

8. Effective Programming – Finding Balance

- Program Planning in Northern Saskatchewan
- Community Needs Assessment
- Planning For Different Ages
- Programming For People With Disabilities
- Program Evaluation
- Workshop or Event Evaluation Tool
- Attendance Record
- Accident Report (example)
- Permission Slip (example)

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 Male / Female		Special Interest/Needs
		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:

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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).



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?

PROGRAM PLANNING



Culture Programming/Heritage Sites?

PROGRAM PLANNING

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



PROGRAM PLANNING

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.

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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



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:

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References

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

Community Needs Assessment

(Source: Manitoba Recreation Director's Handbook)

To be a success a program must be of interest and need to the community. To determine this, the recreation director must know his/her community – who's in it, what programs and resources exist and what people want. Start by collecting all the information and then review the results to clearly understand the need.

A. Who's in it? A Community Profile

To see a clear picture of who makes up your community, complete a community profile. The profile breaks down the total population by age, gender and special needs. Most of the information needed is available through your council office.

B. What exists? Community Programs

Compile a list of community programs. Approach the local churches, schools, recreation department, health and social services, clubs and associations, etc. They often offer a variety of after school, evening, weekend, seasonal, and special event programs. Find out such things as:

- What types of programs they run – physical (e.g. sports), social (e.g. drop in), creative (e.g. painting), educational (e.g. book clubs), cultural (e.g. jigging classes)?
- Who attends (age, gender)?
- How many people attend?
- When are they held?
- Are they a success?

C. What people want. Community Participation

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

(See Big Picture Planning – Section 11 for more information on gathering community input and developing surveys.)

Remember:

- Sometimes people only ask for what they know.
- When gathering information be sure to get input from all interest groups in your community.
- The loudest voice does not always speak for the majority of people.

How Does Your Community Rate?

Critically review the collected information and consider:

- To what extent are they balanced in terms of physical, intellectual, creative and social components? Refer to grid.
- To what extent do they provide a balance between highly active and less active opportunities? Refer to grid.
- To what extent do they encourage the development of leadership?
- To what extent do they provide for individual skill differences?
- To what extent do they encourage individuals and groups to accept responsibility for planning their own recreation activities?
- To what extent do they provide for the integration of the atypical individual (e.g. physically disabled)?
- To what extent do they provide participants with opportunities to share in the program planning and evaluation?
- To what extent are programs offered for the different age groups? Refer to grid.
- Are people happy with the current programs?
- Are the current programs successful? Why or why not?
- What existing programs could be further enhanced?
- What new programs are people interested in?
- Why aren't people participating in current programs? Why are they?
- Are they balanced throughout the year?
- Are opportunities available for both genders? How about people with special needs?

Considering these, identify what gaps exist and determine your priorities.

Planning For Different Ages

(Source: Manitoba Recreation Director's Handbook)

These general age characteristics and tips may help in programming for specific populations. Remember, ultimately everyone is unique.

Exercise: Assist running a program with an age group you have little experience with.

Preschool (ages 1-5)

- Like to imitate those around them;
- Enjoy make believe (whatever they want to be they can be through their imaginations – world full of wonder)
- Have a short attention span; can get restless and want results right away
- Enjoy being with other kids but are also content by themselves
- Have problems gauging their own energy limits
- Have limited hand-eye coordination and like sensory stimuli

Activity tips

- This group needs a lot of different and quick activities. Remember to include rest periods and low energy games (read the group for timing). Cooperative games and quick and easy crafts are big hits.
- Include activities that:
 - Let them try on adult roles – include dress-up, storytelling, drama, singing, games, puppetry.
 - Involve exploring, like hikes and nature scavenger hunts.
 - Involve listening, smelling, tasting and touching.
 - Involve creative movement, ball throwing, blocks and simple crafts which help develop their eye-hand coordination.

Ages 6-8

- Want to do well; will practice to improve
- Are learning to share; enjoy being with large numbers of kids
- Are constantly active and improving muscle coordination
- Are inquisitive, like to experiment and are more concerned with individual rather than team achievement

Activity tips

- Play activities that involve commitment and have appeal – sports, arts, singing, and science are good.
- Provide opportunity for group activities, such as camping, relays, etc.
- Provide physical outlets, like tag games.
- Downplay competition and encourage cooperation.

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Ages 9-12

- Are strongly influenced by peer approval
- Can make commitments and like teamwork
- Are developing fine motor skills
- Want responsibilities and rewards
- Are adventurous
- Have a growing awareness of gender differences

Activity tips

- They are more likely to attend programs that are considered cool by their peers.
- Involve them in decision making and running activities.
- Recognize achievements through praise, trophies, and certificates.
- Include programs that:
 - Involve festivals, team competitions performances.
 - Involve athletics, hobby groups, camps, teams, plays, bands.
 - Provide activities with perceived risk e.g. rock climbing.
 - Emphasize cooperative games.
 - Provide positive gender awareness such as co-ed sports teams, dances, etc.

Adolescent (ages 13-19)

- Respond to strong peer pressure
- Are changing; growing in sexual awareness
- Seek adult roles; and often question authority
- Strive for independence
- Are sensitive to failure
- May be parents

Activity Tips

- Aim for programs that can be considered cool or appealing to their peers.
- Provide opportunities to release physical tension.
- Involve them in decisions and give them some authority in the planning process.
- Try peer leadership of activities.
- Teach activities that can be self-initiated.
- Emphasize cooperation instead of competition.
- Consider childcare.

Young Adults (ages 20-35)

- Lifestyles vary depending on employment, student, parental and marital status
- No longer have school groups
- Are fine tuning their development in physical, intellectual and social interests

Activity Tips

- People with partners seek a balance of individual and joint activities.
- Young parents are looking for exposure to activities that can be done with children.
- Singles explore activities that promote self-improvement and socialization.

Toolbox - 8. Effective Programming – Finding Balance

Adults (ages 36-60)

- Maintain an interest in activities and skills they can carry late into life
- Lifestyles are varied; depending on marital, parental, employment, and student status
- Want to stimulate their brains and maintain physical fitness

Activity Tips

- Introduce and help people determine a variety of activities they may want to keep and develop over the years.
- Couples with grown children give more attention to developing their own individual and dual pursuits, like hobbies, volunteering, traveling.
- Consider adult education programs and fitness programs.

Adults (ages 61+)

- Abilities can vary greatly
- Interest in reflecting on the past to better understand life experiences
- Like to socialize with friends
- May be retired with a new sense of freedom and adventure

Activity Tips

- Provide oral history, journal writing, festivals, discussion groups.
- Provide opportunities that incorporate physical exercises and sensory stimulation.
- Provide opportunities for socializing (e.g. feasts, bingo, lawn bowling).
- Be flexible and relaxed.
- Provide opportunities for fun and laughter.
- Offer programs that include outings and travel.

Programming For People With Disabilities

(Source: Manitoba Recreation Director's Handbook)

People with disabilities are the same as everyone else in that they desire friends, want to feel loved and a part of their community. Like all of us, some are friendly or unkind, some are happy or sad, all deserve to be respected and valued.

People with disabilities experience the world differently than those without disabilities. They may have been left out so long they have lost their self-worth and don't know how to make friends anymore. They may be afraid of being teased. Other people may not have taken the time to get to know them. It is important to try to understand their strengths and needs and provide opportunities that allow and encourage their participation.

Tips to Creating Inclusive Programs

- Assume that everyone has a gift and is able to participate in one way or another.
- Remember the less competitive an activity, the more people can take part, because:
 - There are fewer rules to follow and get mixed up
 - The pace is slower so no one is left behind
 - Participants are more willing to help teammates
- Leaders can change rules a little so activities are more appropriate.
- Realize that most challenges can be overcome but it might take time and dedication.
- Remember the more extensive the adaptation, the greater the chance it will significantly affect the nature of the activity.
- Remember the more an adaptation for one participant affects other participants, the more difficult it will be to implement.
- Only adapt when necessary.
- Look for adaptations that apply specifically to the required skills and capabilities the person with the disability lacks.
- Avoid the lowest common denominator approach to adaptation.
- To adapt:
 - Find, create or modify equipment. Add an assistance device to allow the person to accomplish the task, like bowling ramp, nerf and foam balls, swimming floats, beeping balls.
 - Change the methods by which the individual accomplishes or performs a skill by providing alternatives, like painting with teeth, adding cues or assistance.
 - Change the rules or procedures to adapt for the absence of a skill or addition of an alternative skill. This method most affects the play of others, like allowing one more bounce, increasing or decreasing the number of players, adding an extra strike, changing playing area or boundaries.
- Most of all ask the person with the disability and the other participants what will work. They are your best resources.

Things to know about different types of disabilities

People with Developmental Disabilities:

- May take longer to learn some things
- May only be able to follow one direction at a time
- May have trouble doing things at the same level as others the same age

Activity Ideas

- Keep rules and directions simple.
- Repeat instructions often, show how to do things as well as explaining how.
- Bend the rules a little so everyone can keep up.
- Ask other participants to help the person stay on track and take part.

People with Behaviour and Emotional Disabilities:

- May not deal well with conflict
- Sometimes cannot handle being in a large group of people
- May need to rest, back away or leave for awhile.

Activity Ideas

- Keep directions clear and simple.
- Respect peoples' need to take a break.
- If someone becomes aggressive, try to get them thinking or focusing on something else to cool down.
- If aggression is a constant issue:
 - Ask them what the problem is and how everyone can help them deal with it.
 - Ask all participants to join in the discussion to come up with ways to help.

People with Attention Deficit Disorder:

- May be very hyper with short attention spans
- Are often very smart
- May have a hard time just doing one thing for any length of time
- May be easily sidetracked

Activity Ideas

- Keep them busy by giving them extra jobs or responsibilities.
- Give very clear directions – tell them what you expect.
- Give rewards for doing what they are supposed to and for staying on track.
- Ask the other participants to help them stay on track.
- Ask them what they need to help stay focused.
- Arrange a code word with them that you as a leader will say to bring them back on track.

Program Evaluation

(Source: Manitoba Recreation Director's Handbook)

Thank you for participating in this event. In order to best serve you, we would appreciate any feedback you might have.

Program Title: _____

Program Date: _____

What were the highlights?

What were the lowlights?

What changes do you feel would enhance the program?

Any other comments?

How did you hear about the program? _____

Would you like to be contacted about future programs? yes no

If yes. Please give your name and address: _____

Please circle the number that reflects your overall experience. 1 = low, 5 = average, 10 = great

1 2 3 4 5 6 7 8 9 10

Thank you

Workshop or Event Evaluation Tool

(Source: Manitoba Health - Flo Frank's Toolbox)

I Learned....

What did you like?

In the future, I suggest....

Please check one:

Very worthwhile

Worthwhile

Not worthwhile

Comments:

Accident Report (example)

(Source: Manitoba Recreation Director's Handbook)

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.

Sample Accident/Incident Report

Date and time of incident/accident: November 23, 2008

Who was involved: Sally Fable

Where did it take place: Community Centre

Description of accident/incident:

A) Bodily injury:

Sally fell off the stage at the community centre and hurt her elbow. She was in a lot of pain, so we immobilized her elbow, iced it and drove her to the clinic. Upon x-rays, it was noted that she cracked a bone. She is now in a cast.

B) Damage to property: None

C) Behavioral incident: Could the accident/incident have been prevented?

It could have been prevented if we would have anticipated the children would want to run on the stage and put some boundaries around that in advance.

D) Comments:

Sally is doing good. We contacted her parents and they came to the hospital. Sally came back for the rest of movie night and sleep over.

Permission Slip (example)

(Source: Manitoba Recreation Director's Handbook)

Permission Slips – track which children have permission to participate or leave a program. These are also useful for liability issues.

Sample Permission Slip

The Recreation Department will be hosting a movie night and sleep over at the Community Hall on Friday, November 23 for children 7 to 9 years of age.

All children are asked to bring a sleeping bag, pillow and clothes to sleep in. The event runs from 7 p.m. on Friday until 9:30 a.m. on Saturday.

If your child will be attending this event, please complete the permission slip below and return to the Recreation Director's Office by November 18.

Thank you.

Friday Night at the Movies

Date: _____

I give my child, _____ (name) permission to attend the Friday Night at the Movies Sleep Over.

Signature of Parent/Guardian