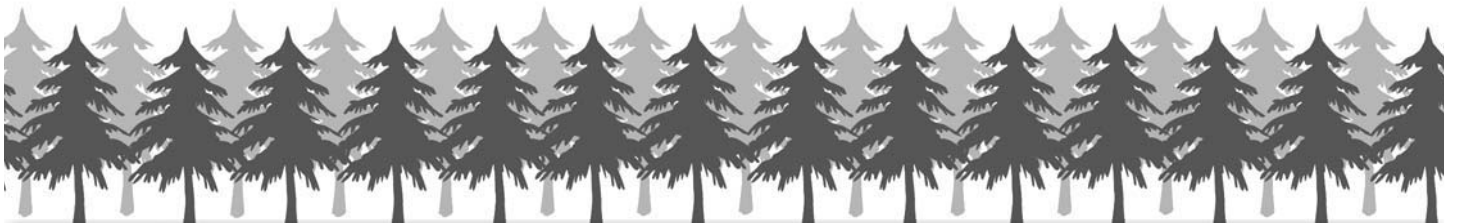


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# ***Toolbox***





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### 1. Community Involvement

- Ten Steps to Community Involvement
- Skills Checklist
- Factors to Consider – Community Involvement
- Tips for Working In and With Your Community
- Community Readiness Checklist
- Getting the Community Involved
- How to Solve Problems
- Conflict Resolution Techniques
- Facilitation Tips



### Ten Steps to Effective Community Involvement

(Source: Flo Frank's Toolbox)

We all agree that community is at the center of everything we do. It is why we do what we do and we hope that community members will get involved. The following are the basic steps to encourage community involvement – they are also the foundation for community engagement and development.

In order to get people involved we need to:

1. Create awareness and interest (tell them what's happening and why they should care – promotion)
2. Set goals or priorities (what is going to happen first and when will it be happening)
3. Establish principles and values (how we will behave – treat each other and how we will do what we do)
4. Work together (determine who else needs to be involved and find ways to collaborate)
5. Build capacity (increase skills, leadership, infrastructure, and resources)
6. Develop northern tools and processes (create tools and processes that work in the north)
7. Take action (just do it – get going and build on momentum)
8. Communicate (get the word out – tell success stories – keep everyone informed)
9. Evaluate (measure and assess progress and results)
10. Celebrate (recognize what has been done and those who have contributed)

# Toolbox - 1. Community Involvement

## Skills Checklist

(Source: Flo Frank's Toolbox)

SKILL AREA	DESCRIPTION	Yes - No
Technical Knowledge of Community Development	basic knowledge required to work effectively in community – theory – practice – tools and techniques for community capacity building.	
Intuitive or Traditional Knowledge and Experience	the unwritten ways and traditional approaches (protocols and cultural relevancy) – the practical application of community development – contextual techniques for listening and being culturally appropriate.	
Understanding How Communities Work	governance and management structures, roles, relationships, culture, language, history, social and economic priorities, environmental realities and key opportunities/issues	
Fostering Teamwork and Empowerment	the ability and desire to work cooperatively with others on a team; as a team leader, or the ability to demonstrate interest, skill, and success in getting groups to learn to work together.	
Managing Change	to identify and manage changes needed to improve effectiveness; initiating, sponsoring, and implementing transition; helping others to successfully manage change and transition	
Developing Others	delegation of responsibility and to work with others and coach them to develop their capabilities	
Communication	ensuring that information is passed on (both written and verbally) to others in a timely and effective manner	
Building Collaborative Relationships	the ability to develop, maintain, and strengthen partnerships with others inside or outside the organization	
Community Values Orientation	demonstrating understanding of values and beliefs that are culturally relevant to a particular community or group and to support activities that enhance growth	
Information Gathering	the ability to clarify the need for information, seek it from appropriate sources in an appropriate way and use skilful questioning to draw out the information and the use of that information and data	
Planning and Forward Thinking	the use of a logical, systematic, sequential approach to planning, situational analysis and to take appropriate action to be prepared	
Fostering Innovation	the ability to develop, sponsor, or support new ideas and improved methods, products, procedures, or technologies	
Advocacy	the whole spectrum of advocacy from social messaging (to change behaviors) to lobbying and standing up for a cause, individual or change	
Evaluation	the ability to lead or conduct an assessment or evaluate progress as well as results or outcomes and the skills required to use the evaluation data in an effective manner	

### Factors to Consider – Community Involvement

(Source: Flo Frank's Toolbox)

The following factors will determine how much community involvement there might be for any project, program or event that you are planning. Keep these things in mind and build on the things that help and reduce those that are causing limitations or barriers to community involvement:

- Crisis/Opportunity/Catalyst – it is easier to get things going when there is one of these factors in place.
- Politics – on all levels (big and small P) play a significant role in whether or not things will be supported.
- Capacity – the number of people with ability to do things can make or break the project or program
- Apathy/Lack of Interest – this is one of the main reasons why people don't get involved
- NIMBY (not in my back yard) – some ideas are good but people don't want it to conflict with their lives.
- Sense of Belonging – the more this is in place the better.
- Time and Ownership – when people feel ownership about a program they will make time for it.
- Health – it requires a certain level of health (wellness) in order for people to get involved in anything.
- Trust and Legitimacy – if the program is trusted and “fits” well in the community, people will get involved

### Tips for Working In and With Your Community

(Source: Flo Frank's Toolbox)

- Developing and maintaining relationships is important.
- Having fun as well as getting the work done builds relationships and motivates community members to participate. Food and refreshment is important it brings people to the meeting.
- Be open to all possibilities. Have a clear sense of purpose and benefit but let ideas and actions be driven by the community.
- Good communication is key. This includes:
  - Listening
  - Honesty
  - Making community members aware of community events and opportunities
  - Openness – working together to decide what to do not pushing your own idea
- Working together. Ensure everyone has a voice There are many ways to work together:
  - Elders and youth
  - Community as a whole
  - Regional focus
  - Agencies/services working together
- Talk to other communities to see what works
- Need more than one person to own and care about the action – the more that are involved the better. Do not want the action to fail if one key person leaves the community. This has happened too many times
- Clearly identified leader(s) and respect for leadership. There is lots of work to do. We cannot all be leaders. Someone must be recognized as a leader.
- Think about the time of day that is best for your event. Make sure transportation is not a barrier to participation.
- Need to share information to all – all the time
- Follow your own heart and intuition – no rule book
- If at first you don't succeed, do not be discouraged – try again. If it is important enough, people will take interest and get involved.

## Community Readiness Checklist

(Source: Flo Frank's Toolbox)

Before initiating a community development process, it is best to determine if the community is ready, willing and able to get involved. Gather information and answer yes or no to the following questions. The answers will help to determine community readiness and next steps.

QUESTIONS TO CONSIDER	YES	NO
1. Is there a common issue, opportunity or challenge facing the community?		
2. Are community members aware of their power to act together to address the issue, challenge or opportunity?		
3. Are there examples of when the community has worked together successfully to achieve a common purpose?		
4. Is their potential for an inclusive community development process?		
5. Is there willingness to identify common ground rather than focus on differences?		
6. Is community development understood as a process that will bring about change?		
7. Are there people ready to accept a leadership role to get things going?		

## Getting the Community Involved

(Source: Flo Frank's Toolbox)

For community leaders it is important to:

- Know the purpose or goal of community involvement
- Know the benefit to community members
- Set a good example
- Facilitate or encourage community input and participation

**Community members will only participate if the intent, process and outcome have meaning.**

Where to start:

- Know the limitations and capacity of both leaders and the community
- Set goals that are possible to reach quickly to build confidence
- Start with the positive – focus on the assets of the community
- Establish good relationships and connections – work together
- Always look at the community as a whole
- Work with existing community-based programs and services

**Capacity is the knowledge, skills, attitudes and resources needed to get things done.**

Essentials for community involvement:

- Clear understanding of the community
- Establish relationships and trust (or willingness to try)
- Accept the community's right to determine focus and priorities
- Respect diversity – all aspects of the community
- Mobilize and build on the strengths and capacity in the community
- Be flexible
- Long-term commitment

Motivation for community involvement:

- When community members have participated in the decision to undertake the project/activity
- When the rewards/encouragement exceed the barriers or cost involved
- When community members see others getting involved, particularly when respected community members support it.
- When community members are in an environment free from judgment and when they are supported for their involvement.
- When the community trusts the motives of those taking the lead.
- When the community sees the project as being successful.

## How to Solve Problems

(Source: Flo Frank's Toolbox)

Find the root cause of a problem by describing the problem and asking why it has occurred. Once that has been determined, ask why again – why did that happen? Ask why again for each answer until you have exhausted all the background or until you have the root or the cause of the problem – and from there the “how” can more easily be determined.

There are five specific steps to problem solving:

### 1. Define the problem

It is important to make sure that the problem is defined not the symptoms – once it has been defined it is much easier to work out how to solve it.

### 2. Outline possible solutions (what is desired and what is not)

When seeking solutions describe what you would like to see happen to solve the problem – and also outline what is not acceptable.

### 3. Rank the solutions

Determine which solution has the highest interest from with those that have been rated in order of preference.

### 4. Create an Action Plan

Once you have a solution, determine the steps needed to implement it.

### 5. Evaluate and adjust if required

After a reasonable length of time (according to the group) – evaluate progress and make changes.

## Qualities of a Good Mediator or Problem Solver:

- Good listening skills, able to read body language and being aware of emotional issues that are not always mentioned.
- Ability to ask clarifying questions in a not threatening way.
- Ability to break disputes into manageable chunks and resolving each chunk separately.
- Getting the things that people agree about out first – then the difficult stuff later.
- Creating a safe and trusting environment.
- Being fair and impartial: making sure everyone has a chance to express his or her views.
- Keeping the discussion focused on the issues.
- Restating points in appropriate language to help everyone understand in a neutral way.
- Restating the points that are agreed upon (writing them down) to build on the progress.
- Using humor to bring people together and defuse tense situations.

## Conflict Resolution Techniques

(Source: Flo Frank's Toolbox)

### KEEP IN MIND

#### Personality Styles

People come in all different flavors. All kinds of personality profile studies are available that can illuminate these differences, but for our purposes, suffice it to keep in mind that no two people ever share exactly the same perspective of an issue.

#### Principles vs. Issues

Principles are people's non-quantifiable, fundamental values. They run deep and have duration. For example, maintaining good nutrition.

Issues are measurable and specific to a given situation. They are more negotiable (hopefully). For example, wanting to create a 400 square foot vegetable garden.

### ENVIRONMENT FOR RESOLUTION

#### A Safe Place

Find a neutral place that feels safe and comfortable to both of you – free of stress, anxiety, interruptions, or distractions.

#### The Right Time and Enough Time

Set up a time for conflict resolution that allows you both time to cool down and prepare (see Personal Preparation below). Also, set aside plenty of time for the resolution session. Don't rush the process.

#### Someone You Both Can Trust

If you both choose mediation, mutually agree upon a mediator you trust to be qualified and impartial.

### MEDIATOR PREPARATION

As a mediator, you must:

- Care about the people involved rather than the issues, yet remain completely impartial.
- Be aware of your personal biases and projections.
- Be willing to let the parties experience their own strength rather than feel like they are being "rescued". But, not be so neutral that you erase yourself.
- Facilitate, support, and defend the resolution process.
- Be willing to share personal experiences and vulnerability when appropriate.
- Trust your own intuitive knowing.

## BASIC STEPS TO RESOLUTION

These steps are followed during the course of one or more meetings when you are working out the conflict on your own or when a mediator is involved.

### 1. Personal Preparation

- Review our Interpersonal Agreements.
- Look inside yourself to become aware of your feelings and energy in regard to conflict in general and this conflict in particular and try to determine why.
- Realize that you are both seeking healing. Imagine creating an outcome that achieves satisfaction for each of you – one that enhances community for all involved.

### 2. Obtain Agreements

- Agree on the process for conflict resolution.
- Agree to stay in the relationship and make it better by resolving this conflict.
- Agree to treat each other with respect.
- No blaming or name-calling.
- Openness to learn from other points of view.
- Active listening and no interruptions.

### 3. State Your Initial Positions (Issues)

- If a mediator is being used, you may find it helpful to address the mediator rather than each other.
- Take turns, a few minutes each, to state the way you experience the conflict.
- Focus on specific incidents and don't drag up old unresolved issues.
- No personal opinions from people not in the room ("Ann thinks so too. . .").
- Describe behavior and your feelings ("When you did X, I felt Y.").
- Don't interpret other's behavior. Simply report what happened.
- Some helpful questions:
  - Who has the conflict? (Who doesn't?)
  - Where is the conflict located? (Where does it not exist?)
  - How long has the conflict been brewing?
  - What was the first sign of the conflict?
  - What are the key events that got the conflict to where it's at now?
  - How does the conflict currently show up?

### 4. Restate Each Other's Initial Positions

- Take turns, a few minutes each, to restate what the other said, highlighting the main points.
- Concur that the restatements were complete and accurate. Make corrections if necessary.
- Pause and silently reflect on how you now feel. Have you both been heard?

### 5. Continue Bringing Up Issues and Feelings and Begin Working on Solutions

- Keep an open heart. Silently affirm the inherent goodness of the other.
- Identify the underlying assumptions, beliefs, and information sources.
- Identify underlying principles (vs. issues).
- Identify areas of agreement and disagreement.
- Each of you defines your success criteria:
  - “I will know this conflict is resolved to my satisfaction when. . .”
  - Strive for concrete, measurable criteria.
  - Brainstorm as many ways as possible to meet shared principles.
  - Mediator may help with this with the consent of both parties.

### 6. Summarize Points of Agreement and Produce a Solution

- Create a solution that meets your success criteria and is as specific as possible, and therefore, less subject to varying interpretations.
- If appropriate, write it down and sign it.
- Mediator reviews solution to ensure that it is doable.
- Agree to maintain confidentiality of resolution or communicate it only via explicitly agreed upon means.
- Agree to follow up with each other at specific times.

### 7. Follow Up

- Check on whether the solution is being followed.
- Revise it if necessary.
- Discuss what is the most important thing that you learned from the conflict and what you might do differently in the future.
- Celebrate!

### Facilitation Tips

(Source: Flo Frank's Toolbox)

Facilitation is the process of working with a group of people to help them set goals, reach a decision, create a plan or to come to agreement about something. The facilitator's role is to keep things moving along encouraging participation and keeping track of common ideas, issues or obstacles. Normally the facilitator does not take part in the discussions unless they are a content expert or have some special information. The following are some basic tips for facilitation:

1. Ensure that the goal or desired outcome of the process is clear (what do we want to achieve?).
2. Make people comfortable, have refreshments, directions to washrooms and a clear timeline.
3. Ensure that everyone knows why they are there and what is expected from them.
4. Open with a prayer (if that is the practice) and a formal welcome and introductions.
5. State the goal of the session and get agreement on what is to be accomplished.
6. If necessary, set out some ground rules (e.g. cell phones off, take turns, listen carefully, no blaming, etc.).
7. Develop a process for everyone to participate but to get done in a reasonable amount of time.
8. Ensure that everyone agrees to the process being used.
9. Explain the role of the facilitator and why you are there.
10. Determine if a note taker is required and let everyone know who it is and the distribution process.
11. Do not take photographs or record sessions without the group's permission (ask in advance).
12. Repeat key points as they are made or have them jotted down on flip chart paper.
13. Ensure that progress is being made and that people feel that their contribution is useful.
14. Address, acknowledge or resolve any conflict or disagreements or they will fester.
15. Allow time for everyone to speak and ask for additional input from those not as vocal.
16. Wrap up with key points, areas of agreement, things to be resolved later and next steps.
17. Remember to thank everyone and encourage their continued interest and involvement.



### 2. Organizing and Governance

- **Assessing Our Organization**
- **Responsibility, Roles and Skills of a Board**
- **The Basics of Policy Governance**
- **Board Report Card**
- **Recreation Committee Code of Ethics**
- **Committee Member Roles**
- **Terms of Reference for a Committee**
- **Tips For Holding Good Meetings**
- **How to Organize a Public Meeting**
- **Sample Bylaw to Establish a Recreation Board**



### Assessing Our Organization

(Source: Flo Frank's Toolbox)

#### Key questions for discussion:

1. What is going on in the environment in which we work? (Internal/External)
2. What is the mission or purpose of our organization? (What needs do we fill?)
3. What are the strengths? (What is working well?)
4. What are the weaknesses? (What needs improvement?)
5. How do others (outside the organization) view us?
6. What are our values? How do we demonstrate them?
7. What more should we do to ensure the health of the organization and our staff?
8. How do I know that I personally fit/belong in the organization?
9. Do we thrive as professionals? What is done to ensure this happens?
10. What are the big goals for the next few years?
11. Are we ready to do what we need to do?
12. What is required to be more effective?
13. What needs to be done to build our organization's capacity?
14. What can I do to help?

#### Other ideas and comments:

### Responsibilities, Roles and Skills of a Board

(Source: Flo Frank's Toolbox)

The board is the entity responsible for the organization's highest level of decision making and legal authority. It has by law, the ultimate accountability for, and authority over, the organization's resources and activities. The board must articulate and communicate the organization's vision to the membership and community. The board defines, through policy, the parameters of the organization.

#### The Role of the Board

These are the key roles of any board of directors:

- Create the vision and long-term plan (Strategic Planning)
- Legal accountability (hold an AGM and keep records)
- Fiduciary responsibility (overall finances)
- Establish (and inspire adherence to) values and principles
- Develop and adhere to senior level policies
- Govern and be accountable for the organization (outcomes and finances)
- Hire, manage and support the organization's most senior staff person
- Monitor and evaluate the board's and the organization's performance

#### Boards of Directors – Skills and Knowledge

There is no job description for a board of directors the way there is for a staff member of an organization. Often the only requirement to be on many boards is that the person is willing to volunteer and is able to attend meetings. In order to help build capacity within boards, the following is a brief overview of the skills and knowledge normally required of board members.

- **Governance** – a solid understanding of the legal responsibilities of the board and the establishment of policies to ensure prudent management.
- **Fiduciary Responsibility and Financial Management** – the skills, processes and abilities to oversee and manage the financial interests of the organization, normally by assigning operational budget responsibility to senior staff.
- **Hiring and Supervision of the Recreation Director** – the board is responsible to hire and manage the most senior person in the organization (the recreation director, executive or senior manager) and requires skills and knowledge related to human resource management.
- **Strategic Planning** – skills related to long-term and big picture planning to set direction for the organization.
- **Board Meeting Skills** – skills to plan and hold effective meetings and to ensure that strategic goals are being met and that the organization is heading in the right direction.
- **Diversity** – the ability to work with diverse opinions and view points and to collectively have a diverse group of board members to be representative of the community they serve.
- **Communication** – skills related to information sharing, reporting, senior level public and political relations, and the ability to agree to and manage a communication strategy. Listening is a key component of communication.

### The Basics Of Policy Governance

(Source: Flo Frank's Toolbox)

Policy Governance enables a board to truly lead by defining and making the distinction between “board work” and “staff work”. The board focuses its energy on the big picture, strategic or long-range planning and policy. While still being in control, it leaves the day to day operations to the executive director. The board is not responsible for managing – it is responsible for governing.

A Policy Governing Board hires a senior staff person to implement policy. That person and the staff manage the organization. (\* In contrast, an Administrative Governing Board assigns the implementation of the board's policy to itself, to its executive committee and/or to a standing committee. An Administrative Governing Board may have paid staff; however, these staff members are responsible only for administration and/or program duties and do not manage the organization.)

**“The Ends”** – not services or programs but the outcomes or results of these activities.

**“The Means”** – how the work gets done – healthy balance of board control and executive director's authority.

**Monitoring** – In order to rely on governance by policy, the board must be assured that its policies are followed. When the emphasis is on the results (ENDS) rather than the operations or process (MEANS), it is easier to select reasonable measures of performance. The executive director's performance is continually measured through monitoring against board policies.

**Committees** – Once the board's work and the executive director's work is clearly defined, the board must decide if it needs to break up into smaller groups or committees to get its job done. Committees only exist to assist the board with preparing policy for board decision making.

**Board – Executive Director Relationship** – The board governs through policies which define its relationship with the executive director. Board policy provides that the executive director is the board's single, official link to the operating organization and is accountable for all organizational performance.

### Board Report Card

(Source: Flo Frank's Toolbox)

Use the following check list to assess your board's performance. Discuss each area using the questions as a starting point. Make up additional or different questions to get to what each area is about for your board.

After answering each of the questions give the area an overall rating. Rate yourselves between 1 – 5 using the following scale:

1 = poor, immediate attention required   2 = not satisfactory, needs improvement   3 = average – may require attention   4 = Satisfactory   5 = Excellent.

Most boards set a minimum standard of 4 or higher for each area. They then provide explanations of why the area is low or high and what will be done to maintain or improve it. Use this report card as an annual or semi-annual management tool to improve board relations and performance.

#### How the Board Functions

Consider the following questions:

- Does the board have full membership and the diversity it requires to be representative?
- Is there consistency with board members (not too much turnover)?
- Are there regular meetings with agendas, minutes and healthy participation?
- Do people show up on time and prepared for meetings?
- What does the board do extremely well related to how it functions?
- What does it do poorly?

Rating between 1 – 5 \_\_\_\_\_

Comments:

### Structure and Participation

Consider the following questions:

- Does the board have a current strategic plan (3 – 5 years)?
- Is there an annual plan with clear priorities?
- Are policies and procedures in place?
- Are board members familiar with them?
- Does the board have sub-committees?
- Do board members share the workload?
- How well does the board participate in organizational events?
- How does the board show its commitment to projects or activities of the organization?
- What does the board do extremely well related to structure and participation?
- What does it do poorly?

Rating between 1 – 5 \_\_\_\_\_

Comments:

### Building Capacity

Consider the following questions:

- Is the board as competent as it needs to be?
- How do you know?
- What skills or knowledge are required?
- Who or what does the board rely on for advice and guidance?
- What training or skill building has the board taken this year?
- What does the board do extremely well related to capacity?
- What does it do poorly?

Rating between 1 – 5 \_\_\_\_\_

Comments:

### Management and Setting Direction

Consider the following questions:

- How well does the board manage its strategic plan?
- How does the board relate to the staff regarding annual plans?
- How is policy direction between board members – and to staff?
- How well does the board attract and manage finances?
- Does the board feel that it or its organization are well positioned for the future?
- How well does the board relate to staff – ED – others?
- Does the board have a clear understanding of board roles and staff roles?
- Does it adhere to those roles?
- What does the board do extremely well relate to how managing and setting direction?
- What does it do poorly?

Rating between 1 – 5 \_\_\_\_\_

Comments:

### Relationships and Evaluation

Consider the following questions:

- How does the board evaluate itself and its progress? Who else evaluates it?
- How does it recognize and discuss (or address) its limitations?
- How are successes acknowledged?
- How does the board build and maintain good relationships with others?
- How is the board's relationship with the ED and the staff?
- Does the board have a clear set of values/principles?
- How does it demonstrate them – and measure board satisfaction with them?
- What does the board do extremely well regarding relationships and evaluations?
- What does it do poorly?

Rating between 1 – 5 \_\_\_\_\_

Comments:

### Recreation Committee Code of Ethics

(Source: Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee Member's Handbook)

As a member of this committee I will:

- Represent the interests of all people in the community
- Refrain from using the recreation committee for my own and others' personal advantage
- Keep confidential information confidential
- Approach all committee issues with an open mind to make the best decision for the whole community
- Only use authority as a committee member as delegated by the committee
- Refrain from speaking for the whole committee unless requested to do so by the committee

As a committee we will:

- Be trustworthy and respectfully – and make whatever we say is true.
- Not spread rumors or gossip and check facts and figures before sharing them.
- Work toward successful activities, positive recommendations and not being critical of others.
- Walk our talk and be good role models for others.
- Be polite and communicate openly and in a good way.
- Be available, easy to contact and will listen to everyone.
- Encourage others to speak and share their ideas and to take part in our activities.
- Practice what we preach by using the same principles in our private life as we do at work.

\*Ultimately we are accountable to our community, our families and to ourselves.

### Committee Member Roles

(Source: Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee Member's Handbook)

In addition to the generic roles identified for committees, a recreation committee often also includes:

#### Band or Community Council's Representative to the Recreation Committee

Most recreation committees are required to have a councillor member. This person:

- Advises the committee about council decisions
- Takes requests and recommendations from committee to council
- Participates as a regular committee member

#### Recreation Director

Though not an official member of the recreation committee, the Recreation Director provides valuable information and carries out a great deal of work, including:

- Helping prepare meeting agenda, booking meeting facility and providing all supplies and materials needed for the meeting
- Reporting the progress of various programs and projects upon request
- Flagging administrative concerns
- Providing information and advice.

### Terms of Reference for a Committee

(Source: Flo Frank's Toolbox)

Name of Committee:

Chair:

Members:

Contact Info:

Purpose:                   What does it do?

Rationale:               Why do you need the committee?

Scope:                    Authority  
                              What's in/out/reporting to?

Priorities Goals	Actions Activity to reach goals	Outcomes Results	Timeline When \$ Resources People Equipment	Comments Things to keep in mind

Evaluation:   How will we know what we did?  
                  Was it effective?  
                  Changes/Celebrations

### Tips For Holding Good Meetings

(Source: Flo Frank's Toolbox)

#### A. Organizing a good meeting

- Set the date for the meeting well in advance.
- Invite people in a personal way if possible (talk to them).
- Be clear about the purpose of the meeting. If possible send out an agenda and background documents in advance of the meeting.
- Have comfortable space to meet and provide refreshments.
- Start the meeting on time – review the purpose and the agenda.
- Have a chairperson or an individual assigned to lead/host the meeting.
- If there are decisions to be made, be sure everyone understands the decision-making process before the discussion starts.
- Assign someone to keep notes. A summary of key points is usually all that is needed – not a record of everything that is said.
- Keep the discussion on track. Summarize discussion and decisions.
- End the meeting on time.
- Identify next steps (for example, action needed, further meetings).
- Thank everyone for participating. Identify the next meeting time and date if there is one.

## Toolbox - 2. Organizing and Governance

### B. Strategies for improving your meetings

Ineffective Meetings	Effective Meetings
<ul style="list-style-type: none"> <li>• Don't know what the meeting is about</li> <li>• Not having an agenda or not following</li> </ul>	<ul style="list-style-type: none"> <li>• Circulate agenda and other materials are circulated in advance.</li> <li>• Chair is prepared and reviews purpose at the beginning of the meeting.</li> <li>• Chair follows agenda. Good leadership is needed for good meetings</li> <li>• Suggest the following agenda design: call to order, opening prayer, approval of minutes, new business/ items, finance, updates and reporting back on priorities, other business, new actions.</li> </ul>
<ul style="list-style-type: none"> <li>• Dirty, dusty, stinky, loud area to hold a meeting</li> <li>• People are not comfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Make the meeting place a welcoming and comfortable environment</li> <li>• Take breaks during the meeting</li> <li>• Ensure refreshments are in place (i.e. coffee, tea, water)</li> </ul>
<ul style="list-style-type: none"> <li>• Meeting does not start on time and is disorganized</li> </ul>	<ul style="list-style-type: none"> <li>• Hosts of the meeting to arrive early to make sure logistics are taken care of.</li> <li>• If key people cancel or cannot attend, rearrange the meeting. Do not take on more than you can manage or be successful at.</li> <li>• Ensure technical equipment is working (i.e., PowerPoint presentations)</li> <li>• Be prepared. If you are making a presentation. Try and think of the questions you will be asked.</li> </ul>
<ul style="list-style-type: none"> <li>• No translation is in place or poor translation</li> </ul>	<ul style="list-style-type: none"> <li>• Translation and recognition of culture is important. Be respectful of the interpreter.</li> <li>• If you are a translator. Make eye contact with participants. You want translation to be part of the conversation.</li> </ul>
<ul style="list-style-type: none"> <li>• Disrespectful behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation by everyone.</li> <li>• Respectful behavior in meeting.</li> </ul>

## Toolbox - 2. Organizing and Governance

Ineffective Meetings	Effective Meetings
<ul style="list-style-type: none"> <li>Presenting too much information without interacting with participants</li> </ul>	<ul style="list-style-type: none"> <li>Well organized – paperwork sent out in advance to make informed decision.</li> <li>Give all people an opportunity to talk after presentation of issue/concern/agenda item.</li> <li>Meaning is important. Depending on the type of meeting, engage people in activities to keep people engaged.</li> <li>Have some fun. Door prizes are a good idea.</li> </ul>
<ul style="list-style-type: none"> <li>Unable to make a decision</li> <li>No solutions, talking in circles</li> </ul>	<ul style="list-style-type: none"> <li>Ensure purpose of meeting is clear.</li> <li>Make sure people understand the decisions made and what that means for each person.</li> <li>Ensure all facts are available to make an informed decision. If you cannot reach consensus. Take vote/ make a decision.</li> <li>Need to acknowledge new/other issues while sticking to the plan, too: time needs to be set aside for the unexpected.</li> <li>Health Committees pass formal motions and meetings. Use Roberts Rules of Order. Motion agreed to has to be clear written in both languages and sometimes needs translation.</li> </ul>
<ul style="list-style-type: none"> <li>Lack of communication</li> </ul>	<ul style="list-style-type: none"> <li>Inform people that they are in a safe environment to express their thoughts.</li> <li>No side conversations.</li> <li>Turn cell phones off.</li> </ul>
<ul style="list-style-type: none"> <li>Follow-up</li> </ul>	<ul style="list-style-type: none"> <li>Summary of meeting with an action/to do list at end of meeting. Need to establish decisions and action items at the end of the meeting.</li> <li>Congratulate and acknowledge everyone’s efforts at the end of the meeting.</li> <li>Circulate a meeting minutes as quickly as possible.</li> </ul>

### How to Organize a Public Meeting

(Source: Flo Frank's Toolbox)

- Identify an issue that needs attention, awareness and community discussion.
- Ask a few individuals/organizations who care about the issue to help plan and host the community meeting. Approach businesses, organizations and agencies for support.
- Invite people to attend (well in advance of the meeting) and use as many methods of invitation as you can – personal networks, posters, radio, and word of mouth. Create a good working relationship in the community with Youth Committee, Hamlet Council, DEA.
- Be clear about the purpose of the meeting. For example – to discuss the health and wellbeing of the community.
- Keep it simple and take things one-step at a time. It is OK to have a meeting to see who is interested or to share ideas and opinions. The next meeting can be to plan.
- Set a time for the meeting that will work for the community. Is a day or evening best? Is a Saturday or weekday best? Plan it around the most key people being there.
- Be clear about the type of meeting it will be. For example, is it to give information, or to get information, or just to provide an opportunity for conversation.
- Use effective meeting skills – make sure the space is set up to be comfortable, and that everyone has a chance to speak.
- Start with a prayer if that is normal practice and have someone lead the discussions. We need to encourage Inuit to continue to practice their culture.
- Keep it simple and take things one-step at a time. It is okay to have a meeting?
- Think about how to encourage discussion. Is it better in small groups or as a large group, presentations or a training format?
- If action is to be taken, use simple steps – don't overwhelm people.
- Be respectful – listen to all opinions and perspectives.
- Encourage involvement and participation from everyone.
- Build on success – it may take a few meetings to get the word out and generate interest.

### Sample Bylaw To Establish A Recreation Board

(Source: Northern Municipal Services)

BYLAW NO.

The Council of the \_\_\_\_\_ of \_\_\_\_\_ in the Province of Saskatchewan under the provision of Subsection 107(b) of The Northern Municipalities Act, enacts as follows:

#### ESTABLISHMENT

1. A Recreation Board is hereby established to be known as the \_\_\_\_\_ Recreation Board which shall promote, implement and manage a recreation program and manage municipal recreation facilities in \_\_\_\_\_ and shall encourage and develop recreation activities in \_\_\_\_\_, Saskatchewan.

#### CONSTITUTION

2. The Recreation Board shall be governed by a Constitution in the form as annexed to and forming a part of this bylaw and adopted and approved by the said Board and the Council of \_\_\_\_\_.

#### REPEAL

3. All previous Recreation Board Bylaws are hereby repealed provided, however, that the repeal shall not affect any right or rights accrued or accruing thereunder at the time of the coming into force of this Bylaw.

#### COMING INTO FORCE

4. This Bylaw shall come into force and effect on approval by the Minister of Municipal Affairs.

Read a first time this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

Read a second time this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

Read a third time this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

\_\_\_\_\_  
Mayor

SEAL)

\_\_\_\_\_  
Clerk/Administrator

\_\_\_\_\_  
Date Approved

\_\_\_\_\_  
Deputy Minister or designate for and  
on behalf of the Minister of Municipal Affairs

### Sample Bylaw To Establish A Recreation Board

Source: Northern Municipal Services)

RECREATION BOARD OF \_\_\_\_\_

#### CONSTITUTION

The Recreation Board of the \_\_\_\_\_ of \_\_\_\_\_ adopts the following regulations and laws as the Constitution of the Board:

#### OBJECTIVES

1. The Recreation Board of \_\_\_\_\_ shall have the following objectives:
  - (a) to promote, implement and manage a recreation program;
  - (b) to manage municipal recreation facilities in \_\_\_\_\_;
  - (c) to encourage and develop recreation activities in \_\_\_\_\_.

#### COMPOSITION

2. (1) The Board shall consist of seven (7) members and so far as is practical shall be composed of one member from the elected council and a cross section of community leaders.
  - (2) The Mayor and \_\_\_\_\_ shall be ex officio members of the Board.
  - (3) Members of the Recreation Board shall be appointed by resolution of council.

#### APPOINTMENTS

3. The members of the Recreation Board shall be appointed as follows:
  - a) All member appointments shall be reviewed at the time of passage of this Constitution.
  - b) Council representation to be appointed in conformity with the policy of council.
  - c) Four members shall hold office until December 31, 20\_\_ and the remaining three members shall hold office until December 31, 20\_\_. Thereafter, each member shall be appointed for two years.
  - d) At the first council meeting of the year, the council shall by resolution and upon the recommendation of the Recreation Board, fill vacancies occurring on the Board through retirement of members or the expiry of their terms of office.

## Toolbox - 2. Organizing and Governance

- e) A retiring or former member of the Board may be re-appointed by council provided that every member of the Board must retire for at least one year after they have served two consecutive terms except in the case of councillors who may be appointed repeatedly.
- f) Each member of the Board shall hold office at the pleasure of council and the council may request the resignation of any member of the Board at any time, prior to the expiry date of his term of office with due cause
- g) Any member of the Board who shall be absent from three consecutive meetings of the Board shall, unless such absence was duly authorized and entered in the minutes, forfeit his office and another member shall be appointed in his place for the remainder of his term.
- h) Any member of the Board may resign there from at any time, upon submitting notice to the Secretary of the Board to that effect. The council shall, upon recommendation of the Board when a vacancy occurs, appoint by resolution, a person to fill such vacancy and such person shall hold office for the remainder of the term concerned.

### MEETINGS

- 4. (1) The Board shall meet regularly, at least once each month, the time and place of such regular meeting to be determined by the Board at its first meeting of each year which shall be held on or before the 20th day of January.
- (2) The officers of the Board shall be a Chairman, Vice Chairman and Secretary, who shall be elected from the membership of the Board at its first meeting of each year.
- (3) Special meetings of the Board shall be called on 24 hours notice to the members thereof by the Chairman or at the request of any three members of the Board.
- (4) A quorum of the Board shall be four (4) members in good standing. Each member, including the Chairman, shall have one vote on any question.
- (5) The Chairman shall preside at all meetings of the Board, and in his absence, the Vice Chairman shall assume his duties.
- (6) The Board may appoint sub committees to deal with any special phase of the matters coming within the scope and jurisdiction of the Board as herein set forth.

### RESPONSIBILITIES

5. (1) The Recreation Board shall be concerned with and shall be responsible for all aspects of managing, supervising and controlling the equipping, staffing, maintaining and programming of public playgrounds, athletic fields, recreation centres, arenas and other recreational facilities owned and/or controlled by the council or other properties with the written consent of the owners or authorities thereof. The following facilities shall be under the jurisdiction of the Recreation Board:
- 1.
  - 2.
  - etc.
- (2) The Board shall promote and/or develop at its discretion and to the limit of the finances made available to it, a broad range of recreational activities and shall provide the necessary facilities therefore that will enable the residents of \_\_\_\_\_ regardless of age, to use their leisure time in a wholesome and satisfying manner. To accomplish this objective, it shall develop a well-balanced and coordinated recreation program and shall continually review the said program to ensure that it is meeting the objective.
- (3) The Board shall be concerned with and shall be responsible for developing and maintaining long range plans for the development of both recreational facilities and programs for \_\_\_\_\_.
- (4) In the interest of a well balanced, co-oriented recreational program, the Board shall coordinate with and encourage all organizations, cultural, private, civic, social and religious within its jurisdiction which are supporting, encouraging and working for recreation in its entire application.
- (5) The Board will have the power to make such rules, regulations and policies as it may deem necessary from time to time, provided such rules, regulations and policies are not inconsistent with the powers herein conferred. Copies of all such rules and regulations shall be filed with Council.
- (6) The Board shall hear and consider representation by individuals, organizations or delegations on matters with respect to recreation and act on such recommendations arising thereafter as the Board deems to be in the general interest of all citizens.

### RECREATION COMMITTEE OF COUNCIL

- 6) In addition to the above duties, the Recreation Board shall serve as the Recreation Committee of council. The council shall refer all matters pertaining to recreation to the Board. If the matter is within the jurisdiction of the Board, it shall be dealt with in accordance with the powers granted to the Board in this Constitution. If the matter is outside the jurisdiction of the Board, then the Board shall make recommendations to council on the matter.

### BOARD LIMITATIONS

7. The Recreation Board's powers shall be limited to the following areas even though these may fall within their jurisdiction:
  - (a) The Board shall make recommendations to council with regard to entering into formal agreements, but they may not enter into formal agreements on their own accord.
  - (b) The Board must seek approval from council before entering into long-range informal agreements.
  - (c) The Board will submit for approval of council any informal agreements or working arrangements which substantially change portions of the formal agreement.
  - (d) The Board may not dispose of any lands or buildings without first receiving written approval from council.
  - (e) The Board may not proceed with the construction or development of a facility without first having the development plan and/or design approved by council.

### COUNCIL VETO

8. Council may overrule a Board decision or pass resolutions affecting the Board's area of jurisdiction and these shall be binding on the Board, provided that if such decisions of council involve increased expenditures of funds not provided for in the Board's budget that the council must provide for these additional funds. The foregoing should not be meant to diminish the authority of the Board and is meant to indicate the ultimate authority of council; however, the normal procedures should be to make recommendations to the Board and/or enter into discussions with the Board prior to resorting to the use of the authority herein specified.

### RECREATION DIRECTOR

9. (1) The Board shall have the responsibility of developing policies with regards to the duties and responsibilities of the Recreation Director and other recreational staff.
  - (2) The Recreation Board shall make recommendations on the appointment and/or dismissal by council of the Recreation Director.

### FINANCES

10. All finances shall be under the control and custody of the council. The council shall receive:

- (a) All funds raised by the Board from local activities.
- (b) All funds donated directly to the Board.
- (c) All grants and contributions received from the provincial or federal governments.

The council shall pay:

- (a) All expenses incurred for local recreation or cultural activities organized by the Board.
- (b) All expenses incurred to purchase items to be used by the Board for local fundraising conducted by the Board.
- (c) All expenses provided for in the annual budget of the Board.
- (d) All wages and employee costs of the Recreation Director and other employees employed in recreation and recreation facilities in \_\_\_\_\_.
- (e) Maintenance, repair and operating costs of the facilities owned and/or operated by the \_\_\_\_\_.

### REPORTING

11. The Board shall supply the council with the following:

- (a) On or before the 28th day of February in each year the Board will submit a budget outlining estimated revenues and expenditures for the year with respect to all matters over which the Board has jurisdiction according to the terms of this Constitution. Once this budget is approved by council, the total amount of the budget shall not be exceeded by the Board without first seeking the approval of council, but the Board may make any change within their budget without council approval.
- (b) Within two weeks of each Board meeting, a certified copy of the minutes shall be filed in the council office.

### FISCAL YEAR

12. The fiscal year of the Board shall be from January 1 to December 31.

### JOINT MEETING

13. The Council of \_\_\_\_\_ and the \_\_\_\_\_ Recreation Board shall hold a joint meeting at least once each year for the purpose of giving the Board an opportunity of outlining to the council plans, programs, problems and objectives, and also for the purpose of giving the members of council the opportunity to ask questions in regard to action taken by the Board or questions on recommendations tabled by the Board.

\_\_\_\_\_  
Chairman of the Board

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Mayor

(SEAL)

\_\_\_\_\_  
Clerk/Administrator

### 3. Staff and Personnel

- **Manager's Skills and Knowledge**
- **Recreation Director's Roles**
- **Work Plan Template Sample**
- **Performance Appraisal Template Sample**
- **Job Description – Recreation Coordinator**
- **Organizational Tips**
- **Time Management Tips**
- **Orientations Process Checklist**



### Managers' Skills and Knowledge

(Source: Flo Frank's Toolbox)

Managers also have a need for specific skills and competencies. They include (but are not limited to) the following:

Skills /Knowledge	Description	In Place? Yes or No
Management and Administration	Knowing the basics of managing an organization, overseeing a program or service and understanding all the reporting and administrative systems and procedures to support the organization	
Understanding Sport, Culture and Recreation	Knowledge of the sector – the partners, programs, funders, other resources and the opportunities/ issues	
Teamwork	Skills related to using a team approach with staff, partners, volunteers and everyone involved	
Communication	The ability to listen, speak and write or present ideas in a professional and welcoming manner	
Planning – Doing - Evaluation	Knowing how to make a plan, implement it and address any problems as well as evaluate both the progress and results	
Leadership and Supervision	Skills and knowledge for leading and encouraging others to lead and supervision of staff and volunteers in an appropriate and accountable manner	

### Recreation Director's Roles

(Adapted from Manitoba Recreation Director's Handbook)

Following is a list of the many possible roles and expectations of a Recreation Director. Identify which make sense for your needs and use them in creating your job description.

#### Leadership

- Act as role model in the community
- Act in an honest, reliable, committed, confident, punctual, accountable and flexible manner
- Motivate people to get involved
- Instill pride and self-esteem in youth
- Be active in the community and assist youth with leadership skills

#### Programming

- Research, develop and implement programs
- Organize activities and workshops
- Educate adults on benefits of recreation
- Plan programs for all areas of the community
- Make sure programs meet the needs of the community
- Supports community groups/organizations in the development and delivery of recreation programs.
- Develop leadership skill in others
- Assess community needs on an ongoing basis
- Develop a community annual program plan

#### Promotion

- Promote recreation in the community (personal contact, newsletters, radio, etc.)
- Distribute information to the entire community
- Work with others on promotion of common events and advocacy issues

#### Professional Development

- Attend training sessions and workshops and apply knowledge to individual communities
- Develop skills to effectively plan and deliver recreation programs
- Maintain knowledge of current recreation theory and practice

#### Facilities and Equipment

- Ensure that safety precautions and regulations are followed in the maintenance and programming of recreation areas and facilities
- Coordinates scheduling of recreation facilities and areas
- Responsible for purchasing, maintenance and safekeeping of all recreation equipment

### Organization

- Maintain daily schedules
- Develop committees
- Prepare monthly reports summarizing community recreation activities
- Attend council and group meetings as required

### Fundraising

- Plan, promote and conduct fundraising events when necessary

### Administration

- Prepare and monitor annual recreation budget (See Budgeting – Section 7)
- Provide council with monthly reports
- Maintain program records
- Keep up to date on grant and funding opportunities

### Liaison

- Keep in touch with all partners and sector associations
- Network with other community organizations, agencies and groups
- Stay informed of community and regional events

### Community Involvement

- Develop a plan for community involvement
- Recruit and support community volunteers
- Develop and support mentor or apprenticeship programs
- Consult and assist recreation committee and/or other community groups in the development and delivery of recreation opportunities.

### Community

- Act as a resource for community groups
- Communicate with the community

## Work Plan Template Sample

(Source: Flo Frank's Toolbox)

Sample – Annual Work Plan for year

Name of employee:

Title/role:

Priorities for the coming year:

Potential obstacles:

Resources or training required:

1st Quarter – April – June  Goals/Tasks	2nd Quarter – July – September  Goals/Tasks
3rd Quarter – October – December  Goals/Tasks	4th Quarter – January – March  Goals/Tasks

Approval of priorities for the coming year (both signatures – staff and manager)

\_\_\_\_\_  
Staff

\_\_\_\_\_  
Manager

## Performance Appraisal Template Sample

(Source: Flo Frank's Toolbox)

For period covering: \_\_\_\_\_ to \_\_\_\_\_

Name of employee: \_\_\_\_\_

Title/role: \_\_\_\_\_

Highlights of the year: \_\_\_\_\_

Obstacles: \_\_\_\_\_

Resources or training received: \_\_\_\_\_

General comments from employee: \_\_\_\_\_

Priorities for the coming year: \_\_\_\_\_

<p>1st Quarter – April - June</p>    <p>Results</p>	<p>2nd Quarter – July – September</p>    <p>Results</p>
<p>3rd Quarter – October - December</p>    <p>Results</p>	<p>4th Quarter – January – March</p>    <p>Results</p>

Supervisors comments and recommendations: \_\_\_\_\_

Strengths to build on and issues to address: \_\_\_\_\_

Approval (both signatures – staff and manager): \_\_\_\_\_

\_\_\_\_\_  
Staff

\_\_\_\_\_  
Manager

### Job Description – Recreation Coordinator

(Source: Government of Northwest Territories, Municipal and Community Affairs)

#### Purpose of the Position

(The main reason for the position, in what context and what is the overall end result)

The Recreation Coordinator is responsible for management of all recreation facilities in order to provide clean and safe opportunities for sport and recreation and promote a healthy lifestyle for all community residents.

#### Scope

(The way that the position contributes to and impacts on the organization)

The Recreation Coordinator reports to the Senior Administrative Officer. He/she will manage all recreation facilities and assist with sport, recreation and leisure programs in the community. The Recreation Coordinator will monitor the care and maintenance of any equipment and facilities in the community. Failure to provide adequate services will result in unsafe recreation facilities or a lack of sport and recreation programs in the community. This will have an impact on the quality of life for all residents and will affect the health and wellness of community members, and youth and elders in particular.

#### Responsibilities

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

1. Ensure recreation facilities are maintained in order to ensure a safe, clean and appropriate environment for recreation activities

##### Main Activities

- Ensure that recreation facilities are operated and maintained effectively and safely
- Prepare facility schedules
- Develop preventative maintenance programs
- Supervise janitorial services
- Ensure facility policy and regulations are adhered to
- Supervise the Recreation Facility Maintainer
- Book all sport rental and community events
- Manage contracts associated with the recreation program
- Monitor the use of recreation equipment and facilities

2. Assist with planning and developing sport and recreation programs in order to ensure that activities and events are made available for all community members

##### Main Activities

- Assess the recreation requirements of the community
- Communicate with community members to determine their needs and interests
- Research sport and recreation programs, funding sources and project requirements
- Access funding and prepare funding proposals
- Ensure a variety of sport, recreation and cultural programs are planned and implemented
- Ensure recreation information is available
- Develop recreation and sports organizations
- Evaluate the effectiveness of programs and identify areas where new programs are needed

### 3. Implement recreation programs to ensure that residents have access to sport, recreation and leisure activities

#### Main Activities

- Schedule activities, facilities and volunteers as required
- Supervise and lead activities, particularly for youth and elders
- Recruit, train and oversee volunteers
- Assist with and facilitate local involvement in regional and territorial programs and competitions

### 4. Administer recreation programs to ensure that programs are delivered within guidelines and budgets

#### Main Activities

- Prepare a recreation plan
- Prepare the recreation program budget
- Prepare financial and program reports
- Be familiar with legislation, policies, procedures and rules about sport, recreation and cultural activities, events and competitions
- Distribute information about regional and territorial participation and competitions
- Record information on and prepare reports concerning community programs, costs, numbers of participants and equipment and facility use
- Provide monthly and yearly reports about recreation programs and opportunities
- Ensure that all programs and activities are implemented according to relevant legislation, policies and procedures

### 5. Promote recreation and sport programs in order to ensure that residents are aware of available opportunities and activities

#### Main Activities

- Coordinate an active community relations campaign to promote recreational and cultural programs
- Arrange for advertising of programs
- Maintain constant community liaison including contacts with local, regional and territorial sport and recreation organizations

### 6. Perform other related duties as required

### Knowledge, Skills And Abilities

(The knowledge, skills and attitudes required for satisfactory job performance)

#### Knowledge

The incumbent must have proficient knowledge in the following areas:

- Management and operation of recreation facilities and equipment
- Recreation, sport and leisure program administration, management and delivery
- Recreation, sport and leisure program evaluation
- Coaching theory and practice
- Volunteer training, development and recognition
- Events coordination and planning
- Northern cultural activities and traditional sports and games
- An understanding of relevant legislation, policies, procedures and rules
- An understanding of the northern cultural and political environment
- Knowledge of emergency procedures, First Aid and CPR

### Skills

The incumbent must demonstrate the following skills:

- Team and management skills
- Financial management skills
- Supervisory skills
- Contract management skills
- Strategic planning skills
- Analytical and problem solving skills
- Decision making skills
- Negotiations skills
- Effective verbal and listening communications skills
- Computer skills including the ability to operate spreadsheets and word processing programs at a highly proficient level
- Effective written communications skills including the ability to prepare reports
- Effective public relations and public speaking skills
- Research and program development skills
- Stress management skills
- Time management skills

### Personal Attributes

The incumbent must also demonstrate the following personal attributes:

- Maintain standards of conduct
- Be respectful
- Possess cultural awareness and sensitivity
- Be flexible
- Demonstrate a dedication to the position and the community
- Demonstrate sound work ethics
- Be consistent and fair

The Recreation Coordinator would normally attain the required knowledge, skills and attitudes through completion of a Degree or Diploma in Recreation Management and/or completion of the Recreation Facility Operators Program with related recreation programming experience. Equivalencies will be considered.

### Working Conditions

(The unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.)

### Physical Demands

(The nature of physical effort leading to physical fatigue)

The Recreation Coordinator is expected to supervise, oversee and monitor recreational, leisure and sporting events in all weather conditions. He/she will be expected to lift, carry and manage equipment and supplies and participate in and train others in the rules of sport. He/she may have to work odd or long hours at a time to complete special requests or projects or to participate in or coordinate evening and off-hour activities. The Recreation Coordinator may be participating in and leading strenuous physical activities, both indoors and out.

## Toolbox - 3. Staff and Personnel

### Environmental Conditions

(The nature of adverse environmental conditions affecting the incumbent)

The Recreation Coordinator may work in a number of facilities and outdoor locations and may have to manage a number of people and projects at one time. They may be interrupted frequently to meet the needs and requests of residents. The Recreation Coordinator may find the environments to be busy, noisy and will need excellent organizational and time and stress management skills to complete the required tasks. The Recreation Coordinator must be prepared to deal with injuries and accidents as a result of recreational and sport events.

### Sensory Demands

(The nature of demands on the incumbent's senses)

Sensory demands can include reading and use of the computer, which may cause eyestrain and occasional headaches. The situations and programs may be noisy and busy making it difficult for the Coordinator to concentrate.

### Mental Demands

(Conditions that may lead to mental or emotional fatigue)

Sport and recreation are very important to the residents. The Recreation Coordinator will have to manage a number of requests and projects at one time. He/she must be aware of all recreation programs in the community and any and all relevant legislation, policies and procedures. He/she may have to complete a number of tasks and responsibilities at one time, and must be prepared to deal with emergencies and stressful situations at any time.

### Certification

---

Employee Signature

---

Printed Name

Date

I certify that I have read and understand the responsibilities assigned to this position.

---

Supervisor's Title

---

Supervisor's Signature

Date

I certify that this job description is an accurate description of the responsibilities assigned to the position.

---

Senior Administrative Officer's Signature

Date

I approve the delegation of responsibilities outlined herein within the context of the attached organizational structure.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

### Organizational Tips

(Source: Saskatchewan Aboriginal Resources for Sport, Culture and Recreation)

#### Notebooks

- Color code notebooks, file folders, etc. for each project/program.
- Use 3-ring binder and ruled paper for notes pertaining to the project/program.
- Write the project/program title on the front cover and along the binder edge with permanent marker.

#### Devise a workable file system

Set up a file for each project/program.

- After a project/program, remove notes and materials from notebook and store them in a folder for future to use with follow-ups or next year's proposal (grant application).
- Keep receipts in appropriate place with project/program. \*\*\* If administration requires the receipts, it is important to photocopy and file for your records.\*\*\*

#### Date and title all materials

- Date project/program meeting notes
- Title each project/program.

Number all pages of project/program documentation.

Keep supplies and materials in the same place for ease of use.

- Label desk drawers with contents or file folders.
- Use shelf over desk or work area for texts and related reading material.

Create a "to-do" list – long-term and short-term tasks.

Always check your "to-do" list each day and cross off completed items.

### Time Management Tips

(Source: Saskatchewan Aboriginal Resources for Sport, Culture and Recreation)

#### Divide projects/programs into smaller manageable sub tasks

- Distributed tasks – work out over a given period
- Affords grant seeker a sense of control over work
- Provides grant seeker with sense of accomplishment

#### Keep a master calendar for each fiscal year

- Use large wall-size calendar – list all fixed commitments i.e., responsibilities, meetings, etc.
- List all projects/program start and completion dates.

#### Create weekly schedules

- Determine hour-by-hour schedule for the week
- Highlight project/program application and when follow-ups are due
- Each day look at weekly calendar and formulate a prioritized “to do” list.
- Establish priorities and set time accordingly

#### Set aside project/program assessment and writing time

#### Long-range project planning

- Count backwards from the due date and estimate time needed for each phase of the project/program
- Always allow more time than is actually needed

#### Unscheduled time

- Use it for organizing project/program assessment
- Summarize project/program
- Make up evaluation sheets for a project/program to utilize community feedback

### Orientation Process Checklist

(Source: Flo Frank's Toolbox)

When new employees start a job, there are some basics to make sure they are well grounded in the work and feel welcome.

Task	Who	When
1. Welcome them – Help them get to know the job, the people and the work environment (a general orientation). Provide a background on sport, culture and recreation in the north and describe how the work is done. Leave lots of time for questions and answers.		
2. Provide assistance to fill our any forms that are required to get started, explain when and how reports are done, what is needed to get paid, and introduce them around to people in the office and any other key people.		
3. Help them get settled in their office or work space. Provide supplies that may be required. Include phone numbers for anyone that may be needed. If they are new to the building or town, show them where things are such as washrooms, coffee space, restaurants, etc.		
4. Identify and discuss current programs, projects, and up coming events. Include an overview of all related agencies and community services (use a directory or inventory if they exist). Talk about the northern approaches being used such as community development, the northern way and holistic values.		
5. Provide an overview or background about the communities they will be working in and give a good history of what has been taking place, as well as the protocols and dynamics (everything a new person should know).		
6. Discuss the new person's skills and interests and help them to connect to activities and work projects that use their expertise.		

## Toolbox - 3. Staff and Personnel

Task	Who	When
7. Develop a work plan and show how their work is part of a bigger picture and where they fit into things. Help them to set priorities and concrete deliverables.		
8. Ask them if they have any questions and find ways for the new person to get connected with community agencies and other services – ways that they can let people get to know who they are and what they do.		
9. Help them to be part of the team – tell them when and where there will be meetings, partnerships and outline other important relationships in the communities.		
10. Discuss training and provide tools and other resources to do the job. Let them know what is expected and how the organization is going to support their skill development.		
Other things:		



### 4. Volunteers

- Volunteer Inventory
- Volunteer Strategy Checklist
- How to Keep Volunteers
- Creative Ways to Say Thank You
- 100 Ways to Give Recognition to Volunteers
- Volunteer Policy Sample
- Online Volunteer Training Centre Overview



## Volunteer Inventory

(Source: Manitoba Recreation Director's Handbook)

Keep a list of all your volunteers in a form like this:

Name volunteer/ mentor/leader	Contact information	Specific skills/ abilities	Currently active

## Toolbox - 4. Volunteers

### Volunteer Strategy Checklist

Do we have the following in place?

Component	Description/Notes	In Place? Yes or No
Volunteer Coordinator	a good solid volunteer strategy requires that someone is responsible for it and that time is dedicated to supporting and nurturing the volunteers of today, as well as those of the future	
Volunteer Needs Assessment	what do we need based on our assessment or experience	
Volunteer Title(s) and Role(s)	what are they called and what do they do	
Reference and Criminal Record/Child Abuse Registry Checks	this is important particularly when working with children, youth and Elders	
Expectations, Authorities and Tasks	what are the should and can do – and what they cannot do – outline when and things how should it be done – and who to contact if there are problems	
Reporting	to whom do the volunteers report, how, when and about what	
Volunteer Inventory/Directory	who is available, skills, interests and contact information	
Communication	maintain regular contact – build the team – no one to be forgotten	
Training	what skills are required to do the tasks and how will they be trained – basics might include protocols, first aid or team building	
Sharing the Load	processes to avoid burnout by ensuring that regular volunteers are covered off or supported by others	
Policies and Protocol	basic rules and expectations – what to do in an emergency – confidentiality	
Key People – Contact Information	Who does what and who to ask about various things – provide a written list	
Messaging	all volunteers should know what the common messaging is if there is one theme or message that the organization wants to get across	
Evaluation	volunteers are a good source of information for evaluation	
Diversity and Succession Planning	keep new blood coming in as well as the solid core of volunteers that develop over years – bring youth in and have backups for important tasks	
Representation	volunteers are representatives of the organization and should always conduct themselves in a way that is fitting and respectful to the values and behavior of the group they are volunteering for – this is part of protocol	
Appreciation and Recognition	adequate volunteer recognition and appreciation – in many ways - and remember to thank their families too	

### How to Keep Volunteers

(Source: Ontario Ministry of Tourism and Recreation, Northeast Region. First Nations Recreation Development Project )

- Avoid giving them too much work.
- Allow them enough time to do their jobs.
- Provide enough people to do the job properly.
- Never publicly embarrass them.
- Never manipulate information or volunteers.
- Never treat volunteers badly.
- Respect their knowledge.
- Never ignore their feelings.
- Avoid making volunteers feel guilty about having other interests.
- Never play a martyr and do everything yourself.

### Recognition

Recognition, whether subtle or substantial, is an art. When practiced sensitively and honestly, it can ensure that volunteers feel acknowledged, accepted, praised, and identified as being special. Most people appreciate recognition, and for volunteers who give freely of their time and energy, recognition can be a highly potent motivator. It is important to recognize that different people will benefit from different forms of recognition (public, private, serious, comical). A part of the art is determining what type is most suitable to your volunteers.

### Creative Ways to Say Thank You

(Source: Ontario Ministry of Tourism and Recreation, Northeast Region. First Nations Recreation Development Project)

- Attach a note that says “You are a Lifesaver!” to a package of lifesavers.
- Attach a note saying “No one holds a candle to you!” with a scented candle or package of birthday candles.
- Attach a note saying “You have given our project the sweet smell of success!” to a package of potpourri.
- Give a package of cinnamon buns with a note that says “Thanks for working your buns off!”
- Attach a note that says “A toast to a job well done!” to a plastic wine glass filled with jelly beans.
- Write a song or poem about your volunteer.
- Ask a business to put a message on its bulletin board or rent one yourself to thank a group of volunteers.
- Have your clients personally hand over to your volunteers balloons, handmade cards, or flowers during volunteer week.
- Create computer printouts or large banners saluting volunteers with a suitable phrase or quote, to display at an event or in a conspicuous spot in the office or community centre.
- Present a survival kit to help ease a hectic day. Include a herbal tea bag, stick of gum, some candy or dried fruit and a coupon for fifteen minutes of uninterrupted quiet time.
- Treat a volunteer group to a field trip or a function.
- Give t-shirts with the organization logo on it.
- Throw a pizza bash – especially for young volunteers.
- Rent a movie and serve a variety of popcorn.
- Invite a group to a dessert party.
- Invite a fortune-teller to visit a group party.
- Surprise everyone with an unexpected coffee/tea party.
- Give them a “just because” gift.
- Plan a family picnic with lots of events.
- Serve a pancake breakfast.
- Host a casino night with play money.
- Host a skating party and a wiener roast at an outdoor rink.
- Put flowers or chocolates in the volunteer area.

### 100 Ways to Give Recognition to Volunteers

(Source: Ontario Ministry of Tourism and Recreation, Northeast Region. First Nations Recreation Development Project )

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a lunch.
4. Reimburse assignment-related expenses.
5. Ask for reports.
6. Send birthday cards.
7. Arrange for discounts.
8. Give a memento (e.g. pin or certificate) to them.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to a staff meeting.
12. Recognize personal needs.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby-sitter.
17. Post an "Honour Roll" in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Make good plans.
24. Have a picnic.
25. Help develop self-confidence.
26. Award plaques to sponsoring group.
27. Take time to explain fully.
28. Be verbal.
29. Encourage agency VIP's to converse.
30. Hold rap sessions.
31. Give additional responsibility.

## Toolbox - 4. Volunteers

32. Allow participation in team planning.
33. Respect sensitivities.
34. Enable to grow on the job.
35. Enable to grow off the job.
36. Send newsworthy information about them to the media.
37. Have a wine and cheese party.
38. Ask client to evaluate their service.
39. Say “good afternoon”.
40. Honour their preferences.
41. Create pleasant surroundings.
42. Welcome to staff coffee breaks.
43. Enlist to train other volunteers.
44. Have a public reception.
45. Take time to talk.
46. Defend against a hostile or negative staff.
47. Say “good morning”.
48. Greet by name.
49. Provide good pre-service training.
50. Persuade “personnel” to equate volunteer with work experiences.
51. Encourage partnership with paid staff.
52. Recommend to prospective employers.
53. Provide scholarships to volunteer conferences or workshops.
54. Offer advocacy roles.
55. Use as consultants.
56. Write thank-you notes.
57. Invite participation in policy formulation.
58. Surprise with coffee and cake.
59. Celebrate outstanding achievements.
60. Nominate for volunteer awards.
61. Have a “President’s Day” for new presidents of sponsoring groups.
62. Carefully match volunteer with job.
63. Praise them to their friends.
64. Provide substantive in-service training.
65. Provide useful tools in good working conditions.
66. Say “good night”.

## Toolbox - 4. Volunteers

67. Plan staff and volunteer social events.
68. Be a real person.
69. Rent billboard space for public praise.
70. Accept their individuality.
71. Plan a theatre party.
72. Provide opportunities for conferences.
73. Maintain meaningful records.
74. Commend volunteers to supervisory staff.
75. Send valentines.
76. Make thorough arrangements.
77. Instigate client-planned surprises.
78. Mention in purchased newspaper space.
79. Promote a "Volunteer of the Month".
80. Send a letter of appreciation to employer.
81. Plan a "recognition edition" of the agency newsletter.
82. Color code name tags to indicate particular achievements (hours, years).
83. Send commendatory letters to prominent public figures.
84. Say "we missed you".
85. Praise the sponsoring group or club.
86. Promote staff smiles.
87. Facilitate personal maturation.
88. Distinguish between group and individuals in the group.
89. Maintain safe working conditions.
90. Orient adequately.
91. Award special citations for extraordinary achievements.
92. Fully educate regarding the agency.
93. Send Christmas or New Years cards.
94. Be familiar with details of assignments.
95. Conduct community wide interagency recognition events.
96. Attend a sports event.
97. Say "thank you".
98. Send impromptu fun cards.
99. Plan occasional extravaganzas.
100. Other: \_\_\_\_\_

### Volunteer Policy Sample

(Source: Canoe Lake Minor Sport, Culture and Recreation)

<b>Policy Title</b>	Volunteers
<b>Reason for policy</b>	To provide standards of management and recognition to our community's volunteers
<b>Date/Year Developed</b>	May 14, 2010
<b>Last Reviewed/Revised</b>	

“Community” sports, culture and recreation values our volunteers. The following procedures are undertaken to treat our volunteers with consistency, respect and appreciation.

1. All volunteers are provided with instructions on their roles as volunteers.
2. After every special event, volunteers are named and thanked on the local radio station.
3. Any direct expenses required by volunteers in their role are approved and supported, ex. travel to a First Nations' Games or special events.
4. Volunteer recognition events and/or gifts are held after major events and periodically throughout the year to thank the volunteers.
5. A screening process is utilized when recruiting volunteers.
6. All volunteer van drivers must be noted on the van insurance policy.
7. Paid positions are not volunteers. Paid positions are developed from time to time as needed such as for head cooks/food services for a large event.

### Online Volunteer Training Centre Overview

(Source: Sask Sport)

Volunteers are the backbone of the amateur sport system in Saskatchewan. Sask Sport Inc. recognizes the importance of continuing to develop our volunteers and ensure the next generation of volunteers has the skills required to meet future needs.

The Online Volunteer Training Centre delivers key education and training opportunities throughout the volunteer system. Participants are able to select and register for an online training program at no charge. Registrants receive a user ID and password which allows them access to the training module. They will be able to receive a training program certificate after successfully completing a course.

Current courses include:

- Volunteer Management and Motivation
- Risk Management and Insurance
- Recruitment and Retention
- Policies and Procedures
- Fundraising
- Communications
- Board Governance
- Basic Finance

The benefit of the Online Volunteer Training Centre is that it enables the registrants to access the training at their convenience and complete the training at their own pace. It is an affordable alternative to formal workshops, seminars or classrooms, and increases accessibility to training opportunities, especially to rural, northern or isolated communities. This web-based training program is offered free to all Saskatchewan residents involved in the volunteer sector.

The Online Volunteer Training Centre is made possible through the generous support of the Canada Games Building Dreams and Champions Legacy Program, which was created through the financial surplus of the 2005 Canada Summer Games in Regina. Sask Sport Inc. provided the initial investment and will administer the site as well as look at opportunities for further development.

Visit [www.ovtc.sk.ca](http://www.ovtc.sk.ca) for more information and to register.



### 5. Youth Involvement and Leadership

- Youth Sport, Culture and Recreation Strategy Framework
- How To Do A Community Project With Youth
- The S.P.R.A. Play Leadership Program
- 40 Developmental Assets



### Youth Sport, Culture and Recreation Strategy Framework

(Source: Sask Sport)

#### Youth Helping Youth

##### Introduction

There is an interest and need for young people to be actively involved in finding their own solutions to issues and to promote positive healthy, active lifestyles. Youth say that they are ready, willing and able to do this, but require some structure and support.

##### Purpose

The purpose of the Youth Sport Culture and Recreation Strategy Framework is to:

- Coordinate a youth voice and network to support youth in their SCR activities
- Increase youth participation in volunteering and in SCR activities and community projects
- Build youth skills and capacity for ongoing and future leadership
- Connect youth with each other to find solutions to youth and community issues
- Promote positive role models.

##### Possible Age Groups:

The youth framework can be designed to support:

Pre-teens – 8-12 years

Young Teens – 13-15 years

Older Teens – 16-19 years

Young Adults – 20-30 years

## Toolbox - 5. Youth Involvement and Leadership

### Proposed Actions Endorsed by Youth

The following was reviewed and refined by youth from twenty-three communities across Nunavut at the Regional Capacity Building Sessions held by HSS in March 2010.

Component	Purpose	Details	Comments
Youth Leadership Training	To develop interest and skills for leadership and community action	Types of Training: Basic Leadership Skills Presentations, Coaching, Community Projects	Training will help support momentum and the development of a youth network
Youth Network – 50 Voices	To build the skills of a group of 50 youth who will help everyone stay connected, share information, increase interest and motivation	Many youth are ready and willing to get started – this is a top priority to build youth interest and capacity	Will require dedicated resources to support and maintain it
Annual Youth SCR Summit	To provide a forum for youth to discuss opportunities in SCR and address issues unique to the north	Keep connected for learning and debate, celebration and recognition – to build our own successes and tell our own stories  Elders could be involved and training is a key component	The framework and the Summit will require long-term commitment in order to have continuity over time
SCR Liaison and Projects	To create a role for youth to help with community projects and make youth connections	Assist SCR staff to create community linkages, undertake projects and make connections with local youth	SCR may identify project ideas and potentially initiate activities
Media – Website Magazine and Articles	To have a way for youth to tell their stories and get the word out in an interesting and relevant manner  Youth website web cam and photo voice opportunities	Electronic and print formats will be used. Focus on youth interest and activities, success stories as well as questions and answers. There will be a theme for each issue.  Newspaper articles will be developed on a regular basis	Rotating host for magazine (different communities over time)  Needs technical support from communications person to initiate and sustain these activities
Projects and Partnerships	To develop specific youth projects for SCR and to work with existing groups and ensure a holistic approach	Possible project partnerships with: <ul style="list-style-type: none"> <li>• Schools</li> <li>• Sports Associations</li> <li>• Health Committees</li> <li>• Youth Councils</li> <li>• Hip Hop Groups</li> <li>• Others</li> </ul>	Need to have specific activities to link into/focus youth activities and to be the basis for partnerships

### Next Steps and Process

To advance the SCR Youth Strategy Framework the next steps are needed:

1. Continue to work with the youth involved – stay in contact.
2. Inventory of Youth Activities – create a list of youth projects and groups that currently exist.
3. Determine who would be interested in being part of the core group of leaders and the 50 Voices.
4. Develop a few projects to use as examples at the community level.
5. Build the network and implement the framework.
6. Prepare and deliver the training to the core group of youth.
7. Seek financial assistance.
8. Develop the website and communication tools.
9. Find and commit resources for the 2010/2011 Summit.
10. Create an evaluation framework to determine the impact of framework activities.

### How To Do A Community Project With Youth

(Source: Flo Frank's Toolbox)

#### Introduction

Normally youth want to help their communities and be involved – they just are not always sure how to start, where to get help and how to get going. The following tips will help:

1. Youth can take part in existing programs or create their own projects.
2. If it is their own, ensure that projects are by youth and for youth – not adults having all the say.
3. Get a small group of interested youth to be the core group.
4. Ask for their ideas and thoughts about what could be done and how.
5. Create an action plan with very basic goals and next steps.
6. Ask them to discuss what might help support the project and what might get in the way.
7. Create a list of other interested youth and identify ways to get them involved.
8. Consider communication and information sharing – who needs to know what is going on.
9. List potential partners, sponsors or supporters for the project.
10. Develop a budget and resources and talk about where it will come from and who will ask for it.
11. Make a list of jobs to be done and assign them to those with the interest and skills needed.
12. Always work in pairs (two youth at a time not just one) to maintain momentum and confidence.
13. Start small and build on successes. Acknowledge struggles as well as progress.
14. Always start where the youth are at, not where they want to get to.
15. Keep the communication flowing and keep everyone connected between activities.
16. Have fun and make sure there is always food, safe transportation and a healthy approach being used.
17. If youth have issues, make sure there is someone they can talk to in confidence to get help.
18. Recognition and praise go a long way to keeping youth involved and active.
19. Make sure that there are enough supporters for the project and address those who don't in a good way.
20. If at first things don't succeed, keep trying or reassess the goals and start again.

### The S.P.R.A. Play Leadership Program

(Source: S.P.R.A.)

Dedicated to providing Play Leaders with the skills and knowledge necessary to coordinate safe and quality play opportunities for children across Saskatchewan.

The goal of the Saskatchewan Parks and Recreation Association (SPRA) Play Leadership Program is to ensure high quality play opportunities are available throughout Saskatchewan via education, training, promotion and coordination of play resources. In order to provide Play Leaders with the most current trends in the play field, SPRA has developed a new Play Leadership Program and resources that reflect the latest research and theory of play.

#### Program Information

Objective of the new Play Leadership Program:

- To increase opportunities for Saskatchewan children to participate in play activities
- To improve the quality of play opportunities for children by providing Play Leaders with the latest knowledge and resources in the field
- To overcome the geographical barriers which prevent individuals from participating in the SPRA Play Leadership Program by providing an online training option in addition to the traditional workshop format of training

#### Overview of the Program

The SPRA Play Leadership Program is built on the Situated Activity Approach which states that learning happens best in real-life situations. In real-life settings, a Play Leader in Training will have the opportunity to develop the leadership skills and sensitivities required to lead play activities through first hand, practical experience. Play Leaders have the opportunity to learn the theory behind play and play leadership and apply this knowledge in a practical setting under the guidance of a Play Mentor.

The SPRA Play Leadership Program can be accessed on an individual level as well as by regions, communities and organizations. The SPRA Play Leadership Program gives the individual, organization, community or region the choice to participate in the training either online or by attending/hosting a workshop.

The SPRA Play Leadership Program relies upon the Play Leader in Training becoming involved in a community of practice. An online forum has been developed which will connect Play Leaders in Training to a community of practice that includes fellow Play Leaders in Training, Play Leaders, and Play Mentors. Through the forum, a Play Leader in Training will have the opportunity to share ideas and concerns with other play professionals and develop the skills and abilities necessary to become a successful play provider.

## Toolbox - 5. Youth Involvement and Leadership

The SPRA Play Leadership Program consists of a minimum of 16 training hours which are evenly divided between theory and real-life experience. The program requires eight hours of workshop or home study, using the Play Leader's Guide as the main training resource. A Play Mentor will guide the Play Leader in Training through the program including mentorship, reflection and portfolio tasks.

The practical component of the program includes eight hours of "on the job" practical experience observing and applying appropriate play leadership techniques under the guidance of the Play Mentor.

The Play Mentor will evaluate the Play Leader in Training for completion of all components of the SPRA Play Leadership Program. If satisfied that the Play Leader in Training has completed all program requirements, the Play Mentor will recommend the Play Leader in Training for Play Leader status.

In order to remain a qualified Play Leader or Play Mentor, the individual must complete a Play Leadership Continuing Education Course every three years. SPRA will develop a database that will track qualified Play Leaders and Mentors. Communities, regions and organizations will be able to contact SPRA or consult the SPRA web site for a list of qualified Play Leaders to coordinate play events or a list of Play Mentors to facilitate workshops and online training.

**Note:** Individuals wishing to participate in the SPRA Play Leadership Program must be 14 years of age prior to commencing training.

# Toolbox - 5. Youth Involvement and Leadership

## 40 Developmental Assets

(Source: Search Institute<sup>SM</sup>)



Category	Asset Name and Definition	
<b>External Assets</b>	<b>Support</b> <ol style="list-style-type: none"> <li><b>1. Family Support</b>-Family life provides high levels of love and support.</li> <li><b>2. Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>3. Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</li> <li><b>4. Caring Neighborhood</b>-Young person experiences caring neighbors.</li> <li><b>5. Caring School Climate</b>-School provides a caring, encouraging environment.</li> <li><b>6. Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>	
	<b>Empowerment</b> <ol style="list-style-type: none"> <li><b>7. Community Values Youth</b>-Young person perceives that adults in the community value youth.</li> <li><b>8. Youth as Resources</b>-Young people are given useful roles in the community.</li> <li><b>9. Service to Others</b>-Young person serves in the community one hour or more per week.</li> <li><b>10. Safety</b>-Young person feels safe at home, school, and in the neighborhood.</li> </ol>	
	<b>Boundaries &amp; Expectations</b> <ol style="list-style-type: none"> <li><b>11. Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>12. School Boundaries</b>-School provides clear rules and consequences.</li> <li><b>13. Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>14. Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</li> <li><b>15. Positive Peer Influence</b>-Young person's best friends model responsible behavior.</li> <li><b>16. High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</li> </ol>	
	<b>Constructive Use of Time</b> <ol style="list-style-type: none"> <li><b>17. Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>18. Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>19. Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>20. Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b> <ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>-Young person is motivated to do well in school.</li> <li><b>22. School Engagement</b>-Young person is actively engaged in learning.</li> <li><b>23. Homework</b>-Young person reports doing at least one hour of homework every school day.</li> <li><b>24. Bonding to School</b>-Young person cares about her or his school.</li> <li><b>25. Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</li> </ol>
		<b>Positive Values</b> <ol style="list-style-type: none"> <li><b>26. Caring</b>-Young person places high value on helping other people.</li> <li><b>27. Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>28. Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>29. Honesty</b>-Young person "tells the truth even when it is not easy."</li> <li><b>30. Responsibility</b>-Young person accepts and takes personal responsibility.</li> <li><b>31. Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
		<b>Social Competencies</b> <ol style="list-style-type: none"> <li><b>32. Planning and Decision Making</b>-Young person knows how to plan ahead and make choices.</li> <li><b>33. Interpersonal Competence</b>-Young person has empathy, sensitivity, and friendship skills.</li> <li><b>34. Cultural Competence</b>-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>35. Resistance Skills</b>-Young person can resist negative peer pressure and dangerous situations.</li> <li><b>36. Peaceful Conflict Resolution</b>-Young person seeks to resolve conflict nonviolently.</li> </ol>
		<b>Positive Identity</b> <ol style="list-style-type: none"> <li><b>37. Personal Power</b>-Young person feels he or she has control over "things that happen to me."</li> <li><b>38. Self-Esteem</b>-Young person reports having a high self-esteem.</li> <li><b>39. Sense of Purpose</b>-Young person reports that "my life has a purpose."</li> <li><b>40. Positive View of Personal Future</b>-Young person is optimistic about her or his personal future.</li> </ol>

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### 6. Self Care

- **Holistic Life Balancing and Management Process**
- **Healthy People, Families and Communities**
- **Personal Management Plan**
- **Conditions That Facilitate Change**
- **My Leisure Resources Inventory**
- **Healthy Workplaces**



### Holistic Life Balancing and Management Process

(Source: Flo Frank's Toolbox)

The concept is to look at all the things that we juggle or use to measure and define our state of "being". Our health and identity are often a combination of physical, emotional, spiritual or financial health and how we feel about the way in which we belong in our own world. How we are recognized or rewarded also impacts on how we behave and what we value. Aging, increased awareness, and the stress brought on by change have taken their toll on people and there is an expressed need to learn more about how to recharge ourselves.

Often the assistance that is available is fragmented, although some progress has been made to combine certain aspects in a more holistic way. For example, career planning has broadened out to include more than just employment goals. Health stores sell products for all aspects of physical well being and can connect us to other related wellness service providers. More connectedness is needed when we ourselves are looking at all the aspects of our lives.

This tool is a start at integrated life management and is designed to help people make choices, set goals and find ways in which to realign or boost energy and satisfaction in each topic area.

The topic areas have been collected into four main categories:

1. Self
2. All My Relations
3. Heart and Soul
4. Support

#### The Purpose As Expressed By A Variety of Different People

We Are Seeking: Balance – Understanding – Light On The Path  
Increased Comfort, Better Use of Time, Happiness and Joy  
Optimism, Belief, Gratitude, Appreciation, Wonder, Respect, Pride  
Communication, Connections, Creativity, Commune, Financial Security

### Areas of Personal Management

The following are the ten stepping stones to health and wellness – each needs a path that can easily be followed – based on personal goal setting and positive outcomes.

#### Body

Food, fitness, image, fresh air, sleep, herbs and cures, prevention

#### Mind

Use brain, think, plan, learn – develop intellect

#### Spiritual

Exploring, understanding, getting comfortable – connect to a higher source outside ourselves

#### Soul

Appreciation for the environment - ecology, nature - outdoors. Personal ethics and integrity – The higher source within ourselves

#### Culture and Creativity

Music, art, community, culture, find identity and explore potential

#### Career

All that you do – for a living and for your interest

#### Financial

Money, investment, creation of wealth, debt – management

#### Social and Leisure

What you do for fun and with friends and family

#### Sexual

Understanding sexuality, relationships, identity and self-esteem

#### Wonder

Maintaining a sense of wonder. Knowing that there is always more to know and learn.

## Healthy People, Families and Communities

(Source: Flo Frank's Toolbox)

This is a new way to look at community development.

People and communities have much in common. For example, they both have an identity, health, attitudes, finances and esteem – all of which need to be developed in a healthy manner.

We may be able to find a more holistic approach to being stronger, happier people living in more highly valued communities – not because of the value of the real estate, but more the quality of living and the people who are making it that way.

## A Balanced Life - Reaching Your Potential

Set A Goal for One Topic In Each Area

<p><b>SELF HEALTH &amp; IMAGE</b></p> <p>Body Mind Sexuality</p>	<p><b>HEART &amp; SOUL</b></p> <p>Nature – Ecology Ethics and Integrity Culture and Creativity Wonder – Awe – Hope – Love Loss – Fear – Disappointment Spirituality</p>
<p><b>ALL MY RELATIONS</b> (things within your domain or control)</p> <p>Family Parents, Kids, Grandkids Partners and Lovers Friends Social and Leisure Pets and Plants</p>	<p><b>HOME &amp; OTHER SUPPORTS</b></p> <p>House/Home Management Financial Career/Business/Job Community</p>

## Personal Management Plan

(Source: Flo Frank's Toolbox)

Name:

Date:

My Overall Goals Are:

Goal One: \_\_\_\_\_

Action To Be Taken:

When:

What Is Needed and How Will You Get It:

Desired Outcome:

Goal Two: \_\_\_\_\_

Action To Be Taken:

When:

What Is Needed and How Will You Get It:

Desired Outcome:

Goal Three: \_\_\_\_\_

Action To Be Taken:

When:

What Is Needed and How Will You Get It:

Desired Outcome:

Goal Four: \_\_\_\_\_

Action To Be Taken:

When:

What Is Needed and How Will You Get It:

Desired Outcome:

### Conditions That Facilitate Change

(Source: Flo Frank's Toolbox)

People and organizations tend to change. . .

1. When they have participated in the decision to change.
2. When the rewards for change exceed the pain or cost of change.
3. When they see others changing, particularly when the change is supported by valued persons.
4. When they are in an environment free from judgment and supportive of change.
5. When they have the competencies, knowledge or skills required by the change.
6. When (and to the degree that) they trust the motives of the person or persons attempting to induce change.
7. When (and if) they are able to influence the person or persons who are attempting to influence them.
8. When (and to the degree that) they see the change has been successful, especially if they are able to gather data for themselves.
9. When they can maintain the changes in a series of small steps or as a total change in the way of life.
10. When (and if) there is public commitment to the change.

And – they tend to resist change to the degree that they feel it is imposed upon them.

## My Leisure Resources Inventory

(Source: Manitoba Recreation Director's Handbook)

### Resources for my self-development

1. Arts, crafts, hobbies or sports that I would like to learn or learn better:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

2. Schools, libraries and other places where I can take classes or learn more about things that interest me:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

3. Things about myself that I would like to change or improve:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

### Resources for my self-enjoyment

1. Persons I enjoy being with and would like to be with more often:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

2. Places I would like to go (or would like to go soon):

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

## Toolbox - 6. Self Care

3. Activities, organizations and/or programs in which I like to participate:

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

4. Books I like to read (or reread), movies I want to see (or see again) television programs I like to watch, and other cultural opportunities I enjoy:

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

### Resources for my self-support

1. Friends or relatives I can call or visit when I am lonely or bored:

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

2. Church or community groups that will offer me fellowship and support in times of need:

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

3. Professional services which are available to me (e.g. doctor, lawyer, spiritual leader, social worker):

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

## Toolbox - 6. Self Care

4. Things I can do when I feel down:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

### Resources for my self-expenditure

1. Persons for whom I like to do something very special:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

2. Agencies, institutions and/or organizations in my community, which can use my help:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

3. Things I enjoy doing for other people:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

4. Special talents or skills that I am ready to offer anyone in need:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

### Healthy Workplaces

(Source: Health Canada)

Research suggests that three basic factors affect workplace health:

**Healthy workplaces are physical and social environments that support individual and organizational health.**

When health is promoted in the workplace:

- Employers can look forward to less absenteeism, lower turnover rates, and increased productivity and job satisfaction
- Employees will experience improved health, reduced work related stress and illness and an improved balance between their work and family obligations.

**Environmental factors** include

- Physical conditions of the workplace (noise, indoor air quality, ergonomics,)
- Work schedules (shift work, overtime); and,
- Distribution of responsibilities and relationships between co-workers and supervisors.

**Personal resources** include

- Employees' sense of control over their health;
- Employees having a say in decisions that impact them in the workplace; and,
- Social support from co-workers, family and friends.

**Health practices** are lifestyle choices that include, among others,

- Physical activity;
- Eating habits; and,
- Amount of sleep.

**The following is a list of questions and answers that are commonly asked regarding workplace health issues.**

- What are the temperature and humidity standards for workplaces in Canada?
- How do I know if the indoor air quality at my work is a threat to my health?
- How do I set up an occupational health and safety program at my work?
- What is workplace violence/harassment?
- What are scent-free policies?
- What ergonomics are recommended in an office setting?
- What should I do if I get injured on the job?
- What is the WHMIS and how does it protect me against exposure to hazardous materials

### What are the temperature and humidity standards for workplaces in Canada?

There are many factors directly related to different kinds of jobs, such as the physical demands of your job or working outside. There is no single value for a maximum temperature or humidity at your work place. There are, however, standards provided by the Canadian Standard Association (CSA)

- Summer conditions (light clothing) – if the relative humidity is 30%, then the acceptable temperature is 24.5-28°C.
- Summer conditions (light clothing) – if the relative humidity is 60%, then the acceptable temperature range is 23-25.5°C
- Winter conditions (warm clothing) – if the relative humidity is 30%, then the acceptable temperature range is 20.5-25.5°C
- Winter conditions (warm clothing) – if the relative humidity is 60%, then the acceptable temperature range is 20-24°C

### How do I know if the indoor air quality at my work is a threat to my health?

If you feel better after leaving work or on weekends or if other people who work in the same area as you also report symptoms, it would be a good idea to investigate the air quality at your work. The Canadian Centre for Occupational Health and Safety (CCOHS) provides some helpful tips on indoor air quality in the workplace. The CCOHS provides a list of common symptoms often associated with poor indoor air quality and offers a health survey that can identify if there is a problem with the air quality at your work.

Other useful resources on conducting investigations at the workplace include:

- Inspection means prevention
- Workplace inspections – a matter of health and safety
- Effective workplace investigations

### How do I set up an occupational health and safety program at my work?

First we recommend you identify the legislation and regulations that apply to your workplace. Please visit our Workplace Health Strategies section to find out about your legal responsibilities. Next, your organization should establish an occupational health and safety policy that explains the objectives and basic intentions of the organization in relation to workplace health. Health and safety programs include many distinct elements, including roles and responsibilities, health and safety rules, education and training, procedures for reporting accidents, inspection requirements, emergency protocols, and promotion activities. A good program should also be allocated sufficient financial and human resources, have management buy-in, and be evaluated over time to test their effectiveness so that ongoing improvements can be made.

For more information on how to set up an occupational health and safety program at your work we recommend visiting the Canadian Centre for Occupational Health and Safety for their list of Basic Program Elements

### **What is workplace violence/harassment?**

Violence and harassment in the workplace may include physical and non-physical harm caused by bullying, mobbing, verbal insults, sexual or racial harassment and intimidation. These acts may be repetitive and are unwanted sources of hostile attention that often affect the dignity and psychological well-being of a person who is victimized. Legislation on violence and harassment in the workplace varies across Canada. Some provinces have put in place regulations on violence, bullying, personal and psychological harassment. We recommend you contact your regulatory body to find out more.

If your workplace is federally regulated you are protected by Part 20 of the Canada Occupational Health and Safety Regulations: Violence Prevention in the Workplace.

### **What are scent-free policies and how does an organization set one up?**

A scent-free policy is one example of a workplace-wide initiative meant to minimize allergic reactions. These may be caused by chemicals found in perfumes, air fresheners, or aftershave. We recommend that organizations interested in setting up a scent-free policy conduct a survey of employees to determine how severe and frequent allergies are in the workplace. While assessing the allergy situation of your workplace, you may also ask employees to provide feedback on the development of a policy. Whenever a workplace initiative is being established we suggest that support be obtained by the health and safety committee and management. It is also useful to assign a person to oversee the development of the policy. Communication is also very important and may involve flyers in payroll envelopes or posters in common areas.

### **What ergonomics are recommended in an office setting?**

It is recommended that your chair include backrests, armrests, and a stable seating surface. Armrests reduce the strain on the shoulder and neck muscles when working with a keyboard and/or mouse, while the backrest is designed to reduce slouching that may lead to ligament and disc injuries. The most preferable workstation will enable varying your posture regularly throughout the day. You can achieve a healthier workday by varying your tasks, alternating between computer work and non-computer work, alternating between sitting and standing, or getting up regularly to walk and do light stretching.

You can find out more by reading the Canadian Standard Association (CSA) standard on office ergonomics.

### **What should I do if I get injured on the job?**

If you are injured while at work you should notify your employer. If you need medical treatment or cannot continue to work following the accident, your employer is required by law to report your injury to the Workers' Compensation Board (WCB) of your jurisdiction within 72 hours. It is also recommended that you visit your health care provider. If you are seriously injured they must inform the WCB within 48 hours. Finally, WCBs also request that employees submit their own report of the injury. We encourage you to visit the Association of Workers' Compensation Boards Web site to find a list of provincial Worker's Compensation Boards. If you are employed by the federal government please visit the Human Resources and Social Development Canada Website.

### **What is the Workplace Hazardous Material Information System (WHMIS) and how does it protect me against exposure to hazardous materials?**

The Workplace Hazardous Material Information System (WHMIS) applies to all Canadian workplaces. To be compliant with WHMIS, employers are required to establish education and training programs for workers who work with hazardous materials. They must also ensure that products are labelled and that Material Safety Data Sheets are present for each product and readily available to workers. Workers also have responsibilities under WHMIS. They are required to participate in the training and education sessions and must inform their employers when labels on containers have been accidentally removed or are no longer readable. In Health Canada, WHMIS falls under the mandate of the Product Safety Programme. Please direct any inquiry regarding WHMIS to the National WHMIS Office.

### 7. Partnerships – Working Together

- Buy – In Sheet
- Partnership Planning Questions
- Partnership Agreement Template
- Sample – Northern Spirits Partnership Agreement



### **Buy – In Sheet**

(Source: Flo Frank's Toolbox)

In order to agree to (buy – in) a partnership, each partner needs to know the following:

- What's in it for me? What's in it for you?
- What do I have to do? What will you do?
- Do I have the ability/capacity to do it?

Regardless of the answers – Yes or No – What's next?

### Partnership Planning Questions

(Source: Flo Frank's Toolbox)

It is important to know the answers to the following questions:

#### Partnership Pre-Planning

1. What does partnership mean to us?
2. What is the vision (desired outcome) of this partnership?
3. Why do we want to do this? (Why wouldn't we want to do it?)
4. What are the strengths – limitations that we have/bring?
5. What's in it for us? What do we get?
6. What would the other partners get?
7. What would we have to do or give?
8. Do we have the capacity – ability – attitude needed to do what is required?
9. What would have to change?
10. Where do we start?

#### Partnership Planning – Being Prepared

1. What's the big vision – results of the partnership? (DRAFT ideas only)
2. The vision for how the partnership itself would operate:
3. What is our initial role and contribution? (What we will do to make the partnership environment healthy and solid).
4. Are we ready? (What does that mean?) What do we need?
5. Thoughts about immediate opportunities and issues (obstacles):
6. What values do we demonstrate that suggest that we can be good partners?
7. What assumptions or expectations do we have?
8. What should be done next?
9. Who needs to be involved?
10. What are the resource implications?
11. What is the best that can be hoped for? What is the worst?
12. Who and what can we use as resource people or material?
13. Other

### Partnership Agreement Template

(Source: Flo Frank's Toolbox)

Who is involved?

What are we doing?

Timeline – When will it happen?

Vision – What do we hope will change in the future?

Values/Principles/Beliefs – How will we treat each other?

Action Strategies – What will we do together? (big activities – possibilities)

#### Specific Goals and Priorities:

Contributions: What will each partner contribute?

Decision Making

Roles (who will do what?)

Resources (budget, HR, facilities, etc)

Communication (marketing) Plan

Evaluation (how will we know we are making progress?)

Closure (when will the partnership end?)

Signatures (if needed)

### Sample – Northern Spirits Partnership Agreement

(Source: Northern Spirits Partnership)

**Partnership Agreement between; Musqua Entertainment (Voices of the North), the Northern Sport, Culture and Recreation District, Missinipi Broadcasting Corporation (MBC), and Prince Albert Grand Council (PAGC)**

This agreement made April, 2009.

BETWEEN

Musqua Entertainment (Voices of the North) (Hereinafter called ME)  
103 MacDowell Crescent  
Prince Albert, SK  
S6V 6N2

Northern Sport, Culture and Recreation District (NSCRD)  
(Hereinafter called NSCRD)  
Box 1097  
La Ronge, SK  
S0J 1L0

Missinipi Broadcasting Corporation (MBC)  
(Hereinafter called MBC)  
#77 - 11th Street West - 2nd Floor  
Prince Albert, Saskatchewan  
S6V 3A8

Prince Albert Grand Council (PAGC)  
(Hereinafter called PAGC)  
Sports, Culture & Recreation  
Gymnasium  
851 23rd Street West  
Prince Albert, SK  
S6V 6K1

## Toolbox - 7. Partnerships – Working Together

### WITNESSETH:

That ME, the NSCRD, MBC, and PAGC in consideration of the premises and of the covenants and stipulations hereinafter mutually promise, and agree one with the other as follows:

#### A. Project Purpose

To offer an opportunity for northern youth to participate in an a three day workshop leading to potential participation in the production and performance of the Northern Spirits Showcase to be held at the E.A. Rawlinson Centre in Prince Albert on October 11, 2009.

#### Objectives

- Northern youth exposure to the arts/cultural programs and opportunities.
- Improved self esteem of northern youth.
- Northern communities supporting youth's participation in arts/cultural programs.
- Identifying and supporting youth with creative and artistic talent.
- To continue with a mutually beneficial partnership between ME, the NSCRD, MBC and PAGC.

#### B. The Agreement

As a partner contribution the NSCRD agrees to the following:

- Active participation on the Northern Spirits Committee.
- To act as the financial administrator of the activities associated with the 2009 Northern Spirits initiative.
- To pay all expenses and deposit all revenues associated with Northern Spirits initiatives that fall within the Northern Spirits budget.
- To maintain a Northern Spirits chart of accounts.
- To provide monthly income and expense statements to the Northern Spirits committee.
- In the event that expenditures exceed revenue, the NSCRD Program Manager for Culture and Community Development will notify the Northern Spirits Committee in writing. The Northern Spirits Committee will review the situation and make the appropriate decisions.
- To apply to the Government of Saskatchewan for \$25 K from the Prevention and Support Program and to provide the appropriate follow up reports.
- Coordinate the meetings of the Northern Spirits Committee.
- Solicit sponsorship.
- Distribute promotional material throughout northern Saskatchewan
- Receive and sort applications.
- Post information on website.
- Confirm registration and travel arrangements for up to 100 northern youth and chaperones representing the Northern District geographic area to participate in the May workshop.
- Confirm registration and travel arrangements for up to 20 northern youth and chaperones representing the Northern District geographic area to participate in the October Showcase.
- Ensure registration process and meet the needs of the logistical needs of the youth participants.
- Encourage and support local mentors to support youth through all aspects of the program.
- Provide liaison representation of the Northern Spirits Initiative to the Prince Albert Aboriginal Music and Arts Festival Governance Committee.

## Toolbox - 7. Partnerships – Working Together

As a partner contribution ME agrees to the following:

- Active participation on the Northern Spirits Committee.
- To be responsible for any surplus/deficit occurring as a result of the Northern Spirits Initiative and to be responsible for the distribution/contribution to ensure ending with a balanced budget.
- Develop and lead the technical aspects of the initiative.
- Lead the youth selection process for the workshop and showcase.
- Secure venues and workshop facilitators.
- Solicit sponsorship.
- Produce the Showcase.
- Ensure that the needs of the workshop facilitators are met.

As a partner contribution MBC agrees to the following:

- Active participation on the Northern Spirits Committee.
- Solicit sponsorship.
- Promotion of the Northern Spirits Workshop.
- Promotion of the Northern Spirits Showcase (with \$500.00 support from the Northern Spirits program budget).
- Broadcast the Northern Spirits Showcase following the event.
- Purchase the T-shirts for the youth, chaperones and other key participants.
- Provide a tour of MBC at the workshop and workshop sessions as determined and able (i.e. film production, emcee support).

As a partner contribution PAGC agrees to the following:

- Active participation on the Northern Spirits Committee.
- In kind use of the PAGC gymnasium for the workshop.
- \$5,000.00 sponsorship to Northern Spirits.

As two of the initial and major partners of Northern Spirits, the ME and NSCRD jointly agree to the following:

- To be responsible for any surplus/deficit occurring as a result of the Northern Spirits Initiative and to be responsible for the distribution/contribution to ensure ending with a balanced budget. Any surplus or deficit will be shared between these two partners, 50/50.

### **C. Duration of Agreement**

1. This Agreement shall be in effect from April 1, 2009 to March 31, 2010 with provisions to extend the contract as mutually agreed.
2. This agreement may, upon fourteen (14) days written notice, be terminated by either party without cause.

## Toolbox - 7. Partnerships – Working Together

### D. General Conditions

1. Any significant addition or deletion to the work set out in Clause B (and the documents it refers to) must be agreed to by both the NSCRD and ME.
2. The NSCRD here expressly acknowledges and agrees:
  - a) That reports generated will not be used for any purpose other than work within this contract.
  - b) That the NSCRD shall not assign or transfer this contract to any other person.

### E. Conclusion

It is hereby agreed that the rights and obligations conferred or imposed on the Northern Spirits Initiative by this Agreement may be exercised by any person expressly authorized by the committee to act on their behalf.

In WITNESS WHEREOF the parties hereto have hereunto set their hands the date first written above:

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)

Musqua Entertainment

Date \_\_\_\_\_

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)

Witness

Date \_\_\_\_\_

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)

Northern Sport Culture and Recreation District

Date \_\_\_\_\_

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)

Witness

Date \_\_\_\_\_

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)

Missinipi Broadcasting Corporation

Date \_\_\_\_\_

## Toolbox - 7. Partnerships – Working Together

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)      Date \_\_\_\_\_

Witness

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)      Date \_\_\_\_\_

Prince Albert Grand Council

\_\_\_\_\_ (name)

\_\_\_\_\_ (signature)      Date \_\_\_\_\_

Witness

### 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				
<b>TOTAL</b>				

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

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Source:

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# PROGRAM PLANNING



**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**

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

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*



**PROGRAM PLANNING**

**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)?

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

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

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**FACILITIES**

What facilities do you have for:

Sport Programming?

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Recreation Programming?

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**PROGRAM PLANNING**



Culture Programming/Heritage Sites?

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## 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



## PROGRAM PLANNING

### 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.

**PROGRAM PLANNING**

**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**



# PROGRAM PLANNING

### 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.

# PROGRAM PLANNING



# PROGRAM PLANNING

### 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



# PROGRAM PLANNING

- 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**

**NORTHERN SPORT, CULTURE & RECREATION DISTRICT**

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**PRINCE ALBERT GRAND COUNCIL**

***Sport, Culture and Recreation***

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**MEADOW LAKE TRIBAL COUNCIL**

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[www.mltc.net](http://www.mltc.net)

**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.

## Toolbox - 8. Effective Programming – Finding Balance

### 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



### 9. Planning – Implementation – Evaluation

- Terms and Definitions – Types of Plans
- Strategic Planning – Format and Explanations
- Operational Plan Template
- From Ideas to Action: Action Plan Format
- Example – Action Plan
- Evaluation Tool



### Terms and Definitions – Types of Plans

(Source: Flo Frank's Toolbox)

- **Strategic Plan** – a long-term (Big Picture) plan. It sets the organizational direction for the next 3 – 5 years (sometimes longer) and is normally developed by the Board of Directors.
- **Operational Plan** – a one and two year overview of priorities (with a three year window) developed to guide the work of the staff and to give the “whole picture” at a glance. It provides detail to the objectives of the strategic plan and outlines the key actions required to implement the strategic goals. This plan is normally developed by the Executive Director (with input from staff) and is reviewed (or approved) by the Board of Directors.
- **Annual Plans** – these plans (if required) provide very specific detail for one year of operation with staff, budgets, desired outcomes and measures and detailed actions that are linked to both the operational plan and individual work plans.
- **Work Plans** – these are annual plans developed by each staff member. They outline the priorities and work specifics to be accomplished by various individuals (based on job descriptions and the operational or annual plan).
- **Strategies** – are plans within the plans. They are often used for activities or initiatives that are complex enough to require a guide for their development (e.g. communication, human resources, financial sustainability, marketing, etc.).
- **Business Plan** – a plan developed for external promotion (usually to attract funding and investments) and internal management of an organization from a business perspective. It identifies items such as: products, market, feasibility, competition and financial projections
- **Performance Review/Assessment** – an annual evaluation of work and accomplishments of staff based on their work plan goals. A two-way exchange to review successes, shortcomings and areas to improve as well as to identify any needs or limitations to being effective in the job.

### Strategic Planning – Format and Explanations

(Source: Flo Frank's Toolbox)

#### What is a Strategic Plan?

- A strategic plan is a formal document/framework that describes the vision and purpose of an organization/committee and the goals and strategies it will use to achieve its vision and purpose.
- The strategic plan is a long-range plan. It sets the direction for the organization over a three to five year time frame.
- A strategic plan should inspire and motivate. It provides a framework priority setting and for decision-making.
- There are many different strategic planning processes and the language used in these planning processes can vary.
- The key is that an organization/committee has an agreed to process and a common understanding of language/terms.

#### Format and Explanations

##### Vision (Where we want to go?)

- Creates a common picture for the future. Describes the ideal state.
- If all that you hope to achieve as an organization is put into place what does it look like?

##### Purpose/Mission

- The unique reason why our organization/committee exists.
- What is the primary reason for the creation and on-going operation of our organization?

##### Environmental Scan

- Describes where we are now as an organization/committee. Identifies the strengths, weaknesses, opportunities and threats facing the organization. The strategic plan should build on strengths and opportunities and respond to weaknesses and threats.

##### Success Factors

- The outcomes we wish to achieve. The impact, benefit or change that results from our activities.
- What results or outcomes do we expect to see from our actions.

##### Goals

- Broad statements of intent that outline how we will fulfill our purpose and reach our vision.
- What are the areas for action that we will undertake to close the gap between where we are now and our vision?

##### Strategies for Actions – Action Plans

- Identification of the big picture action that we will take to achieve our goals.
- What type of action is needed to achieve our goals and reach our success factors?
- How will we know we are reaching them?

### Operational Plan Template

(Source: Flo Frank’s Toolbox)

The following is a template to link between the strategic plan goals and the actions needed to implement it – each big picture goal from the Strategic plan needs an overview like the one below in order to be operational.

Goal: (from the strategic plan)

Desired Outcomes: (what do we want to see for results from this goal)

Actions	Who – When	Resources	Comments

## Form Ideas to Action: Action Plan Format

(Source: Flo Frank's Toolbox)

Idea: \_\_\_\_\_

Description of Action – what we want to do? \_\_\_\_\_

Rationale – why we want to do it? \_\_\_\_\_

Desired Outcomes – what we hope will happen? \_\_\_\_\_

Issues or Obstacles to Overcome: \_\_\_\_\_

### Actions – Next Steps

1.

2.

3.

### Example - Action Plan

(Source: Flo Frank's Toolbox)

#### Description of Action: Open A Youth Centre

##### Rationale:

- Keeping youth busy to create a positive environment
- A place to hang out
- A place for youth programs (games)

##### Desired Outcomes:

- Lower crime rate
- Wellness
- More youth programs
- For youth by youth

##### Issues or Obstacles to Outcomes:

- No facility
- No funding
- Communication
- No leader

##### Action:

- Step 1: Organize and Form Steering Committee
- Step 2: Pick a Leader/Delegate Roles
- Step 3: Gain Support (letters of support, petition)
- Step 4: Approach the Hamlet for a Place and Support
- Step 5: Apply for Funding (contact, regional wellness coordinator)
- Step 6: Start and Maintain the Youth Centre
- Step 7: Evaluate Results

### Evaluation Tool

(Source: Flo Frank's Toolbox)

The purpose of evaluation is to look at progress being made – milestones being reached, or the results of something that has taken place. Evaluation can be formal (normally done by an outside specialist) or informal (done by program staff and perhaps participants or other community stakeholders).

#### Core Information:

1. What is being evaluated?
2. Why are we evaluating this?
3. What were we aiming for in the program or activity – what did we hope would happen?
4. What actually did happen? Who attended, how many, what took place?
5. What did they have to say? Use evaluation forms or other types of feedback.

#### Analysis:

When we have the above information we need to ask three basic questions:

- Do we have enough and the right type of information? (If not get more).
- Is the information we received valid? (If not find ways to improve it).
- What does the information we received mean?

#### Report:

Normally an evaluation results in a report of some type. The report provides an overview of the goal of the evaluation, the process used and the findings. As well it would include the analysis (what the data means) and recommendations (suggestions about what to do as a result of the evaluation).

#### Action:

An evaluation often results in changes and improvements. To determine what to do next, answer the following questions:

1. How will we use the results we have obtained?
2. What changes should be made to anything we are doing?
3. Who else do we need to share the evaluation with and why would we share it with them?
4. How can we leverage what we have learned to improve or enhance what we do?
5. Are there other uses for this information?
6. Who will do what in order to move things forward?
7. When will we do another evaluation and what will we evaluate at that time?

### 10. Communication

- Communication Strategy Framework
- Social Messaging and Social Media Tips
- Issue Paper – Problem Solving
- Public Speaking
- Presentation Tips



## Toolbox - 10. Communication

### Communication Strategy Framework

(Source: Flo Frank's Toolbox)

Component	Purpose	Content	Audience	Time/Cost
Internal – Team Communication	Information Sharing Keeping everyone in the loop  <b>Email, conference calls – phone – f2f</b>	All aspects of the project  Terminology Definitions	Internal project team	Limited cost and limited time given the need to stay informed.
Accountability Broad-Based	Maintain momentum and to report on progress  <b>Documents, Public Media, Meetings, Funding Report Forms – other</b>	What is going on, why and what it means  Results Analysis Use of Funds  Upstream implications or outcomes	Funders Community Leaders Sector Stakeholders  *discuss who else and what level of detail – info is required and how often	Limited cost but can be time consuming – ensure that priorities are set to make the best use of time and resources.
External Communication General	General project information sharing – project promotion  <b>Written Documents and Website</b>	Principles Goals Progress Results  Analysis	Stakeholders Partners Public Funders	Cost varies depending on the amount of communication and type required.
Social Messaging	Provide bigger picture or values based messages  <b>All media – including Twitter and Facebook</b>	Values based messages e.g. – Positive northern examples  Stay in school  Closer to home solutions  Stay Connected	General public  Focused audience (youth)  Some is planned others are not (twitter and messaging)	Usually connected to a campaign to advocate for a change in attitudes, values or behaviors.
Career Specific Communication	Increasing interest and awareness in career/job options  <b>Importance of completing school Presentations and Brochures – DVD's</b>	*Principles e.g. – Finish School – Start with very young – build on successes and positive messaging	Children Youth K-12 students Post Secondary Parents	Costs and time vary depending on the importance of this aspect.
Newsletter	Information/Updates Connections  <b>Electronic Mail Out</b>	Purpose of the project 0 - timeline Progress and results – possible findings	All connected to the project Communities Practitioners	2-3 times a year  Printing and distribution costs

## Toolbox - 10. Communication

Component	Purpose	Content	Audience	Time/Cost
Website	Info. sharing progress reports Contact people  <b><i>Electronic Media</i></b>	Link to other sites and partner information	Open to all	Update each quarter or as needed.
Brochures and Print Material	Promotion/Info.  <b><i>Handout – Print</i></b>	Project overview and contract information	Focused distribution and general use	Develop asap with logos and contact information.
Power Point Presentations	Promotion – presentations for communities, partners and research participants  <b><i>Electronic Media</i></b>	Overview of the project, principles, purpose, partners, time line	All interested parties – use at meetings and conferences	Update as required.
Media Articles	Limited Use – Get the Word Out – Special Events/PSA  <b><i>Radio/TV Talk Shows</i></b>	Purpose of the project – results Events Info. Partnerships Sector Updates News	Public Specific Groups  Provide more than general information	Community based use if usually free – radio is very effective in the north.
Meetings and Gatherings	Provide and receive info. – networking – idea sharing – awards and recognition  <b><i>Face to Face Telephone Electronic</i></b>	By topic, need or issue – on all levels – project management	Team members and stakeholders Partners Communities Practitioners	As required or designed  Cost associated with travel and meetings
Evaluation Data/Analysis	C/A compliance Results – learning Research data Stats – Analysis Evaluation Advocacy – Policy Input  <b><i>Written Documents, Meetings, Electronic media, Policy Briefings</i></b>	Project outcomes findings - implications recommendations	Internal Funders Industry – Sector Community Others	Costs for: design development analysis and distribution

### Other Considerations:

- Identify terms and develop common definitions so everyone knows the terms.
- Establish protocols and roles – for clear and consistent project leadership – communication lead roles, project appearance and overall continuity and inclusion.
- Determine who speaks for the group and who they should speak with and with what message – maintain good control over the “message” and who delivers it.
- Provide more detail, content, timeline and budget for the areas that are the highest priority.

### Social Messaging and Social Media Tips

(Source: Flo Frank's Toolbox)

Social Messaging is a term used to describe a message to the public (or portion of the public) that influences how they think, the values they hold and ultimately what they do. This is often connected to marketing and sales. Some positive examples are social messages about safety, family harmony, healthy living and getting active and fit. These are considered positive because generally speaking there is agreement about the value and behaviors attached to the action. Social messaging also occurs for things like booze, smoking, racism, and gang related activities.

Social Media – often called social networks – are relatively new, an immediate way to reach thousands of people and usually unsupervised. The messages can be both positive and negative. Youth are particularly connected to social media and are not likely to change that any time soon. The following are some tips and advice related to both social messaging and Social Media that might be helpful in the use of both.

#### Social Messaging:

- Get the message right – determine what you want to say, to whom and why.
- Obtain professional help if needed to find the best way to communicate to either a focused or a wide audience.
- Consider what other messages exist that either support or conflict with the one you are sending.
- Keep the message simple and easy to understand – include what you want people to do.

#### Examples:

A social message is something like this: Over the next 10 years, people of Aboriginal ancestry will make up half the population of Saskatchewan. Learn more about culture enrichment by coming to our Heritage Centre or Pow Wow. Or Healthy, active families makes for happy communities. Join a group to learn more about healthy diets, fun and family activities. A more questionable one might be: Save money. . . buy a Combo or Super Size that – add fries and a large soft drink for only \$1.59 more. Or a more extreme example is the racist hate messaging occurring around the world through social messaging.

#### Social Media:

- Remember that this media is PUBLIC – many youth think it is confidential but it is not.
- Do not say anything on Twitter or Facebook (or other media) that you do not want your mother or the law to see.
- Social connectivity can be addictive – try to restrict your availability and use of it.
- Do not provide personal information such as your home address or credit card unless the sight is secure.
- Many people use FALSE identities so you may not be connecting with who you think you are.
- Many good things can be done through social networks, connections and staying in touch.
- Keep in mind that dangerous people use social messaging to find vulnerable targets.
- Potential employers often check for people's media messages to see what kind of person they are.

#### Examples:

Social media has been very effective to: get the word out about environmental concerns; to help elevate awareness about social injustice or for keeping a group of youth connected to each other after meeting at an event. It is also used for drug deals, sexual predators, bullying and excluding people in a very harmful way. Everyday use of cell phones, texting and messaging have become so distracting and disrespectful that adults have to be told to turn off their technology when in meetings or driving!

### Issue Paper – Problem Solving

(Source: Flo Frank's Toolbox)

Use this format when there is a problem that needs solving. Fill out each section and remember to KISS – keep it short and simple.

Name:

Date:

1. Title: (Give the issue a title so it can be identified)
2. What is the concern or problem: (Describe it objectively with the facts only – not your opinion about it)
3. What does it mean? (What could happen as a result of this issue – put your opinion here)
4. Who does it concern or impact? (Who is involved and who could be hurt by the problem)
5. What do you think ought to be done? (Your idea or recommendation to solve the problem)

Other comments:

Action Taken:

By Whom:

Date:

## Public Speaking

(Source: Manitoba Recreation Director's Handbook)

\* Original Source Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (pg .21-24). Ontario: Author.

Public speaking is an essential skill of a Recreation Director. It is used in meetings, introducing activities, sharing ideas, asking for donations, teaching skills, etc. If it is something that challenges you, know that with time and practice it comes more easily.

### Secrets to Success 1 – 2 – 3

#### 1. Plan, Prepare and Practice

- Know what you want to say, who you are saying it to and how you are going to say it.
- Write it down. Be sure to have a catchy opening, a few main points in the body and a closing that echoes what has already been said.
- Practice. Talk to yourself, the cat, whoever will listen. Look in the mirror and see how you look. Are you smiling?

#### 2. Go For It

- **Think about the environment:**  
Is everyone comfortable?  
Are you comfortable?  
Is the sun in people's eyes?  
Can everyone see you?  
Can you see them?
- **Think about your voice:**  
Are you talking too fast? Too slow?  
Are you speaking loud enough?  
Are you changing things up (you should) – volume, pace, pauses?  
Are you speaking clearly?
- **Think about your body:**  
Are you smiling?  
Are you standing up straight?  
What are you doing with your hands?  
Are you fidgeting?  
Are you breathing? Breathe.

#### 3. Celebrate and Evaluate

- How did it go? What would you do the same or different next time?

### Presentation Tips

(Source: Flo Frank's Toolbox)

Making presentations is part of almost everyone's job – whether it is at a small meeting, a large conference or for a funder or other groups that could influence or judge your organization. The basics for any of these situations are the same but the amount of preparation might vary depending on the length of the presentation, the audience, what is expected and how well you know the topic.

Here are some tips:

1. Be prepared (even if you know the topic) – do your homework about the venue, the audience and the expectations.
2. Research the topic and look for anything new that is going on to show that you are on top of things.
3. Prepare a Presentation Plan – and outline or overview that has an Opening – a Middle – and a Closing
4. Don't use jokes unless you are good at telling them and then only if you know the audience very well.
5. Decide what resources you need (flip chart, PowerPoint, examples, materials) – use the best you can get.
6. Prepare the presentation and rehearse it to ensure it is the right length and that you are comfortable with it.
7. Ask for input from others (try doing the presentation in front of them to gain confidence and feedback).
8. Try not to be nervous and even if you are – try to get over it the best way you can.
9. Speak in a clear voice and talk slowly – maintaining eye contact with the group.
10. Stick to the time allowed and remember to say thank you at the end.

#### Rule of Thumb:

Tell the audience what you are going to talk about and why it is you speaking to them – then do your presentation. Close by telling them what you talked about – a quick summary. . . only the very Key Points. You can even say “These are the three things I want you to remember from my presentation”. Then thank them and END. . . do not drag it out.

You may have heard this stated this way:

Tell them what you are going to tell them – then tell them – and end by telling them what you told them.

### 11. Promotion

- Marketing and Promotion
- Benefits and Marketing Messages
- Creative Promotion and Marketing Ideas
- Sample Poster
- Sample Registration/Waiver Form
- Sample Media Release



### Marketing and Promotion

(Source: Manitoba Recreation Director's Handbook)

#### Marketing

No matter how well prepared and organized you are, a program cannot succeed without participants. People must be made aware it exists, have some idea of the benefits it offers them, and know the details (who, what, when, where, why and how much). People need to be informed, educated, inspired, motivated, sometimes persuaded and often reminded, to come to programs.

This is where marketing comes in – it is essential to the success of your program. It is your way of letting folks know what's coming up and motivating them to come out. It is important marketing be timely and creative. People need to know well enough in advance, (but not too early or they forget), and be adequately enticed.

#### Promotion

How well you are able to communicate with the public determines the success of your program promotion. Although the methods for promotion may vary, the information that needs to get out in the community remains the same. Be sure to communicate who, what, where, when, for whom and how much

- Who – is organizing the event?
- What – is the program being offered?
- Where – will the event take place?
- When – is the program?
- Whom – is the target population?
- How much – is there a fee?

### Benefits and Marketing Messages

(Source: Recreation Connections Manitoba)

Following is a summary of the key promotional and marketing messages. Use them to build community and local council support for your programs.

#### Marketing Message 1: Recreation and active living are essential to personal health.

Recreation and active living:

- Help people live longer – adding up to two years to life expectancy
- Prolong independent living for seniors by compressing the disease and impairment period associated with aging
- Significantly reduce the risk of coronary heart disease and stroke, the leading cause of death in Canada
- Combat osteoporosis which affects 25% of postmenopausal women
- Combat diabetes, the fourth ranking killer disease after heart disease, cancer and respiratory disease
- Help prevent site-specific cancers, particularly in the colon, breast and lungs
- Help prevent and rehabilitate back problems, affecting 25% cent of adults
- Contribute to mental health, reducing stress and depression and contributing to emotional/psychological wellbeing
- Enhance overall health and wellbeing which are critical to personal quality of life
- Recreation is a proven therapeutic tool used in hospitals, clinics and communities. It helps restore physical, mental and social abilities

#### Marketing Message 2: Recreation is a key to balanced human development.

Recreation is essential to the development of our children and youth. It teaches:

- Physical motor skills through play and sports
- Social skills through play and sports
- Creativity through play and arts/cultural activity
- Intellectual development and other life skills through play

Recreation helps adults develop their full and holistic potential – physical, social, creative, intellectual and spiritual.

In a society where life-long learning is essential, recreation and adult leisure provide exceptional learning opportunities.

Parks and natural environments can have great spiritual meaning. Arts and culture are a significant way of exploring spirituality.

### **Marketing Message 3: Recreation and parks are essential to quality of life.**

Recreation, parks, sports, arts and culture:

- Build self-esteem and positive self-image – foundations to personal quality of life
- Enhance life satisfaction levels
- Enhance perceived quality of life for individuals, families and communities.
- Nurture growth, acquisition of life skills and independent living for those with a disability

### **Marketing Message 4: Recreation reduces self-destructive and anti-social behavior.**

Recreation, parks, sports, arts and culture:

- Reduce self-destructive behavior and negative social activity in youth – an antidote to smoking, Substance abuse, suicide and depression
- Reduce crime – particularly in juvenile delinquents
- Reduce racism – building understanding between diverse cultures
- Reduce isolation, loneliness and alienation

### **Marketing Message 5: Recreation and parks build strong families and healthy communities.**

Recreation, parks, sports, arts and culture:

- Help children and youth remain connected; helps couples stay together
- Provide safe, developmental opportunities for latch-key children
- Produce leaders who serve their communities in many ways
- Build social skills and stimulate participation in community life
- Are often catalysts that build strong, self-sufficient communities (sports groups, arts guilds, adopt-a-park)
- Help people know and understand their neighbors, history and environment
- Build pride in a community

### **Marketing Message 6: Pay now or pay later.**

Recreation reduces health care, social service, police and justice costs.

Recreation:

- Reduces the incidence and severity of illness and disability, to lower health care costs
- Supports families, to reduce costs of social service intervention and foster care
- Reduces crime and social dysfunction, to decrease police, justice and incarceration costs

### **Marketing Message 7: Recreation and parks are significant economic generators in your community.**

Recreation, parks, sports, fitness, arts and culture:

- Improve work performance – increasing productivity, reducing absenteeism, staff turnover and on-the-job accidents
- Attract businesses to the community – prime economic development and relocation magnets
- Are attractions that draw tourism – the third largest and one of the fastest growing industries in the world
- Are significant employment generators on their own – providing many jobs
- Investments often yield large economic returns through money generated by events, capital development and ongoing services. The money is spent several times in the community – the multiplier effect.
- Increase property value and tax revenue, on adjacent land – many developers are automatically including parkland, golf courses, etc. as marketing features

### **Marketing Message 8: Parks, open spaces and natural areas are essential to ecological survival.**

Green spaces:

- Protect habitat, biodiversity and ecological integrity
- Improve air quality, removing carbon dioxide, sulphur dioxide and other pollutants from the air
- Promote outdoor recreation, one of the best approaches to environmental education and a key to long-term sustainability
- Protect land from over development and mitigate against potential environmental disaster like flooding, slip zones, aquifer depletion
- Allow trail and pathway systems – save energy and protect air quality by encouraging non-motorized transportation
- Promote arts and culture, one of the best ways of expressing the spirituality of the land and encouraging stewardship ethics

### Creative Promotion and Marketing Ideas

(Source: Manitoba Recreation Director's Handbook)

**Logo.** Develop a logo; it's your trademark. Be creative, and make sure it symbolizes your organization, event or program series. Consider a logo contest to get some great ideas.

**Brochures/Flyers.** Pass them out, put them in cars, in mailboxes, etc.

**Free Tickets.** Give out free tickets to upcoming events to the first "so-many" participants who show up at your activity.

**Fortune Cookies.** Make up special fortune cookies with information regarding upcoming events and maybe a few free admission coupons.

**Pocket Calendar.** Have a calendar of upcoming events printed on cards.

**Announcements.** At half time of sporting events, make announcements of your upcoming programs.

**Balloons.** Write promo on a bunch of balloons and hang them around the community.

**Bulletin Board Display.** Put together a creative and enticing bulletin board display at the schools, band office, hall, store, etc.

**Candy.** Pass out candy with a message attached.

**Free Popcorn.** Distribute free popcorn and flyers for the event.

**Footprints.** Place footprints leading to the event.

**Kites.** Fly kites with messages on them.

**Top Ten List.** Post the top ten reasons why people should attend the event (1 per day).

**Chalkboards.** Write notices on chalkboards in the schools.

**Posters.** Be inspired. Make odd shaped and dynamic posters.



**Jigsaw Puzzle.** Progressively fill a jigsaw puzzle-type ad (curiosity gets them all the time).

**Road Signs.** Make posters shaped like traffic signs ("stop for this event," "yield to your urge to go").

**Where's Waldo?** Create "Where's Waldo?" type drawings with your own character (mascot, performer, etc.) on place mats or posters.

**Newsletters.** Develop and distribute newsletters that announce events, have coupons, games, coloring, photos from other events, recipes, etc.

Sample Poster  
(Source: NSCRD)

## Hip Hop/Beat Making/DJing/Breakdancing Program

**Are you interested in hip hop, DJing, beat making, and break dancing?  
Then this workshop is for YOU!**

**When? July**  
Day 1 – 9:00 am–4:00 pm, Day 2 – 9:00 am-12:00 pm

**Where?**




**Who? Youth aged 12-24**

**What?**  
The NSCRD and the IMP Labs of the University of Regina have partnered to offer a project in your community that would provide exposure and experience in these areas (hip hop, DJing, beat making, graffiti art, break dance, etc..) and would include:

- A 1.5 day workshop in your community with three workshop facilitators from the U of R, lead by Dr. Charity Marsh. During the 1.5 day workshop participants will learn:
  - basic musical elements used in hip hop tracks;
  - how to structure a song (intro, chorus, verse, bridge, hook, etc.)
  - how to create beats on the MPC and transfer music to the computer;
  - edit and mix beats in different audio computer programs (Ableton Live, Garage Band, etc.);
  - the beginning elements of DJing (cue, baby scratch, mixing, connecting beats)
  - the beginning elements of breakdancing


The workshop can have up to 25 youth.

- A one-week intensive training at the IMP Labs for two people who are willing to learn more to continue to lead a program with the youth in your community. These two leaders/mentors will be selected to attend this training after your 1.5 day workshop in your community. They will learn more in your community's area of interest and build their skills to lead a program back in your community. This would occur the week of August 16-20, 2010.







**What are the IMP Labs?**  
The Interactive Media and Performance (IMP) Labs are located in the Faculty of Fine Arts at the University of Regina and are the infrastructure for Dr. Charity Marsh's research on popular music and media in western and northern Canada. The IMP Labs house an electronic music and beat-making production studio, an interactive DJ studio, and an ethnomusicology lab. For more information on the IMP Labs go to [www.interactivemediaandperformance.com](http://www.interactivemediaandperformance.com).

This program has also been supported by the Northern Lights School Division #113.



## Sample Registration/Waiver Form (Source: NSCRD)

Northern Sport, Culture & Recreation District	Participant Registration / Waiver Form
<p style="text-align: center;"><b>PARTICIPANT CODE OF CONDUCT</b></p> <p>The Northern Sport, Culture &amp; Recreation District is directed by the highest standards to promote and provide recreation, sport and culture services and activities for the benefit of all residents in the Northern District. Therefore, participation in District Programs demands high standards of personal conduct.</p> <p>The Code of Conduct identifies the standard behaviour, which is required of all participants while travelling to, participating at, and returning from District Programs.</p> <p><u>ALL</u> participants shall abide by the following guidelines:</p> <ul style="list-style-type: none"> <li>✓ Represent your community as ambassadors, with dignity, personal integrity and within the spirit of good sportsmanship.</li> <li>✓ Show respect for:                             <ul style="list-style-type: none"> <li>○ Participants from your own community</li> <li>○ Participants from other communities in the District</li> <li>○ Rules and standards set down by the District and/or Host Community</li> <li>○ The people and property of the Host Community including staff, volunteers, spectators, local businesses, etc.</li> </ul> </li> <li>✓ No participation in illegal activity or in the consumption of alcohol or illegal substances, and avoid all unsafe and unacceptable circumstances.</li> </ul> <p><b>Discipline Policy/Procedures</b></p> <p>Any and all violations of the Code of Conduct will be immediately brought to the attention of the program coordinators. Discipline may result in the participant's removal from the program, with the return of the offenders to their home community at their own expense, and suspension from all future District programs.</p> <div style="text-align: center;">  <p><b>PHOTOGRAPH RELEASE</b></p> </div> <p>Completion of this form authorizes the use of any photos or videos taken during the program or event to be used for non-profit purposes such as reports, media coverage, advertising and promotion. If you do not wish to have your photograph used in this manner, please check this box <input type="checkbox"/></p>	<div style="text-align: right; margin-bottom: 10px;">  </div> <hr/> <p>Program / Event _____</p> <hr/> <p>Date &amp; Time of Program / Event _____ Location _____</p> <hr/> <p>First Name _____ Last Name _____ M / F _____</p> <hr/> <p>Mailing Address _____ Community, Prov. _____ Postal Code _____</p> <hr/> <p>Phone (H) _____ Phone (W) _____ Fax _____</p> <hr/> <p>Birth date (MM/DD/YYYY) _____ Hospitalization # _____ Email _____</p> <hr/> <p>Emergency Contact Name _____ Phone _____</p> <hr/> <p>Any medical information or allergies? (i.e. medications, allergies, food concerns) _____</p> <p><b>WAIVER &amp; RELEASE</b></p> <p>The registrant agrees that the Northern Sport, Culture &amp; Recreation District, Employees, Partners and / or Host Organization/Community will not be held responsible for any accident, illness, loss or damages that occur while traveling to, participating at, and returning from District programs.</p> <p>The registrant understands that they may be exposed to real risks of injury, or even death, from accidents traveling to and from or during the program/event. The registrant authorizes dental, medical treatment or surgical operations if such treatment is deemed necessary during the event/program.</p> <p><b>VOLUNTEER CHAPERONES</b></p> <p>The registrant or parent /guardian (if under 18) understand that this program/event may involve the use of volunteer chaperones. It is the registrant's or parent/guardian's (if under 18) responsibility to ensure they accept the chaperone selected by their community and consent to their roles and responsibilities with regards to: travel and transportation (i.e.: driving a vehicle, snowmobile, or boat); supervision; discipline; and overall safety of the registrant.</p> <p><b>ACKNOWLEDGEMENT</b></p> <p>I hereby acknowledge that I have read and understand the information under the following headings contained in this document: Participant Code of Conduct, Photograph Release, Waiver &amp; Release, and Volunteer Chaperones. I agree to abide by all program/event rules and regulations as outlined by the District and/or Host Organization/Community. I verify that all personal information provided is correct.</p> <hr/> <p>Participant's Signature _____ Date _____</p> <hr/> <p>If under 18 – Parent or Guardian Signature _____ Date _____</p>
<p>* Northern Sport, Culture &amp; Recreation District (NSCRD) * Box 1097 * La Ronge, SK, S0J 1L0 *</p> <p>* Phone: 306.425.3127 * Toll Free: 1.877.777.6722 * Fax: 306.425.4036 * Website: www.nscrd.com *</p>	

### Sample Media Release

(Source: NSCRD)



For immediate release

### 2010 Northern Physical Activity Month

June 22, 2010

Thirty-two northern communities, community organizations, schools and workplaces “Sprung to Action” and participated in the 2010 Northern Physical Activity Month in May. Northern Physical Activity Month (NPAM) is proudly coordinated by the Northern Sport, Culture and Recreation District (NSCRD), and supported by the Northern Healthy Communities Partnership. It is a program that encourages northern communities, schools, workplaces to implement programs, policies or initiatives that support people in the north to be more physically active. This year’s theme was “Spring to Action... with 30/30/30” – the 30/30/30 idea is to break up the 60-90 minutes of physical activity children and youth need every day into manageable “chunks” of 30 minutes at school, at home, and in the community. Many ideas to increase physical activity and decrease screen time (watching TV, video games, etc.) as well as poster and other templates and information for NPAM were provided in the program package developed by the NSCRD.

Some of the examples of initiatives this year include: many activity log programs where participants logged their physical activity daily; community clean ups, new school initiatives like ‘Fitness for 15’ (minutes every day at school) and an ‘Activity Melt Down’; information and awareness initiatives; a culture day focusing on physical activity and healthy eating; sports; walking coffee breaks; a Family Bike Ride; Walking Poker Rallies, and much more. “(NPAM) ... boosted those who had become more sedentary over the winter. A number (of participants) wrote comments about noticing the inactivity hours and it was an eye opener (about their activity log tracking).” says Deborah Gibson-Dingwall, who coordinated NPAM at NORTEP in La Ronge. “The people with high cholesterol or other health issues are walking seven km, both ways and some are walking to work instead of driving.” Says Margaret Sinclair, NPAM program coordinator from Southend.

All communities, schools and workplaces that provided a brief follow up were entered in the grand prize draws which were made at the NSCRD Annual General Meeting on June 18th. Winner of the community and/or school grand prize draw for a Flaman Fitness Voucher worth \$1,500.00 was: La Loche Friendship Centre/Sport, Recreation & Culture Council. Winner of the workplace or small organization grand prize draw for a \$500.00 Physical Activity Equipment Prize Voucher (business to be determined by the winner) was: NORTEP.

“Congratulations to all the participating northern communities, schools and workplaces! We encourage you to keep up the great physical activity programs, policies and initiatives year round. The Active Healthy Kids Canada 2010 report card gave Canada a failing “F” again this year. As families, schools, and communities, let’s do our part to ensure our children and youth get the 60 – 90 minutes of physical activity they need. If we break it up into 30 minutes at home, 30 minutes at school, and 30 minutes in community programs and facilities, our kids can get the physical activity they need more easily. The benefits to their health, academic achievement, and self-confidence are worth it.” Says Judy MacLeod Campbell, Program Manager for Culture & Community Development with NSCRD.

### 12. Research and Advocacy

- [Advocacy Plan Template](#)
- [Tips for Meeting With Elected Officials](#)
- [Research Tips](#)
- [Sample Advocacy Letter](#)
- [Advocacy Examples](#)



### Advocacy Plan Template

(Source: SPRA Advocacy Handbook and Toolbox)

Contact Information: (name – e-mail – phone)

Date of Submission:

#### Purpose of this Plan

Advocacy is almost always about change (attitudes, values, behaviors, etc.) and is connected to the overall mandate and strategic plans of the organization. This plan is being developed to focus on specific advocacy activities – and is simply an outline of what we are aiming for (what we want to change) and how it will be done.

Advocacy – Moving from what is to what should be. (Note: this is one of several ways to look at advocacy)

### Section One: Description

Please provide a brief description of your top 1 to 3 advocacy priorities:

1.

2.

3.

## Toolbox - 12. Research and Advocacy

### Section Two: Details of the Plan

Please provide a brief (point form) overview of: the priority advocacy items; what action will be taken to address them; who will be responsible for each item; when it will be addressed and an estimated cost.

Priority Advocacy Item	What Change Do We Want To See Happen:	Actions – Key Activities	Who	When – Timeline	Estimated Costs

### Section Three: Evaluation

A. Please provide a brief paragraph about how the advocacy plan will be evaluated. (For example, how will you know it has been successful? How will you measure progress and change? Who will do the evaluation and when will it take place?)

B. Complete the chart below to indicate what is hoped for in the advocacy plan:

Priority Item	Desired Outcome	Success Indicators

Additional Comments:

### Tips for Meeting With Elected Officials

(Source: SPRA Advocacy handbook and Toolbox)

#### 1. Call for an appointment

Don't just walk in and expect to see an elected official. Make an appointment well in advance and specify what you will be talking about. This lets the official prepare for the meeting or delegate to the appropriate staff person. Don't be upset if you are screened by a staff member first to find out as much as possible about the subject for the desired meeting.

Be forthright with the staff and be prepared to put in writing what the purpose of your meeting with that politician will be. Politicians hate surprises. Remember – if you can't meet with the legislator – spend time with the staff. It can be highly rewarding.

#### 2. Be organized

Have an agenda to keep the meeting from going astray. Remember, the elected officials and their staffers will form an opinion of you, your group and perhaps your cause. Know your subject, don't overstate your case, and maintain a businesslike manner.

#### 3. If you are going as a group, keep it small and have a pre-meeting

Always take time to plan your meeting to ensure a smooth presentation. Decide who will present each topic. Choose a leader to direct the conversation and see that your agenda is followed. This is an instance where there is no strength in numbers so keep it to a minimum but with adequate representation. If there is no "job" for the person during the presentation, then they probably shouldn't be included.

#### 4. Always be a good listener

What the elected official will say will provide insight into strategy for follow-up or suggest who needs to be included in another meeting. Remember, the official needs to have his or her point of view understood as much as you do. Being attentive to his or her concerns and issues does not mean you have to agree or compromise your position. Leave time for questions.

#### 5. Be on time and don't overstay your allotted time

If an elected official asks you to continue, do so. But, remember they run on very tight schedules. If you are well organized, you can cover the critical aspects of your case in a limited time. Time your presentation in advance and if you are using PowerPoint, do not add too much chatting during the presentation of the slides – just do it and get on with the meeting.

#### 6. Don't be afraid to ask for something

Don't merely ask for "support" – ask for something specific. Don't leave without asking to whom else you should be talking. Make sure you see them too and if a referral can be made, so much the better.

### **7. Don't be awed**

Sure, it's an important job, but elected officials are people just like you. It's highly likely they won't understand your issue as well as you do – not because they're dumb or don't care, but because they must be “generalists” on a wide range of issues. Discuss the issue; don't lecture and present it in a way that the official can see the connection to his or her role.

### **8. Leave fact sheets – short ones**

Emphasize the impact of programs or legislation on the elected official's constituents. Make sure your facts can be verified; if you quote numbers, be able to back them up. Offer to provide more information as requested.

### **9. No politician is able to make a commitment on the spot**

The best you can do is say “I hope to hear from you soon.” Try to get a specific commitment of their interest or willingness to help but don't be pushy.

### **10. Remember to say “thank you” with a small note**

(on your organization letterhead, of course!).

### Research Tips

(Source: Flo Frank's Toolbox)

Research is a process of investigation or looking for information on a particular topic, person or event. It can be very simple (ask people what they know) or more sophisticated (a formal research quest involving many sources of data and a number of research methods). The following are some tips to help find information when you need it:

1. Be clear about the topic or what you are looking for – be very specific.
2. Start by discussing why you are doing the research and what you hope to get from it.
3. Determine what you are going to do with the information once you have it.
4. Consider what you will do if you can't find any (or too much) information.
5. Make a list of who might know where to look and then make a list of places to look.
6. Use internet to help when that is possible. Word searches can be very wide reaching.
7. Find one or two people who are specialists in the topic area and ask them.
8. Define the scope of the research (how much you need and in what format).
9. For most research just the main points are enough – but keep track of the source you used.
10. Information can be found in libraries, online, in various offices, in people's experience and in books.

### Sample Advocacy Letter

(Source: La Ronge *in motion*)



La Ronge *in motion* c/o Box 598  
La Ronge, Saskatchewan  
S0J 1L0

June 16, 2009

Honourable Ken Krawetz, Minister of Education  
Minister's Office, Room 348  
Legislative Building 2405  
Legislative Drive  
Regina, Saskatchewan  
S5S 0B3

Mr. Doyle Vermette, MLA  
Box 192  
La Ronge, Saskatchewan  
S0J 1L0

Dear Honourable Krawetz and Mr. Vermette:

I am writing to you on behalf of the La Ronge *in motion* committee, a group of community volunteers working together to support physical activity in the communities of La Ronge, Air Ronge, and Lac la Ronge Indian Band.

We are writing with regards to the Churchill Community High School (CCHS) expansion and renovations. We are extremely pleased that CCHS is getting a much needed expansion, however we are concerned with the decision to eliminate a second gymnasium. We feel it is important to put the facilities in place that are needed by the community now and into the future.

There are numerous reasons for the need for a second gymnasium including hosting athletic/sporting events, intramurals and school sports, special events, community club use such as scouts, karate and gymnastics, fund raisers, and basic physical activity initiatives for community people of all ages. With very little public recreation facilities and as a community school, the schools in the La Ronge area are utilized fully. At any time of day, the school's gymnasiums are being used for school and drop in athletics/sports, fitness classes, dancing, martial arts programs, pre-school/toddler programming, and the list goes on and on.

## Toolbox - 12. Research and Advocacy

As you are aware, we are one of the larger communities in Northern Saskatchewan and we have a young population. As the latest Active Healthy Kids Canada Report Card identifies, as a country and province, we are not doing enough to support our children and youth to get the physical activity they need. We know the benefits of physical activity associated with learning and academic performance, mental well-being and self-confidence, and overall health. Community sport, recreation, culture, leadership, and physical activity programming provides positive opportunities for the young people and families in our community. These positive opportunities influence some of the negative consequences that our northern communities are experiencing today – school dropout, suicides, drug and alcohol abuse, crime. Let's provide our children and youth with the assets they require to be responsible, confident, happy and healthy citizens, they deserve our attention and our support.

Thank you for taking the needs of our youth and our community seriously. We look forward to a revised plan for CCHS with two gymnasiums.


Sincerely,

Judy MacLeod Campbell  
Chairperson, La Ronge *in motion*

cc: Frank Burnouf, Superintendent of Department of Facilities  
NLSD #113, Bag Service #6500, La Ronge, SK S0J 1L0

## Advocacy Examples

(Source: Saskatchewan Association of Recreation Professionals)




The saskatchewan association of recreation professionals

the benefits of hiring a ...

# RECREATION PROFESSIONAL

Community Recreation



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*Employers identify that Recreation Professionals who have a degree or diploma in Leisure Studies have the following skills, knowledge and abilities:*

### 1 Programming Skills

A Recreation Professional

- ❖ Designs and develops programs based on needs assessment information for current and future participants
- ❖ Establishes desired program outcomes and provides ongoing evaluation to ensure program quality is met
- ❖ Provides programming contributing to the development of a vibrant community that will draw businesses, organizations and families

### 3 Strong Philosophical Base

A Recreation Professional

- ❖ Has an understanding of what benefits are being delivered to the community and it's residents, and why they are delivering them

### 6 Problem Solving Skills

A Recreation Professional

- ❖ Has the ability to identify problems and work with the community to solve them

### 2 Budgeting & Accounting Skills

A Recreation Professional

- ❖ Has the skills to analyze cost and time factors required for identifying breakeven points and fee structures
- ❖ Understands accounting processes necessary for projections, reporting and evaluation

### 4 Written Communication Skills

A Recreation Professional

- ❖ Has the skills necessary for writing proposals for funding, job and program descriptions, reports and effective marketing materials

### 7 Oral Communication Skills

A Recreation Professional

- ❖ Is able to communicate effectively with other staff, volunteers, the community and board members which is essential to a positive and efficient working environment


### 5 Leadership Skills

A Recreation Professional


- ❖ Has leadership skills that empower others, influence behaviors and outcomes, and have a positive impact on staff and volunteer management

### 8 And Many More Benefits in ...

- ❖ Marketing and Advertising
- ❖ Organizational Development
- ❖ Grant Structure and Proposal Writing
- ❖ Management and Administration



The Saskatchewan Association of Recreation Professionals is a volunteer driven organization committed to the ongoing development of leadership excellence of Recreation Professionals from the diverse leisure services field.  
 2205 Victoria Ave., Regina Saskatchewan S4P 0S4  
 Phone: 1-800-667-7780 or (306) 780-9267  
 Fax: (306) 525-4009  
 Email: sarp.sk@sk.sympatico.ca

Financial assistance received from:  




The saskatchewan association of recreation professionals

the benefits of ...

# RECREATION

## Community Recreation



### 1 Recreation and active living are essential to personal health.

- ❖ Enhances overall health and well being
- ❖ Prevents site specific cancers (e.g. breast cancer) and significantly reduces the risk of coronary heart disease and stroke

### 4 Recreation reduces self-destructive and anti-social behavior.

- ❖ Provides an antidote to smoking, substance abuse, suicide and depression in youth
- ❖ Reduces loneliness, isolation and alienation

### 6 Pay now or pay more later. Recreation reduces health care, social service and police/justice costs.

- ❖ Fitness and well-being reduce the incidence and severity of illness and disability – thereby lowering health care costs
- ❖ Recreation reduces crime and social dysfunction – reducing police, justice and incarceration costs

### 2 Recreation is a key to balanced human development.

- ❖ Aids in developing social skills, motor skills, creativity and intellectual capacities in our children and youth
- ❖ Provides life-long learning opportunities for adults

### 5 Recreation and parks build strong families and healthy communities.

- ❖ Recreation, sport and culture produce leaders who serve their communities in many ways
- ❖ Recreation sports and arts/culture build social skills and stimulate participation in community life

### 7 Recreation and parks are significant economic generators in your community.

Recreation, parks and arts/culture:

- ❖ Attract businesses and tourism to the community
- ❖ Are employment generators
- ❖ Improve work performance, increase productivity and decrease absenteeism

### 3 Recreation and parks are essential to quality of life.

- ❖ They build self-esteem and a positive self-image
- ❖ They enhance life satisfaction levels



### 8 Parks, open spaces and natural areas are essential to ecological survival.

- ❖ Outdoor recreation is one of the best approaches to environmental education

 **SARP** Project partner  
Saskatchewan Parks and Recreation Association Inc

Source: *The Benefits Catalogue, 1997, Used with permission from the Canadian Parks and Recreation Association*



### 13. Fundraising

- [Fundraising Events Checklist](#)
- [Seven Common Errors With Grants](#)
- [How To Write A Proposal](#)
- [Overview of a Grant Proposal – Template Example](#)
- [Seven Things To Do Before Writing Your Grant Proposal](#)
- [Sections of the Grant](#)
- [Do's and Don'ts of Proposal Writing](#)
- [Writing and Layout Tips](#)



### Fundraising Events Checklist

(Source: Manitoba Recreation Director's Handbook)

#### Event

- Develop a plan
- Inform required people
- Develop a back-up plan

#### People

- Identify leader/planning group
- Thank volunteers
- Recruit volunteers
- Delegate tasks (who does what, when)
- Check-in regularly

#### Facility

- Book facility
- Clean-up facility
- Set-up facility
- Understand policies/procedures for fire, damage, injury

#### Equipment

- Collect all supplies and equipment
- Return supplies and equipment

#### Budget

- Prepare budget
- Prepare financial
- Keep records statement
- Secure start-up money
- Thank sponsors
- Determine money holder and funders

#### Promotion

- Determine methods
- Take down
- Develop advertising advertisements
- Distribute posters, etc.

#### Evaluation & Celebration

- Develop evaluation method
- Evaluate
- Complete evaluation report
- Celebrate successes

### Seven Common Errors With Grants

(Source Manitoba Recreation Director's Handbook)

#### 1. Wrong Application Form

- Each program and agency has its own application form.
- Often these applications change from year to year.
- Grants submitted on wrong or out-of-date applications can cause delays and/or denial.
- Call the agency for the appropriate form and information.

#### 2. Not Following Instructions

- Read and re-read the guidelines and instructions.
- If you have information that won't fit in the application, include an attachment.
- If unsure about an instruction, call the agency.

#### 3. Procrastination

- Do not leave the completion of an application to the deadline. If changes or more information is needed your application may be denied.
- Develop and refine a draft application and send in application comfortably ahead of the deadline.

#### 4. Poor Writing

- Most applications require some narrative description of the proposed project.
- Some tips to remember include:
  - You are writing to a person
  - Be brief and to the point (use simple language, stay clear of jargon)
  - Emphasize how people will benefit
  - Write objectively – use exciting (but reasonable) language with simple sentence structure
  - Convey clear, specific thoughts (don't generalize) and be positive, honest and accurate with details

#### 5. Poor Project Description

- Ensure your objective(s) match the objective/criteria of the grant program you are applying for.
- Need – substantiate: who, what, where, how extensive
- Objective – what do you want to accomplish? It should be attainable, practical and measurable.
- Method – how will you accomplish your objective?

#### 6. Insufficient Documentation

Include back up material (attach, if necessary, such items as: incorporation papers, long-term plans, annual reports, audited financial statements).

#### 7. Legal Blind Spots

A successful application usually becomes a binding legal contract. Prepare your organization with sufficient manpower, facilities, and financial resources to perform the job satisfactorily.

### How To Write A Proposal

(Source: Flo Frank's Toolbox)

#### A. Tips for Effective Proposal Writing

- Research all possible sources of funding
- Decide where you want to – or where you can apply to apply for funding
- Review the requirements of the funder before you start to write your proposal. Is there a prescribed format? What is the deadline for proposals? Do you need letters of reference or support?
- Submit your proposal early – don't wait until the last minute.
- The funder may have an application form they want you to use.
- Call the funder for help if you need it. Ask what they are looking for and see if they can provide an example.

#### B. Drafting or Developing A Proposal

- Start by linking your project idea to the funding criteria.
- The idea – the why and the what – is the most important aspect of the proposal. Once there is a clear understanding of this, the rest will follow.
- Think through your project very carefully – what, when, who, why, how?
- Consider the costs carefully. Be as specific as possible with the budget.
- Include costs for people to coordinate or manage the project – do not assume that volunteers can take on the project.
- Make sure that the project is well supported by the community.

#### C. Writing The Proposal

- Keep it simple and use your own words.
- See the suggested format provided below.
- Carefully answer all the questions on the funders application form.
- Ask someone with proposal writing experience to help.
- Ask the Hamlet office, the Heath Centre or others for examples of proposals that could serve as a model.
- Have someone else read your proposal to suggest improvements.
- Create a cover letter that outlines the importance of your project/action and the benefits it will provide.
- Identify past success you have had at project management if you can.
- Address your letter to the person in charge of the funding process.
- Provide your contact information.

#### D. Follow-up

- Do not be afraid to phone the funder and ask about your proposal.
- If you are not successful, ask the funder for tips on how to improve your proposal so you can be successful.
- If it is funded, make sure you thank them and provide reports as needed.

### Overview of a Grant Proposal – Template Example

(Source: Flo Frank's Toolbox)

#### Title Page

Title, date, the organization the grant is prepared for and organization/group submitting the grant proposal.

#### Overview

Outline who you are, what you want to do and the results or benefits that will result from your work. Provide an overview of what is going on and your total budget/funding request.

#### Purpose

Outline what you want to do and why you want to do it.

#### Method

Outline how you will undertake your project/action.

#### Request for Funding/Budget

Outline all the costs and the funds you need to undertake your project or activity. Make a list of everything you need. Include staff, supplies, hosting and all other costs. Be very specific, as funders require this information.

#### Time frame

Outline the time period for undertaking your project/activity. If project meetings are needed, identify how many times you will meet.

#### Human Resources – Who Will Be Involved

Outline who will oversee and/or undertake the project/action or how you will hire/locate someone to do the work.

#### Support and Partnerships

Be aware of what is going on and where you can partner. Outline the support you have or will need. Who will help with the project? Is someone making a financial or in-kind contribution? Mention all support in the proposal. Letters of support are a good way to document the support you have from others.

### **Seven Things To Do Before Writing Your Grant Proposal**

(Source: Saskatchewan Aboriginal Resources for Sport, Culture and Recreation – Adapted from “Organizing the Grant Writing Process: 7 Things to do Before Writing” by Michelle K. Carter)

#### **1) Identify the need**

- You should prepare a statement that describes the need for your program or project. Include statistical data that supports your need (i.e.: needs assessment). Identify the programming needs of your community. (i.e.: grassroots programming).

#### **2) Collect background information about your organization**

- You should have readily available documentation about your organization. This collection of information should include your organization’s mission statement, a list of accomplishments, a list of previous granting organizations and the programs funded, and the resumes of key staff members and financial statements.

#### **3) Develop a grant writing team**

- A grant writing team supports and assists the writer. Who will conduct the research and who will write? Assess the skills of each member to determine who will be responsible for each task. Who will compile the budget information, typing, make copies etc?

#### **4) Research/Identify the funding sources**

- Many organizations have websites on the Internet providing guidelines for funding programs and application information. As you identify potential funding organizations, ask yourself the following questions, does the organization’s mission match our needs? Do we meet the funding organizations’ eligibility requirements and criteria for funding? Is there a good possibility of getting funding?

#### **5) Contact potential granting organizations by phone, e-mail, fax or mail.**

- Grant programs usually have a website that lists the contact person. Mail a letter of intent, to see if your organization qualifies.

#### **6) Contact previous grant recipients**

- Ask awarded grant recipients questions regarding the funding organizations process. Why do you think your organization was successful? What process did you use in the proposal process?

#### **7) Develop a plan**

- This plan should include a list of your program/project goals and objectives along with an outline of the elements of the proposal and who is responsible (ie: finance – follow-up). An activity schedule should detail who will do what and when. Proposal readiness, be aware of deadline dates and plan accordingly.

### Sections of the Grant

(Source: Saskatchewan Aboriginal Resources for Sport, Culture and Recreation/Urban Multi-purpose Grant Helpsheet, Government of Canada)

#### Cover Sheet

- Name of applicant.
- Contact person with address and phone number.
- Project title.
- Amount of the grant requested.
- Project start and completion dates.

#### Project Proposal

**Project Summary – a concise summary of the project (maximum 5-8 lines)**

- What is the purpose? Be specific.
- Why this project is needed? Be specific.
- What are the overall objectives?
- What are the expected outcomes? Be specific.
- Who are your partners in the project?

#### Detailed description of the project.

- Why is this project needed and how the need was determined?
- Provide a description of the target population, existing services and the community need. (i.e.: how many youth and what need is required)
- What concern will be addressed and why?
- Who will benefit and how? (i.e.: will it be the community and the youth participating)
- How will participants be selected?
- How will the Aboriginal community be involved in the project?
- How will the results be measured? Describe the anticipated result in concrete terms.
- How does this funding request relate to the funding organizations purpose, objectives and priorities?
- If this project is being considered for funding by another funding body, please provide details of that request and contact information of the granting agency.

#### Budget

- Must answer the following:
  - Does the budget balance?
  - Can the project be accomplished with this budget?
  - Are the costs realistic and does it fit the criteria?
  - What is the total amount requested from the funding agency?
  - Is the budget consistent with the proposed activities?
  - What other funding is available?

### Action plan and project time lines

- What are the proposed start and end dates.
- Schedule of activities (proposed tasks and key dates).
- Projected outcomes (experience gained, success, results, etc).
- Who is responsible for what (how is the community involved in the project and what is their involvement)?

### Evaluation

- How will you determine if the goals will be met?
- What information will be required by the granting organization, for “follow-up” of the application?

### Supporting Material

- Your organization profile (mandate, length of existence, Board of Directors, etc).
- Your organization’s information (non-profit status – certificate, annual report, etc.).
- Letters of support from partnering organizations.
- Financial statements (overall operating budget for the upcoming year).
- Other information (make sure the application is signed and dated, provide original, document is formatted, etc).

### Follow-up

- Maintain accurate financial records.
- State how the project was beneficial and why?
- Who did the project impact and what was the outcome?
- How was success measured? Try to use statistical information or feedback forms from your evaluation material.

### Do's and Don'ts of Proposal Writing

(Source: Saskatchewan Aboriginal Resources for Sport, Culture and Recreation/Source: Writing a Funding Proposal Toolkit by Janet Shapiro, e-mail: Nellshap@hixnet.co.za)

#### Do

- Make contact with a real person
- Plan ahead so that your proposal isn't rushed or crisis related
- Show that you know who else is working in the field and what they are doing
- Involve others in editing the proposal
- Explain acronyms
- Keep it short – 10 pages or less for the body of the proposal
- Show that you care about the work – show some passion
- Pitch the tone correctly – be human rather than academic, let the human story come through, but don't go overboard with emotion.

#### Don't

- Take a “one proposal” fits all approach
- “Pad” your budget to include things that are not relevant to the project
- Hide information the funder needs to know
- Send so much documentation that the reader gives up before he/she begins
- Assume that the funder knows all about you so you don't need to bother to present yourself well
- Use unnecessary jargon
- Make the project fit the funding criteria at the expense of what you think needs to be done

### Writing and Layout Tips

(Source: Saskatchewan Aboriginal Resources for Sport, Culture and Recreation/Source: Writing a Funding Proposal Toolkit by Janet Shapiro, e-mail: Nellshap@hixnet.co.za)

#### Writing Tips

- Write simply and avoid jargon;
- Use short sentences;
- Use the active rather than the passive voice when you can;
- Check for spelling and grammar mistakes – if necessary get someone else to read it through and make corrections;
- Revise and re-write if necessary;
- Don't exaggerate;
- Write for a non-technical writer.

#### Layout Tips

- Use headings and sub-headings, but do so consistently (e.g. all headings in one lettering or size, all subheadings in another);
- Number your pages;
- Bind or staple the document in the right order;
- Use white space – have wide margins;
- Don't crowd the text;
- Use a font that is easy to read.



### 14. Financial Management and Budgeting

- Budgeting
- Annual Budget Template
- Program Budget Template
- Monthly Budget Report
- Ten Most Common Mistakes



### **Budgeting**

(Source: Manitoba Recreation Director's Handbook)

Budgeting is a way of keeping track of your money. It keeps you informed of your incoming money (revenue), and where it is coming from (e.g. grants, donations, fundraising, registration fees, concessions, etc.) as well as your outgoing money (expenses), and on what it is spent (e.g. instructor fees, facility rental, power bills, etc.). It may also be a financial plan that covers a year or a particular activity.

#### **Budget Advantages:**

**Financial control.** Budgeting allows you to control costs related to facilities, programs, etc.

**Prioritized planning.** Budgeting allows you to plan according to the most urgent needs of the community.

**Estimating costs.** Budgeting is a vehicle for translating community needs and plans into dollar needs.

**Communication tool.** A budget tells others what you are trying to do and how you will be doing it.

**Evaluation tool.** Budgets can be used to evaluate whether you can realistically meet your needs.

**Continuity of administration.** A budget provides a future plan for spending that would continue even if the people in power change

## Annual Budget Template

(Source: Manitoba Recreation Director's Handbook)

Year \_\_\_\_\_

Approved at a meeting of the \_\_\_\_\_

Committee on \_\_\_\_\_, 20\_\_\_\_\_

Staff Signature

Committee Chairperson

### SUMMARY

TOTAL ESTIMATED REVENUE \_\_\_\_\_

Estimated Expenditures \_\_\_\_\_

Total Administration Costs \_\_\_\_\_

Total Program Costs \_\_\_\_\_

Total Facilities Costs \_\_\_\_\_

Total Equipment Costs \_\_\_\_\_

TOTAL ESTIMATED EXPENDITURES \_\_\_\_\_

NET SURPLUS OR DEFICIT (+ or -) \_\_\_\_\_

REVENUE	Actual (previous year)	Estimate (upcoming year)
- grants	_____	_____
- donations	_____	_____
- rentals	_____	_____
- council (salary)	_____	_____
- bingos	_____	_____
- raffles	_____	_____
- dances	_____	_____
- festivals	_____	_____
- concerts	_____	_____
- membership fees	_____	_____
- registration fees	_____	_____
<b>TOTAL REVENUE</b>	_____	_____

## Toolbox - 14. Financial Management and Budgeting

EXPENDITURES	Actual (Previous year)	Estimate (upcoming year)
<b>ADMINISTRATION</b>		
- salaries	_____	_____
- stationary/supplies	_____	_____
- postage	_____	_____
- telephone	_____	_____
- meetings/conferences	_____	_____
- memberships	_____	_____
- bank charges	_____	_____
- insurance	_____	_____
- legal costs	_____	_____
- office equipment	_____	_____
- surveys, studies	_____	_____
- taxes	_____	_____
- freight	_____	_____
- other	_____	_____
 Total Admin Costs	 _____	 _____
 <b>COMMUNITY PROGRAMS (CP)</b>		
- instructor fees	_____	_____
- supplies/materials	_____	_____
- publicity/promotions	_____	_____
- hall rental	_____	_____
- transportation	_____	_____
- hospitality	_____	_____
- security	_____	_____
- equipment	_____	_____
- other	_____	_____
 Total CP Costs	 _____	 _____

## Toolbox - 14. Financial Management and Budgeting

EXPENDITURES	Actual (Previous year)	Estimate (upcoming year)
<b>FACILITIES</b>		
- insurance	_____	_____
- heat, light, power	_____	_____
- security	_____	_____
- equipment	_____	_____
- maintenance		
- rec center	_____	_____
- ball fields	_____	_____
- soccer fields	_____	_____
- parks, playgrounds	_____	_____
- community hall	_____	_____
- capital projects	_____	_____
- other	_____	_____
 Total Facilities Costs	 _____	 _____
 <b>EQUIPMENT</b>		
- repairs	_____	_____
- purchases	_____	_____
 Total Equipment Cost	 _____	 _____
 <b>TOTAL EXPENDITURES</b>	 _____	 _____

## Program Budget Template

(Source: Manitoba Recreation Director's Handbook)

Program: \_\_\_\_\_

Date: \_\_\_\_\_

### REVENUES:

1. Donations \_\_\_\_\_

2. Participant Fees \_\_\_\_\_

3. Fundraising \_\_\_\_\_

4. Other \_\_\_\_\_

TOTAL REVENUE \_\_\_\_\_

### EXPENDITURES:

1. Facility \_\_\_\_\_

a. rental \_\_\_\_\_

b. damage deposit \_\_\_\_\_

2. Supplies/Equipment \_\_\_\_\_

3. Leadership Fees \_\_\_\_\_

4. Advertising \_\_\_\_\_

5. Administrative \_\_\_\_\_

a. office supplies \_\_\_\_\_

b. phone \_\_\_\_\_

c. other \_\_\_\_\_

6. Travel \_\_\_\_\_

7. Miscellaneous \_\_\_\_\_

TOTAL EXPENDITURES \_\_\_\_\_

BALANCE: (surplus or deficit) \_\_\_\_\_

## Monthly Budget Report

(Source: Manitoba Recreation Director's Handbook)

Month: \_\_\_\_\_

1. Money on hand at 1st of Month: \_\_\_\_\_

2. Add: revenues during the month:

- April 6 - Movie Night \_\_\_\_\_
- April 26 - Fishing Derby \_\_\_\_\_

Total Revenue \_\_\_\_\_

Total Money Available \_\_\_\_\_

3. Subtract: expenses during the month

- April 5 - Movie Rental \_\_\_\_\_
- April 15 - Derby Prizes \_\_\_\_\_

Total Expenses \_\_\_\_\_

Total Money Remaining \_\_\_\_\_

Subtract: bills left to be paid

- printing \_\_\_\_\_

4. Total Bills Unpaid \_\_\_\_\_

5. Actual Money Left \_\_\_\_\_

### Ten Most Common Mistakes

(Source: Flo Frank's Toolbox)

The following are the ten most common mistakes in financial management and budgeting. Try to avoid making them – or if you've already made the mistake – correct it as soon as possible!

The most common mistakes are:

1. Having no financial systems or ways to manage a budget.
2. Trying to set up a financial system or budgets without getting help from a bookkeeper/accountant.
3. Not keeping receipts – or losing them.
4. Not taking care of finances each week or month (not longer).
5. Developing a reputation for being too sloppy or “casual” with financial matters.
6. Not hiring an accountant each year to have an organizational audit done.
7. Having no financial policies or not enforcing those that are in place.
8. Rounding off numbers to make it easier.
9. Cheating (even a little bit). Including internal borrowing or lending without records.
10. Not using funds for the things for which they were intended.



### 15. Facilities

- Facilities Planning Process
- Facility and Equipment Review
- Facility Inventory Sheet
- General Safety Checklist
- Vandalism Report
- Equipment and Facility Records
- Sample Arena Policy (Canoe Lake)
- Sports and Recreation Risk Management



### Facilities Planning Process (Capital Projects)

(Source: Adapted from the Government of the Northwest Territories Municipal and Community Affairs “The Capital Planning Process”)

The facilities or capital projects planning process begins with two primary questions “What do we want to do?”, and “What do we need and why do we need it?”. These questions are part of the planning process as described in sections 8. Effective Programming – Finding Balance and 9. Planning – Implementation – Evaluation. Through the planning process “People, Programs, Facilities” (what do the people want to do – the programs – and then what facilities are needed to do it), the facilities needs are identified. The process then leads to related questions:

- How long will our equipment and facilities last?
- What upgrades will be needed and when will they be needed?
- Where will we find the money?
- Which need is most important to the community and why is it important?
- How can we best schedule specific projects?

The challenge that community governments face is how to prioritize needs, because all needs cannot be met with available resources. Consequently, some way must be found to determine which needs are more important or essential than others – all part of the planning process. In addition, the consequences of selecting a project must be assessed. Every project will have operations and maintenance costs, may have tax implications and consequences for other infrastructure. Deciding which projects to undertake requires an assessment of these consequences so that options can be compared. The planning process makes it possible to evaluate needs by ranking them in priority order after all relevant information has been gathered.

#### The capital planning process typically has these important steps:

1. Identify community needs
2. Identify community facility/capital assets
3. Evaluate useful life of existing infrastructure
4. Determine minimum community requirements
5. Ensure compatibility with planned projects and existing infrastructure
6. Develop capital cost estimates including operation and maintenance values (net of inflation)
7. Prepare preliminary first cut facility/capital plans (1 year, 5 years)
8. Determine the impact of proposed program requirements on existing infrastructure
9. Identify funding sources
10. Prioritize projects
11. Approve plan tentatively
12. Review and monitor plan and revise and update as needed

The planning process described above should be thought of as a cycle with steps for each phase of the process. By following these steps, capital planning allows community governments to provide the infrastructure that is needed for current and future levels of service.

### Facility and Equipment Review

(Source: Manitoba Recreation Director's Handbook)

Review your facilities and emergency equipment to determine their limitations. Imagine emergencies and begin to imagine appropriate responses. Look for the equipment, accessibility and communication tools that should be in place to support those responses.

#### Review Equipment

Depending on your facility, your emergency equipment may include:

- Exit signs
- Emergency lighting
- Telephones
- Directions to users
- Backboard
- Fire extinguishers
- First aid kits
- Posted emergency numbers
- Aquatic lifesaving equipment
- Others appropriate to your facility

Ask yourself:

- Do the people who need the equipment know where it is?
- Can they get to it in good time? For example, if it is locked in a cupboard, will the person who needs it also have the key on hand?
- Is it checked and maintained regularly? Do you keep a record of equipment checks, including date, the name of the person checking, and the condition of the equipment?
- Make a list of all your equipment, comments and concerns.

#### Review Accessibility

Consider the following – record observations and concerns:

- Large numbers of people may have to get out in a hurry. What is the most efficient way to leave each area?
- Emergency response teams (police, fire, ambulance) may have to get in quickly. What is the best entrance for them to use in given situations? Can they get in after hours?
- Are there any specific situations that could hinder an emergency response? Such situations could include:
  - Construction and facility renovations
  - Seasonal conditions (snow piles, etc.)
  - Access problems (chained doors, etc.)
  - Remoteness
- What would be the most out-of-the way area for an incident or accident? How would you handle it? Are there other areas like this?

#### Review Communications

Review the effectiveness of your current communications. For each potential emergency ask yourself:

- How do we call for help? Do the staff members all know where to find a phone, who to call, the appropriate number to call and the appropriate information to give?
- How do our users call for help? Do they know where, who and what?
- How do we instruct the people in our buildings what to do in an emergency? Is there a PA system? Will it work in a power failure? Are there signs posted showing emergency exits?

### **Make Recommendations and Improvements**

Based on your answers to these questions, develop recommended improvements for your facility and important points for developing your Emergency Action Plan.

### **Preventive Maintenance**

A preventative maintenance plan is a systematic way of inspecting and maintaining your facilities to prevent further maintenance problems. Each facility should have its own preventative maintenance plan. A facility maintenance logbook is essential in organizing all the details of your facilities and equipment. The maintenance logbook will ultimately:

- Reduce equipment failure through regular and systematic inspections
- Eliminate building and grounds deterioration by constant care and attention
- Improve equipment records by employing an ordered approach to record keeping
- Increase rate of efficiency of all equipment due to optimum running conditions
- Built structures and large equipment will require fewer major repairs
- Energy savings will increase because of better maintenance to equipment
- Provide greater versatility of management and maintenance staff
- Develop smoother running facilities
- Make jobs easier for the facility manager and staff.

### **Inventory**

The first step in developing a preventive maintenance plan involves compiling an inventory of all the buildings, grounds, furnishings and programs and related equipment. The following describes the information that should be collected and documented in your log book.

### **Building and Grounds**

A facility maintenance log book should contain information on all aspects of the facility which relate to the building structure and the surrounding areas. Building information should include:

- Site drawings
- Building plans
- Construction specifications
- Space inventory (room size)
- Room finish and interior color schedule
- Exterior color schedule
- Key control system – list of key holders and key schedule

Building equipment information should include inventory sheets of the following systems:

- mechanical equipment – heating system, refrigeration, ventilation, air conditioning, plumbing and miscellaneous systems
- electrical equipment – power supply, heating system, refrigeration, ventilation, air conditioning, lighting, and miscellaneous
- color code for utilities

Grounds information should include:

- District location plan
- Town plan
- Space inventory of grounds

Grounds equipment information should include:

- Fencing
- Lighting
- Parking fixtures
- Signage
- Mowing equipment
- Miscellaneous equipment

### **Furnishing and Program Equipment**

Furnishings are any pieces of equipment necessary for working, comfort and convenience.

Information that should be included:

Furnishings:

- Office desks and chairs
- File cabinets
- Tables
- Waste baskets
- Shelving
- Sofas
- Beverage dispensers
- Food dispensers
- Coat racks/hangers
- Hand towel dispensers/dryers
- Mirrors
- Soap dispensers
- Floor mats

Program equipment:

- Program equipment inventory
- Purchase order records

### **Organized Maintenance**

#### **Setting Goals and Objectives**

It is important to determine a specific of maintenance goals. Decide what you wish to accomplish through your plan and how you will go about it.

#### **Maintenance Personnel**

To implement a plan successfully, all maintenance staff need to be aware of the plan and how it works.

### **Maintenance Budget**

The facility manager or recreation director, with approval of your council, is responsible for a maintenance budget. Cost surveys, periodic reviews and assessments of maintenance expenditures need to be done. They allow you to correct overruns and annually readjust your annual budget to more realistically reflect the needs of the facility.

### **Maintenance Equipment and Supplies**

All equipment and items required to carry out the maintenance in a facility should be identified and recorded. They might include: detergents, solvents, floor wax, polisher pads, lubricants, belts, filters, gaskets, etc.

### **Contracting Out**

Contracting is necessary when the required expertise or equipment is not available in-house. Be sure the contracts are clear about what is expected, when, where and costs. For example, your community hall needs plumbing repairs and upgrades. You may have to get a qualified plumber from outside the community to perform these repairs. Clarify in writing exactly the duties to be performed, cost of materials, helpers, tools, method of payment and job-quality guarantee.

### **Inventory of Maintenance Functions**

All staff should be aware of the various maintenance functions and what they consist of.

- Custodial – dusting, mopping, sweeping, spot cleaning walls, stripping and waxing, windows and glass, scrubbing, buffing, rug cleaning, emptying trash, polishing
- Repairs/Replacements – replacing light bulbs, changing belts, repairing pumps Servicing – lubricating moving parts, changing fluids, cleaning special equipment
- Monitoring – a specific and detailed planned inspection of all parts of the facility
- Establishing Standards – standards should be set to govern the completion of each task; they should be accurate and achievable.

### **Maintenance**

Develop a maintenance schedule. It should include routine and preventive maintenance. To properly schedule the maintenance – coordinate information from the previous sections.

Develop a master schedule that outlines all maintenance required for buildings, grounds, furnishings and programs.

With all of the steps in this Facility Section done and committed to, your facilities should play a positive role in the delivery of successful recreation in your community.



## General Safety Checklist

(Source: Manitoba Recreation Director's Handbook)

Date of Inspection: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

Date of Last Inspection: \_\_\_\_\_

Completed By (Print Name): \_\_\_\_\_

	OK	Deficiency	Recommendations
<b>Grounds and Building Entrances</b>			
Grounds are free of unusual hazards such as holes, protrusions and other obstacles.	_____	_____	_____
Trees are free of loose or broken branches or protruding roots.	_____	_____	_____
Fences are structurally sound and free of holes.	_____	_____	_____
Sidewalks, entrances, steps and lawns are properly maintained.	_____	_____	_____
Walkways and paved areas are free of cracks and loose pavement.	_____	_____	_____
All doors and windows are in working condition.	_____	_____	_____
Outside lighting is sufficient and functioning around pedestrian traffic and parking areas.	_____	_____	_____
<b>Building and Structures</b>			
Ceilings are free of cracks.	_____	_____	_____
Rest rooms are free of water hazards.	_____	_____	_____
Lighting in stairways and work areas is adequate.	_____	_____	_____
Floors are free of holes, splinters, protruding nails, slippery areas and loose boards.	_____	_____	_____
All openings in floors are covered	_____	_____	_____
Aisles and passageways have adequate width and are unobstructed.	_____	_____	_____
<b>Fire Safety</b>			
All emergency exits are properly marked.	_____	_____	_____
Each building and department has an evacuation and emergency preparedness plan posted and staff are familiar with evacuation plans.	_____	_____	_____

## Toolbox - 15. Facilities

Evacuation plans are prominently displayed for the public. \_\_\_\_\_

Employees are trained in fire fighting. \_\_\_\_\_

Fire extinguishers and other fire fighting equipment is checked regularly. \_\_\_\_\_

Sprinkler system is in good working condition and checked regularly. \_\_\_\_\_

Fire alarms and smoke detectors are checked regularly. \_\_\_\_\_

### **Machinery, Tools, Equipment**

All machinery and equipment is maintained properly. \_\_\_\_\_

Belts, gears, chains, clutches and shafting are properly guarded. \_\_\_\_\_

Effective point-of-operation guards in place. \_\_\_\_\_

Tampering or unauthorized use of any machinery and equipment is prohibited. \_\_\_\_\_

Electrical tools, switch boxes and fixtures are properly grounded. \_\_\_\_\_

Wiring, fixtures, connections, and extension or portable cords are safely insulated and installed properly. \_\_\_\_\_

Extension cords are free of frays, breaks and potential tripping hazards. \_\_\_\_\_

All electrical wall outlets and switches are in working order. \_\_\_\_\_

### **First Aid**

Employees are trained in first-aid procedures. \_\_\_\_\_

First-aid supplies are available and easily accessible at each work site. \_\_\_\_\_

First-aid supplies are checked and replaced periodically. \_\_\_\_\_

Emergency procedures and telephone numbers are posted. \_\_\_\_\_

### **Vandalism Report**

(Source: Manitoba Recreation Director's Handbook)

Vandalism/Damage/Theft – track damage and losses. They are useful when budgeting and planning prevention programs.

### **Sample Vandalism/Damage/Theft**

Item – Outside Swing Set

Date and Time – August 18, 2010 – during the night

Where Damage Occurred – Hardisty Playground (8th Street and 12th Avenue)

Description of Repairs – base of swing needs to be replaced

Cost Estimate – \$150.00

Comments – RCMP have been notified as witness saw a group of teenagers hanging around the playground around 11:30 pm

### Equipment and Facility Records

(Source: adapted from Manitoba Recreation Director's Handbook)

Records are used to track equipment and create an inventory, conditions and maintenance.

#### Sample Equipment and Facility Records

**Equipment Record:** Create one of these for each type of equipment

Equipment Item: Volleyball Nets and Balls

Date: July 12, 2010

Quantity and Condition: 2 nets – both in reasonable condition 6 balls – all in good condition

Maintenance Required – none at this time

Comments: need policy about lending balls to youth group

#### Facility Record

Description of Facility: Community Hall (4,000 sq feet with separate section for meetings – stage, lighting, kitchen fully equipped, hardwood floors, two washrooms, 25 tables, 250 chairs, sound system – BOSE Electra purchased new in 2001, four microphones and speakers)

Location: Corner of Ash and 12 Street

Date Built: September 1995

Recent Renovations: New roof and siding 2010

Estimated Value of the Facility and Equipment: \$175,000

Insurance Company: First Holding Insurance – Saskatoon 306 885-2110 (agent - Alan Littleford)

Safety Features: wheelchair access west side of building – 2 fire extinguishers by front and back door – emergency lighting – sprinkle system – first aid kit in kitchen

Hours of Operation: Summer 9:00 am – 10:00 pm Winter – 4:00 pm – 10:00 pm

Special Events: Used for sports and recreation – weddings, family events, community meetings and AA meetings

Contract Person: Kevin Rudd – Caretaker phone: (306) 999-3310 (during the day) emergencies cell: (306) 222-3333

Keys: Call Kevin or the Recreation Director

#### Comments:

Had to repaint washroom wall Sept. 10/2009

Youth want to have longer hours of access – need to meet with Rec. Director to negotiate –

Basement flooded June 2010 – was cleaned up by volunteers and fire department – no charge

Need new lock for back door (will get quotes to Council by Sept. 2010) Note: Done

### Sample Arena Policy (Canoe Lake)

(Source: Canoe Lake Minor Sports, Culture and Recreation)

<b>Policy Title</b>	Arena
<b>Reason for policy</b>	To provide consistent arena management
<b>Date/Year Developed</b>	May 14, 2010
<b>Last Reviewed/Revised</b>	

1. **Maintenance:**  
Maintenance of the arena is the responsibility of public works. The Recreation Director will assist in ensuring the arena is properly maintained and safe. Arena rules are posted in the arena.
  
2. **Arena Staff:**  
Arena staff will be hired, trained and supervised by Public Works with assistance from the Recreation Director. They will follow the job description/daily duties as provided.
  
3. **Arena Schedule:**  
The Recreation Director will do the arena schedule on a weekly/monthly basis and post throughout the community.
  
4. **Rental & User Fees:**
  - a) Rental fees will be \$60.00 per hour.
  - b) There will be no rental or user fees for the list below; however, there will be a cleaning deposit of \$100.00 which must be paid 7 days in advance of the event. This deposit will be returned to the user group if the arena is in the same condition (cleaned) post event as pre event.
    - Graduations
    - Weddings
    - Anniversaries
    - Special Events
  - c) School Use – A written agreement will be made with the school annually which will include a \$10,000 fee per year for the use of the arena and canteen. The school will receive all profits from the canteen for the year as part of the agreement.

### Sports and Recreation Risk Management

(Source: Saskatchewan Parks and Recreation Association)

Bodily injuries are common in sports and recreation areas.

#### Legal Liability

Common sources of legal action involving sports and recreation include:

- **Occupiers' Liability** - Occupiers are people that own the premises, have possession of it or have responsibility and control over it. They must keep the premises reasonably safe to prevent injury. For example, if a person is injured while using faulty equipment, the "occupier" may be held responsible.
- **Vicarious Liability** - An organization is liable for the negligent actions of its employees and/or volunteers. Therefore, if the organization assigns a supervisor to look after people using sports or recreational equipment, and the supervisor's negligence results in someone getting hurt, the organization may be held responsible.

#### Key Point

Sports and recreation programs can be the source of many liabilities due to the nature of risk involved in physical activities.

#### Risk Management

There are many actions that can be taken to prevent or decrease the seriousness of injuries.

1. Ensure the design of the sports and recreational facility is appropriate for the people who use the equipment.
2. Ensure equipment meets the standards set by the Canadian Standards Association (see Additional Resources).
3. Determine an appropriate supervisor-to-user ratio. The appropriate ratio will depend on the type of activity, the equipment being used, the age of the participants, etc.
4. Screen patrons for health limitations that may make it unsafe for them to participate in your program.
5. Use signs to warn patrons of hazards. Signs should use symbols and French and English text where possible.
6. Implement a screening and hiring policy to ensure that you employ only qualified people. Refer to "Volunteer Screening, Selection and Hiring."
7. Ensure that volunteers and staff have adequate training in first-aid, coaching, organization policies and procedures, and any other training that is appropriate.

#### Key Point

Ensure that volunteers and staff have adequate training.

8. Adhere to national, provincial or governing body regulations concerning the conduct of operations.
9. Ensure the facilities and equipment are regularly inspected for damage and repaired or replaced as necessary. There are professional consultants that you can hire to periodically inspect equipment.
  - a. Develop an inspection schedule. For example, employees or volunteers may perform daily inspections and a qualified inspector may perform more formal monthly inspections. The frequency of inspections and the level of expertise required will vary across facilities.
  - b. Design a sports and recreation inspection form (sample below) that reflects the existing equipment and layout.
  - c. Train inspectors and/or employees/volunteers in standards.
  - d. Provide appropriate inspection and maintenance tools to employees/volunteers who are responsible for maintenance. For example, ensure that someone who inspects your sports fields has your organization's Sports Fields Daily Inspection Form.
  - e. Develop procedures for documentation and filing. Keep records of the dates of inspections, who conducted each inspection, the findings, and the maintenance done.
  - f. Develop follow-up plans (i.e., inspection of completed repairs, continuous training/review of employees, etc.).
10. During inspection and maintenance, ensure that:
  - handrails, barriers and railings are sturdy enough to prevent falls;
  - broken glass, garbage, sharp edges, bolts and other hazards that may be present are removed;
  - paint is not cracking, peeling, or flaking;
  - damaged or defective equipment is repaired or removed;
  - landing areas are constantly maintained (landing areas are high- use areas that often have materials that erode);
  - equipment is checked for signs of wear and tear; and
  - first-aid kits, fire extinguishers and other safety equipment are in place and in good condition.
11. Encourage people using the sports and recreation facility to pre-inspect the grounds for obvious hazards.
12. Ensure users are wearing appropriate clothing and equipment.
13. Post signs indicating the hours of operation, operating procedures, where problems or concerns should be directed and any other relevant information.

14. Use waivers or informed consent forms. These are legal forms intended to protect your organization from liabilities either by requiring people to waive their rights to sue or by clearly informing them of the hazards and having them accept them willingly. Always consult a lawyer to develop legal forms.
15. Develop emergency and accident-response procedures and implement them as written policy. Provide all staff and volunteers with copies of and training in these procedures. Conduct drills to test these procedures.
16. Use a sign-in log (if waivers or consent forms cannot be used). At the top of the log include information about potential hazards to which users may be exposed. A sign-in log can also help you keep track of the:
  - time and date the users enter and exit;
  - names of users; and
  - emergency contact names and phone numbers.

### Claims Handling

1. Assist the injured person in finding medical treatment. For example, call an ambulance if necessary.
2. Where applicable, immediately remove or repair the hazard that may have caused or contributed to the incident. If the hazard cannot be removed or repaired immediately, either ensure the area is safe for others or make it inaccessible before you leave.
3. Record names and contact information of any witnesses. Obtain and record detailed descriptions of the incident from the victim and witnesses.
4. Refer any discussions with the claimant to your insurer. It is wise to tell employees and/or volunteers that they should not discuss liability with potential claimants and that they should NEVER ADMIT LIABILITY!!!
5. Take pictures of the area where the incident occurred.
6. Complete an incident report. Documenting the incident may help to establish a defense for a claim presented at a later date, help analyze the cause of the incident and help recommend risk management improvements to prevent similar incidents in the future.
7. Contact your insurance representative regarding all accidents and incidents that could potentially result in an injury claim.

8. Investigate potential causes and take steps to prevent and/or respond better to similar incidents in the future.

### **Additional Resources**

Association of Workers' Compensation Boards of Canada

<http://www.awcbc.org/>

Canadian Standards Association

<http://www.csa.ca/Default.asp?language=English>

McGregor, Ian. (2000). *SportRisk: The Ultimate Risk Management Planning and Resource Manual*. San Rafael, CA: McGregor and Associates.

National Fitness Leadership Advisory Committee. (1990-1991). *Legal Liability: Considerations for the Fitness Leader*. Ottawa: National Fitness Leadership Advisory Committee.

Peterson, J. (2003). *Risk Management Park, Recreation and Leisure Services*. Champaign, IL.: Sagamore Publishing.

# Toolbox - 15. Facilities

## Sample Aquatic Facility Inspection Form

Name of Facility \_\_\_\_\_

Address \_\_\_\_\_

Date of Inspection \_\_\_\_\_

Date of Last Inspection \_\_\_\_\_

Surveyed by \_\_\_\_\_

Recommendation sent to \_\_\_\_\_

Response required by \_\_\_\_\_

<b>General</b>			
Floors have non-slip surfaces and are free of accumulated waste			
Showers are free from soap build-up			
Change areas/washrooms are cleaned on a regular basis			
Floors are cleaned regularly with antibacterial agents			
<b>Chlorine Room</b>			
Room is equipped with gas-detection devices			
Room is sealed off from other areas (outside door only)			
Operators are trained to handle chlorine			
Air packs are available and in working condition			
Daily maintenance occurs on the chlorine and filtration system			
WHMIS sheets are present			
<b>Pool Area</b>			
Water depths are clearly marked at appropriate intervals			
Diving boards are safe			
Pool rules are clearly visible			
Ladders are in good repair			
Surfaces around pool are non-slip			
"No diving" signs are clearly posted			
Lights and electrical fixtures are designed for wet environment			
<b>Lifeguards</b>			

## Toolbox - 15. Facilities

Lifeguards are certified			
Lifeguards are trained to be proactive in avoiding incidents			
Rescue skills are rehearsed by simulating emergencies			
Lifeguard equipment is present/appropriate			
<b>Hot Tub/Whirlpool</b>			
Daily water tests are conducted/records maintained			
Proper instructions are posted			
Electrical installations are suitable for wet environment			
Temperature is monitored/posted			
Handrails and non-slip steps are present			
<b>Waterslides</b>			
Waterslides are inspected on a regular basis			

General Observations \_\_\_\_\_

Recommendations \_\_\_\_\_

Reviewed By  
 Manager \_\_\_\_\_

Date \_\_\_\_\_

Employee \_\_\_\_\_

Date \_\_\_\_\_

