

# PROGRAM PLANNING

In Northern Saskatchewan

**A Guide for Community Based  
Sport, Culture & Recreation**



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

**References:**

Manitoba Aboriginal and Northern Affairs, Aboriginal Community Recreation Resource Manual. 2002/2008.  
Yukon Community Recreation Planning Toolkit, Yukon Government Sport and Recreation Branch, January 2016

# **Introduction**

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.**

In addition to the pre-planning preparation, there are 5 steps in this planning process...

## **PRE-PLANNING PREPARATION**

### **STEP 1 – DETERMINE NEEDS**

### **STEP 2 – GENERATING PROGRAM IDEAS**

### **STEP 3 – MAKING PROGRAM DECISIONS**

### **STEP 4 – DEVELOP AN ANNUAL PROGRAM PLAN & BUDGET**

### **STEP 5 – IMPLEMENT, MONITOR AND EVALUATE**

# Pre-Planning Preparation

## WHY DO WE PLAN?

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 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.

## PRIORITIES

Throughout this guide you will work through the process of creating four priorities for recreation in your community. These priorities are based on needs and assets identified through your organizational vision; community profile; community assets inventory and community program grid. The priorities form a framework for making decisions about recreation programs in your community.

**PRIORITY #1:** Determine the Vision for recreation in your community.

**PRIORITY #2:** Determine who will be your primary participant target groups for program delivery and/or what primary need will your programs address.

**PRIORITY #3:** Consider available Determine what assets are priority for program delivery. what primary need will your programs address.

**PRIORITY #4:** Determine what priority gaps and/or program design targets you will aim to fill and achieve.

## VISION AND MISSION

A Vision Statement paints a community's ideal picture of the future. The vision statement needs to be clear. A community's vision for recreation is not an organizational vision but an expression of the hopes for the future.

A vision statement sets the tone of where you want your community to be. It is a far-reaching goal you set

A Mission Statement is how you will implement your vision. It describes the organizations purpose related to recreation. The statement describes: The key benefits the group/organization enables, who benefits from the groups services, and how the group provides these services.

## TOOL – Vision and Mission Samples

## **ACTIVITY – Vision & Mission**

If you don't have a Vision or Mission for recreation in your community – here is a simple activity that can help you develop one.

1. Pick a time frame. It could be 1 year, 5 years, or 10 years.
2. Use the questions below to help you write a first draft.
3. Do NOT reject any ideas. Instead, come up with a Big Hairy Audacious Vision and be as clear, concise, and specific as possible.
4. Write from the future, as though you had already achieved your vision (see my examples in tools).
5. Get feedback, re-write, and then share. Share your vision with those who will implement it — and then move on to the next step, of “how” you will reach that vision.
6. Now here are those questions you'll need to answer (remember to answer them from the point in the future when your vision has been reached):
  - What does your organization look like?
  - What is your organization famous for? What are everyday tasks?
  - How do you measure success? (Be specific)
  - Why does anyone care about what you do?
  - What do you refuse to do?
  - What are the 3 most important things you offer your community?
  - What do employees, community members, and participants say about your organization?
7. **PRIORITY #1:** Determine the Vision for recreation in your community.

## **WHO WILL USE THIS PLAN?**

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

## **STAKEHOLDERS**

When convening a planning team, make sure it represents your community. Include a cross-section of people bringing a balanced perspective to the committee. If your community is divided over a particular recreation, include people who can respectfully represent both sides of the discussion. Determine to what extent elected officials (Chief and Council, or Mayor and Councillors) and/or the local steering committee will be involved in the planning process.

# 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.

## **COMMUNITY PROFILE: Who are we serving?**

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.

### **TOOL – Community Profile Worksheet**

#### **ACTIVITY – Community Profile**

1. Using Stats Canada and local community data – complete the community profile worksheet.
2. **PRIORITY #2:** Determine who will be your primary participant target groups for program delivery and/or what primary need will your programs address.

## **COMMUNITY ASSETS INVENTORY: What resources will assist your programming?**

What physical, human and monetary resources are available to support your programs? Sometimes we are so focused on what we don’t have or what we need, that we forget about what is currently available in our communities. This information can help you understand the infrastructure available for recreation, whether or not you have the resources required to run your programs, and how to make better use of existing facilities, spaces, equipment, people, and partners.

### **TOOL – Community Assets Inventory**

#### **ACTIVITY – Community Assets Inventory**

1. Using knowledge of your community and information from stakeholders and community partners – complete the community assets inventory.
2. **PRIORITY #3:** Consider available Determine what assets are priority for program delivery. what primary need will your programs address.

## **COMMUNITY PROGRAMS GRID: 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.

### **TOOL – Community Programs Grid**

#### **ACTIVITY – Community Programs Grid**

1. Using knowledge of your community and information from stakeholders and community partners – complete the community programs grid.
2. Review the grid using the questions from the Gap Analysis to record general observations about the current state of programming in the community.
3. **PRIORITY #4:** Determine what priority gaps and/or program design targets you will aim to fill and achieve.

## **Step 2 – Generating Program Ideas**

### **COLLABORATE**

It is important to engage the community in the development of your plans. Reach out to the community, build relationships with a diverse range of people, create opportunities for discussion and inspire excitement and passion for recreation. Below 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.

#### **Casual Conversations**

All conversations need to begin somewhere. You can use a variety of Conversation Starters to encourage people to talk about recreation. Decide how to capture and summarize what you hear.

### **TOOL – Conversation Starters**

#### **Community Surveys**

Surveys are a structured, information collection technique. A community recreation survey can gather useful information for planning. Survey responses may be written, oral and/or online, and can include open and closed questions, rating scales, etc. As not everyone is comfortable reading and writing, develop a survey that can be completed orally, on paper and electronically.

#### **Sharing Stories**

Stories can engage people who are harder to reach (e.g., children, youth, Elders) and whose voices are not always heard. Stories told through photographs and other media address barriers, such as literacy, that can make it difficult to participate in planning. When told through video, photo, art and/or drawings, stories about recreation can have a powerful impact on the community's vision for recreation. Consider creating a PowerPoint or video slide show of your program impact and successes to share at community meetings, events and social media – you may be surprised at the informal feedback you receive.

### **TOOL – Community Wall of Fame**

#### **Community Gatherings (Input Meetings)**

Consider hosting an informal gathering and meal with community members interested in learning more about your program and to provide input into the type of programming they want to see in their community. Feedback generated through the event can be used to facilitate the development of the CSRC's Annual Program Plan. Contact your Community Relations Coordinator to set up a schedule a program in your community!

### **ADDITIONAL THOUGHTS**

Learning from one another with the goal of planning for the future is not always an easy process. Likely, some of the work in this step will be messy. People do not always agree. Some people have strong opinions about what is right or wrong for their community. If issues emerge, allow time for people to voice their concerns, but do not get bogged down in negativity. If this part of the process becomes challenging, arrange for a neutral person to facilitate one or more community gatherings.

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 always listening to the loudest voice.

## **GENERATE PROGRAM IDEAS**

This step requires imagination and creativity. Pull together a list of all the different possibilities and pick the best ones. Two of the most common means of generating ideas are brainstorming or drawing on the ideas and experiences of others in the field.

### **Brainstorming**

Brainstorming generates a lot of ideas with the participation of a planning group. The group is asked to say anything that comes to mind as a possible program solution. No judgments are allowed during the suggestion time. The more suggestions, the more likely worthwhile options will come up.

Once the list has been compiled, the group can evaluate, discuss and select ideas based on the community's priorities for recreation.

For brainstorming to be an effective tool, it is necessary to follow a number of guidelines:

- set time limits
- have a designated recorder
- suggest all ideas even if they sound silly; they may trigger other ideas
- avoid critiquing the ideas- there will be time for that later

Additional methods of getting ideas from others include buzz groups, conversations and suggestion boxes.

### **Program Ideas**

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.

Here are a sample of programs that have been successful in Northern Communities:

## **CULTURE**

Astronomy  
Sci Fi Camps  
Cooking  
Beading  
Woodworking  
Book clubs  
Circus Arts  
Meme Making  
Letter writing clubs  
Poetry readings  
Creative writing classes  
Play writing  
Tufting  
Collecting coins, hats, cards, stamps, rocks  
Storytelling  
Musical instrument instruction  
Language classes  
Radio productions  
Bannock bake-offs  
Potluck dinners  
Drawing and sketching  
Sewing and needlecraft  
Knitting  
Quilting, embroidery  
Moccasin making  
Weaving Baskets  
Dance: Hip Hop, belly, jigging, ballet  
Social Dances: square dances, traditional dance, pow wows, round dance  
Hand Games

## **SPORT**

Archery  
Athletics (Track & Field)  
Badminton  
Baseball  
Basketball  
Bowling  
Boxing  
Broomball  
Canoe  
Curling (indoor)  
Cycling Darts  
Field Hockey  
Football  
Floorball  
Futsal  
Golf  
Gymnastics  
Hockey  
Horseshoe  
Judo  
Karate  
Lacrosse  
Rifle  
Ringette  
Rugby  
Rowing  
Sailing  
Skating (Figure & Power)  
Ski (including Cross Country)  
Soccer  
Softball  
Speed Skating  
Swimming  
Table Tennis  
TaeKwon-Do

Tennis  
Triathlon  
Volleyball  
Water Ski  
Weightlifting  
Wrestling  
Special Olympics

**RECREATION & PHYSICAL ACTIVITY**

Fitness Bootcamps / Training  
Indoor / Outdoor Walking  
Running Club  
Yoga  
DBL Ball  
Community Walking Programs  
Poker Rallies  
Workplace Physical Activity Challenges  
Diabetes Wellness Relay  
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  
Fishing  
Boating  
Hiking  
Snowmobiling  
Snowshoeing

White water kayaking/canoeing  
Rock climbing  
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

**OTHER:**

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### **Activity – Group Brainstorming**

1. Review the list of program ideas to kick start the brainstorming process.
2. Create 4 headers on flip chart or sticky notes: Winter, Spring, Summer, Fall.
3. Give each group member 4 coloured stickies. Assign a category to each colour: Sport = red; Culture = yellow; Recreation = green; Leadership = pink
4. Split members into small groups, ask them to discuss and record as many new program ideas within program categories (all ideas no matter how big or small).
5. Place all the program ideas under the appropriate season in which they would best occur.
6. Review brainstorming list – have members elaborate on a few ideas they are excited about.

#### **NEXT STEP:**

1. Give each member 25 stars and have them rate their top five programs from each season.

# Step 3 – Making Program Decisions

## REVIEW PRIORITIES

Decide which programs might best meet the needs of the community. These decisions should be based upon what was learned in the identification of needs and priorities. Work through all the program ideas generated - discuss and analyze them to select programs that match your identified priorities.

<b>Priority #1</b>	<b>Vision &amp; Mission</b>	
<b>Priority #2</b>	<b>Participant Target Group</b>	
<b>Priority #3</b>	<b>Community Assets</b>	
<b>Priority #4</b>	<b>Program Design</b>	

## DECISION MAKING MATRIX

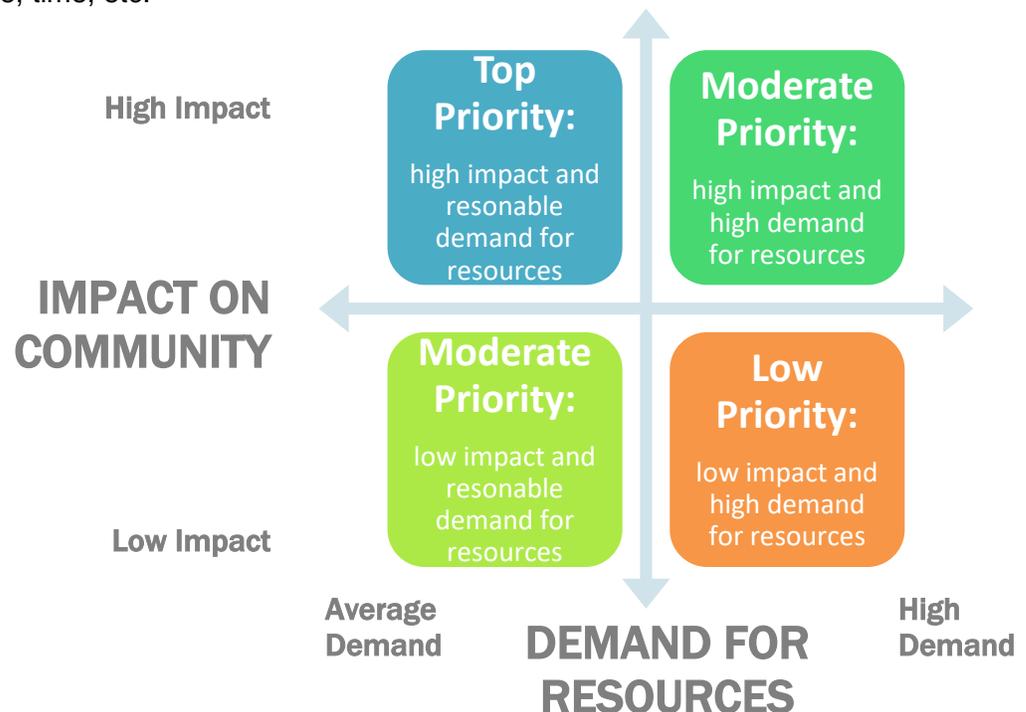
Ultimately, the goal is to create a plan that has a high level of impact in the community utilizing the resources and assets that are available. Use this decision-making matrix to help you determine which programs to include in your plan.

### Impact

The degree to which the program addresses community needs. Generally, the more a program is in alignment with identified priorities - the higher the impact of program.

### Resources

The amount of resources needed to implement a program. This may include money, people, time, etc.



### Activity – Decision Making Matrix

1. Reproduce the Decision Making Matrix on a wall or whiteboard. Write all your program ideas under consideration on sticky notes.
2. Discuss each option asking:
  - a. What will be the impact on the community if we implement this option (how many priorities is this program addressing)?
  - b. What level of resources (money, people, time) are needed to implement this option?
3. Take the top rated program idea stickies from the brainstorming session and place on the chart accordingly.
4. Take a look at where your options are grouped and label them accordingly (TP, MP, LP). High priority options should be included in your plan first. Consider the resources available for options that are a moderate priority.

### ADDITIONAL THOUGHTS

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 will **continue** to be offered independently;
- What new or different programs will be **initiated**;
- Which programs are other organizations willing to support in **partnership**;
- What role will staff play to make the most effective use of their time, skills, and resources (lead, coordinate, or assist)

## Step 4 – Develop Plan & Budget

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.

### MAPPING OUT YOUR PLAN

Now that you have made decisions about which programs will be included in your plan, its time to map it out. Mapping will assist you in ensuring your plan is balanced.

#### TOOL – Annual Program Plan Template

##### Activity – Program Mapping

1. Create 4 large season headers (fall, winter, spring, summer) and place them out horizontally on top on a large wall.
2. Create 6 large age category headers (pre-school, children, youth, adult, elder, family) and place them vertically along the left hand side of a large wall.
3. Take the stickies from the Decision Making Matrix in the following order: Top, Moderate, Low Priority.
4. Move each sticky onto the wall in the appropriate season and age category.
5. Before moving on, take a look at your plan and adjust as needed based on the following observations:
  - Did you remember to plan events for all age groups?
  - Did you plan activities for special groups: disabled, seniors, women, preschool?
  - Are your activities balanced between seasons?
  - Do you have a variety of events planned?
  - Are there opportunities for volunteer training and coaching clinics?
  - Is what you have planned realistic considering your community?
  - Do you provide activities for different skill levels?
  - Are the time lines realistic?
  - Do you have the human resources to carry out the plan?
  - Is the workload realistic for the various people?
  - Are the tasks manageable and clearly defined?
  - Is the plan feasible and flexible?
  - Is the plan clearly understood by all?
  - Is the committee committed to the plan?
  - Is the plan consistent with your community priorities for recreation?

## BUDGETING

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 be a financial plan that covers a year or a particular activity.

There are many different types of budgets. Program Budgets are most often used by recreation programmers. They estimate the revenue and expenditures for running a particular program for a set length of time. They include such costs as supplies, facility rental, and instructor fees and revenues such as donations and program fees.

When determining your budget, subtract the total expenditures from the total revenue. If the result is positive, you have a surplus, or money remaining that is unspent. If it is negative, you have a deficit. This means you have spent or are planning on spending more money than you have. If it is balanced, your expenditures are equal to your income.

### TOOL – Program Budget Template

#### Activity – Program Budgeting

1. Decide what your program will be.
2. Determine how much it will cost (expenses). Be sure to take into account such things as:
  - leadership, advertising, copying, telephone, postage, stationary/supplies, facility & equipment rental, transportation, wages, and prizes.
3. Determine how much money you have or will be getting (revenue), e.g. grants, donations, fees, fundraising, etc.
4. Subtract the expenses from the revenue and see what you have. If the number is positive, it means you make money, if it's negative you lose money, and if it's equal, you break even.
5. Keep a record and receipts of what you spend and receive. Include when, where, who, what for, what's owed and what's left.
6. Write a report (for future reference and funders). It does not need to be complicated. It could be an actual program budget, including the true costs and revenues (in detail) at the end of the program, or a monthly report (if the program is ongoing), which includes the money you have on hand, money spent that period, money received that period, bills to be paid, and what is left.

# Step 5 – Implement, Monitor & Evaluate

## IMPLEMENTING

The next step is putting the plan into action. Often plans are developed, but never make it off the shelf. Use yours.

Once the plan has been prepared, it should be presented to the appropriate person or group for approval (steering committee, supervisor, council, etc.). The plan also needs to be communicated to the public and put into action.

The document is comprehensive and may feel intimidating. Break it into manageable pieces. Put together an overall year calendar with the actions to be completed on the appropriate dates. Focus on the main tasks for the yearly calendar; monthly calendars can be more specific and detailed.

### Action Plan

To ensure attention is given to all details and to eliminate last minute scrambling, it is helpful also to develop an Action Plan. This plan includes a list of all the tasks that need to be completed, when and by whom.

### Marketing

People need to be informed, educated, inspired, motivated, sometimes persuaded and often reminded to come to programs. Be timely and creative in your marketing. It is your motivational tool. It must be done in advance to make sure as many people as possible know what is going on.

### 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.

After having spent so much time planning, organizing and advertising for the event, the time has finally come. Having monitored the action plan along the way, the recreation director is able to feel confident that all the details have been attended to. It is time to go for it!

## TOOL – Program Planning Checklist

## MONITORING

Monitoring is the ongoing process that tracks how you are doing. Are you following through with the tasks and the timelines? Is your plan still relevant to your given situation? Schedule regular meetings to monitor the plan.

## EVALUATING

### Plan Evaluation

A regular evaluation of the plan allows the organization to step back and think about how things are going, if the right things have been attempted and if there are other things that need to be done.

Think about:

- the past- what have you done so far?
- the present- how are things going?
- the future- what suggestions are there for changes?

The evaluation is a multi-stage process. Complete a written evaluation that can be distributed, referred to and further discussed at an evaluation meeting. Be sure to involve folks that are most informed and most intimately connected and come up with any future recommendations.

### **Program Evaluation**

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 Reports, which explain the program, how it runs, its successes and failures and the number of participants. These are good reference for planning future events.

Evaluations provide information that helps determine the success of a program. This information can be collected from records, self-appraisals, observations, discussions, and/or questionnaires.

The results can be used to enhance or improve current programs and plan new ones. The results of this process should be written on your Program Report. Over time, things are forgotten or distorted if not recorded promptly and accurately.

## **TOOL – Program Summary Report**

### **CELEBRATING**

Ensure you take time to celebrate success. Host an annual community dinner. Recognize accomplishments with community awards. Appreciate how implementation of your community recreation plan improves the health and well-being of your community. Promote the Benefits of Recreation and continue your good work.

## **SAMPLE VISION & MISSION**

### **JRMCC**

#### **Our Vision:**

We develop healthy individuals and promote an active community through sports, culture and recreation programs and services.

#### **Our Mission:**

We organize, administer, promote and support sports, culture and recreation opportunities to the benefit of the community.

### **Northern Community and School Recreation Coordinator Program.**

#### **Vision:**

The purpose of the Northern Community & School Recreation Coordinator Program (NC&SRCP) is to enhance the quality of life for northerners through the provision of community-based sport, culture and recreation programs after-school, in the evenings, on weekends and at community and school special events.

#### **Mission:**

Community & School Recreation Coordinators (CSRC's) are employed to facilitate the delivery of sport, culture and recreation programs, using the school as a major asset of the community and in partnership with other community-based organizations providing sport, culture and recreation programs, services and facilities.

### **Town of La Ronge.**

#### **Vision:**

There is a sense of our community that embraces our rich history and the importance of children and offers recreation experiences through programs and facilities in a spirit of cooperation and respect leading to a safe environment in which our citizens and neighbors will all be welcome.

#### **Mission:**

Creating an environment that allows for participation in safe and healthy recreation opportunities that improve the quality of life for all La Ronge and District residents and visitors.

## Community Profile

Enter in specific detail about the people in your community.

Age Grouping	Population Totals	Gender Male / Female		What do they want? Are there any Special Needs or Concerns?
		M	F	
0 – 4 years				
5 – 14 years				
15 – 19 years				
20 – 24 years				
25 – 44 years				
45 – 64 years				
65 + years				
TOTAL				

Additional Notes (i.e. Demographics; Target Groups):

Priority #2	Participant Target Group

## Community Assets Inventory

Enter specific details about the assets you have in your community that supports sport, culture & recreation.

<b>Community Facilities</b> What spaces are available for programming	<b>Equipment</b> -What type -Current Condition (usable?) -Adequate amount (y or n)	<b>Recreation Leaders</b> -Fitness -Trainers -Play Leaders	<b>Culture Leaders</b> -Elders -Traditional Crafts -Cooking -Dance/Music	<b>Sport Leaders</b> -Coaches -Officials -Past Athletes	<b>Paid Staff/ Partners</b> -People that can help contribute (money, time, skills, etc.)	<b>Financial Resources</b> -NC&SRCP -Community Grant -Fundraising -Community allocated \$ for Recreation

When deciding on what programs to include in your plan ask these questions about each program:

- Is there access to adequate facilities/space to run the program?
- Are the facilities maintained and ready for use?
- Are there skilled leaders or instructors who live within or close to the community?
- Is there equipment available to support specific programs?
- Is it in decent shape?
- Is there enough?
- Are there partners in the community that can help run the program or enhance it?
- Are there financial resources available to support programs that need it?

If you answer 'no' to any of the above questions, you can still plan for it, but you will need to determine if there are any local or north wide resources that can be accessed to support those specific programs?

<b>Priority #3</b>	<b>Community Assets</b>	
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## Community Programs Grid

Enter what programs exist in your community right now for each age group? (over a period of 1 year)

	SPORT (ie hockey, volleyball)	RECREATION (ie intellectual, physical activity, social)	CULTURE (ie. Creative, traditional, contemporary)	LEADERSHIP
Pre-School 0-5 years				
Children 6-12 years				
Youth 13-19 years				
Young Adults 20-35 years				
Adults 36-60 years				
Elders/Seniors 61 years+				
Family/Community				

- 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?

**New program initiatives should strive to fill the gaps and enhance what is already happening in the community.**

<b>Priority #4</b>	<b>Program Design</b>	
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## Conversation Starters

Decide who will facilitate or start casual conversations about recreation.

List three to five people in the community that each of these people will approach.

<b>List the names of each (conversation starter)</b>	<b>List the names of at least three people each conversation-starter will approach.</b>
	*
	*
	*
	*

The questions below can encourage people to talk about recreation in their community. To start conversations, choose one or two from the list or develop your own.

- What is important to you about this community?
- What do you value about our community?
- What makes you proud to live here?
- What do you like about recreation in our community?
- What are your reasons for participating in recreation?
- If you don't participate, what would encourage you?
- If recreation and sport are important to you personally, can you tell me a story to illustrate this?
- Can you tell me about a time when you and others in your community came together and made things better through recreation and sport?

## Community Wall of Fame (Our Stories)

A key benefit of recreation is its potential to positively impact quality of life.

Success stories help create a meaningful community recreation plan. A community wall of fame is one way to gather and share success stories. Unlike a recreation art gallery evening, building a wall of fame takes time. Many communities have a permanent sports wall of fame, but very few have a recreation wall of fame. Once you establish a wall of fame, keep it as a reminder of individual and community achievements.

Collecting stories takes time. People need to be interested and willing to share. Stories must be remembered and recorded. Try to begin this activity as early as possible in the planning process. You may want to continue collecting success stories while you implement the recreation plan.

### ENCOURAGE

Encourage your community to share their stories of success on a wall, through posters, on video or at a community dinner. Provide clear instructions to help community members share their stories.

### ADAPT

Adapt this activity by incorporating it into a community meeting. Place a table with large sticky notes and pens near the entrance. Post the instructions. Invite people to share their stories as they arrive for the meeting, during the break, or as they leave.

#### Instructions

1. Please share your story of how a recreation activity, event or experience positively impacted your life or the life of someone you know. Your story helps us understand how to plan for recreation so that it supports positive outcomes for you, your family and others in our community.
2. Stories can be written on sticky notes or on a piece of paper.
3. Use these questions to write your success story.
  - What was the recreation activity, event or experience?
  - What were the benefits and positive impacts?
  - What would need to happen to make sure benefits like these continue?

### CELEBRATE

Submit your program success stories to local, community and northern publications and media (ie: Facebook, NSCRD E-News, Saskatchewan Parks and Recreation Direction Magazine, etc.)

## Sample Program Budget

**PROGRAM NAME:**

**PROGRAM DATES:**

Revenue		Amount Proposed	Amount Actual
<b>Sources of funding:</b>			
<b>1.</b>		\$	\$
<b>2.</b>		\$	\$
<b>3.</b>		\$	\$
<b>Total Income</b>		\$	\$
Expenditures	Source/Vendor (if applicable)	Amount Proposed	Amount Actual
<b>Supplies (list):</b>			
		\$	\$
		\$	\$
		\$	\$
<b>Equipment (list):</b>			
		\$	\$
		\$	\$
		\$	\$
<b>Food</b>		\$	\$

**Program Leaders/Instructors (list):**

		\$	\$
		\$	\$
		\$	\$

**Other direct related expenditures:**

<b>1.</b>		\$	\$
<b>2.</b>		\$	\$
<b>3.</b>		\$	\$
<b>4.</b>		\$	\$
<b>5.</b>		\$	\$
<b>Total Expenditures</b>		\$	\$
<b>Difference</b> (total income and total expenditures should match)		\$	\$

## Program Planning Checklist

Now that you have a plan in place use the following check list to get your programs started:

### 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 there enough space?

### **Equipment**

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

### **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 Summary Report

A detailed summary of a specific program or activity, a great report to generate for a supervisor or steering committee. Note: this template can be generated electronically using the APPS online tool.

**Program Title:**

**Date/Time:**

**Location:**

**Target Age Group:**

**1. Brief Description of the Program:**

**2. Partner organizations and their role:**

**3. Action Plan (timeline of what needs to be done to deliver the program):**

ACTION	WHO'S RESPONSIBLE?	TO BE COMPLETED BY WHEN?

**4. Budget:**

<b>Major Expense Description</b>		<b>Budget</b>	<b>Actual Amount</b>	<b>Notes</b>
	\$			
	\$			
	\$			
	\$			
	\$			
<b>Total Expenses</b>	\$			

**RESULTS**

**5. How was the program promoted?**

**6. # of Paid Staff:**

**# of Volunteer Staff:**

**Name(s):** \_\_\_\_\_ **Role:** \_\_\_\_\_

**Name(s):** \_\_\_\_\_ **Role:** \_\_\_\_\_

**7. Program Design: (fee, transportation, food, coop vs comp, physical activity)**

**8. Program Statistics:**

Number of program sessions:

Number of participants: (m)\_\_\_\_\_ (f)\_\_\_\_\_ Total: \_\_\_\_\_

Age of participants: \_\_\_\_\_ preschool, \_\_\_\_\_ child, \_\_\_\_\_ youth, \_\_\_\_\_ adults, \_\_\_\_\_ elders, \_\_\_\_\_

**9. Notes from Program:**

**10. Successes:**

**11. Future Recommendations:**