NORTHERN
Sport, Culture & Recreation District

Community Recreation Handbook

For Northern Saskatchewan

ihcāwinisihk ohci athisithiniwak kā-wīcihīwīcik ācimowasinahikan

hayorilaze sa tsi dihlise

ocînâsa nanâtohk kâ otamiyohk masinahiḵanis

Funding provided by:

Community Initiatives Fund

Saskatchewan LOTTERIES
LOTTERY TICKET CENTRE

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Written By

Flo Frank

for the Northern Sport, Culture and Recreation District

Funding provided by:

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Saskatchewan LOTTERIES

About the Cover Page Artwork

Community recreation such as sports, culture, arts and other recreation events not only promotes a healthy lifestyle, but also indicates community pride, wellbeing and functioning. Well organized events and gatherings are a positive experience for everyone – organizers, participants, volunteers and other community members. The artwork on the cover depicts typical northern Saskatchewan community events from ski racing, dance groups and voyageur canoe paddling to cultural gatherings with traditional hand games. The activities are set on the background of the medicine wheel to emphasize year round community recreation as an important part of the holistic approach to wellbeing.

About the Artist

Miriam Körner is a writer, photographer and visual artist. Her fascination with the enchanting yet unforgiving North, its people and traditional life-styles is a common subject in her artwork. Miriam lives with her husband and 17 sled dogs near La Ronge, Saskatchewan.

About the Author

Flo Frank of Common Ground Consulting Inc. (Meacham, Saskatchewan) is the author of this handbook. She has worked and lived in northern Canada for most of her life (in part in Uranium City, Saskatchewan) and is respected internationally for her work in community development. One of her first jobs was Senior Recreation Director for The Department of Culture Youth and Recreation in Alberta, so she understands the sector very well. She has written over 30 community "How To" or self-help books, and she provides training and workshops on most of the topics in this handbook. Her love for the north, her respect for sport, culture and recreation and her down to earth - common sense approach is very evident in this handbook.

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Community Recreation Handbook Endorsements

"This is an awesome book for our northern communities. Recreation is an essential service in northern Saskatchewan. Northerners are very good at programming and this guide and its tools can help with the formal structure of recreation in the north which is sometimes lacking. This gives our sector more consistency and credibility. The northern examples and stories show the value of recreation services in northern Saskatchewan and the great work that is occurring."
Terri-Lynn Beavereye, Stony Rapids & Chairperson, NSCRD

"This handbook has the potential of becoming the template for all northern communities to follow. Something that was long overdue was a handbook that relates directly to the needs of our northern communities – way to go NSCRD."
Leonard Montgrand, Executive Director, La Loche Friendship Center

"I really enjoyed the review of the handbook and found that having consistent formats for each section was beneficial. As well, having the tool box listing after each section provided me with guidance on where I could find tools to help with the topic I found of interest. The quotes provided gave the handbook a personal touch, which I think will help individuals relate to the subject at hand. Finally, I really thought that having your feedback form at the end of the booklet will hopefully prove to be an evaluation mechanism to measure success and challenges with the handbook."
Cheryl McCallum, Manager – Aboriginal Services Unit, Sask Sport

"The Recreation Handbook will be a valuable tool to keep at our side to assist us in our daily work as well as a reminder that a person can only do so much on their own and with the help of their board, many hands make light work … share some of the duties and delegate. The handbook will be most valuable to anyone in the recreation field. I wish I had this when I first started out … it would have answered so many questions and given me the direction that I was lacking."
Channa Senyk, Creighton Recreation Director

"I think this is an awesome handbook. I am very happy to be able to be involved in the preview of such a well rounded, community based resource that promotes the holistic approach. The research and time that went into the production will be well appreciated by those who have access to the final product. My congratulations to NSCRD for taking the opportunity and making it happen. As a believer in the recreation movement, I recommend this valuable piece of literature, that empowers the reader, promotes unity and fellowship to all communities. Thank you for allowing me to be a part of this venture. *Pina maya* – Thank you (Nakota).
Tim Haywahe, Recreation Consultant – Aboriginal Support, Saskatchewan Parks & Recreation Association

"I think the handbook will be a very helpful guide for northern communities and especially new staff working in the recreation sector … maybe it can even help with the high turnover. We need to have a more consistent structure and there are tools here to help us do that."
Estelle Laliberte, Executive Director, Buffalo Narrows Friendship Centre

"This handbook looks like a fantastic resource with a great deal of useful information. I will be sure to use it and promote it to the many clients and communities I serve through SaskCulture Inc. The content will certainly assist communities in developing and maintaining sport, culture and recreation activities at a local and provincial level."
Damon Badger Heit, Coordinator of First Nations & Métis Initiatives, SaskCulture Inc.

"It has a lot of information and good examples and stories that people in the north can relate to."
Robert Yew, Canoe Lake Recreation Director

Permission and Use of Handbook Content

This handbook was developed over several months in 2009 and 2010 and released in October, 2010. The tools in this handbook come from a variety of sources with their permission, and credit is given on each tool where possible. The tools are intended for community organization's day-to-day use, and they may not be sold, mass produced, used in workshops by a professional paid trainer or distributed for profit without the permission of NSCRD – see contact information at the back of the handbook.

Credits and Thanks

The NSCRD would like to thank all the people who contributed to the development of this handbook. Special thanks to our members – the communities of northern Saskatchewan – for your quotes, stories, examples, and input into the handbook to make it yours – unique to the north and practical. Thank you to Marc L'Heureux for allowing us to use his northern photographs in this handbook.

We would also like to recognize the NSCRD staff working group as well as our contractor Flo Frank and her assistant Ley Ward for their genuine commitment to this handbook. To the Administration Centre Printing Services for the design and layout work. Finally, thank you to the Community Initiatives Fund for their funding which made this handbook possible.

Member Communities

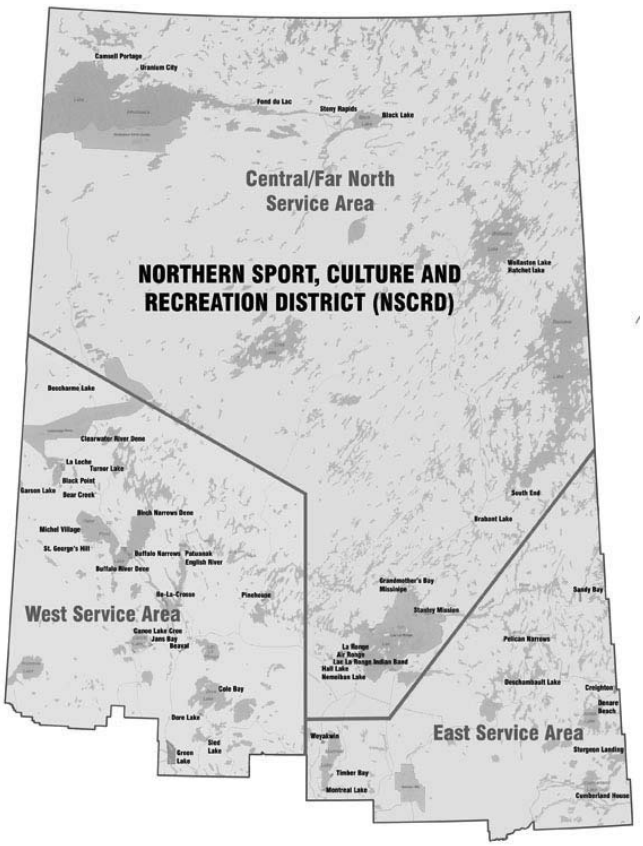
This Community Recreation Handbook was developed for the NSRCD member communities - Northern Municipalities and First Nations:

Beaver River Area – Northern Village of Beauval, Northern Village of Cole Bay, Northern Village of Green Lake, Northern Village of Ile a la Crosse, Northern Village of Jans Bay, Northern Hamlet of Patuanak, Northern Village of Pinehouse, Northern Hamlet of Dore Lake, Northern Settlement of Sled Lake, Canoe Lake Cree Nation – Canoe Narrows, English River First Nation – Patuanak.

Clearwater Area – Northern Village of Buffalo Narrows, Northern Village of La Loche, Northern Hamlet of Michel Village, Northern Hamlet of St. George's Hill, Northern Hamlet of Turnor Lake, Northern Settlement of Bear Creek, Northern Hamlet of Black Point, Northern Settlement of Descharme Lake, Northern Settlement of Garson Lake, Birch Narrows Dene Nation – Turnor Lake, Buffalo River Dene Nation – Dillon, Clearwater River Dene Nation – La Loche

Athabasca Area – Northern Hamlet of Stony Rapids, Northern Settlement of Camsell Portage, Northern Settlement of Uranium City, Northern Settlement of Wollaston, Black Lake Densuline First Nation – Black Lake, Fond du Lac Denesuline First Nation – Fond du Lac, Hatchet Lake Denesuline First Nation – Wollaston Lake

Sagastew Area – Northern Town of La Ronge, Northern Village of Air Ronge, Northern Hamlet of Missinipe, Northern Hamlet of Timber Bay, Northern Hamlet of Weyakwin, Northern Settlement of Brabant Lake, Northern Settlement of Southend, Northern Settlement of Stanley Mission, Lac La Ronge Indian Band – Kitsaki, Lac La Ronge Indian Band – Nemeiban River, Lac La Ronge Indian Band – Grandmothers Bay, Lac La Ronge Indian Band – Stanley Mission, Lac La Ronge Indian Band – Hall Lake, Peter Ballantyne Cree Nation – Southend, Montreal Lake Cree Nation – Montreal Lake



Neyanun Area - Northern Town of Creighton, Northern Village of Cumberland House, Northern Village of Denare Beach, Northern Village of Pelican Narrows, Northern Village of Sandy Bay, Peter Ballantyne Cree Nation – Pelican Narrows, Peter Ballantyne Cree Nation – Sturgeon Landing, Peter Ballantyne Cree Nation – Denare Beach, Peter Ballantyne Cree Nation – Deschambault Lake, Cumberland House Cree Nation – Cumberland House

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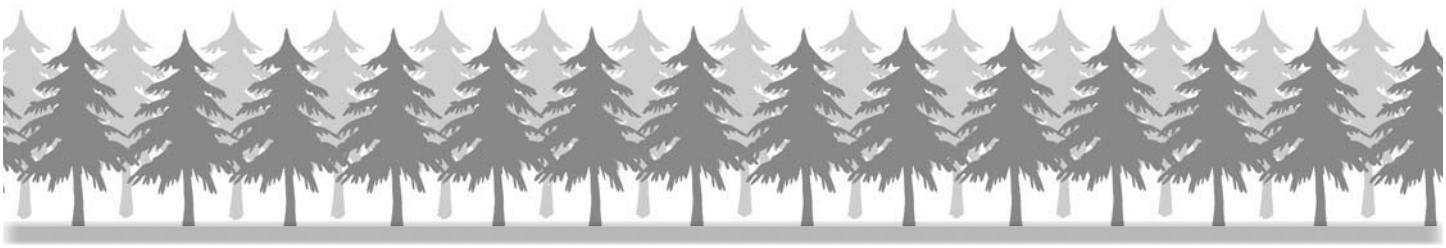
Definitions

Advocacy:	take a stand, to promote, defend or encourage something or someone	**Governance:**	the legal and financial management of an organization
Capacity:	the ability (whatever it takes) to get things done	**Leisure:**	time used to do whatever we want to do
Community:	a collective group of people with similar interests, beliefs or geographic location	**Partnerships:**	an agreement to do something with others that could likely not be done alone
Community Development:	the planned (and unplanned) evolution of communities	**Physical Activity:**	movement, exercise, active body activities
Community Participation:	active involvement in community events, activities and happenings	**Recreation:**	play or amusement that refreshes or rejuvenates
Culture:	the things that make a group of people unique	**Sport:**	games, competitions or activities that have specific rules and require certain skills
Desired Outcomes:	what we hope will happen as a result of what we do	**Volunteer:**	someone who provides assistance or support without being paid

Introduction



Introduction to the Handbook

Sport, culture, recreation, and physical activity programs and services are highly valued by northern communities. They have always been a part of our lives, from our traditional way of living on our lands – hunting, trapping, berry picking, carving – to our involvement in sport at a recreational or competitive level. Our culture is uniquely and critically important to us.

The need for our community recreation programs and services to be more formalized and consistent has been identified for many years. There are many parts of recreation services that are critically important and sometimes overlooked – things like having community involvement and guidance such as through a recreation board or committee; a bylaw that guides the structure of the community recreation services; developing a budget; finding volunteers or helpers; creating and implementing a program plan that is balanced between sport, culture and recreation. These are all areas to consider with recreation programs and services.

The sport, culture and recreation purpose of this handbook is to have all of this information in one handbook that offers practical and useful support for our northern community services. It also serves to acknowledge the value and complexity of our sport, culture, and recreation services and the people who work with them. It should be of use and interest to anyone working within the community context, regardless of the sector, agency, project, type of employment or volunteer capacity. And, given that many organizations experience high turnover in staff, this handbook should also be useful as an orientation and basic training tool.

The handbook is not designed to be complete but rather it is a work in progress to be added to and improved as you use it. No one approach or tool will work for everyone or in every situation, so please accept this handbook as it is – simply a starting point – based on the experience and knowledge of those working in northern Saskatchewan communities. They have been willing to share the best of what they have right at this point in time, knowing that while some things are ageless, others are improving every day.

"This handbook will really help me understand my job duties. I'm quite confused with what's all expected of me". – Cumberland House Recreation Director

How to Use the Handbook

This handbook was designed to be easy to use and flexible. You can either read the whole handbook (and keep it available for future reference) or use bits and pieces of it as they are needed. The sections are designed to be used as stand alone items and can be read and used in any order or in any way that works for you. For example, if you want to establish a board of directors or focus on partnerships, those specific sections would then be opened.

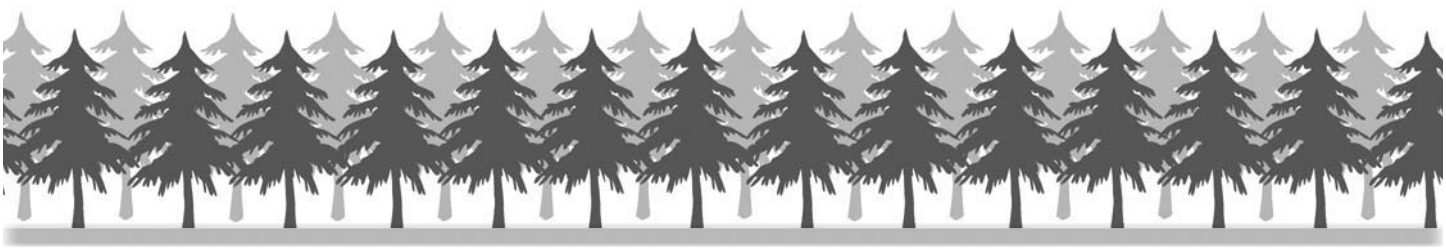
Use whatever is provided as a beginning, and as recommendations, not as being a fit for every situation. The handbook and tools can be photocopied and shared or modified to meet your particular needs, circumstances, or way of working. We encourage you to add to the tools and give them to others working in your community.

In other words, this handbook is yours to add to, share, to use in any way you want – scribble in the margins, change and add to the tools or add your own stories to make this book your own.

Start by putting your name, phone number and organization you work for inside the cover, so that if this handbook gets lost, it can find its way back to either you or the job you are doing.

> "This handbook will help new Recreation Directors, current Recreation Directors and anyone involved in the sector." – Mary Wright – Denare Beach Recreation Board Chair

Putting the Handbook into Context



Sport, Culture and Recreation

In order to gain the most benefit from this handbook, it is useful to provide a bit of basic information about the beliefs and principles around sport, culture and recreation and begin to make the connection to personal and community health and wellbeing. If you are reading this handbook from the perspective of a different sector, you may also want to consider the connection between your sector's work and overall community wellbeing. No one group is an island nor do any of us work in isolation – we all know that everything is connected, and we must all work together toward our common goals.

Acknowledging that sport, culture and recreation are the foundation of this handbook, we also know that communities must set their own priorities, and that we all have an interest in increasing healthy living and more participation and involvement in community events, programs and activities.

History has demonstrated that a family or community that is active and connected to each other is one that is most likely to be happy and healthy. Since the beginning of time, people have played together and enjoyed celebrations of dance, music, games and sport. These types of activities are important and are seen as an essential service to improve individual health, overall wellbeing and community togetherness – all of it creating a better sense of belonging and commitment to each other and to our communities.

The Northern Context

Everything in the north is connected. The holistic approach to life is evident in sport, culture and recreation programs and services. Our programs and services are connected to almost everything, including:

- Municipalities and Band Councils by building a positive quality of life together.
- Education Authorities and School Divisions as they fulfill their curriculum, share their facilities and support community school philosophy.
- Justice as it seeks positive alternatives for marginalized youth.
- Health which strives to instill positive and healthy lifestyles
- Friendship centres, churches, senior/elder centres and others that develop leadership skills – and,
- All community groups and organizations that help to support healthy families and communities.

The old saying "the family and community that plays together, stays together" has never been more true – for individuals, families and communities. Northern leaders are concerned that there are not always enough sport, culture or recreation opportunities to meet the needs or expectations of our communities or that there are too few people taking part in that which is being offered to really benefit from it. It's up to us to change that.

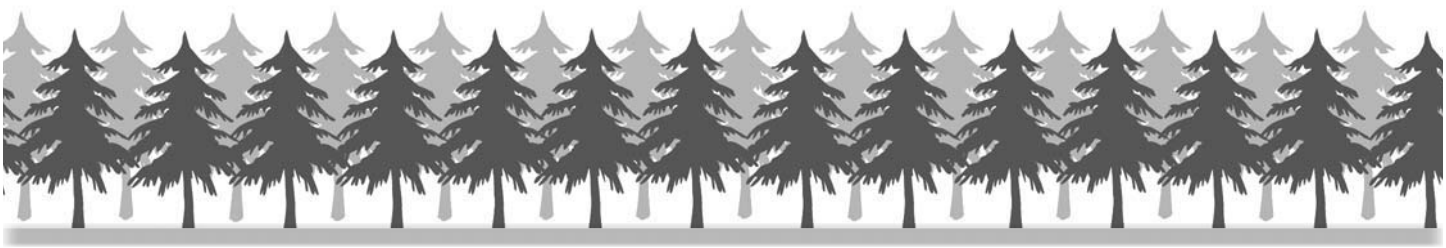
Northern communities face significant challenges that can be seen as barriers to participation, particularly when compared to urban environments. That said, every northerner understands the positive impact that our programs can have on the self-esteem and health of our children, our youth, our families and our communities.

Clearly there is a role to be played in advocacy – in developing a strong message about active and healthy living and promoting participation in sport, culture and recreation from all ages. By getting organized, getting involved, and encouraging others to do the same, we are not only helping ourselves, but we are also helping others. This book is designed to help us find ways to do this better and to provide some tools and techniques to help others do it better too.

Benefits of Sport, Culture and Recreation

"I was always the last kid picked on sports teams. But, still, sports are what kept me in school." "It's either $12,000 for recreation or $50,000 for jail. It's not the color of your skin, it's not where you're from, it's the opportunity. With that you may not make it to the NHL, but you will make it in life". – Buckley Belanger (MLA Athabasca at a Northern Recreation Conference La Ronge 2000)

1. Community Involvement



Introduction

The philosophy of the importance of community involvement is based on history, current beliefs and trends – along with health and wellness facts. Basically, we believe that people want and need to be connected to each other and find value in being and playing together. Recent research indicates that active, citizen-involved communities have a higher quality of life and are more valued or desirable than others as places to live. Youth and elders/seniors say that positive social or recreational connections to their peers (and others in their community) count for a large portion of how they view their lives and have a huge impact on their happiness. These are important factors to consider when thinking about community involvement beyond the concept of “doing things together”.

Culturally speaking, most ethnic and social groups understand the necessity of communities working together for survival, during a crisis or to do positive things (as in this instance) that benefit many. Our beliefs and habits will also help to determine how much or how little we do together and what types of things those might be. Technology has played a big role in what we do with our time, and increasingly we are spending more time in solitude watching TV, playing video games, or using social networks, and less time physically face-to-face for the sake of being with people.

Community involvement is up against many habits and social changes and people who are burnt out or not taking part for various reasons. The messages that we need to promote are that we gain energy by being involved with each other and have an increased sense of belonging and purpose when we are part of an active, happy, healthy community. People live longer, better and have higher self-esteem and confidence when they are physically and socially active and when they get involved in things beyond their own personal lives.

Ready, Willing and Able – Community Preparedness

Communities, much like individuals, need to be ready, willing and able to work together. Assessing whether or not your community can do things or do more things is a key component of community involvement. Many factors work in favour of increased involvement such as a community having a history of working together, people with the time and energy to get involved, seeking new people to do things and asking what they are interested in, programs or events that are inclusive and encouraging to a wide range of skills as well as general courtesy and kindness being shown at all times.

Factors that work against communities being able to get more people involved are things such as burnout, petty gossiping and bad-mouthing, unresolved issues that are so serious that people are in emotional paralysis (suicide, sexual abuse or fear of gangs or violence), and the same people always doing the "good or fun" jobs and not making room for new blood.

Knowing where your community is at in terms of readiness is a matter of talking to people and doing an assessment – then maybe start small and build on successes that take place. One small event can lead to another and build confidence and capacity at the same time. Slow and steady wins the race – and wins people's confidence. Going too big or too fast with projects or events can push people away or cause them to be overwhelmed.

Use the factors for success checklist and assessment tools in order to determine where your community, group or organization is at – and ask the question: do we have the capacity to do what we want to do, and if not, what will be done instead?

Working Together

One person cannot do it alone, or even two or three people. As we know, nothing happens in isolation when working in communities. Everything and everyone is connected. This is especially true in the sport, culture and recreation sector. Being involved in community events, projects, and activities builds stronger individuals, families and communities. It also builds momentum – meaning that the more we see of it, the more we will do it. Getting things going often takes some planning and organizing, but after that, usually... the more people involved the merrier.

In addition to planning and organizing or even attending activities, we also require recognition and celebration. Celebration helps to build our sense of cultural continuity, community spirit and to appreciate or recognize our accomplishments – all combined, this builds and maintains a positive view of life. We work together to improve our communities – and to create a good and healthy outlook so that the habit of doing things together replaces (to a certain degree) doing nothing or doing things in isolation. Setting expectations, for ourselves and others, is part of how we behave – reaching those expectations is part of making dreams come true and depends on all of us working together.

Understanding a Community Development Approach

Many people use the term community development to describe what we do in our work and volunteer activities. It is often defined as the planned (and unplanned) evolution of all aspects of a community – meaning the structured and grass roots way a community goes about its business and how it changes over time. We've spent many years building the community development skills and capacity of those working in the formal system (paid workers), but only moderate attention has been paid to general community members and volunteers. Sport, culture and recreation relies on people doing more for themselves and having less dependency on others to do it for them. This makes it very important to learn about and use tools and approaches that increase community awareness, generate interest and encourage increased participation.

This is a form of community development that supports communities to become more engaged, better prepared for change and better able to meet expectations. It is a clear example of the difference between being involved (showing up) and being invested (taking on tasks or leadership roles). One of the factors of success for sport, culture and recreation programming is community involvement that builds capacity to take over or lead various projects – particularly by involving youth. The greater the investment – the greater the gain for everyone.

The Northern Context

Everything and everyone is connected in the north. When it comes to community participation, we are all in it together – setting good examples, having fun, finding solutions to social issues and building a more positive, healthy future for ourselves and those around us. We are proud of who we are and where we are from. We respect our elder's wisdom and seek their involvement in everything we do. We also recognize how important our children and youth are, and we try to help them be everything they can be. As more people learn about northern Saskatchewan, the more we are seen as unique – not just because of the geography and huge distances – but because of the people and the "northern way of being".

If we did not help each other and ourselves, not only would community programs not happen, but we would not survive. Our need to work together is really a need – not just something nice to do. Northerners care about each other and our communities so we appreciate the fact that almost everyone works hard, volunteers where they can and shows up when there is an emergency or something critical to do. That's the northern way.

"This is the first step in turning our community around and making it a better place to live, and I believe we have the people here who want to help us accomplish that." – Garry Finlay, Principal of Charlebois School, at a community school meeting, Cumberland House

What's Important to Know?

- There's a role for everyone in a community development approach.
- Paid workers, volunteers, youth, government agencies, funders and supporters (at all levels) are all involved – each doing different but complementary things to reach common goals.
- Community development is based on local decision making, shared leadership, capacity building and active participation.
- There is a big difference between being involved and being invested.
- There are good reasons for people to get involved and work together – but there are also good reasons why they don't – our job is to figure out which is which and get things going.
- In community development nothing is done in isolation – it is all connected.
- Increasing community involvement means setting a good example and extending an open invitation.

Tips and Advice

1. Understand your community and find ways to determine its capacity to do things.
2. Try to resolve past problems but don't let them stop progress.
3. Start small and build on successes.
4. Even the most troubled communities can do something – figure out what it is.
5. Youth and children are the catalysts to get things done – help them become leaders.
6. Don't let the negative people or comments get you down, shield them off with good work.
7. Include everyone's perspective, particularly if what you are doing affects them.

Story

At Canoe Lake, the Recreation Director invites community members to public meetings and gets a lot of involvement in putting on special events such as festivals, camp outs, cultural camps, community canoe trips, sport leagues and tournaments (i.e. hockey, floor hockey, volleyball. slo-pitch, fastball). Last year was the first year for a tri-community Winter Festival where events were held in each of the three neighboring communities. Canoe Lake hosts many events because it has the community involvement to make it happen and happen well.

"Since our new arena is open every night for public skating, broom ball and hockey, we have noticed a decrease in vandalism in the community." – Roger Bird, Montreal Lake First Nation

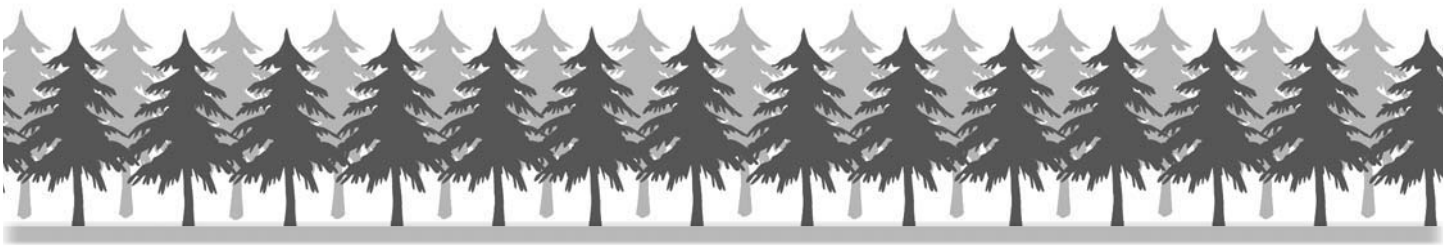
"Getting people with disabilities involved in the Northern Saskatchewan Games and Cultural Festival and Zone 9 (now Team North) has been a new and good experience for the disabled people in the north." – Gary Tinker Federation

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- Ten Steps to Effective 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

2. Organizing and Governance



Introduction

There are a few basic things to know about the role of boards of directors and how their role differs from that of staff. It is also important to understand when, where and how committees fit in. A board of directors may have a political connection such as a Recreation Board has with a municipal council or when there is a connection to Chief and Council through a band counsellor or portfolio holder. This political connection needs to be well maintained so that everyone is kept informed and linked to their mandates and responsibilities.

Each organization is slightly different; however, in most cases the board governs the organization, hires and manages the senior staff person and sets strategic direction. Ultimately, the board is responsible for the overall finances, governance (big picture policies) and the direction being taken. They are volunteers (unpaid) and legally responsible for the organization. The board will often create a strategic plan that identifies the vision, values, and big picture goals – setting a clear direction outlining what the organization is aiming for and roughly what the budget might be to get there.

The most senior person (Recreation Director – Executive or Senior Manager – Coordinator) reports directly to the board and is usually the only person who does. That senior person, along with other staff and/or volunteers, implements the strategic plan. This is usually accomplished by developing an operational or implementation/action plan that provides details such as how the strategic goals will be reached, who will do what – when it will happen – desired outcomes – and a very detailed overview of the resources needed such as financial, human, and physical (i.e. facilities).

Committees and Working Groups

Executive committees or committees of the board are designed to do the board's business (governance, financial management, etc.) in smaller groups so that the entire board does not have to do everything. They are focused on the organization, usually permanent and are actually part of the board, reporting back to the whole, even when there are outsiders involved.

Operational committees, or working groups, are normally put in place to help move things along at the community level and can include board members and staff, as well as community volunteers. Either type of committee or working group usually has a plan, or a Terms of Reference (an overview to help guide its work and to outline what is to be done and by whom). Committees and working groups are often the ones who will keep things going, get things done or develop something new. They can report to either the senior staff person or directly to the board, depending on the scope and scale of the work they are doing.

Values and Principles

Everyone in the organization (board, staff, volunteers and committees) should be working on turning the vision into reality, and in doing this, they should all be setting a good example and agreeing to certain principles or values that will define how things get done. The organization's reputation is built or lost by the way that people associated with it behave.

Values such as not gossiping, being honest and open, showing respect to everyone, keeping confidentiality where it is important, being positive not negative, and saying yes more often than no, can all be part of a way that any organization can do its work and then hold itself up as proof that it is walking its talk. Sometimes this is referred to as having a good code of conduct.

"The only way we can get our recreation board to meet is if we pay them to come. This makes it hard to get decisions done." – Montreal Lake Recreation Director

Types of Boards

There are several different types of boards. One is a governance board – a type which often is found in big corporations that are well established and staffed with very capable senior people. This type of board simply governs the organization and ensures that things are legal, but it does not get too involved in what is done within the operations of the organization or how. Those tasks are left to the senior person (often called a CEO).

A policy board sets the direction for an organization and defines what is to be done and how. It establishes policies (rules and protocols) and ensures that the senior staff is adhering to the direction the board sets and the way that it wants things to be done. Policy boards are not uncommon in community organizations and are often confused with Operational Boards.

Operational Boards are often found in community-based or NGOs (Non-Government Organizations) that have very few or no staff. This type of board accepts all of the legal requirements of a board, but also does the work of the organization – meaning it develops and implements projects and staffs the activities either directly or through committees or volunteers.

Because many organizations have very active boards (people who agreed to join the board because they like the activities and the organization) there is sometimes an issue over when the board is "governing and setting policy direction" and when members of the board are being volunteers and helping with activities.

A common complaint is that boards micro-manage staff and get too involved in how things are done in terms of operating the organization or making day-to-day decisions. This is normally resolved when roles are clear and understood and board members are able to know when they are being "helpers" and when they are steering the organization. Senior staff too need to respect that the board makes the big-picture decisions, as ultimately the board is legally liable and accountable so it needs to know what is going on that could have a negative impact on the organization.

Roles and Key Functions of Boards and Staff

BOARD	STAFF
Volunteer	Paid
Employer	Employee
Part-time (mostly meetings)	Full or Part-time (mostly community work/projects)
Creates the Strategic Plan	Implements the Strategic Plan
Oversees the Operational Plan	Develops and implements the Operational Plan
Creates the vision and key goals, develops the structure of the organization – deals with big – picture policies	Implements the vision and goals, maintains the structure, reports on progress and is responsible for operational policy
Political	Non-Political
Elected (usually)	Not-elected – Hired
Hires and manages the senior person	Senior person hires and manages all other staff

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 Senior Person:	the board is responsible to hire and supervise/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

Communication and Meetings

Ask anyone what the most important factor for success is in any community project and they will say communication. On every level we need to be clear about what we are saying, who is saying it, who is hearing it and what it means. Every organization dealing with the public should have a communication strategy that outlines the basics of how information will be provided, and when as well as what the key messages are, and who to contact for more information. How we communicate will determine how the organization and its activities are judged and from that who wants to get involved or who doesn't.

We have become obsessed with meetings, and yet we are rarely very good at them. Meetings can be face-to-face or electronic, but either way they are the most important forum for communicating, planning, evaluating, inviting, reporting and problem solving. There are countless books on how to hold effective meetings, but the key is to keep them brief, stick to the agenda (yes have an agenda), make sure everyone has a voice and will be heard, and make them interesting and respectful. Food helps as does saying thank you (all the time) to those who are involved.

The Northern Context

Northern groups are much more informal and down to earth when it comes to meetings and governance. We get things done and provide the leadership required – but we try not to waste time or re-invent the wheel. Business is done with good humour, good food and hopefully with good attendance!

Spirituality is a big part of our meetings and most start with a prayer and by showing respect for our elders. Their opinions matter, and we try to include them and youth in everything we do. Our relationships with each other, our land and communities are not separate from programs and services – it is all connected and so are we.

"We agree with Woody Allen when he says that 80% of success is showing up." – Northern Community Board of Directors

What's Important to Know?

- ★ The board is volunteer but staff is paid – keep in mind that the board is the employer and staff members are the employees.
- ★ Boards oversee the big picture – staff the daily operation.
- ★ Board members are elected and usually have very different skills and experience – staff are hired with very specialized skills and backgrounds.
- ★ Committees are set up to undertake special board priorities as well as organizational activities and overall momentum.
- ★ People will leave boards due to inactivity or if expectations are not clear.
- ★ Make sure the board does board work and does not micro manage staff or interfere with their jobs – and the staff should do staff work rather than tell the board what to do.
- ★ Everyone involved in the organization is responsible for setting a good example.

Tips and Advice

1. Keep the board as functional as possible, invest in lots of board training.
2. Hold brief and effective meetings – do not waste time – be prepared.
3. One clear point of contact between the senior staff and the board is best.
4. Committees need clear expectations and to be recognized for their good work.
5. A code of conduct and values outlines the best way of doing things.
6. Boards are the organizational leaders who need to be visible and supportive to staff.
7. Extra care is required to keep diverse boards focused and on the same page.

Story

The La Loche Sports, Recreation and Culture Council is a good example of a coordinated, inclusive community organization for sport, culture and recreation in the north. The Council is a non-profit organization with 8 members, all volunteers. They serve a two year term but can be re-elected. There is representation from the Village of La Loche, the Friendship Centre, Community Schools, Oil Sands Quest – member at large. They meet twice a month. The Council has developed a comprehensive strategic plan.They discuss ideas, make plans, host events, keep up the facilities, manage the budget, obtain grants and encourage volunteers.

"The skills that led me to Parliament Hill were developed while working on a northern recreation board." – Rick Laliberte (MP Churchill River – June 12, 2000)

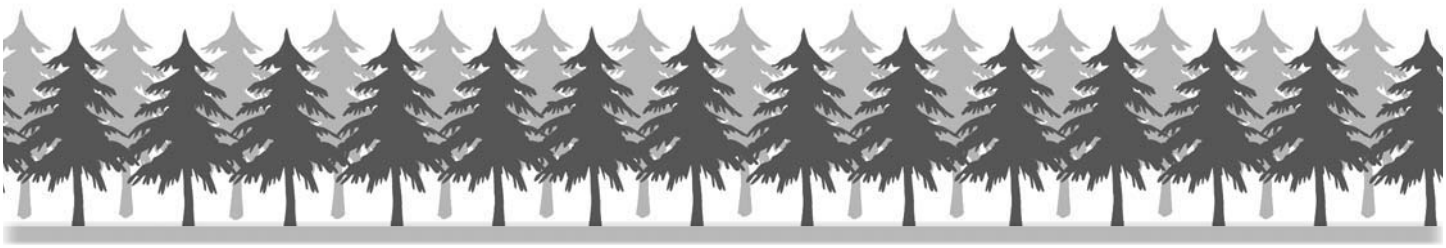
"The function of the Creighton Recreation Board is to promote and support the recreation, sport and cultural activities as well as be part of the volunteer help with major special events." – Channa Senyk, Creighton Recreation Director

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- 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

3. Staff and Personnel



Introduction

In the previous chapter, we mentioned boards, senior staff, and volunteers in general terms. Now it is time to look more closely at the various roles of staff and their key functions, how they are hired and supervised and how their work connects to communities. While each role is separate and requires a different set of skills, it is important to keep staff working as a team and communicating well with each other. The left and right hand need to know what they are doing so that communities do not get confused or hear mixed messages.

Here are some common key roles and what they do:

Recreation or Executive Director:	is the head of the organization, is responsible for implementing the strategic plan, for hiring and managing staff, for the management of budgets and programs, and for public and sector relationships.
Recreation Coordinator/Youth Worker:	is often the key person responsible for programs and services and works directly with groups and other organizations such as schools, justice, friendship centre, health workers, RCMP and senior/Elder groups. They promote and implement the programs.
Northern Community and School Recreation Coordinator:	usually work in schools after hours, on weekends and facilitates community-based activities in conjunction with school or community events.
Administration or Support Staff:	these are the people who answer the phone, sort the mail, coordinate schedules, do the filing, organize meetings and keep everything on track. Often their role includes basic bookkeeping and public relations.

Each role is normally described in a job description (and occasionally a work plan) that is used to help anyone being hired to know what is expected from them and to help make the match between what the organization needs and what skills and interests the person applying has.

Grant Writing – Fundraising

While these functions are normally filled by the recreation director or senior staff person (and sometimes the board itself) it is not a role unto itself. It is, however, an important aspect for the organization and should be mentioned. When it is done by a special contract, (often a luxury item) the person or people are in charge of seeking out and applying for grants and/or for fundraising for various events or to augment the general budget.

The approach used for fundraising (beyond grants) could be everything from donations to raffles to serious capital campaigns (i.e. for community facilities) and is often guided by a fundraising strategy. Fundraising can be done by independent professionals (hired to do it) or by a committee (often attached to the board of directors) or it can include all staff and volunteers (who agree to undertake a specific fundraising event). Regardless of the approach used, grant writing, tracking and reporting and fundraising are key elements of financial stainability and ultimately have to be someone's role

Hiring, Training, and Managing Staff

Every organization has a different way of approaching the hiring, training and management of staff. Some are more casual than others, and often times in the north it is difficult to find people who have both the skills required for the job and a solid familiarity and a passion for both the work and the north. Training then becomes of major importance. A training plan and budget to undertake professional development are important items and yet are sometimes not available or not seen as a priority. A well trained staff is much more confident about the jobs they are doing and much easier to manage.

How an organization functions and treats the people who work there is called the "Corporate or Organizational Culture" – the real way things are done. One of the most common complaints is that the recreation staff are not supported or "backed" by their supervisor/employer. Quality in the workplace involves making the effort and spending the money it takes to be culturally and geographically relevant and to make an effort to have a healthy and happy workplace. What goes on in the office is usually reflected in our relationships outside the office, so the healthier the organization, the more integrity and credibility it has with others.

A good manager in sport, culture and recreation must work with staff as a team but when necessary can work with different individuals doing different tasks. It is important that everyone understand the differences in the roles and not try to make everyone the same. Some staff will be in the office with fixed hours, and others may be out in communities working at night and on weekends. Equality in treatment – being fair – does not mean that everyone does the same thing or has the same level of responsibility or freedom – all roles are important but different and should not be compared.

"I wanted to be an employee of the Northern Lights School Division. I like to work in the school and the benefits are good and important to me." – Teddy Hood, Community & School Recreation Coordinator, Beauval

Skills and Knowledge

There are some core competencies (basic skills and knowledge) that anyone working with sport, culture and recreation should have. This includes but is not limited to the following:

1. Introduction to Sport, Culture, and Recreation (definitions, principles, history, current best practice).
2. Community Involvement in Recreation – direct training for workers in the sector (community recreation).
3. Communication Basics – how to get the word out – promote activities – social messaging – providing information and hosting gatherings – tools, techniques and approaches for the use of multi-media – how to do a presentation – prepare a media notice – report writing – phone etiquette.
4. Programs and Services Practical Application – how to develop and implement a program or service – the tools and techniques for community participation (assessment, planning, implementation, evaluation, project coordination, facilitation).
5. Understanding Community Structures – roles, relationships, who the silent leaders are, how communities work (culture, language, values and recreation practices) – Chief and Council and other leaders – what they do and how they do it.
6. Roles and Relationships – partnerships and other community and sector support – working in collaboration toward common goals.
7. Organizational Skills – being able to coordinate and keep track of what is going on, who is doing what and where things are kept.
8. Financial Planning – basic skills to develop and manage a budget and to implement good bookkeeping processes and tracking of receipts, invoices, payments and bank deposits.
9. Writing – the ability to communicate in writing in order to make reports, write letters and e-mails and to apply for grants or funding.
10. Evaluation – establishing an evaluation framework – how to set benchmarks, measure progress, identify outcomes and use results – data collection and advocacy (linked to celebration and promotion).

Work Plans and Performance Appraisals

Work plans are a very useful tool to help individual staff members sort out what they are doing to reach the goals of the organization and to plan their year ahead of time. Training needs are often identified in work plans so employees feel comfortable and able to do their job/work. If, for example, the work plan calls for presentations to community groups and the employee does not know how to do them, it becomes a training need. Work plans help the organization assess the performance of any given individual or team because they outline what is hoped for, what is planned and they show the connection between what is being done and the strategic goals set out by the board of directors.

Performance appraisals should take place at least once a year with the senior person reviewing all other staff and the board of directors (often through a human resource committee) reviewing the performance of the most senior person in the organization. Because many recreation employees in the north lack post-secondary training in the sport, culture, and recreation sector, the opportunity to meet and give feedback should be provided more often than not.

Having a clear and consistent process – one that is interactive (meaning that both sides have a say in what happened – what was a highlight – and what could have been improved) – will make for a more holistic approach to employment. If, however, there is an issue that occurs during the year, it should be addressed right away and not wait for the annual review. Equally important is celebrating successes and encouraging all staff to do the best they can and recognizing small and large contributions when someone has gone the extra mile. The difference between a good organization to work for and a poor one is how employees are treated and how much they feel they are recognized and valued.

Working With Others

Good community programming relies on having effective working relationships with and between all sectors. These relationships need to occur at a senior level (big picture policy and funding direction) but most importantly at the community level. There are many people involved in helping communities and individuals be the best they can be. Health and education are two essential sectors for sport, culture, and recreation to work with.

Mandates are similar but budgets are usually separate, so working together in a way that benefits our communities is the responsibility of those in paid jobs. Sometimes a partnership or more formal agreement is required for specific events or initiatives.

It is important to dedicate time to build and maintain relationships and to keep ideas flowing. Many of the things we are trying to do (reduce poverty, improve education and health, prevent suicide, etc.) require collaboration – so it is not just a good thing to do it is essential – and sport, culture and recreation plays a key role in all of it.

The Northern Context

It's all about balance and working in healthy work places with people who respect each other and enjoy their jobs. There is a shortage of well trained professionals in the north, so we want to encourage youth to pick careers in this important sector and to stay in the north to replace others when jobs are open. Northerners in northern jobs – being good role models, is what we are aiming for.

We are really proud of our sport, culture and recreation staff. They are seen as a very important part of our community wellness and, in most cases, they are appreciated for all that they do.

What's Important to Know?

- ★ Staff roles are all different and each needs a job description linked to the organization's goals and approved priorities.
- ★ Clear communication (both internal and external) is critical to success.
- ★ There is a wide range of skills needed in most organizations – some are generic or core competencies and others are more specialized or specific.
- ★ Hire the best person possible and then train in areas that they are weak.
- ★ Prepare work plans a year in advance and use them for performance appraisals.
- ★ A workplace is only as healthy as the people who work there.

Tips and Advice

1. Hire a skilled manager or recreation director and let them do their job.
2. Set aside a budget for staff training and professional development.
3. Use open two-way approaches for performance appraisals.
4. Staff meetings should allow for open discussion (not just a fixed agenda).
5. Encourage managers and staff to share their news, successes, and frustrations.
6. Hold regular and surprise staff recognition events – bring or buy a cake often.
7. Stop the habit of gossiping and bad mouthing as soon as it starts.

Story

The La Ronge Parks & Recreation Director is hired by Town Council and supervised by the Town Administrator. There is a full-time Lead Hand in the Parks & Recreation Department who is supervised by the Parks & Recreation Director. There are three full-time Parks & Recreation workers I staff, supervised by both the Lead Hand and the Recreation Director. Summer Students are hired in the summer if grants are received to hire them. This staff structure works for them as their focus is on managing their community's facilities.

"We know we need a Recreation Director and would like to have one, but until we can find a grant or funding, we are going to have to stick with what we have." – Deschambault Lake Councillor

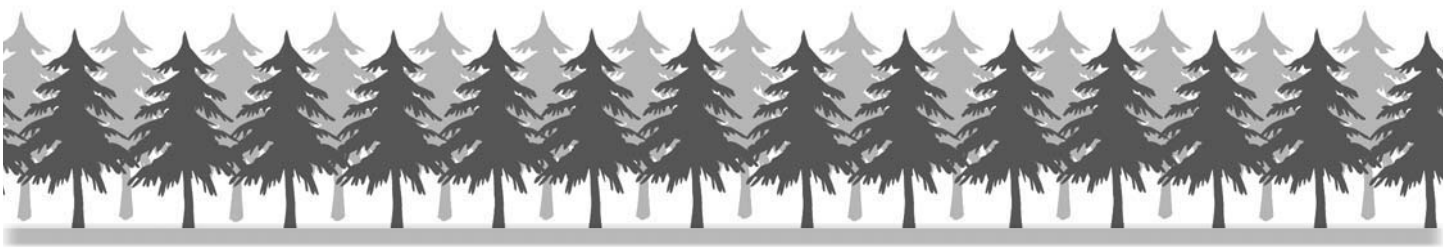
"There has been a lot of turnover with Recreation Directors in Sandy Bay often because of burnout. I will work with and support community partners so that we are all happy in our jobs and doing our best for the community through sport, culture and recreation." – Eric McCallum, Recreation Director, Sandy Bay

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- 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
- Orientation Process Checklist

4. Volunteers



Introduction

Almost all sport, culture and recreation programs, and events rely on volunteers. They just would not happen if community members, parents, families and friends did not get involved. Therefore, it is very important to recruit, organize, and care for volunteers in a very deliberate and good way. Sorting out who gets paid and who doesn't can often be an issue, particularly when most community events and programs are running on very limited budgets. A good rule of thumb is to try to encourage people to donate their time and efforts but set up policies that are clear so that no one person or situation is being treated differently than others – unless an exception is required.

Volunteers come in many forms, and with different contributions. They are not all equal, but their willingness to be part of something should be appreciated, well used, and then recognized. Volunteer opportunities range from being on a board of directors, to helping with a specific event or program, donating rides or food, providing specialized expertise, to being on committees or task forces.

We sometimes confuse participants or audiences with volunteers; they are different in that a volunteer has a set job or tasks, reports to someone in the organization, and is accountable for the outcomes of their efforts. Orientation and training are a key part of having an effective group of volunteers and it is up to the organization to provide the time and effort and resources to make the best use of those who offer their services and also to know when not to accept offers of assistance. One of the most common complaints heard from volunteers is that they showed up but there was nothing for them to do or they don't know what to do and no one seemed to be in charge.

"Without our volunteer base we would never be able to sustain our special events year after year." – Jennifer Donaghy, Recreation Director, Denare Beach

Developing a Volunteer Strategy

Managing and supporting volunteers is every bit as complicated as finding them and every bit as important as managing staff. This means that a plan should be in place to make sure we do it to the best of our abilities. A volunteer strategy is simply a guide to help organize and support volunteers and should be developed with input from volunteers themselves.

A volunteer strategy should be developed with the following in mind: what the organization requires from its volunteers; what volunteers need to be engaged and interested; skills and knowledge required for specific tasks; security considerations and good solid planning with input from all involved. Most of all, volunteers need and want to be useful, recognized and thanked. 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.

Recruiting and Retaining Volunteers

Each community is unique and has very different dynamics that need to be considered. Generally speaking, however, people need to be in the habit of volunteering and be invited or asked (more than once or twice) to volunteer, and they need to be asked in a way that leaves room for them to say no or not this time. Sometimes using pressure or guilt works for the short run but not in a good way over time. What does work is asking people how, when and for what they might volunteer and then linking the need to what they are interested in doing. Public recognition for volunteers not only shows appreciation but also encourages others to get involved.

Many communities say that they do not have enough volunteers (or that it is always the same people who do all the work). We get in the habit of relying on the same group of individuals or families and don't think about recruiting in a different way or from different sources. For example, most high school students are willing to help but might need support and training. Certain people who have said no in the past might be willing to help if asked again in the right way and for the right things. An important consideration is asking what gets in the way of them volunteering. Issues such as child care or transportation might be able to be resolved as part of planning for and supporting volunteers.

We know the right things to do but often do not take the time or make the effort to formalize or expand our relationships or support volunteers and volunteer development. Communication, matching skills/ interests with opportunities, and recognition are the keys to retaining volunteers once they agree to help.

The Northern Context

The north takes pride in our volunteerism, which is absolutely necessary to help support staff and to make sure that programs and events take place. We are good at it, and we volunteer a lot. Some of us do it too much, and in the north volunteer burnout is a concern. In other cases, it is all about being part of a family – either your own or that of the clubs, teams and events that take place on a regular basis. The northern way is for everyone to pitch in, elders, youth, and parents – but we are also starting to rely very heavily on "paid staff". In order to increase the satisfaction of volunteers, we know that thank you goes a long way, and we try to treat volunteers the way we would like to be treated when we are volunteering.

What's Important to Know?

- ★ Volunteers are as important as staff and require the same amount of effort and support – having a volunteer strategy is important.
- ★ Volunteers need an orientation to the organization (mandate – vision – goals – key people) and room for their questions and ideas.
- ★ Volunteer protocols and policies help everyone understand the rules. Learn the protocols for elder involvement and make sure it is followed.
- ★ It is also important to know how communities work (each one is a bit different). Know what the protocols are for various groups and find ways to be accepted if you are not from the community.
- ★ When volunteers enjoy their experience they tell their friends and families all about it – they do the same if they've had a bad experience.
- ★ Develop a screening policy for volunteers and always do a reference check.
- ★ Volunteers are a good source of information and are the messengers for your organization (for better or for worse).
- ★ Appreciation should be shown in many ways so that all volunteers feel valued.

Tips and Advice

1. Make good use of volunteers by matching their skills and interests to the jobs.
2. Recruit volunteers from a number of sources being clear about what is needed.
3. Invest in the relationship and training of volunteers and thank them often.
4. Be organized, keep everyone well informed and don't over use volunteers.
5. Know the barriers for people who don't volunteer and help to overcome them.
6. Youth are willing to help, but it is up to us to create a useful place for them.
7. Be consistent, be on time, always give thanks, and do what you say you will do.

Story

There are lots of volunteers in Canoe Lake – more than enough – and they are treated very well. They are given t-shirts, awards banquets, volunteer dinners and volunteer socials. The volunteers say they like to work for someone who is organized. They have a schedule, their roles are explained in a straightforward way, and there is a backup person if someone doesn't show up. After each event the volunteers names are announced on the radio, newspaper etc. to thank them publicly.

"The kids are coming out – the hardest part is finding enough parents to help out." – Charles Smith, Physical Education Teacher, Deschambault Lake

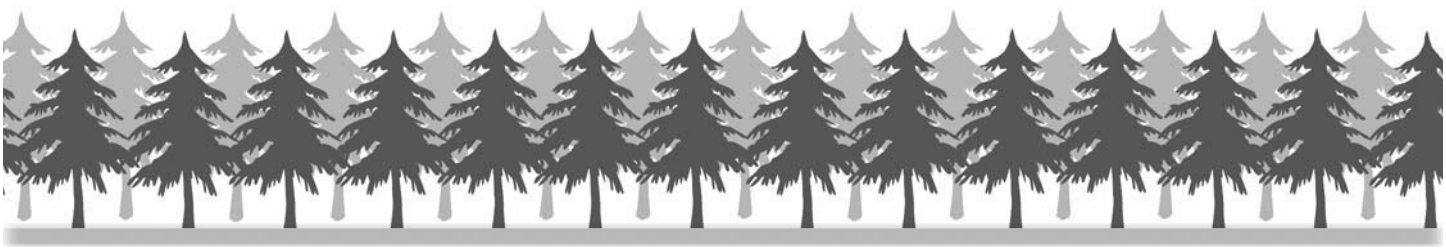
"In 2001, the Northern Saskatchewan Games and Cultural Festival was held in Black Lake and Stony Rapids. It was good for the two communities to put it on together and we had many volunteers to help. This type of event should definitely continue in future years. It provided an opportunity to volunteer and work together to put on an opportunity for the young people to be part of a team and learn more about each other's cultures and ways of life." – Terri-Lynn Beavereye, Stony Rapids/Black Lake Host Community Committee

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- 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

5. Youth Involvement and Leadership



Introduction

Sport, culture, and recreation offer numerous opportunities for youth involvement and leadership. Many of our political and community leaders built their confidence and gained experience in this sector and have continued over the years to value the principles and values of sport, culture, and recreation. It is a career choice for many and there are employment opportunities and training available that needs to be promoted.

Youth have said that they are ready and willing to get involved but want to do things that matter to them in a way that makes sense for them. While they appreciate the invitations to various meetings, it often appears to be adults talking about what youth need and want. “By youth for youth” is becoming a popular slogan and should be listened to and acted upon. Youth are saying that they are tired of being identified by the deficiencies or negative experiences (drugs, gangs, violence) which is the main message that makes the news. They want us to know that there are more healthy and strong young people than those who are not and it is important to recognize and build on this fact.

Key Messages

Youth networks and youth councils say that what you put out is what you get – and that we need to refocus our key messages. A good start would be to do the following:

- Shift from negative images of youth to positive examples and messages.
- Invite youth to be themselves and work together.
- Support youth and encourage them to be part of community, regional or north-wide networks.
- Inform people about the reduction of social issues through organized recreation.
- Encourage youth to volunteer and to explore careers in sport, culture, and recreation.
- Look for ways to have things done by youth for youth.

Developing Youth Leadership

The majority of sport, culture and recreation organizations have formal leadership courses and certification programs that ensure that young people develop leadership skills. Often young people start as participants, move to being helpers and then take on more formal training such as play leadership, coaching, dance or music instructors, etc.

As well, youth who reach an elite level in sport, culture and recreation may become role models that have a tremendously positive impact on other youth and instill community pride in everyone. The north has been blessed with many young role models and we know that there will be many more to come. One thing that northern youth say is that there is pressure on young leaders and that we need to be aware of “youth leadership burnout”. It is important to not put too much expectation on too few youth.

Other options for training in youth leadership come from having youth attend meetings and planning sessions with community leaders or taking specific youth leadership training from various sources as it is offered. Some of the most effective training in the north is done “by youth for youth” where young people get together and discuss their needs and share their experiences. Often it is a combination of formal training and experience that helps youth move forward.

The key is to not forget them and to make every opportunity available to include their voice in planning, implementation and evaluation of programs and services

How To Engage Youth

Most young people want to be part of good things going on in their communities. When asked across the north, over 80% of youth said that they are shy and not comfortable to present themselves as helpers or volunteers. They need to be encouraged and asked more than once. Engaging youth involves some very basic considerations. Do not ask youth to be involved in something just because a “youth” is needed – this is often tokenism and discourages real engagement.

Youth say that if you want them to be really and honestly involved, it is important to: really show them that you want them; meet them on their level and help them with their interests; provide structure and guidance but don’t be too overbearing; keep things active and fun; give them lots of room and time to have their own voice; don’t be afraid of the youth who are “different” and, finally, always have lots of food and flexibility at events and activities. Youth want to be involved and they want opportunities to learn, but often we forget that they know a great deal about things and should be encouraged to share what they know – that is real engagement.

Youth Strategies

We tend to involve youth in one of three ways: through programs and events geared to their interests (most often sport, culture, and recreation); as volunteers; or hit and miss through different events, training, or when we need a youth representative. To allow for more continuity, relevancy and ongoing relationship building youth strategies are useful tools.

Youth strategies are plans that outline when and how we are going to engage with or involve youth in all levels of our organization and its offerings. This can include: leadership positions on the board or in other structures; participation in programs and services; volunteer opportunities; training; career exposure, and in numerous other ways.

A key part of any strategy should be to maintain the momentum (keep connections alive and well) and communication using a wide variety of technologies and approaches. Combining ideas with resources, a youth strategy should include young people in the development and implementation of it and be flexible enough to be different and amazing – creative and timely.

The Northern Context

Northern Saskatchewan has a very young population and it's growing. The needs of our youth are at the heart and soul of our communities, so building leaders for the future is our top priority. We need to plan for and invest in youth leadership and do everything we can to develop healthy, happy young people.

In the north, we want to include youth in everything we do, but often costs becomes a barrier. Youth who are doing well are seen as role models and are on all sorts of committees and go to lots of events. Some even say they are burning out. Others, who are on a bad path, need more help to be included more – not put aside or forgotten. We all have a responsibility to youth and in the north we take this very seriously.

"I learned the importance of being a good listener, time, attitudes, performances, building up my self-esteem. I'm going to take what I learnt and use it in my home town." – Youth participant, Northern Spirits Program

What's Important to Know?

- ★ Youth are not the future – they are the today.
- ★ Their realities are different and this needs to be acknowledged and accommodated.
- ★ Honest communication is critical and requires a relationship to be in place.
- ★ Most youth have serious stress or concerns in their lives – staying active can help.
- ★ If we don't prepare youth right now, northerners won't be filling future jobs.
- ★ Leadership training is important but so is hands on experience – provide both.
- ★ Youth use all forms of technology as part of their everyday reality.
- ★ Not all youth are the same so don't expect everyone to be interested in everything.
- ★ Young people need role models, not critics.

Tips and Advice

1. Don't just encourage youth to get involved, let them take the lead.
2. Trust youth to do things their way even if is it is different from your way.
3. Many teenagers leave their communities, so start young to recruit volunteers.
4. Don't tell youth what to do – listen to them and show by example.
5. Diversify the programs to allow for all types of interests (get beyond sports).
6. Don't push troubled youth away – offer understanding and acceptance.
7. Don't put up with too much nonsense either, boundaries need to be in place.

Story

Gordon Denny Community School in Air Ronge has a strong commitment to youth and developing youth leaders. They have a mentorship program at noon hours where the older students provide supervision and activities for the younger grades on the playground and inside. The youth are encouraged to volunteer in many ways in the school – helping with elder's teas and movie nights, for example. They hire youth workers in the summer and ensure they receive training through the S.P.R.A. Play Leadership Certification Program.

"If you have a youth conference, make sure you have young motivational speakers." – Youth Conference Participant

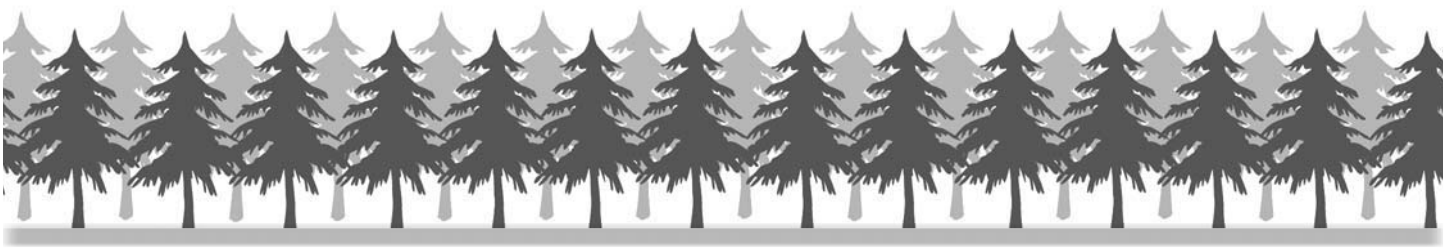
"Our youth are our future and it's our responsibility to make sure they have every opportunity to succeed – having them join the Community and School Recreation Coordinator Steering Committee is a great start." – Lily McKay Carriere, Cumberland House

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- 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

6. Self Care



Introduction

Busy, busy, busy. That seems to be the general theme and with it comes the reality that many people (primarily those in the people helping sector) are burning out and suffering from unaddressed long-term stress. Self-care is not only a good thing to do, it is essential in order to set examples and to demonstrate a healthy balance in ones life. It is difficult to be role models for healthy, active lives if we are not taking care of ourselves. While this may sound true, the question is how do we do it? To start with, we need to make it a priority. Self care is holistic and covers all aspects or our lives – from our homes, to our relationships and supports, to our work places.

Some recommendations to consider include; developing a personal plan for health and balance; supporting each other in our life stresses; learning more about self care; seeking professional help when it is needed and talking openly with each other about making our work places and jobs more nurturing and supportive than they are.

Professional development and training are connected to our self care as we spend a great deal of time in the work place and all have a role to play in making them healthy. The two top issues that employees identified as causing stress are: 1. Not having the skills or knowledge to do the job well and 2. Negative work place dynamics such as gossiping and back stabbing or being under appreciated.

It is important to understand that healthy, happy people influence how we feel about ourselves and our lives. The more positive role models we have, the more likely we are to stop procrastinating (the biggest issue in looking after ourselves properly) and get on with making changes – even little ones can make a big difference. It is all about walking our talk and being the role models we want to be for our community and our families and friends. The example used on airplanes is very true – put the oxygen on yourself first before you try to help anyone else.

Why This Section Is Important

Self care has become a topic of interest and need for most people who work to "help" their communities. We are increasingly hearing from front line workers who are talking about burnout and stress related to "too few people and too much to do". Self care is part of walking our talk as community role models. We know that many community workers put their hearts and souls into their work and have very few places to unburden. They are expected to be many things to many people and are the "rocks" for others.

Self care is about looking after ourselves the way we recommend that others look after themselves. In the northern context, many people suffer from loss, grief and significant personal issues either directly themselves or within their families. It is the community helpers who need counselling and support and who often are the providers of this service. Our message is to look after yourself the best way you can, use your family and personal or work networks for support and get professional help when and if you need it. Do something for yourself – read, breathe, go to the cabin, spend time on the land or in the bush, whatever it is – do it for you. This section is just a small start on how to "do it yourself".

"Never take life too seriously, nobody gets out alive anyway." – Unknown Source

Personal and Professional Self Care Plans

Like many aspects of our lives, things won't happen until we plan it or make arrangements to do it. Self care does not make the high priority list for many of us until there is a problem or crisis, and yet, prevention is much easier and (often) cheaper. An investment in our own care and wellbeing is not a selfish act, but rather one of prudent management of our lives. Setting priorities in the following areas might be a good start, and can be considered a personal and professional self care plan that requires implementation and resources just like any other strategy or plan to improve things.

SELF HEALTH & IMAGE	RELATIONSHIPS
Body Image Food and Exercise Relaxation and Sleep Mind – Emotional Support /Professional Development Attitude – what we value or think about our lives Sexuality – how we are as women or men	Family Parents, Kids, Grandkids Partners and Lovers Work place relationships Friends Social and Leisure Pets and Plants
HEART & SOUL	**HOME & WORK**
Nature – Ecology Ethics and Integrity (walking our talk) Culture and Creativity Wonder – Awe – Hope – Love Dealing with Loss – Fear – Disappointment Spirituality	House/Home Management Work Place Environment Career/Business/Job Financial Management Community Involvement

The Northern Context

There are many social issues and people not taking care of themselves very well in the north. It's not something that we are very good at – particularly those who are "community helpers". We have to change our actions and attitudes about self care and do more of it so we can set a good example. Many people go on the land or get away from work and stress on a regular basis – some have elders to talk to – and others have solid family and support from their friends. We all need to slow down a bit and do what makes us healthy.

What's Important to Know?

- ★ Your self care is as important as anything else you do, if you don't invest in yourself, who will?
- ★ Women often put others' needs first to the detriment of their own health.
- ★ Self care needn't take a lot of time or money, but it does require a commitment and a bit of support from others.
- ★ It is important to be role models of healthy living, starting with yourself.
- ★ Professional development is connected to personal development: how we view ourselves and function at work is a reflection of who we are at home.
- ★ Doing something positive everyday helps to reduce stress and fatigue.

Tips and Advice

1. Assess your current reality and prepare a self care plan – then implement it.
2. Don't over do it – start small and continue adding things as you are ready.
3. Keep a helpful eye on family, friends, and coworkers. Be there for them.
4. Telling someone that you are improving your life will often gain their support.
5. Get professional help if needed. Start by talking to someone you trust and respect.
6. Kids learn what they see. Treat yourself well so they know that is the way to live.
7. Talk to your employer and set and commit to some professional goals together.

Story

Erna Mercredi is the Director of Education in Fond du Lac. There had been a high turnover of principals at the school and there was a need for a committed supervisor for the Northern Community & School Recreation Coordinator position. Erna took on that role. Erna understands work and personal balance and holistic health. As a supervisor of staff, she is constantly aware of the importance of this balance and ensuring her employees are healthy and happy. This might include being flexible with work hours, providing time off for family urgencies or providing fun and healthy workplace initiatives such as physical activity or healthy eating policies or events.

"It is really important to balance your life and to remember the needs of yourself and your family. It is not healthy to get overly stressed about your job." – Doris Sylvestre, Northern Community & School Recreation Coordinator, Dillon

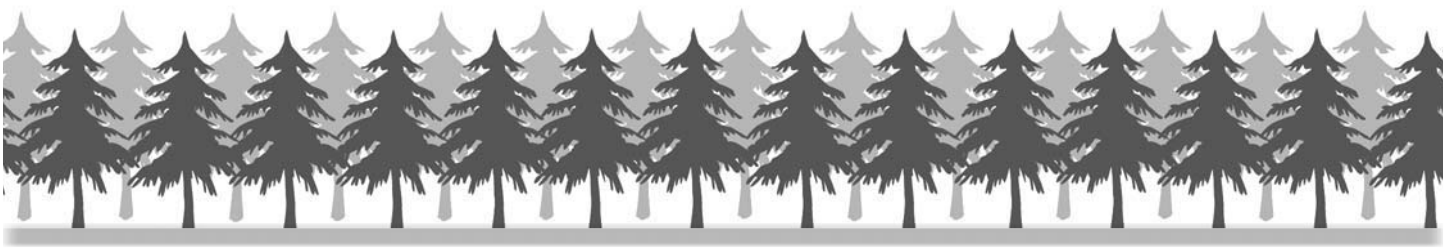
"I like to paddle a canoe, swing a golf club or spend some time in the bush – after that I am ready to get back to work." – Medrick Thomas, Kiskahikan Community School, Weyakwin

Toolbox Connection

In the toolbox you will find the following tools related to this section:

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

7. Partnerships – Working Together



Introduction

The sport, culture and recreation sector is changing and must be better positioned to connect with other sectors. There is a direct benefit to linking with health promotion, education, physical education programs, teachers and others. Each sector or group adds value and brings assistance to the partnership table. Each collaboration can elevate the whole group and increase the acquisition of or sharing of resources between sectors.

There are two main types of partnerships at the community level. One is the type you have with other groups, sectors or organizations (health, business, industry, schools/education, justice, etc.). These are often called external partnerships because they are with partners that are not directly connected or are external to the organization. The other type of partnership is called an internal partnership, which takes place within a specific organization (if it is large or spread out) or between several groups doing similar work – such as a multi-district or north-wide partnership for sport, culture and recreation groups.

Regardless of the type of partnership, it is in everyone's best interest to work together and to develop a better understanding of partnerships, as very few things that make big improvements in our communities can be done alone.

What is a Partnership?

A partnership is often defined as a relationship between two or more groups who are working together on something that most likely could not be done by one group alone. Simply put, it is an agreement to do something together that will benefit all involved. The term partnership implies shared decision making, power, resources, work, risk and responsibility – and ultimately a sharing of both the benefits and burdens.

When there is agreement for two groups or organizations to work together, it is important to know why and for what, and to ensure that the values each partner brings will be compatible with the others. They do not have to be identical but they should be close. The arrangement should also add value to each partner's respective services, products, goals, or situation – allowing for some give and take and with a clear process to resolve disagreements or conflicts.

Partnerships vary in how they operate, what they are called, and how long they last. They can range from simple, short-term work on a common project to more elaborate agreements that spread out over time. Collaboration is similar but often less formal, keeping in mind that the more that is at stake (or the more you need each other) the more important it is to write down the agreement, the roles, and the desired outcomes.

Keys to a Successful Partnership

In order to have a successful partnership, you need to be a good partner. This means:

- Making time for the partnership;
- Having a common vision and clarity about what is possible and what is not;
- Sharing authority and responsibility;
- Joint investment of resources;
- Having a clear understanding of what the partnership is about;
- Knowing what outcomes each partner wants and why; and
- Being clear about expectations, who is doing what and when it will happen.

Many partnerships fail because they do not have a clear purpose or they are not given enough attention. Selecting the right partners at the right time and ensuring that everyone knows what is going on is critical to success. Not all organizations are ready or able to be partners in a big event or project, but can be included in other ways. Communication is absolutely the most important aspect to working together and requires time and effort to make it effective. This includes not only how the partners share information, but also how the partnership is communicated to others and in the community.

As important as it is to know when to form a partnership, it is equally important to know when to evaluate progress and make adjustments and when to end a partnership. What many partners say is that sometimes they don't know why they are partners with another group or organization so it is important to keep the relationship current and focused and not take each other for granted.

"Through the Community School Recreation Coordinator Program, I believe we bring a closer relationship between the school and community members through programming at the school and by the school providing programs in the community." – Mike Bouvier, Coordinator, Ile-a-la-Crosse.

The Partnership Process

Each partnership is slightly different, but they all follow a certain process – not necessarily in the same order. The following is a brief overview of the components that most often make for a good partnership.

STAGE 1: INITIAL DEVELOPMENT

- Vision – create a common picture for the future.
- Goals – identify desired outcomes for the partnership.
- Assessment – assess the current situation.
- Commitment – confirm the desire to work together and understand what is involved.
- Implications – consider the impact of the partnership and possible legal issues or questions.

STAGE 2: MAKING IT HAPPEN

- Action Plans – determine the specific steps that are required to reach the goals of the partnership.
- Resources – identify the resources that are required and how they will be obtained.
- Roles and Responsibilities – decide who will do what.
- Capacity Building – build on the partnership's strengths and address areas of weakness.

STAGE 3: ACCOUNTABILITY AND FUTURE DIRECTIONS

- Evaluation – determine the success of partnership activities.
- Future Directions – maintain momentum and determine what needs to happen next.
- Revision, Renewal and Closure – identify how to adjust and move on or end the partnership.

Selecting Partners

Not everything is a partnership; sometimes it is just a meeting and as such it may not really matter who attends or doesn't. It might also be a funding arrangement in which case there is a contribution or funding agreement in place. So selecting partners really comes down to why you want to have a partnership and with whom. Partners, much like in a marriage, know why they got together, when it happened, and what they hope for together. They trust that even if things don't go exactly as planned, they will stick together for the benefit of the community or for the project that they are undertaking.

One way to determine who should be involved in a partnership is to establish a clear goal for the partnership and identify groups or organizations that have (or might benefit from) a similar goal. It is useful to look at various organizations' purpose or mandate to see where connections might be made. Often they will be working with or involved with the same interest group (youth, elders, children). Logical partners for sport, culture and recreation are often found in health and education as well as justice and other social or wellness organizations.

Strong partnerships are formed when everyone acknowledges that they need each other and are willing to spend the time and resources it takes to reach some of the bigger goals that cannot be reached alone. Each organization and sector has a responsibility to get beyond programs and projects and dedicate some time and effort to root causes of issues and to work together to change the situation or environment in which problems are being created.

The Northern Context

We've always done things together in the north and very rarely do we need to be formal partners. Sometimes it helps to get an agreement in place – particularly if what we are doing can affect many people or the future. There is sometimes a lack of trust between our northern communities and organizations and those from the south or in government. We are getting better at it and want to be good partners – but the partnerships have to have some give and take and respect northern ways and Aboriginal culture – that's the only way they will work.

What's Important to Know?

- ★ Partners do not have to be equal but the relationship should be equitable.
- ★ Some partnerships require a formal agreement if there is lots to gain or lose.
- ★ Relationship building should be a central part of any professional life.
- ★ A partnership can be specific for one program or project or it can be a general agreement that involves working together on many things.
- ★ Partnerships build trusting relationships based on working on common goals.
- ★ Undertaking the partnership process is often as important as the result.
- ★ One big obstacle is the assumption that all the partners will think the same way.

Tips and Advice

1. Establish different types of relationships with various partners (casual to formal).
2. Draft a simple agreement so everyone is clear about the goals and expectations.
3. Make sure that all partners are able and willing to commit to what is required.
4. Maintain a respectful relationship with those who might be future partners.
5. Develop a communication plan for the partnership (internal and external).
6. Evaluate the progress and results as well as the partnership process itself.
7. Don't let partnership issues fester, address them quickly and seek help if needed.

Story

Working in partnership is an expectation in Pinehouse! The interagency committee meets on a regular basis. All organizations share their plans and care is taken to avoid duplication and to share resources. There is a monthly calendar so everyone knows what is happening in the community. Partnerships have proven there will always be enough help and no one is "burnt out" by doing things by themselves.

"I feel that it is best stated that our property crime (break and enters, property damage, etc.) has dropped a total of 77% since the Community/School Recreation Coordinator's program has been running. Simply stated, we find fewer children on the street in evenings. They have some pride in the accomplishments in the sports they partake in." – Green Lake Community Detachment, RCMP.

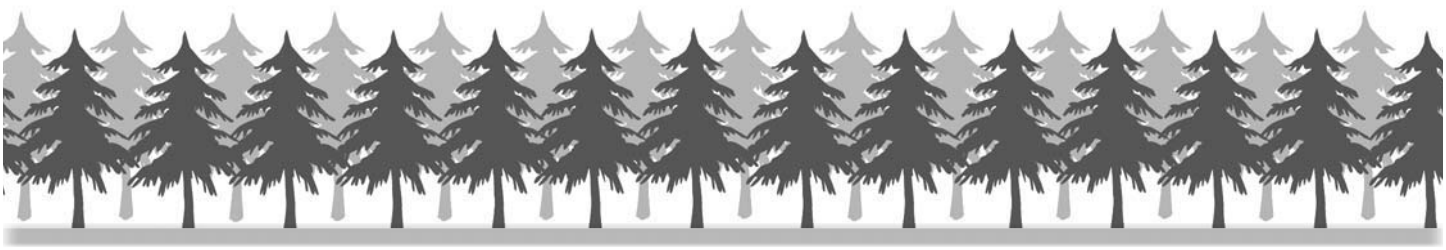
"The communities of Jans Bay and Cole Bay joined Green Lake to make a team for the Northern Lights School Division #113 Student Games & Cultural Festival. It was a good partnership that allowed all three small schools to participate." – Greg Hatch, NLSD #113 Extra-Curricular Consultant

Toolbox Connection

In the toolbox you will find the following tools related to this section:

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

8. Effective Programming – Finding a Balance



Introduction

The term programming includes everything that is done with and for the community in sport, culture and recreation. It includes after school programs, community games, special events, physical activity programs and promotion, and a wide range of projects that appeal to a mix of interests, ages and abilities.

There is always a high demand and rarely enough resources (human, financial and physical space) to address them, resulting in the need to be sure that priorities are identified and met, and that there is enough diversity in what is being offered to provide something for most – not everything for everybody.

Some programs are favorites and very popular and may never change, like community festivals, others come and go depending on things such as expressed interests, knowledge held by staff about what else is going on, and the demographic make up of the community. Effective programming starts with an assessment of need – then a plan – then action and evaluation.

Program Planning – Six Steps

A process that helps to find a balance and identify and meet community expectations and needs includes the following:

1. Determine needs and assets – know the community, who's in it, what are the strengths/assets and limitations of the community and what programs, talent, and services exist as well as what people want and need.
2. Generate program ideas – consider the gaps and ask people their ideas about how to fill them with programs, activities and events. Make sure that different ages, interests, genders, cultures and other factors are kept in mind.
3. Make program decisions – ensure that programs being offered fit within the organization's mandate and ability to deliver them. Priorities need to be set, decisions made and a balance offered between old favorites and new initiatives.
4. Develop a program plan – create an annual plan (not too detailed) that outlines the programs offered, when, who is in charge, costs, partners, time frame and the target group.
5. Implement the program design – provide details about each program such as specific dates and time lines, promotion, equipment needed and what the backup plan is if things have to change for one reason or another.
6. Evaluate the program – assess what went well and what could have been improved in order to make adjustments or to determine the real value of the program. The results of evaluations are often written up and reported to all interested parties.

"Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes and having fun." – Mary Lou Cook

Knowing How to Balance Needs & Demands

Programming is all about balance and keeping things interesting, relevant and realistic in terms of resources available and community expectations. Each age group has a different idea about what they might like to have offered and no one group can do it all. Partnerships, volunteers, family support and good old fashioned “help yourself” all have a place in community activities.

Considerations such as gender, all abilities and people with disabilities all need to be made as well as finding ways to include those who normally don’t take part, or who are shy, or have barriers to participation or for whatever reason are not normally involved. Without trying to be everything to everybody, tough decisions need to be made and it is useful to know what is really needed, what is highly valued or cherished, what things might be desired but could be provided by others, and what might help bring people together or generate new interest.

Good program balance considers going beyond what people are familiar with and takes some risks to provide something different, even if no one has heard of it or knows about it.

The Northern Context

In northern Saskatchewan we like to have a lot of programs and as much diversity as possible. This isn’t always possible due to the cost of things and the number of volunteers we have. We are very proud of what we can do with the resources we have, but we want to keep things grounded in our own culture and way of doing things. When programs come from other places we sometimes have to change them a little to fit into our community values.

Usually anything to do with sport, culture and recreation is well received and well liked. It’s important to keep in mind that elders and children need different things, but they also want to do some things together – sometimes it is challenging to find ways to keep youth, families and communities all doing what they want (which is different) and doing things together (which they like). Fortunately, in the north, we have the habit of everyone doing everything so it’s not too hard to make this happen.

What's Important to Know?

- ★ Knowing your community helps to build relationships as well as effective programs.
- ★ Community leaders are often the people with the skills, and connections you need.
- ★ Good programs require careful planning but should be flexible and open to changes.
- ★ Programming should avoid duplication, fill gaps and be balanced – try new things but do it more than once to let the community get used to something different.
- ★ There are lots of ways to know if you are hitting the mark with programming – ask people what they "really" think and how they would improve things.
- ★ Getting people to show up is one thing – getting them to come back again is another.
- ★ Benchmarks for progress and results are used to know where you started and if programming is actually making a difference in both the short-term and long-term

Tips and Advice

1. Keep a good balance in programs so that there is something for everyone.
2. Don't get too diversified or spread too thin so that there's no real focus.
3. Find ways to include whole families in activities.
4. Gather information about what programs exist and what is needed – fill gaps.
5. Develop an annual program plan and let people know what's happening.
6. Include new ideas and leave room for spontaneous possibilities.
7. Recognize and celebrate successes – brag a bit and toot your own horn.

Story

The Community & School Recreation Coordinator Program in Ile-a-la-Crosse provides sport, culture and recreation programs that have many benefits to the community as a whole. Every year an annual program plan is made, with the community's input. Based on program evaluations, we know that 81% of the programs offered in one year had a physical activity component. This included sports, recreational games and dance. Keeping these kinds of records and statistics helped the steering committee to evaluate what had happened and to continuously improve, set priorities, and share our successes with others.

"Buffalo Narrows wanted to meet a need for more physical activity opportunities. They started a Fitness Club called "Buff & Narrow". Youth and community members are participating who never actively participated in any sporting event being offered in the community before. Overall the program promotes better active living, physical activity and recreation for all teens and adults." – Rhonda Williams, Recreation Director, Buffalo Narrows

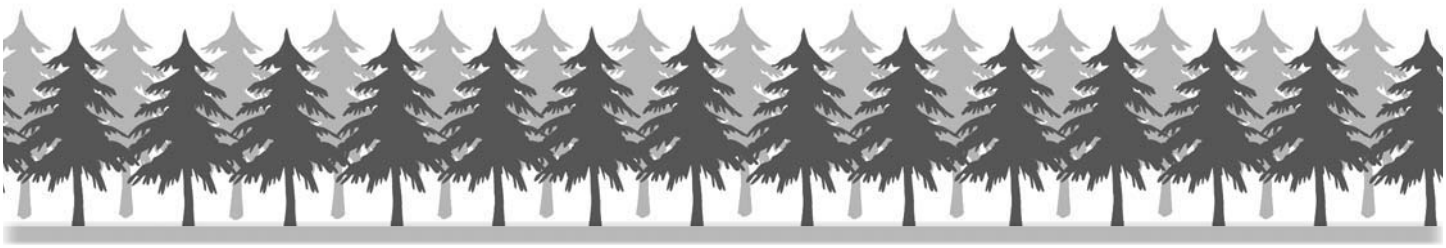
"In Grandmother's Bay we host a special event once a month regardless of how large or small with the idea to bring the community together. Overall there is a balance of activities in the community through the school and Band recreation. There is a plan to focus on more physical activity and developing more sports. Their cultural aspects are more dominant than sport and recreation." – Lydia McKenzie, Grandmother's Bay

Toolbox Connection

In the toolbox you will find the following tools related to this section:

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

9. Planning – Implementation – Evaluation



Introduction

The importance of planning cannot be stressed enough. However, plans are just plans – once they are in place, it is important to implement them (take action) and then evaluate what happened as a result. Plan – Implement – Evaluate. Simple enough – but surprisingly not followed very often. Many groups go directly to action and then more action and rarely plan or evaluate. Others get stuck in planning and have difficulty implementing the plans they've made and often end up doing what has already been done over and over again. This section of the handbook looks at each of these three components (planning – implementation/action – evaluation) and provides some basic information and tools to get on with it.

Planning

There are many different types of plans and no real firm rules about what they are called. The most common ones are: strategic; operational; and programming or project planning. Strategic plans set the overall direction and big picture goals of the organization and are usually the responsibility of the board of directors. Operational plans are sometimes called implementation plans and outline how the goals of the strategic plan will be reached. They are usually the responsibility of the senior staff (with input from others) and done annually.

Program or project plans are more detailed overviews of either the individual programs to be offered or a project that is going to be undertaken. They normally follow a similar format that outlines the vision – goals – actions to be taken – desired outcomes – timeline and resources.

"I agree with Bill Cosby when he said that without leaps of imagination, or a time for dreaming, we lose the excitement of possibilities . . . dreaming after all is a form of planning." – Flo Frank Community Facilitator

Goal Setting

Goal setting is important but it need not be complicated. The following attributes are components in setting and achieving goals. When you define a goal it must have SMARTS, it must be:

Specific	Write down your goal. Make a step-by-step plan.
Measurable	How do you know when each step is completed? How do you keep an accurate record?
Achievable	Are you prepared and can you meet this challenge? Is it a sensible plan?
Realistic	Are you able to attain your goal through reasonable efforts?
Timed	When can each step be started? When can it all be completed?
Supported	Who could and will help? How could they help?

S M A R T S

Implementation - Action Plans

Action plans are plans that provide the what, who and when for the bigger plans or concepts. They are the action steps to get to where we are going. Implementation is Doing It! The line between different planning processes can be a bit fuzzy but we all know that there is a clear difference between planning and doing something. Ultimately, our communities don't care how much planning we do (even though they benefit from programs and events being well planned) – they assume things will be planned, but mostly they are interested in what is happening – not how it was planned.

It is really up to each organization to determine how much planning is needed and how much action can be taken without planning. This determination will also help sort out which pieces will fall into which plans. All plans require action – so just do it (get going) and refer back to your plans when you need to so that you are sure to be moving in the right direction. Try not to get caught up in the "consulting with the community" syndrome. While asking the community for input or to identify priorities is an excellent thing to do, it is often the reason given for why things don't happen. Too much talk and not enough action.

Supporting – Enabling Strategies

There are other activities that require more detailed thinking. Sometimes called enabling strategies, they are basically plans within the plans. The reason they are called enabling strategies is because they enable action to be taken and may include things that require special planning such as:

- Communication
- Human resources
- Partnerships
- Budgeting
- Fundraising
- Advocacy
- Evaluation

You may have heard each of the terms above with the word plan or strategy behind it, signifying that additional thought needs to be given to: what is required; in what order of priority; who will do it; when it will happen, and how much it will cost.

Evaluation

In order to ensure that our programs, plans and actions have been effective and to know that we are reaching our goals, evaluation is the process used. Evaluations can be simple and straightforward or more detailed and in-depth. Sometimes they tell us what we have done and what difference it made – other times an evaluation can tell us how people feel about what we are doing. Emotional evaluations are ones where we ask people how they feel about what is happening or ask them for their stories to demonstrate a particular point or goal. These stories (anecdotal information) are very moving and help to put the soul or personality into what are often just facts, numbers and statistics.

Evaluations can be done by the organization itself or through an outside (objective) source. Either way, it is good to get in the habit of evaluation because it provides us with benchmarks (a starting point to measure future progress against) and more and more funders are insisting that it be done to see the short-term and long-term progress being made and the impact of what we do in our communities.

There are other specific reasons for evaluation such as to assess something that has happened and to guide any adjustments that need to be made in a program or and approach, or to simply gather data or information. Evaluation provides the information and with a good analysis (determining what the information means) it can be use for advocacy, promotion or to provide the reason or rationale to make changes. Evaluation is very powerful tool and should be included in any significant program or community activity undertaken.

The Northern Context

Everything and everyone in the north seem to be connected. This is one of the beauties of having a northern culture and a northern approach. Some of the main components to consider in northern planning are: Aboriginal values; respect for elders; lots of flexibility; enjoying fun and food; and a willingness to work together to get things done. The pace is different (slower and more thoughtful) and there is strong support for families and youth.

People comment on how comfortable it is to work in the north because things aren't always planned out in every detail – there's always room to change and add new ideas. Most people like to plan, but in the north, our approach is to make the plan in pencil so that it can be changed and not to get too upset if things don't go the way we planned – something else will happen and we'll go with it and make the most of it. We believe that whoever shows up are the right people and whatever happens is the right thing. Since everything is connected to everything else, we use holistic approaches, consensus decision making and we take the time we need to include everyone.

Keep in mind that planning should be based on what you have heard from the community or potential participants of programs, but don't keep asking them what they want or consulting on priorities. These things don't change all that often. Just get on with the plan, check back with the action steps, keep a record of what happened and evaluate what it all means.

What's Important to Know?

- Planning is important in order to make the "doing" easier.
- There are different types of plans for different reasons but often they are similar.
- Evaluation is very important to know what has been accomplished, to provide statistics when needed, and to make continuous improvement.
- All planning should be flexible enough to allow for adjustments and changes.
- You don't need specialists for very many things, trust yourself and trust the experience of the community.
- The north has a more casual approach to planning and things always work out.
- Don't get stuck in planning, get going as soon as possible.

Tips and Advice

1. Leave room in your planning for new or better ideas or approaches.
2. Make sure everyone understands their role in the plan.
3. A plan is just a road map to a destination – if a goal changes, revisit the plan.
4. Make sure the program, event or action is compelling, interesting and do-able.
5. Keep good records (who came, what happened, what worked, what it cost etc)
6. Get better at evaluation – it is important.
7. If you are new to the north, listen, pay attention and don't try to change things.

Story

The Steering Committee in Sandy Bay has done a lot of planning over the last few years. They started with coordinating their summer programming between the school recreation program (NC&SRCP) and the village recreation program, as well as other groups in the community like the culture camp organizers. Now they have an annual program plan, including a budget, that they use to guide what they do for each season of the year, and which is also broken down into every month. Reviewing and following the plan helps them do the things they said they were going to do, being flexible as new things come up.

"Do what you know and what works for resources and make sure that you (and the community) know what will be happening each month and year. Remember that you can only do so much." – Laurie Cook, Southend

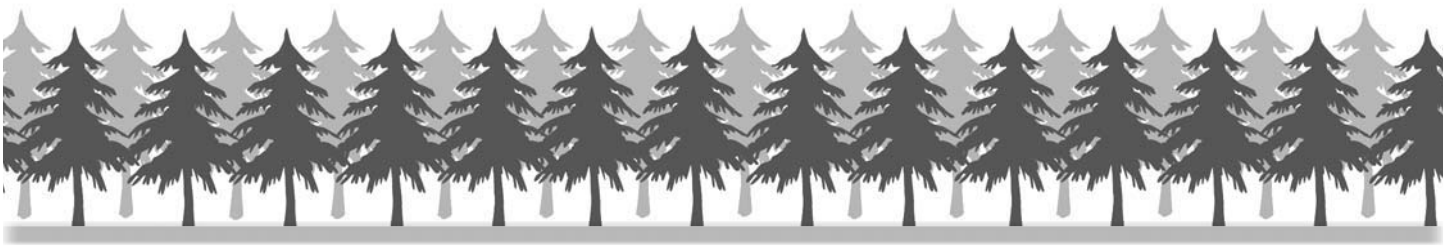
"Keep records of what happens so they can be referred to by new staff or over time. Sometimes good ideas from a long time ago can be good ideas again." – Colleen Charles, Community Relations Coordinator, Northern Sport, Culture and Recreation District.

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- 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

10. Communication



Introduction

Communication takes many forms and is the foundation for success in every organization and for all projects, events and programs. The types of communication most frequently thought of are: verbal; non-verbal and written. Communication can be either formal (official and planned/structured like in a letter or presentation) or informal (casual and unplanned such as a conversation or random meeting).

In recent years, communication has changed with the use of technology and we have a much better understanding of media messaging and the influence of advertising. We are more connected (and for longer each day) due to technology such as internet, MSN, facebook and other social networking as well as cell phones, blackberries and other tools that have moved us to faster responses and constant availability. Communication, and the expectations around communication, are in transition, and it is going faster than ever with the use of new and improved tools and a generation of young people who want or need to stay connected 24/7.

Materials and books, documents and reports also are part of communication with increased interest in copyright and ownership of intellectual property. We are becoming more aware of how and when we communicate (and with whom) as all forms of communication can change the perceptions about the organization, the staff, and what is or is not being done. Good communication does not just happen, you have to work at it and learn how to do it well. It includes some of the following things:

- Information sharing
- Talking and listening
- Writing skills
- Reporting
- Presentations
- Day-to-day discussions
- Meetings and group gatherings
- Public and community relations
- Representation and “spokespersons”
- Language and terminology (the words we use)
- Cultural considerations
- Good manners and common sense
- Use and misuse of technology

Listening is every bit as important as talking, and sometimes it is the silent communication that tells the story. Not all communication is positive and helpful – some of it, like gossiping and taunting (bullying), conveys a message and can be very effective, but it is not pleasant and can be very harmful. When trying to use effective communication, non-verbal communication and body language also play a role in understanding what is and is not being communicated – and how any of it is being received.

“Talk once, listen twice.” – Unknown Source

Training may be required if communication is part of your job or if there are aspects of your work that require certain skills such as writing grants, reports or e-mail messages. Even basic telephone communication may require some training. Specific skills in communication such as presentations, public relations and marketing are more focused and are useful for those working with sport, culture and recreation. Statements such as – I didn’t know, I didn’t get the memo, and I didn’t understand what was being said, are all too common and create a breakdown in communication and less effectiveness in our relationships.

Planning for Good Communication

Communication is complex and multi-facetted. If it is critical to the work being done, a communication plan should be considered for community and sector connections, as well as internal needs around information sharing and basic day-to-day communication within the office. Most groups say that communication needs improvement, but they do very little to improve it.

Discussing communication needs with staff and with community partners (and the public) might provide some insight into areas that are working well and those that need to be changed. Some issues are difficult to talk about and a tool can be used to help people focus on the problem and not the personalities. This tool is often called an issue sheet or summary and basically asks the questions: what's the problem; who's involved; what are the consequences of the situation; what you think needs to be done. A process like this (in writing) often resolves things as people have to think through the issue and the solution.

How we approach our formal or community messaging and our internal information sharing is worth looking at. What we say, the way we speak and how we communicate with each other is also part of good communication, and if bad habits have developed, correct them. Northerners say that there has been a significant decline in common courtesy and caring in how we speak with each other either in face-to-face conversations or through electronic media. We should not be too busy to improve this aspect of our lives well – after all it is often how we are judged by others.

The Northern Context

Communication in the north is slightly different than in other places. While many people are a bit shy, we also tend to say what is on their minds. Usually (and hopefully) this is done in a respectful manner. Elders have a voice and are given opportunity to share what they know and are included in most meetings and activities. While there can be some pretty straight shooting comments made in the north, body language and the unspoken word is powerful and well understood. It's not what is said in many situations but rather what is not said.

We learn how to communicate with each other by the way we are taught and the way it is done around us. We hope that our communication is well understood, clear, respectful and honest, but there can be confusion when things fester or are not given a good way to be expressed. In the north it is important to listen and watch as much as talk – actually listen more and talk less is the general rule, and this is particularly true if you are not from the north.

What's Important to Know?

- Respectful communication is important to personal and professional credibility.
- Good old-fashioned courtesy is always in style.
- A communication plan is a very useful tool.
- Listen carefully to what is being said as well as what is not being said.
- There is greater expectation to be connected faster, more frequently and in a variety of new ways; it is important to learn how to do this.
- Many people expect to have instant and continuous connections while others may not. Learn the difference between wants and needs and use a variety of ways to communicate.
- Improving presentations can be as simple as asking someone good at it to provide some help.

Tips and Advice

1. Develop communication skills and get some professional help if required.
2. Don't assume that everyone understands what we are communicating.
3. Use a variety of approaches and tools to present ideas and thoughts.
4. Change the language and examples for different audiences.
5. Check the copyright on any material that is being reproduced or printed.
6. Use new technology in a healthy way but don't assume that everyone is "online".
7. Support cultural/ethnic values and Aboriginal languages in every way possible.

Story

Grandmother's Bay has an executive board whose members are all Elders, two male and two female. They make decisions on all the programming in the community and identify what should happen in terms of community events. They meet once every two months. There is also a Planning Committee consisting of teachers, volunteers, community store manager, the Recreation Director and the Band Councillor. They follow Band Office guidelines and policies when it comes to meetings.

"One of the problems we have as a community is our inability to keep secrets. And it costs us, in terms of our relationship with other communities, in terms of willingness for other services or sectors to work with us, in terms of revealing programs and services." – Gavin McCallum, Pelican Narrows

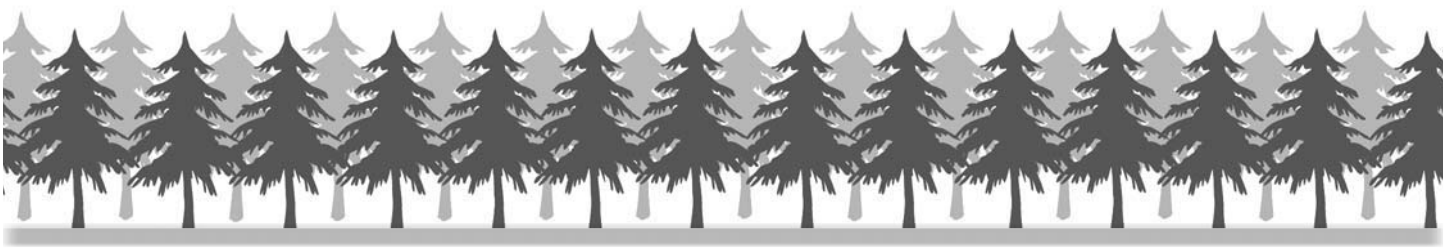
"In our small community it's easier to go door to door with our newsletters to make sure the families are getting the information." – Florence Ratt, Community & School Recreation Coordinator, Sucker River

Toolbox Connection

In the toolbox you will find the following tools related to this section:

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

11. Promotion



Introduction

Promotion is a specialized form of communication focused on getting the word out about something or promoting certain events, concepts or ideals. Most northern sport, culture or recreation activities have a promotion plan or a way to let everyone know what is going on. Some people call this advertising or marketing, and there is often a budget for costs such as posters, radio/TV ads, or brochures.

Promoting what we do also includes “tooting our own horns” or telling people what we have accomplished and why they should be interested in, involved with or supportive of the things we do. Success stories not only build the self-esteem of those directly involved, but also help whole communities to feel better about themselves. It is not bragging in a bad way to promote the good things that are happening as a result of your programs, services or activities.

Promotion is often seen as the tools and processes used to get people to do something – like come to the game, join a team, donate money for a cause or support local programs. Brochures, posters, websites and newsletter are common tools used for this purpose. We can promote ideas, events, candidates and a wide range of activities all connected to our desire to get people involved or to have them participate in something. Political messaging is also a consideration and is most often linked to the promotion of our work or to advocacy for our funding, causes and concerns. Whenever we seek support, we are promoting ourselves, our work or our communities, so it is important to do it well.

Community Engagement through Promotion

Certain types of promotion are designed to influence how we think, what we value and how we behave. Other types of promotion help generate interest and get people involved. The getting people involved type of promotion is often called promotion for community engagement. It operates on a basic set of assumptions: to get people involved in something they need to be aware of it, be interested in it and then motivated to do something. This type of engagement promotion has to appeal to their values, beliefs, curiosity or interests.

Sport, culture and recreation have some key messages that form the philosophy of the programs and services provided. They are a type of social messaging through promotion. Some of these messages are the promotion of healthy living, active lifestyles, pride in our culture and community spirit. Other messages are about coming out to an event or taking part in a program – get involved – volunteer – take part in any way you can.

Promoting ideas to get people involved is all about establishing the message, the messenger, and the frequency of messages. It should be fun, but also well thought out because our promotion can reach a very wide audience very quickly and is the “calling card” of the organization. Particularly true if you are not from the north.

Media and Political Relations

The media helps broadcast the news and is a useful vehicle to promote, advertise or get stories told. Having a good working relationship with local media such as radio, TV and newspapers can be very helpful when trying to share general information, promote an event, or focus some attention on a concern or a job well done. Most people working in the public media are well trained and happy to offer tips and advice on how to provide them with information they need in order to serve your community/organization.

Political and other influential relationships require a special type of communication and strategic thought about what it is you want them to know, what you want them to do, and how and when you would like them to do it. Most politicians are elected and rely on votes to keep them in their positions. Therefore, it is to everyone's advantage to create awareness and interest in what is happening through sport, culture and recreation and to invite politicians to be partners (or at least friends) with what you are doing. It is better to build a relationship over time than to try to connect suddenly when there is a need or issue. This is particularly true when the elected officials or decision makers are in the south rather than in the northern community.

The Northern Context

One of the best ways to promote things in the north is through word of mouth. Word travels quickly (for better or worse) about what's going on and what people think of it. Northern radio is often the very best way as everyone (of a certain age) listens to it. Because our communities are small and everyone goes to the store or post office or the band office, it is easy to get the word out by putting up posters or through newsletters or brochures.

We all like to hear positive news, so in the north it a good idea to promote success stories and accomplishments so that others can see what is going on, who is doing what and to know why it is a good idea to get involved. Our issue is getting this information to people in the south who need to know more about the north.

"We use radio all the time to advertise our announcements and programs – the best time slot is just before Bingo!" – Northern Bingo Player

What's Important to Know?

- Building relationships with the media and political leaders is an important part of promotion and maintaining these relationships takes time and effort.
- The more you promote what you are doing the better – but learn to do it well.
- Coordinating your promotional efforts reduces the amount of mixed messages or confusion particularly if what you do is similar to another group.
- Training is a good idea if you are working with community relations or promotion.
- Increased community involvement is often a result of good promotion.
- Keep your promotional materials simple so that everyone can understand them.
- Community knowledge is the key to finding the best ways to get the word out.

Tips and Advice

1. Know your audience and find the best way to reach them.
2. Make sure that promotion materials are professional and relevant.
3. Where possible use public service announcements to keep costs down.
4. Keep messages positive to build local confidence and pride.
5. When in doubt, ask for help.
6. The media and politicians both like to know what's going on – so tell them.
7. Promote your community (and its events) every chance you get.

Story

At Charlebois Community School in Cumberland House, students find out what is happening for evening and weekend programs by checking out their facebook page under "Charlebois Recreation Coordinator". It has daily updates of activities and there were fifty friends signed up within days of setting up the new site. This is a good example of using technology that the youth are using to communicate.

"I feel that by hosting (and volunteering for) cultural and sporting events in the far north, many people receive a first hand view of the true northern culture." – Accommodations Committee, Northern Saskatchewan Games and Cultural Festival, Black Lake

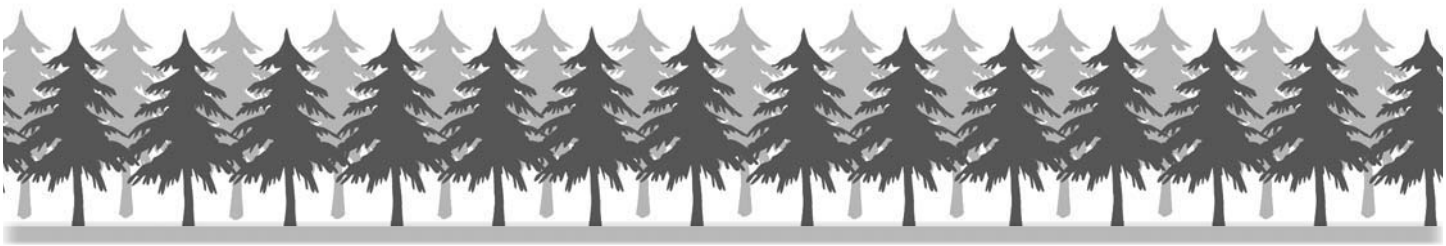
"I put posters up all over the community and they were all taken down. So I put them back up again – and not only did we get good representation but I ended up having to take my posters down after the program." – Blair Eyahpaise, Community & School Recreation Coordinator, Hall Lake

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- Marketing and Promotion
- Benefits and Marketing Messages
- Creative Promotion and Marketing Ideas
- Sample Poster (to be added at time of printing)
- Sample Registration/Waiver Form
- Sample Media Release

12. Research and Advocacy



Introduction

Research and advocacy go hand in hand. They are different of course, but they each rely on the other to be effective. Advocacy is defined in a number of ways: influencing outcomes that directly affect people's lives; changing "what is" into "what should be"; speaking up for others, or representing a sector, area of interest or a cause. We also talk about advocacy as promoting an idea, marketing a concept, or influencing social policy.

Research is a plan to collect data or a systematic process to gather information. Research can be informal (observation and common knowledge) or formal (involving a tool and focused methodology). The research results are often called raw data and need to be reviewed and assessed to understand what it means. This is called doing the analysis. Combined, the results and analysis help to form the proof or evidence needed to be effective in advocacy. All of it has to be based within the local context, meaning that it should be culturally and geographically relevant. The approaches used should consider how we gather, interpret and share data and what we do with it within our advocacy efforts.

Both research and advocacy should be clearly defined and well planned. It is easy to get carried away with research and want to look at everything, or in other cases, to look at nothing formally and just operate on hunches or our own interpretation. Setting a research agenda means establishing priorities for each year and discussing what information is needed, why it is required and how it will be gathered and used. With this information, it is easier to connect the research being done to the advocacy priorities. The reverse is also true, when there is an advocacy plan outlining priorities it is easier to determine what research would be useful to support the positions being taken. Ultimately, advocacy is about change and research helps us make the right changes for the right reasons.

How to Use Research and Advocacy

We use research in sport, culture and recreation to get an idea of the current situation, to show how effective or well liked programs are, to validate something, or to see what the short-term and what the long-term impact has been from our efforts. We use research to support advocacy or to help us lobby and influence decision-makers or policy. It can be used locally or in a larger arena such as provincial or federal governments. Without research it is difficult to show the needs that a special interest group might have or to make the case for additional funding or special considerations.

Once you have data it can be used as a benchmark (to show what the current reality is), then any additional research data is useful to indicate progress or regress. Research includes not just looking at our local environment, but others as well, and seeking information from others. Technology helps a great deal to do this quickly and easily, and it provides us with instant information at the touch of our fingers – sometimes more than we can possibly use.

Because of this reality – there is lots of information from all over, part of research is sorting out what is real, how much of what we learn is credible, how we can best apply the research, and what we have found elsewhere for our immediate situation.

"Through the training we recently took, I have learned that research (doing your homework) is the best tool you have to be an effective advocate. First you need to know what is going on, then you need to know what it means, and then use the information to promote your cause." – Greg Hatch, Northern Lights School Division #113

Taking a Stand

Advocacy is also about taking a stand – for something or against something. We can be for healthy living and against damaging behavior, for example. Or, the north can and does take a stand for itself – making it clear that how things are done "up north" is different than in urban areas or the south. Taking this type of position or "stand" is to ensure that programs or services that are developed in the south are not just assumed to be okay for the north. Developing approaches that are uniquely northern is done in the hopes that they will be more relevant and useful than those designed in and for the south. Because this might make them more costly, taking a stand with good research data to support it is better than simply saying "we want it done in and for the north" and nothing more.

The Northern Context

Northerners are very proud of who we are and what we do. Recently, there has been a change taking place that is all about promoting positive messages and images about life in the north – not always painting the picture by negative factors such as suicide rates, drug use and violence. This is a form of advocacy (called self-advocacy or community advocacy) and it is catching on across the north. Everyone involved in community work is starting to take a stand for the north and promote uniquely northern models for programs, to develop appropriate approaches for community involvement, and to help with the promotion of positive messages. The time is right and there is increased awareness of the importance of northern culture, family and community – all things that we northerners value and that sport, culture and recreation supports.

What's Important to Know?

- Advocacy and social messaging are key tools in sport, culture and recreation.
- Research and advocacy are closely connected – either can be formal or informal.
- Planning is needed so that research and advocacy can be linked to community needs and priorities and to help make the case or build up the cause.
- Political advocacy and media relations require ongoing commitment as well as solid relationships and a significant level of trust.
- Advocacy can take many forms but always results in change.
- Sport, culture and recreation are full of potential for research and advocacy – they are highly valued in the north with lots of positive outcomes occurring.

Tips and Advice

1. Establish a research agenda linked to advocacy priorities.
2. Work on big picture advocacy items by keeping priorities visible everyday.
3. Use northern research and advocacy to improve southern programs.
4. Internet research provides helpful ideas and examples from elsewhere.
5. Advocacy requires good communication and a great deal of community support.
6. Lobbying requires skills and good relationships so take time to build both.
7. Use your relationship with the media to help support your cause all year round.

Story

Gordon Denny Community School implemented a unique community involvement and advocacy process they had learned about at a Community Development Workshop. Ideas were collected from the children, youth, school staff and community members on what they wanted to see for their school and/or community. A "clothesline" of wishes was hung up at the school. From there, community members of all ages, were part of setting priorities on what wishes needed to be acted upon first. These wishes were presented to appropriate groups in the community – such as the School Community Council and the Air Ronge Village Council. These organizations were asked to act on three wishes within the next year. The report continues to be utilized because it involved so many of the residents of the community.

"We are a community school and getting the community's input into the new school is important. It will help to create a better and well used facility for our youth and for our community." – Lynnette Merrimen, Churchill Community High School Facility Committee

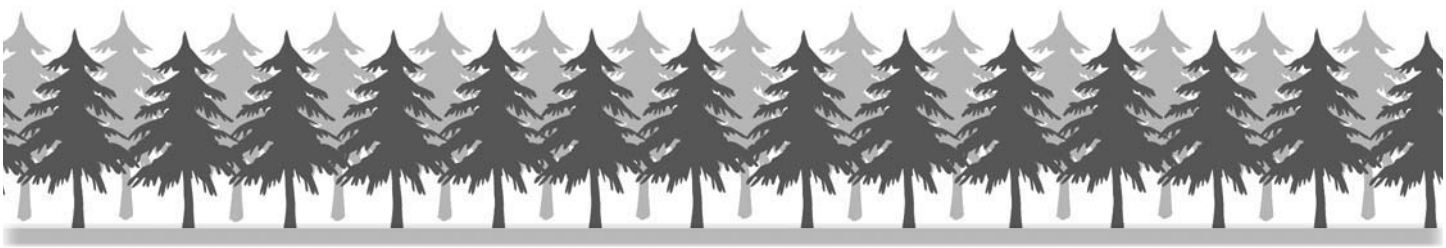
"Research tells us that diabetes and obesity continues to be high and increasing in northern communities. We can use this information to advocate for health promotion and prevention initiatives, such as physical activity policies and programs." – Dr. James Irvine, Medical Health Officer for the three northern health regions (Mamawetan Churchill River, Keewatin Yatthe and Athabasca)

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- Advocacy Plan Template
- Tips for Meeting With Elected Officials
- Research Tips
- Sample Advocacy Letter
- Advocacy Examples

13. Fundraising



Introduction

Fundraising, a necessary component of many organizations' financial picture, can be undertaken using a variety of approaches. Community groups often rely on local fund raising and/or grants from established funders as their main source of fundraising and have long-term relationships with them. In other cases, funding and fundraising involves generating revenue from other sources. Here are a few examples:

- Donations of money
- In-kind donations
- Sponsorship
- Ticket sales (to events or shows)
- Earned revenue (money from selling whatever the group's product or service is)
- Raffles and draws
- Income from a separate but connected business venture (i.e. a food booth at a game)
- Special fundraising events such as dinners or dances

A combination of fundraising efforts can be pursued, and may vary from year to year depending on the state of the overall budget of the group and community capacity to help undertake fundraising or respond to requests. As well, a balance needs to be maintained in the types of fundraising efforts and the return on the investment of time. Sometimes fundraising is done for a one occasion event (i.e. take youth to the First Nations Games) and other times it is to augment or increase the regular budget.

Fundraising Strategies

Regardless of the amount of revenue needed or the number of activities you are going to attempt, a fundraising strategy is recommended. The strategy (fundraising plan) will help to identify: potential sources of funding; the approach to be used to access it; who will do the presentation (sometimes called "the pitch"); and who will make the actual request (sometimes called "the ask").

A board of directors may have a fundraising committee that takes the lead role on fundraising, or the senior staff person may play a significant role, and in some cases a professional fundraiser may be hired. The rule of thumb is the higher the amount of funding, the more involvement necessary from the most senior people in the organization, and the more need for professional advice. An example of a large fundraising project might be a capital campaign to build or renovate a building and a smaller one could be a bake sale run by a church or school.

Industry and businesses in the north usually have a community donation fund and a set policy that outlines what they will support and how much they can give any one cause or request. Knowing your community and having a solid fundraising strategy makes it possible to approach a variety of people, groups and companies for many things big and small.

Some of the key things to consider in a strategy are to:

- Try to do the same thing at the same time each year if you have annual fundraising drives.
- If an activity works well, do it again – if it doesn't work, find out why and figure out what would.
- Fundraising should be linked to marketing efforts and visible community activities.
- Be honest in your fundraising materials.
- Using professional assistance for fundraising might be a good investment.

How to Fundraise

Most people donate either time or money to worthwhile causes on a regular basis. Generosity and support can take many forms so no contribution should be overlooked. We sometimes think that fundraising should be part of the normal business of the organization and that anyone can do it, when in fact the opposite is true. It takes time and careful thought and there are specialized skills involved. If your organization is not good at fundraising or is doing it for the first time, get some advice from another similar community organization that has this experience. Fundraising should not be casual or careless.

Soliciting funds through a fundraising strategy, with dedicated people to implement it, will show the community or potential donors what you are aiming for, why it is important to donate or get involved, where their money will be used, who endorses the group and who is ultimately accountable for the funds. Brochures or posters are common tools to support larger fundraising events, as are testimonials or champions who will endorse the group or the fundraising activity. Successful fundraising comes from careful planning to identify the best options and approaches, the message you want to deliver and the ways to deliver it.

Northerners often say. . . “charity or asking for money for a good cause is one thing but giving people a chance to win something really gets people reaching for their wallets”.

Keep in mind that when seeking larger amounts of money from investors, sponsors or donations, they will want to see a business plan or an overview of what they are investing in. Credibility needs to be established so that everyone trusts that the money will be used in a way that makes sense and, most importantly that it will be used and accounted for based on why it was requested. It is not a good idea to raise funds for one thing and spend it on another. Reporting back after the fundraising activities are complete is one way to thank everyone and let them know where the money, effort and time went – and often it helps build support for next time.

Proposal Writing

When applying for grants, an application must be filled out, often accompanied by a proposal. It helps to consider that any fundraising approach is basically a proposal – meaning that you (your organization) is proposing that someone invest in your activity, group or cause either in kind or in dollars. The tools required could be anything from a basic proposal explaining what you are asking for to a formal written proposal outlining what the organization is all about, why you need money, how it will be used, where and how it connects to the funders mandate, what the benefit to the community will be, how many people will benefit and who will be responsible for the funds once they are received.

Most recognized funders have their own grant or proposal format and want to have basic information provided in that way. It doesn't hurt to put additional promotional materials in with a proposal, particularly if the material is professional and adds value. Fill in the blanks on the application form as clearly and concisely as possible, ensuring that you answer the question being asked in the grant application. Use the proposal as a supplement or additional piece of information.

If the proposal is being written as the sole tool for funding, make sure that it is as complete as possible, outlining successes of the organization, who it serves and why it is important to the community as well as why it is important to the people from whom you are requesting funding and how it supports their mandate (what's in it for them).

A plan is also a good addition to proposals as it outlines the immediate and long-term goals, the financial overview and projections, and it provides names and contact information for the board of directors of the organization applying for funds. All of these tools can be written into a conventional paper proposal and/or made into an attractive power point presentation or short video. Use technology and pictures as much as possible to show the "story" – and to be clear about what you want and why you want it – and to show them (the potential funder, sponsor or donor) why they want it too.

The Northern Context

Northerners are good fundraisers, mostly because we have to be. We are also hard workers when it comes to volunteering for events that are designed to raise money. In the north, fundraising is done in the context of knowing what sorts of things people might be interested in investing in or giving money for and knowing who can be approached and for what. And, because most communities are small and closely knit, there is a need to share, take turns and be aware of limits and competition for funds.

Normally there is a great deal of common sense and a whole lot of fun associated with fundraising events in northern Saskatchewan. Finding activities for fundraising that suit northerners is not difficult. Promoting things based on our northern values, interests and wallets (and being careful to not have too many groups seeking public donations at the same time) are all worthwhile considerations. In the north things cost more and as the level of involvement in sport, culture and recreation increases, so too will the need for more diverse and sophisticated fundraising.

What's Important to Know?

- Fundraising and grant seeking should be linked to your organization's vision and mandate – don't just chase money for the sake of having it.
- State the specific need and how funds will be used – not just "we need to raise money".
- Fundraising takes skill, a plan and dedicated and credible people to implement it.
- Grants change – keep a list of funders and what works best for each one.
- Community can get overloaded with funding requests; work with other groups and partners to coordinate efforts.
- Foundations are a good source of funding but they take a bit of research to locate.
- Champions (credible, famous, representative of your cause) are good motivators for donations and fundraising.

Tips and Advice

1. Keep notes on each person or group's donation and what they donated.
2. Raising money is one thing but accounting for it is another – be good at both.
3. Develop a basic funding proposal and tweak it for different audiences.
4. For each request provide contact information and the timeline for donations.
5. Leave a brochure or promotional material behind as a reminder of your request.
6. Try to find annual contributors and establish good relationships with them.
7. Follow up reports take time but are very important, so is saying thank you!

Story

Northern communities have to raise a lot of money for sport, culture and recreation, and they do it well. Hatchet Lake raised $4,000 for their recreation program this winter through Bravo Bingo and Bravo Crib Tournament. Stanley Mission are also good community fundraisers. Their annual poker rally raises approximately $20,000.00 each year. Everything that Canoe Lake does requires fundraising. The majority of fundraising is done through bingos and raffles. Some comes from wild rice harvesting and grants such as the Saskatchewan Lotteries Community Grant or the Northern Lights Community Development Corporation Grants. They raise approximately $200,000 each year.

"Sandy Bay needs employment in our community. If not for grant programs, students will not have jobs. The past few years, our grant programs have been successful with on-going summer programs. It keeps our students, youth, and elders active and busy all summer." – Paul Morin, Sandy Bay

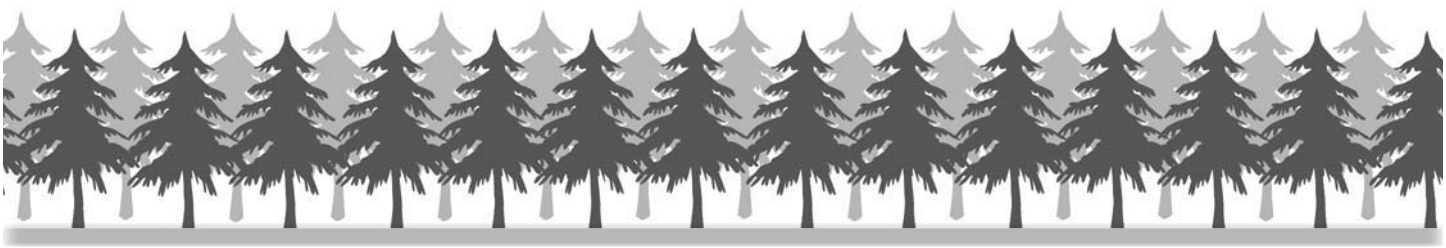
"Without fundraising in northern communities our children and families would not be able to participate in anything. It takes a lot of money to have a community cultural festival or take youth to a provincial games program or conference." – Derek Sylvestre, Turnor Lake

Toolbox Connection

In the toolbox you will find the following tools related to this section:

- 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

14. Financial Management and Budgeting



Introduction

Every organization receiving funding must have solid financial management and a budget. Financial management involves accepting responsibility for money through recognized bookkeeping and accounting practices. In its most basic form, it is about accounts receivable and accounts payable. Money in and money out. In its most complex form, it is a whole system with forecasting, projections, daily management, variance reports and systems designed to track many transactions. For most community groups, it only gets complicated when tracking and monitoring funds from several different sources such as grants that each have their own criteria and requirements for what the money can be used for, when and how it needs to be monitored and, in the end, how it is accounted for.

The ultimate responsibility for the organization's budget and finances rests with the board of directors. This is called fiduciary responsibility and is written into the bylaws of all non-profit groups. Although the director or senior staff person oversees (or does the day-to-day financial activity), the board needs to track and review the status of the budget to ensure that the financial management system is effective and that funds are well managed. Boards normally review finances at each meeting to ensure that things are going the way they should be, and if they are not, to make changes. Normally the senior person will present the financial information in the form of financial reports to the board and will explain any issues or reasons for variances between the budget and the day-today financial picture.

Budgeting

Budgeting is the process of planning all things connected with money. It includes budget forecasting (projecting what you expect to have happen financially) and aligning revenues and expenditures to the projected budget goals. A budget is the overview of the organization's finances and outlines what the financial targets are (what has been projected) what the current situation is (the reality) – revenues that are in hand and those that are outstanding and the same for expenditures. Cash flows and other financial tools and documents can help the director or board track money, so that they are better informed to make decisions.

Bookkeeping

Bookkeeping is most often thought about as tracking the day-to-day financial activities of the organization. It involves keeping track of revenue coming in, making payroll, paying bills, writing cheques and knowing what the bank balance is at any given time. The senior person in the organization is normally responsible for this even if they do not do the work. Some groups have an administrator or bookkeeper on staff and some buy this service by the hour. Bookkeeping is a skill and should be done by someone who knows how to do it or who is willing to learn.

Computer Programs

Most often a computer based system such as QuickBooks, Simply Accounting or First Edge is purchased and someone is trained to use it for basic bookkeeping and accounting. While these systems are helpful, it is still important to have receipts and a hard copy of financial records on file in case the computer system has difficulties. It is a good idea to train two or more people in the organization to use the computer program so that this skill is not lost if the person holding it changes jobs or is not available.

Financial Policies and Procedures

There are a few basic financial policies that should be in place that are grounded in being accountable, transparent and responsible. Northern groups say that this area is key to building credibility and often requires more attention than it is given. The key policies should be around signing authority, keeping reports and financial backup documents in a safe and confidential place and always having a backup system. There should be clear rules about honesty and accountability and no sloppy approaches to the use of credit cards, petty cash or any other form of funding that is attached to the organization. Basically it's, no "monkey business" with the handling of any of the money.

Financial policies outline who can do what with funds, what is expected from those using the organization's money and what needs to happen to ensure that it is well managed. Policies do not have to be complicated, but they do need to be in place, and they must be written down and shared with anyone who might be affected by them or expected to know and follow the financial rules.

The most common issues around policies are caused by either not having policies in the first place or by bad habits or lack of respect in bringing in expense forms, receipts and generally not accounting for money in a timely fashion. All of these expectations can be addressed by having clear policies, but ultimately, a policy needs to be enforced and consequences must be made clear so that everyone knows what will happen and there are no surprises or frustrations.

Reporting, Accounting and Auditing

Reporting is a normal part of financial management and takes place on several levels and at different times. The most common forms of report are between the staff and funders and between the staff and the board. Other reports could include reporting back to the community, to Chief/Mayor and Council or to others with a vested interest or legal responsibility for the funds.

An accountant is normally hired once a year to develop the annual accounting statements and year end reports. This is a normal process for organizations that require an annual audit, done by a professional accountant, and signed off by the board of directors. It is a requirement at the end of the year for most community organizations. The annual financial report is presented at the AGM as a way of accounting for funds that have been entrusted to the organization.

The Northern Context

Many northern organizations are good at financial management, but others say that we are only good at what we do. They also say that we are very honest, but often we are judged poorly due to a lack of financial management skills. Many groups in the north rely on bookkeepers or others who have the necessary skills, and while this is a good thing (getting it done rather than not), the capacity for good financial management within northern organizations is not increasing. Sport, culture and recreation groups have identified the need to train themselves in the basics of financial management, keeping track of expenditures, using funds for what they were intended and even basic habits such as saving and handing in receipts in a timely manner. These are all things that we think need to be improved.

"We spend the money the way we planned to … but we have trouble keeping and tracking the receipts." – Marty Robillard, Recreation Portfolio, Black Lake Council

What's Important to Know?

- Financial management is an important and serious component of organizational responsibility – without it, organizations flounder or fail.
- There are many tools and services available to help do it properly.
- Financial policies and procedures are needed so that everyone knows the rules and how to do things in advance of any issues.
- Funders have good financial systems – ask them for help if you need it.
- The board and senior staff must work well together in order to manage finances.
- Reporting is a good way to sort out the realities from the expectations.
- Keeping an extra copy of all financial files (i.e. receipts) so they can be your back up if the originals go missing and to send in as grant and sponsorship follow up.

Tips and Advice

1. Have at least one person who knows the financial picture all the time.
2. If there are financial issues or possible problems, tell the board right away.
3. Keep finances both electronically and hand written (accountants recommend this).
4. Build a good relationship with your accountant as they give out good advice.
5. Have at least one board member with solid financial management experience.
6. Clean up any bad habits or casual processes related to money management.
7. Budget realistically and plan for the best but prepare for the worst.

Story

Creighton knows the importance of budgeting and keeping good financial records. They access many grants to provide new and unique programs for the community, as well as to maintain or develop new facilities where sport, culture and recreation programs take place. They know that proper financial accountability and reporting is how they continue to attain funding for keeping current and creating new opportunities for the people in their community. The town administrator does the treasurer/bookkeeping for the town, working alongside the Recreation Director.

"The Building Communities – North Grant was a huge opportunity for us to get a much needed community hall. We were very careful to keep good financial records in order to get this funding and be recognized as an accountable northern community." – William McKenzie, Brabant Lake

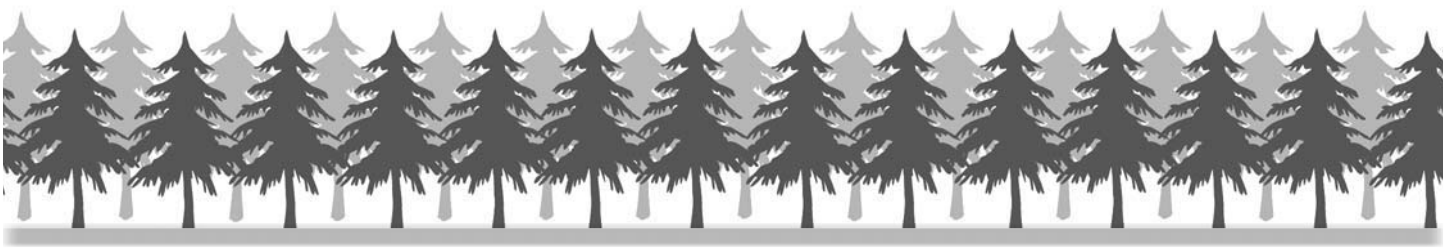
"It is important to write grants but also to follow up on them. I'm really good at it and it benefits the community." – Sylvia Lavallee, Timber Bay

Toolbox Connection

In the toolbox you will find the following tools related to this section:

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

15. Facilities



Introduction

Many community organizations have and are responsible for sport, culture and recreational facilities. It may be an office building, a hockey or curling rink or a community hall. It might be a rental or owned by the group. Either way there is an implied and accepted responsibility. When you own or manage a facility, it is both good and bad news. The good news is you have it as a resource and a community asset, meaning that it is there and you can use it. The bad news is that they need to be insured, managed, maintained and often this is with limited budgets that do not cover upkeep or updating. A general rule of thumb is that building the facility is about 20% of the cost – the other 80% is in maintaining it, staffing and insurance over the years.

Equipment is often thought of in this category as it is an asset that requires good management, regular care, rules and policies as well as replacement or updating. If the equipment is expensive or difficult to replace, it is also important to have systems to keep track of who is using it and where it is going if it leaves the building in which it is stored. Most groups have an inventory of their equipment (including office equipment and other items used as part of their programming) and make a point of looking at everything at least once a year to make sure it is in good shape, safe, and usable.

Policies and Insurance

Policies should be in place for both facilities use and equipment so that everyone is clear about what is expected of them when they use the facilities, vehicles, equipment, or tools. Loss by damage, carelessness or theft are just things we don't think about until they happen and it becomes an issue or problem. This is when a policy comes in very handy to let people know what the conditions or terms of use and care are and what will happen if it is damaged or lost, or if there is an accident or difficulty.

Insurance for the facility and liability coverage are normally required in public facilities. It can cover loss and damage as well as accidents causing personal injury. This type of insurance can be expensive but should be put into the budget as a part of the cost of doing community business. If there is a special situation, a liability waver may need to be in place or special arrangements made for short-term coverage. The best advice is to make sure someone in the organization understands the liability risks and that there is adequate coverage in place. Get advice and information from several sources before deciding how much and what type is best.

Facility Management

Facilities require management, often on a daily basis, to ensure that the facilities are well used, well cared for and promoted. Some of the management is caretaking and some may involve the use and care of special equipment such as that used for making ice or cutting grass. Facility managers are often the janitors, handy people and holders of the keys. It is important to support them with appropriate resources, training and policies to help them do their jobs.

The more a facility is used, the more it becomes part of the community, not just a place that needs to be heated in the winter and painted every five years. Managers are often on duty or on call for long periods of time during the season that the facilities are in high use. They should be appreciated and helped in any way possible. By explaining the basics to the community (what it takes to operate and keep facilities and equipment in good shape and available), the more they may be willing to help – always aiming for everyone feeling that they are part of the facilities management and taking personal responsible for its care and upkeep.

The Northern Context

Facilities are at the heart and soul of northern life. Almost every community has either an arena, community hall or some other sport, culture or recreational facility. Often they are the pride of the community and are well cared for and well used. In other instances they have been vandalized and are in poor share or not kept clean enough. Northerners say that the way their facilities are looked after is a direct reflection on the community and how much self-esteem it has.

The better the facilities are cared for – the higher the self-esteem of the community. Community facilities are well used and often creatively used in the north. Because it costs so much to heat the buildings, it is important to use them as much as possible. Therefore, they are the “gathering places” for community events and are filled with many memories.

“One of the biggest things to happen in our community was the building of the outdoor rink. It’s great to see our kids having a chance to play and develop new skills. Now all we need is a big arena.” – Daniel Bear, Mayor, Sandy Bay

What's Important to Know?

- Facilities are both an asset and liability in that they are valuable but they need ongoing care and maintenance.
- Sometimes you have to invest in the facility in order for it to be more useful or accessible – budget ahead for large improvements.
- The more that people use the facilities, the more they will feel ownership and pride.
- Consider vandalism in facility planning and invite potential troublemakers to help with the plan.
- Having a large meeting area is a good idea for revenue generation and they are often a ideal place to showcase local talent and art.
- Demonstrate and encourage good habits like cleaning up after events and functions.
- There are arena and facility management courses that should be taken.

Tips and Advice

1. Develop an inventory of equipment, tools and facilities and update it each year.
2. Work with all community groups to find new ways to use facilities. Be creative!
3. If the facilities are not being used well, ask why and try to remove barriers.
4. Always have insurance – yes, always.
5. Facility policies should be clear and understood by everyone involved.
6. Watch for infrastructure grants to make capital improvements.
7. Know the costs for operating facilities each year so there are no surprises.

Story

After a couple of years discussion and negotiations by the Buffalo Narrows Friendship Centre Board of Directors and the Mayor and Council of the Northern Village of Buffalo Narrows, the vision of locating the Friendship Centre in the Lakeview Complex became a reality. A permanent youth centre is located in the upper foyer of the curling rink and the main foyer of the curling rink is the social drop-in centre. The gymnasium and arena are busy and the Lakeview Complex houses 10 of the 19 Friendship Centre staff.

"The La Ronge Area communities have great facilities and make good use of them. The track at Senator Myles Venne School, developed when Lac la Ronge Indian Band hosted the 2001 First Nations Summer Games, is excellent. The curling rink at the Mel Hegland Uniplex in La Ronge was used as a skateboard park for many summers. Now we will be getting an outdoor skateboard park for the youth." – Thomas Sierzycki, Town of La Ronge Mayor

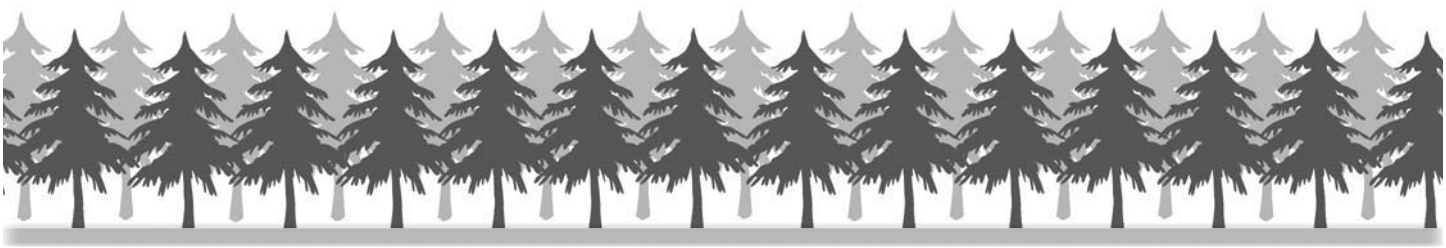
"What about the kids who don't play hockey or even skate? Our community asked the residents what they want to do and therefore, what type of facilities they need to do it in. We followed through and applied for a track through the Building Communities North grant program." – Phyllis Smith, Pinehouse

Toolbox Connection

In the toolbox you will find the following tools related to this section:

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

Closing



Closing

This handbook was developed with not just the present but also the future in mind – the future of northern Saskatchewan and the future of sport, culture and recreation in our communities. Many northerners have contributed a great deal of personal time and effort to make sure that sport, culture and recreation opportunities are available. A lot of this volunteer time is spent on gravel roads driving youth to tournaments, or fundraising, attending meetings and doing whatever is needed to make sure that good things happen. Each person makes a positive difference and the more skills and tools we have to volunteer or to do our work, the brighter the future looks. And our future keeps getting brighter and brighter.

Use this handbook as a starting place and research other places and sites (like the ones listed in this handbook), but most of all talk to each other. Community workers of all types (not just Recreation Directors) say that they are often too busy to stay connected with their peers. We know that it is personal connection that helps to keep our spirits up, our tools updated and our lessons well shared. It's what holds us together when times get tough, and it helps us to celebrate when things go well.

Take the time to call, e-mail or even visit someone each day to keep the momentum going and the north well connected. It is this type of connection and the relationships that follow that makes the north unique with positive outcomes in every community. Elders and youth say that their communities are the most important things in their lives, and they love all the activities and opportunities that are offered through sport, culture and recreation. They say it builds pride, confidence and a sense of belonging. These are the very things that make the north home – it doesn't get better than that!

Keep up the good work, and thank you from all the people in all our communities across the north. It's the volunteers and front line workers who make the difference each and every day. And, of course, every day leads to every year and then to every decade. That's the legacy we are hoping for – generation after generation of happy, well connected and very competent community workers in sport, culture and recreation and through all of our efforts, healthier, happier people and communities across the north.

"We have always considered our success in terms of long-term, life-long change. We had one example, however, of a young man turning his life around over the few months of this program. As he got more involved in our activities, he became less interested in smoking dope and drinking. He started showing up at school and realized that he likes that too! We always knew these programs could change lives, but it's a welcome surprise to see it happen so fast!" – Ben McIntyre School Ski Club, Youth and Family Activity Program, Uranium City

The changes we see in our communities, families and the people we work with are very significant. It's because we keep learning together and sharing what we know – this handbook is one piece of the puzzle, but like any puzzle you have to keep working with it to get the whole picture done.

Thanks to all the folks involved with the NSCRD for creating this handbook and for being there everyday with their pieces of the puzzle and for encouraging everyone else to bring theirs.

For more information, or your comments or feedback on the Community Recreation Handbook, please contact us at the numbers/addresses on the right.

We would also appreciate your feedback on the Community Recreation Handbook.

Feedback Form

How long have you had this handbook?

_____

How many times have you used the handbook?

_____

What have you found most useful in the handbook?

_____

_____

_____

Is there anything missing you would like to see added to this handbook?

_____

_____

_____

Please note any other comments or suggestions you have about this handbook.

_____

_____

_____

Please fax to: (306) 425-4036
Thank you for your feedback!

Contact Us...

Our Main Office
Box 1097 La Ronge, SK SOJ 1LO
(306) 425-3127 telephone
(306) 425-4036 fax
1-877-777-6722 toll free

Or visit our web site at:
www.nscrd.com

Our Vision

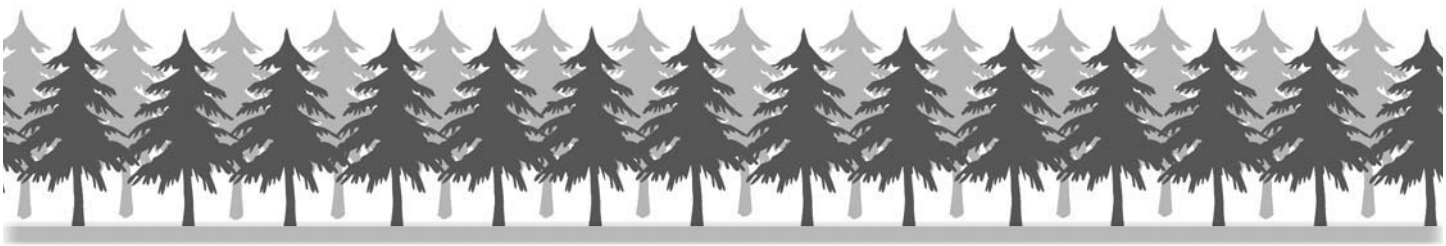
We envision that all residents in Northern Saskatchewan will value sport, culture and recreation as essential and that all individuals have access to diverse sport, culture and recreation opportunities and; sport, culture and recreation is recognized for its contribution and enhancement of the economic, capacity building and social well being for people and communities in the north.

Our Mission

To facilitate and foster the development and delivery of sport, culture, recreation and leadership programs and services which are responsible to and benefit people and communities in the north.

NORTHERN
Sport, Culture & Recreation District

Additional Information and Good Websites



The following is a list of useful and interesting websites and links that will provide more information on the topics in this handbook.

General Links

- Manitoba Recreation Director's Handbook – a Guide for Recreation Delivery in Aboriginal Communities - MB 2008 at: **http://www.northernlinks.org/pdf/RecreationHandbook_2008.pdf**

- Saskatchewan Parks & Recreation Association and the Resource Centre for Sport, Culture and Recreation at: **http://www.spra.sk.ca/information**
  For more links to information related to sport, culture and recreation.

- Saskatchewan Aboriginal Resources for Sport, Culture and Recreation at:
  http://www.saskaboriginalresources.ca
  For Community Resource Guide, Lessons Learned: Recruiting, Training and Retaining Aboriginal Volunteers at Sport Events.

- Leisure Information Network at: **http://lin.ca**

- Sask Sport Inc. Online Volunteer Training Centre at: **http://www.ovtc.sk.ca**

- SaskCulture Inc. Cultural Resources Netfile at:
  http://www.saskculture.sk.ca/cultural_resources/NetFile.htm
  For cultural and organizational development resources.

- Saskatchewan in motion at: **http://www.saskatchewaninmotion.ca**

- Saskatchewan Arts Board at: **http://www.artsboard.sk.ca**

- Show Us Your North at: **http://suyn.artsboard.sk.ca**

- Saskatchewan Association of Recreation Professionals at: **http://www.sarp-online.ca**

- Municipal Capacity Development Program: **http://www.municipalcapacity.ca/**

Links and Resources Related to the Handbook Sections

Developed by:
Saskatchewan Parks and Recreation Association
Information and Research Services

Community Involvement

Online Resources

The Saskatchewan Parks and Recreation Association, Recreation Information Portal connects you to articles, resources and websites on topics such as community development, bylaws, risk management and leadership.
http://www.spra.sk.ca/information/recresources

Building Community Vitality: A Leadership Toolkit from Community Foundations of Canada – http://www.cfc-fcc.ca/building-community-vitality/

Frank, Flo and Smith, Anne. 1999. The Community Development Handbook: A Tool to Build Community Capacity. Human Resource Development Canada. Available at: http://www.servicecanada.gc.ca/eng/epb/sid/cia/comm_deve/cdhbooke.pdf

Active, Creative and Engaged Communities – http://acecommunities.ca/

Municipal Capacity Development Program – http://municipalcapacity.ca/

Organizing and Governance

Online Resources

The Saskatchewan Parks and Recreation Association, Recreation Information Portal connects you to articles, resources and websites on topics such as governance, community development, bylaws, risk management and leadership.
http://www.spra.sk.ca/information/recresources

Bazan, Stan. 2006. Improving board meetings: 3 steps for success. Canton, MI: Nonprofit World. Available at: http://www.spra.sk.ca/bjeu

Sample Bylaws of Viscount Recreation Association. Available from the Government of Saskatchewan, Justice and Attorney General at:
http://www.justice.gov.sk.ca/Default.aspx?DN=0aea7a5a-0553-4548-9ff4-41137842ae18

United Way-Board Development. Available at:
http://www.boarddevelopment.org/en/1/default.aspx

Print Resources

Pealow, James and Humphrey, Sandi L. 2004. Best practices and tools for not-for-profit boards. Toronto, ON: Canadian Society of Association Executives.

Volunteer Branch of the British Columbia Recreation and Parks Association (n.d). A manual for parks and recreation commission and board members. Richmond, B.C.: British Columbia Recreation and Parks Association.

Staff

Online Resources

Matthew, Maureen. 2007. Human resources manual for recreation organizations in Saskatchewan: template. INNOVA Learning, 2005. Available at:
http://www.saskculture.sk.ca/cultural_resources/HR_Employees/HR_Policy_Template.pdf

The Learning Coalition – Human Resource Planning Tool. Available at:
http://www.workinculture.ca/information/documents/HRPlanningToolrev.pdf

Human Resource Toolkit – HR Council for the Voluntary and Non-profit Sector. Available at:
http://hrcouncil.ca/hr-toolkit/home.cfm

Canadian Parks/Recreation Association. (1997). The Benefits Catalogue. Ontario: Bonanza Printing and Copying Centre, Inc. Edginton, C., Hansen, C., Edginton, C. (1992).
Leisure Programming – Concepts, Trends and Professional Practice. Dubuques, Iowa: WMC. Brown Communications, Inc. Russel, R. (1982).
Planning Programs in Recreation. St. Louis, Missouri: CV Mosby Company.
http://www.edukits.ca/aboriginal/sports/teachers/senior_naig.htm

Volunteers

Online Resources

Sask. Sport Online Training Centre. www.ovtc.sk.ca

Energize – Ideas for Volunteer Recognition. Available at: http://www.energizeinc.com/ideas.html

Volunteer Canada-Recognition Helpful Hints. Available at:
http://volunteer.ca/en/volcan/vol-management/hints

Print Resources

Graff, Linda L. 2005. Best of all: the quick reference guide to effective volunteer involvement. Dundas, ON: L. Graff and Associates.

Youth

Online Resources

Search Institute – 40 Developmental Assets:
http://www.search-institute.org/developmental-assets

Motivate Canada: http://www.motivatecanada.ca/en/activate

Print Resources

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Witt, Peter A., Crompton, John L. 2002. Best practices in youth development in public park and recreation settings. Ashburn, VA: Division of Professional Services, National Recreation and Park Association

Partnerships

Online Resources

Building Community Vitality: A Leadership Toolkit from Community Foundations of Canada –
http://www.cfc-fcc.ca/building-community-vitality/

Frank, Flo, and Smith, Anne. 2000. The Partnership Handbook. Human Resource Development Canada. Available at:
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Online Resources

Davis, Lyle. 1990. Question Bank: a compendium of survey questions for recreation practitioners. Wolfville, N.S.: Recreation Resource Centre of Nova Scotia. Available at: http://lin.ca/resource-details/1847

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Altschuld, James W., and Witkin, Belle Ruth. 2000. From needs assessment to action: transforming needs into solution strategies. Thousand Oaks, CA: Sage Publications.

Saskatchewan Parks and Recreation Association. 2008. Leisure Services in Saskatchewan. Regina, SK: Saskatchewan Parks and Recreation Association.

Planning

Online Resources

The Saskatchewan Parks and Recreation Association, Volunteer and Nonprofit Management Information Portal connects you to articles, resources and websites on topics such as financial management, strategic planning, human resources, board governance, marketing and communication and strategic planning. http://www.spra.sk.ca/information/volunteermgmt

Print Resources

Allison, Michael and Kaye, Jude.2005. Strategic planning for nonprofit organizations: a practical guide and workbook. Hoboken, NJ: Wiley.

Saskatchewan Parks and Recreation Association. 2006. Outcomes based programming: measuring program impact: a handbook for S.P.R.A. member organizations. Regina, SK: Saskatchewan Parks and Recreation Association.

Communication

Online Resources

The Saskatchewan Parks and Recreation Association, Volunteer and Nonprofit Management Information Portal connects you to articles, resources and websites on topics such as marketing and communication. **http://www.spra.sk.ca/information/volunteermgmt**

CIVICUS Communications and Media Toolkits. Available at:
http://www.civicus.org/toolkits/communications-and-media

Research and Advocacy

Online Resources

Saskatchewan Parks and Recreation Association: Advocacy Toolkit.
The Tool Kit guides communities and organizations through the creation of key advocacy mediums, including the media advisory, the public service announcement, the media release and the advocacy letter. Samples of each media are also provided.
http://www.spra.sk.ca/advocacy/tools

The Federal-Provincial/Territorial Advisory Committee on Fitness and Recreation. (2000).
National Recreation Roundtable on Aboriginal/Indigenous Peoples Final Report.
http://www.lin.ca

Research and Trends
SPRA updates on an ongoing basis, providing links to current research in the recreation field.
http://www.spra.sk.ca/information/trends

Fundraising

Online Resources

An updated list of funding opportunities from SPRA and corporate, foundation or other sources.
http://www.spra.sk.ca/funding

The Saskatchewan Parks and Recreation Association, Grants and Fundraising Information Portal connects you to articles, resources and websites relating to grant writing, fundraising and sponsorship. **http://www.spra.sk.ca/information/grantsandfund**

Non-Profit Guides: Grant-Writing Tools for Non-Profit Organizations. Available at:
http://www.npguides.org/guide/full_proposal.htm

Financial Management and Budgeting

Online Resources

The Saskatchewan Parks and Recreation Association, Volunteer and Nonprofit Management Information Portal connects you to more articles, resources and websites on financial management.
http://www.spra.sk.ca/information/volunteermgmt

Print Resources

McLaughlin, Thomas A. 2009. Streetsmart financial basics for nonprofit managers. Hoboken, NJ: John Wiley & Sons.

Facilities

Online Resources

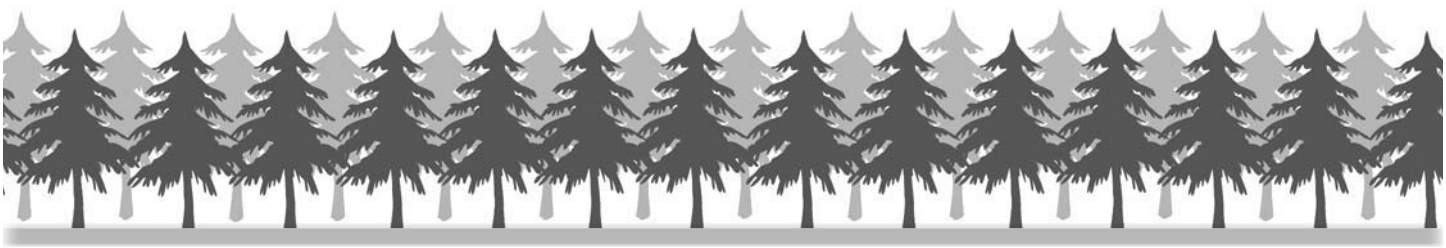
The Saskatchewan Parks and Recreation Association, Parks and Facilities Information Portal connects you to articles, resources and websites on topics like maintenance and planning for facilities such as playgrounds, ice rinks and pools.
http://www.spra.sk.ca/parksandfacilities

Canadian Recreation Facilities Council. http://www.crfc.ca/

Canadian Playground Safety Institute.
http://www.cpra.ca/main.php?action=cms.trainCpsiSchedule

Ontario Recreation Facilities Association. http://www.orfa.com/index.html

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)

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 mange 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 that 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 are 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.

B. Strategies for improving your meetings

Ineffective Meetings	Effective Meetings
• Don't know what the meeting is about • Not having an agenda or not following	• Circulate agenda and other materials are circulated in advance. • Chair is prepared and reviews purpose at the beginning of the meeting. • Chair follows agenda. Good leadership is needed for good meetings • 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.
• Dirty, dusty, stinky, loud area to hold a meeting • People are not comfortable	• Make the meeting place a welcoming and comfortable environment • Take breaks during the meeting • Ensure refreshments are in place (i.e. coffee, tea, water)
• Meeting does not start on time and is disorganized	• Hosts of the meeting to arrive early to make sure logistics are taken care of. • If key people cancel or cannot attend, rearrange the meeting. Do not take on more than you can manage or be successful at. • Ensure technical equipment is working (i.e., PowerPoint presentations) • Be prepared. If you are making a presentation. Try and think of the questions you will be asked.
• No translation is in place or poor translation	• Translation and recognition of culture is important. Be respectful of the interpreter. • If you are a translator. Make eye contact with participants. You want translation to be part of the conversation.
• Disrespectful behaviors	• Active participation by everyone. • Respectful behavior in meeting.

Ineffective Meetings	Effective Meetings
• Presenting too much information without interacting with participants	• Well organized – paperwork sent out in advance to make informed decision. • Give all people an opportunity to talk after presentation of issue/concern/agenda item. • Meaning is important. Depending on the type of meeting, engage people in activities to keep people engaged. • Have some fun. Door prizes are a good idea.
• Unable to make a decision • No solutions, talking in circles	• Ensure purpose of meeting is clear. • Make sure people understand the decisions made and what that means for each person. • Ensure all facts are available to make an informed decision. If you cannot reach consensus. Take vote/ make a decision. • Need to acknowledge new/other issues while sticking to the plan, too: time needs to be set aside for the unexpected. • 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.
• Lack of communication	• Inform people that they are in a safe environment to express their thoughts. • No side conversations. • Turn cell phones off.
• Follow-up	• 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. • Congratulate and acknowledge everyone's efforts at the end of the meeting. • Circulate a meeting minutes as quickly as possible.

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.

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:

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

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.

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.		

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 you volunteers in a form like this:

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

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.

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”.

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)

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

"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** 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

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: • Schools • Sports Associations • Health Committees • Youth Councils • Hip Hop Groups • Others	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.

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.

40 Developmental Assets

(Source: Search InstituteSM)

Search INSTITUTE — *Practical research benefiting children and youth*

HEALTHY COMMUNITIES HEALTHY YOUTH®

	Category	Asset Name and Definition
External Assets	Support	**1. Family Support**-Family life provides high levels of love and support. **2. Positive Family Communication**-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. **3. Other Adult Relationships**-Young person receives support from three or more nonparent adults. **4. Caring Neighborhood**-Young person experiences caring neighbors. **5. Caring School Climate**-School provides a caring, encouraging environment. **6. Parent Involvement in Schooling**-Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	**7. Community Values Youth**-Young person perceives that adults in the community value youth. **8. Youth as Resources**-Young people are given useful roles in the community. **9. Service to Others**-Young person serves in the community one hour or more per week. **10. Safety**-Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	**11. Family Boundaries**-Family has clear rules and consequences and monitors the young person's whereabouts. **12. School Boundaries**-School provides clear rules and consequences. **13. Neighborhood Boundaries**-Neighbors take responsibility for monitoring young people's behavior. **14. Adult Role Models**-Parent(s) and other adults model positive, responsible behavior. **15. Positive Peer Influence**-Young person's best friends model responsible behavior. **16. High Expectations**-Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	**17. Creative Activities**-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. **18. Youth Programs**-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. **19. Religious Community**-Young person spends one or more hours per week in activities in a religious institution. **20. Time at Home**-Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning	**21. Achievement Motivation**-Young person is motivated to do well in school. **22. School Engagement**-Young person is actively engaged in learning. **23. Homework**-Young person reports doing at least one hour of homework every school day. **24. Bonding to School**-Young person cares about her or his school. **25. Reading for Pleasure**-Young person reads for pleasure three or more hours per week.
	Positive Values	**26. Caring**-Young person places high value on helping other people. **27. Equality and Social Justice**-Young person places high value on promoting equality and reducing hunger and poverty. **28. Integrity**-Young person acts on convictions and stands up for her or his beliefs. **29. Honesty**-Young person "tells the truth even when it is not easy." **30. Responsibility**-Young person accepts and takes personal responsibility. **31. Restraint**-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	**32. Planning and Decision Making**-Young person knows how to plan ahead and make choices. **33. Interpersonal Competence**-Young person has empathy, sensitivity, and friendship skills. **34. Cultural Competence**-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. **35. Resistance Skills**-Young person can resist negative peer pressure and dangerous situations. **36. Peaceful Conflict Resolution**-Young person seeks to resolve conflict nonviolently.
	Positive Identity	**37. Personal Power**-Young person feels he or she has control over "things that happen to me." **38. Self-Esteem**-Young person reports having a high self-esteem. **39. Sense of Purpose**-Young person reports that "my life has a purpose." **40. Positive View of Personal Future**-Young person is optimistic about her or his personal future.

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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

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

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 _____

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 _____

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

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.

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.

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) Date _____
Witness

_____ (name)

_____ (signature) Date _____
Northern Sport Culture and Recreation District

_____ (name)

_____ (signature) Date _____
Witness

_____ (name)

_____ (signature)
Missinipi Broadcasting Corporation Date _____

_____ (name)

_____ (signature) Date _____
Witness

_____ (name)

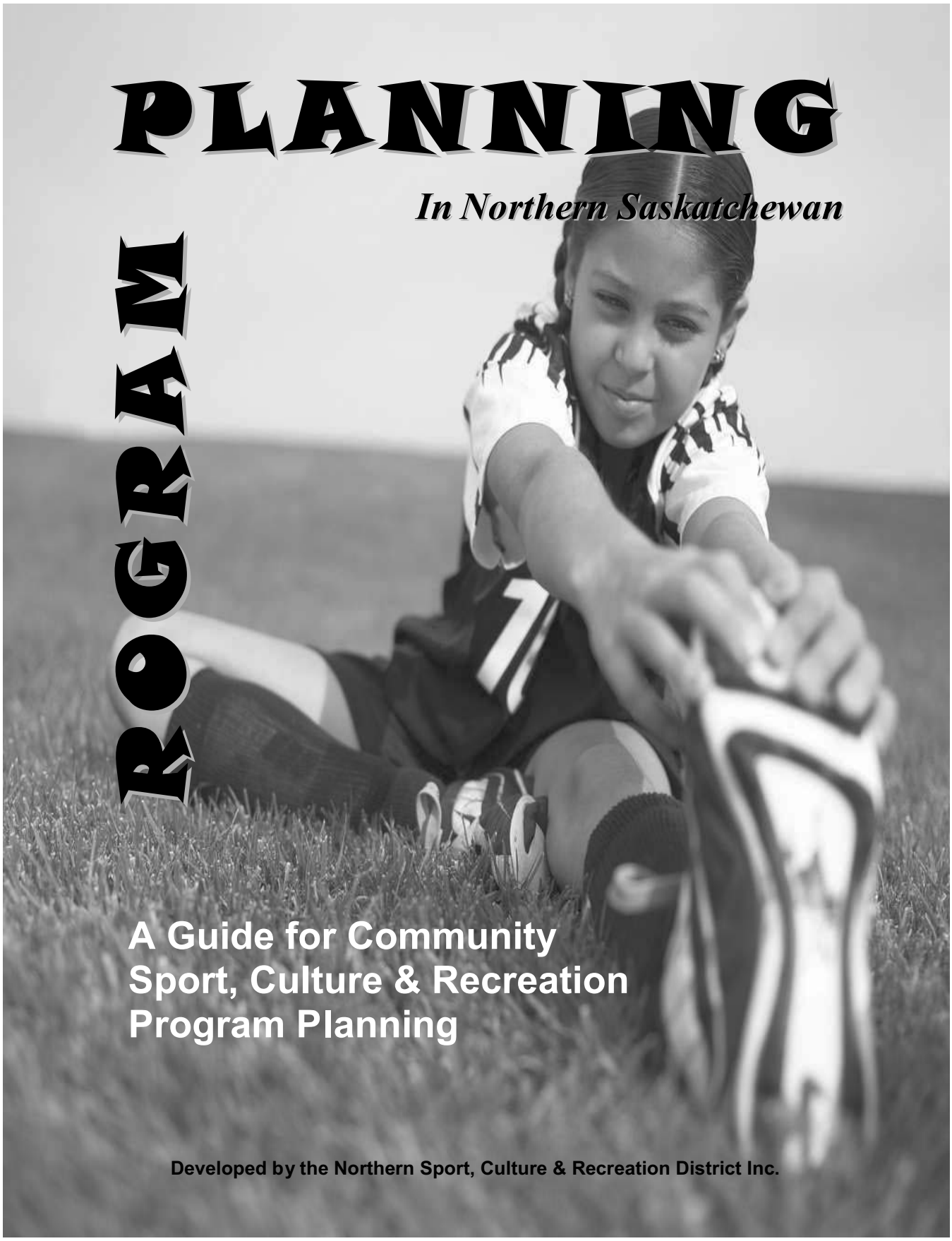
_____ (signature) Date _____
Prince Albert Grand Council

_____ (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
ROGRAM
A Guide for Community
Sport, Culture & Recreation
Program Planning
Developed by the Northern Sport, Culture & Recreation District Inc.

PROGRAM PLANNING

Introduction

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

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

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

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

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

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

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

There are 6 steps in the planning process…

STEP 1 – Determine Needs and Assets

STEP 2 – Generating Program Ideas

STEP 3 – Making Program Decisions

STEP 4 – Develop an Annual Program Plan

STEP 5 – Implement Program Design

STEP 6 – Evaluating the Program

PROGRAM PLANNING

Step 1 - Determine Needs

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

A. WHO ARE WE SERVING – A COMMUNITY PROFILE

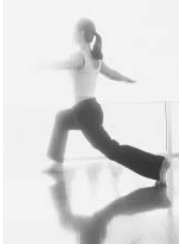
Complete a community profile to get a clear picture of who makes up your community. The profile consists of a breakdown of the total population by age, gender and special needs. Most of the information you will need is available through your band/council office.

Sample - Community Profile

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

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

Source:



PROGRAM PLANNING

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

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

Remember:

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

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

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

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

Sample – Community Programs Grid

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

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

Codes:

Gender: Male (M) Female (F) Male & Female (M/F)

Seasons: Fall (FA) Winter (W) Spring (SP) Summer (SU)

See examples on Program Grid

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).

PROGRAM PLANNING

PROGRAMS

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

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

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

FACILITIES

What facilities do you have for:

Sport Programming?

Recreation Programming?

Culture Programming/Heritage Sites?

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 that 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.

PROGRAM PLANNING

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.

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.

PROGRAM PLANNING

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	135 – 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 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

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. ADDITONAL 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

Methods of promotion include:

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

MOTIVATION

Motivation inspires people to participate and is an ongoing task.

Motivation tips include:

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

SCHEDULING

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

KEEPING RECORDS

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

The most important records include:

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

leave a program. These are also useful for liability issues.
- *Vandalism/Damage/Theft Records* – track damage and losses. They are useful when budgeting and planning prevention programs.
- *Equipment and Facility Records* – track equipment inventory, conditions and maintenance.

Step 6 - Evaluating the Program

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

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

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

Sample – Program Evaluation Report

Program: Date:
Number of Participants:
Participant Breakdown (age and gender):
Activity Details:
Successes:
Challenges:
Recommendations:

PROGRAM PLANNING

Contact Information

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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.

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.

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 very 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:

Attendance Record

(Source: Manitoba Recreation Director's Handbook)

Activity Name	Date	Total Participants	Total Males	Total Females	Age Range

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

Communication Strategy Framework

(Source: Flo Frank's Toolbox)

Component	Purpose	Content	Audience	Time/Cost
Internal – Team Communication	Information Sharing Keeping everyone in the loop ***Email, conference calls – phone – f2f***	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 ***Documents, Public Media, Meetings, Funding Report Forms – other***	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 ***Written Documents and Website***	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 ***All media – including Twitter and Facebook***	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 ***Importance of completing school Presentations and Brochures – DVD's***	*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 ***Electronic Mail Out***	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

Component	Purpose	Content	Audience	Time/Cost
Website	Info. sharing progress reports Contact people ***Electronic Media***	Link to other sites and partner information	Open to all	Update each quarter or as needed.
Brochures and Print Material	Promotion/Info. ***Handout – Print***	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 ***Electronic Media***	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 ***Radio/TV*** ***Talk Shows***	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 ***Face to Face*** ***Telephone*** ***Electronic***	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 ***Written Documents,*** ***Meetings,*** ***Electronic media,*** ***Policy Briefings***	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 example 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.

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

PARTICIPANT
CODE OF CONDUCT

The Northern Sport, Culture & 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.
The Code of Conduct identifies the standard behaviour, which is required of all participants while travelling to, participating at, and returning from District Programs.
ALL participants shall abide by the following guidelines:

- ✓ Represent your community as ambassadors, with dignity, personal integrity and within the spirit of good sportsmanship.
- ✓ Show respect for:
- ○ Participants from your own community
- ○ Participants from other communities in the District
- ○ Rules and standards set down by the District and/or Host Community
- ○ The people and property of the Host Community including staff, volunteers, spectators, local businesses, etc.
- ✓ No participation in illegal activity or in the consumption of alcohol or illegal substances, and avoid all unsafe and unacceptable circumstances.

Discipline Policy/Procedures
Any and all violations of the Code of Conduct will be immediately brought to the attention of the program coordinators. Discipline may in 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.

PHOTOGRAPH RELEASE

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 ☐

Program / Event

Date & Time of Program / Event | Location

First Name | Last Name | M / F

Mailing Address | Community, Prov. | Postal Code

Phone (H) | Phone (W) | Fax

Birth date (MM/DD/YYYY) | Hospitalization # | Email

Emergency Contact Name | Phone

Any medical information or allergies? (i.e. medications, allergies, food concerns)

WAIVER & RELEASE
The registrant agrees that the Northern Sport, Culture & 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.
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.

VOLUNTEER CHAPERONES
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.

ACKNOWLEDGEMENT
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 & 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.

Participant's Signature **Date**

If under 18 – Parent or Guardian Signature **Date**

✶Northern Sport, Culture & Recreation District (NSCRD) ✶ Box 1097 ✶ La Ronge, SK, S0J 1L0 ✶
✶ Phone: 306.425.3127 ✶ Toll Free: 1.877.777.6722 ✶ Fax: 306.425.4036 ✶ Website: www.nscrd.com ✶

Sample Media Release

(Source: NSCRD)

For immediate release

June 22, 2010

2010 Northern Physical Activity Month

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.

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.

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

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

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

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

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

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

6 Problem Solving Skills

A Recreation Professional

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

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

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:
Saskatchewan LOTTERIES

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

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

3 Recreation and parks are essential to quality of life.

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

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

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

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

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

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

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

SPRA 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 you 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 a 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 then 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	_____	_____
TOTAL REVENUE	_____	_____

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

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

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.

Facility Inventory Sheet

(Source: Manitoba Recreation Director's Handbook)

Keep a list of all your community Facility/Open Space resources in an inventory like this one:

Date:_____ Completed By (Print Name): _____

Name Facility/ Open Space	Operating Costs	Current Use	Current Condition	Needed Improvements

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
Grounds and Building Entrances			
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.	_____	_____	_____
Building and Structures			
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.	_____	_____	_____
Fire Safety			
All emergency exists are properly marked.	_____	_____	_____
Each building and department has an evacuation and emergency preparedness plan posted and staff are familiar with evacuation plans.	_____	_____	_____

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)

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

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."

Key Point
Ensure that volunteers and staff have adequate training.

7. Ensure that volunteers and staff have adequate training in first-aid, coaching, organization policies and procedures, and any other training that is appropriate.

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.

Sample Aquatic Facility Inspection Form

Name of Facility _____

Address _____

Date of Inspection _____

Date of Last Inspection _____

Surveyed by_____

Recommendation sent to_____

Response required by_____

General			
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			
Chlorine Room			
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			
Pool Area			
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			
Lifeguards			

Lifeguards are certified			
Lifeguards are trained to be proactive in avoiding incidents			
Rescue skills are rehearsed by simulating emergencies			
Lifeguard equipment is present/appropriate			
Hot Tub/Whirlpool			
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			
Waterslides			
Waterslides are inspected on a regular basis			

General Observations_____

_____

Recommendations _____

_____

Reviewed By

Manager_____

Date _____

Employee_____

Date _____

Sample Sign-In Log[1]

As a guest or casual user of this facility:

- I acknowledge and accept the risk of injury or medical problems that could arise from my participation in the programs and services provided or from any other use of the facilities associated with my stay.
- I acknowledge that I have had the opportunity to undergo more detailed screening for potential risks that I may knowingly or unknowingly have.

I freely choose to participate in such screening and hereby register with my full assumption of any such risks.

Date	Full Name	Age	Signature	Phone #

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