

**Chapter:** The University of Saskatchewan  
**Program year:** 2023-2024  
**Project Name:** The Right to Roam

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**SECTION A – ORGANIZATIONAL INFORMATION**

1. **Name of Organization:** Saskatoon Indian and Métis Friendship Centre

2. **Mailing Address of Organization:** 168 Wall St, Saskatoon, SK, S7K 1N4

3. **Website of Organization:** <https://www.simfc.ca>

4. **Type of Organization:**

- Charity
- Not-for-profit
- Association
- Government
- University
- Law firm
- Other please specify

5. **Brief overview of the organization's mandate (2 to 4 lines maximum):**

The Saskatoon Indian and Métis Friendship Centre (SIMFC) is a non-political, autonomous and a non-profit organization that serves Indigenous peoples living in urban environments. It is part of the Friendship Centre Movement. SIMFC supports Indigenous cultural distinctiveness by providing community development services for all ages.

6. **Organization Contact Person**

Name: Raymond Laliberte.

Title: Executive Director

Telephone Number: (306)244-0174

Email Address: [ed@simfc.ca](mailto:ed@simfc.ca)

7. **Preferred mode of contact:** Phone  Email

8. **Lawyer supervisor(s)**

*Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.*

Type of Lawyer Supervisor:

*Note: Please check only **ONE** of the following.*

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Lawyer Supervisor - Insured

Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Name: Andrea Phillips

Title: Indigenous Policy Counsel

Organization/Firm: Legal Aid Saskatchewan

Telephone Number: 306-933-1012

Email Address: aphillips@legalaid.sk.ca

The lawyer supervisor is:

An employee of your organization

A board member

Other Andrea Phillips is the daughter of a Métis mother and a Scottish father with deep connections to the Red River Settlement. Andrea currently practices at Legal Aid Saskatchewan as Indigenous Policy Counsel with an aim to build and foster connections with First Nation and Métis communities to work together to create culturally relevant services and experiences within the justice system. Andrea is familiar with the Treaties and Traditional Territories of the Indigenous peoples of what is now called Saskatchewan and has deep knowledge and experience working with people who are marginalized due to race, culture, economic, and other social factors.

**9. How often will the lawyer supervisor be available to meet with the student(s)?** The lawyer supervisor will be available to meet with the students in early October to approve the workplan and as required throughout the academic year to guide and approve the students' research.

**10. Due to the ongoing COVID-19 pandemic, and related university directives/policies, students may be required to complete some or all of their volunteer placement virtually and from home. Can student volunteers on this project complete their work virtually and from home? Please confirm yes/no.**

Yes.

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## SECTION B – PROJECT INFORMATION

**11. Please describe the project tasks:**

### Description of Project

The “Right to Roam” is a principle that is quite common and successful in Northern Europe. It is described as: the general public’s right to access certain public or privately owned land, lakes, and

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rivers for recreation and exercise. However, economic exploitation of the land, such as hunting and logging, is generally excluded from this access. Various Treaty Rights in Canada ensure certain levels of access which seems to go beyond what the Right to Roam provides. The Right to Roam legislation leans towards being more rural suited than urban suited. This project aims to research Northern European Right to Roam legislation and see if there is any research where it could be adapted for urban settings. To see if it can be applicable in Canada.

\*Note: The Student Volunteers will not provide legal advice. The final project will provide an objective legal information summary and will include a PBSC disclaimer.

## Role of Student Volunteers

The students will create a research memo that addresses the following questions and objectives (and any other relevant information they find in their research):

- Research Right to Roam laws/legislation throughout the world.
- How does the Right to Roam work in Northern Europe and other places?
- Research access to land laws and treaties for Indigenous people in Canada.
- What activities are prohibited within these laws?
- What activities are allowed within these laws?
- Research relevant court cases throughout the world.
- Research whether Right to Roam laws have applied to urban areas.
- What is the line between Right to Roam and trespassing on property? Is this something that can be clearly understood to ensure that the Right to Roam is used properly?

## Role of Supervising Lawyers

The lawyer supervisor will ensure that the students' research is an accurate reflection of the law and current realities in Saskatchewan and approve the final content produced.

## Which types of law are used in this project?

Property Law, Indigenous Law, Human Rights Law

## 12. What is the main project deliverable?

Select **ONE** option.

- A.  Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B.  Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C.  Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

**13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable? Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this**

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*Form.* If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

- A.  I consent to PBSC saving a duplicate of the project deliverable.  
B.  I do not consent to PBSC saving a duplicate of the project deliverable.

**14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?**

**Note: PBSC's Client Impact Survey** is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality

Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution.  
Click or tap here to enter text.

**15. A work plan is required for this project:** Yes  No

*If yes, the student(s) must reach out to the lawyer supervisor, draft a work plan, and submit it by email to the Program Coordinator and the lawyer supervisor by November 1st at the latest. Please note that workplans are required for all legal research and writing projects.*

Workplan will be submitted in early October and will include:

- A schedule with timelines/benchmarks for when pieces of work will be complete.
- Include a schedule for regular check-ins with the Organization/Lawyer Supervisor.

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- Indicate a final deadline when the project will be complete.

**16. Do you have PBSC placements with students from any other PBSC chapter(s)?**

*If so, which chapters? Do the placements relate to the same project?*

No.

**17. What type of training will the organization provide to the student(s)?**

*Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop.*

Students will receive general training from PBSC. Students will also attend an Orientation at SIMFC.

**18. How many students would you like assigned to this project?**

2 students.

**19. How many hours per week will the student volunteer(s) be expected to work?**

*Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.*

Students are expected to volunteer 3-5 hours per week.

**20. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?**

The work will be flexible, but students will be expected to attend scheduled meetings and meet work deadlines.

**21. Is workspace provided for the student volunteer(s) at your organization?**

No.

**22. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)**

Students will need access to the internet, a computer and Zoom.

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### SECTION C – STUDENT REQUIREMENTS

**23. Is there an expectation for the student(s) to be bilingual?**

No.

**24. Can first year law students volunteer for this project? Yes  No**

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**25. Please list any law school prerequisites required for this project.** (e.g., administrative law, family law, immigration and refugee law.)

There are no prerequisites.

**26. Please list any other requirements or expectations for this project.** (e.g., professional or academic background, experience, etc.)

There are no prerequisites, but preference will be given to Indigenous students.

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### SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

**27. Which project model(s) most accurately describes this project?** If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project's activities. If the relevant project model is not indicated below, please contact your Program Officer.

- Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)
- Research (memoranda used for internal purposes only)
- Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)
- Other (please specify)

**28. Which communities does this project serve?** Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below. You will have the opportunity to choose the type of law in the following question.

- \_\_\_ Children & Youth
- \_\_\_ Domestic Violence Survivors
- \_\_\_ Women
- 2 Homeless & marginally housed
- \_\_\_ Immigrants, refugees & newcomers
- 1 Indigenous (First Nations, Inuit, Métis)
- \_\_\_ LGBTQ+
- \_\_\_ Linguistic minorities
- 3 People living in poverty
- \_\_\_ People living with disabilities & chronic illnesses
- \_\_\_ People living with HIV
- \_\_\_ People living with mental health challenges
- \_\_\_ Precariously employed individuals
- \_\_\_ Prisoners & former prisoners

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- Racialized communities
- Religious minority communities
- Self-represented litigants
- Seniors
- Trans and gender diverse individuals
- Two-Spirit individuals
- Veterans
- Other: General Project – no specific community being served (***note: comments are mandatory if this option is selected***)

Comments:

Click or tap here to enter text.

### Project reviewed by On-site Supervisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Note: A final/complete copy of this Project Description Form must be provided to:**

- The Organization Contact Person
- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office