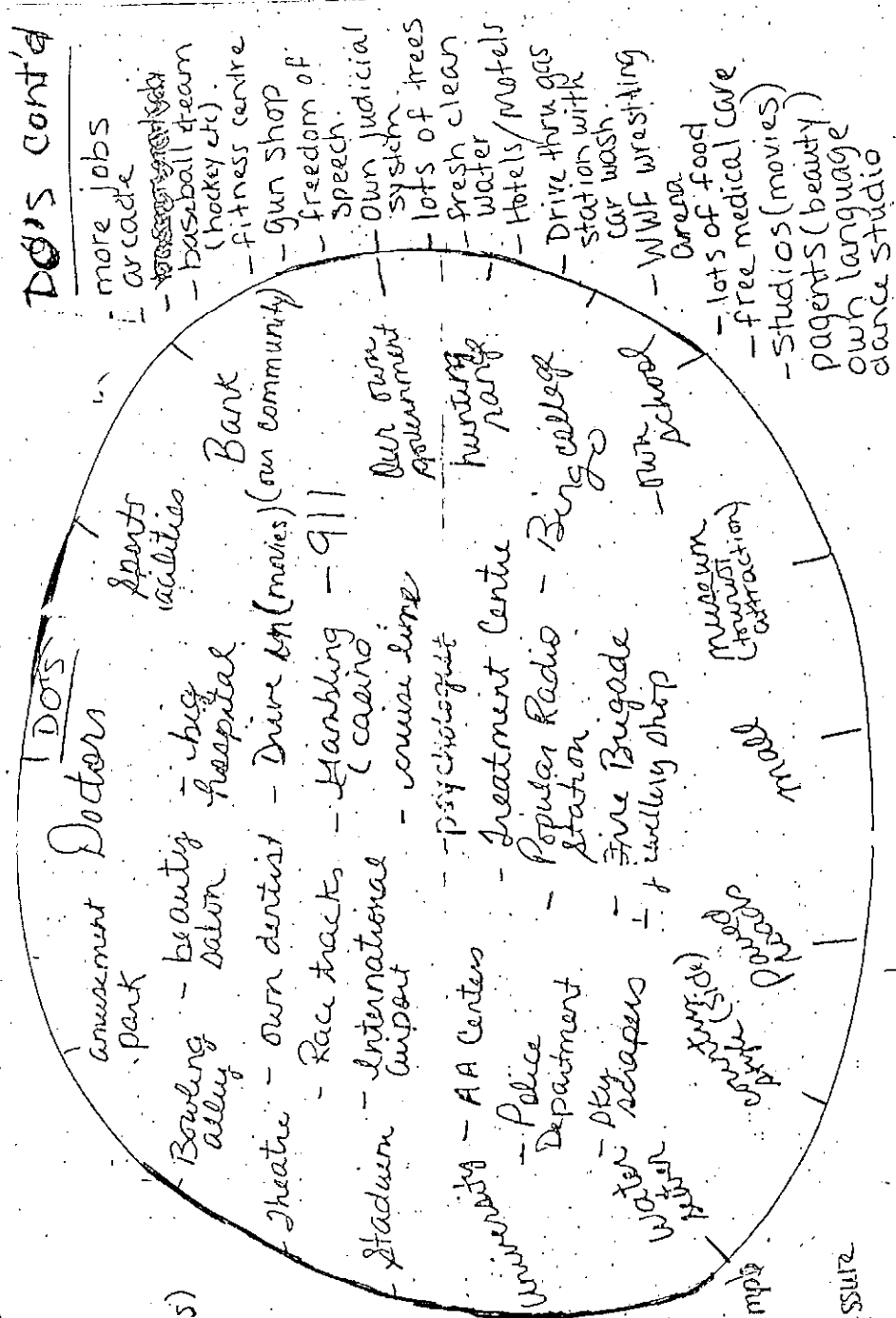
Group Home
Police Station
Take out
old age home

Land
Water & sewer
Hydro
People
Money Interest
Church arena
Night Club
Bank
Gas Station

Our Dream Community

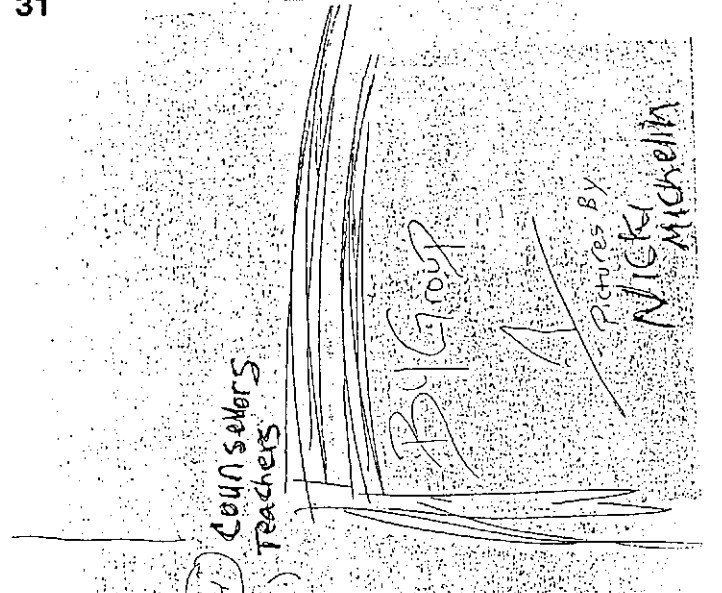
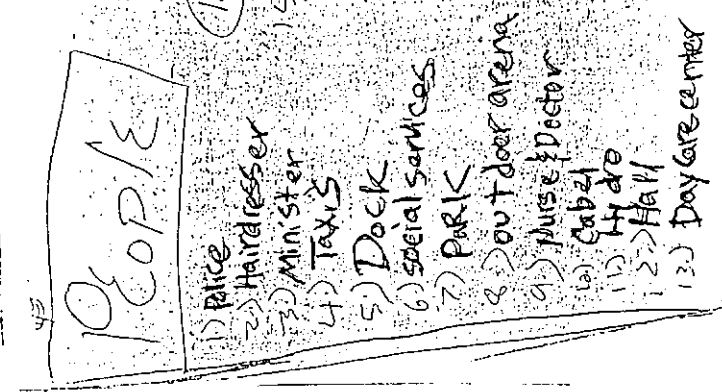
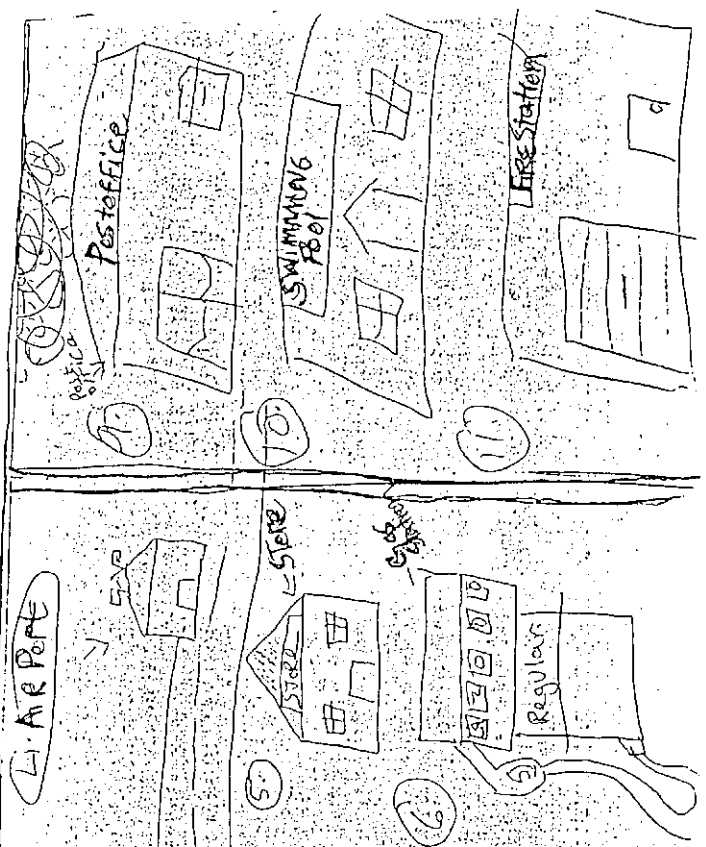
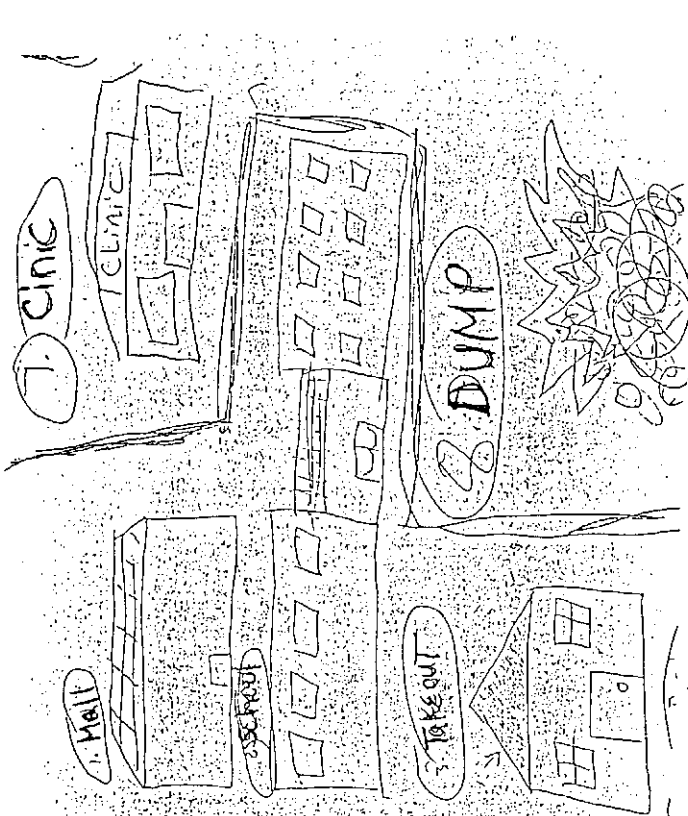
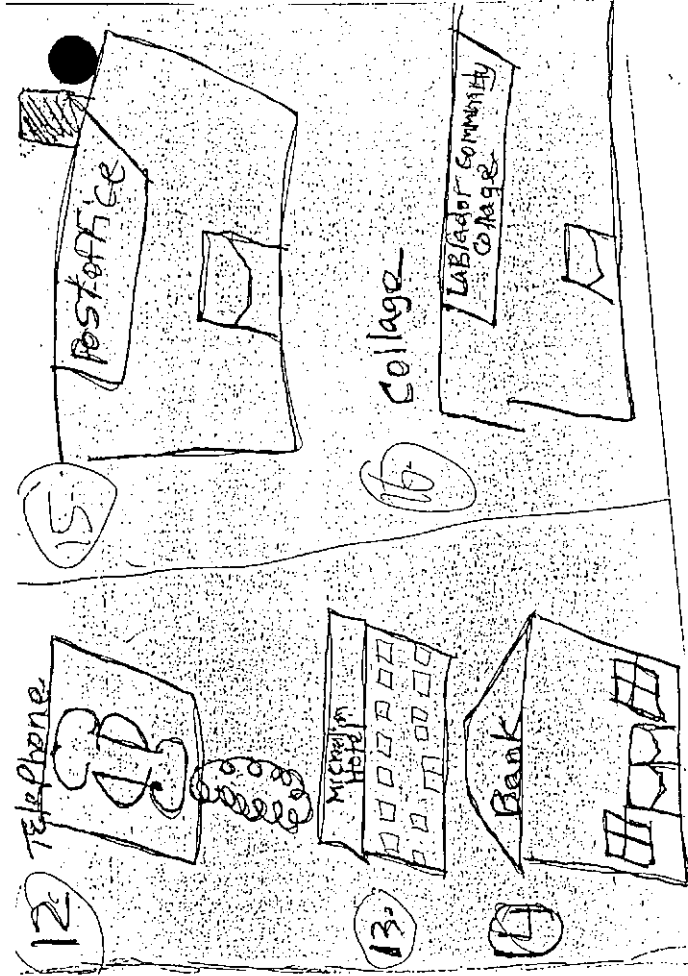
DON'T'S

- abuse
- alcohol
- drugs/dealers
- rapists
- murderers
- street gangs
- robbery
- pollution
- AIDS (diseases)
- overpopulation
- taxes
- violence
- racism
- prejudice
- war (conflict)
- vandalism
- unemployment
- suicide
- gas sniffing
- Rabies
- starvation
- earthquakes
- tornadoes
- floods
- strikes
- extinction of animals
- prostitution/pimps
- sadism
- serial killers
- negative peer pressure



DO'S cont'd

- more jobs
- arcade
- baseball team (hockey etc)
- fitness centre
- gun shop
- freedom of speech
- own judicial system
- lots of trees
- fresh clean water
- Hotels/Motels
- Drive thru gas station with car wash
- NWF wrestling arena
- lots of food
- free medical care
- studios (movies)
- parents (beauty)
- own language
- dance studio



Evaluation Remarks

Evaluation forms were distributed to all participants at the conclusion of the Forum. Twenty three forms were returned.

There appeared to be a high level of enthusiasm from the participants for the conference. Some comments reflected a desire for further events of this kind. There was indication that participants would have liked for the Forum to have run for a longer period of time as there were many areas still left to be explored.

There was an eagerness to have continued more activities at night as the good spirits and energy were not exhausted even after 8 hours of very intense work each day. The "Games Night" was greatly enjoyed and soup supper capped off the events on a very harmonious note.

There were several requests for more time for small group work "next time". It took awhile for some of the groups to grow comfortable with speaking up. Gradually natural leaders developed and the group work started to gain momentum.

This was exciting for many participants and there was a sense of having "just begun" when we began to clue up.

In general, people left the Forum expressing their pleasure for having been invited to participate and indicating a strong desire to "do this again". There were numerous requests regarding when the next Forum would be held.



COORDINATOR'S REMARKS

The development of the forum was a wonderful experience. It exposed me to many dedicated and wise people. The amount of commitment to our young people is evident. As well, the amount of commitment our young people share in the future of our region is self-evident. The participants encompassed a cross-section from 13 years old to 24 years old. This provided us with diverse perspectives and an excellent insight into how our young people feel about many issues.

I have reviewed our goals for the forum and feel quite confident that we met them. It was unfortunate that due to other commitments, several elders who had originally committed to participate had to cancel. The elder participation we received was very valuable as it provided encouragement and faith in the future. We thank them sincerely.

As a development from the forum, several young people felt inspired to participate in the Round Table discussions in their home communities. We had reports back that their comments were quite insightful and that there appeared to be an "energy" about them. If we have succeeded in creating some of this "energy", I feel that we have fulfilled our mandate.

YOUTH FORUM - DELEGATE LIST

NORTH WEST RIVER

NICOLE MICHELIN
LEANNE MICHELIN
BONNIE McLEAN

POSTVILLE

PAULETTE JACQUE
DENNIS JACQUE

NAIN

SEAN LYALL
MARCEL WEBB
JOHANNES TOWNLEY

DAVIS INLET

AARON POKER
LESLIE RICH
LEN RICH

MAKKOVIK

JASON VOISEY
CAROLINE GROVES

HOPEDALE

SUSAN NOCHASAK
TABEA JARARUSE
LOUISA LUCY

RIGOLET

NO DELEGATES

SHESHATSHIU

JANET GREGOIRE
ALEX NUNA
DAN HILL

STAFF

LINDA ANDERSEN
ESTHER WILLIAMS
RHODA NOCHASAK
PHYLLIS CLARKE

PRESENTERS

GARY BAIKIE
SIMEON TSHAKAPESH
MARY MAY OSMOND
TRUDY FLOWERS
PATTI DICKER

INVITED GUESTS

EUGENIE WINTERS
SYBILLA HUNTER
REVEREND RAY HUNTER
EDWARD GEAR

ELDERS

CHRISTINE BAIKIE
WILLIAM ONALIK
SYBILLA NITSMAN
PHILLIP HUNTER

SPECIAL EVENTS COORDINATION

MARGARET JARARUSE AND HOPEDALE WOMEN'S GROUP - SOUP SUPPER

RICK PLOWMAN - PRINCIPAL AMOS CORMENIUS SCHOOL

SHERRY FITZGERALD - PHYSICAL EDUCATION COORDINATOR - INUIT GAMES NIGHT

HULDA PIJOGGE - COORDINATOR - LIFE SKILLS PROGRAM

YOUTH FORUM AGENDA

TRAVEL DAY : FEBRUARY 23,1993

Travel Day - Arrive in Hopedale at approximately 12:00. Leave for billets and lunch. Time allocated to get settled.

7:00 - Meet at the conference room for WELCOME ADDRESS

HOUSEKEEPING ITEMS

7:30 - INFORMAL GATHERING - opportunity to socialize with fellow delegates.

REGISTRATION OF DELEGATES

REVIEW AGENDA FOR NEXT TWO DAYS

9:00 - ADJOURN FOR EVENING .Young people to return to billets for evening.

DAY ONE: FEBRUARY 24, 1993

9:00 - Opening address - Phyllis Clarke (Labrador Legal Services)

Welcome by Deputy Mayor - Edward Gear

Opening Prayer - Reverend Hunter

9:15 - Workshop #1 (Phyllis Clarke)

Icebreaker

Intro to the Royal Commission (15 MINS)

9:30 - WORKSHOP on SELF-ESTEEM

VIDEO ON "HOW TO SAY NO AND KEEP YOUR FRIENDS"

-Workshop will deal with issues regarding feeling good about yourself, making good choices, and coping with peer pressure.

SMALL GROUP WORK - Break into small groups and discuss given themes.

10:15 Report back to large group

10:30 BREAK

10:45 - Workshop #2 (Gary Baikie)

Presentation on Land claims/Self-government

Gary Baikie, representing LIA, will present an overview on the concept of self-government and the land claims issue.

Opportunities for questions afterward.

11:30 Clue up morning's activities

12:00 Lunch break

1:30 - Workshop #3
FLEXI - TIME

2:45 - BREAK

3:00 - Exercise #3

Presentation by Patti Dicker and Trudy Flowers, two aboriginal teachers who have completed teacher training in two different routes.

4:30 - Adjourn for the day

EVENING

OPEN SESSION AT GYMNASIUM AT SCHOOL - INUIT GAMES PARTICIPATION

DAY TWO: FEBRUARY 26, 1993

9:00 **OPENING REMARKS - Linda Andersen -Executive Director
LLS**

9:15 **Video on "LET YOUR VOICE BE HEARD"- This video deals with
the concepts of goalsetting, overcoming obstacles, staying on
track, positive role-models, etc.**

9:45 **Small group work - break into small groups to work with
themes such as those identified above.**

10:15 **Report back to larger group**

10:30 **BREAK**

10:45

EXERCISE #4

Positive Role-models Workshop

Simeon Tshakapesh - Tribal Police Officer will discuss the route that he took in order to achieve the goal of becoming a trained police officer. He will discuss some of the issues related to the future of his community, specifically, and how he has used positive thinking and looking to the future to problem-solve.

Depending on availability, Community service worker, Mary May Osmond, will discuss the nature of her work and how the same principles of positive thinking and goal-setting apply to life achievements.

11:30

LUNCH

1:00

EXERCISE #5

Workshop on community of the future-

Break into small groups and assess how you would design a model community of the future.

DISCUSSION PERIOD - report back to large group.

2:45

BREAK

3:00

PANEL DISCUSSION

"Fast Forward to the Future"- Using the goalsetting strategies and overcoming obstacles tools developed previously, and drawing from the wish list of the "Community of the Future", Decide what you feel will be needed for your community to be thriving and successful in 15 years.

4:30

CLOSING PRAYER - REVEREND HUNTER

EVENING

**6:00 SOUP SUPPER PREPARED BY HOPEDALE WOMEN'S
GROUP
FOLLOWED BY ELDERS STORYTELLING**

9:00 CLOSING REMARKS BY PHYLLIS CLARKE

GREAT PRAYER

*To the most sacred and profound mystery,
the Creator of the Universe and of
humankind, I send these thoughts
and these prayers.*

*August 1983
Vancouver, British Columbia*

I give thanks
For the power
And the beauty
And the sacredness
Of your Creation.

I give thanks
For the spirit helpers
Who come to help
And who inspire us
With wisdom and understanding
From the world beyond.

I send these thoughts to you
The Creator and the keeper
Of the universe.
I send these words of affirmation and hope.

For all that lives
here on Earth Mother
How could it be
That you the Holy One,
The supreme architect, the maker and the keeper
Of all life,
How could it be that you would let your work be destroyed
By the hand of man?
Was that part of your plan?

BILL OF RIGHTS*

(From material taken from a workshop on assertiveness training by Patricia Jakubowski-Spector, July 1974, University of Maryland.)

1. You have the right to refuse requests from others without feeling selfish or guilty.
2. You have the right to feel and express anger and other emotions.
3. You have the right to feel healthy competitiveness.
4. You have the right to use your judgment in deciding your own needs.
5. You have the right to make mistakes.
6. You have the right to have your opinions and ideas given the same respect and consideration others have.
7. You have the right to ask for consideration, help and/or affection from others.
8. You have the right to be treated as an adult.
9. You have the right to tell others what your needs are.
10. You have the right on some occasions to make demands on others.
11. You have the right to ask others to change their behavior.
12. You have the right to be treated as a capable adult and not be patronized.
13. You have the right to not automatically be assumed wrong.
14. You have the right to take time to sort out your reactions—to use your time space rather than others' time space.
15. You have the right not to have others impose their values on you.