

# Physical Activity Approaches

## At the Ground-Level

*Promising Practices Targeting  
Aboriginal Children and Youth*



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ONTARIO: **The Wasa-Nabin Program** - <http://www.wasa-nabin@odawa.on.ca/programs/wasa-nabin.htm>

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BRITISH COLUMBIA: **Aboriginal Act Now** - <http://aboriginalactnow.ca/>

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Physical Activity Approaches at the Ground-Level  
*Promising Practices Targeting Aboriginal Children and Youth*

FINAL REPORT  
30 June 2011

Prepared for  
The F/P/T Physical Activity & Recreation Committee  
and the  
Health Living Issue Group

Submitted by

**Johnston Research Inc.**

96 Serene Way, Vaughan, ON I4J 9A2

TEL: 905-889-4430

FAX: 905-889-9961

TOLL-FREE: 1-866-885-9940

[andrea@johnstonresearch.ca](mailto:andrea@johnstonresearch.ca)

[www.johnstonresearch.ca](http://www.johnstonresearch.ca)



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# 1 Introduction

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Canada's Aboriginal populations are experiencing excessively high rates of obesity and type II diabetes, with rates among Aboriginal children and youth increasing in recent years. Exercise has always been a cornerstone of prevention and management of these diseases. As a result, physical activity is increasingly being recognized as an indispensable combative measure by organizations, Aboriginal community leaders and government bodies across Canada for children and youth. Aboriginal communities are particularly suited for organized activities for their added benefit of creating community and support systems for high proportions of disenfranchised and immobile youth in an era lead by technology.

A myriad of organizations and government entities across and beyond Canada have established agreements and initiatives promoting physical activity. In Canada, the initiatives spanned between those launched by stand-alone organizations with specific mandates in this regard, to projects delivered through existing national and regional programs, and to government funds that encouraged regional or local groups or authorities to tailor programs to their community's needs. Funding for these initiatives came from a mix of federal, provincial, foundation, corporate and local resources and many initiatives received funding from more than one source. The types of activities included organized competitive sports, as well as unstructured recreational opportunities, land-based activities and even simple family walking programs.

Some of the more prominent, stand-alone organizations that sponsored such initiatives can be categorized according to their scope:

- national organizations with regional branches. These include Health Canada, First Nations and Inuit Health Branch, the former Aboriginal Sport Circle, and the Urban Native Youth Association;
- provincial organizations with local branches. Some examples are the BC Aboriginal Sports and Recreation Association, Nova Scotia Mi'kmaw Youth, Recreation & Active Circle for Living, Québec en Forme; and
- local and community-based initiatives. Regina: The Urban Youth Sport Initiative, Winnipeg Aboriginal Sports and Recreation Association are two examples of such organizations.

Several existing programs channelled resources to incorporate children and youth activity in their more general mandates. These include, among many others, the BC First Nations Health Council, the Native Friendship Centres and the Yukon Aboriginal Sport Circle.

Finally, the government funded programs included some that directly targeted Aboriginal children and youth activities, such as the Physical Activity Grant Program for Aboriginal Communities, funded by the Government of Saskatchewan, Ministry of Tourism, Parks, Culture and Sport, and some that nested child and youth activities within their otherwise broader mandates. The Native Council Diabetes Awareness and Prevention Project and the Crime Prevention Action Fund are two such examples.

The programming that resulted from this focus on physical activity took a wide variety of forms. Some of these are presented below with examples (some initiatives had multiple aspects to their programming):

<h3>Leadership and Coach Training</h3>	<h3>Land-Based Activities</h3>
<ul style="list-style-type: none"> <li>• Alberta's Future Leader's Program</li> <li>• Nunavut: BluePrintForLife</li> <li>• Leadership through Hip Hop Program</li> </ul>	<ul style="list-style-type: none"> <li>• New Brunswick: BOOST (snowshoeing)</li> </ul>
<h3>Organized Sports</h3>	<h3>Traditional Games and Dances</h3>
<ul style="list-style-type: none"> <li>• Interior Métis After School Sports Program</li> <li>• Hockey and Lacrosse</li> <li>• Arctic Sports</li> </ul>	<ul style="list-style-type: none"> <li>• Yukon Territory: Dene games</li> <li>• Inuit style wrestling</li> <li>• Pow wow dancing</li> </ul>
<h3>Recreational Programs</h3>	<h3>Other Games and Dance Activities</h3>
<ul style="list-style-type: none"> <li>• Nova Scotia: Klubs for Kids bowling Program</li> <li>• Fitness Club</li> </ul>	<ul style="list-style-type: none"> <li>• Nunavut: BluePrintForLife Program</li> <li>• Manitoba: WASAC Dolphins Program</li> </ul>
<h3>Summer Camps</h3>	<h3>Walking Clubs and other Family Activities</h3>
<ul style="list-style-type: none"> <li>• WASAC Summer Kids Camps</li> </ul>	<ul style="list-style-type: none"> <li>• Métis Nations BC: Journey to Batoche Program</li> </ul>

Some programs carried an explicit health prevention purpose and combined their activities with nutrition education (e.g., Métis Nation BC's Journey to Batoche Program; the Odawa's Native Friendship Centre's Urban Aboriginal Healthy Living Program; the Heart and Stroke's HeartSmart for Kids 4-6 Aboriginal Program). Others offered their activities in conjunction with counselling, especially if they had a mental health basis (e.g., from Australia, beyondblue: the national depression initiative). Still other programs were offered in schools where activity was noted to have improved the performance and behavior of young students (walking for 20 minutes a day, or weekly scheduled physical activity at Klubs For Kids, Nova Scotia produced such improvements).

This review features fifteen of the most successful and inspirational programs from every Canadian province and territory as well as one from the USA and one from New Zealand. This collection of promising programs from the field offer insight into consistent best practices and recurring challenges that may be emulated or pre-empted for the benefit of Aboriginal youth and children in their communities.

# 2 Acknowledgements and Report Rationale

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*We want to acknowledge the time and dedication provided by each of the informants of the featured programs and the professionals who assisted in identifying these programs. The informants spent many hours providing us with the preliminary information during the selection process, making arrangements to allow us to interview them, and fully engaging in the actual interviews. They also reviewed our program profiles and provided other resources and photos. The breadth and depth of information contained in this report would not have been the same without their help.*

This report was produced under the leadership of the Federal/Provincial/Territorial Physical Activity and Recreation Committee and the former Pan-Canadian Healthy Living Issue Group. An Aboriginal Physical Activity Working Group (APAWG) was established by the aforementioned Committees to guide the development of this Report. The Work Group included representatives from federal, provincial and territorial government officials, First Nation, Inuit, and Métis Organizations as well as non-government organizations.

The APAWG was mandated to develop and distribute a tool that would assist Aboriginal community leaders in their planning and development of physical activity programming aimed at increasing participation among Aboriginal youth living in First Nation, Inuit, and Métis communities as well as rural and urban centres. In exploring this mandate, the APAWG concluded that other government and non-governmental organizations were already working to advance similar mandates. The APAWG began to explore how it could create a tool that would add-value to the existing physical activity landscape without creating a duplication—this led to the production of the present report.

The APAWG commissioned this report to create a report that highlighted various best practices and provided useful and accessible information for community leaders looking for ways to make a difference in the health of First Nation, Inuit, and Métis children. In an effort to meet its mandate, the APAWG commissioned Johnston Research Inc. to conduct case studies of Canadian and international initiatives of existing and highly successful programs. This report investigated the achievements of various Indigenous, First Nation, Inuit, and Métis communities and organizations that had inspired physical activity in children and youth.<sup>1</sup> It showcases programs from every Canadian province and territory, as well as New Zealand and the United States of America and includes both government and community-based initiatives. The case study data were based on key informant telephone interviews with Indigenous, First Nation, Inuit, and Métis community leaders, educators and recreation professionals who worked in public health, health promotion, sport, physical activity and recreation with the common objective to influence physical activity opportunities for Aboriginal children and youth.

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<sup>1</sup> For the purpose of this report, Indigenous, First Nation, Inuit, and Métis communities are collectively referred to as Aboriginal communities.



The information contained in this report is intended to facilitate a dialogue with policy makers including governments and Aboriginal communities to develop their programming to further increase physical activity among Aboriginal children and youth. To further meet its mandate, the APAWG will distribute this final report with the featured programs, as well as a broader audience through an extensive dissemination effort. By sharing this diverse spectrum of inspiring programs and best practices, it is expected that Aboriginal leaders, NGOs, federal and provincial policy makers will be in a better position to support increased physical activity opportunities among Aboriginal children and youth. It is further hoped that this report will assist in the meaningful development of strategies that can further support childhood physical fitness and healthy living practices through culturally relevant and engaging programming within Aboriginal communities.



# 3 Inspirations For Physical Activity Promotion

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Given the current consensus in the medical community that inadequate physical activity is a risk factor for several chronic diseases and to some extent in certain mental health conditions, providing physical activity opportunities for children and youth has become a widely accepted and supported idea. In some cases, the program planners are motivated by health and social indicators such as weight, diabetes, poor nutrition, school dropout patterns, or involvement with the justice system and use sports or dance to modify those indicators. Sometimes there is just a general conviction to include more physical activity in people's lives. Our inspiring programs related a wide variety of motivators:

- Healing and wellness was a major motivator in Newfoundland/ Labrador, Prince Edward Island and British Columbia.
- Trauma healing inspired the Hip Hop program in Nunavut and elsewhere.
- Suicide prevention was the inspiration for part of the Manitoba program.
- Over-representation in the justice system moved the Alberta's Future Leader Program.
- Youth at risk, including FASD and high suicide rates motivated the Aboriginal Sport Circle of the Northwest Territories.

Some programs simply stated their objectives as increased physical activity for their target groups. It was also common to combine physical activity with other activities under a recreation umbrella. Many strategies used with children and youth served to engage them and inspire lifestyle changes through education or participation.

Sometimes the need was felt in the community and inspired the change process while in other cases, community inspiration took a leap forward when the resources and/or funds became available. For example, the Alberta program sends youth leaders to isolated communities to live and work for three summers; this innovative program is highly supported in the communities and generates full-enrollment each year. Hip Hop as a healing modality is well known now, but initially the Elders had to be convinced that it would not be a threat to traditional values. The Aboriginal Sports and Recreation Circle of the NWT might not have realized the value of visiting and being present in communities when it was first implemented. After seeing the benefits, program staff members hardly spend time at their office in Yellowknife, preferring to spend most of their time in the 33 communities surrounding it.

Comparing the needs of the various segments of the population has inspired some of the programs to focus on children (Klubs for Kids, Nova Scotia), youth (Winnipeg Aboriginal Sport Achievement Centre, Manitoba), both children and youth (Aboriginal Sport Circle of PEI, PEI), girls (You Go Girl in Newfoundland; B.O.O.S.T.'s Girl's Club), adults with some youth (Hand Games, Yukon Territory), or all ages (Six Nations Parks and Recreation, Ontario).

Some of the most dramatic inspirations were the BC fitness movement prior to hosting the Winter Olympics and the revival of traditional games and sports (Hand Games, Yukon and Maori Sports, New Zealand).



# 4 Mobilizing Physical Activity For Children And Youth

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The programs described here were often started by an umbrella organization or obtained funding to expand throughout a province or territory. However, some of these began as local efforts that can serve as models for organizations, schools or communities having to start on a limited budget. Some programs demonstrated models through which ideas were brought to life by concerned individuals.

B.O.O.S.T. was the vision of a university professor and carried forward by a university student who championed it in the community where it was offered at the First Nation elementary school. You Go...Girl!!! started with the vision of one woman who had experience with a similar program for older girls. She adapted it for younger Aboriginal girls and then expanded it to other communities. The Hip Hop model (BluePrintForLife) was started by one man in one community and has spread across the north and into inner cities. On the surface it seems decidedly non-traditional, but it is taught in such a way that it has been able to promote six different Inuit values. In each of these situations, a person started with something that was already part of their skill set and created a program around it in ways that meaningfully engaged the target group.

At the other end of the range are programs launched by provincial or territorial organizations, both Aboriginal and non-Aboriginal. The programs are offered to communities with an emphasis on community determination of the content and format of the programs. For example, the former Aboriginal Sport Circle has several provincial/territorial counterparts who continue to provide programs and services, and two of these P/T-based organisations have programs featured in this document (NWT Aboriginal Sport Circle of the Western Arctic and the Aboriginal Sport Circle of PEI). British Columbia's Aboriginal Act Now was modeled on BC Act Now designed to focus on fitness in anticipation of the 2010 Winter Olympics in BC. The activities in the Aboriginal Act Now are more traditional than the original.

Respect for community preferences appears to be a part of every program that goes beyond the local area where it began. Establishing relationships and assessing community needs are part of all the programs, but it is a central focus of the Alberta summer sports program that places sports facilitators in isolated communities.

Many programs determine the preferences of child and youth participants before setting the agenda for their following session. In many cases, Elders are consulted although they sometimes need to be convinced that some of the less traditional activities such as Hip Hop will not be harmful to the children and youth. Overall, all programs include some traditional elements and some cultural components.

Schools were often instrumental in launching the programs by providing meeting venues (B.O.O.S.T., New Brunswick), providing the avenues for informing the targeted children/youth and their families (Klubs for Kids, Nova Scotia) or providing the program itself (Comité d'action local de la Vallée-de-l'Or, Quebec).

When physical activity alone was not a sufficient draw, the sponsor added components that helped meet basic needs for housing, parenting skills and nutrition. In Regina, the sponsoring organization offers the program in its facility to all youth in the area. Eighty-five percent (85%) of the responding youth are Aboriginal and the program has adapted to their needs and provides familiar cultural content.

Some program originators created unique, one-of-a-kind programs from scratch. In other cases, programs that were already established somewhere were imported and adapted to local situations. The Yukon Hand Games were modeled after Northwest Territories hand games and expanded to be open to men, women and youth. Similarly, Klubs for Kids made a point of not re-inventing the wheel. It took sports and recreational activities already organized by others and arranged four to six weeks of instruction for a group of children who had expressed an interest.

The last two examples describe a program built around traditional games and another that had some cultural content but had a strong focus on non-traditional sports. Other cultural components included a holistic approach to health, fostering respect for all, mutual support and other traditional values. Some programs had a strong non-traditional focus, but had traditional drums, dancing and other recreation as an option or supporting environment. Other programs included Elders in the program design from the beginning.

When the programs were provided by an umbrella organization, multiple communities were able to participate, funds permitting. When the program was mobilized from within the community, the community had to seek funds and partners. Collaborators and sponsors included schools, sports and recreation associations, provincial/territorial governments, non-profit organizations, health advocacy associations, universities, local sports venue providers and local businesses.

As part of the effort to create sustainable programs, leadership training was an important part of several programs (Hip Hop, Nunavut; You Go...Girl!!!, Newfoundland; Comité d'action local de la Vallée-de-l'Or, Quebec; Winnipeg Aboriginal Sport Achievement Centre, Manitoba). It was the main theme in the Alberta program, Alberta's Future Leaders, whose motivation was to reduce the involvement of Aboriginal youth with the correctional system.

While most programs required funding for facilitators, venues, and equipment, two programs within our case studies relied on the distribution of toolkits to communities as a method for sharing their program with others (BC Aboriginal Act Now, and the United States Physical Activity Kit).

Most programs have not felt a need for a formal evaluation because the program providers observe enthusiastic participation and obvious benefits for some or all of the participants. However, the program planners should attempt some degree of record keeping and publish participation numbers and satisfaction feedback as minimum standards. In addition, if a program's objectives include lifestyle changes such as increasing activity, increasing graduation rates of participating youth, improving nutrition, and increasing the rate and nature of self-care among youth, then some pre- and post-program indicators should be measured to evaluate the outcomes. Some objectives are focused on the individual and so the measures should be directed towards the change in participating individuals (with or without a control group). If the objective is community based (reducing suicide rates among youth, reducing the involvement of youth in the justice system, etc.), then the measures should be at the community level. It should be noted that a program that involves a small number of individuals should not be expected to lead to statistically significant results at the community level.

# 5 Methodology

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The project design included 15 program profiles employing western and cultural perspectives of: the identified needs; the planning and designing of activities to address the needs; the types of activities that were successfully implemented as well as other more challenging activities; the outcomes of program activities; how obstacles were overcome; and in conclusion, recommendations for the future. The net result of this approach enabled the development of several frameworks or typologies that other communities could use as models and inspiration.

From the identification of 36 sport and recreation programs in Canada and abroad, 15 physical activity models are featured in this report. These government and community-based initiatives are inclusive of Canadian and international initiatives at this time. They include demonstrated successes of programs offered by Indigenous, First Nation, Inuit, and Métis communities and organizations that have inspired physical activity in children and youth. The 15 physical activity profiles in this report include one program from each Canadian province and territory, one from New Zealand and one from the United States.

The research was conducted by telephone interviews with the key program contacts. Questions were asked that covered all aspects of program initiation, development, implementation and evaluation. Key aspects of the questions included the project background, partnerships, ability to generate community support, lessons learned, inspiring practices, research findings and evaluation processes. In preparation of the case studies, a quote that speaks to the essence of the project was identified by the interviewer that was later confirmed through the iterative review process with all projects. The program descriptions end with the title, organization name, address, phone number and e-mail of the contact persons and resources recommended by them for further reading.

Various sources were used to locate programs for inclusion in the review. These were collaborative physical activity programs for children and youth that had integrated Aboriginal cultural values, were family/community oriented and innovative, and had touched the lives of others. The final list was assembled using a three-step protocol.

- The first step involved contacting professionals in positions related to health and physical activity throughout Canada via a broadcast email. These contacts included federal government including regional representatives, provincial and territorial government representatives in every province and territory, related non-governmental organizations, professionals at National Aboriginal organizations, and consulting professionals in the field. A total of 55 professionals were contacted and six of the fifteen programs were selected through this method.
- For the second step, contacts at Aboriginal regional organizations were approached to assist us in the location of regional health promotion and physical activity programs. Programs were also chosen from previous physical activity program studies undertaken by the First Nations and Inuit Health Branch (FNIHB) over the past two years. Four of the fifteen selected programs were obtained from these sources.

- The third step involved the use of the Internet and experts to locate potential programs. International programs were located through Indigenous experts at universities and national government offices in the United States, Australia, and New Zealand. Two of the chosen programs were selected through this method. Further, three Aboriginal experts at Canadian universities were also approached and their suggestions reinforced the selection of cases at the previous stages above. The three remaining programs were selected from a pool of programs located through their websites from various regions across Canada.







# 6 Promising Profiles

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<b>Yukon:</b> Hand Games -	6.1	
<b>Northwest Territories:</b> Aboriginal Sport Circle of the Western Arctic -	6.2	
<b>Nunavut:</b> BluePrintForLife -	6.3	
<b>Newfoundland and Labrador:</b> You Go...Girl!!! -	6.4	
<b>Prince Edward Island:</b> Aboriginal Sport Circle of PEI -	6.5	
<b>Nova Scotia:</b> Klubs for Kids -	6.6	
<b>New Brunswick:</b> Building Opportunities Opening Students' Tomorrows (BOOST) -	6.7	
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# profile:



*“The hand games tournament is very exciting and powerful when watching the teams play. Everybody gets right into it!”*

# 6.1 Yukon

## Hand Games

### Lead Organization

Yukon First Nation Hosting Community

### Key Partners

- Drummers
- Judges
- First Nation citizens of the Yukon

### Location

Yukon

### Setting

First Nation Communities

### Target Groups

First Nations of all ages and genders, inclusive of all abilities and open to families

### Project Focus

Promotion of Hand Games and culture

### Inclusion of Culture

Traditional Hand Games and drumming

### Type of Physical Activity

Hand Games and drumming

### Implementation Level

Territorial

## Background

The first Annual Yukon Hand Games Tournament was held over 25 years ago. The tournament founders imported it from the hand games tournaments they saw in the Northwest Territories and adapted it to the ways of the Yukon. Many people that had seen the games were very enthusiastic about it and wanted to bring it to the Yukon. The Annual Yukon Hand Games Tournament continues to promote the sport of hand games in the Yukon and provides an opportunity for competition for both youth and adults. Many of the teachings have come straight from Yukon First Nation Elders. They have taught the participants about respect and sportsmanship.

The Yukon Hand Games have gained popularity quite rapidly. The fun and engaging nature of the games has captured the interest of the entire community. The success of the Yukon Hand Games Tournaments stems from its popularity and its ability to promote the culture and traditions of First Nation people in the Yukon.

## Leadership, Partnerships And Support

The annual event is usually hosted by the community that wins the adult division tournament the previous year, although this has varied. Various Yukon First Nation communities put on local tournaments throughout the year to provide practice opportunities and to promote the sport. The First Nation who hosts the tournament cooks the meals, recruits the security and personnel, sets up the washrooms and venue facilities and provides awards and trophies to the winners.

Because of the growing popularity of the Yukon Hand Games Tournament, many First Nation communities have been interested in learning how to organize a tournament, how

to train players, judges and drummers and how to make drums. The involvement of the community at large is key because it ensures the success of the hand games year after year. The games have promoted community, family and togetherness for First Nations people across the territory.

## Generating Buy In

Hand Games have become extremely popular because of how they manage to engage both the players and the spectators. The initiative and engagement for the Tournament has come with high community participation. They are a source of community pride for the organizers and the competitors.

## Planning, Implementation And Sponsors

The Annual Yukon Hand Games Tournament is a double knockout tournament with teams of six players competing against each other. The best team over three rounds wins the game. The tournament usually lasts for 2-3 days. Drummers set up the mood with their rhythm and ambiance. They play traditional drum songs specific to their area. The tournament has had up to 30 adult teams (180 players) and typically attracts 20 - 25 youth teams (120 - 150 players). There are approximately 12 drummers per game and two judges per team. Although many people involved with the tournament contribute their time on a voluntary basis, communities may have some paid staff members. The drummers are usually paid though, from money collected at fundraisers throughout the tournament.

The Yukon Hand Games Tournament has a very inclusive environment and is open to all ages and physical abilities. The teams decide who they want to have play: men, women or mixed genders. This broad inclusivity was an adaptation

over the NWT Hand Games Tournament where only men were allowed to play. A dedicated youth category is also organized to encourage young people to participate in the Tournament. The communities realized early the importance of training and involving young people in order to keep the sport of hand games alive.

The Hand Game has been one of the communities' favourite games at summer gatherings in the Yukon and Northwest Territories. The game is intensely physical and works all the muscles in the body. In order to fully excel in the Hand Game, participants must engage their mental, spiritual and emotional faculties as well as physical strength. Involvement in the sport teaches discipline, and promotes fitness, culture, and community pride. Competition is always fierce: one famous game in 1935 at Hottah Lake between the Dogrib and people of the Sahtu had 30 people on each side and lasted for three nights in a row.

The Hand Games Tournament is held in a different Yukon community each year. The coordinator has to remember that the rules and hand signals may vary from community to community.

### **Equipment needed includes the following:**

- A mat to be spread on the ground, on which the players can kneel or squat.
- One small object (token) per player, to conceal in their hands. This can be a coin, rock, or other small object. This object is presented at the beginning of the game and used throughout the game.
- A blanket or cover, which the players use to conceal their hands while shuffling the token from fist to fist.
- Traditional drums
- Each six-person team starts the game with an approximately 10-inch stick that may be decorated, peeled, or marked. They are placed halfway between the teams. Apart from the playing stick, each team has another 3 game sticks.

### **Teams and Players include:**

- Teams of six players, including a captain. Both men and women may play on the same team.
- The teams are accompanied by drummers from the various regions represented.

Yukon Hand Game Tournament players may not appeal to the audience for decisions around the interpretation of calls or rules, as this takes away from both the spirit and the tempo of the game. There are also many hand calls that are used to determine the scoring throughout the game. Hand calls are made by the pointer from each team.

The instructions are published in the DENE GAMES: An instruction and resource manual, 2nd edition, (2006). *Traditional Aboriginal Sport Coaching Resources, Volume One* (Yellowknife, NWT: Sport North Federation). Please note that although the instruction manual refers to the tournament as the Yukon stick gambling, the name actually used is Yukon Hand Games.

The Yukon Hand Games Tournament would not be possible without the volunteer commitments and respectful manner of everyone involved. There are awards for the youngest, the oldest, the funniest players, the best shooters, the most traditionally dressed and the one with the most sportsmanship. The awards may vary slightly depending on the Host Community.

## **Addressing Culture**

A traditional First Nation game is played and native drumming has been an important part of the game.

## Lessons Learned

- It is important to have a sufficient number of certified judges to moderate such a complex game;
- Participants ought to focus on their own games instead of having to volunteer in other areas of the Tournament;
- The more volunteers there were, the more successful the Tournament has been.

## Advice To Other Communities

**The Yukon Hand Games Society has made the following recommendations:**

- Organize training and certification for judges;
- Organize drum-making workshops in the communities.

## Evaluation And Impact

Success of the Yukon Hand Games Tournament has been obvious to its organizers as indicated by the enthusiasm of players and spectators each year and the requests from others to learn more about it. The Yukon Hand Games Tournament draws over 300 to 400 spectators and the smaller First Nations Community Tournaments drawn over 200 to 300 people.

## Contact Information

George Smith  
**President**  
Yukon Hand Games Society  
Tel: 867-668-3444

Teresa Sidney  
**Vice President**  
Yukon Hand Games Society  
Tel: 867-333-9427  
Email: [mrsgsidney@hotmail.com](mailto:mrsgsidney@hotmail.com)

## Resources

- DENE GAMES: An instruction and Resource Manual, 2nd Edition. (2006). *Traditional Aboriginal Sport Coaching Resources, Volume One.* Yellowknife, NWT: Sport North Federation.



# profile:



*“If you do not have strong partners, you do not have a strong organization.”*



# 6.2 Northwest Territories

## Aboriginal Sport Circle of the Western Arctic

### Lead Organization

The Municipal and Community Affairs  
(MACA), NWT Sport and Recreation Council

### Key Partners

- Beaufort Delta Sahtu Recreation Association
- Dene Nation
- Mackenzie Recreation Association

### Location

Northwest Territories

### Setting

First Nation, Inuit, and Métis communities  
as well as rural and urban centres

### Target Groups

Aboriginal Youth

### Project Focus

Community wellness promotion

### Inclusion of Culture

Culture, traditions and values incorporated

### Type of Physical Activity

Structured and unstructured activities such  
as hockey, archery and Hip-Hop

### Implementation Level

Territorial

## Background

The Aboriginal Sport and Recreation Circle of the NWT (ASCNWT; previously referred to as the Aboriginal Sport and Recreation Circle of the Western Arctic) was created in 1999 as a non-profit organization that aimed to promote and enhance community wellness through sport and recreation.

In 2010, the ASCNWT delivered sixteen programs across the North Western Territories. The ASCNWT is considered a regional branch of the Aboriginal Sports Circle, Canada's national voice for Aboriginal sport. It promotes the physical, mental, spiritual, and cultural development of Aboriginal Peoples through sport and healthy living and provides youth, families, and communities with leadership and programming.

The Aboriginal Sport and Recreation Circle of the NWT was the result of collaboration between Native leaders and Chiefs across the NWT and the Government of the NWT. This organization has gained truly grassroots, active participation of all thirty-three communities across the NWT.

The foci of the programming are children and youth who are at risk due to unfortunate circumstances, such as Fetal Alcohol Spectrum Disorder or living in a community with a high suicide rate. The program promotes physical activity that has been traditional or common in the north. An emphasis is placed on developing physical fitness and leadership skills for participants and volunteers. This has built the capacity for some participants to join high profile competitions such as the Indigenous Games, the Arctic Games and the Olympics. For example, ten athletes and two coaches chosen from ASCNWT-held selection camps represented the NWT communities at the Vancouver 2010 Winter Olympic and Paralympics.

The strategy of the Aboriginal Sport and Recreation Circle of the NWT has been to facilitate grassroots programming that

is truly representative of the community. Nothing speaks to this more than the fact that all the community programs currently being delivered by the Aboriginal Sport and Recreation Circle had been submitted as proposals from participating communities.

## Partnerships

Strong partnerships with well-known businesses and organizations, the RCMP and different levels of the government helped to get the Aboriginal Sports and Recreation Circle of the NWT successfully off the ground.

The ASCNWT operates on the premise that success requires the maintenance of relationships with programs and organizations at the community level. It works with sport and recreation partners to increase the participation of Aboriginal peoples in all NWT sport programs. The ASCNWT contributes to this initiative by partnering with Sport North on programs such as KidSport™ and National Coaching Certificate Program (NCCP), and sport development camps organized by the communities. Financial resources are provided to all NWT communities through the Mackenzie Recreation Association and Beaufort Delta Sahtu Recreation Association. Additional important partners have included:

- CKLB Radio
- Dene Nation
- Denendeh Development Corporation
- First Air
- Municipal and Community Affairs (MACA)
- Royal Canadian Mounted Police (RCMP) in the NWT
- Twelve Territorial Sport Organizations (TSOs)

## Generating Buy In

No additional steps were necessary to generate community buy in as the NWT Chiefs and the people of their communities initiated these programs.

# Planning, Implementation and Sustainability

The Aboriginal Sport and Recreation Circle of the NWT has reached out to approximately 40,000 people across every community in the NWT. The cost of the program varies from year to year depending on the funding opportunities available. As it gained more experience in the communities, the ASCNWT developed, revised and improved their strategies towards their goal of expanding the opportunities available for increased Aboriginal people participation in sport and recreational activities.

## **Their most recent strategic plan set goals around seven basic organizational values:**

1. Communication and Public Relations
2. Partnerships and Relationships with other Organizations

3. Governance, Budgeting and Finance
4. Coach and Volunteer Support
5. Games Support
6. Grassroots Sport and Athlete Development
7. Aboriginal Culture, Traditions and Values

In 2010 there were two full-time employees administering and partially operating the program. One part-time employee is added when funding permits it. The Board of Directors, as well as a large percentage of the program staff members are volunteers.

Every program delivered through the ASCNWT works with the communities and involves them in the activity programming with the intention that the community eventually takes ownership of the operations. The ASCNWT assists communities by providing equipment to allow for children to participate in the various community sports and recreation activities. The program has been successfully adapted to fit the specific goals of different community leaders as well.



The ASCNWT follows a “give and take” model with communities to encourage the community ownership component of the program. The communities are receptive and often take ownership of the programs initiated in their regions. For example, the Fun on Ice program is delivered in communities without an arena (11 out of the 33 communities). Equipment, such as sticks and pucks were provided by the ASCNWT but the communities took on the task of clearing the river or water way used for the activity. They spent time sizing and sharpening ice skates with the children as well as having fun and skating with them. The program provided an opportunity for communities to have fun together.

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*“Every kid has a right to ice and a right to play hockey. Kids have a right to play.”*

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Being visible in the community has been the cornerstone strategy of the Aboriginal Sport and Recreation Circle staff, especially in remote or isolated communities. The offices of the Aboriginal Sports and Recreation Circle of the NWT are located in Yellowknife; however the staff members spend most of their time in the 33 communities. The Aboriginal Sports and Recreation Circle of the NWT visits the communities to meet their partners face-to-face, share a cup of tea and shake hands. The Aboriginal Sport and Recreation Circle of the NWT is the only organization that has worked with all the Aboriginal communities in the NWT.

#### **Program activities have included:**

- Archery
- Annual Youth Conference
- ASCNWT Awards Dinner
- Canoeing
- Dog Mushing
- Fun on Ice Program
- Hip Hop

- Rifle Shooting
- Snowshoeing

There has been an emphasis on connecting the activities of the programs to high profile sporting events and competitions.

- Participation in the North American Indigenous Games (NAIG): Thirty-three NWT youth were selected for the opportunity to develop and build leadership skills through volunteer assignments at the next NAIG. They were chosen based on their interest and active participation in their communities. In doing so, the young people acted as ambassadors for the NWT at the Games. During NAIG, youth showcase their knowledge, skills and talents in sports, culture, language, communication and volunteering.
- Participation in the National Aboriginal Hockey Championships (NAHC): The ASCNWT will manage one male and one female team at the 2011 National Championships. Selection will be carried out in all five regions of the NWT, in partnership with Sport North at the Territorial Try-outs for the Arctic Winter Games team. This program is expected to promote player identification, cultural pride, fitness testing, drug awareness, nutrition, team building and leadership development.
- Participation in the Dene Arctic Sports and Games, Vancouver 2010 Olympics: These activities were culturally based and highly popular among youth. There was a strong demand for this program in all the communities. An excellent program curriculum has been developed and the ASCNWT is working with the Mackenzie Recreation Association (MRA) and the Beaufort Delta Sahtu Recreation Association (BDSRA) to develop and deliver this program.

Beginning in January 2010, The Right to Dream Program helped communities host events aimed at promoting physical activity and excitement about the Vancouver 2010 Olympic and Paralympic Winter Games. Communities that organized an event were supplied with Olympic Winter Games gear for every participant.

**The Right to Dream developed five projects for take up in the individual communities:**

- Pond Hockey/Fun on Ice: The emphasis was on pond hockey and accident prevention. All participants received a helmet and a hockey stick.
- Dene Games and Arctic Sport: This could be organized as a school or community event.
- Mini Olympics / Paralympics: Any Olympic event could be organized with slight modification.
- Archery: An introduction to archery for all ages.
- Hip Hop: An introduction to Hip Hop and rhythmical music. This might involve traditional drumming with modern dance.

## Addressing Culture

Culture has been the bread and butter of the ASCNWT. Culture and sport have been made to work together and have not been separated. Culture has provided the backbone of the ASCNWT, so every program and activity has a cultural component.

## Overcoming Obstacles

**Challenges faced by the ASCNWT have included:**

- Finances have been an issue. ASCNWT has been proposal driven and therefore competent proposals, skilled staff, and community acceptance of ideas have been essential to the program when they approach potential funders.
- Adapting to a directional shift in the entire sport structure of the NWT, which required identifying new ways for the ASCNWT activities to fit in. The NWT Government announced its new strategy and vision for the NWT in January 2011.



# Advice To Other Communities

**According to ASCNWT, key factors of success have included:**

## **Community Strengths:**

- Support from Chiefs and communities

## **Program Offerings to Community Members:**

- Developing strong relationships with youth to last a lifetime
- Listening to the communities
- Being community-driven through the organizational mandate

## **Program Outreach:**

- Going to communities. Although the idea is not new, it is instituted as a requirement for all programs

- Just being present in the community to do the actual work rather than corresponding by fax and e-mails
- Approaching communities with humility and a desire to learn instead of prescribing cookie-cutter solutions
- Not being forceful with a community and approaching the community with an mind open to their point of view

# Evaluation And Impact

The ASCNWT has evaluated each program using sharing circles. The sharing circles are organized after every program and present a space for participants to discuss what they liked and did not like about the program. Participants were able to open up and tell the truth and they demonstrated honesty and respect. During the sharing circles, participants discussed how to fix what did not work. The culture around the ASCNWT has managed to infuse social discussions such that informal conversations with friends and neighbours provide useful feedback for the evaluations.



**Communication has been structured into a comprehensive and well thought-out strategy, with thorough utilization of the following:**

- A board of directors that meets face-to-face three times a year
- The ASCNWT website: [www.ascnwt.ca](http://www.ascnwt.ca)
- Newspapers, such as *News North*, *The Drum*, *The Yellowknifer*, and *The Journal*
- Mass e-mails to all Public School offices, Band offices and community recreation leaders
- Radio Advertising, specifically on CKLB, a native radio station
- CBC Radio
- APTN and CBC Television

The ASCNWT has transformed the lives of many people through the long-term relationships that have been formed between program participants. It has been very meaningful to spend time in the isolated communities, which otherwise see few visitors. Community members are always grateful for the ASCNWT visits to their communities. Their accomplishments and strong programming have made positive waves of change for youth, through which communities have been taken seriously and given respect. These changes have been credited to the strong leadership of the ASCNWT Board of Directors.

## Contact Information

Greg Hopf  
**Executive Director**  
Aboriginal Sport Circle of the NWT (ASCNWT)  
Box 1537, 4908 – 49 Street  
Cooper Building  
Yellowknife, NT X1A 2A2  
Tel: 867-669-8346  
Fax: 867-669-8327  
Email: [greg@ascwa.ca](mailto:greg@ascwa.ca)

## Resources

- Aboriginal Sport Circle Website: <http://www.ascwa.com/>
- ASCNWT website: [www.ascnwt.ca](http://www.ascnwt.ca)

# profile:



*"Trust is not just given, it is earned. We thank communities for trusting us with their children."*



# 6.3 Nunavut

## BluePrintForLife

### Lead Organization

Blue Print For Life (BP4L)

### Key Partners

- Nunavut's Promise to Children and Youth
- Type 2 Diabetes Prevention Association

### Location

Canada-wide

### Setting

First Nation and Inuit communities and urban centres

### Target Groups

Any Aboriginal community in Canada

### Project Focus

Hip Hop, community empowerment, and cultural pride

### Inclusion of Culture

Community-specific

### Type of Physical Activity

Dancing, stretching, warm-ups and cool downs

### Implementation Level

National

## Background

*BluePrintForLife* (BP4L) is considered one of the leading organizations using Hip Hop dancing as a model for alternative education and healing, and as a community development tool. BP4L offers three energetic, culturally appropriate programs designed for First Nations and Inuit youth that centre on Hip Hop, are rooted in traditional culture, and are matched with community needs. Program participants have a strong connection to the activity through music, which is not feasible for everyone in sports.

There are three different week-long programs that focus on healing and developing leadership abilities among youth. The leadership development program empowers youth to bring Hip Hop activities back into their communities.

At the time of program inception in 2006, BP4L founder and director Stephen Leafloor was a full time social worker (MSW) with over 25 years of experience as a social worker (MSW) in the areas of probation, wilderness programs, residential group homes, child protection, community outreach, and street work with youth at risk. An active dancer/participant in the Hip Hop culture since 1982 and founder of the *Canadian Floor Masters*, Stephen completed his Master's thesis on Hip Hop culture and its importance for educators and social workers. With the support of family in Nunavut, and Nunavut's Promise to Children and Youth, Stephen held the first program for Central Crime Prevention with 15 youth who were in a 24-hour secured facility in Iqaluit.

Since 2006, BP4L has spread by word of mouth and has been delivered to over 40 communities, including Iqaluit, Arctic Bay, Inlet Pond, Pangnirtung, and James Bay in Nunavut, Yellowknife in the Northwest Territories, and Selkirk First Nation in the Yukon, as well as other northern communities.

## Leadership, Partnerships And Support

In 2006, the Government and Nunavut's Promise to Children and Youth held cross-departmental meetings between Elders and representatives from the departments of Education, Culture and Language, Justice, and Recreation, focusing on the wellbeing and future of Nunavut's children and youth. In the process, the committee came across the BluePrintForLife Program and has since supported its activities. However, each community can choose to participate in the program or not.

The federal government does not fund the BluePrintForLife Program, although some communities may access funding through various federal and provincial government departments such as health, justice and education to deliver these activities in their regions.

The Type-Two Diabetes Prevention Association financially supports BluePrintForLife due to the highly physically engaging nature of the program. Communities that have observed noticeable improvements in the health and happiness of their children and youth on a daily basis have become strong partners. BP4L welcomes partnerships with schools, social service agencies and other community services.

## Generating Buy In

Initially, BP4L had many challenges associated with the stereotypical images of Hip Hop. Several meetings were held with community Elders to explain that BluePrintForLife would not destroy the culture, rather it is a respectful program that would give children and youth opportunities to have a voice in a modern way. They emphasized that apart from the Elders, young people also had an important voice in the communities, pointing out the alarming rates of suicide amongst them.

The biggest obstacle while building support for the program was trying to explain what Hip Hop was, since Elders were exposed to stereotypes and negative images made popular on television corporate advertisements. BluePrintForLife sought to teach program participants and community members that Hip Hop was not responsible for the violence it is usually associated with but was rather a positive vehicle for change in the world. This was done by teaching youth about the roots of Hip Hop and the power of this tool. Hip Hop's original form was explained as being grassroots-based and immersed in cultural attitudes such as respect. This respect was demonstrated in the interactions between fellow Hip Hop performers and equality afforded to men and women. However, popular media used Hip Hop as a tool for selling an enticing lifestyle to consumers. Using the sounds and spirit of Hip Hop, some of these ads concentrated on women as sex objects instead of as role models with important messages. Whatever doubts remained after explaining the roots of Hip Hop at meetings were removed when the Elders saw the celebration of life, the dances and the smiles at the activities. They acknowledged the power of the program as families reported

seeing their grandchildren smile for the first time in years. The program spread rapidly after the first success in Iqualuit and continues to thrive in many other northern communities.

## Planning, Implementation And Sustainability

The program reaches approximately 800-1,200 youth each year and is estimated to have impacted approximately 3,000 youth in over 36 projects carried out in First Nation and Inuit communities, as well as Canada's inner cities. BP4L has delivered its program in major cities such as Calgary, Edmonton, Montreal, and Toronto, as well as in Nunavut, Nunavik, Yukon, and across western Canada.

BP4L has one full-time employee and a team of 30 experienced dancers and Hip Hop artists from across Canada. In addition to teaching, the dancers are also experienced youth facilitators. A core group of ten staff participate and guide the majority of projects.



Using the positive elements of Hip Hop, program leaders keep the activities fresh, spontaneous and always moving, while maintaining a high staff-to-youth ratio to provide youth with the attention they need and a bully-free environment.

In each of the three week-long programs, the young people work as individuals or in small collaborative groups as they dance or learn about and practice stretching, healthy living and healthy eating and leadership skills.

**There is a great deal of strategy built into the design of the programs as explained here.**

1. The programs work with northern youth who normally have not realized their potential or understood their capabilities. Many of the young people who have participated in BP4L have experienced trauma at some point in their lives.
2. Hip Hop is used as a means to reach youth, teach survival skills and promote healing.
3. Self-regulation is encouraged as everyone is expected to participate, no matter how exhausted they become. Youth are expected



to learn to be in bed early, bathe if sore, and eat healthy as they are taught the value of self-care toward success. The program intends to provide youth with a toolkit of self-care guidelines.

4. Healing is approached in a holistic fashion. Participants engage in experiential learning using the body, mind, emotions and spirit connections.
  - a. BP4L provides the same amount of physical workout as a sport; however the program also stretches the human brain and the human spirit in a collaborative circle.
  - b. The concept of muscle confusion has influenced the structure of the program as has the reconciling of emotions among participants.
  - c. This approach is facilitated by encouraging honest and open communication in a safe environment.
5. When dealing with complex issues such as family violence, sexual abuse, anger management, drugs and alcohol, and suicide:
  - a. BP4L uses a variety of therapy techniques, including cognitive behaviour therapy (CBT), instead of just relying on one or two.
  - b. BP4L encompasses real-life elements such as group dynamics, stressful situations and facing the fears of trying new things. The original week-long immersion in Hip Hop provides learning opportunities for each of these situations. The programming is modelled on the Adlerian approach in the field of counselling psychology which suggests relationships have more influence on the change process than the intervention itself, as long as the whole person is being addressed. Hip Hop participation provides opportunities for open minds to absorb discussions of a deeper level that are part of the programs.

6. BP4L teaches a supportive social approach and provides an experiential learning modality from the beginning. One of the rules of Hip Hop mandates the *hoot'n and hollar'n* (shouts of cheer and encouragement) for everyone who takes the risk of trying to dance.
  - a. The participants are expected to be supportive of others and should be able to receive support back.
  - b. Individual empowerment is based on children learning to believe in each other and having adults believe in them.
  - c. By the end of the week, young people are expected to understand that they are big enough and smart enough for Hip Hop. Real empowerment is expected because youth will experience it, as opposed to being simply told about it by adults.
  - d. Youth chosen for leadership training are expected to learn about leadership through first-hand experience that will build upon their core leadership abilities.
7. The programs are designed to be as inclusive as possible for participants of all body shapes, sizes and abilities with an equal ratio of male and female participants (unlike many other Hip Hop groups).
  - a. Youth in wheelchairs, who had never been able to be a part of a playgroup and had been subjected to bullying, have had one-on-one sessions with Stephen to create routines to perform together.
  - b. Not everyone is an athlete, so all are encouraged to try their best, not be the best. Some youth prefer to write, so poetry is included in one course.
8. BP4L focuses on community empowerment and healing for the whole community. It provides support and training to individuals who want to bring the program to their area and have been committed to helping grow strong local leaders in the North and building healthier communities.
  - a. BP4L has an unusual pattern of encouraging participation in the dance lessons from teachers, social workers, police and other community service workers. The program is usually run in a school and is open to all community members. Everyone is encouraged to attend as much of the program as possible. It has worked very well to have, for example, a youth with some correctional experiences alongside a police officer learning new dance moves together. It has provided youth with the opportunity to become comfortable with influential adults in their community. Teachers are encouraged to participate on their lunch break or after school and have participated when they could, as have corporate sponsors and community representatives.
  - b. BP4L is designed to ensure the sustainability of the program in communities. This generally requires supportive adults and a consistent, free place to meet weekly.
    - i. BP4L provides support and training to individuals who want to bring the program to their area and are committed to helping grow strong local leaders in the north and building healthier communities.
    - ii. Many youths have continued the BP4L program by creating Hip Hop clubs in their own communities. For example, in Clyde River, Nunavut, 10-15 youths have been meeting weekly to dance. Some of them are emerging role models in their neighbourhoods. BP4L has worked with the youth in Clyde River for three years, honouring and nurturing the growth in youth leadership.

# Addressing Culture

BluePrintForLife has been proud of its achievements in creating individual programs that focus on respect and celebration of local culture. By exploring creative ways to integrate this element into their programs, they have empowered young people to find their own inner creative voice in the context of pride and respect for who they are and where they come from.

## **The results of a program evaluation (Harris, 2009) suggested that the demonstrated impact and outcomes of these projects support many Inuit societal values including:**

- Inuuqatigiisiarniq (respecting others, relationships and caring for people),
- Tunnganarniq (fostering good spirit by being open, welcoming and inclusive),
- Pijitsirniq (serving and providing for family and/or community),
- Aajiiqatigiinni (decision making through discussion and consensus),
- Pilimmaksarniq and Pijariuqsarniq (development of skills through observation, mentoring, practice, and effort), and
- Piliriqatigiinni or Ikajuqtigiiggniq (working together for a common cause).

The cultural components of each program have traditionally been community driven and as a result, differ from one community to the next. For example, crew names and cheers are created using local languages. For its part, BP4L emphasizes the value of culture in each community at the broader level.

## **Cultural activities have included:**

- Drumming
- Traditional songs and dances
- Legends

- Role playing
- Throat singing and throat beat boxing
- Kayaking
- Traditional sports and games

Youth participants have the opportunity to teach program leaders their traditional athletic games during the “flip the script” sessions. Program leaders have been culturally respectful and try to create an environment where all voices are heard.

For example, in a dance battle, one group presented a choreographed story of a human dogsled. Another group presented a mini story related to their own physical sport abilities and the importance of cooperation. In the latter story, each character tried to kick a bar, one at a time. The smallest member failed and became frustrated, so they sat down and began to meditate with their eyes closed. While this character was meditating, the others came and lifted him up so that he was able to kick the bar.

Regardless of the type of activity, community connectedness has been key to sustaining any physical activity program. BluePrintForLife has not separated physical activity from cultural pride and so highlights youth not just as athletes, but also as role models. In their recently published book entitled *Arctic Hip Hop*, BP4L has featured youth in the North in 200 pages of colour photos. In the forward, Ernie Paniccioli, the renowned photographer of Hip Hop culture from the Cree community in the USA stresses the importance of the book for Hip Hop and the respect the programs have afforded the cultures they work with.

# Lessons Learned

BluePrintForLife has learned the importance of openness and gaining community buy-in in order to support young people in their Hip Hop activities. Program leaders noticed that egos can get in the way of building personal relationships and as a result have learned the value of humility. Program

leaders share their experiences from their heart and do not try to be something they are not. BluePrintForLife has a strong respect for professional boundaries, but is not afraid to use the strengths and healing of personal stories to inspire youth to do the same.

## Advice To Other Communities

### Key factors of success have included:

#### Program Planning and Outlook:

- Capitalizing on dance as an enjoyable, playful activity. Sports bring pleasure, but dance is unique in that it touches a broader range of pleasure centres and yet it is every bit as physically demanding. In fact, in some ways, Hip Hop may be more demanding in terms of flexibility, body strength, body awareness, and hand-eye coordination than some sports
- Having a long-term picture of what the community is trying to accomplish and integrating the program into the community's long-term goals. It is important to take the time to plan and to build a good team of people to work with youth (recreation, police, schools, wellness centres)

#### Program Offerings to Community Members:

- Creating a bully-free environment
- Program leaders persevering with young people and not giving up on them
- Presenting a new and interesting program for the communities
- Respecting youth's agendas which often get bumped by adult imperatives

## Evaluation And Impact

Researchers from the University of Ottawa, funded by the Government of Nunavut, Department of Social Services, have conducted program evaluations for the BluePrintForLife program. Youth and community members from three communities in Nunavut (Arctic Bay, Inlet Pond and Pangnirtung) were asked about their perspectives on the implementation of three Hip Hop projects in their respective communities. The evaluation used questionnaires, focus groups, and individual interviews to gain a comprehensive understanding of people's perceptions of the projects, the perceived impacts of the projects, and the difficulties experienced with projects. The results of this evaluation have been published by Tanya Forneris (2009; see full citation in resources section below).

### Findings indicated the following objectives of the Hip Hop programs were met and exceeded:

1. Connection with youth at risk through physical activity and by engaging them in discussions and activities about issues such as healthy lifestyles, self-esteem, responsibility, and addictions.
2. Creation of a lasting support network for youth through the common interest of Hip Hop.
3. Providing the means for young people to express themselves and have a creative outlet for their feelings and energy.
4. Teaching leadership skills to youth in order to improve the sustainability of the Hip Hop and Wellness movement that is currently having a positive impact on youth throughout Nunavut.
5. Using the intense popularity of Hip Hop to teach youth essential leadership skills that are transferable and will benefit them and their communities long after they lose their interest in spinning on their heads.

### **In addition, the director states that youth participants have also:**

- Learned to believe in themselves
- Widened their circle of friends
- Become excited about trying new things in life
- Found their “one mic”, the program’s metaphor for the inner gifts that everyone has
- Learned how to celebrate life and fight suicidal tendencies
- Prepared for future challenges and struggles by building skills
- Learned how to reach out for help and to support each other
- Learned to lead by example

Evaluation outcomes describe youth and community members’ perceptions of the Hip Hop programs as very positive. The programs have helped youth gain a sense of self and identity, increase their confidence and self-esteem, communicate more effectively, express emotions, develop as leaders, and have a more positive future outlook. The programs were also perceived to have enhanced the physical health of the young people involved by providing opportunities to engage in physical activity outside of sport, to eat healthy snacks and to decrease drug and alcohol use. Community members reported that the program helped to bring the community together.

In Northern Quebec, BluePrintForLife is the priority outreach program for the Inuit School Board covering 15 fly-in communities. After each program, participants complete an evaluation questionnaire providing feedback on BluePrintForLife. All of this feedback has been positive.

Anecdotal evidence also supports the success of the program. Communities have claimed lower drug use after the program. One federal court judge wrote a letter to the program leaders commending them for contributing to the complete absence of youth in court following the program’s being offered in the area.

The demand for the program has been immense and the benefit has not only been heard in the voices of young people, but from Elders, teachers, law enforcement agencies, government officials, public health and social workers.

Eight documentaries and a book have been produced on the three Hip Hop programs and have been shown on national television and at film festivals both nationally and internationally. BluePrintForLife has also been featured in Reader’s Digest (October 2008). The past Governor General of Canada recognized BluePrintForLife’s work, calling it compelling and often referred to it in her public speeches.

The initiators of BluePrintForLife have been surprised by the international recognition they have received from Hip Hop leaders around the globe. BP4L has been honoured with the *International Freedom To Create Award*, the first North American group to receive it. BP4L will show its work in an international travelling museum as best practices in the outreach field.

BluePrintForLife is looking forward to having external evaluators complete a more in-depth evaluation of the program across more settings and with different youth groups.

## **Contact Information**

Stephen Leafloor

**Founder**

BluePrintForLife

Ottawa, Ontario

Tel: 613-592-2220

Email: [steve@blueprintforlife.ca](mailto:steve@blueprintforlife.ca)



## Resources

- Website: [www.BluePrintForLife.ca](http://www.BluePrintForLife.ca)
- Forneris, T. (2009). *Evaluation of Hip Hop Workshops in Arctic Bay, Pond Inlet and Leadership Youth Hip Hop Summit in Pangnirtung, Nunavut*. University of Ottawa. Report prepared for the Government of Nunavut.
- Michaëlle Jean Foundation, a non-profit organization with the aim of promoting citizen engagement through arts and creativity among Canadian youth, with a particular focus on youth from underprivileged, rural and northern communities. This foundation seeks to achieve this by providing programs, dialogue sessions and workshops. Stephen Leafloor is a member of the board of directors.
- Stephen Leafloor is available for Universities, Colleges, School Boards and Community Centres for public speaking engagements and workshops. He also speaks at Schools of Social Work and has been the highest rated presenter.

**The following documentaries reflect the strength and resiliency of youth and represent an alternative outlook on the reporting from life in these communities:**

- *Respect Each Other* produced by Kativik School Board (KSB) in Nunavik (Northern Arctic Quebec) and aired on APTN.
- *Arctic Hip Hop* produced by Randy Kelly in Cambridge Bay and aired nationally on Global.
- *Leadership through Hip Hop*, produced by the Kativik School Board (KSB) in Nunavik (Northern Quebec).
- Short documentaries (ten minute) are available through links on the BluePrintForLife website.
- Randy Kelly has produced two different documentaries over the years, including

the very first project in Iqaluit that was shown on APTN.

BluePrintForLife has been featured in over 60 stories in print media and newspapers including the following articles:

*Hip Hop: A positive move (Breakdancing their way to success)*. (September/October 2009). Above and Beyond Magazine: Canada's Arctic Journal. A six-page feature story about the *Leadership through Hip Hop* program.

*Hip Hop Culture Hits Nunavut*. (July/August 2006). Above and Beyond Magazine: Canada's Arctic Journal.

*Characters: Breaking With the Buddha*. (October 2008). Reader's Digest. An Audio Slideshow is available online at: [http://www.readersdigest.ca/audio\\_slideshow/buddha/index.html](http://www.readersdigest.ca/audio_slideshow/buddha/index.html)

### **The following is a list of recommended books:**

Elligan, D. (2010). *Rap Therapy: A Practical Guide for Communicating with Youth and Young Adults Through Rap Music*. New York: Kensington Publishing Corporation.

Leafloor, S. (2004). *Arctic Hip Hop*. Available for online preview and order at: <http://www.blurb.com/bookstore/detail/440786#>

Paniccioli, E. & Powell, K. (2002). *Who Shot Ya? Three Decades of Hip Hop photography*. Harper Collins Publishing.

Pedersen, S., & Syme, L. (Dec. 2009). *Feathers of Hope: An Exploration of the Role of Hope in Health and Well-being*.

Ross, R. (no date). *Exploring Criminal Justice and the Aboriginal Healing Paradigm: A Discussion Paper*. Email: [rupert.ross@jus.gov.on.ca](mailto:rupert.ross@jus.gov.on.ca)

Ross, R. (2006). *Traumatization in remote First Nations: An Expression of Interest*. Email: [rupert.ross@jus.gov.on.ca](mailto:rupert.ross@jus.gov.on.ca)

# profile:



**Titans**



*“Trust is not just given, it is earned. We thank communities for trusting us with their children.”*

# 6.4 Newfoundland and Labrador

## You Go Girl

### Lead Organization

The Aboriginal Sport and Recreation Circle of Newfoundland and Labrador (ASRCNL)

### Key Partners

- Active Circle
- Canadian Association for the Advancement of Women and Sport (CAAWS)
- Inuit, Innu, Métis, and Mi'kmaq Governments
- Motivate Canada

### Location

Happy Valley Goose Bay, Labrador:  
Provincial Office

### Setting

First Nation, Inuit, and Métis communities as well as rural and urban centres

### Target Groups

Aboriginal girls ages 8 to 12

### Project Focus

Culture, physical activity, sport and recreation, and healthy living / healthy eating

### Inclusion of Culture

A holistic approach based in cultural understandings of mind, body, spirit connections

### Type of Physical Activity

Structured and unstructured physical activity including snowshoeing, archery, judo and soccer

### Implementation Level

Local

## Background

*You Go...Girl!!!* is a community-based program designed to provide young Aboriginal girls with opportunities to participate in activities (primarily physical) within their communities. The objectives of *You Go...Girl!!!* are to increase young girls' activity levels, increase their level of self-esteem, and to assist in the maintenance of healthy and active lifestyles. Specific activities in the eight-week series are established by the program participants on a weekly basis but are subject to change. The fundamental belief of *You Go...Girl!!!* is its inclusivity: the program and has never excluded any participants. Everyone is treated as an equal at the talking circles regardless of their personal ability, social or economic status in society.

*You Go...Girl!!!* is offered through The Aboriginal Sport and Recreation Circle of Newfoundland and Labrador (ASRCNL), a non-profit organization funded through a bilateral agreement between the federal and provincial governments aimed at increasing the capacity of Aboriginal athletes, coaches and sport officials.

The program was developed directly from the needs of the community. In 2008, the now former Regional Coordinator of ASRCNL noticed a need for activities to engage girls between the ages of eight and twelve in the community. She designed *You Go...Girl!!!* as a means to increase their involvement. The program creator, a mother of two, is a community member who still manages the *You Go...Girl!!!* program on a voluntary basis in her hometown (Stephenville) and five neighbouring communities of the Bay St. George area.

*You Go...Girl!!!* was first introduced at The Aboriginal Women's Leadership Workshop that provided women with tools for leadership in the recreational field. It was adapted from the Motivate Canada and On the Move programs hosted by the Canadian Association for the Advancement of Women and Sport. A structured model for funding

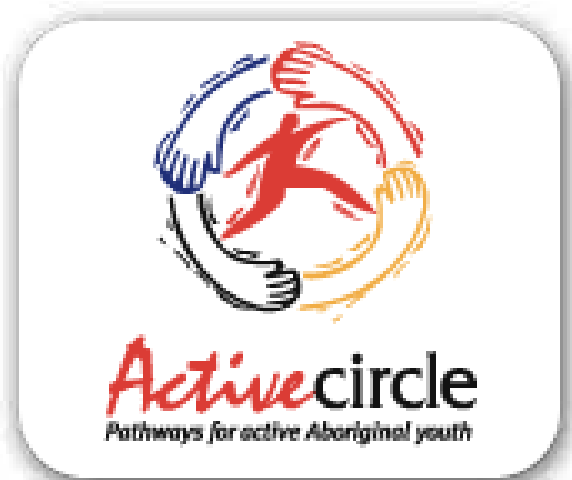
sources and evaluation processes were provided by the On the Move program, while all other components of the program were tailored to fit the needs, desires and resources of each community.

## Leadership, Partnerships And Sponsors

Each community hosting *You Go...Girl!!!* developed its own partnerships and agreements with local facilities and organizations. Individual schools have been crucial partners to the program as they have been primarily used as the venue in each community. Maintaining good relationships with the schools has been a key factor in the success of the program.

### Primary partners and sponsors of *You Go...Girl!!!* have included:

- Active Circle
- Canadian Association for the Advancement of Women and Sport (CAAWS)
- Inuit, Innu, Métis, and Mi'kmaq Governments
- Local businesses
- Motivate Canada
- Tobacco Alliance



The success of the *You Go...Girl!!!* program has been credited to significant collaboration with the Canadian Association for the Advancement of Women and Sport (CAAWS) and Active Circle. *You Go...Girl!!!* and CAAWS have received a joint grant for the program. *You Go...Girl!!!* has been considered a prequel to the Aboriginal Leadership Program for Women, but with a focus on Aboriginal girls.

Active Circle has been a key supporter of the *You Go...Girl!!!* program by helping with the expansion and delivery of the program throughout Newfoundland and Labrador. Active Circle has provided funding to hire a part-time student intern. They have also provided funding to further develop the program in the other five target communities.

*You Go...Girl!!!* has received funding from Motivate Canada and a Provincial Wellness Grant from the Government of Newfoundland and Labrador. The original funding bodies were contacted through Active Circle. Since then, their national contacts and the list of partners and sponsors has expanded, thereby increasing the number of people who can be involved and can participate in the programs and enhancing the program's many accomplishments.

## Generating Buy In

*You Go...Girl!!!* is designed as a community-based program where volunteers are considered an essential part. The program has had many volunteer coaches, parents, youth and Elders. For a single 8-week session, there have been as many as 20 volunteers. Schools have been more than cooperative once a presentation was given, especially in smaller areas where girls didn't have the opportunity for after-school activities. The partnership with the volunteer coordinator for Communities in Schools and the Community Youth Network Regional Coordinator has secured more volunteers and partnerships in the Bay St. George area and with the Local Mi'kmaq drum groups.

## Planning, Implementation And Sustainability

*You Go...Girl!!!* is structured as an eight-week program that has reached over 200 participants across six communities. The six communities that participated in the *You Go...Girl!!!* programs were off-reserve with the exception of Conne River, NL. Each community program was allotted \$2,500 per 8-week session.



The *You Go...Girl!!!* program's primary activities are grounded in health and wellness. The program explores healthy, active lifestyles that provide opportunities for girls to participate in sport and physical activity in an environment that is less competitive and very accepting, regardless of ability. Sometimes it is about trying something the girls normally wouldn't try in a co-ed environment. An important component of the program is the input from the participants into the design of the program.

*You Go...Girl!!!* has been committed to removing the barriers of transportation and cost that have often excluded community members from participating in physical activity programs. Each community has built on the basic structure of the program and tailored it according to their needs.

The 15 hours a week required to run the program have all been completed by volunteers. The paid Regional Coordinator or Volunteer Program Manager attended most of the sessions in the Bay St. George area, supplying what volunteers needed. Overall, each community program engaged approximately four or five volunteers. Each program facilitator and volunteer hosting *You Go...Girl!!!* sessions has received training from certified official facilitators of CAAWS and/or Motivate Canada.

The program has been advertised in the local media, community schools and through booths at community events. School and community presentations during the day or in the evenings were arranged and facilitated by the program creator. Meetings were also held with Communities in Schools, Community Youth Network and local Mi'kmaq drum groups.



The eight-week programs typically run once a week for approximately two hours at a time. During this time, participants are exposed to sports and recreation, physical activity, health and nutrition and cultural teachings. Different guests have been brought into the program at various times, such as Elders, personal trainers, provincial sport coaches, dieticians, and representatives from the Canadian Diabetes Association.

Some activities that have been offered were fitness classes, health sessions, preparation and eating of healthy snacks, sports sessions and sharing circles.

### **Health Sessions topics have included:**

- Heart health
- Smoking
- Drugs
- Diabetes
- Alcoholism
- Eating and Dieting
- Puberty
- Any other health issues relevant to participants.

### **Sport Sessions have included the following activities:**

- Volleyball
- Badminton
- Soccer
- Softball
- Soccer
- Snowshoeing
- Skating
- Archery
- Wrestling
- Judo
- Canoeing
- Any other sports and recreation activities the participants want to try.

*You Go...Girl!!!* has evolved into a program youth really enjoy and have taken more ownership of. An important component of the program has been the youth-driven activities and week-by-week focus.

## **Addressing Culture**

*You Go...Girl!!!* is designed as a culturally based program that takes a holistic approach when working with youth. The interconnections between mind, body, and spirit were incorporated into the design of the program. *You Go...Girl!!!* actively involves Elders and various local Aboriginal organizations and has maintained good relationships with them.

Sharing circles are utilized to provide participants with the opportunity to freely express their feelings about each daily session and make suggestions for the following sessions.

## **Overcoming Obstacles**

Funding has been of major concern to this program and has continued to be its largest struggle. Equipment and supplies have been necessary for arts and crafts, sports, and transportation for the participants.

*You Go...Girl!!!* has found that each community has a core group of volunteers that consistently assisted with the program; however, it has been a challenge to obtain more adult volunteers in each community. *You Go...Girl!!!* has found that volunteer burnout is more likely to occur when the same volunteers are relied upon too heavily.

# Advice To Other Communities

Key factors of program success include the following:

## Program Networking:

- Strong partnerships with local schools

## Program Planning and Outlook:

- Tailoring the program to each community – what is good for one community might not necessarily be good for all communities
- Taking into account the facilities that are available to run the program. Some communities are limited to community housing and schools for facilities. Access to regional gymnasiums and swimming pools would be beneficial but depending on transportation, a regional centre may not be an option
- Adapting program activities so they can be held in the community

# Evaluation And Impact

With the completion of each eight-week session, an evaluation is conducted to determine the successes and the areas for improvement. A gathering with many community members takes place, during which participants and community members discuss and share their experiences of the program.

There has been an evaluation for each of the five community programs at the end of all the sessions. All volunteer and youth leaders were certified in the Aboriginal Coaching Manual after which they attended a three-

hour presentation through which evaluation feedback was shared. The majority of the program consisted of physical activity and the fact that young people have come back for more (e.g., requesting judo and swimming) has demonstrated that they have a desire to be physically active. By accessing the program, youth have been able to increase their physical activity levels.

*You Go...Girl!!!* accomplishments and activities have been highlighted on the Active Circle, On The Move and Motivate Canada websites. The *You Go...Girl!!!* website has provided a short video clip of an interview with the program creator. One clear outcome of the *You Go...Girl!!!* program has been the high numbers of girls that show up on a regular basis demonstrating the desire to be physically active. This exceeds the objectives of this program to have fun, learn about your community and yourself, and be proud of who you are and where you come from.

*You Go...Girl!!!* provides the community volunteers with a well-received program to provide for both the girls and the community. This has resulted in a sense of accomplishment for community members, children and youth. Community leaders have reported a positive development of their leadership skills through participating in the program. *You Go...Girl!!!* has successfully engaged girls to come out and be active, while having provided them with an environment that promotes the learning of new things.

*You Go...Girl!!!* wished to give Special Thanks to the Active Circle, CAAWS, and Motivate Canada.



## Contact Information

Todd Winters

**Executive Director**

The Aboriginal Sport and Recreation Circle of  
Newfoundland and Labrador (ASRCNL)

Provincial Training Center

Happy Valley Goose Bay, Labrador

P.O. Box 338 Stn C

A0P 1C0

Tel: 709-896-9218

Fax: 709-896-9211

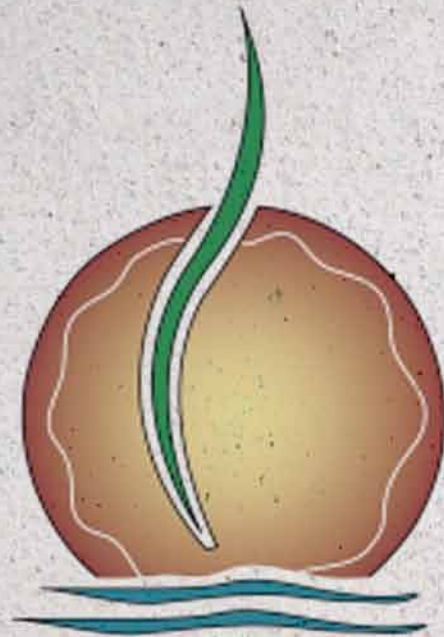
Email: [asrcnl@nf.aibn.com](mailto:asrcnl@nf.aibn.com)

## Resources

- Active Circle Website:  
<http://www.activecircle.ca/en/home>
- On The Move (CAAWS) Website:  
<http://www.caaws.ca/onthemove/>
- Motivate Canada Website:  
<http://www.motivatecanada.ca/en/home>
- *You Go..Girl!!!* video interview with  
program creator Valentina Nolan.  
Available on-line at:  
<http://www.activecircle.ca/en/albums-4-aboriginal-sport-and-recreation->



# profile:



Mi'kmaq  
Confederacy of  
Prince Edward Island

*“With children and youth,  
we can begin building  
stronger communities.”*

# 6.5 Prince Edward Island

## Aboriginal Sport Circle Of PEI

### Lead Organization

Mi'kmaq Confederacy of Prince Edward Island, Sport and Recreation

### Key Partners

- Province of PEI
- Federal Government of Canada

### Location

Prince Edward Island

### Setting

First Nation, Inuit, and Métis communities as well as rural and urban centres

### Target Groups

First Nations youth living on and off reserve on Prince Edward Island

### Project Focus

Improvement of health through sport and education

### Inclusion of Culture

Community Elders, traditional prayers and ceremonies

### Type of Physical Activity

Recreation and sports including badminton, swimming and soccer

### Implementation Level

Provincial



## Background

The Aboriginal Sports Circle of Prince Edward Island (ASCPEI) began in May 2007. A needs assessment study was conducted by a local research firm that identified a need for a full time sport and recreation staff person to develop, deliver and promote sport and recreation programs, as well as promote the importance of maintaining and improving health for all ages and both genders for First Nation youth living on- and off-reserve on PEI.

ASCPEI was created locally with community input through surveys, meetings and data collected from the community needs assessment. ASCPEI aims to improve the health of PEI's First Nation population through educational and physical activity programs. This was grounded in the idea that health can be improved in a number of ways, but involvement in sport is a key area of focus. All ASCPEI programs have affected health directly and indirectly either through information sessions and classes or through health related programs such as walking and weight loss programs.

ASCPEI was made possible by the Aboriginal Sport Circle and Capacity Development Bilateral, an agreement between the Province of PEI and the Federal Government of Canada.

## Partnerships

- Sport partners offered technical advice for delivery of programs (certified coaches or learning facilitators)
- Health organizations provided reference materials and program models such as a step program for setting walking goals

- The program operated with guidance and direction from an Advisory Group whose members were very engaged, met quarterly and communicated with email between meetings. The Advisory Group was comprised of members from both First Nations and the off-reserve Aboriginal population.

ASCPEI has maintained good relationships with its partners. ASCPEI has continued to seek new opportunities to better serve First Nation Peoples.

## Generating Buy In

ASCPEI has utilized various methods in order to advertise the program and promote the benefits of physical activity. Marketing the program included informing the communities about new gym equipment and by offering contests with prizes. An example of the latter has included prizes for program adherence and weight loss achievements. The program was advertised through a First Nation publication, *The Kwimu*, community mass emails, mail-outs and posters, but mostly by word of mouth.

## Planning And Implementation

Research collected in the sport and recreation needs assessment (2007) was used in the development of ASCPEI. Community members were given opportunities to provide input into the program through community meetings. ASCPEI researched and held meetings with other provincial program officials, and conducted telephone interviews with other First Nation recreation departments in the Maritime Provinces. ASCPEI utilized education received on sport and leadership programs and participated in trial and error learning.

ASCPEI program's mandate is to increase grassroots participation in sport and recreation for First Nations on Prince Edward Island and to help improve the health of this group through appropriate and effective health promotion activities. ASCPEI has also offered technical advice on sport programs in First Nation communities. For example, ASCPEI provided training on emergency planning and first aid for one community that ran a summer camp. ASCPEI has assisted communities with planning and implementation of specific sport programs, such as soccer and basketball. ASCPEI has also worked with health centres by designing weight loss programs for people with various health problems, such as diabetes, obesity, and arthritis.

ASCPEI is dedicated to increasing the number of volunteers for all communities by providing trained and certified individuals to assist in sport and recreation programming and to act as positive role models for youth in the communities.

Each community has a unique situation in terms of availability of facilities, equipment and human resources. For this reason, a generic approach to designing and delivering services or programs was not possible. As a result, different programs are delivered to the various groups in different communities.

### **Examples of program activities have included:**

- Educational: a variety of information sessions/classes on various health problems that were prominent in communities such as diabetes, foot care, high blood pressure, and obesity.
- Health: walking and weight loss programs run throughout the year and individuals have the opportunity to have a one-on-one consultation; weight loss challenges are often featured within small groups of people.

- Sports and recreation: basketball, ice hockey, ball hockey, floor hockey, softball, baseball, badminton, soccer, walking programs, swimming, adult fitness classes, and weight lifting.

ASCPEI has one full-time and two part-time employees. Approximately 100 to 150 community members participate in ASCPEI activities.

On the Move was designed as a program to increase the opportunities for inactive girls and young women (ages 9-18) to participate and lead in sport and physical activity. Participants work with an ASCPEI program worker in the On the Move program. The underlying premise of this program is to work towards attaining gender equity in sport and physical activity. This has meant providing girls and young women with full access to a range of opportunities and choices that meet their needs and enable them to achieve the social, psychological and physical benefits possible through sport and physical activity.

ASCPEI is planning for the future sustainability of the program by hiring program coordinators and assisting staff to deliver health and sport programming in their areas as well as training volunteers under the National Coaching Certifications Program for Canada, providing professional development opportunities and providing guidance and expertise for communities in related areas such as organizing camps and training staff.

ASCPEI has increased the number of programs offered. Some programs have become self-operating through community staff; this has freed up time for other programs to be developed. Partnerships have been key to the growth of the program. Many partner organizations have assisted in research and development in this area and have been of great help to ASCPEI.

## Addressing Culture

For special events, ASCPEI requests the presence of a community Elder to open and close the activities with traditional prayers and ceremonies. ASCPEI partners with another First Nation organization to deliver the Annual Aboriginal Summer Games, comprised of traditional and historical games and activities.

## Overcoming Obstacles

Funding for health-related activities (non-sport) has been a challenge for ASCPEI. The agreements do not cover health promotional activities and no funds are available within the Mi'kmaq Confederacy of PEI's Health Department to assist in this area.

ASCPEI has learned that a lot can be accomplished through research. A number of programs delivered by ASCPEI were designed and offered free of charge from health-related organizations. It was soon realized that hiring qualified individuals with strong backgrounds in field research allowed for less dependence on outside sources and more opportunities for internal development of programs.

## Advice To Other Communities

**Key factors of success have included:**

### **Program Networking:**

- Forming as many partnerships as you can

### **Program Offerings to Community Members:**

- Listening to youth
- Addressing all health issues and even community issues by dedicating time and resources into improving their quality of life, either through sport, fitness activities, social events or clubs

### **Program Planning and Outlook:**

- Securing additional funding
- Consistently receiving feedback on programs directly from the participants, as they know what they want and what is not working for them.

## Evaluation And Impact

ASCPEI reports biannually to the Provincial and Federal Governments and other funding organizations, and through regular advisory group meetings, meetings with Chiefs and Councils and meetings with community staff for program updates. ASCPEI has been quite successful despite logistical and funding challenges. Program success can be measured through enrolment numbers of young people and improved health indicators for related community health programming.

Although participation rates are a key indicator of success for all programs, there are outcome-based indicators as well. The program coordinator reported that through the use of pre- and post-assessments, as well as diagnostic tools they were able to demonstrate significant improvements in the health of a number of program participants such as losing excess weight, improved blood pressure levels and stabilizing cholesterol levels to a point where medication was no longer needed.

ASCPEI programs have attracted many participants who have benefited both mentally and physically. A number of young people have had great success in sports. There has been an increase in enrolment in organized sports, and a few youths have excelled at the provincial and national levels.

## Contact Information

Ryan Knockwood, CSEP-CPT  
**Sports and Recreation Coordinator**  
The Mi'kmaq Confederacy of Prince Edward Island  
16 McCarville Street,  
West Royalty Business Park  
Tel: 902-626-2882 Ext. 107  
Fax: 902-626-3386  
Email: [rknockwood@mcpei.ca](mailto:rknockwood@mcpei.ca)

## Resources

- Aboriginal Sport Circle PEI website:  
<http://www.mcpei.ca/node/307>

# profile:



*“If you live in the community,  
you are part of the community  
and part of the program.”*



# 6.6 Nova Scotia

Klubs For Kids

## Lead Organization

Millbrook First Nation Health Centre

## Key Partners

- Millbrook First Nation Band Administration and Education Department
- Truro Elementary and Junior High School

## Location

Millbrook First Nation, Nova Scotia

## Setting

First Nation communities

## Target Groups

Aboriginal elementary and high school students

## Project Focus

Promotion of physical activity

## Inclusion of Culture

Further development of “Virtues” characteristics

## Type of Physical Activity

Bowling, sport clinics, after-school recreation and physical sport activities

## Implementation Level

Local

## Background

Klubs For Kids began in 2002 and has since been operated by the Millbrook First Nation Health Centre. In this program, Aboriginal children have become active, developed social skills, and have had opportunities to learn how to play and have fun in a familiar environment. The Youth Support Program Coordinator of the Health Centre's Youth Support Program implements the program. The Program Coordinator expanded the "Virtues" program, which focused on character building by adding a physical activity component.

Klubs For Kids developed from the needs of children in the communities who wanted to engage in activities but continually faced barriers such as financial costs and transportation. Klubs For Kids started out as a pilot project when it received two years of funding through a provincial health promotion call for proposals. Since then, it has had difficulty securing additional funding.

Klubs For Kids offers Aboriginal community children who attend non-native schools within the community the opportunity to participate in its activities. Klubs For Kids strongly believes that every child deserves an opportunity to learn new behaviours in different social situations. Every child in the community has the opportunity to do this at least once through the Klubs for Kids program.

## Leadership, Partnerships And Support

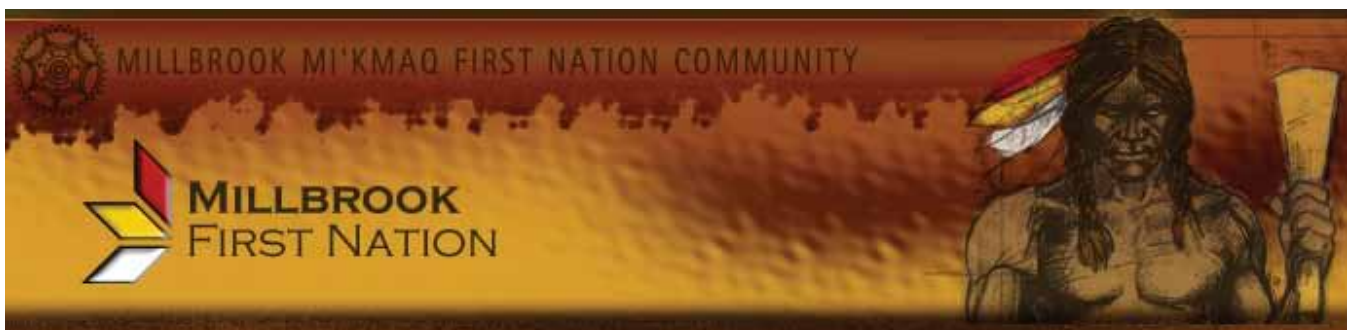
Klubs For Kids depends on the support and partnership of other valuable service providers.

### **Consistent and deeply engaged partnerships have included:**

- Mi'kmaw Anisme, Aboriginal Sport Animator Program, has provided a physical activity grant with a base amount of \$1,200 per year to hire program assistants and buy equipment such as basketballs and floor hockey sticks.
- Millbrook Band Administration and Education Department has generously covered all costs of transportation. The Band Administration also supported the program one year by providing funds to hire someone to assist with intramurals.
- Millbrook Health Centre
- Truro Elementary and Junior High School

### **The following partnerships dissolved as a result of uncontrollable circumstances:**

- Bull Dog Gym used to teach kids the proper techniques of working out while having fun doing it. The program director's husband passed away and she closed her doors. The kids have really missed it.



- Cobequid Spartans Gymnastics had student coaches-in-training who participated in the program. They have since graduated and moved on to university. For the past two years they have not had any coaches that could continue the program although that may soon change. One year, they had children going to gymnastics and trampoline, but the organization ran low on coaches and had a hard time filling spots to supervise the Millbrook children that were there.
- Flexion Training came to the Millbrook First Nation to do after-school programming but they were very expensive and could not be sustained as a long term partner.
- St. Mary's Elementary School had different school hours as compared to other schools and so transportation from there was impossible.

Klubs For Kids received funding from a few other sources. Revenue from the local tobacco store was used for children to access for physical activity participation. Each child could receive as much as \$300 dollars for any activity he or she wanted to become involved in.

Klubs For Kids has also partnered with Sport Nova Scotia, an after-school program for Afro-Canadian and Aboriginal girls. Klubs For Kids funded snacks and transportation at \$500 a year in exchange for access to the program. The Band Administration Education Department provided transportation for children from Millbrook First Nation who wanted to participate in the program.

## Generating Buy In

Klubs For Kids is based on the needs of the community and the barriers children face when accessing community sport and recreation programs. One school principal claimed to have seen a discernable difference in how children responded to their teachers after only the first session with Klubs For Kids. Children did get into trouble by the middle of the week, but coped with school most of the week to avoid jeopardizing their next outing. This positive impact of the program on the children easily generated buy-in from the schools.

Klubs For Kids works closely with the schools, and the schools have kept the program leader informed about suspensions. One of the conditions of participation in the activities was that children should not get suspended or sent to office on the day of an activity. As such, the programs served as positive encouragement to perform well in class. Some children who had not had much formal structure or routine at home responded quite well to the structure and routine that the program provided.

Klubs For Kids approached the local Band Administration, highlighting their programs and successes, and gained their support. The program was presented to the Chief and Council who agreed to fund the program.

## Planning, Implementation And Sustainability

Klubs For Kids has operated on the idea that when children have the opportunity to try physical activities, they will be more likely to try out for team sports or intramural programs at school. Children have felt safe at program clinics and were comfortable trying something new. The programs were especially designed to reach children who had not been involved in school intramurals prior to the program.

Every school year, Klubs For Kids receives a list of students from each school who are children from Millbrook First Nation. Depending on the number of children and the facilities available, the coordinator organizes a program to meet the direct needs of the children. Some activities offered have been trampoline and gymnasium activities. Klubs for Kids hopes to offer a series of four-week, after-school clinics on specific sports such as volleyball, basketball and floor hockey. However, program scheduling could not interfere with school intramurals and was therefore focused around them. Klubs for Kids serves approximately 95 children per year with only one full time employee and one part-time employee to assist with the 2010/2011 bowling club.

In 2009, professional basketball player Steve Nash visited a basketball program funded by the Aboriginal Bi-Lateral Agreement. This agreement helped offset some of the costs. The cost of this program was approximately \$50 per child. Approximately 16-18 children participated in the basketball program and were able to keep their own jerseys and basketballs. In the future, Klubs For Kids wants to do more of these types of activities for basketball, soccer and lacrosse.

In 2010, there was a bowling program for grade five boys. For this four-week program, the children were picked up at the school, taken to the bowling alley for 1.5 hours, given a snack at the bowling alley and transported back home. The Millbrook First Nation Health Centre covered the cost of this program.

Another program was designed to encourage girls to become physically active and participate in activities that are important to them such as crafts. It was a free program and upon completion, the participants each received a movie certificate as a way to encourage future participation in the program.

Klubs for Kids has worked with existing programs both inside and outside the community. In fact, their willingness to work with outside programs has been credited as a key factor in the success of their program.

### **Some examples include:**

- Klubs For Kids partnered with a local Pro Tennis Club and introduced tennis in the summer of 2010. The Pro Tennis Club provided instructors and used the Millbrook First Nation tennis court.
- In the first year of the program, Klubs For Kids participated in Mi'kmaw Anise Track and Field for elementary, junior, and high schools in Nova Scotia. A small team of elementary students competed and performed very well. In May 2011, junior and high school students will attend such a program.
- Klubs for Kids partnered with Truro Elementary School, a large new school with a large indoor gym. Children who expressed interest in running and track and field were identified. A local gym teacher will begin training with the children in the spring in preparation for competitions in May 2011.
- Klubs For Kids started a soft lacrosse (no contact) program as a safe way to introduce the children to the sport. The program was offered 5 kilometres outside of the community.

Millbrook First Nation hosts community track and field championships for the children in the community. In the second year, 80 children participated and completed 50m and 100m races as well as softball throw activities. The event slogan captured its purpose: "try your best and have a blast".

Klubs for Kids has developed intimate and long-term relationships with the children and youth it serves. The program coordinator has come to know all the children from the time they started school to the time they graduated; this involves approximately 800

students. A close working relationship with the school administrators has made it easy to identify elementary children that are not participating in activities. Once these students were identified, the program coordinator takes the extra step to call the parents and request verbal permission for their children to participate. In junior and high school, sign-up sheets were left at the school and it was the students' responsibility to sign up themselves. The parents were no longer contacted.

Klubs For Kids has always tried to find out what children and youth want to do and how to get them involved. Determining the needs of the community and addressing those needs with available resources allowed them to provide innovative programming.

The sustainability of Klubs For Kids has largely depended on the financial situation of the program. In the past, high school students were hired to assist with the program but because of a difference in time schedules between high school and elementary students, someone else has had to assist with the program. The success of the program has been somewhat contingent on its ability to adapt and find innovative ways to carry out activities. The program was adjusted to fit the facilities available to the community. Originally, the bowling program included 14 students and lasted 8-10 weeks long, but this became difficult to manage. The current program has been adapted into a 4-6 week program with a smaller group of 6-10 children. In terms of transportation, each community has worked with what resources it has. Transportation arrangements have been adjusted over time as the number of children participating has varied from year to year.

A companion program, Time for Teens has been on hold for a year but is scheduled to re-start again in 2011, based on feedback completed by community youth. Through a questionnaire, community youth were asked about their needs and desires. Voluntary questionnaire participants received movie cards and a community X-Box tournament.

The community youth survey also asked some generic questions regarding drug, alcohol and tobacco use, as well as sexual activity, in the last six months. This information will be used as an internal working document to further inform the activities for youth.

## Addressing Culture

Activities implemented in the Klubs For Kids program have not been especially culture specific or traditional other than using the characteristics that children have learned through the "Virtues" program, such as respect and responsibility. Program staff have identified when these characteristics were displayed and have recognized the children in these instances.

## Overcoming Obstacles

It has proved important to be proactive and think outside of the box to effectively reach out to families of children who were not signing up for physical activity at school. Crucially, when the barriers of cost and transportation were eliminated, more children were able to be involved.

Programming challenges have varied depending on the existing programs available. Klubs For Kids has always tried to find different things for children to do and activities that will work for the children. When external programs have closed, it has always had a real impact on the program. When school timetables have been a challenge, some Saturday programming has been offered to compensate for it. Transportation has been the largest expense. Fortunately, the Band Council Health Centre has provided all of the transportation for the program.

In 1999, Klubs For Kids tried unsuccessfully to participate in a Karate program located outside of the community. The intense time commitment (3 times a week) made it too difficult to maintain. In 2010, a Tae Kwon Do program came to the community three times a week and proved more successful.

# Advice To Other Communities

**In terms of advice for the communities or people who might implement a similar program, the Program Coordinator has suggested:**

## **Program Networking:**

- Building relationships with community members and organizations
- Keeping of a record of community contacts for programs, schools and volunteers

## **Program Planning and Outlook:**

- Do not try to do everything yourself. It is ok to seek help and one should try to rely on people around them. Lots of people help with the Klubs program. The people you partner with are always more than willing to help out.
- Do not try to reinvent the wheel. Survey the existing programs for something that can help you achieve what you want to do, then do not be reluctant to ask for help. You will discover that many people are more than willing to help.
- If something is not successful, do not let it discourage you. Let it go and simply try something different.
- Create a manual and document your efforts so others can continue to build on your work.

# Evaluation And Impact

Success of the program was measured by the program's enrolment numbers by program, the length of the program, as well as retention rates. Ninety percent of children from the community have participated and all the children going to the local schools have tried the program at least once. Klubs For Kids has thus been successful in creating

opportunities for children who normally have not signed up for anything. Children who have participated in the program during elementary school have been more likely to sign up in high school. Klubs For Kids would like to complete a formal evaluation of the program to determine what the exact retention percentages are.

In 2008, a summer student created and implemented a questionnaire for children who had already participated in the program. Participants were asked to name other activities that they wanted; if they felt that the program was good; and how else the program could help them. The objective of the survey was to evaluate the program from the participant's perspective and will be completed again in the near future.

Many principals and parents have provided positive feedback about the program. One principal wrote to the planners about the program, stating how much the program helped the children and how well it was appreciated. Positive changes in participants were a noted impact of the program, such as the transformation from being shy and withdrawn to being willing to try different activities. The positive impacts of these activities on school behaviours were identified as a reason for schools being eager to partner and contribute to programs such as these.

Parents also saw changes in their children after participation in the program. Being proactive has been key to the success of this program, so parents were contacted directly if their children had not signed up at school. These missed children were a priority, particularly when parents could not afford it.

One parent claimed that her daughter would not sign up for any sport programs. Klubs For Kids asked her parents to take her bowling. Since then, she has signed up for other activities at school. A goal of Klubs For Kids has been to help children develop the confidence to sign up for intramurals, especially as they move from elementary to middle to high school.

Klubs For Kids has helped children gain the confidence to try new activities, participate in a safe program and feel safe about applying themselves to other programs too. Many children have developed friendships in the program, including isolated children who have not otherwise had that opportunity.

Long-term and intimate links between the program coordinator and community members have led to many desirable advantages and rewards such as increased program collaboration and partnerships resulting in increased opportunities for participating in physical activity.

Program accomplishments are shared in an annual report for the Millbrook First Nation Health Centre that has then distributed the report to Health Canada, although Health Canada has not funded this program. Through a community newsletter, track and field championship results and photos have been highlighted and shared with the community. The program has been advertised at the schools and depending on the activity, in the community newsletter as well. Community responses through the newsletter have been rare though whereas the more successful marketing has been through the schools where there has been better contact with participants.

## Contact Information

Colin Bernard  
**Youth Worker**  
Millbrook First Nation Health Centre

Mailing Address:  
812 Willow St.  
P.O. Box 634  
Truro, NS  
Truro, NS, B2N 5E5  
B2N 6N3

Tel: 902-895-9468  
Fax: 902-893- 3665  
E-mail: [colinb@millbrookhealth.ca](mailto:colinb@millbrookhealth.ca)

## Resources

- Klubs For Kids, Millbrook First Nation Health Centre website:  
<http://millbrookfirstnation.net/community/youth-programs.php>

# profile:



*"We can easily make  
a big difference in the  
lives of children".*



# 6.7 New Brunswick

## Building Opportunities Opening Student's Tomorrows (BOOST)

### **Lead Organization**

Faculty of Kinesiology at the University of New Brunswick Fredericton

### **Key Partners**

- Chief Harold Sappier Memorial Elementary School
- St. Mary's First Nation Band Council
- New Brunswick Aboriginal Affairs Secretariat

### **Location**

St. Mary's First Nation, New Brunswick

### **Setting**

First Nation communities

### **Target Groups**

Elementary school children

### **Project Focus**

Healthy and active living through Physical Education and activities, Professional Development, and Extra Curricular School Recreation Programs

### **Inclusion of Culture**

Cultural Awareness Training for university student volunteers

### **Type of Physical Activity**

Physical Education and sports

### **Implementation Level**

Local

## Background

Building Opportunities Opening Student's Tomorrows (BOOST) has been a collaboratively built school-year program. University students from the Faculty of Kinesiology at the University of New Brunswick, Fredericton have assisted teachers and staff at the Chief Harold Sappier Memorial Elementary School in St. Mary's First Nation in New Brunswick to develop and implement physical education during school hours as well as physical activity during lunch and after school hours. The program director has also offered professional development opportunities for school staff on issues related to healthy and active living. St. Mary's First Nation is unique in that it is located in the heart of New Brunswick's capital city, Fredericton.

BOOST began in 2004 as a partnership between St. Mary's Veterans Memorial Health Centre, the Faculty of Kinesiology at the University of New Brunswick Fredericton and Chief Harold Sappier Memorial Elementary School at St. Mary's First Nation. A community health nurse contacted the University with an identified need in her community for program opportunities that targeted childhood obesity. The university agreed to work with the community to develop programming in this area. When contacted, the principal at the elementary school was immediately interested in the development of a program. The director at the Health Centre strongly supported the program. She has since become the Chief of St. Mary's First Nation and has continued to show support for the program. BOOST benefitted greatly in the early development stage from a committed graduate student who took ownership of the project in terms of securing funding for the program (in this case from the Atlantic Aboriginal Health Research Program), program development, naming the program and through most of its initial implementation stages.

At the time of BOOST's inception, there was no physical education teacher at Chief Harold Sappier Memorial Elementary

School, a school with approximately fifty children. There was an identified need for physical education and physical activity. The Faculty of Kinesiology at the University of New Brunswick Fredericton felt that it could address this need by connecting Kinesiology student volunteers with the school and working with those students and their partners to ensure healthy and active lifestyles for all those involved.

## Partnerships

**The BOOST program was initiated by three partners:**

- Faculty of Kinesiology, University of New Brunswick Fredericton
- Chief Harold Sappier Memorial Elementary School, St. Mary's First Nation
- St. Mary's Veterans Memorial Health Centre

The relationship between the Faculty of Kinesiology at the University of New Brunswick Fredericton and Chief Harold Sappier Memorial Elementary School has remained strong and has led to continued and on-going interest and involvement of Kinesiology students. While BOOST has lost one of its partners due to staffing changes, it has been seeking partnerships with other groups who are interested in promoting healthy and active living for children and their families in the Aboriginal community.

## Generating Buy In

The success of this program has largely depended on the ability of BOOST leaders to actively engage elementary school staff and Kinesiology student volunteers. School leaders from Chief Harold Sappier Memorial Elementary School have been successfully engaged from the outset.

Kinesiology students are strongly encouraged to volunteer within their communities. Some are required to serve a specified number of community service

hours; however, their participation with BOOST was optional. Both Kinesiology undergraduate students and graduate students have participated in the program as volunteers.

Each year, the numbers of Kinesiology students who wish to volunteer has varied, ranging from 6-15 each year. Other student volunteers may become involved at one-time special events such as the Band-Operated Student Games, a local school district track and field meet, and the outdoor winter activity festival.

## Planning, Implementation And Sustainability

### **The program has been guided by two core objectives:**

- To assist both students and staff at Chief Harold Sappier Memorial Elementary School in the teaching of physical education and in leading physical activity. This may include helping classroom and physical education teachers prepare and conduct physical education lesson plans, assisting elementary students during physical education classes, and leading physical activity during recess, lunch periods and after school.
- To expose children, school staff, and the First Nation community to university students who are healthy and can serve as role models for active living, with the focus on helping everyone in the involved communities to become healthy and champions of active living.

Participation by the program director and the principals of Chief Harold Sappier Memorial Elementary School has been constant since the programme's inception. The involvement of other staff members has changed from year to year, as has the choice of specific activities supported by BOOST. This created some challenges in having a consistent

curriculum; however, this has allowed the program to adapt or change as the needs and interests of the children and university student volunteers fluctuated. At various times over the years there has been no dedicated physical education teacher. A physical education teacher was hired in a part-time capacity and recently, the position of the physical education teacher was upgraded to full-time.

The overall mandate of the program has been to engage children in healthy physical activity. The Kinesiology students were required to be role models for healthy, active living. This was based on the social learning model, which suggested that children were more likely to participate in physical activity when they saw others model this behaviour. In order to be effective role models, Kinesiology students were expected to actively participate with the children in all of the activities.

At the beginning of each school year, Kinesiology students choose a community program for their volunteer hours. At BOOST, student volunteers were initially supervised and as the term continued, students took on increasingly independent roles within the program. Each year, BOOST has grown and developed in a unique way as the experience of students involved varied from year to year. The Kinesiology students followed the school's lead in offering sports and physical education activities. Selected activities were modified and geared towards the age of the participants, and their physical and cognitive development and abilities.

### **Examples of activities offered over the years include:**

- Organized sport and physical activity such as badminton, track and field, running, volleyball, basketball, soccer, hockey, rugby and most recently, rock climbing on a wall in the gym.
- Winter, outdoor sports and other activities such as skating, snowshoeing and cross-country skiing.

- After school and lunch physical activity opportunities such as a skipping program held every Friday at lunch. At first, students were hesitant to participate, but once they became involved, they participated fully and enthusiastically.
- Teaching general physical activity skills, such as throwing, catching, hitting, and some racquet sports like badminton, during physical education class.
- Professional development for school staff about healthy living and the importance of teachers and school staff being role models to students. This was also designed to help teachers and school staff develop their own healthy living choices (e.g., increase their physical activity, making healthy food choices), in preparation to provide on-going support and encouragement for students' healthy living.

Over the years, BOOST's participation rates have fluctuated between 40 and 65 elementary students, as school enrolment numbers have changed from year to year. To provide context, in 2010/2011, there were 105 elementary students in the school, with approximately 20 teachers and support staff at the elementary school.

Most BOOST activities have been open to all of the elementary students, as they have been offered either during Physical Education class or as special activities during lunch or after school. All students participated in Physical Education class as a mandatory component of the curriculum, boosting participation. One teacher-led activity, the "Girls Club", was offered exclusively for girls. The BOOST Kinesiology students provided activity for the club.

Students from BOOST also participated in extra-curricular events with the youth recreation department at St. Mary's First Nation. Kinesiology students helped supervise children outside school hours on visits to a nearby community swimming pool and skating rink.

One special event held at the school was the Fitness Walk. This is a fun, community event where adults from the community walk with the children to promote fitness. It was an honour for the children and the BOOST program to welcome the Lieutenant Governor of New Brunswick to participate in the Fitness Walk on November 3, 2005. During the event, participants were given heart rate monitors so that they could monitor their heart rate changes as their level of physical activity fluctuated throughout the activity. This community event's goal of surrounding the students with healthy, active role models was successfully achieved, with Chief Harold Sappier Memorial Elementary School staff, Kinesiology students, University of New Brunswick staff, and varsity athletes participating as well.

Special events and accomplishments were shared with the community through the local media. Slide show presentations have been provided to parents at parent-teacher sessions at the elementary school. The elementary school newsletter has regularly reported on BOOST events, activities and accomplishments for parents and the community to better understand the program and its role at the school.

## Addressing Culture

The BOOST program has offered cultural awareness and sensitivity training for volunteer Kinesiology students. This training was developed to prepare students with information about the importance of language, and some cultural context for their work and interaction in the community. Elders from St. Mary's First Nation have participated in these training sessions and have provided participants with traditional teachings and ceremonial participation. This training has been open to anyone who was interested and has been attended by Community Police Officers and members of various faculties at the University of New Brunswick Fredericton, including Kinesiology, Education, Nursing, and Psychology.

Chief Harold Sappier Memorial Elementary School was responsible for integrating cultural activities and teachings into the physical education curriculum. One traditional physical activity that took place during physical education class was snowshoeing.

## Overcoming Obstacles

In the past BOOST had attempted expanding to another nearby First Nation community; however, the distance was too great for the current staff and the services could not be maintained. The program recognized that with additional funding, the implementation of the expansion would have been more effective and efficient. The program director manages BOOST in addition to her full time duties as an Associate Professor. Sometimes there are challenges in scheduling times for volunteer Kinesiology students to be at the elementary school, but these challenges were expected and have been manageable. Funding has been secured on several occasions for the cultural sensitivity training programs from the Aboriginal Secretariat.

Consistent funding for this program would have allowed for a more structured program. Additional funding could be used for further training of volunteers, recognition and appreciation for the volunteers, and BOOST shirts for school staff to easily recognize student volunteers at a glance when they are participating with the elementary school students.

## Advice To Other Communities

**BOOST leaders have offered the following areas of advice to other potential leaders:**

- Enthusiastic role models: The success of the program has been attributed greatly to the extent that Kinesiology students engaged the children and helped them enjoy regular physical activity while

presenting themselves as role models for the children.

- Buy in and commitment from the school: just one core coordinator who will champion the program in the school and work with the student volunteers increases the chances for success and sustainability.
- Relationships among the student volunteers creating a high level of engagement and team work: When funding permits, the program provided the student volunteers with a pizza lunch, which allowed student volunteers time to reflect on their work and build relationships with one another. It also helped them reinforce their engagement, motivation and commitment to the BOOST program.

**In terms of advice for the communities or people who might implement a similar program, the Program Director felt as though their current programming could be improved by:**

- Having designated funding for a part-time employee to manage the program.
- More student volunteers could be engaged if additional transportation could be supplied. In areas where a community is some distance from a university, particular attention would need to be paid to identifying a transportation strategy to get volunteers to the elementary school.
- Secure funding to cover the costs of special events, transportation, recognition and appreciation events, and t-shirts for the BOOST student volunteers. T-shirts for student volunteers are important because elementary school children, teachers and staff can easily identify a BOOST student volunteer within their school.

- Research to evaluate the program's effectiveness would be an asset and major benefit to the program and its participants.

## Evaluation And Impact

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*“Our student volunteers have had their eyes opened to the challenges faced by children living in First Nation communities.”*

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While a formal evaluation has not yet been completed, BOOST hopes to secure funding to conduct research on the impact and effectiveness of their program. Some data has been collected but the validation and tracking of the data could not be undertaken. BOOST has been developing a parent-needs assessment to explore their perspectives and desires for the program, along with a retrospective evaluation of Kinesiology students with BOOST. Graduate students have continued to be involved, and a master's thesis on expanding BOOST from the children at school to wellness for their families has been underway, with a needs assessment being the first priority of this project.

### **Anecdotal evidence has suggested the following positive impacts for elementary students, school staff, and university level volunteers:**

- Increased physical activity levels. In serving as physical activity leaders, Kinesiology student volunteers may have helped increase the physical activity levels of the elementary school children. They were able to help elementary students participate by motivating and encouraging full involvement of all students, by modelling activity skills and appropriate gym behaviour, and by assisting classroom teachers and the physical education teacher by preparing for and carrying out activity curricula. There was increased activity by the Faculty of Kinesiology students, and hopefully also by the school staff and by the motivated elementary children and their families.
- Benefits to volunteer students. The Kinesiology students have also benefited from their participation in BOOST while providing physical education and physical activity to the elementary school. The program provided opportunities for student volunteers to participate in civic engagement, complete academic and community internships in physical education and physical activity, develop and practice a wide variety of skills related to communication, working with staff and students, teaching, and sharing physical education knowledge and a love of healthy and active living.
- Sharing the aboriginal culture. Through participation in the program, Kinesiology students were exposed to positive learning experiences about Aboriginal culture and their local community. Further, it has helped some student volunteers to gain the experience necessary to shape their career paths. Several student volunteers indicated that they had not previously considered pursuing teaching careers, but after their experience in BOOST and working closely with the children and school staff, they were seriously considering such a career path.
- Positive influence on staff. Participating in the program also had an influence on the teachers and staff at the elementary school regarding healthy, active living. With the strong focus on healthy and active living that this program has brought to the school, staff members have been motivated to be healthy and active living champions, realizing how significant they

are as role models for the children and their community.

The BOOST program has generated media interest and has been featured in the local Daily Gleaner, the Ottawa Citizen Newspaper, Edmonton Journal newspaper, and as a Rogers Cable documentary aired periodically on the local cable channel in Fredericton.

## Contact Information

Gabriela Tymowski, Ph.D.

**Associate Professor,  
Faculty of Kinesiology**

University of New Brunswick Fredericton  
2 Peter Kelly Drive, Box 4400  
Fredericton, New Brunswick  
E3B 5A3

Tel: 506-447-3231

Fax: 506-453-3511

Email: [tymowski@unb.ca](mailto:tymowski@unb.ca)

## Resources

- A documentary, which includes footage taken of children involved in BOOST at Chief Harold Sappier Memorial Elementary School. It is available online in Episode Five at:  
<http://www.atlanticuniversities.ca/AbsPage.aspx?lang=1&siteid=1&id=1179>

# profile:



*“For the sake of the children.”*



# 6.8 Quebec

## Comité D'action Local De La Vallée-De-L'or

### Lead Organization

Comité d'action local de la Vallée-de-l'Or  
supported by Québec en Forme

### Key Partners

- Vallee-de-l'Or Council
- Vallée-de-l'Or Health Centre
- Vallée-de-l'Or School

### Location

*Amikobi* Primary School, *Anishnabe* Nation  
of *Lac Simon*

### Setting

First Nation communities

### Target Groups

Preschool and primary students, teachers  
and educators

### Project Focus

Physical activity and healthy eating

### Inclusion of Culture

Adapted to local First Nation community

### Type of Physical Activity

*Action break* and after-school organized  
sports

### Implementation Level

Local

## Background

In 2005, Amikobi Primary School, in the Anishnabe Nation of Lac Simon, formed a committee of local partners, Comité d'action local de la Vallée-de-l'Or (the Committee). Each partner had an interest and responsibility in healthy lifestyles for children and youth. The partners shared the responsibility of giving children positive experiences while Québec en Forme provided assistance and funding.

The initial focus of this program was on physical activity; however, since 2008 this focus has broadened to include healthy eating as well. The physical activity components focus on psychomotor functioning, which is the use of movement and relaxation exercises to improve flexibility and motor skills. Short games have been used in school settings for this purpose. This program, inspired by Québec en Forme program models, was imported and adapted to suit the needs of community members. Initially, as the facilitator was an Aboriginal person, there were traditional components and games in the mix. The hiring of a non-Aboriginal person has changed this component.

## Partnerships

In order to identify community needs and bring solutions, the Committee has worked with NGOs, government, industry, community groups, businesses, education, etc.

### **The partnerships have included:**

- Amikobi Primary School (communauté Anishnabe de Lac-Simon)
- Centre d'amitié autochtone de Val-d'Or
- Commission scolaire de l'Or-et-des-Bois
- Communauté Anishnape de Kitcisakik
- CSSS de la Vallée-de-l'Or

- Maison de la famille de Malartic
- Maison de la famille de Val-d'Or
- Ville de Malartic
- Ville de Senneterre
- Ville de Val-d'Or, Service Sport Plein Air
- Québec en Forme

A strategic plan was created which has led to the development of several action plans. The Committee was stimulated by local partners who had all been willing to work together. This resulted in a more global approach to tackle community challenges. Shared objectives of facilitating assistance and support for healthy lifestyle action plans were the common interests that have continued these partnerships.

The purpose and the objectives of the funding body, Québec en Forme, have been to facilitate assistance and support for healthy lifestyle action plans for the province of Quebec. Their long-term vision was for communities to create physical, political, socio-cultural and economic environments that were conducive to healthy lifestyles. The mission of Québec en Forme has been geared toward youth, and has promoted the adoption and maintenance of healthy eating habits and physically active lifestyles.

## Generating Buy In

The regional Vallée-de-l'Or stakeholders requested a local consultant to extend an invitation to the Lac Simon school director to join this initiative. The school director convinced partners of Vallée-de-l'Or that there were specific needs in Lac-Simon. Once the Lac Simon school director joined the regional committee, the Vallée-de-l'Or stakeholders offered funding and technical support to support the Lac Simon First Nation.

# Planning, Implementation And Sustainability

Approximately 300 children have been reached through the Committee. From 2005 to 2007, the target ages were from 5-12 years. Since 2008, the focus was extended, to target children from 0 to 17 years of age.

The Committee has had one full-time employee. The primary responsibilities of the employee have included the *Moving More*, *Eating Better* psychomotor functioning program and the *Young Leaders Program*.

The school welcomed the facilitator who specialized in psychomotor functioning. She worked with the children in the classrooms and/or in the gym. Teachers were always present during the sessions and learned how to carry on with activities when the facilitator was not present.

The facilitator had integrated psychomotor functioning in the classroom routine by giving the teachers examples of short games that engaged the children's mobility and developed fundamental movements. These activities enabled the teachers to improve the motor skills of students throughout the week. Children repeated these physical activities at home with their parents as often as possible. The facilitator had also introduced "action breaks", where students were given physical activity opportunities outside during classroom time and after-school sports. After-school activities were more team-sport oriented, such as deck-hockey, soccer, and volley-ball. Psychomotor functioning has been generally considered an individual activity; however, team sports have also been encouraged.

The Young Leaders Program operates on a voluntary basis for participants who are invited by program staff to become Young Leaders through their experience and ability to act as role models. The leaders have been expected to speak in front of

their peers, have good behaviour, and have been given specific responsibilities to help, support and care for others in the group. After only a few months of participating in the program, teachers and facilitators have noticed significant changes in the Young Leaders such as increased self-confidence and an improved sense of belonging to the school and community at large, conveyed through demonstrated leadership skills.

To address sustainability and capacity building, special training sessions were given to local partners to keep them involved and working together as much as possible. Program adaptability was the basic characteristic of Québec en Forme, and the program was designed to be flexible, changing over time to meet local needs.

## Addressing Culture

This innovative program uses psychomotor functioning with Aboriginal people and also implements the Young Leaders Program. Cultural and land-based activities are adapted to the local clientele as much as possible. In 2005, the facilitator was an Aboriginal person from the reserve. The hiring of a non-Aboriginal facilitator has changed this part of the program and there is no longer a strong cultural component. The resources are available and there is demand for more traditional components in the program.

## Lessons Learned

The Committee has learned that the dedication and quality of the facilitator was very important and made all the difference. The stability of the facilitator was essential and enabled the development of significant relationships with the school. Local role models and on-going supervision have been necessary, although through the Young Leaders program the need for local role models has been addressed.



## Advice To Other Communities

### **Keys factors for success have included:**

#### **Program Networking:**

- Positive collaboration and commitment of local organizations
- Good cohesion and ongoing communication amongst those organizations

#### **Program Offerings to Community Members:**

- Being innovative, making mistakes and correcting them
- Put children first

#### **Program Planning and Outlook:**

- Regular programming
- Realistic objectives
- Adapting to community needs
- Dedication and quality of the local agent, facilitator or program director.

## Evaluation And Impact

Although there has been no regular assessment, the program director is convinced that there are impacts at many levels in her school, such as an increase of physical activity levels, development of the children's motor skills, a drop in vandalism, significant improvements in schoolyard behaviour and improvement of student success.

The social climate at the school, and the self-esteem of the children were improved with the project. Transitions have been facilitated between the different "milieu de vie" of the children (e.g., between daycare and school).

The success of the Young Leaders Program was a wonderful surprise. More than 17 individuals registered in 2010. When the program was first implemented, there were sceptical people who held beliefs that Aboriginal people were too shy to speak in public and to be leaders. The Young Leaders Program has been a clear success story to its facilitators, as self-esteem and pride have been on the rise with these young leaders. The program had brought participants maturity, pride and self-confidence to express themselves more fully.

During the school year, a monthly prize (i.e., movie ticket, bowling pass) is given away to a school member as a reward for participating in the program. At the end of each school year, a special reception honours all participating school members.

## Contact Information

Caroline Auger  
**Regional Agent**  
Québec en Forme  
395 Avenue Centrale  
Val-d'Or, Quebec J9P 1P4  
Tel: 819-874-6579  
Fax: 819-825-0125  
Email: [cauger@quebecenforme.org](mailto:cauger@quebecenforme.org)

## Resources

- Québec en Forme Website :  
[http://www.quebecenforme.org/abitibi\\_temiscamingue/contacts/](http://www.quebecenforme.org/abitibi_temiscamingue/contacts/)



# profile:



*“Promoting leisure services through positive activities, innovative resources, safe facilities and creative partnerships, thereby enhancing the quality of life at six nations.”*

# 6.9 Ontario

Six Nations Parks and Recreation Department

## Lead Organization

Six Nations Council

## Key Partners

- Six Nations Health Services

## Location

Six Nations of the Grand River

## Setting

First Nation communities

## Target Groups

Children, youth, adults, and seniors

## Project Focus

Increasing physical activity in enjoyable ways

## Inclusion of Culture

Traditional games and crafts

## Type of Physical Activity

Structured and unstructured sports and physical activity including lacrosse, archery and basketball

## Implementation Level

Local

## Background

The Programming Department for Six Nations Parks and Recreation was formed in 1996 to increase the activity levels of residents. Prior to 1996, there were just three employees and minimal programming. The Department began with community drop-in programs, such as basketball and badminton. The program has since greatly expanded and has evolved over the years to a varied set of activities with shared responsibility and various sponsors.

The Programming Department has focused on creating physical activity and wellness activities for all community members, including children, youth, adults, seniors and families. This focus on organized sports has adopted imported programs as well as a variety of physical activity and traditional games.

The programs offered through the Six Nations Parks and Recreation Department have been evolving and the programs have changed to reflect the needs and interests of community participants.

## Leadership, Partnerships And Sponsors

In 2010, Six Nations Parks and Recreation was involved in a four-way partnership which included Six Nations Health Services, Child and Family Services and the regional Police department.

In partnership with Six Nations Health Services, the Traditional Wellness Coordinator has been very involved in the programming, often providing teachings about the traditional games. The Department and the Traditional Wellness Coordinator have collaborated on the Annual Tom Longboat Community Run/Walk/Bike since 1999. This event has grown so large that it has become inoperable without the human resource and financial support of

both the Health Services and Parks and Recreation Departments.

The four partners provided rotational supervision and staff for a Youth Drop-In Centre. This rotational schedule increased the possibility of program maintenance, as each partner had taken a turn once a month. The partners had also been doing their own programming during the week and this partnership had helped workers avoid burnout.

Space and equipment was necessary and funding was received from Six Nations Council to rent school gyms and host activities. Equipment donations and a True Sport Foundation grant were used for soccer equipment.

## Generating Buy In

In order to increase participation in the planned activities of the Six Nations Parks and Recreation Department, the staff promoted the benefits of recreation to community members through flyers and free community activities and events. Once some community people showed an interest, whole families became involved. The obvious benefits led people from all generations to get involved.

## Planning, Implementation And Sustainability

Six Nations Parks and Recreation Department has reached approximately 2,500 to 3,000 community members per year. In order to reach as many participants as possible, staff members took flyers to every school to be sent home with every school child. Many participants come from low-income families and Six Nations Parks and Recreation Department provided transportation for participants to attend activities. If there was a registration fee, it was also covered.



In 2010, the Department had one full-time employee and one part-time employee in Programming. Students were an essential component of Programming, including, student volunteers and summer student staff. There were approximately 50 volunteers, including coaches, in different program areas.

While the majority of programs offered by the Parks and Recreation Department were created based on community input, some programs used existing program manuals. For example, the Ontario Basketball Basketeers provided lesson plans for program leaders and volunteers to follow. The Department has also used the Steve Nash Basketball Program in Canada and the Spikes Program from Volleyball Ontario.

From the sports-oriented approach, the Department focused on teaching basic skills to all ages and increasing people's comfort levels with sports. Programming included games and traditional activities as well. The Department has been constantly changing to provide new opportunities for the children, youth and their families to experience. While making physical activity enjoyable, the Programming Department has promoted physical activity, given out physical activity guides, and focused on keeping active.

**The Six Nations Parks and Recreation Department sponsored various community events and activities that included:**

- Tom Longboat Run (partnered with Six Nations Health Services) annually on June 21st, National Aboriginal Day. Up to 300 community members participate in this event with the annual average being approximately 180 participants of all ages.
- March Break Arts and Crafts Program (ages 7-13), a free program giving preference to low-income families.

- Summer Sports Camp (ages 7-13). This weekly day camp had been extended throughout the summer. The cost is approximately \$30 per child per week. Traditional Games played during Summer Camps include lacrosse, archery, and double ball instruction.
- Basketeers and Small Ball Basketball Program (ages 5-13). These sessions run from October to December and January to March.
- Girl's Night Out After-School Program (ages 11-13). Sessions run from October to December and are provided at no cost to participants. Preference is given to low-income families.
- Children's Spikes Volleyball Program (ages 9-12). These sessions are offered from October to December and January to March.
- Various drop-in sports activities include basketball and badminton and women's Volleyball. The latter was offered from October to March on a drop-in basis with a cost of \$4.00 per session.
- Soccer, T-Ball, Blast Ball, Slo-Pitch Leagues take place in June and July. The cost was \$250.00 per team for the Slo-Pitch League and \$25.00 for T-Ball, Soccer and Blast Ball.
- The Let's Be Active After-School Program (ages 5-12) is offered at no cost, with preference given to low-income families. Sessions run from October to December and January to March.
- Easter Egg Hunt on the Saturday of Easter Weekend.
- Bread and Cheese Parade at the Sports Events and Carnival on Victoria Day in May.
- Coordination of senior community members to attend District and Ontario Senior Games.

Previously, the basketball program was co-ed but girls began to drop out at a certain age. A 'Girls Only' Drop-In was developed to get these girls active in a more comfortable space. Transportation for approximately 10-12 participants is provided when passenger van space was available.

The 'Girls Only' Drop-In program met weekly to pursue other activities, including active sports night and trampoline exercise classes at a local gym, spa days, cooking nights, and arts and crafts. The girls kept scrapbooks of their various activities and celebrated the end of the season with a chosen outing such as a movie or bowling.

In order to ensure sustainability and promote capacity building, Six Nations Parks and Recreation have created various manuals for volleyball and soccer, and programs have been pre-created for the coaches. Six Nations Parks and Recreation also provide coaching manuals for every sport and leadership training for summer student staff. All staff and students have received High Five training, a national program provided by Parks and Recreation Ontario, and this has worked towards accreditation in High Five. This accreditation will provide reassurance about the quality of the program for parents and people in the community.

At the end of each program, all participants receive medals, certificates, or trophies. All families were invited to a final game and awards ceremony. The final game and awards were greatly appreciated by participants.

## Addressing Culture

Six Nations Parks and Recreation Department had large containers filled with traditional games and these containers were brought into every program including crafts, making moccasins, corn husk dolls, archery, lacrosse, double balls and traditional cooking.

## Overcoming Obstacles

The two-member staff of Six Nations Parks and Recreation focused on self-care that worked to maintain balance in their own lives. The provision of daytime and evening programming has certainly challenged the team to work in creative ways to avoid burn-out. For example, they have taken time off when needed and have worked with other departments, such as the health and social service departments in order to provide programming.

## Advice To Other Communities

**According to program leaders, key factors for success have included:**

### **Program Offerings to Community Members:**

- Providing fun program activities that build skills and get people moving
- A good mix of skill development and games through which many children's skills were supported and participants feel successful. Self-confidence and self-esteem emerged once participants experienced success in the program
- Opportunities for all participants to achieve success, regardless of ability
- Training volunteers and coaches

### **Program Networking:**

- Dedicated staff, volunteers, and coaches
- Excellent support from others that helped the programs to grow
- Finding other tools where lesson plans had already been laid out

### Program Outreach:

- Involving enthusiastic people for promoting, training and implementing the programs. It takes a lot of people to give the program a strong, enthusiastic profile
- Ensuring everyone is comfortable with the program.

## Evaluation And Impact

Success of the programs offered by the Six Nations Parks and Recreation Department was documented by recording participation rates and program satisfaction through questionnaires to participants and their parents.

When the Six Nations Parks and Recreation Planning Department began in 1996, there were approximately 1,000 participants. There has been a steady growth in participation over the years and it reached approximately 2,500 to 3,000 community members per year.

Program staff felt positively about the opportunities they provide for children to be active who might not otherwise be able to

participate.

Program leaders claim that programming has impacted participants in different ways. For some, the programs have kept them busy and active. Many children who first started with the basketball program have come back to the program as volunteers. It has been very positive when past participants return to give back to the next generation coming through the programs. Students have completed volunteer community hours for their school by helping out with programs.

Program events and accomplishments were showcased in the local newspapers. For the track & field event every May, pictures were sent to the local newspapers as well.

## Contact Information

Cindy Thomas

**Programming Team Leader**

Six Nations Parks and Recreation  
Department

Tel: 519-445-4311, Ext. 25

Email: [cthomas@sixnations.ca](mailto:cthomas@sixnations.ca)

## Resources

- Six Nations Parks and Recreation  
Website: <http://www.sixnations.ca/ParksRecDept.htm>

# profile:



*“It’s about removing the barriers to participation and empowering our youth.”*

# 6.10 Manitoba

## Winnipeg Aboriginal Sport Achievement Centre

### Lead Organization

Winnipeg Aboriginal Sports and Recreation Association (WASRA)

### Key Partners

- City of Winnipeg
- River East Transcona School Division
- University of Winnipeg

### Location

Winnipeg and northern communities, Manitoba

### Setting

First Nation, Inuit, and Métis communities as well as rural and urban centres

### Target Groups

Aboriginal Youth

### Project Focus

Youth educational achievement, employability and suicide prevention through sports, recreation, and counseling

### Inclusion of Culture

Culture-based programming including participation in cultural activities, such as sweats and dancing

### Type of Physical Activity

Structured sports and recreation activities including hockey, swimming, and soccer

### Implementation Level

Provincial

## Background

The Winnipeg Aboriginal Sport Achievement Centre (WASAC) has been operating programs in 100 schools across three school divisions in Manitoba since 1999. In Winnipeg, using sports and recreational activities as a draw, WASAC's objectives have included improving high school graduation rates, access to post-secondary education, and employability for Aboriginal youth in a culturally safe context. In Northern Manitoba, WASAC has utilized sports, recreation and cultural activities in order to prevent suicide among youth in isolated communities.

A real need existed for organized and structured sports/recreation programs in urban Aboriginal neighbourhoods as well as isolated communities, going beyond throwing a ball around the community centre. WASAC has removed barriers to active participation in sports and recreation activities by providing venues, coaches, leaders, equipment, and nutritious snacks.

Since its inception in 1999, the program has expanded its services, resources and recognition. WASAC has changed and adapted over the years from its origins as a major component of the Aboriginal Games Movement. Sporting opportunities have developed into a strong educational tool and provide recreational support. WASAC has expanded into the education system, offering programs that have been more education-based and leadership-based. WASAC has continued to grow and build community partnerships, as a vital component of program sustainability.

WASAC North programs specifically target communities with high levels of suicide attempts and suicide rates. Program staff members work broadly with children and youth from these communities. WASAC North was the first provincially funded suicide prevention service using sport, recreation, and cultural activities as its suicide-prevention strategy. High-risk children and youth are targeted for program involvement and are provided with mentors and leaders through the program. After



program graduation, participants are able to use their new skills and the program as a reference to enter the workforce. WASAC provides letters of reference, resume writing support, interview skills and scholarships for participants to return to school. For suicidal children and youth, hopelessness about the future is a common experience. WASAC provides stepping stones into the future and thus, provides hope for the future as well as support to get there.

## Leadership, Partnerships And Sponsors

The Winnipeg Aboriginal Sports and Recreation Association (WASRA) is the governing body that oversees the activities of WASAC. WASRA is comprised of an Executive Director and a board of directors, with representation from various sectors, including a crown prosecutor to ensure a justice component.

WASAC has partners who have provided infrastructure, gym space, transportation, as well as academic support and sponsors who have provided financial support. WASAC maintains that partnerships have remained strong because the program is community based and needs driven.

### **Partners and sponsors have included:**

- Canadian Heritage
- Centre for Aboriginal Human Resource Development, Inc. (Winnipeg)
- City of Winnipeg
- Manitoba Moose Yearling Foundation
- Province of Manitoba
- River East Transcona School Division
- Sport Manitoba
- University of Winnipeg
- Winnipeg Aboriginal Sport and Recreation Council.

New partnerships and sponsors are constantly being explored to provide both in-kind resources and financial support. Partners and sponsors have been a necessary blend in order to continue delivering the program. Strong partnerships have been created with public boards of education, post-secondary schools, and the University of Winnipeg.

## Generating Buy In

A clear need in the communities for structured and organized sports and recreation activities has maintained high demand for the program. A number of provincial reports have also demonstrated this need. Many people have come forward from various backgrounds to support WASAC by initiating specific programs.

WASAC programs are primarily run by youths and many decisions have been based on the young people themselves, their feedback and their expectations from the program. WASAC uses the Federal standard of youth, defined as ages 29 and under, as a programming guide.

## Planning, Implementation And Sustainability

In 2006, over 2,500 youths were registered with WASAC. In its eleven year history, WASAC has seen the camp grow from 40 children to 130 children per day and organizers estimate that translated to about one thousand children per summer that WASAC had been keeping off the streets.

WASAC is one of the largest Aboriginal sport and recreation organizations in Canada in terms of program service and delivery, and participation rates. WASAC has seven full-time employees and approximately 100 seasonal, part-time employees (students employed as camp leaders). It has been able to employ over 90 young Aboriginal recreation leaders per year. For each camp

there have been up to fifteen staff servicing 150 young people. Furthermore, there have been between 50 to 100 volunteers in any given year of the program.

Some of the WASAC programs have been primarily staffed by older youth. Many programming decisions have been based on participant views of what they were hoping to have and access.

**The following is a description of programs that have been offered by WASAC:**

- WASAC Kids Camp (Ages 7-12). This free program provides children opportunities to participate in an array of summer activities, such as soccer, swimming, basketball, crafts, and cultural activities within a friendly environment situated within their community. The WASAC Kids Camp operates at the Old Exhibition Grounds located in an area with the highest population of Aboriginal people in any city across Canada.
- Youth Achievement Program (Ages 13-29). This year-round program offers opportunities for Aboriginal youth to train and receive practical recreation experience down a positive and enriching path to becoming tomorrow's leaders. The Youth Leaders receive training and participate in educational workshops, recreational games, and cultural workshops. The Youth Leaders have weekly opportunities to learn and participate in sporting activities, excursions, and Aboriginal cultural events. They also had opportunities to work at WASAC Kids Camp and put the skills they learned into practice.
- WASAC Dolphins Program (Ages 7-29). This program provides children and youth with opportunities to participate in an Aqua Quest swimming program. The children receive badges and certificates for each level they complete. The WASAC Dolphins Program is an after-school program and has been a sell-out year after year.
- WASAC Kickers Program (Ages 7-12). This program introduces the game of soccer to Aboriginal children in the inner city. Soccer games and practices were organized for participants, to teach them skills, rules, and techniques of the game. The soccer teams were managed in partnership with the Winnipeg School Division. The children's teams play in the inner-city soccer league; this allows the players to practice their skills in a competitive and fun environment.
- WASAC North (Ages 13-29). This program brings together an ensemble of Aboriginal Youth Mentors from WASAC who share their knowledge of sport, culture, and community development with Aboriginal youth from communities across the North. The goal of this initiative is to promote community spirit and strengthen sustainable, local community programs. Young people from northern communities are trained by the WASAC Youth Team in the methods and structures that are needed to build community involvement, while promoting sport, culture and natural education connections.
- Little Moose Hockey Program (Ages 7-12). In this program, Aboriginal students from the Winnipeg School Division and the Rivereast Transcona School Division have the opportunity to participate in a unique program that focuses on the development of ice hockey skills. With the leadership of professional coaches and instructors, the players participate in a mix of drills and fun activities while learning the rules of the game.
- Touchdown for Kids (Ages 13-29). This program brings the University of



Winnipeg, the Winnipeg High School Football League and WASAC together to run a football program for youth. This summer camp provides participants with an opportunity to develop and improve on their football skills, both recreationally and competitively through a safe, yet challenging environment that promotes health and fitness.

- Manitoba Indigenous Summer Games (ages 12-17) has been one of the province's most exciting sporting competitions. Aboriginal athletes from across the province showcase their talents in various competition sports, such as softball, golf, soccer, basketball, volleyball, and canoeing. WASAC is responsible for recruiting talented Aboriginal youth athletes every year to represent Team Winnipeg in the Manitoba Indigenous Summer Games and the Manitoba Indigenous Winter Games.

## Addressing Culture

Culture has been entrenched in all programs as an essential component of this community-driven programming. Youth have participated in sweats, powwows, dancing, native crafts, sage picking, and sessions with Elders.

## Lessons Learned

WASAC has learned the importance of understanding the different systems that can provide support, such as government departments, secondary schools, and public schools. Elementary and Secondary schools were found to be a natural source of activity that could easily incorporate WASAC initiatives into their programming.

WASAC learned the importance of a strong communication strategy between its various program partners. This included taking the time to come together to talk about the positives and challenges faced, as well as to share program experiences.



WASAC staff members have continued to expand and understand that the concept of culture has great breadth and depth. Not only are communities distinct in how they define themselves in terms of their Aboriginality (First Nation, Metis, etc.), but there are further distinctions that go beyond race and unite people based on an institution they belong to or their field of work. One community is different from another community, such that the infrastructure and priorities of each community are different, leading to cultural differences. Communities are also dealing with different issues such as drugs, steroids, children's aid involvement and suicide. Isolated Northern First Nation communities are quite diverse and culture is understood differently among them.

## Advice To Other Communities

**WASAC believes that the key factors for success include:**

### **Program Offerings to Community Members:**

- Nutrition provided at no cost
- Recreation leaders and mentors who are strong role models
- Proper equipment for sport participation
- Structured and organized activities
- Leadership development for young people, such as programs for acquiring a coaching licence



## Program Outlook:

- Recreation leaders who understood the values not just paths. For example, preparation for employability is enhanced when youth have a strong sense of belonging, some sense of contribution to the community (i.e. generosity), and the development of talents. When these three values were incorporated, participants remained with the program longer and therefore met the expected outcomes.
- Participants felt they belonged to something positive by focusing on the three values of belonging, community contribution, and skill building.

## Evaluation And Impact

A formal evaluation of WASAC was undertaken by the University of Winnipeg and the University of Manitoba based on actual WASAC participation rates, high school graduation rates, access to post-secondary institutions, and transition to mainstream types of opportunities based on participant testimonials. The goal of this evaluation is to collect data and to identify a best practice model for WASAC and program partners.

WASAC has been successful in increasing access to post-secondary education institutions, as they provide over \$150,000 in annual scholarships for Aboriginal youth.

The large number of young people requesting this service and resource has been a testament to its success. Parents, teachers, and educators have shown a deep interest in the service. Post-secondary and elementary school students have been very interested, although over 300 job-seeking youth were disappointed because WASAC could only hire 100 youth. With over 300 young people who are employable and wanting to work, WASAC has encouraged community organizations to collaborate with the young people available in their communities.

WASAC accomplishments have been primarily shared through participant testimonials. Many WASAC staff members have served on various boards through which social networking and annual reporting occur.

From a news release article, Winnipeg Mayor Sam Kats asserted that he likes what the WASAC does, that it worked, and that it has been successful. Denny Lathlin, a young person participating in the program described his experience:

*“It sucks to say, but I’d probably be in jail or something I wouldn’t want to look forward to, or dead...It [WASAC] takes people from the bad side and turns people to good. I’ve seen that a lot, I’ve seen that with myself too.”*

## Contact Information

Kevin Chief  
**Executive Director**  
Winnipeg Aboriginal Sport Achievement  
Centre  
100 Sinclair Street  
Winnipeg, Manitoba R2X 1X1  
Tel: 204-471-1611  
Fax: 204-586-2772  
Email: [kchief@mymts.net](mailto:kchief@mymts.net)

## Resources

- WASAC website: <http://www.wasac.ca/>

# profile:



*"Youth driven programming  
ensures our success."*

# 6.11 Saskatchewan

## Rainbow Youth Centre

### **Lead Organization**

Rainbow Youth Centre

### **Key Partners**

- United Way
- City of Regina
- Qu'Appelle Health Centre

### **Location**

Regina

### **Setting**

First Nation, Inuit, and Métis communities as well as rural and urban centres

### **Target Groups**

At-risk Youth, ages 11-25, multi-cultural

### **Project Focus**

Physical activity promotion with supportive programming for housing, parenting, and employment

### **Inclusion of Culture**

With Aboriginal youth as 85% of participants, all programs have Aboriginal cultural components

### **Type of Physical Activity**

Structured and unstructured physical activity including team sports, dance, and canoeing

### **Implementation Level**

Local

## Background

The Rainbow Youth Centre, a charitable organization located in North Central Regina, was started in 1982 by a group of social workers based at the University of Regina who recognized a gap in available services for youth living in the area. The original focus was on providing a physical outlet for at-risk youth through the youth C.A.R.E. (Creating a Respectful Environment) program.

Over time, services have evolved to meet the changing needs of youth in the community. While physical activity has remained a cornerstone activity, the organization has recognized the need to also support youth to address primary needs such as housing, parenting and employment. Additional programming has been incorporated accordingly.

## Leadership, Partnerships And Support

As the Rainbow Youth Centre has been in operation for almost 30 years, it has over time cultivated a network of partners, advisors and supporters who are committed to supporting youth development. This network has continually grown and evolved alongside the Centre. Primary supporters include the funding agencies and an 11-15 member board of directors. Over time, the Centre secured funding from 14 sources for the delivery of their programs and services. Some of their funders have included: the City of Regina, Service Canada, the Saskatchewan Ministry of Corrections, Public Safety and Policing, Regina Qu'Appelle Health, and The United Way.

Their volunteer Board of Directors operated on the Carver Policy Governance Model and provided the strategic vision for the centre. Among others, members have included two Aboriginal representatives, a member of the clergy, a lawyer, a social worker and a librarian. In addition to providing their

professional expertise, board members have been useful in connecting the centre with other community businesses and agencies that make in-kind contributions to the centre. At one time the Board included an Aboriginal police officer which the Centre found very valuable. In seeking new members for the Board, the Rainbow Youth Centre focuses on recruiting members who offer the greatest complement to the existing members.

There are also numerous partnerships that have developed over the years allowing the Centre to provide enhanced services to youth. Their success in forging these partnerships relies on their long-standing relationships in the community. They have demonstrated that they are both passionate and have the ability to follow through with their plans.

### **Some examples of their partnerships have included:**

- Recreation centres that sell gym passes in bulk at a discount rate to the centre.
- Local fitness businesses (e.g., kick boxing) that have provided in-kind services.
- In-kind services from Qu'Appelle Health for counselling services (for centre staff) and Elder services (for Aboriginal youth).

## Generating Buy In

Youth involvement and ownership of Centre programming has been considered critically important in ensuring that programming is relevant to the interests of the local youth. Each year, when programming is developed, young people are consulted for their input into activities and program options. In addition, basic services such as hot meals and housing, parenting and employment support at the Centre have attracted greater youth participation.

# Planning And Implementation

In 2010, the Rainbow Youth Centre offered six programs for youth aged 11-25 in Regina, Saskatchewan. While their programming is open to all youth, they primarily service at-risk youth and estimate that 85% of their participants in 2010 are Aboriginal.

## The six offered programs were:

1. Youth C.A.R.E. Program (Ages 11-19). This program provides students with an opportunity for physical activity in the Centre's facility. The program begins with unstructured physical activity after school followed by a hot meal, and a structured activity. The program runs from Tuesday to Saturday and incorporates a dance night, homework night, Sports night, and movie night. The program also allows for one-on-one support to youth with youth care workers. Saturday activities include community volunteering followed by a leisure activity. Activities and programming were reconsidered seasonally in order to reflect the interests and needs of youth. Fifteen to twenty youths participate in the daily supper.
2. Youth Skills (Ages 11-19) focus on programming to build self-esteem, and provide anger management, skill training and healthy relationship building. Physical activity is built into this program and funding is provided by the Saskatchewan Ministry of Corrections, Public Safety. This program received 214 referrals in the 2009/2010 fiscal year.
3. Youth Express (Ages 11-25) provides an opportunity for youth to connect with stable affordable housing. In 2009/2010, this program supported 50 young people in accessing and maintaining affordable housing.
4. Road to Employment (Ages 18-25) is a year-long program that provides support to youth

in acquiring the skills necessary to secure employment. It includes GED preparation, driver's license preparation, and work placement opportunities.

5. Youth Parent Program (Ages 11-25). This group is tailored for young parents and/or expectant parents. Transportation and childcare are provided. They focus this program more on health and household management including food and nutrition, budgeting, etc. in the future. In 2009/2010 this program reached 73 parents and 96 children.
6. Kids First (11-25). This is a Saskatchewan-wide project based on the Growing Great Kids Curriculum. Parents are pre-screened and referred to the program by health nurses at local hospitals. Employing a family-centred strengths-based approach, Centre staff visit family homes to provide support to families with young children. In 2009/2010, 75 families and 105 children participated in this program.

In 2010, the Centre reported 127 registered volunteers who contributed 818.5 service hours. The Centre had 27 full-time employees and three part-time employees in 2009/2010.

The Centre provided communication to the community through its website and seasonal newsletters.

## Addressing Culture

A majority of the Centre's clients are Aboriginal and as a result Aboriginal Art and culture have had a presence both in a material sense and in a programming sense within their centre. Each program has an element or module with an Aboriginal focus. For example, the dance program includes a jingle dance component where jingle dancers are brought in. The Youth Parent Program offers instruction in traditional parenting. Elders were also routinely brought in for special occasions and ceremonies.

## Lessons Learned

### Challenges that have faced the centre include:

- Engaging youth in physical activity while they are struggling to meet the basic needs of life is a challenge. As a result the Centre offered housing and employment programs to help youth in these areas so that they can be free to participate in physical activity.
- Gangs pose an occasional threat. However, youth have, so far, respected the centre and typically left gang behaviour at the door.
- Transportation is an issue for youth especially in getting home from the centre. The centre provided transportation as well as public transit assistance (escorts to bus stops and bus tickets).
- Stigmatization of youth who come to the centre.
- Consistency of staff is a challenge in a field where employees are underpaid. The Centre has addressed staff turnover by turning it into an opportunity for learning and modeling. When a staff member leaves the centre, the young people are reassured that they are not leaving because of them, but to pursue a better opportunity.
- Zoning requirements of the facility. Ideally, Rainbow Youth Centre would like to stay open until 10 pm. However, residential zoning only permits them to be open until 9 pm. They feel as though offering programming until 10 pm would increase the likelihood that the young people would go directly home after their program.

## Advice To Other Communities

### Key factors of success have included:

#### Program Outreach:

- Fostering relationships within the community. Community organizations have, over time, come to view the Centre as a reliable and credible agency and as a result they have been able to expand services to at-risk youth. Further, their volunteer Board of Directors has also contributed strategic direction and advocacy
- Encouraging youth to be engaged in planning the Centre's programming helps to provide programs that are engaging and relevant

#### Program Offerings to Community Members:

- Offering nutritious food helps to bring youth into the program
- Employing staff and volunteers who are healthy role models.

## Evaluation And Impact

The Centre's primary indicator of success has been the repeated and continued participation of youth in centre activities.

Reporting to funders has been the primary evaluative component of the program. Typically, evaluative data was based on participation numbers, participant satisfaction data, staff perspectives, and through continued and repeat participation of youth in their programs.

They have been developing a logic model which will guide them to collect relevant data to determine the impacts of the services. This will be complete in September 2011. They anticipate that it will be challenging to collect data for youth under 16 because of the need for parental consent.



## Contact Information

Shelly Christian  
**Executive Director**  
Rainbow Youth Centre  
Regina, Saskatchewan  
Tel: 306-757-9743  
Email: [schristian@rainbowyouth.com](mailto:schristian@rainbowyouth.com)

## Resources

- Rainbow Youth Website:  
[www.rainbowyouth.com](http://www.rainbowyouth.com)
- Great Kids Inc. Website:  
<http://www.greatkidsinc.org/growinggreatkids.html>
- The Door Website:  
<http://www.door.org/>
- The Authoritative Website for the Carver Policy Governance® Model:  
<http://www.carvergovernance.com/model.htm>



# profile:



*“One Of Alberta’s Greatest  
Resources Is Our Youth.”*

# 6.12 Alberta

## Alberta's Future Leaders Program

### Lead Organization

Alberta's Sport, Recreation, Parks and Wildlife Foundation

### Key Partners

- Alberta Foundation for the Arts

### Location

Alberta

### Setting

First Nation communities

### Target Groups

First Nation and Métis youth  
(aged 12 to 17 years)

### Project Focus

Sport, recreation, art and leadership

### Inclusion of Culture

Community-specific

### Type of Physical Activity

Structured and unstructured sports, recreation, and traditional Aboriginal activities

### Implementation Level

Local

## Background

The Alberta's Future Leaders (AFL) Program, operated through Alberta's Sport, Recreation, Parks and Wildlife Foundation, started in 1996 in response to challenges faced by the Aboriginal population in the justice system. Program developers explored partnerships with other agencies and departments that could help to develop a program to combat high rates of involvement in the justice system by Aboriginal youth (ages 12-17).

Alberta's Future Leaders Program is a recreation program with a holistic approach based on more than sports and arts. It extends to include leadership training and skill development opportunities that strengthen and empower participating youth. Alberta's Future Leaders Program also aims to improve participants' self-esteem, self-confidence and self-image through cultural awareness and enhancement, as well as develop motivation in other aspects of life, such as education.

AFL has used sport, recreation, the arts and leadership development as initiatives to address the needs of Alberta's youth who live in First Nation and Métis communities. This has been accomplished by providing summer recreation programming and leadership development opportunities in communities that wish to partner with the program. The programming is led by two qualified youth workers and art mentors per community who 1) implement summer sport, art and recreation programs for youth, 2) provide a summer leadership component that offers life and leadership skills training to the youth leaders in the communities, and 3) become role models in the community.

Initially, AFL looked at existing ideas for accessing communities, such as the Manitoba Fly-In Summer Camp Program. The Manitoba idea expanded into living and working within the community by spending four months of the summer to establish links and make a difference in a community. This forms the basis for the AFL program.

AFL has also collaborated and partnered with the Alberta Foundation for the Arts. The formation of the arts program began as an arts tour to the community, where the program was shared in each community for two weeks during the summer. Now it has grown such that the Arts program stays in the community for the four months of the summer. The AFL program works with each community for up to three years. The desired outcome is for the community to take ownership of the recreational programs within the community and to further develop recreation opportunities.

## Leadership, Partnerships And Support

Since the early planning phases of the program, AFL has worked with the Provincial Support Committee on providing organizational direction and decision-making. Support Committee members have included staff from the Alberta Foundation for the Arts, Alberta Aboriginal Relations, Alberta Health and Wellness, Alberta Employment and Immigration, Alberta Justice and Attorney General, RCMP, Alberta Sport, Recreation, Parks and Wildlife Foundation, Alberta Tourism, Parks and Recreation and corporate sponsors (e.g., ATCO Electric).

The Alberta Sport, Recreation, Parks and Wildlife Foundation has provided funding for the Alberta's Future Leaders program. AFL was managed by two coordinators under the Alberta Sport, Recreation, Parks, and Wildlife Foundation. The Alberta Foundation for the Arts provides a coordinator and summer Art Mentors in selected communities to run the program from May to August each year. AFL places two staff members in each community for a total of up to twelve communities per summer. Overall, this results in the community's employment of two program staff members. AFL is a community-driven program, in which the workers are direct employees of the community.

AFL has maintained its partners and stakeholders involved in the program, as they have contributed important skills and resources that may not have existed within the program. As a result, partner relationships were reported to have increased in strength. Various government departments have taken particular interest in the program and have facilitated the program's access to resources. AFL has recently formed relationships with the Kids Sport program. Partnerships with corporations as sponsors and service agencies have helped to provide the finances needed to run the AFL program.

**In 2010, the following corporate sponsors were contributing to the AFL program:**

- ATCO Electric
- Cenovus
- Conklin Community Enhancement Society
- Devon Canada
- Pembina Pipeline Corporation
- PNK Transportation Services
- Whitesands Insitu Partnership

## Generating Buy In

Because AFL considered it important for the community members to support the program, they began by working with community members to ensure a proper community fit and readiness for the program. AFL reported that community support had been achieved through sharing the benefits of the program and how it offered sport and recreation opportunities that had the potential for creating a positive impact on the quality of life for youth in the community.

AFL has welcomed new communities, preferring communities that express an interest in the program and initiate the dialogue. This initial process can happen over the course of a year, during which time necessary steps are taken to prepare

the community for the program. These discussions have focused on community supports, as well as the readiness of the community to host the program, the willingness and availability of community leaders to contribute to the program, band council resolutions welcoming the program, and financial or sponsorship issues.

AFL worked with each community to obtain sponsorships and partnerships for their program. In their opinion, the greatest success had been when there was a local contact or industry representative that worked directly with that community rather than seeking sponsors from non-local grantors.

AFL has not used a “cookie cutter” approach, nor have they transported programs from one community to another. Each community has been respected for its different assets and resources, corporate sponsors, cultural interests and opportunities. Everybody’s community is different is a common phrase at AFL. The Youth Workers have brought to the program a vast array of experiences from educational to life experiences. AFL has promoted respect for all stakeholders and has been very adaptable to the expressed need of the community leadership and youth, and what the Art Mentors and Youth Workers can provide in developing a program plan for the summer.

A relationship of mutual supervision has existed between community leaders and Alberta’s Future Leaders Program. Community leadership has supported the program, while in return the program sought to support the community in the sustainability of the program.

# Planning, Implementation And Sustainability

Approximately 6,000 youth participate in the Alberta's Future Leaders Program per year. In 2010, AFL delivered 1,900 hours of programming and recorded over 23,000 participant hours in eight communities. The AFL program has cost approximately \$30,000 per community per year. This cost has usually been split three ways: 1/3 Alberta Sport Recreation Parks and Wildlife Foundation, 1/3 from community and 1/3 from corporate sponsorships (this varies depending on funding opportunities).

AFL has worked with 41 different communities since its inception in 1996.

## **In 2010, the following communities participated in the AFL program:**

- Boyle Street Community Services
- Conklin Community
- Driftpile First Nation
- Gift Lake Métis Settlement
- Heart Lake First Nation
- Kikino Métis Settlement
- Peerless Lake Community
- Trout Lake Community

During the first month of the summer, program staff met community members and worked on establishing themselves within the community. The Youth Workers and Art Mentors work on informing youth about the program by working through the schools, attending/presenting at community events, weekend and evening drop-in programs, and helping with specific classes and programs. Youth Workers and Art Mentors have utilized a variety of contemporary social mediums to communicate with community youth, such as texting, Facebook, social networking forums, posters, newsletters, monthly calendars, announcements in schools, and working with community leadership.

## **Bringing fresh new ideas into the community, AFL offered youth the opportunity:**

- to be around positive role models,
- for education, recreation, and traditional activities both within and outside of the community,
- to look at their roots and history, fostering a sense of resiliency,
- to learn from community leadership, and
- to form their own Youth Councils, in order to provide youth with a cohesive voice within the community.

An important strategy has been to identify key youths in each community as leaders who can encourage others to attend the program. Youth, families, Youth Workers, Art Mentors and leadership are all involved in developing the program and activities. Volunteers and community members are also sought out to assist and support with program implementation. A major benefit of the program has been that program youth workers are generally new to each community and brought fresh programming ideas and approaches for the whole community. This has helped create an environment in which the program was receptive to all youth in the community, regardless of their past or reputation within the community. Youth at-risk were especially attracted to the program because the new Youth Workers did not have preconceived notions; this allowed full, meaningful participation in the program.

Program leaders have highlighted the importance of respecting the fact that different activities have been popular within different communities. For example, in one community program, youth workers bring in traditional artists and in another community, young people create Claymation of traditional stories and music videos. Other examples of activities include arts and crafts, drama, trips to other communities, baseball, ball hockey, soccer, ice hockey, track and field, and swimming. Some activities have

been designed specifically to support the involvement of girls. These activities consist of 'girls night out', movie nights, make-up/sleepover night, girl's floor hockey, arts, crafts and music, dressing up, and spa night.

Alberta's Future Leaders Program has incorporated multigenerational recreation activities, and claims it to be one of the most important factors impacting quality of life for communities. Community gardens, cooking classes, evening activities, family softball games and other options for sports within the community have been established from the program.

Alberta's Future Leaders Program provides a Leadership Camp each year, where three youths from each community accompanied by a program worker are taken to the mountains for a week-long leadership retreat. During this time, youth leaders complete a half-day of classroom-style learning, regarding leadership issues such as communication, community work, and self-evaluation. This is combined with outdoor activities in the afternoon, providing the youth with opportunities to use lessons learned from the classroom to see their own potential, as they are prepared to be leaders in their own communities.

In terms of developing a goal of long-term sustainability, Alberta's Future Leaders Program has partnered with sponsors, the Alberta Foundation for the Arts and various communities. Communities have learned from their experiences with the program and had opportunities to experience the importance of recreation for the future of youth in their community.

Every summer, sponsors are updated on the accomplishments of the program and are invited to attend activities in the community. At the end of the program during the summer, there is a Community and Sponsor Recognition Day, which consists of a golf tournament and banquet where people involved in the program attend and share their experiences from the summer. Each year, Youth Workers and Art Mentors

complete a community report about their program. Program events, achievements and resources are shared at conferences as a way to connect to other initiatives and resources, but most of the time information is communicated between communities through word of mouth, discussing the benefits and gains from the program.

## Addressing Culture

AFL has general knowledge of various traditions, as different nations have different beliefs and has depended on communities to incorporate community beliefs, cultural teachings and traditions, in order to ensure the cultural basis of the program.

### **Traditional cultural activities in the program have included:**

- Teachings from community Elders
- Arts and Crafts
- Music, Dancing and Hand Games
- Sweats
- Cultural events (Sundance, Pow Wows, and treaty events)
- Feasts
- Making jingle and traditional dresses
- Drumming lessons

AFL has observed that the more the community was involved, the greater the success of the program.

## Overcoming Obstacles

Challenges faced by AFL have varied on a yearly basis but include the changing economic conditions and political issues within communities, as well as the dynamics of partnerships between program staff. A major issue is the availability of appropriate housing for the program staff, with housing shortages in most communities around the province. The size of each community has created unique challenges including limited transportation available to youth workers and youth in the community for program

purposes. AFL has addressed the housing need by exploring trailer rental options to billet program staff during the summer months with community families and work camps. AFL has worked with community members and Elders to house program staff and assist with the renting of vehicles as needed.

The two Youth Workers and Art Mentors in each community must learn how to cooperate with each other in order to live and work together for the summer months. This involves the practice of patience, being open to learning about each other and learning how to create open communication between the two partners. Communication and leadership issues are addressed during program staff training and communities are encouraged to help communicate with AFL regarding the work of program staff.

Each community differed with respect to how much time was needed to establish relationships within the community. Youth workers have faced challenges in implementing the program, as being new to the community they have to gain an understanding of how the community operates. Establishing the program in the first year and learning about each community has taken time, and finding strong community contacts have remained a challenge. When strong, committed community contacts are secured, success of the program is better achieved. The ability of the community contact to introduce workers to the community and show the workers how the community operates allows for a smoother transition into the community as Youth Workers and Art Mentors feel supported.

### **The transition process for new workers included some of the activities listed below:**

- Learning about the community when starting with no prior knowledge especially in the first year
- Locating and being inclusive of the important community contacts
- Working with different leaders, programs, and departments
- Getting to know individual community members one-on-one
- The extra effort of connecting with older youth

Each pair of workers strategically addressed the above time challenges according to the unique needs of their respective communities. This included following the direction and guidance given by community leaders.

## Advice To Other Communities

### **According to AFL, key factors for success have included:**

#### **Community Strengths:**

- Role models within the community
- Working with existing resources and skills of each community
- Viewing the youth in the community as a strength

#### **Program Offerings to Community Members:**

- Offering communities opportunities to participate in physical activity
- Working with youth and encouraging them to come out as much as they can

#### **Program Networking:**

- Connecting with other services within the community, such as sports teams and activity centres



- Visiting and supporting youth program workers in their roles and responsibilities

### **Innovative Approaches to encourage Participation:**

- Bringing people into the community including experts, other partners and organizations, as well as various sports groups to help promote physical activity
- Using the Sports for Life Model that teaches physical literacy and the basic skills necessary to participate in various sports

### **Program Planning and Outlook:**

- Having a framework or template to organize community ideas and ways to accomplish the program
- Being flexible when working with different communities.
- Respecting the fact that no two communities are the same and every community will have different wants and needs
- Respect the community where it is at
- Staying out of politics and community issues
- Remembering the smiles.

## **Evaluation And Impact**

Success of the program has been identified primarily by participation and attendance rates. The younger participants have been more committed to coming out and being involved, while the older youth are a harder sell. Participant reports of higher self-esteem, self-confidence, and self-image have been taken seriously by program staff. Community members have reported less vandalism and fewer youth getting into trouble during the summer, as a result of program participation.

The Alberta's Future Leaders Program also explored other sources where indirect impacts of the program may have been felt. This has included reports from community

service providers claiming that participation in the AFL program has possibly led to lowered crime rates within the community, and also includes indicators of increased community health.

### **Program and community leaders have reported:**

- Increased sense of community, teamwork, cooperation, and conflict resolution
- Reduced risk factors for disease by promoting health and wellness and discouraging smoking, alcohol and drug use
- Reduced boredom in the community
- Increased opportunities for fair play, respect for rules, positive values, developing motivation for other aspects of life, such as education
- Increased opportunities to be a contributing member of the community
- Enhanced cultural awareness
- Increased community and family support, such as volunteerism.

AFL has credited its success so far to the work of the communities, Youth Workers, Art Mentors, community agencies and the schools. Another large component of the success of the program has been credited to the role modelling provided by the program Youth Workers and Art Mentors, as they model physical activity, healthy living, as well as healthy food choices and activities.

AFL has been pleasantly surprised by the high level of community response to the program, with many communities requesting the program year-round. Communities have reported that many youth wait in anticipation for the program to come back each summer. AFL has become part of each community, as youth program workers have developed lasting relationships with the youth and all members of the community. However, the extent of the relationship depends on each worker.

One of the more meaningful outcomes of the AFL has been that some of the youth participants of the Leadership Camp have gone back to sit on their communities' Councils, managed various departments, worked within the sports and recreation field. Many participants changed by taking positive turns in their lives with the potential to become future leaders of their communities.

## Contact Information

Scott Grevlund

### **Recreation Consultant**

Alberta Tourism, Parks and Recreation  
Alberta Sport, Recreation, Parks, and Wildlife  
Foundation  
903 Standard Life Centre  
10405 Jasper Avenue  
Edmonton, AB, T5J 4R7  
Tel: 780-422-7110  
Fax: 780-427-5140  
Email: [scott.grevlund@gov.ab.ca](mailto:scott.grevlund@gov.ab.ca)

<http://www.trp.alberta.ca>  
[www.asrpwf.ca](http://www.asrpwf.ca)  
<http://www.asrpwf.ca/recreation-active-living/future-leaders-program.aspx>

## Resources

- Alberta's Future Leaders website:  
<http://www.asrpwf.ca/recreation-active-living/future-leaders-program.aspx>





# profile:

*“We are committed to closing the health gap between first nation, métis and urban aboriginal peoples, and non-aboriginal Canadians in BC.”*

# 6.13 British Columbia

## Aboriginal Act Now BC

### **Lead Organization**

The National Collaborating Centre for Aboriginal Health (UNBC)

### **Key Partners**

- BC Association of Aboriginal Friendship Centres
- First Nations Health Society
- Métis Nation British Columbia

### **Location**

British Columbia

### **Setting**

First Nation, Inuit, and Métis communities as well as rural and urban centres

### **Target Groups**

First Nation and Métis communities across BC, as well as urban Aboriginal people

### **Project Focus**

Physical Activity, tobacco cessation, healthy choices in pregnancy, and nutrition

### **Inclusion of Culture**

See guiding principles

### **Type of Physical Activity**

Wellness and healthy lifestyle activities in community centres and physical activities in schools

### **Implementation Level**

Provincial

## Background

Aboriginal Act Now BC has been structured as a multi-year, partnership-based, community-focused health promotion strategy for First Nations, Métis, and urban Aboriginal peoples in British Columbia. Established in 2006 by a grant from the Provincial Government, it has been hosted by the National Collaborating Centre for Aboriginal Health (NCCAHA) at the University of Northern British Columbia (UNBC) in Prince George, BC. Aboriginal Act Now was a subset of a larger Act Now BC initiative launched in 2005 to support healthy living and physical fitness among British Columbians as BC prepared to host the 2010 Olympic Games in Vancouver.

Aboriginal Act Now was designed to close the health gap between Aboriginal Peoples and other British Columbians.

### **Aboriginal Act Now has addressed the following four health pillars:**

1. Physical activity
2. Tobacco cessation
3. Healthy choices in pregnancy
4. Nutrition.

Aboriginal Act Now was influenced by a pivotal provincial report regarding pathways to health and wellness, changing focus from critical care and illness to a more preventive health care system. In preparation to host the 2010 Vancouver Olympics, the Provincial government created Aboriginal Act Now to promote Aboriginal health in BC. Each of the pillars is a key factor contributing to the most common chronic diseases in children, youth, adults and Elders. Aboriginal Act Now has supported healthy choices relating to the four pillar areas of health that target chronic disease. The promotion of physical activity has been important as regular participation in physical activity prevents chronic disease and premature death.

## Leadership, Partnerships And Sponsors

### **Aboriginal Act Now funded three organizations that collaborated in the design, implementation, and evaluation of Aboriginal-specific healthy eating and active living projects across the Province:**

1. BC Association of Aboriginal Friendship Centres (off-reserve, urban focus)
2. First Nations Health Society (First Nations focus)
3. Métis Nation British Columbia (Métis focus)

### **NCCAHA, as the host for Aboriginal Act Now initiative, supported the organizations funded by Aboriginal Act Now by:**

- Providing useful and relevant health knowledge in support of First Nations, Métis and urban Aboriginal health initiatives.
- Determining what worked in Aboriginal health so that learned skills can be applied for the future.
- Collaborating in events, projects, workshops, conferences and strategic planning processes.

The three organizations that were to carry out the Aboriginal Act Now mandate were sought for their specific skills and abilities, including high-level policy compatibility and various structures of health promotion. Through Aboriginal Act Now and their three funding partners, the NCCAHA was able to support communities in developing Aboriginal Act Now activities that were relevant and meaningful for community members.

# Planning, Implementation And Sustainability

Aboriginal Act Now's mission has been to apply state of the art knowledge synthesis, translation, and exchange strategies to the development and dissemination of culturally appropriate information that 1) promotes health promotion activities, 2) encourages and supports efforts by Aboriginal communities, families and individuals in British Columbia to make healthy lifestyle choices and live healthier lives, 3) increases the early detection of visual impairments, and 4) strengthens the ability of Aboriginal people throughout BC to participate in the full range of available preventive health services.

**Each of the three funding partners signed a funding agreement that included working toward the achievement of the following five objectives to develop and implement programs, based on community need:**

1. Promote wellness and support chronic disease prevention
2. Promote physical activity in schools and communities
3. Promote wellness and healthy lifestyles in BC
4. Increase the capacity of Aboriginal communities to create and sustain health promotion policies, environments, programs and services
5. Enhance collaboration among local government, non-government and private sector organizations

## BC Association of Aboriginal Friendship Centres (BCAAFC)

This Association has sought to improve the quality of life for Aboriginal people living in urban areas by supporting Friendship Centre activities across the province, including programs and services related to nutrition, physical activity, mental health, maternal and child health, and addictions. The BCAAFC Act Now programs have been partnership-based and focused on policy-level key projects supporting healthy living among urban Aboriginal peoples, including hosting a Diabetes Conference and a Medicine Wheel Health Program.

BCAAFC facilitated the development of a working group in 2008 called the Aboriginal Sports, Recreation and Physical Activity Partners Council (ASRPAPC) based on a Strategy that aimed to increase access and participation in sports, recreation and physical activity opportunities for First Nations, Métis, and Aboriginal Peoples living off reserve.

The ASRPAPC was the first partnership of its kind in BC and brought together the Aboriginal Act Now partners as well as leaders from the Aboriginal Sports and Recreation Association (ASRA) and the North American Indigenous Games (NAIG) at "family table" style meetings. This Council focused on addressing the barriers that had prevented Aboriginal Peoples from participating in sports, recreation and physical activity.

**Key activities of ASRPAPC have included:**

- Developing terms of reference and guiding principles for its work
- Contracting three separate research projects (environmental scan, policy analysis, and program recommendations) on Aboriginal sports, recreation and physical activity

- Signing of the *BC Aboriginal Youth Sport and Recreation Declaration*
- Developing the *Five Pillars Strategy* to increase Aboriginal participation in sports, recreation and physical activity
- Establishing a *partnership* between the key Aboriginal organizations, and
- Hosting a youth engagement workshop at the BCAAFC annual youth conference

Youth delegates at the BCAAFC annual youth conference issued a BC Aboriginal Youth Sport and Recreation Declaration as a call to action. This in turn led to the ASRPAPC's development of the 'five pillars' framework in support of improved access and participation. Both the framework and the Youth Declaration were supported during a leaders gathering, hosted by the Council at the opening of the North American Indigenous Games in Cowichan, BC, in 2008.

## First Nations Health Society

The First Nations Act Now initiative, in its role as a community-focused chronic disease prevention program with attention paid to overall wellness, healthy eating, physical activity and traditional wellness has supported First Nations communities in preventing chronic disease, increasing physical activity, living holistic, healthy lifestyles and building capacity within the communities. The First Nations Health Society has disbursed small community grants for First Nation peoples on-reserve by funding projects aimed at increasing physical activity, healthy eating, and traditional activities. The activities funded throughout 2008/2009 centred on building partnerships, building capacity and planning the development of targeted strategies based on innovative and established practices in health promotion.

First Nations Act Now utilized resources from the First Nation Inuit Health Canada's Aboriginal Diabetes Initiative for specific expertise from a Physical Activity Specialist and Nutritionist to develop tools and

resources. This project also supported the Aboriginal Sport, Recreation and Physical Activity Council. By combining federal and provincial support, First Nations Act Now had greater capacity to provide support and services to the First Nations communities. This partnership led to the First Nations Act Now supporting the Ninth Aboriginal British Columbia Diabetes Conference that was held in Penticton, BC from March 22nd to March 25th, 2010. There were 362 registered participants, 21 professional development participants, and approximately 35 volunteers, facilitators and sponsors in attendance.

### **First Nations Act Now has developed a number of health promotion materials including:**

- **Student Day Planner Books.** The planners provided students from First Nations schools with an organizational tool that included information on physical activity, nutrition, tradition, and overall health and wellness. These student day planners were distributed to all First Nations schools across BC.
- **Pedometers.** The pedometers (devices used for tracking the number of steps taken each day) were distributed to First Nations individuals at various events. They were also distributed to communities upon request. The pedometers were user friendly and were received with much enthusiasm.
- **Legacy Book.** This book was developed in order to showcase First Nations role models of all ages and backgrounds in the community specifically with regards to sports, recreation and physical activity. The book was distributed to all First Nations communities.
- ***The Path of the Warrior* Comic Book.** The story, written by Richard Van Camp and illustrated by Steve Sanderson, has been published by the Healthy Aboriginal Network. The story, focused on physical activity with a sub-theme of gang prevention, illustrated the impact



of positive and negative choices in life. The story was pilot tested with youth physical activity specialists and gang-prevention specialists for authentic storylines, characters and dialogue. The most significant feedback came from the Aboriginal youth gang members incarcerated at the Manitoba Youth Centre, who gave very positive feedback and only asked for dialogue changes.

**Other projects by the First Nations Health Society include:**

- First Nations Act Now Toolkit
- Role Model Poster Campaign
- First Nations Leadership Challenge
- Kids Sport
- Gathering Our Voices Provincial Youth Conference
- The Honour Your Health Challenge
- Healthy Schools Initiative

The First Nations Act Now Toolkit. This is a community-driven project based on the self-identified needs and requests of First Nation communities. The toolkit is intended to provide 203 First Nation communities with the resources and tools needed to implement new health promotion initiatives and to enhance existing programs in the four pillar health areas. Leaders, parents and children, schools and community members have been able to use the resources as it has included support for school-based health promotion curriculum, community health policies, and for the development of a regional campaign to encourage all First Nation communities to adopt healthy initiatives. The toolkit

was pilot tested in five communities, focus group tested at the *Honouring Your Health Challenge* training session in Vancouver, and a session was held on the community toolkits at the Ninth Aboriginal British Columbia Diabetes Conference.

**Role Model Poster Campaign. First Nations Health Society partnered with the Four Host First Nations of the 2010 Olympics to nominate role model Elders, adults, youth, and children from BC First Nations who:**

- Live a healthy, balanced life
- Have a positive outlook
- Regularly play and take part in physical activity
- Promote healthy lifestyles in their family and community
- Influence other people’s behaviours and attitudes towards healthy living
- Have made positive changes in their health and wellbeing.

First Nation Leadership Challenge. The Leadership Challenge was promoted to First Nation Elected Chief and Council by the First Nations Health Society. Participating Chief and Council set three health goals: one personal, one workplace-related, and one community-based. Suggested challenges included tobacco cessation, healthy eating, and supporting physical activity, and health and wellness in the community. One goal was to create a walking project that could impact children, youth and the environment. The Leadership Challenge was about creating strong community environments from the leadership down.



First Nations Holistic *KidsporT* Pilot Program. The First Nations Health Society supported the provincial *KidsSport* program initiative. The program was developed in order to extend life expectancy and raise the quality of life for First Nations people by using sport and fitness as a preventative measure in tackling chronic disease. The program also intended to build capacity in the communities by certifying coaches and by giving Aboriginal youth specialized, sport-specific training. Other issues were also addressed such as substance abuse and gang prevention. The goal of the program was to promote emotional, mental, physical and spiritual development through sport and active living. The program also intended to build confidence in youth and teach them how to achieve their goals in sport and in all areas of life. National athletic role models, such as First Nation Canucks player Gino Odjick were a central component to the program and played an integral role in connecting with youth and motivating them to achieve.

The 2010 *Gathering Our Voices* (GOV) Provincial Youth Conference. The GOV youth conference was held at the Hyatt Regency in Vancouver. The theme for the 2010 youth conference was “Our Health and Our Environment”. Over 1,000 youths from all over BC attended the conference. Approximately 200 adults and hundreds of volunteers assisted during the conference. This conference provided health and environment information, networking and leadership development opportunities, best practices strategies, tools and techniques, and culturally appropriate teachings over four days. Youth gathered, shared and learned from one other and from mentors. This was an excellent opportunity to promote healthy living in Aboriginal communities as well as provide education to Aboriginal youth on environment and climate change.

The *Honour Your Health Challenge*. The Honour Your Health Challenge featuring the SunRun Aboriginal Hearts-In-Training Program, was a province-wide, community-based health initiative program, which mobilized individuals and communities to live active, healthy and strong lifestyles. The Honour Your Health Challenge was initiated in 2000 as a tobacco reduction program, and has since evolved to include the four pillar areas of health of Act Now BC: increased physical activity, healthy eating, promoting smoke-free environments and healthy pregnancies.

Hiring a *Healthy Lifestyle Coordinator*. In partnership with the First Nations Schools Association and First Nations Education Steering Committee, the First Nations Health Society convened a focus group in July 2008 to discuss health promotion in First Nations schools. A Memorandum of Understanding between these organizations has been signed and a healthy lifestyle coordinator has supported this initiative.

## Métis Nation British Columbia

The role of Métis Nation BC was to provide communities with the tools they needed to develop their own healthy living programs. Métis Act Now projects built on the uniqueness of each community and assisted in developing health promotion programs and services. For Métis Chartered Communities with less human resource capacity and experience developing and running programs, Métis Act Now provided templates of physical activity and nutrition programs to Métis communities and assisted them with proposals, deadlines, financial management guidelines and reporting procedures.

The Métis Act Now program has supported 73 healthy living projects in 32 (out of 36) Métis Chartered Communities across BC, over a three-year period with a mandate to develop and enhance opportunities for Métis communities by implementing culturally relevant social and economic programs and services. It was estimated that the Métis Act Now projects reached 2,600 people.

For example, the BC United Métis Youth Circle delivered a Summer Cultural Camp, bringing together 35 Métis youth from across BC. The camp was held at Scouts Canada's Camp Dunlop near Kelowna. The young people were given opportunities to explore traditional and contemporary methods of sustaining health. After participation in the Summer Cultural Camp, young people could apply for a \$700 grant from the Métis Act Now program to develop community-based health promotion programs in their own communities. The youths used a portion of their funds to develop a campaign that focused on being smoke-free, physically active, and making healthy living choices by creating calendars, postcards and youth role model posters.

Métis Nation BC has also partnered with the Heart and Stroke Foundation and the Canadian Diabetes Association.

**The Métis Nation BC has conducted the following community based programming including small grants to promote healthy behaviours as well as teach and encourage traditional Métis practices:**

- The Jigging and a Healthy Lifestyle project provided two jigging classes a week in Salmon Arm
- The Moccasin Program for Métis community members in Abbotsford where local Métis work together to work with materials and gain instruction in making moccasins. The moccasins were, in turn, used to participate in five weeks of jigging lessons
- The Journey to Batoche encouraged Burnaby Métis community members to walk the equivalent of the 1,643 km walk to Batoche, Saskatchewan (site of Louis Riel's headquarters during Riel's Rebellion and now an historic setting on the South Saskatchewan River)

- The Tribal Journey program in Duncan prepared two canoe crews to participate in an eight-day paddling journey from Campbell River to Cowichan Bay for the 2008 North American Indigenous Games
- The North Caribou Métis Society's Circle of Families camp that had entire families engaged in activities such as canoe lessons, fishing, archery, nature hikes and baseball
- Training for Vancouver 10 km SunRun, some participants used community grants to purchase foot wear and also taught about foot care for those coping with diabetes
- Drumming lessons
- Aquatic lessons
- Cooking for Your Life Program, where participants learn about nutritious cooking and meal preparation, as well as other nutrition workshops.
- The BC United Métis Youth Circle Summer Cultural Camp hosted in 2009, where youth learned cultural teachings, participated in a physical activity boot camp and nature walks that focused on exploring plants in the environment, teaching the youth to develop their connection to the grounds and land, and having a sense of purpose.

MNBC also produced a DVD highlighting their projects and participants, called *A Step at a Time: Making Strides to Better Health* (available online: <http://mNBC.ca/health/>). This DVD tells the story of how Métis Chartered Communities successfully developed and delivered Métis Act Now health promotion programs. It captures the experience of participants in a wide variety of projects from around the province.

# Addressing Culture

## Aboriginal Act Now was guided by the following principles:

- Being respectful of the diversity and distinctiveness of Aboriginal Peoples, including First Nations, Métis, Inuit and urban Aboriginal people
- Being inclusive and supportive of the direct participation of Aboriginal Peoples
- Applying Indigenous knowledge, holistic approaches and a focus on the determinants of health and encouraging others to do so as well
- Pursuing collaborative approaches to secure the participation and engagement of all stakeholders; and
- Contributing to the development of the capacity of stakeholders to apply quality data in their efforts to improve health outcomes

# Lessons Learned

## A few lessons learned to date from evaluating the work of Aboriginal Act Now and the NCCAH are:

1. Relationship building has been critical to the success and sustainability of these initiatives. This includes relationships between the partner organizations and their communities to develop, implement and evaluate their projects as well as the relationship between the NCCAH and the partner organizations, particularly around communication, following protocol and regular face-to-face meetings. Now that these relationships are in place, they have been able to mobilize much more quickly when new health promotion opportunities (funding or research) arise.
2. All the healthy living projects had a strong cultural focus that enriched the experiences of those participating and strengthened connections between the communities.

3. Although a great deal can be done to improve physical and mental health without financial resources, consistent government funding is needed to ensure sustainability and impact of health promotion initiatives. Canada has been criticized as being a “country of perpetual pilot projects” (Begin, Eggertson, & Macdonald, 2009), and there has been a need to turn successful projects into fully funded projects and share these best practices.
4. Participants in all programs that were evaluated had fun and got benefits from their experiences, whether it was canoeing, being a role model, joining a walking club, or coming together to develop strategies and influence policy-making.
5. Evaluation has been one of the most important facets of the program. It has allowed the NCCAH and its partners to document and share the grass-roots level activities contributing to better health and wellbeing, as in the past this has been a significant knowledge gap. It can also be used as “evidence” to secure more funding, particularly because it shows that community-focused health promotion is more relevant and effective.

# Evaluation And Impact

Aboriginal Act Now was the first province-wide, Aboriginal-specific health promotion strategy to be launched in British Columbia. As a result, one of the main goals had been to help communities evaluate which approaches to health promotion work well and feel right for First Nations, Métis and urban Aboriginal constituencies. Evaluation has been an important means of determining best practices that have helped ensure programs are meaningful, relevant, and sustainable, and can help inform future program development.

Given the complexity and enormity of this program, developing a common evaluation framework for all three-core partners had its challenges. To achieve this, an evaluator

was hired to provide evaluation mentoring and support with each of the three partners by working with each partner on their own evaluation and providing evaluation training. The evaluations were also participatory with a high level of stakeholder involvement at every step of the evaluation. Common evaluation questions and tools were developed for each of the partners' programs. There was an emphasis on evaluating the program process, such as satisfaction regarding the scope and the day-to-day operations of the program.

**More specifically, efforts were made to adhere to the *Four R's* principles articulated by Kirkness and Barnhard (2001):**

1. **Respect.** Participants and stakeholders are partners with important and valued perspectives, and a keen understanding and respect for culturally appropriate methodologies and diversity in cultural contexts;
2. **Reciprocity.** By sharing skills and incorporating capacity building into the methodology where possible;
3. **Relevance.** Ensuring that the evaluation has utility when the project is tailored to the needs of the decision makers and stakeholders; and
4. **Responsibility.** Integrity is maintained ensuring appropriate competence for the evaluation tasks, and a responsibility to the stakeholders and participants by way of respect, ethical conduct, and appropriate dissemination.

**Aboriginal Act Now program activities have been guided by a comprehensive evaluation framework that focused on the following two key questions:**

1. How do individuals influence positive changes in their communities?
2. How do communities influence positive changes in individual community members?

In March 2007, the NCCAH collaborated with the National Collaborating Centre for Healthy Public Policy on a workshop to explore Indigenous perspectives on evaluation. A formal report of the proceedings of the workshop, entitled Exploring Evaluation in Aboriginal Health was created in March 2007.

In order to build evaluation capacity in the three partner organizations and in Aboriginal communities, Aboriginal Act Now hosted an intensive two-day evaluation train-the-trainer workshop in June 2008. Facilitated by an expert evaluator from Kishk Anaqot Health Research, the workshop provided evaluation champions from each partner organization with practical hands-on evaluation training and resources, including an evaluation guidebook entitled, Evaluating Act Now Programs: A Guide for Indigenous Communities in BC.

Since the June training event, all of the three core partners have completed an evaluation framework for their projects including logic models and evaluation questions to guide the collection of data. The evaluations were designed to focus on process, how and why they did what they did, but also to provide valuable insight into how the activities influenced health outcomes.

The Honour Your Health Challenge was considered a remarkably successful community health support program that has trained approximately 2,500 community champions since its inception. A major focus in the year to follow will be supporting the evaluation of this program to identify best practices in community-based health promotion projects. A comprehensive process evaluation of Aboriginal Act Now's program design and implementation has been underway and has progressed towards completion.

### Challenges in Evaluation:

- Delayed evaluation activities after the program was completed, so in many cases a retrospective evaluation was being completed and that can introduce biases with regard to memory, and
- Challenges controlling for the influence of other health promotion programs in BC.

### Successes in Evaluation:

- The program worked with current health developments in each community, and
- All of the partners worked toward a common framework.

Considering results from each of the evaluation activities with the three partners, there is evidence that the programs achieved aspects of the five funding agreement goals, while some programs emphasized some objectives more than others. When considering the programs together, there have been great strides in increasing the awareness of the four pillar health areas (physical activity, healthy pregnancy, tobacco cessation and nutrition).

## Contact Information

### Lead Organization

Donna Atkinson, M.A.  
**Research Manager**  
Aboriginal Act Now & National Collaborating

Centre for Aboriginal Health  
University of Northern British Columbia  
Tel: 250-960-6719  
Email: datkinson@unbc.ca

## Partner Organizations

Michelle De Groot  
**VP, Health Policy and Research**  
First Nations Health Society operating as the  
First Nations Health Council  
1205-100 Park Royal South  
West Vancouver, BC  
V7T 1A2  
Tel: 604-913-2080  
Fax: 604-913-2081  
Email: mdegroot@fnhc.ca  
Website: www.fnhc.ca

Tanya Davoren  
**Director of Health**  
Métis Nation British Columbia  
Email: tdavoren@mnhc.ca

Paul Lacerte  
**Executive Director**  
BC Association of Aboriginal Friendship  
Centres  
Email: placerte@bcaafc.com

Warren Clarmont  
**Team Leader, Partnerships and Business  
Development**  
BC Association of Aboriginal Friendship  
Centres  
Email: wclarmont@bcaafc.com

## Aboriginal Act Now Evaluation Consultants

Kim van der Woerd  
**Reciprocal Consulting**  
Email: kvanderwoerd@gmail.com

Kylee Swift  
**Consultant for First Nations Health  
Society**  
Email: kylee.swift@gmail.com

# Resources

- Website for Act Now BC:  
<http://www.actnowbc.ca/>
- The Path of the Warrior Comic book has been a great resource for community programs and class focused discussions. Please contact the Aboriginal Health Network to purchase books for band offices, communities or schools. The target age group was for 10 to 18 year olds.  
Download Comic Book Guide for Instructors in PDF format at:  
[http://www.fnhc.ca/index.php/initiatives/community\\_health/physical\\_activity/](http://www.fnhc.ca/index.php/initiatives/community_health/physical_activity/)
- Link to First Nations Role Model Poster Campaign:  
[http://www.fnhc.ca/index.php/initiatives/community\\_health/firstnations\\_actnow/](http://www.fnhc.ca/index.php/initiatives/community_health/firstnations_actnow/)
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- Kirkness, V.J., and Barnhard, R. (2001): First Nations and higher education: The four R's – Respect, Relevance, Reciprocity, Responsibility. In R. Hayoe and J. Pan (Eds.) Knowledge across Cultures: A Contribution to Dialogue among Civilizations. Hong Kong: Comparative Education Research Centre, University of Hong Kong.



# PHYSICAL ACTIVITY KIT (PAK) staying on the active path in native communities – a lifespan approach!

# profile.

## BOOK #5 YOUNG CHILDREN



*“People moving in a fun way.”*

In partnership with the Indian Health Service – Health Promotion Disease Prevention Initiative and the University of New Mexico Prevention Research Center (supported by Cooperative Agreement Number 5-U48-DP-000061 from the Centers for Disease Control and Prevention).



# 6.14 United States

## Physical Activity Kit – Staying On The Active Path In Native Communities

### Lead Organization

Indian Health Services: Health Promotion  
and Disease Prevention Program

### Key Partners

- University of New Mexico, Prevention  
Research Centre

### Location

New Mexico

### Setting

First Nation, Inuit, and Métis communities  
as well as rural and urban centres

### Target Groups

Family / Community approach

### Project Focus

Physical activity modules (toolkit) based  
on physical fitness and traditional games  
partnered with train the trainer workshops  
to support community implementation and  
adaptation

### Inclusion of Culture

All resources are culturally based; video  
modules use Aboriginal physical activity  
experts and activities include adaptations  
of American Indian games

### Type of Physical Activity

The books target sports and recreation  
activities including warm up, cardiovascular  
exercise, strength training and cool down

### Implementation Level

National



## Background

The PAK [Physical Activity Kit] has been based on best and promising practices to increase physical activity. The PAK toolkit has been used in schools, communities, worksites, Head Start programs, senior centers, and youth programs. The goal of the PAK has been *to increase the time American Indians and Alaskan Natives spend in medium to high physical activity for all ages across the lifespan.*

The Physical Activity Kit (PAK) Staying on the Activity Path in Native Communities: A Lifespan Approach, promotes physical activity and offers a variety of physical activity ideas for pre-school age children through to older adults while respecting and encouraging each community's individual cultural adaptation of the PAK materials. PAK is divided into age groups: young people, adults, families and older adults, and has included various levels of activity such as: strength, flexibility, and cardiovascular physical activity. Each book represents a collection of physical activity promotion ideas including: warm up, cardiovascular, strength building and cool down activities.

### **The core elements of PAK include:**

- Modified Indian Games – the traditional games that are modified from their original version to increase safety, increase from moderate to vigorous activities, and maximize participation to keep everyone moving at all times.
- Exercise Breaks – physical activity that can be performed in small spaces with little or no equipment is promoted.
- Mt. Pathways – A challenge with six stations that focuses on trails with increasing levels of physical activity.
- Great Race – A walk/run event that included goal setting and daily charting of physical activity.

The idea for PAK arose from the *Pathways Intervention Program* and related research. The *Pathways Program* was created as a school-based initiative centred on physical activity, nutrition, classroom curriculum, and family involvement. The primary goal was obesity prevention among American Indian children.

Indian Health Service (HIS) Programs (Health Promotion, Disease Prevention, Nutrition, Community Health Representatives, and Head Start) partnered with the University of New Mexico, Prevention Research Centre to promote culturally appropriate physical activity for all ages through games, movement and dance. The Physical Activity Kit (PAK) contained modified American Indian Games, Mt. Pathways Challenge, Exercise Breaks, Family Events, Native American Dance Aerobics, and powwow dances to encourage people of all ages in physical activity in the school, Head Start Program, Senior Centres, youth organizations, and communities. A working group of stakeholders was established in 2006. This group developed the kit in 2006 and pilot tested it in 16 communities in the western United States in 2007. The kit was finalized in 2008 and distributed in 2009.

## Leadership, Partnerships And Sponsors

Partnerships have been critical to all stages of the PAK program development. There has been no target budget for PAK, nor is there a dedicated staff person for the program. The development history has had multiple champions who believed in the project and were able to garner organizational support for their efforts on PAK.

### **The primary partners have included:**

- University of New Mexico Prevention Research Centre (UNM PRC)

- The Indian Health Services Headquarters, Divisions of the Office of Clinical and Preventative Services: Health Promotion and Disease Prevention, Head Start, Nutrition and the Community Health Representatives. Albuquerque Area IHS HP / DP, Portland Area HIS HP / DP, and Oklahoma Area HIS HP / DP program.
- PAK Field Teams – with representatives from seven tribes.

This working group was highly efficient as it was these individuals who compiled all of the resources and coordinated all aspects of the project jointly. Other resources were contributed by their organizations. The organizations that were involved had a commitment to education and training so it was not a stretch for them to be involved in the project.

## Generating Buy In

*“The games are really easy and fun so it sells itself.”*

It has not been necessary to devote energies to generating buy in or interest in the resource or the training sessions. In fact, the train the trainer sessions were typically overbooked. The interest in the resources and training were intrinsically present because the PAK was developed in response to a need in the communities for such a resource. The adaptability of the resources has also contributed to the interest and uptake.

Once in the community, it was the role of those who had received training to generate buy in from community members and to implement the activities. Indian Health Services: Health Promotion and Disease

Prevention (IHS HPDP) allowed communities to use the PAK program as a basis for applying for HPDP grants and therefore to incorporate PAK in their HPDP cooperative agreements.<sup>2</sup>

## Planning, Implementation And Sustainability

The original planning and development was a shared effort between the UNM PRC and the IHS HPDP. Primary planning and development was realized in a planning retreat between the partners.

### The theories that guided the development of PAK included:

- Social learning theory that proposed that most health behaviours are learned in a social context,
- Community capacity building so the community has been provided with tools,
- Community action training to help communities determine their capacity to implement the PAK program, and
- Community engagement to support implementation and relationships and partnership building.

Once developed, the kit and training was distributed to pilot sites and a summit was held to get community feedback. IHS HPDP provided funding for the pilot testing.

### There have been eight books in the PAK program:

1. **Young People Book** – contains fun interactive physical activity for school-aged children to be used in the classroom or group settings. Activity examples included: Action Bingo, Traditional Powwow dance- 30 minute exercise program where participants

<sup>2</sup> HPDP Cooperative Agreements were agreements to create healthier American Indian/Alaska Native (AI/AN) communities by developing, implementing, and coordinating innovative and effective community and clinic-based intervention programs designed to promote health and prevent chronic disease and disability.

move to traditional Powwow beats.

2. **Mt. Pathways Challenge** – focuses on participant’s progress through five trails each with increasing levels of physical challenge.
3. **Modified American Indian Games** – contains traditional games that have been modified to provide more opportunity for activity while retaining the original nature of the games.
4. **Exercise Breaks** – contains simple and short duration (2-10 minutes) activity breaks to be done in small spaces.
5. **Young Children Book** – contains physical activity and movement for infants, toddlers, and preschool children.
6. **Adults/Family Book** – contains a variety of physical activities that can be done as a family, including a community event which was based on the Great Race as participants learned about the race between the two-legged and the four-legged.
7. **Older Adults Book** – Ats’iis’Baa’a’hwon dzin (Healthy Body Awareness) contains physical activity for older adults.
8. **Resource Book 8** – contains titles, descriptions and web links for physical activity resources.

Using a ‘train the trainer’ approach, the partners shared the PAK program and suggestions for implementation with interested communities. A two-and-a-half-day training session was provided through IHS through their 12 area coordinators. Trainers were available in 26 locations in ten States.

Once complete, trainers were expected to bring the PAK resources to their communities/organizations and implement the program. Trainers were encouraged to adapt the resources to fit community needs, values and culture. Further, people who had already been trained could then train trainers for other communities.

Technology has played an important role in supporting distribution, data collection and communication for the PAK program. This was necessary given the lack of staff specific to the program.

- All eight books were available for free in PDF online,
- Short video productions of PAK activities were available online,
- Contact information for all available trainers has been available online,
- A five-minute promotional DVD has been available by order. It showed the PAK in action.
- The Physical Activity work station had a virtual work station that allowed partners, trainers and trainees a means to share information and resources including training aids, photos, action plans, evaluation and measurement tools and data.

## Addressing Culture

The PAK has blended traditional games and North American Indian and Native Alaskan culture into both the appearance and content of their materials. Given the diversity of cultures and values, trainees have been encouraged to adapt materials to be consistent with their community. The Modified American Indian Games adapted original versions with a focus on safety, increasing from moderate to vigorous physical activity, and keeping everyone active in fun activities. Traditional dances have also been incorporated into activities. In the future the partners would like to supplement the current books to include additional games and dances. As the PAK has rolled out in communities, the partners have received more and more suggestions for potential cultural adaptations.

## Overcoming Obstacles

The pilot testing phase and summit meeting were key to anticipating and understanding obstacles early on. Through this process they were able to refine their methods and material.

Another obstacle has been the lack of a dedicated staff member on the PAK. While the team approach has been, by all accounts, very successful, the partners agree that efforts would be bolstered by having a full-time dedicated staff person to provide cohesion for the partners and the vision for the program.

## Advice To Other Communities

**Their advice to communities who would be interested in implementing PAK or some elements of PAK had included:**

### Program Networking:

- Engage partners at the outset to increase support and increase the network of experts and supporters
- Make the resources available for free and offer training support because communities have limited resources

### Program Planning and Outlook:

- The partners would recommend instituting a designated person to coordinate between partners and trainees. This would enhance their current program in terms of follow up with communities, analysis of evaluation data, and adaptation of their current resources
- Encourage a multi-disciplinary team approach for trainees – having many people from communities and programs participate in training helped to create an environment of success in the community. This allowed PAK programming to be rolled out from multiple perspectives and with a higher level of support

- Incorporate evaluation tools into the programming from the outset and even beforehand (pre-testing) if possible
- Train the trainer sessions should take place in communities instead of in hotels or non-community venues. Holding training in the community was wholly consistent with the theme and approach of the PAK program
- Do not limit the application of PAK. The partners advocate that the PAK program can work to increase physical activity for many population groups. They have been working with hospitals and clinics to link patients with local PAK programs and other opportunities for physical activity to encourage people of all ages to get the recommended daily physical activity.

## Evaluation And Impact

**The PAK program incorporated the following evaluative elements:**

- Evaluations followed each train the trainer session.
- Training sessions were also tracked – number of attendees, how trainees intend to implement the PAK, etc.
- An online evaluation survey was distributed every six months to people who had received training. The survey focused on how PAK had been implemented in the communities.
- Future trainers have been encouraged to set goals at the training sessions. Postcards have been sent to communities reminding them of what their goals were.

The challenge has been in following up and analyzing the data that has been collected as there has been no allocated/responsible staff person.

An outcome evaluation of the PAK as applied in school (and potentially in senior centre settings) has been under development. The partners intended to track 200 students using a pre- and post-test design to measure the effect of PAK on physical activity.

With the outcome evaluation underway, current impact data has relied on anecdotal evidence.

### **Some early indicators of success have included:**

- High Demand. Demand for training has exceeded supply.
- Continued Involvement of Pilot Sites. Teams who were involved in the original 2007 pilot sites have remained active in the program.
- Transformative Personal Change. Through training some participants have noted great personal transformation. For example, one trainer provided testimony of how she was a smoker and through the PAK training, she realized that she was a role model in her community. She stopped smoking, lost weight and eventually participated in a marathon.

## Contact Information

Alberta Becenti  
**Consultant, Health Promotion/Disease Prevention**  
Indian Health Service  
National Programs - Albuquerque  
5300 Homestead Rd., NE  
Albuquerque, New Mexico 87110  
Tel: 505-248-4238  
Website: [alberta.becenti@ihs.gov](mailto:alberta.becenti@ihs.gov)

## Resources

PAK in Action (2010), DVD including testimonials and activity models from people who have used PAK:

- Pathways Program Website:  
<http://hsc.unm.edu/pathways/>
- Davis, S.M., Going, S.B., Helitzer, D.L., Teufel, N.I., Snyder, P., Gittelsohn, J., Metcalfe, L., Arviso, V., Evans, M., Smyth, M., Brice, R., & Altaha, J. (1999). Pathways: A culturally appropriate obesity-prevention program for American Indian school children. *The American Journal of Clinical Nutrition*, 69 (suppl): 768-802. Accessible online:  
<http://www.ajcn.org/content/69/4/796S.full.pdf>.
- Choosy Kids: Be Choosy, Be Healthy. Accessible online:  
<http://www.choosykids.com/CK2/>
- Thomas, P. (2001) My amazing body: A first look at health and fitness. Barron's Educational Series. *This book, geared for 4-8 year old children, explores health and fitness in terms that younger children can understand.*
- Goble, P. (1991). The great race of the birds and animals. Aladin. *A Plains legend geared to 4-8 year olds, about a race between the birds and the animals to see who would be the guardian of the environment.*
- U.S Department of Health and Human Services (2008). *Physical Activity Guideline for Americans*. Accessible online:  
<http://www.health.gov/paguidelines/pdf/paguide.pdf>
- Guide to Community Preventative Services. Accessible online:  
<http://www.thecommunityguide.org/index.html>





# profile:

*“When you work with communities,  
you ensure the success of anything.”*



# 6.15 New Zealand

## Rangatahi Tu Rangatira

### **Lead Organization**

Kokiri Marae Keriana Olsen Trust

### **Key Partners**

- Ministry of Health, New Zealand

### **Location**

New Zealand

### **Setting**

Within and outside Maori communities

### **Target Groups**

Maori young people (Rangatahi)

### **Project Focus**

Promoting physical wellbeing, leadership qualities and living according to Maori values

### **Inclusion of Culture**

Cultural practices are the basis of this program, including dance, sport and teachings

### **Type of Physical Activity**

Maori sports, games, and dance

### **Implementation Level**

Provincial

## Background

Rangatahi Tu Rangatira (R2R) has served Maori youth (ages 13-24) by providing opportunities for participation in culturally appropriate physical activity. Rangatahi is the Maori word for youth. Rangatira is an island in the south east of New Zealand. The R2R program encourages Maori youth participation in all sports and physical activity, with a particular focus on Maori games and the use of Maori values and Maori custom (tikanga). R2R teaches traditional Maori sports and games to youth and to the health providers working with them.

Rangatahi Tu Rangatira, offered through the Kokiri Marae Keriana Olsen Trust, was developed in 2009 and is in its first year of operation (2010). The Ministry of Health met with providers around the country who were already providing physical education and activities to Maori children and youth. R2R was created in order to make a real difference in the health and physical well-being of Maori youth and was funded by the New Zealand Ministry of Health. Communities in other parts of New Zealand are expected to offer programs modelled on R2R.

Rangatahi Tu Rangatira focuses on enhancing the total wellbeing, not just the physical component, but also on developing leadership skills and promoting cultural awareness and pride in being Maori. In order for the young people to be successful Rangatahi Tu Rangatira addressed social issues and provided physical activity opportunities.

## Leadership, Partnerships And Sponsors

Rangatahi Tu Rangatira has partnered with communities in different regions across New Zealand. They have included organizations and expertise from the communities with which they have worked. In this way, all partners have been specific to the community in which the program is located and have placed a priority on community knowledge. Relationships have been extremely important and therefore, the program coordinators have worked hard to maintain their relationships with different communities and organizations.

## Generating Buy In

With a new government in New Zealand came a new motivation to do something else for the young people. The proposal for Rangatahi Tu Rangatira was accepted from the government's call for proposals.

Rangatahi Tu Rangatira has been shared with many large communities across New Zealand. Program providers hope that the program will be available nationally and that in the future, some of the activities will become national sports.

## Planning, Implementation and Sustainability

Rangatahi Tu Rangatira provides services through the employment of four full-time workers. There have been no volunteers associated with the Rangatahi Tu Rangatira program; however other providers of R2R around the country have volunteers.

## Five core objectives guide Rangatahi Tu Rangatira:

1. Increase levels of physical activity of Maori youth. This is achieved through the development and implementation of R2R based on cultural Maori games, consulting with youth, educational institutes, local health providers and potential supporters. R2R provided training to leading health providers in 2010 and works to increase provider and youth leadership capacity and capability.
2. Decrease levels of sedentary activity of Maori youth. This is achieved through increasing awareness of intrinsic motivation, enabling healthier lifestyle choices, identifying, minimizing and removing barriers restricting participation, through education, promotion, advocacy and resource development and distribution. Training and support for programs encouraging regular physical activity are provided.
3. Increase Maori youth leadership. This is accomplished through the identification of potential Maori youth leaders, the provision of leadership and mentoring skills (wananga), the role modelling of Maori principles, the provision of on-going encouragement and support, as well as the promotion of various leadership styles.
4. Apply Maori values and custom (tikanga), principles and practices. This is achieved by supporting the revival of and strengthening the resurgence of traditional Maori games by using Maori language (te reo), Maori prayers (karakia), tribal sayings (pepeha), relationships that provide a sense of belonging (whanaungatanga), Maori songs (waiata), and Maori dances (haka), by developing the understanding of Maori youth of the various models of health, by continuing existing health promotion policies (Kokiri Marae), and by promoting land-based physical activity.
5. Reduce under-representation of Maori youth in physical activity. This is accomplished by identifying at-risk Maori youth and creating specialized programs which target specific needs, by gaining support from CCS disability action groups. Parafed Aotearoa and Special Olympics provide specialized guidance when planning for Maori youth with special needs. Activities are adapted to ensure maximum participation by identifying, minimizing and removing barriers that restrict participation, and promoting leadership of Maori youth with special needs.

Rangatahi Tu Rangatira emphasizes accessibility for all Maori young, regardless of their physical abilities. Not only have program games been adapted for the inclusion of all physical ability types, but the training package provides extensive information and suggestions to engage young Maori persons with disabilities. Priority is placed on making sure that all venues are accessible and they are working to dispel myths around disabilities.

### Examples of activities have included:

- Horo Hopu – This game can be played with large teams, indoors or outdoors, and uses a traditional ball / object (ki/ poi) or Frisbee. The object of the game is to pass and catch the ball to advance toward the scoring zone. Points are acquired when the ball is caught in the scoring zone. The first team to reach a set amount of points or who has the most points after a set time wins the game. Resources needed are a ball or Frisbee.
- Ki o Rahi – This game can be played with two large teams (Kioma and Taniwha), on a large circular field where the game is played for four quarters of a set time. The objective of the game is to outscore the opposition team. Team one (Kioma) scores by touching post (pou) then running the ball (ki) into the specified zone to confirm the points. Team two

(Taniwha) scores by hitting the central target with the ball (ki). Resources needed are one central target, i.e., a 40 gallon drum (tupu), 7 balls (ki- woven flax ball, normal ball, rocks or rolled up jersey).

- Poi Toa Dodge (karo, papare/tia) – This game involves throwing a ball (poi) while trying to hit the evading players and can be played with three or more players in a small area. The space can be bigger as youth aim better and throw harder with age. The objective of the game is for Team one (Kioma) to evade the ball and for Team two (Taniwha) to hit Team one (Kioma) players with the ball (poi). Resources needed for this game are players and a ball (poi).
- Tapu ea / tapuwae / tapawai – This game involves two large teams of more than ten players each who are at least eight years of age. The game is often played on a netball court and size can depend on the number of players, level of fitness and skill. The first team to “hit all targets (tupu)” with the ball (ki), wins. Resources needed are 6-10 targets (tupu - these can be cones with balls on top or old bottles filled with sand or water), ball (ki or poi), and bibs to identify teams.
- Ti Uru – This is a large group game played with seven or more players per team on a netball court or bigger for larger groups. The objective of the game is to catch a ball or block of wood (ki/ poi), while standing on the mats (whariki). The first team to remove all the mats wins. Resources needed are Ki/poi, field markers, and mats.
- Tu Kohatu / Tu Pohatu / Rock Stacking – This game is about the skill of stacking stones or rocks. The objective of the game is to stack rocks in a pile as high as you can without it falling over or hurting yourself or others. This game can be played in a small area, such as beach, river or place with rocks. Resources

needed are rocks or stones (kohatu / pohatu).

### **R2R has provided training to providers, to increase capacity about:**

- Maori games (taonga takaro)
- Leadership and mentoring
- Incorporating Maori values
- Role modelling Maori custom (tikanga) and Maori language (te reo) in physical activity
- Identifying special needs and minimizing barriers to participation
- Identifying and developing resources

### **R2R has provided information to service providers and Maori youth about:**

- Playing traditional Maori games
- Healthy food policies
- Maori models of health including a holistic health model (Whare Tapa Wha), spirituality (Wairua), Maori life principle / life force (Mauri Oho), confidence (Mauri Tau), and Maori childbearing and infant care (Whanau Ora)
- Smoke free playing areas and support for smoking cessation (Aukati Kaipaipa)
- Physical activity and nutrition benefits and guidelines
- Traditional Maori foods and the four food groups healthy eating model
- Nutrients, their roles, benefits and sources
- Injury prevention
- Warm up and cool down principles

Rangatahi Tu Rangatira has sought to increase provider capacity and capability and has implemented the Train the Trainer programme in seven regions. R2R provides training packages for program providers, which include important information and suggestions to engage with young people, to

set up young people's advisory groups, and to help young people access other services. Strategies provided in the training package can be taken up in any community, using what is available locally. R2R has set up an interactive website where young people can access information regarding community events, cultural sports and healthy lifestyle choices. R2R provides follow-up training and on-going support, advice, networking, funding access and regional tournaments.

Rangatahi Tu Rangatira has an electronic newsletter that is used to communicate events, accomplishments and fun activities in communities across New Zealand. This newsletter can be accessed online on the R2R blog (see resources section). R2R has disseminated its accomplishments through a quarterly report that is provided to the New Zealand Ministry of Health.

In terms of sustaining the program following the termination of funding, R2R will continue to serve Maori young people as communities across New Zealand have been exposed to the program and trained to provide the service. The goal has been to have a nationally recognized cultural sport, like a rugby league, which requires others to take it over and continue the program.

### **In terms of sustainability, R2R aims to:**

- Increase awareness through marketing and promotion
- Evaluate and refine planning and processes (internally)
- Evaluate impacts of the program (externally)
- Facilitate inter-sectorial collaboration with community, government and commercial sectors
- Plan for growth into mainstream population
- Provide information about funding sources

## **Addressing Culture**

Rangatahi Tu Rangatira is based on the premise of engaging with young people culturally. Program leaders have found that with a culturally engaging activity, such as a traditional dance (Kapa haka) with community dancers, the young people have been more likely to engage.

Historically, Maori children and youth played a range of games before European contact.



For example, a game called Kiorahi has a real history that appealed to the young people.

## Overcoming Obstacles

One major challenge for program staff has been the exhaustion that accompanies the constant travelling to various communities across New Zealand. The program director stated the importance of remaining cognizant of the staff, ensuring they are well looked after and have received plenty of rest.

## Advice To Other Communities

**The program providers felt that the critical elements of success have included:**

- Having relationships with communities
- Collaboration with local knowledge, expertise, and resources
- Adaptability of the program to suit different community needs and resources.

## Evaluation And Impact

Rangatahi Tu Rangatira is in its early stages of implementation and a formal evaluation has not yet been completed. Success stories from communities where the program has been delivered have been shared with program providers, government, and other communities. Rangatahi Tu Rangatira has been enthusiastically received by everyone. Importantly, the program has provided a space for groups of people to come together. Rangatahi Tu Rangatira plans to evaluate the program in the future. Program providers claimed that it was too early to say if their model had been successful in increasing physical activity among Maori youth. They are most confident that it has.

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*“It doesn’t take much time to get out there and keep fit.”*

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## Contact Information

Teresea Olsen  
**General Manager**  
Health and Social Services  
Kokiri Marae Keriana Olsen Trust  
7-9 Barnes Street  
Seaview, Wellington  
Tel: 011-644-939-4630  
Email: [teresea@kokiri-hauora.org.nz](mailto:teresea@kokiri-hauora.org.nz)

## Resources

- Rangatahi Tu Rangatira Website:  
<http://www.kokiri-hauora.org.nz/contact.html>
- Rangatahi Tu Rangatira Blog:  
<http://www.r2r.org.nz/blog/53-rangatahi-tu-rangatira-website-launched.html>

# Lexicon

- Aukati Kaipaipa:** Smoking cessation
- Haka:** Maori dances
- Kapa Haka:** Traditional Maori dance
- Karakia:** Maori prayers
- Ki:** ball
- Kioma:** Team one in a traditional game
- Kohatu:** rock
- Kokiri Marae:** health promotion policies
- Mauri Oho:** Maori life principle and life force
- Pepeha:** Tribal sayings
- Pohatu:** Stone
- Poi:** ball
- Poi Toa:** Dodge ball game
- Pou:** touching post for a traditional game
- Rangatahi:** Maori young person / Maori youth
- Taonga Takaro:** Maori games
- Taniwha:** Team two in a traditional game
- Te reo:** Maori language
- Tikanga:** Maori custom
- Tu Kohatu:** Rock stacking game
- Tu Pohatu:** Stone stacking game
- Tupu:** Central target for playing a traditional game
- Waiata:** Maori songs
- Wairia:** Maori spirituality
- Wananga:** leadership and mentoring skills
- Whanau Ora:** Maori childbearing and infant care
- Whanaungatanga:** Sense of belonging through relationships with others
- Whare Tapa Wha:** Maori wholistic model of health
- Whariki:** Mats for playing a traditional game

# 7 Resources Recommended By The Program Informants

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Aboriginal Act Now BC First Nations Role Model Poster Campaign:  
[http://www.fnhc.ca/index.php/initiatives/community\\_health/firstnations\\_actnow/](http://www.fnhc.ca/index.php/initiatives/community_health/firstnations_actnow/)

Aboriginal Sport Circle NWT Website:  
[www.ascnwt.ca](http://www.ascnwt.ca)

Aboriginal Sport Circle PEI Website:  
<http://www.mcpei.ca/node/307>

Aboriginal Sport Circle Website:  
<http://www.ascwa.com/>

Active Circle Website:  
<http://www.activecircle.ca/en/home>

Act Now BC Website:  
<http://www.actnowbc.ca/>

Alberta's Future Leaders Website:  
<http://www.asrpf.ca/recreation-active-living/future-leaders-program.aspx>

*Arctic Hip Hop* produced by Randy Kelly in Cambridge Bay and aired nationally on Global.

Begin, M., Eggertson, L., & Macdonald, N. (2009). A Country of Perpetual Pilot Projects. *Canadian Medical Association Journal*, 180: 1185.

BluePrintForLife Website:  
[www.BluePrintForLife.ca](http://www.BluePrintForLife.ca)

BOOST documentary, which includes footage taken of children involved in BOOST at Chief Harold Sappier Memorial Elementary School. It is available online in Episode Five at:  
<http://www.atlanticuniversities.ca/AbsPage.aspx?lang=1&siteid=1&id=1179>

*Characters: Breaking With the Buddha*. (October 2008). Reader's Digest. An Audio Slideshow is available online at:  
[http://www.readersdigest.ca/audio\\_slideshow/buddha/index.html](http://www.readersdigest.ca/audio_slideshow/buddha/index.html)

Choosy Kids: Be Choosy, Be Healthy. Accessible online:  
<http://www.choosykids.com/CK2/>

Davis, S.M., Going, S.B., Helitzer, D.L., Teufel, N.I., Snyder, P., Gittelsohn, J., Metcalfe, L., Arviso, V., Evans, M., Smyth, M., Brice, R., & Altaha, J. (1999). Pathways: A culturally appropriate obesity-prevention program for American Indian school children. *The American Journal of Clinical Nutrition*, 69 (suppl): 768-802. Accessible online:  
<http://www.ajcn.org/content/69/4/796S.full.pdf>



DENE GAMES: An instruction and Resource Manual, 2nd Edition. (2006). *Traditional Aboriginal Sport Coaching Resources, Volume One*. Yellowknife, NWT: Sport North Federation.

Elligan, D. (2010). *Rap Therapy: A Practical Guide for Communicating with Youth and Young Adults Through Rap Music*. New York: Kensington Publishing Corporation.

Forneris, T. (2009). *Evaluation of Hip Hop Workshops in Arctic Bay, Pond Inlet and Leadership Youth Hip Hop Summit in Pangnirtung, Nunavut*. University of Ottawa. Report prepared for the Government of Nunavut.

Goble, P. (1991). *The Great Race of the Birds and Animals*. Aladin.

Great Kids Inc. Website:  
<http://www.greatkidsinc.org/growinggreatkids.html>

Guide to Community Preventative Services. Accessible online:  
<http://www.thecommunityguide.org/index.html>

*Hip Hop: A positive move (Breakdancing their way to success)*. (September/October 2009). Above and Beyond Magazine: Canada's Arctic Journal.

*Hip Hop Culture Hits Nunavut*. (July/August 2006). Above and Beyond Magazine: Canada's Arctic Journal.

Kirkness, V.J., and Barnhard, R. (2001): First Nations and higher education: The four R's – Respect, Relevance, Reciprocity, Responsibility. In R. Hayoe and J. Pan (Eds.) *Knowledge across Cultures: A Contribution to Dialogue among Civilizations*. Hong Kong: Comparative Education Research Centre, University of Hong Kong.

Klubs For Kids, Millbrook First Nation Health Centre website:  
<http://millbrookfirstnation.net/community/youth-programs.php>

*Leadership through Hip Hop*, produced by the Kativik School Board (KSB) in Nunavik (Northern Quebec).

Leafloor, S. (2004). *Arctic Hip Hop*. Available for online preview and order at:  
<http://www.blurb.com/bookstore/detail/440786#>

Motivate Canada Website:  
<http://www.motivatecanada.ca/en/home>

On The Move (CAAWS) Website:  
<http://www.caaws.ca/onthemove/>

Paniccioli, E. & Powell, K. (2002). *Who Shot Ya? Three Decades of Hip Hop photography*. Harper Collins Publishing.

Pedersen, S., & Syme, L. (Dec. 2009). *Feathers of Hope: An Exploration of the Role of Hope in Health and Well-being*.

Pathways Program Website:  
<http://hsc.unm.edu/pathways/>

Québec en Forme Website :  
[http://www.quebecenforme.org/abitibi\\_temiscamingue/contacts/](http://www.quebecenforme.org/abitibi_temiscamingue/contacts/)

Rainbow Youth Website:  
[www.rainbowyouth.com](http://www.rainbowyouth.com)

Rangatahi Tu Rangatira Website:  
<http://www.kokiri-hauora.org.nz/contact.html>

Rangatahi Tu Rangatira Blog:  
<http://www.r2r.org.nz/blog/53-rangatahi-tu-rangatira-website-launched.html>

*Respect Each Other* produced by Kativic School Board (KSB) in Nunavik (Northern Arctic Quebec) and aired on APTN.

Ross, R. (no date). *Exploring Criminal Justice and the Aboriginal Healing Paradigm: A Discussion Paper*. Email: [rupert.ross@jus.gov.on.ca](mailto:rupert.ross@jus.gov.on.ca)

Ross, R. (2006). Traumatization in remote First Nations: An Expression of Interest.  
Email:  
[rupert.ross@jus.gov.on.ca](mailto:rupert.ross@jus.gov.on.ca)

Six Nations Parks and Recreation Website:  
<http://www.sixnations.ca/ParksRecDept.htm>

The Authoritative Website for the Carver Policy Governance® Model:  
<http://www.carvergovernance.com/model.htm>

The Door Website:  
<http://www.door.org/>

*The Path of the Warrior* Comic book has been a great resource for community programs and class focused discussions. Please contact the Aboriginal Health Network to purchase books for band offices, communities or schools. The target age group was for 10 to 18 year olds. Download Comic Book Guide for Instructors in PDF format at:  
[http://www.fnhc.ca/index.php/initiatives/community\\_health/physical\\_activity/](http://www.fnhc.ca/index.php/initiatives/community_health/physical_activity/)

Thomas, P. (2001). *My Amazing Body: A First Look at Health and Fitness*. Barron's Educational Series.

U.S Department of Health and Human Services (2008). *Physical Activity Guidelines for Americans*. Accessible online:  
<http://www.health.gov/paguidelines/pdf/paguide.pdf>

WASAC website:  
<http://www.wasac.ca/>

You Go...Girl!!! video interview with program creator Valentina Nolan. Available on-line at:  
<http://www.activecircle.ca/en/albums-4-aboriginal-sport-and-recreation->



This report was produced under the leadership of the Federal/Provincial/Territorial Physical Activity and Recreation Committee and the former Pan-Canadian Healthy Living Issue Group. An Aboriginal Physical Activity Working Group (APAWG) was established by the aforementioned Committees to guide the development of this Report. The Work Group included representatives from federal, provincial and territorial government officials, First Nation, Inuit, and Métis Organizations as well as non-government organizations.

The APAWG was mandated to work with First Nation, Inuit, and Métis community leaders to develop and distribute a tool that would lead to increased physical activity among Aboriginal youth living in First Nation, Inuit, and Métis communities as well as rural and urban centres. The APAWG commissioned this report to create a report that highlighted various best practices and provided useful and accessible information for community leaders looking for ways to make a difference in the health of First Nation, Inuit, and Métis children. This report showcases programs from every Canadian province and territory, as well as New Zealand and the United States of America and includes both government and community-based initiatives.

