

PLANNING

In Northern Saskatchewan

PROGRAM

A Guide for Community
Sport, Culture & Recreation
Program Planning

Developed by the Northern Sport, Culture & Recreation District Inc.



Introduction

Successful sport, culture and recreation programs don't just happen – they are planned. Program planning outlines what needs to be done, who does it, when it is done and where.

Program planning gives agencies, organizations, staff and volunteers confidence that they are making the most effective use of their time and resources.

Program planning also ensures that programs meet the needs of the community and that there will be minimal duplication of sport, culture and recreation programs and services. A strong planning process ensures cooperation and communication among agencies and organizations who share a mandate to provide sport, culture and recreation programs and services.

The following guide outlines the basic steps that can be followed within the program planning process. These steps will work for all community organizations with a sport, culture and recreation mandate such as Recreation Boards, Friendship Centers or the Northern Community & School Recreation Coordinator Program.

The program planning process can be done together with agencies and organizations from the community with a sport, culture and recreation mandate. As well, the process can be followed by an individual agency or organization.

The following information covers the basic steps in the program planning process. This information is intended to be used as a guide to assist northern sport, culture and recreation organizations with their program planning process.

Facilitation support to assist agencies or organizations to follow this process is available from the Northern Sport, Culture and Recreation District.

There are 6 steps in the planning process...

STEP 1 – Determine Needs and Assets

STEP 2 – Generating Program Ideas

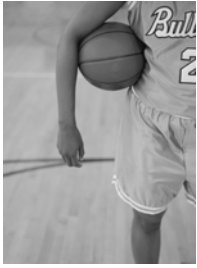
STEP 3 – Making Program Decisions

STEP 4 – Develop an Annual Program Plan

STEP 5 – Implement Program Design

STEP 6 – Evaluating the Program

PROGRAM PLANNING



Step 1 - Determine Needs

For a program to be successful it must be needed by and interesting to those involved. The agencies or organizations with a sport, culture or recreation mandate must know the community – who's in it, what programs exist and what people want.

A. WHO ARE WE SERVING – A COMMUNITY PROFILE

Complete a community profile to get a clear picture of who makes up your community. The profile consists of a breakdown of the total population by age, gender and special needs. Most of the information you will need is available through your band/council office.

Sample - Community Profile

| Age Grouping | Population Totals | Gender | | Special Interest/Needs |
|---------------|-------------------|---------------|---|------------------------|
| | | Male / Female | | |
| | | M | F | |
| 0 – 4 years | | | | |
| 5 – 14 years | | | | |
| 15 – 19 years | | | | |
| 20 – 24 years | | | | |
| 25 – 44 years | | | | |
| 45 – 64 years | | | | |
| 65 + years | | | | |
| TOTAL | | | | |

Additional Notes (i.e. Number of First Nations, Métis, or Aboriginal Peoples):

Source:



PROGRAM PLANNING

B. COMMUNITY INPUT - WHAT DO PEOPLE WANT TO DO?

Questionnaires, surveys, one – on – one discussion, public meetings, etc. are all ways to determine how the people in your community view sport, culture and recreation, what they are interested in and what they would like to see provided.

Remember:

- 👁️ Sometimes people only ask for what they know. Communities often need to be exposed to new program opportunities.
- 👁️ When gathering information, be sure all age groups, genders and people with special needs are included.
- 👁️ Avoid listening to the loudest voice

Samples and examples of questionnaires and surveys are available from the Northern Sport, Culture and Recreation District.

C. COMMUNITY PROGRAM PROFILE: WHAT PROGRAMS EXIST NOW? (OVER A ONE YEAR PERIOD)

The Community Programs Grid will provide a picture of what programs are occurring now. It breaks down the programs by age/target, gender, frequency and season, within program categories.

Sample – Community Programs Grid

| | SPORT (i.e. hockey, volleyball) | RECREATION (i.e. intellectual, physical activity, social) | CULTURE (i.e. Creative, traditional, contemporary) | SPECIAL EVENTS |
|------------------------------------|---|---|--|-----------------------|
| Pre-School 0-5 years | | | | |
| Children 6-12 years | | EXAMPLE: GIRL GUIDES F FA/W/SP | | |
| Youth 13-19 years | | | | |
| Young Adults 20-35 years | | | | |
| Adults 36-60 years | | | | |
| Elders/Seniors 61 years+ | | | | |
| Family/Community | | | EXAMPLE: FAMILY GAMES NIGHT M/F F/W/S | |

Instructions:

Complete the Community Programs Grid listing the programs that have been implemented over a one year period.

Codes:

Gender: Male (M) Female (F) Male & Female (M/F)
 Seasons: Fall (FA) Winter (W) Spring (SP) Summer (SU)

See examples on Program Grid



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D. GAP ANALYSIS

Answer these questions after you have completed the Community Programs Grid.

What have you learned?

- Are there gaps in the grid i.e. seasons or age groups with little or no programs?
- Is there a balance between sport, culture and recreation programs?
- Are programs appropriate for the positive development of community?
- Are the programs making the best use of community members, resources and facilities?
- Have special events been planned with partners in the community?
- Are there any other observations?

E. COMMUNITY ASSETS/STRENGTHS

Every community has strengths, skills, or another word to describe these is “assets”. These are important people, places and things to use and be proud of! Please use more paper if you need it!

PEOPLE

Who are the people that are paid in your community to provide sport, culture, recreation and/or physical activity programs?

| Who (name) | What (organization) | Skills |
|------------|---------------------|--------|
| | | |
| | | |
| | | |
| | | |
| | | |

Who are the other (i.e. volunteers, artists, cultural camp leaders, coaches, recreation leaders, etc.) people assets in your community?

| Who (name) | What (skills) |
|------------|---------------|
| | |
| | |
| | |
| | |

What other people, organizations, businesses support recreation in your community? (i.e. the store, Health Centre staff, RCMP).



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PROGRAMS

What organizations/committees lead your community programs? (i.e. recreation board, Northern Community & School Recreation Coordinator Program Steering Committee, etc.). Is it formalized (i.e. through council)?

Are their clubs or other organizations that are organized to provide programs (i.e. minor hockey, arts council, girl guides, etc.)?

What are your major community events and programs that you are proud of?

FACILITIES

What facilities do you have for:

Sport Programming?

Recreation Programming?



Culture Programming/Heritage Sites?

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Step 2 - Generating Program Ideas

A. TYPES OF ACTIVITIES

There are tons of activities you can choose from when developing your sport, culture and recreation programs.

There are also a wide range of ongoing and special program opportunities that are available for northern communities to access either from: The Northern Sport, Culture and Recreation District; Prince Albert Grand Council; Meadow Lake Tribal Council; or from provincial sport, culture and recreation organizations and agencies.

For example: Zone 9 Sport Jamborees, northern physical activity special events, water safety programs and cultural activities such as fiddling, theatre, visual arts and dance.

As well, be sure to ask what assistance is available to communities wishing to develop new sport, culture and recreation. Find out if there are funding or resource personnel that can support communities. Perhaps there is another northern community who has already successfully offered some of these programs and they can offer some helpful advice or assistance.

This is a sampling of program ideas

CULTURE

- Astronomy
- Sci Fi Camps
- Cooking
- Beading
- Woodworking
- Writing
- Tufting
- Collecting coins, hats, cards, stamps, rocks
- Storytelling
- Language classes
- Radio productions
- Bannock bake-offs
- Potluck dinners
- Drawing and sketching

- Sewing and needlecraft knitting
- Quilting, embroidery
- Moccasin making
- Weaving
- Baskets
- Tapestry weaving
- Dance: Hip Hop, belly, jigging, ballet
- Social Dances, square dances, formal dances, traditional dance, pow wows, round dance
- Hand Games



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SPORT

Archery
Athletics (Track & Field)
Badminton
Baseball
Basketball
Bowling
Boxing
Broomball
Canoe
Curling
Cycling
Darts
Field Hockey
Football
Golf
Gymnastics
Hockey
Horseshoe
Judo
Karate
Lacrosse
Rifle
Ringette
Rowing
Sailing
Skating (Figure & Power)
Ski (including Cross Country)
Soccer
Softball
Amateur Speed Skating
Swimming
Table Tennis
TaeKwon-Do
Tennis
Triathlon
Volleyball
Water Ski
Weightlifting
Wrestling
Special Olympics Saskatchewan

Physical Activity Programs/Initiatives

Community Walking Programs
Walking Poker Rallies
Northern Physical Activity Week
International Walk to School &
Everywhere Else Month
Workplace Physical Activity Challenges
Diabetes Wellness Relay

Environment changes, i.e. crosswalks,
sidewalks, bike paths, bike racks
Pedometer Challenges
Walking School Bus

RECREATION

Camping/Outdoor living fire building
Map and compass work picnicking
Backpacking
Nature Oriented nature crafts
Tree/plant identification nature walks
Animal Tracking
Outdoor photography
Bird identification
Outdoor Sports hunting
Fishing
Boating
Hiking
Snowmobiling
Snowshoeing
White water kayaking/canoeing
Mountain climbing
Rock climbing
Reading
Book clubs
Reading to others
Speaking
Letter writing clubs
Poetry readings
Creative writing classes
Play writing
Parties
Party games
Pageants
Card parties
Scavenger hunts
Clubs
Drop-ins
Coffee houses
Seniors clubs, youth clubs

Family or Special Events

Holiday celebrations/parties
Fun Nights
Addictions Week
National Aboriginal Day
Canada Day
Family Games Nights
Volunteer Appreciation Events
Family Dances
Potlucks/BBQs



Step 3 -Making Program Decisions

A. REVIEW ORGANIZATIONS /AGENCIES MANDATE

This is a good time for your agencies and organizations to review its vision, mission, goals and objectives. If there is more than one agency or organization participating in the program planning process – this information should be shared with each other. It is important to ensure that program decisions reflect the mandate of community agencies and organizations. There is also a strong possibility that some agencies may share a common sport, culture and recreation mandate. If so, this will support and encourage the potential to co share, partner or to cross promote programs.

Some programs such as The Northern Community School and Recreation Coordinator Program (NC&SRCP) have purpose, goals and objectives clearly identified by the funding organization. Other organizations such as recreation boards will have its mandate noted in their municipal or band council by laws. Other organizations may refer to their constitution or to their terms of reference.

Assistance to develop a vision, mission, goals and objectives is available through the Northern Sport, Culture & Recreation District.

B. PRIORITIZE PROGRAM IDEAS

Decide which programs might best meet the needs of the community. These decisions should be based upon what was learned in Step 1 – the identification of needs and assets. Consider these questions.

- 👁️ Are there skilled leaders or instructors who live within or close to the community?
- 👁️ Is there equipment, facilities and financial resources available to support specific programs?
- 👁️ Are there regional, north wide or provincial sport, culture and recreation programs or resources that can be accessed to support specific programs?

Following this discussion, choose the “top” program priorities. The group should agree on the programs that will be continued and determine what new programs will be initiated over the next year.

C. DECIDE WHICH PROGRAMS TO PLAN AND WHO’S IN CHARGE

Each agency or organization will have its own process to follow to confirm program decisions. However, organizations and agencies with a sport, culture and recreation mandate should confirm:

- 👁️ What programs they will **continue** to offer as independent agencies or organizations;
- 👁️ What new or different programs they will **initiate** as independent agencies or organizations and;
- 👁️ Which programs agencies or organizations are willing to support in **partnership** with other community agencies or organizations.



This information will form the foundation of a **community or interagency** sport, culture and recreation Annual Program Plan.

As well, individual agencies or organizations will be positioned to develop their own specific sport, culture and recreation Annual Program Plan with the confidence that their programs are meeting the needs of the community and will support and compliment the sport, culture and recreation programs that are being delivered in their community by other agencies or organizations who share a sport, culture and recreation mandate.

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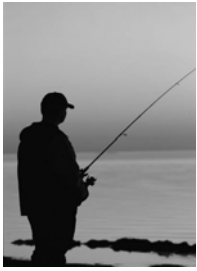
Step 4 - Develop an Annual Program Plan

Each agency or organization will have its own specific format to follow in developing its annual sport, culture and recreation program plan. Annual program plans do not need to be detailed – but rather reflects the “road map” or general overview of programs to be initiated over the upcoming year. It is understood that other program opportunities will likely occur though out the year.

In some cases, such as the Northern Community & School Recreation Coordinator Program, annual program plans are a requirement of funding. An example of the Northern Community & School Recreation Coordinator Annual Program Plan template is provided as a sample.

Sample – Northern Community & School Recreation Coordinator Annual Program Plan

| Season | Program | Target Group: (Age/gender/other) | Focus: (Sport, Culture, Recreation) | Scope: (Special event or ongoing program) | Program Partners: (if applicable) | Budget: | C&SRCP Role: (lead, coordinate, assist, support, \$, other) |
|--------|---------|-------------------------------------|--|---|--|---------|--|
| Fall | | | | | | | |
| Winter | | | | | | | |
| Spring | | | | | | | |
| Summer | | | | | | | |



Step 5 - Implement Program Design

A. DEVELOP INDIVIDUAL PROGRAM PLANS

Once you have created your Annual Program Plan, it is helpful to develop Individual Program Plans. Following is an example.

Sample – Individual Program Plan

Date: April 13, 2002

Time: 1:00 pm

Program: Family Water Safety

Leaders: Stew and Sue

Activities

Time

Intro – group juggle

1:10 –1:20

– name game

1:20 –1:25

– water safety skit

1:25 –1:35

Water games

– tag

1:35 – 1:45

– water polo

1:45 –2:15

– rescue relays

2:15 –2:25

Safety video and discussion

2:35 –3:00

Snacks

3:00 –3:15

Back-up Plan:

If it is raining, we will hold it in the hall and play some indoor games, e.g. starboard.

Equipment Needed:

first aid kit, video, TV, 10 soft balls, costumes and props, polo nets and ball, cookies and juice, lifejackets, throwing assists

Special Considerations:

The polo nets should be set up in advance. The TV and VCR should be ready. Be sure to get the keys to the hall.

PROGRAM PLANNING



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Program Planning Checklist

To get your program started, answer the following questions:

Program

- What is the program?
- How long it will run?
- When?
- Where?
- What equipment and supplies are needed?
- Who will be leading?
- Who does the paperwork?
- What are the costs?
- What kind of promotion will be used?
- What's the back-up plan?

People

- Recruit leaders.
- Recruit volunteers.
- Provide necessary training and information.
- Inform necessary people that program is happening.

Facility

- What facility is to be used?
- Who books the facility in advance?
- Who will open/lock facility?
- Who cleans up?
- What if something gets broken?
- Is there appropriate insurance?
- What if there is a fire?
- What if someone gets hurt?
- Is it available when needed?
- Is there enough space?
- Is it suitable space?

Equipment

- Gather equipment.
- Improvise with available resources.
- Borrow.
- Purchase.
- Determine a method to track equipment.
- Record equipment condition.
- Ensure it's available when needed.



Program Planning Checklist Cont'd

Budget

- Prepare budget.
- Look at the costs for travel, equipment, meals, accommodations, facility rental, etc.
- Review funding resources including recreation budget, grants, donations, council, community organizations, fees.

Promotion

- Create and distribute flyers, posters, brochures, etc.
- Announce on radio, TV, school, band office, nursing station.
- Use word of mouth.
- Be sure to remove posters when event is over.

Miscellaneous

- Confirm flights when traveling or bringing instructors into the community.
- Determine who will meet visitors.
- Arrange visitor accommodation.

PROGRAM PLANNING



PROGRAM PLANNING

B. DEVELOP AN ACTION PLAN

The most basic skill required in this step is **organization**. To ensure attention is given to all details and eliminate last minute scrambling, it is helpful to develop an action plan. This plan includes a list of all the tasks that need to be completed, when and by whom.

Tips in Action Planning:

- Break down activities into manageable tasks.
- When assigning responsibilities, be careful not to overload one person.
- Spread timelines out over the full period of time.
- When calculating required resources, include both financial and human costs.
- Check the realism of the plan. Can the activities actually be accomplished as the plan describes?

Following is an example.

Sample – Action Plan

Program: Summer Swimming Lessons

| Task | Date | Who |
|--------------------------------------|-------------|----------------|
| Call Red Cross | April 10 | John |
| Talk to parents | April 30 | Francis & John |
| Locate appropriate water front | June 10 | John |
| Clean water front area | June 15 | Sal |
| Identify safety equipment | May 15 | John |
| Price equipment | May 30 | John |
| Purchase safety equipment | June 15 | John |
| Ensure safety equipment is at site | June 30 | Sal |
| Place buoys at site | June 30 | Sal |
| Secure school bus for transportation | June 15 | Mary |
| Secure driver | June 15 | Mary |
| Find accommodation for instructor | June 10 | Mary |
| Determine course costs | April 15 | John |

C. ADDITIONAL CONSIDERATIONS

In addition to the specific planning tasks, the following details should also be considered.

PROMOTION

Promotion is useful in convincing people to participate in activities. It must be done in advance to make sure as many people as possible know what is going on. Participants need to be informed, educated, sometimes persuaded and often reminded.

There are a variety of ways to promote programs. Think of who you are trying to reach and be creative.



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Methods of promotion include:

- *Incentives* – contests, exhibits, displays, coupons, brochures, temporary price cuts
- *Advertising* – local television, newspaper, radio, posters
- *Publicity* – newsletters, news releases, radio and TV interviews highlighting events, activities
- *Persuasion* - face-to-face recruitment, school, church, community centre visits
- *Published Program Schedule* – printed schedule or brochure highlighting programs, times, locations posted in public areas and sent to schools, offices, etc.

MOTIVATION

Motivation inspires people to participate and is an ongoing task.

Motivation tips include:

- *Environment* – Create an environment where people feel comfortable and set the tone for a good time.
- *Skill Development* – Most people lose interest in activities if they do not get any better at them. Plan activities that allow growth and development, like swimming levels, intramural or competition leagues.
- *Success Recognition* – Participants appreciate recognition for accomplishments, like receiving badges, trophies, ribbons.
- *Encouragement* – Most participants are influenced to some degree by others. Encourage participants to recruit their friends and co-workers. Peer pressure and approval is a motivational force.

SCHEDULING

Scheduling includes the length, days in the week and time of day programs are offered. Schedules need to fit the type of activity offered and the lifestyles of the participants. Consider whether they are working, going to school, taking care of children, siblings, grandparents etc. Recreation calendars can be developed according to a calendar year, monthly, weekly or daily.

KEEPING RECORDS

Although paperwork can be tedious, records are essential for tracking progress, budgets, health and safety and program evaluations. In the long run, they may save hours of future planning and documentation needs.

The most important records include:

- *Program Records* – explain the program, how it runs, its successes and failures and why they happened, number of participants. These are good for reference in planning future events.
- *Personnel Records* – track staff hours, vacation, sick days. These are important for planning and budgeting.
- *Attendance Records* – track the number of participants in a program. They help in evaluating programs.
- *Accident/Incident Reports* – track accidents and incidents and how they were dealt with. The reports allow the recreation director to manage liability and look at solutions for problem areas.
- *Permission Slips* – track which children have permission to participate or



leave a program. These are also useful for liability issues.

- 👁️ *Vandalism/Damage/Theft Records* – track damage and losses. They are useful when budgeting and planning prevention programs.
- 👁️ *Equipment and Facility Records* – track equipment inventory, conditions and maintenance.

Step 6 - Evaluating the Program

Evaluations help determine the success of a program and its value. The results need to be analyzed to enhance or improve current programs and plan new ones.

Evaluations are based on:

- 👁️ What went well and not so well?
- 👁️ How was it organized?
- 👁️ Were there enough participants?
- 👁️ How could it be improved?
- 👁️ Should it be offered again?
- 👁️ How was the leadership?
- 👁️ Were there enough resources?
- 👁️ Did the event take place at a good time?
- 👁️ Did the participants enjoy themselves?

The results of this process need to be analyzed and written up in a report. Over time, things are forgotten or distorted if not recorded promptly and accurately. Reports can be formal or informal, depending on their use. The information can be collected from records, self-appraisals, observations, discussions, and/or questionnaires. It is important to critically and honestly consider the information collected and what it may or may not mean.

Following is an example.

Sample – Program Evaluation Report

Program:

Date:

Number of Participants:

Participant Breakdown (age and gender):

Activity Details:

Successes:

Challenges:

Recommendations:



PROGRAM PLANNING

Contact Information

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References

Manitoba Aboriginal and Northern Affairs, **Aboriginal Community Recreation Resource Manual**. 2002

