BEST PRACTICES -
PHYSICAL ACTIVITY PROGRAMS
FOR
ABORIGINAL YOUTH

Prepared for:
Federal-Provincial/Territorial Sport Committee, Federal-Provincial/Territorial
Physical Activity and Recreation Committee &
Aboriginal Sport & Physical Activity Workgroup

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ACKNOWLEDGEMENT

The Sutcliffe Group Incorporated and Sluth Management Consulting would like to acknowledge the contributions of the members of the Interprovincial Sport and Recreation Council who researched and identified the names of programs for the long list from which the interview sample was taken.

We would also like to acknowledge the time and commitment of the representatives of the programs profiled in this report. Every one of the projects reflected a significant level of dedication and passion for the provision of programming to Aboriginal youth.

The responses and comments provided were given in the interest of advancing the understanding of what comprises a successful physical activity program for Aboriginal youth, so that learning could be shared with others. Their sincere participation was very much appreciated.
1.0 INTRODUCTION

The Aboriginal Sport and Physical Activity Work Group undertook this project to research and document best practices in successful community-based programs, strategies and communication tools for increasing physical activity levels of Aboriginal youth in urban, rural and remote communities.

The objective was through this project to gain a greater understanding of successful Aboriginal youth programming. Information obtained would serve to inform future strategies and programs at the federal, provincial / territorial and municipal levels to engage Aboriginal youth in more physical activity.

In addition to sport and recreation the Work Group requested that a broad perspective be taken of physical activity including best practices from a variety of sectors such as health, education, justice, and social and economic development. Further, geographic diversity from across Canada as well as diversity in community size was an important factor in the research.

A review of the literature was conducted based on documents provided by the Work Group and a verbal report on this was provided to the Work Group in mid-March. The majority of time spent on the project focused on scheduling and conducting interviews with contacts who are currently delivering programs that showed positive impacts. The objective was to identify whole programs or program elements that comprised best practices.

The progress report is presented in five chapters, plus a number of appendices as outlined below:

1.0 Introduction
2.0 Method
3.0 Literature Review
4.0 Findings
5.0 Conclusion

Appendices
2.0 METHOD

A literature review was completed based on documents supplied by the Work Group. Timing and assignment of resources precluded a more comprehensive literature review. A list of documents reviewed will be included in an appendix in the final report.

Prior to identifying programs for review, an exercise was undertaken with the Aboriginal Sport and Physical Activity Work Group to define terminology. Using the information contained in the literature review, an operational definition for “best practices” was formed whereby a best practice was defined as:

“a program or contributing element of a program that has produced positive results that could be replicated with the same outcome or adapted to produce similar success”.

Definitions were also proposed, and approved by the Work Group, for the following terms:

- Successful physical activity program
- Aboriginal youth program
- Urban community
- Rural community
- Isolated and Remote communities
- Youth
- Documented evidence
- Health outcome
- Social outcome.

Details on the definitions agreed to may be found in Appendix B.

2.1 Identifying Programs for Review

The process of identifying programs for review began with the Interprovincial Sport and Recreation Council (ISRC). Using the form in Appendix C, each ISRC member was asked to identify programs in their jurisdiction that they considered to be a best practice in sport, recreation and physical activity and to provide details about the program contact and the target group and setting.

ISRC members were also asked to provide contacts in other sectors (e.g.: health, social services, aboriginal affairs, justice, child and family services) who might be aware of physical activity programs for Aboriginal youth operating in those sectors. This information was collected on the form found in Appendix D.

Different ISRC members took different approaches to contacting other sectors as represented by different departments within their governments. Some surveyed other departments within their governments directly and informed the consultants about the presence (or lack) of programming in physical activity for Aboriginal youth. Others
provided contact details to the consultants and the consultants followed up with the other departments.

In all, 65 “best practices” programs were identified. These were coded in a nine cell matrix by population type (serving First Nations, Inuit or Metis) and by community setting (programs offered in urban, rural or isolated / remote communities).

In discussion with the Work Group it was agreed that the consultants would endeavour to conduct interviews with a total of 28 programs using a distribution across the cells of the matrix as set out in Table 1: Proposed Sampling Matrix.

<table>
<thead>
<tr>
<th>Population Types</th>
<th>Community Settings</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>First Nations</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Inuit</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Métis</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

After the 65 programs were coded, it was found that there were very few “Rural Inuit” programs. Table 2 shows the ultimate distribution of programs with which interviews were conducted.

<table>
<thead>
<tr>
<th>Population Types</th>
<th>Community Settings</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>First Nations</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Inuit</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Métis</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

It should be noted that this sampling matrix, while it served the purpose of meeting the requirements of the original Request for Proposal, proved not to be robust. That is, in communities, there were very few programs that distinguished among population groups or that excluded certain groups. So, for example, while a program is slotted into the “Urban, Métis” category, in fact, the program more often comprised just as many First Nations youth as Métis youth. In the end, the lines between the cells in the matrix became quite blurred.

Consultants attempted to sample at least one program from every province and territory. Programs were identified that showed a good cross-representation of sport, recreation and physical activity initiatives.
As well, urban programs were distributed across communities with a range of populations according to the following distribution:

- **Very Large Communities (1,000,000+) - Examples - Toronto**
- **Large Communities (100,000 - 999,999) - Examples - St. John’s, Regina**
- **Medium Communities (10,000 - 99,999) - Examples - Lethbridge, Whitehorse**
- **Small Communities (< 10,000) - Examples - Duncan, Iqaluit, Tuktoyaktuk**, 

A complete list of the names and locations of the programs contacted for an interview and a short program description is provided in Appendix E.

A questionnaire for conducting interviews was designed and reviewed with the Work Group. Following amendments, it was pilot tested with two programs. After these two successful interviews it was determined that the interviews should proceed using the questionnaire that is included in Appendix F.

The selected program contacts were approached first via email, explaining the project, requesting a telephone interview and proposing some available times for an interview to take place. The questionnaire was attached, so that the prospective respondent could review the questions in advance, and prepare, if necessary. If this first email did not result in a reply, a second email was sent within a few days. This might be followed up with a telephone call if necessary.
2.2 **Interviews**

Interviews were completed with 26 programs. The locations of the programs by Province and Territory are shown in Table 3 below:

<table>
<thead>
<tr>
<th>Province / Territory</th>
<th>Interviews completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland &amp; Labrador</td>
<td>2</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>1</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>1</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>1</td>
</tr>
<tr>
<td>Quebec</td>
<td>-</td>
</tr>
<tr>
<td>Ontario</td>
<td>4</td>
</tr>
<tr>
<td>Manitoba</td>
<td>3</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>4</td>
</tr>
<tr>
<td>Alberta</td>
<td>2</td>
</tr>
<tr>
<td>British Columbia</td>
<td>1</td>
</tr>
<tr>
<td>Yukon</td>
<td>3</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>1</td>
</tr>
<tr>
<td>Nunavut</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

As noted in Table 3, it was not possible to identify a program from Quebec. Several emails and phone calls were made to identify a program, and an appointment was set to complete an interview twice, but the program respondent was unable to attend the call.
3.0 LITERATURE REVIEW

Documents that were provided by the Work Group were reviewed and are listed in Appendix A. This literature review highlights the findings of these reports that are pertinent to the concept of “best practices” in Aboriginal youth physical activity programming.

Barriers

In forming policy and developing programs, it is important to frame interventions in the context of the barriers to increasing physical activity in the community.

An American study showed that barriers to physical activity among youth and at schools included a lack of facilities, equipment, and persons trained in physical education. Children and adult caregivers also reported that weather conditions, safety concerns and homework/chores were barriers to physical activity. (Pathways, 2006)1. A project funded by the Canadian Diabetes Strategy and Health Canada showed that television, computers and video games distracted youth from participating in physical activities (Canadian Diabetes Association, 2002).2 Concerns about safety, living too far from recreation facilities and busy schedules also posed barriers to participating in regular physical activity. Different barriers were identified for boys and girls as shown below.

Barriers to physical activity for boys included:

- watching television, playing computer and video games;
- parents preventing them from going outdoors;
- too many other commitments such as chores, homework, babysitting;
- lack of proper equipment;
- laziness.

Barriers to physical activity for girls:

- watching television, playing computer and video game;
- living too far from community recreation facilities;
- being injured or ill;
- being out of shape, or not fit enough to participate comfortably in activities.

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Facilitators
Overall, successful physical activity programs need to reflect youth’s usual daily and leisure time activities and be consistent with the roles played by families and in their community context.

If, for example, the community emphasizes physical activity and there are family-friendly programs and traditional community events—these were shown to result in participation (Coble and Rhodes, 2006). Although these observations were primarily focused on adults, there is clear applicability to the youth population.

Enablers for youth included the availability of facilities and equipment to use that are close to home, being able to play outside with friends at home, school or in the community and participating in physical education classes at school. (Canadian Diabetes Association, 2002)

To increase youth physical activity, suggestions included improving access to recreation facilities and equipment, more parent and adult encouragement and volunteering, greater time given to physical education and better exercise programming during school (Zaza et al., 2005).

A wide range of program offerings seemed to work in attracting the broadest number of participants. Targeting youth at appropriate times of the day may be a factor in increasing physical activity. In one study, youth were found to be most active after school in activities such as basketball and mixed walking and running. (Going et al., 2003).

Integrated Physical Activity and Nutrition Interventions
There are only a few examples of programs focused on nutrition, physical activity and cognitive change in Aboriginal populations. An example of a project demonstrating “best practice” was Pathways. This project, described above, was designed to promote healthy eating and physical activity among students in grades 3 to 7.

Other examples of projects demonstrating promising practices include the Diabetes Challenge in Wolseley Family Place, Manitoba, Kahnawake School Diabetes Prevention Project, the Sandy Lake School Diabetes Prevention Program, and the Sioux Lookout Diabetes Program in Northern Ontario which since 1990 has provided youth camps, school programs, environmental change programs and the Northern budget-wise food guide.

These programs all included community members in program planning. For example, Kahnawake community leaders participated in a community advisory board, allowing

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the leaders to share their experience and knowledge of the community’s culture, traditions and concerns (Paradis et al., 2005). Similarly, the Pathways program was developed in collaboration with universities, American Indian Nations, schools and families (Caballero et al., 2003). A Canadian study reported that flexibility within the program allowed the community to make changes as appropriate contributing to sustainability (O’Loughlin et al., 1998).

A formative investigation of the Sandy Lake Diabetes Project by Ho et al (2006) identified the need to include the following approaches to achieve effective interventions:

- Effect a change in social norms to issues such as healthy food availability by using a multiple factored approach involving the family, schools, stores and band administration
- Educate about the importance of such policy issues as healthy eating and physical activity
- Ensure that community learning preferences are balanced with research-based strategies. Community logic and beliefs reflect local context that is important
- Emphasize active community participation: Active partnership with First Nations communities enhances acceptability and sustainability of programs
- Tailor programs to individual communities

Factors Affecting Youth Involvement

A study of aboriginal youth programming offered by Friendship Centres (NAFC, 2004) showed that the highest uptake in programs offered was in unstructured games and activities. Taking advantage of the availability of resources and programs in the community, a plurality of friendship centres in this review offered programming in conjunction with a community agency such as a YMCA or community recreation centre.

As noted earlier, a first step in identifying an effective program is noting the barriers faced and determining whether the programs offered assist in removing those barriers. An analysis of barriers to participation in urban settings showed that lack of personal funding, lack of transportation and lack of understanding of the benefits of healthy lifestyles prevented youth from participating in physical activity. Other obstacles faced by Friendship Centres included lack of funding, lack of equipment lack of facilities and lack of trained staff.

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Communication Approaches

A review to determine the extent to which a fax-out of SummerActive materials was taken up by aboriginal communities found little uptake (Phoenix Strategic Perspectives, 2006)\textsuperscript{11}. It appears that an isolated ‘fax out’ was not sufficient to encourage Aboriginal communities to take part in the SummerActive program or to find out more about it.

While a ‘fax out’ may be an efficient way to communicate, a more comprehensive approach to information dissemination appears to be required if aboriginal communities are expected to participate. A more targeted program communication directed at specific contacts within Aboriginal communities might improve the likelihood that the fax information would result in action.

Best Practices

A review of barriers to physical activity participation for Aboriginal Peoples completed in 2004 (Cripps, 2004)\textsuperscript{12} identified a number of “best practices” elements of programs already in effect. These included:

- Providing Aboriginal youth with an opportunity to help define the overall program approach (such as the Aboriginal Youth F.I.R.S.T. (Futures in Recreation and Sport Training) Program in British Columbia)
- Identifying significant resources to foster well-being through participation and physical activity, build youth leadership and volunteer development, promote cultural heritage and lifestyles, and involve Aboriginal communities in planning and decision-making (such as in Saskatchewan)
- Providing resources to develop leadership skills through sport and recreation among Aboriginal youth in 49 northern First nation communities, many of which are remote (in Ontario); and
- Developing specific initiatives aimed at increasing physical activity participation (New Brunswick and Yukon)

As well Cripps noted that to address effectively the issue of physical inactivity among the Aboriginal population required the same type of leadership demonstrated with other social problems requiring behaviour change on a population wide level. These included tobacco cessation, waste reduction, seat belt use and breast feeding where in each case, the individual had some responsibility, there was evidence that change was necessary, leadership was provided by governments through contribution of resources for interventions to address funding, awareness, education and programming, positive economic impact could be demonstrated, and the media supported the direction and exerted pressure.

\textsuperscript{11} Phoenix Strategic Perspectives Inc. Evaluation of the 2006 SummerActive Program Aboriginal Content 2006
\textsuperscript{12} Cripps, D.G. Barriers to Physical Activity Participation and Action Steps/Strategies to Overcome These Barriers: An Exploratory Study (2004)
4.0 FINDINGS

The findings of the interviews are presented in this section, ordered along the lines of the sub-headings that represent elements of program design concluding with “best practices” as defined by the program representatives. Examples of how a program addressed these program design elements are provided to demonstrate how these elements worked in the program settings.

4.1 Needs Assessments

4.1.1 Formal Needs Assessment - Only two communities had conducted a formal needs assessment. Camperville Youth Centre in Manitoba completed a community wide needs assessment through federal government funding received by INAC and a youth feedback forum through funding from Health Canada. The Start Right Stay Right program in Iqaluit conducted a needs assessment in 1999 with the assistance of a grant from a federal government Crime Prevention program. After showing that 5-7% of 8 - 11 year olds were at risk of falling into the criminal justice system, an organization was formed to provide at-risk youth with an opportunity to participate in an after-school hockey program operated by RCMP officers with coaching qualifications.

4.1.2 Informal Needs Assessment - Needs assessment was more typically undertaken by an individual or leader who took the time to define the need and either to take action him/herself or to mobilize others to take action. All observed that there were very few programming opportunities or activities available to youth in their community. By simply talking to youth or making a presentation to the Band Council or other interested organization and accessing a funding partner they were able to develop a relevant program. The Health Centres in some First Nations communities recognized that a physical activity program for youth was a useful tool in their efforts to combat diabetes, and so often the Health Centre budget was a source of program funding or the Health Centre setting provided programming space or their vehicle.

4.2 Socio-Economic Barriers

4.2.1 Program Cost - Most programs were offered free to charge to participants. Some charged a small fee of 50 cents or $1.00 per program participant.

4.2.2 Transportation - With the exception of noon hour school programming, transporting youth to and from programs was cited as a primary barrier to participation. Eleven of the programs identified transportation as a barrier and provided rides to and from the program location with staff driven vans or volunteer drivers. Other programs addressed the transportation barrier by locating the program in an accessible venue.
Programs located in schools had successfully overcome the transportation barrier by serving kids who were already on location. After-school programming however, required transportation home. Other programs sought out or created local facilities within walking distance of the target population. For example, the outdoor hockey league in Regina delivered programming at neighbourhood outdoor ice surfaces. Kwanlin Koyotes' Cross Country Ski Club's trails were built in the community by the program coordinator /leader.

Remote communities are particularly challenged by transportation. For example, the Volleyball Summer Slam project in northern Manitoba. This program facilitates volleyball tournaments between neighbouring remote communities. These communities had limited access to individuals with driver's licenses and vehicles. Fuel for vehicles was also an issue as it is not readily accessible in isolated communities. The University of New Brunswick (UNB) students that lead the school physical education programs in Kingsclear First Nation’s elementary school had to rely on the community supply van returning to the community for a ride in and out.

4.2.3 Healthy Food - Hunger was consistently cited as a barrier to participation. As the leader of the Sport For All Kids Program in Beren’s River Manitoba stated, “why would these kids want to exercise, it just makes them hungrier and their parents can’t afford to feed them”. Consuming healthy food was also a concern.

Eleven programs indicated that healthy snacks or meals were provided during every program session. One respondent described how the youth in his program sometimes saved the food to take home and share with the remainder of the family. School-based programs leveraged resources from school meal programs to provide food for participants. Non-school programming sought donations and grants. In Iqaluit, the Rotary Club provides lunches each year for the Start Right, Stay Right after school hockey program. In some cases the provision of food would serve as a motivator to attend the program.

4.2.4 Clothing - One program, the North Battleford After-school Program, sought clothing donations from local charities and organizations. It was found that appropriate clothing, specifically running shoes, was a barrier to participation.

4.2.5 Facilities - All programs used facilities that were easily accessible and inexpensive. Five programs were offered in school facilities. Generally, respondents reported that facilities were outdated, poorly maintained and not staffed. In Makkovik, Labrador, the arena had been closed down because of disrepair and the community is fundraising to replace it.

In the case of Beren’s River Sport For All Kids, the volunteer leader actually mowed community-owned fields prior to slo-pitch or soccer events. The Regina Outdoor Hockey League accesses volunteers to annually install boards on outdoor rinks. The Ski Fit North program in Northern Saskatchewan teaches volunteers to groom ski trails and solicits community volunteers to assist. The Funky Groove Dance project was offered in the
Health Centre Hall. Lennox Island recreation programs are offered in the elementary school and the gym in the Band Office.

4.2.6 **Equipment** – Programs that required specific equipment were creative in their means to acquire equipment for participants. The Regina Outdoor Hockey League sought community donations and corporate sponsorships. All participants were fitted with skates and provided with a new hockey stick. Programs that did seek equipment donations did not cite equipment as a barrier to participation but this is likely because the programs were designed around the availability of equipment within the facility. Local businesses were cited in two programs as providing equipment.

4.2.7 **Parental Involvement** - Parental involvement was extremely limited in most programs interviewed. To fill this void, leaders were placing a greater emphasis on encouraging the older youth to serve as role models and leaders rather than encouraging parents to become involved. The Lethbridge UMAYC program engaged older participants to assist younger members in doing homework in the after-school program. Programs that relied on word of mouth for promotion tasked older participants with recruiting and encouraging younger kids to get involved.

The Kwanlin Koyotes Ski Club was exceptional in conveying to parents that the program was not a “baby-sitting” service and parents were encouraged to participate. The Chief of the Kwanlin Dun First Nation was reported to be the only cross-country skiing chief in Yukon.

4.2.8 **Intimidation/Fear** - Leaders commented that feeling intimidated by a new environment or fear of the unknown often prevented new participants from joining a program. The Lethbridge UMAYC program addressed this by providing an orientation to all new program participants. The Regina Outdoor Hockey League sought out volunteer coaches from the neighbourhood that were familiar to the kids. The Camperville Youth Project works with older youth to serve as leaders to engage younger participants to pass on positive values. Native Child and Family Services recreation program addressed intimidation by creating programs specifically for Aboriginal youth.

It should be noted that issues of racism were not evident within programs. This is likely due to the fact that a majority of the participants within each of the sampled programs were Aboriginal.

4.3 **Program Design**

4.3.1 **Youth Driven** - The majority of programs cited youth input as a primary driver of program design. Two of the programs were designed entirely by the youth participants. The Lethbridge UMYAC program, as with all UMYAC programs, is administered by a youth council which is accountable for everything from writing the grant application and implementing the program through to program evaluation. The Camperville Youth Project in
Manitoba is moving toward a similar model. Other programs cited youth consultation and feedback as a critical component to program design.

4.3.2 Unstructured Programming - Most programs were relatively unstructured. Some required pre-registration but almost all accepted drop-in participants. Activities adapted to coming and going of participants within a set timeframe. For example, the Cowichan Dance Project runs two days per week over the school lunch hour. Participants are welcome to join and leave at anytime; the dance simply adapts to the number of people in the room.

Some were structured sport programs, like Rankin Inlet Gymnastics where parents knew exactly where and when their children could access the program, what level of gymnastics they would be working towards and when the end of year show was.

4.3.3 Voluntary Participation - All programs were available to youth on a voluntary basis. No-one was obliged to participate. There were no repercussions for showing up late or missing a program session. However in at least four programs, Clubz for Kids, Start Right Stay Right, North Battleford After School Program and Makkovik Sports, participation was contingent upon staying in school and good behaviour in that setting.

4.3.4 Capacity Building - Community capacity building was built into the design of many programs. The Alberta Future Leaders program identifies community youth leaders, exposes them to leadership training, and fosters their development to take on community-based programming. This program ends after three to five years of involvement with the intent that the community becomes self-sustaining in youth recreation programming. The Sunshine and Raine Program works with self-identified community leaders to organize and deliver sport-specific programming their community. Weekly coaching sessions are provided to these leaders designed to increase the leaders’ chances of program success and provide practical ongoing training. At least 10 programs deliberately involved a community institution (school, police, health centre, social worker) in the design and / or delivery of the program.

For others, community capacity building was an unintended positive consequence of the program. Youth involved in Rankin Inlet Gymnastics formed friendships outside of the program that would otherwise not have been established.

4.4 Cultural Considerations

4.4.1 Elder Involvement - Eleven programs reported elder involvement. These programs invited elders to come and speak to the youth about traditions, spiritual beliefs and current issues. The Alberta Future Leaders Program employed elders in the teaching of future leaders. Others involved elders as program leaders especially in camping or “back to the land” experiences (Rediscovery Camp, Native Family and Child).
4.4.2 Cultural Ceremonies - Four programs incorporated cultural ceremonies into the program activities. Smudging ceremonies, sweat lodges, prayers and feasts were cited.

4.4.3 Traditional Activities - Some programs were comprised of traditional cultural activities. For example, the Cowichan Dance Project is about traditional dancing. The dancing is then woven into the cultural and language teaching provided in the curriculum. Clubz for Kids involves elders in the moose camp and in traditional cooking. Kwanlin Koyotes had drum-making workshops and involved youth in learning about plants and animals.

The Northern Youth Games were structured to bring Dene, Inuit and Inuvialuit youth together to learn about each other’s culture and traditional sports. There were opening prayers, Dene drummers and all the sports were traditional to the cultures that brought them there.

Other programs were not as overtly cultural but built upon aspects of Aboriginal culture. The Volleyball Summer Slam project encourages interaction between neighbouring isolated communities through friendly competition. The organizer believed that this community competitiveness is rooted in traditional interaction and collaboration between Aboriginal communities.

The Ski Fit North Program suggested that it has been so successful in Northern Saskatchewan that cross country skiing has in fact become part of the local culture. The program has resulted in accessible cross country skiing in all northern communities for the past two generations making many of the events a tradition in northern culture. Kwanlin Koyotes had a similar effect on the Kwanlin Dun First Nation community.

4.5 Program Leadership

4.5.1 Types of Leaders - Eleven of the programs had staff leaders - that is to say, leaders that were employed for the purpose of administering the program. These programs typically had a consistent source of funding that provided a predictable revenue stream annually. A priority of these types of leaders was to build program capacity by identifying and training volunteer leaders within the program.

Seven of the programs had leaders who were employed by stakeholder agencies/organizations but dedicated a portion of their time to the program. These leaders were typically in an administrative role and less likely to spend time training leaders or building capacity.

Only two programs were administered by purely volunteer leaders. In these cases the volunteer was fully engaged in administering and delivering the program. Capacity building was espoused in the values of the program and the role modeling of the leader but not overtly included in program elements.
4.5.2 **Leadership Training** - Leadership training was both formal and informal. Three programs provided formal leadership training. The Alberta Future Leaders Program identified youth leaders and provided a leadership training conference. The Camperville Youth Centre provided training to interested youth in areas such as first aid and coaching.

Informal training in the form of mentorship was evident in three programs. The Ski Fit North Program utilized field workers to provide ongoing mentorship to community leaders. Similarly, the Building Resiliency for Youth through Yoga Program in Iqaluit used teachers who served as mentors to youth with an interest in leading the program.

Sport specific training or coaching qualifications through the National Coaching Certification Program (NCCP) was a requirement in six programs. In others, the program leaders were teachers (seven programs) or youth workers / recreation staff trained (six).

4.6 **Program Delivery**

4.6.1 **Location** - Program location was cited throughout as key to program success. Programs were typically located in schools or facilities that were easily accessible to participants. Where accessibility was an issue, transportation programming was necessary. Nine of the programs were directly provided in the community school. Nine of the programs either used school outdoor facilities or were located close to schools. For example, the Lethbridge UMAYC program was within walking distance of three schools. Pelican Falls High School is a residential school operated by Northern Nishnawbe Education Council with a very comprehensive out of school hours sport and recreation program.

4.6.2 **Timing** - Program time of day was diverse. School-based programming typically capitalized upon times when participants were close to the school, e.g. noon hours or after school. Non school-based programs were typically in the evenings or during the summer months. Leaders targeted times when youth were idle with little to no positive options for recreational activities.

4.6.3 **Instruction** - Many interviews revealed a facilitative or experiential style of instruction versus directive or instructional. Youth engaged and learned by watching and participating. The Cowichan Dance Program and Funky Groove Dance Project both involved leaders who facilitated instruction by participating in the dance. The Summer Slam Volleyball Program involved two NAIG athletes to participate with teams and provide ongoing guidance throughout. This is indicative of traditional Aboriginal teaching which usually involves mimicking.

In contrast, Rankin Inlet Gymnastics and Young-riders Snowboard project both involved structured delivery of information for sport skill acquisition. Once youth in Young-riders knew how to snowboard, however, they were encouraged to spend as much time as possible on the hill in an unstructured format.
4.7 **Marketing/Communications**

Word of mouth and personal encouragement was by far the most widely used approach to communicating program opportunities and details to prospective participants. Because participants are often hesitant to get involved due to socio-economic or cultural barriers, it is often the encouragement of a friend or trusted individual that is needed to engage the youth. Isolated and rural communities cited local radio and television as a means to communicate.

A few programs including the Regina Outdoor Hockey League, Makkovik Sports, St. John’s UMAYC and Pelican Falls High School, cited the internet either through their website or an email list serve as a means of communications but others indicated that few of their participants had access to computers outside of school. In-school or school-bus announcements were also a common means of communicating program details. Posters were common for programs held during the summer months in isolated or rural communities.

4.8 **Partnerships/Funding**

Partnerships were established with a wide variety of community based institutions and services. The First Nation community including the Health Centre was cited by four (4) as the primary partner. This was equivalent in number to those who cited the local municipality parks and recreation department (5). Others that were noted and that were ranked equally by a similar number of programs (3) included:

- Federal government
- Provincial government
- Local corporation / business
- School
- Local sport organizations

Funding came also from a variety of sources. Some programs had consistent annual funding while others re-applied each year for grants from a variety of sources. Others were operated totally by volunteers and relied on community service clubs each year to provide medals, lunches, transportation and jerseys.

Aspects of partnership that were identified as contributing to the success of the program included:

- Permission to access facilities or equipment
- A flexible and tolerant approach to the program participants, some of whom become frustrated easily and can have outbursts.

Formal corporate sponsorship was not common in the programs. Ski Fit North had managed to engage an ongoing corporate sponsor to provide flight service to instructors. The majority of programs did not have the
capacity to seek out or effectively manage corporate sponsor relationships. A number however had been successful in obtaining financial support from local businesses for equipment.

4.9 Evaluation

4.9.1 Benchmarking - For the most part, programs in the sample did not undertake data benchmarking prior to program implementation. Although thought was given to the potential impact of interventions (e.g., school drop-out rates will decline if cross country skiing is available in the community, grades will increase if homework assistance is provided after school), there was no effort to quantify or qualify dependent variables. The Alberta Future Leaders Program did undertake a self-esteem assessment survey of participants prior to and following the annual leadership conference which revealed positive results.

4.9.2 Post-Program Assessment - Programs typically could not provide valid evidence of the impact of programming interventions on social issues. Twenty programs indicated that there was no post-program assessment completed. Because pre-test data was unavailable, post-test data was not pursued.

Anecdotally, many expressed that positive outcomes had resulted but were unable to validate such notions. For example, the Cowichan Dance Program noticed an increase in parents attending parent/teacher interviews (from approximately 5% to 48%) in the year following the introduction of cultural and dance programming. No evaluation was conducted to determine if the cultural programming was the independent variable that had caused the increase.

The North Battleford After-School Program noticed increased school attendance in boys attending the program but have not validated that the change is a result of the program.

Most programs cited a lack of time and resources as the reason for not conducting research.

One program—BOOST operated by University of New Brunswick students—did measure outcomes after the first year of operation of the program. Findings showed that the program was successful in engaging children in daily physical movement. The children reported feelings of pleasure and satisfaction with the BOOST experience. Teachers commented that they had gained an understanding of proper gymnasium equipment set-up and were now comfortable conducting a class on their own. The university students expressed gratitude for their chance to participate and gain practical, first-hand teaching experience. Eleven parents reported their children were more active over the school year, taking on new activities or participating in after-school community recreation. The principal was encouraged by the progress made in the area of physical well-being of his students and staff. He felt a connection had been established between physical well-being and healthy eating and reported a reduction in junk food consumption and healthier food choices in the cafeteria.
One other—Young riders / Whitewater Canoe/Kayak—was in the process of collecting baseline data in March, 2007 and will be assessing impact on crime in the community with the assistance of a grant from the Crime Prevention Council.

4.9.3 **Participant Evaluation** - Eight programs conducted participant evaluations comprised of discussion groups or paper-based surveys completed post-program. These evaluations provided ongoing feedback to leaders regarding attendance; programming likes and dislikes, timing, leaders, etc. Interviewees indicated that this information was used to inform activity choices and increase program relevance to youth.

4.10 **Program Outcomes**

4.10.1 **Social Wellbeing** - Twenty-one programs noted that participation in their program has resulted in a positive change in the collective well-being of the participants.

Many respondents reported that programs were breaking down negative social barriers that previously inhibited interaction between peer groups and across age groups. For example, the North Battleford After-School Program which targets grade seven boys had a noticeable impact in increasing the cohesiveness of the boys in this grade and reducing the attraction of negative outside groups such as gangs and older teens. The leader observed increased confidence of individuals in the groups and a sense of camaraderie or peer support for positive behaviours amongst the group.

Consistently, those interviewed commented on improved interaction between older and younger youth. Older participants assumed a more nurturing attitude toward younger participants and demonstrated leadership both within and outside the program. Incidents of bullying were decreased.

The Lethbridge UMAYC Program interview suggested that youth were more respectful to adults in the community including authority figures such as teachers and police officers. In this example, the youth council was actually used by community organizations and the City to inform them about aboriginal youth related issues. Kwanlin Koyotes noted that youth from parts of the community that previously would not interact, were now getting along quite well. Rankin Inlet Gymnastics noted that youth were forming friendship groupings outside of school across grades, as opposed to the usual school class-based groupings. Start right, Stay Right noted that there was more collegiality among youth in their program.

Four programs indicated increased youth/parent and parent/community engagement as a result of the program. The school which facilitates the Cowichan Dance Project credits the program with increasing parent/teacher interaction. The school which was slated for closure this spring was supported by a community rally resulting in the school remaining open. Parents are more likely to enter the school and are actually
participating in the noon hour dance program. Police and the local youth centre are partners with Kwanlin Koyotes. Positive relations between the First Nations community and the University were established through the BOOST project.

The Volleyball Summer Slam Project, Increasing Resilience for Youth through Yoga Project, and the Ski Fit North Project have all attracted adult involvement as organizers and/or participants.

4.10.2 Physical Health - All had an element/goal of increasing physical health through sustained increased physical activity. As presented in the evaluation section, no program could quantify improved physical health outcomes as a result of participation in the program; however, most programs were providing opportunities for physical activity where previously there were none.

For example, the Berens River Sport For All Youth Program provided nightly physical activity programming for youth who previously had absolutely no programming available. This is consistent for most isolated or rural programs within the sample (e.g., Summer Slam Project, Sunshine and Raine, Ski Fit North, Camperville Youth Centre, Makkovik Sports, Kwanlin Koyotes, Young-riders). Twenty-one programs indicated that they felt that youth in their community were now more physically active than before the program. Eleven programs observed that adults in the community had become more physically active as a result of the program.

Ten programs indicated that adults are now interested in participating in the program and increasing their physical activity levels. Both Camperville Youth Centre and Rankin Inlet Gymnastics reported that an adult walking program has been started in their communities. Yoga is now being offered through evening programs in Iqaluit. Summer Slam is looking to expand programming to an adult league this summer. Adults are accessing skates through the Regina Outdoor Hockey League. Rankin Inlet Gymnastics reported that parents are doing stretching and warm-up exercises with their children. Kwanlin Koyotes reported that some parents have taken up cross-country skiing with their children.

Four sport-specific programs (Regina Outdoor Hockey League, Ski Fit North Program, Rankin Inlet Gymnastics and Sunshine and Raine) indicated that youth had used the program as a platform from which to launch a competitive interest in the sport. Both the Summer Slam Volleyball Program and Makkovik Sports also anticipate greater interest in participating in the North American Indigenous Games team as a result of the program.

Those programs that provided meals or snacks commented that children and youth were not only getting an opportunity to eat healthy food but were being taught about the importance of healthy eating.

4.10.3 Mental Health - Three programs provided direct learning opportunities concerning mental health. The Lethbridge UMAYC program provided suicide prevention workshops. Summer Slam provided information on physical and mental health through booth set up at tournament locations. Building
Resilience for Youth through Yoga focused on providing physical and mental tools to address conflict, personal and family issues.

All programs included in element of improving mental wellbeing through positive lifestyle or active living choices. Leadership development was imbedded in the content of all programs.

4.10.4 School Attendance - Four programs noted a positive impact on school attendance. Although this was not formally measured, program organized expressed feedback from teachers that participants were more likely to attend school regularly with a more positive attitude to the learning environment, especially on those days when the youth programming was offered after-school.

4.11 Best Practices Identified by Programs

Respondents were requested to describe those conditions which they believe contributed to the success of their program.

4.11.1 Youth Designed - Those interviewed indicated that meaningful involvement by youth for youth in the design and implementation of the respective program was a necessary condition for success. The Lethbridge UMAYC program and the Camperville Youth Project had achieved significant success in delegating the majority of program decision-making authority to a youth committee. Native Family and Child Youth Recreation Program and Pelican Falls High School Recreation Program both consulted with youth in the design of their programs. Respondents believed that a youth driven program had greater relevance to youth, created a sense of ownership, and developed leadership attributes within the group.

4.11.2 Placing Youth Into Leadership Roles - The success of many of the programs was dependent upon the involvement of the participants. For example, Berens River Sport For All Youth was dependent upon the youth to communicate information about the program to their friends to ensure enough youth showed up to play. Camperville Youth Centre and Kwanlin Koyotes were dependent upon older youth to provide instruction and supervision to younger participants. These programs were confident that the sense of responsibility added to the ownership of the program and improved the leadership skills of the participants.

4.11.3 Voluntary Participation - Voluntary participation was cited as a best practice for successful youth programming. No program within the sample had mandated participation. Motivation to attend was intrinsic.

4.11.4 Welcoming/Culturally Appropriate Environment - Six programs in the study referenced the importance of creating a welcoming or culturally appropriate environment for youth. Others displayed this importance in their program design. Creating familiarity was a common approach (e.g., choosing leaders that were known to the youth, choosing a venue that was familiar, encouraging older youth to recruit and mentor younger participants, providing an orientation/facility tour for new participants).
4.11.5 **Partnership Engagement** - Programs that had successfully engaged program partners believed this to be critical to their success and important for program longevity. In many cases these partners provided funding (e.g., Ski Fit North secured a corporate partner that provided fly-in access to remote communities; Canadian North Airways flew gymnasts from Iqaluit to Ontario for competition) while others provided value in kind or human resources (e.g., Regional Health Authority provided a health care worker to each Summer Slam Tournament; the First Nations’ Health Centre provided a 15-passenger van to transport youth to programs).

Respondents indicated that cross-sector partnerships strengthened the content of the program and improved awareness for this type of programming in the community.

4.11.6 **Inclusion of Role Models** - On the Move identified the importance of Aboriginal leadership in providing role modeling of healthy active women as important. Five youth from the boxing program offered through Native Child and Family Services Youth Recreation Program went to NAIG and subsequently acted as role models, encouraging other youth to participate in the program.

The Summer Slam Program cited the inclusion of NAIG athletes as an important attribute in the program’s success. These two accomplished volleyball players attended tournaments, provided instruction and created excitement about the sport. It was also an important leadership opportunity for the NAIG players.

4.11.7 **Ongoing Mentorship** - The Sunshine and Raine Program provides two days of on-site training for leaders within their own community. These leaders are then provided with scheduled weekly coaching. The coaching sessions provide ongoing support to the leader to address issues and improve the success of their program. The Sunshine and Raine Program suggests that this approach is a best practice for building capacity within a community with volunteers who want to be more effective.

Rediscovery Camp used an established training program for their leaders. This program was developed 25 years ago and has been shown to have a positive impact on Aboriginal youth in reconnecting them to their culture.

4.11.8 **Simplicity of Program Design** - Programs that focused on building community capacity indicated that program simplicity was critical for the programs success. Both Ski Fit North and the Summer Slam Program rely on communities to plan and organize events. It was imperative that these events be easy to design and implement and that resources are available to assist them. Summer Slam provided a kit to communities which included an event organizer check list. Ski Fit North has field workers who are available as needed to answer questions from communities. Kwanlin Koyotes are finding that other communities want to copy the program that has been developed and the program leader emphasized the simple nature of the program design as key to it success.
4.11.9  **Inclusive Program Design** - Programs where everyone was allowed to participate regardless of their skill level or ability were cited by respondents as key features of their success. Rankin Inlet Gymnastics noted that the number of disciplines in their sport allowed even those with physical limitations to participate in some way and feel the same level of excitement and accomplishment as others. Camperville Youth Centre, Beren’s River Sport for all Youth and Cowichan Dance project had similar findings.

4.11.10  **Marketing the Program to Youth** - Targeting any marketing initiatives specifically at youth appeared to be a best practice insofar as it was most effective at attracting youth to the programs. Constant communication back to the home especially in the event of program changes was particularly important with younger participants.

4.11.11  **Consistent Funding** - Nine of the programs in the sample had funding that was somewhat predictable on an annual basis—either through consistent grants or reliable gifts in kind. These programs asserted funding predictability as critical to their success and sustained staffing model. Other programs that did not have predictable funding were uncertain as to the continuity of their program and were unable to sustain qualified program staff.

4.11.12  **Partnerships with Schools** - Proximity to schools and a positive relationship with school administration was a common theme across all programs that were delivered in the school year. Those programs that were located in the schools faced fewer barriers (e.g., transportation, cost, facilities, etc.). Alternatively, programs seemed to seek out locations that were close to school facilities. Once children leave the school environment it is difficult to attract them back to evening activities. Programs in rural locations were less likely to face this barrier as most program locations were in walking distance for youth from home.

Additionally, the close liaison with schools and some programs provided additional guidance for youth. For example, at Clubz for Kids, positive behaviour in the school setting was a pre-condition to participating in the program. In this case, this requirement resulted in improved behaviour in schools and also improved academic performance as youth valued the opportunity to participate in the program.

4.11.13  **Provision of Transportation** - Programs that are not within walking distance would simply not be accessible without the provision of transportation. Programmers reported that parental support is simply not reliable and even if parents are supportive, they may not have access to transportation to get their kids to events. Those programmers that provided transportation regarded it as critical to the success of the program.

4.11.14  **Provision of Food, Safety** - The majority of these program participants come from disadvantaged economic conditions. Providing basic needs such as food and a safe place to spend some time was, in some cases, all that was necessary to attract participants.
4.12 Additional Observations of Best Practices

The following conditions for success were not necessarily cited within the interviews but were observed during the analysis of the data.

4.12.1 Consistent Leadership - Individuals interviewed were the primary leaders of each of these programs. It was clear that the attributes of these individuals contributed greatly to the success of these programs. Common leadership attributes observed throughout the interviews included:

- Passion to make a difference - each of these leaders was passionate about making a difference in their community for youth. They regarded youth program participants as an opportunity for a better future.

- Creativity - all displayed a creative ability to do much with limited resources. All programs were constrained fiscally but each was achieving success and managing to provide relevant and engaging programming for the youth.

- Relationship-Building Skills - a common theme throughout was the ability to build relationships (both with youth and with other adults) and partnerships for the betterment of the program.

- Respect - program leaders spoke respectfully and optimistically about youth participants. Respect for cultural differences was foremost.

- Tenure - the majority of those interviewed had been with their respective programs for several years. Those representing newer programs spoke with certainty about their continued involvement in the future.

4.12.2 Focus on Building Capacity and Leadership Spirit within Youth - All programs in the sample contained an element of community and/or personal capacity building. One program specifically addressed community development by providing resources to hire community summer recreation workers for three to five years with the intent that the community would sustain the program following that period. Another focused on community development by recruiting and training community volunteers to sustain the program. A final example program focused on building individual capacity to deal with ongoing personal and family issues.

4.12.3 Engaging Older Youth as Role Models - Apparent throughout the interviews was a lack of parental involvement. Programs appeared to accept this as an unsolvable condition and focused building the leadership skills of older youth to serve as role models and mentors to younger participants. Programmers seemed have greater success in instilling a volunteer spirit in the youth than drawing it out of parents.
4.12.4 Culturally Appropriate Programming: Not Necessarily Cultural Programming - Developing programs that were welcoming and respectful of individual differences and culture seemed to dominate over developing programs that contained cultural specific programming. Accommodating the nuances of aboriginal culture was an underlying theme through all interviews. The activity itself is less important than the manner in which it is provided. This particularly stood out in the programs involving “re-connecting with the land” experiences.

4.12.5 Cultural Background of the Leader - It was interesting to note that the ethnicity of the leader was not presented as a concern in most of the interviews. It was important that the leader understood the conditions of the target group and was familiar to the target group but it didn’t appear to be necessary that the leader be of Aboriginal descent.

4.12.6 Program Evaluation - A lack of evaluation was a common concern throughout all interviews. Some programs had recorded participant numbers and participant satisfaction but few had looked at outcomes. Respondents were unable to conduct research due to a lack of skill and resources.
5.0 CONCLUSION

This project has provided interesting and engaging insight into the world of physical activity programming for Aboriginal youth. Every program was led by someone who is dedicated to ensuring that the youth in his or her community are positively engaged in their leisure time, guided by a set of values that reflects their heritage and if effectively absorbed, would set them on the road to adulthood where they will have an opportunity to give back to their community. Many already have given back through leadership in the programs reviewed in this report.

Physical activity, either through recreation or sport, provided the vehicle for this values development. Role modeling, mentorship, partnerships, youth leadership (and many more) are all elements that were characterized as “best practices” and contributed to making their programs successful, from the standpoint of the respondents.

Although few have completed a program evaluation, it is difficult to ignore observations by school principals that there are fewer behaviour problems, or by local police that there is less vandalism after a program was introduced.

It was an almost universal sentiment expressed by respondents that the information collected in this report should be shared widely within the community of individuals that provide physical activity program opportunities for Aboriginal youth. With this information available to those designing and delivering programs, the opportunities for Aboriginal youth to expand their horizons while engaged in productive leisure time activity, can only be extended.
APPENDICES

A. Documents Covered in Literature Review
B. Approved Definitions
C. Form to identify programs (ISRC)
D. Form for contacts in other sectors from ISRC
E. Program description & contact details
F. Questionnaire used for program interviews
A. Documents Covered in Literature Review


Canadian Paediatric Society Risk Reduction for Type 2 Diabetes in Aboriginal Children in Canada, A Position Statement 2005

Cripps, D.G. Barriers to Physical Activity Participation and Action Steps/Strategies to Overcome These Barriers: An Exploratory Study (2004)


First Nations Regional Longitudinal Health Survey (2002-03)


Phoenix Strategic Perspectives Inc. Evaluation of the 2006 SummerActive Program Aboriginal Content 2006

Phoenix Strategic Perspectives Inc., Input of Intermediaries Working in Aboriginal Communities into the Tailoring of Canada’s Physical Activity Guides 2006
B. Approved Definitions

Definitions ~ Introduction
In order to ensure that there is clarity of terms when asking questions in an interview, after reviewing the literature, the following definitions for the relevant terms have been devised.

Successful physical activity program
A program that has successfully met pre-determined goals and objectives as measured by a program evaluation or a program that has achieved an increase in physical activity levels in Aboriginal youth populations or a program that has been deemed successful by the respective community

Physical activity is any body movement produced by skeletal muscles that increases energy expenditure above a baseline level. It is a broad term that encompasses all forms of movement from leisure-time activities including play, traditional games, and sport participation, to active transportation (e.g., walking and cycling to school) and physical activity at work.

Aboriginal Youth Program
An Aboriginal youth program is a program that is designed and delivered specifically for Aboriginal youth. It is recognized that many Aboriginal youth programs attract non-Aboriginal youth participants; however, for the purposes of this study, a minimum of 50% of the program participants must be of self-declared Aboriginal ancestry.

Best Practice
A best practice is a program or contributing element of a program that has produced positive results that could be replicated with the same outcome or adapted to produce similar success.

Urban Community
Urban community refers to community with a population of 5,000 or more. A smaller community may be considered urban if it is situated close to a city or is dependent upon the amenities of an urban location for economic and social services, e.g. schools, shopping, health care, etc.

Rural Community
Rural community refers to a community with a population of less than 5,000. The economy and way of life is distinct and not largely influenced by a city.

Isolated and Remote Communities
An isolated community is a permanent community that does not have all season road access (i.e. only fly-in or winter road access). A remote community is a community of less than 5,000 that does not have access to the economic and social services of an urban centre within two hours’ driving time.
Youth

For the purposes of this study, youth is broadly defined as those under the age of 25 but not less than 6. This definition allows for the capture of programs that impact school age populations through to post-secondary education.

Documented evidence

Document evidence comprises a completed evaluation that has measured program outcomes against baseline data gathered prior to the implementation of the program. It is recognized that documented evidence may not be available and successful programs will not be eliminated from this study if a formal program evaluation did not occur.

Health Outcome

A health outcome is a positive change that takes place in the physical or mental health of a participant as a result of participating in a program.

Social Outcome

A social outcome is a positive change that takes place in the collective wellbeing of participants and or their community as a result of participating in a program.
C. Form to identify programs (ISRC)

CONTACT DETAILS FOR “BEST PRACTICES” PROGRAMS IN ABORIGINAL YOUTH PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>JURISDICTION (P/T):</th>
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<tbody>
<tr>
<td>Name of Youth Program:</td>
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</tbody>
</table>
| Serving: | □ First Nations  
□ Metis  
□ Inuit  
□ Combination of above |
| Setting: | □ Urban  
□ Rural  
□ Isolated  
□ More than one setting |
| Contact Name: |
| Position Title: |
| Is this person a staff member or a volunteer? | □ staff  
□ volunteer |
| Telephone: |
| Email: |
| Other relevant details: |
D. Form for contacts in other sectors from ISRC

CONTACT DETAILS FOR OTHER SECTORS
RE: “BEST PRACTICES” PROGRAMS
IN ABORIGINAL YOUTH PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>JURISDICTION (P/T):</th>
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<tbody>
<tr>
<td>Department/Organization:</td>
<td></td>
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<tr>
<td>Contact Name:</td>
<td></td>
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<tr>
<td>Position Title:</td>
<td></td>
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<td>Telephone:</td>
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<td>Email:</td>
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</table>
E. Program Descriptions

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Alberta Future Leaders Program</td>
<td>Selected communities throughout Alberta</td>
</tr>
<tr>
<td><strong>OPERATED BY:</strong> Alberta Sport, Recreation, Parks and Wildlife Foundation (Government)</td>
<td><strong>WEBSITE / EMAIL CONTACT DETAILS:</strong> <a href="http://www.cd.gov.ab.ca/asrpwf/programs/sports/abfuture/index.asp">www.cd.gov.ab.ca/asrpwf/programs/sports/abfuture/index.asp</a></td>
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The Alberta Future Leaders Program seeks to develop youth leaders in Aboriginal Communities in sport, culture and recreation. Developed in 1996 by the Alberta Sport, Recreation, Parks and Wildlife Foundation in partnership with communities and corporate sponsors, the program provides training for youth leaders to be placed in communities from a period of May through to the end of August. Two leaders are placed in each community with the intent to provide summer programming and build community capacity. Leaders are employees of the community. The program provides a three-year funding commitment to the community at which time the community is encouraged to create and fund an ongoing position.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Camperville Youth Centre</td>
<td>Camperville, Manitoba</td>
</tr>
<tr>
<td><strong>OPERATED BY:</strong> Community Council</td>
<td><strong>WEBSITE / EMAIL CONTACT DETAILS:</strong> <a href="http://www.bestofcf.com/English/Projects/Projectprint.asp?ID=207">www.bestofcf.com/English/Projects/Projectprint.asp?ID=207</a></td>
</tr>
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</table>

Camperville is an isolated Manitoba community of approximately 650 people. The Camperville Youth Centre is a local natural ice arena and lobby that is used year round to deliver drop-in programming for youth. This is a community based program administered by the town’s recreation director serving between 14 and 40 youth ages 8 to young adult since 2005. Programming is available six evenings per week and Sunday afternoons. Approximately 2/3 of the programs participants are First Nations and 1/3 Métis. The program receives funding through the bi-lateral cluster grant program. Three communities receive funding that are in close proximity and then leagues and competition can be organized. Youth from the neighbouring communities of Pine Creek First Nation and Duck Bay participate in the program as well. Activities include hockey, table tennis, softball, crafts, cooking classes.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Cowichan Dance Project</td>
<td>Duncan, British Columbia</td>
</tr>
<tr>
<td><strong>OPERATED BY:</strong> Cowichan Valley School District</td>
<td><strong>WEBSITE / EMAIL CONTACT DETAILS:</strong></td>
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</table>

The Cowichan Dance Project is a program of a public school located in Duncan, British Columbia. The program is drop-in in nature and provides an opportunity for students to participate in traditional dancing and drumming during noon hours in the school gymnasium. Children in grades K - 6 participate two times per week for 30 minutes. The program is two years old and has achieved 90% participation of the 127 students each day it is offered. The program is linked to the school’s cultural curriculum and Hul’q’umi’num’ (traditional language) teachings. The Ts’inquwu Dancers have gone on to perform at school and local community events. The program is funded through “131 money” received through the school board office to encourage cultural programming.
<table>
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<tr>
<th>PROGRAM NAME:</th>
<th>LOCATION:</th>
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<tbody>
<tr>
<td>Lethbridge Urban Multi-purpose Aboriginal Youth Centre (UMAYC) program</td>
<td>Lethbridge, Alberta</td>
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**Operated by:**

Medicine Tree Friendship Centre

**Program Description:**

The UMYAC program administered out of the Medicine Tree Friendship Centre is led by the Crazy Horse Youth Council. The Council, which has been operating for approximately 10 years, designs and implements youth programming including boxing, floor hockey, swimming, basketball, games, homework assistance, educational workshops and a youth conference. With the assistance of a full-time youth worker the Council is accountable for all youth programs. Each day the Centre serves 50 - 70 youth from ages 6 to young adult. The majority of the participants are First Nations traditionally from the Blood First Nation located close to Lethbridge.

<table>
<thead>
<tr>
<th>PROGRAM NAME:</th>
<th>LOCATION:</th>
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<tbody>
<tr>
<td>Outdoor Hockey League</td>
<td>Regina, Saskatchewan</td>
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**Operated by:**

Ehrlo Community Services

**Website / Email Contact Details:**

www.ehrlo.com

**Program Description:**

Administered by Ehrlo Sport Venture, the Outdoor Hockey League is a 15 week program delivered throughout inner city Regina for boys and girls ages 8 - 17. The program, delivered solely by volunteers, is free of charge and equipment is provided. Participants can pre-register or drop-in. Approximately 325 kids participate annually served by 25 volunteers and one staff person. Participants typically play once per week unless they participate on more than one team. The program has had continued success for over 15 years. The program is funded by Ehrlo Community Services, corporate and community organization sponsorships and equipment donations from the community.

<table>
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<tr>
<th>PROGRAM NAME:</th>
<th>LOCATION:</th>
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<tbody>
<tr>
<td>Sport For All Kids</td>
<td>Berens River, Manitoba</td>
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</table>

**Operated by:**

Community Volunteers

**Program Description:**

Berens River, Manitoba is a community of 2400 located north of Winnipeg. Recognizing that the community had little to offer youth, a small group of volunteers took it upon themselves to develop some programming. For the past six years, these volunteers have organized slo-pitch, soccer, football and hockey every evening for kids ages 7 - 14. The program is drop-in, free of charge and uses public parks and facilities. Funded through a small in-motion grant and equipment donation through KidSport, the program attracts 60 - 70 kids consistently.
**Ski Fit North**  
*Several First Nations communities in Northern Saskatchewan*

**Operated by:** Saskatchewan Ski Association  
**Website / Email contact details:** www.crosscountrysask.ca/youth.html#fit

*Ski Fit North is a cross country ski program delivered to communities in northern Saskatchewan. Many of these communities are isolated and most are comprised of primarily First Nations or Métis populations. Initiated in 1989, field workers hired by the Saskatchewan Ski Association traveled to northern communities to introduce cross country skiing and coordinate races. The intent was to introduce an inexpensive activity for children and youth in grades K to 12 as a means to keep them in school. After experiencing many challenges, the program was delegated to a group of northern recreation leaders and teachers to self-administer. A coordinator was hired to work with communities to build community capacity to self-administer the ski program and races. The result is a strong culture of cross-country skiing in northern Saskatchewan and a self-sustaining loppit circuit between communities approaching participation rates of 3000 youth annually and 100 certified coaches.*

**Summer Slam Project**  
*Manitoba*

**Operated by:** North East Chronic Disease Prevention Committee.

**Program description:** The Summer Slam Project is a beach volleyball program involving tournament play between nine remotely located communities in Manitoba. Community workers and volunteers meet at the beginning of the summer to schedule eighteen tournaments held every Tuesday and Thursday evening throughout the summer. Each community hosts two events. Participation is drop-in based and volunteers provide transportation for the youth. Approximately 270 youth between the ages of 12 and 18 participated last summer. Sponsored by an $1100 grant from in motion, the program supplies equipment and reimbursement for travel expenses. Two local youth who participated on the North American Indigenous Games Team provided two skills workshops and served as role models throughout the program.

**Sunshine and Raine**  
*Saskatchewan*

**Operated by:** Sunshine and Raine Society

**Program description:** Sunshine and Raine is a provincial non-profit organization that works with leaders in Aboriginal communities to deliver programming in touch football, outdoor hockey, basketball, table tennis, boxing, lacrosse. Using a “spirit of competitive play” philosophy they train volunteer leaders in communities to deliver programming. Leaders check in weekly with the trainer to discuss challenges and issues and work through solutions. Programs are supported at the community level by the band council or community administration. Programs target youth and can be drop-in or organized depending upon to goals of the volunteer leader and the participants.
<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Resiliency for Youth through Yoga</td>
<td>Iqaluit, Nunavut</td>
</tr>
<tr>
<td>Operating by:</td>
<td>Elementary Schools in Iqaluit</td>
</tr>
</tbody>
</table>

**Program Description:**

The Building Resiliency for Youth through Yoga was initiated four years ago in Nunavut. The program provides two days of training for teachers interested in teaching school age children yoga techniques to control negative behaviours or cope with negative situations. Teachers go on to deliver the program in the school with ongoing support and mentorship of a trainer. The program philosophy works to empower participants to take responsibility and exercise self-control. Participation is completely voluntary. Five schools in Iqaluit are delivering the program to over 250 children and youth.

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>North Battleford Boys After-School Program</td>
<td>North Battleford, Saskatchewan</td>
</tr>
<tr>
<td>Operating by:</td>
<td>Elementary School</td>
</tr>
</tbody>
</table>

**Program Description:**

Grade 7 boys attending St. Mary’s school in North Battleford are invited to participate in a free after school program once per week. The program, initiated four years ago, focuses on sporting activities and traditional dancing and drumming. The program is open to all grade 7 boys who demonstrate good behaviour in school. It has served as a motivator for boys to act cooperatively and improve school attendance. The program typically starts with running or walking and ends with a snack or meal provided by the school’s lunch program.

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Clubs for Kidz</td>
<td>Millbrook, Nova Scotia</td>
</tr>
<tr>
<td>Operating by:</td>
<td>Millbrook First Nation</td>
</tr>
</tbody>
</table>

**Program Description:**

A series of after-school clubs in a variety of activities (snowshoeing, cooking, scrap booking, bowling, volley-ball, karate, moose camp, gymnastics, trampoline, etc) offered twice a week an hour at a time, to First Nations school children aged 6 - 12. Children may sign up for more than one club at a time, thus filling their after-school hours. Attendance is contingent on school attendance and positive behaviour. Elders are involved in cooking class and moose camp. Offered in various settings around the community, the program has been operating for 5 years with up to 52 children involved in any one club. Originally supported by a Nova Scotia Health Promotion grant of $15,000, Millbrook First Nation now provides funding and bus for transportation to events. Fruit and water is offered to the children after school.
<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Lennox Island Recreation</th>
<th>Location:</th>
<th>Lennox Island, Prince Edward Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operated By:</td>
<td>Lennox Island First Nation</td>
<td>Website / Email Contact Details:</td>
<td><a href="http://www.lennoxisland.com">www.lennoxisland.com</a></td>
</tr>
</tbody>
</table>

**Program Description:**

Judo, golf, biking, canoeing, camping, flag football, volleyball, basketball, badminton, floor hockey offered in an unstructured format for four hours (5 - 9 PM) three days a week in the school gym. Intent was to introduce Grade 6 youth to sport and recreation participation with competitions played with others outside the First Nations community so that when children moved from elementary school to junior high school in Grade 7 outside the community, it was not such a shock. Program has been offered for 10 years—started as a one-year contract for the Recreation Director but when it terminated, community youth put together a petition to the Band council to make the job permanent. Now, the Recreation Director's part time salary is paid by the community; his other role is phys ed teacher in the school (part time). About 50 children aged 4 to 13 participate annually.

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>White-water/Kayaking &amp; Young Riders Snowboarding Program</th>
<th>Location:</th>
<th>Whitehorse, Yukon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operated By:</td>
<td>RCMP Officer</td>
<td>Website / Email Contact Details:</td>
<td><a href="mailto:Eyvi.S.Smith@rcmp-grc.gc.ca">Eyvi.S.Smith@rcmp-grc.gc.ca</a></td>
</tr>
</tbody>
</table>

**Program Description:**

Originally funded by a grant from Crime Prevention & Victim Services Trust Fund, Government of Yukon, to target disadvantaged First Nations & Metis youth aged 10 - 20 years of age from group homes with backgrounds of family breakdown, abuse, the program now includes those in alternate classrooms and with learning disabilities. Snowboarding is offered weekly over 4 months and in the summer, canoe-kayaking—3 hours per week over 3.5 months. The program leader who first worked in a group home and is now an RCMP officer, saw a need and wanted to address it. Young Riders (Snow boarding) has been operating for 8 years, White-water canoe-kayak for 6 years. Between 15 and 20 youth are involved and about 25 leaders across both programs and all days, which averages out at 1 adult for every 4 youth. Obtaining funding each year is a challenge: funding of approximately $25,000 is needed for equipment, lift-tickets, rafting guide courses. Funding is provided by local service clubs, small recreation grants and in-kind donations.
<table>
<thead>
<tr>
<th>PROGRAM NAME:</th>
<th>LOCATION:</th>
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<tbody>
<tr>
<td>BOOST - Building Opportunities—Opening Students’ Tomorrows</td>
<td>St. Mary’s First Nation, New Brunswick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPERATED BY:</th>
<th>WEBSITE / EMAIL CONTACT DETAILS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Brunswick, Faculty of Kinesiology; Elementary School in First Nations community</td>
<td><a href="http://www.unbf.ca/kinesiology">www.unbf.ca/kinesiology</a></td>
</tr>
</tbody>
</table>

**PROGRAM DESCRIPTION:**

BOOST started in 2004 as a one-year project, but has continued since. In the first year, a graduate student at the UNB Faculty of Kinesiology ran the program at the school in consultation with her professor, the elementary school principal, and the community health nurse. In the second and third year, Kinesiology undergraduate students from UNB, continued the program. In the 2nd year, Kingsclear First Nation, about 15 kms upriver, was added. The program involves students leading physical education or physical activity programs at least 4 days / week in elementary school grades to promote positive attitudes and foster appreciation for improved health and well being. The purpose was to teach and model healthy physical activity behaviors over the eight months of the school year. The program was evaluated to determine whether or not actively intervening in school children’s daily physical activity patterns would contribute to improved fitness and create a positive effect on behaviour and attitudes to active living. Evaluation measures in the first year included weekly observations in the gymnasium, recording of fitness-test results, interviews and stakeholders completed questionnaires. Findings showed that the program was successful in engaging children in daily physical movement. The children reported feelings of pleasure and satisfaction with the BOOST experience. Teachers reported that they had gained an understanding of proper gymnasium equipment set-up and were now comfortable conducting a class on their own. The university students expressed gratitude for their chance to participate and gain practical, first-hand teaching experience. Parents reported their children were more active over the school year, taking on new activities or participating in after-school community recreation. The principal was encouraged by the progress made in the area of physical well-being of his students and staff. He felt a connection had been established between physical well-being and healthy eating and reported a reduction in junk food consumption and healthier food choices in the cafeteria.
<table>
<thead>
<tr>
<th><strong>PROGRAM NAME:</strong></th>
<th><strong>LOCATION:</strong></th>
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</thead>
<tbody>
<tr>
<td>Rediscovery Wilderness Camps</td>
<td>Whitehorse, Yukon</td>
</tr>
<tr>
<td>Shookhum Jim Friendship Centre</td>
<td>See below</td>
</tr>
</tbody>
</table>

**PROGRAM DESCRIPTION:**


Operating since 1992 and following a model of the Rediscovery Camps ([www.rediscovery.org](http://www.rediscovery.org)) the Skookum Jim Rediscovery Wilderness Camp is an annual opportunity for 25 youth aged 9 - 14 years from both Whitehorse and the outlying communities to participate in a week-long camp in the mountains. Activities include: horseback riding, soap making workshops, arctic sports and dene games, rediscovery games, swimming at the lake, capture the flag, hiking, learning from elders, hand games, camp fire sharing. The Rediscovery Wilderness Camp empowers local youth to learn about themselves, one another, and their natural environment. Elder leadership is an important component as is being back on the land. Some youth have returned in a leadership capacity. Program is operated by the Friendship Centre and led by staff who have had Rediscovery Camp training.

<table>
<thead>
<tr>
<th><strong>PROGRAM NAME:</strong></th>
<th><strong>LOCATION:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>On The Move</td>
<td>Seven locations around Ontario</td>
</tr>
<tr>
<td><strong>OPERATED BY:</strong></td>
<td><strong>WEBSITE / EMAIL CONTACT DETAILS:</strong></td>
</tr>
<tr>
<td>Ontario Federation of Indian Friendship Centres (OFIFC)</td>
<td><a href="http://www.ofifc.org">www.ofifc.org</a></td>
</tr>
</tbody>
</table>

**PROGRAM DESCRIPTION:**

With the assistance of the Aboriginal Sport Circle (ASC) and Canadian Association for Advancement of Women in Sport and Physical Activity (CAAWS), OFIFC obtained a grant for one year from the Ontario Ministry of Health Promotion ($275,000) to offer activity programs to women and girls in 7 of 26 FCs around Ontario. Activities involved traditional dance (linked to traditional crafts), gardening (linked to traditional cooking), belly dancing, tai chi, yoga. Mostly youth participated although some women as well a total of 1500 altogether. Funding paid for equipment (mats, gardening equipment, etc) and programs were offered in sessions that lasted up to three months each, one hour per week.

<table>
<thead>
<tr>
<th><strong>PROGRAM NAME:</strong></th>
<th><strong>LOCATION:</strong></th>
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<tbody>
<tr>
<td>Makkovik Sports for Youth</td>
<td>Makkovik, Labrador</td>
</tr>
<tr>
<td><strong>OPERATED BY:</strong></td>
<td><strong>WEBSITE / EMAIL CONTACT DETAILS:</strong></td>
</tr>
<tr>
<td>Makkovik Inuit Community</td>
<td><a href="http://www.makkovik.ca">www.makkovik.ca</a></td>
</tr>
</tbody>
</table>

**PROGRAM DESCRIPTION:**

With a goal to reduce obesity and unhealthy living and learn good nutrition, Makkovik Sports for Youth was established in 1988 when the Recreation Director was hired. There is an emphasis on team sports, where everyone is allowed to play; the gym at the school is opened after school hours and all kinds of active sports are available. Youth aged 7 - 16 sign up for one hour time blocks; there are about 20 youth involved on any one day. Sports/activities include: cross-country skiing, hockey, tennis, soccer volleyball, basketball, badminton, track and field, card games, table tennis, home work club, floor hockey—participants pay a nominal amount to participate ($0.50 per night). Attendance at Makkovik Sports is contingent on school attendance and positive behaviour—being suspended from school means being barred from the sports program. Youth are often taken out onto the land, where they “do a boil up”, build an igloo, and visit with elders at their supper.
### Native Child & Family Services Recreation Program

**Location:** Toronto, Ontario

**Operated By:** Native Child & Family Services

**Website / Email Contact Details:** [www.nativechild.org/SitePages/?section=4&page=64](http://www.nativechild.org/SitePages/?section=4&page=64)

**Program Description:**

After school recreation program, offered 5 days / week, 4 hours / day, is provided for First Nations and Metis youth in each of two locations: one in downtown Toronto (50 youth), the other in Scarborough (95 youth). Downtown, the program is delivered at the Cabbagetown Youth Centre where youth are able to choose gymnasium sports for 1 hour and then later, participate in team sports at City-operated John Innis Community Centre including baseball, indoor soccer, ball hockey, lacrosse. Additional programs include horse-riding (CNE stables) and drumming (First Nations School). The Scarborough program involves swimming, lifeguard training, homework club, after-school snack, dance group, performing arts. Operating for 10 years, the program was originally designed to reduce diabetes, provide equitable access to team sports, and boost self-esteem by reducing risk factors in youths' lives. In the summer a one-week wilderness camp experience is provided in Grundy Lake Provincial Park (operating for the past 16 years) where youth sleep in teepees without electricity and experience cultural activities such as canoeing, hiking, etc. Other one-week camps throughout the summer are offered for youth with learning disabilities & special needs; to provide youth with an opportunity to break down barriers with police and also identify a potential career opportunity (police attend the camp); and family camps. Last year, 42 youth were hired to work in the summer camps—many were returning campers. Wilderness camps are also held in the winter where up to 12 youth are involved in wilderness skills training, compass reading, finding their way around, setting trap lines, snaring rabbits, set nets under the ice, skidoos, sledding, snowshoeing. Funding comes from Ministry Health Promotion ($45,000) per year.

### St. John’s Friendship Centre - UMAYC

**Location:** St. John’s, Newfoundland and Labrador

**Operated By:** St. John’s Friendship Centre - UMAYC

**Website / Email Contact Details:** [www.friendshipcentre.nf.net](http://www.friendshipcentre.nf.net)

**Program Description:**

Funded by UMAYC this drop-in program for over 100 Aboriginal youth aged 10 - 25 is open 9 AM to 8 PM and offers cultural activities, craft workshops and language workshops in addition to physical activities. Most days, youth are outdoors playing Frisbee, catch, or swimming. Outdoor activities, canoe trips, hiking, camping are offered including a one-week spring cultural camp focusing on outdoor survival are also offered. An elder is involved in the camp programs. Program has operated for 4 years with UMAYC funding now at $138,000 per year.
### PROGRAM NAME: Northern Youth Games
### LOCATION: Several communities in Northwest Territories
### OPERATED BY: Regional Recreation Association

**PROGRAM DESCRIPTION:**

Started by the Regional Recreation Association Northern Youth Games were a grass-roots opportunity for youth from three cultures—Inuit, Dene and Gwitchin—to learn about one another through traditional sport participation. The Northern Youth Games (NYG) were held annually from 2001 for 3 years then every 2 years but have not been staged since 2005. The budget of $55,000 from the Government of NWT is available, but the organization of the event involving 70 youth ages 10 - 14 and 30 adults / chaperones, includes arranging for venues, transportation, accommodation, etc that falls to the host community. Partly because of NYG, there are now so many other opportunities to participate in traditional sport (NWT summer & winter games, Arctic Winter Games) that it is hard to fit NYG into the schedule.

### PROGRAM NAME: Rankin Inlet Gymnastics
### LOCATION: Rankin Inlet, Nunavut
### OPERATED BY: Rankin Inlet Gymnastics Association

**PROGRAM DESCRIPTION:**

Started by a teacher with gymnastics coaching qualifications, the program has expanded since 2004 from 56 participants to 130. The program is offered in the school gym, taking advantage of previously unused gymnastics equipment, 3 days / week, with varying times from 1 hour / week to six hours per week depending on the level of commitment of the participants. Youth from 2 years to 16 participate, including all abilities. A small group of 12 have become competitive and in spring, 2007 travelled to Yellowknife and Toronto to compete—Nunavut’s first gymnastics team to do so. Each year, at the school year end there is a show to show-case everyone’s accomplishments which the whole community attends. Older gymnasts now help with younger gymnasts’ stretching and warm-ups—showing leadership abilities. Program leader credits good organization as key to the program’s success.

### PROGRAM NAME: Kwanlin Koyotes’ Cross Country Ski Club
### LOCATION: Kwanlin Dun First Nation, Whitehorse, Yukon
### OPERATED BY: Kwanlin Dun First Nations

**PROGRAM DESCRIPTION:**

Started 5 years ago by an individual with cross-country ski coaching qualifications and a passion for being on the land, Kwanlin Koyotes now includes over 50, 5 - 16 year old mostly First Nations youth who ski 2 hours per day, twice a week and Saturdays for 5 hours. Older youth have come back as coaches for the younger ones—promoting leadership, passing knowledge on, promoting self-esteem. Although unstructured, the program involves a personal goal-setting component. The KD Health Centre provides healthy snacks, as they see the relationship to diabetes prevention. Parents are encouraged to come out with their kids and now cross-country skiing has spread to the adult population. The program is operated with small funding grant from KDFN and donations in kind (equipment) from local businesses.
### Program Name: Start Right Stay Right  
**Location:** Iqaluit, Nunavut  
**Operated By:** Start Right Stay Right Association  

**Program Description:**
Following a needs assessment conducted in 1999 that showed that 5-7% of 8 - 11 year olds were at risk of falling into the criminal justice system, with the assistance of a $50,000 grant from federal government Crime Prevention program, an organization was formed to provide at risk youth with an opportunity to participate in a hockey program. The purpose was to intervene with a population in the 8 - 11 year age bracket before the youth became eligible for the Youth Criminal Justice Act. The program is offered once a week to 25, 8 - 11 year old youth specifically identified by the school. RCMP officers trained as hockey coaches collect the youth from school, provide a lunch, and for 2.5 hours the youth learn basic hockey skills, (many don’t know how to skate), learn rules about the game, learn about team work, rules about not fighting—how to play nice being modeled. When there is a confrontation, the issue is worked through, and so youth learn team playing, collegiality and problem resolution skills that can be used elsewhere in life. Additional rewards to the program include desensitization to the police, improved school results. Since the original grant, there has been no government funding. The program is supported by the Rotary Club (lunches), Elks (registration, medals), Royal Purple (jerseys), Parks & Recreation (ice time), Canadian North (two tickets to Ottawa to see Jordan Tootoo), local stores (hockey sticks). Two youth have graduated and become hockey coaches.

### Program Name: Pelican Falls High School Recreation program  
**Location:** Sioux Lookout, Ontario  
**Operated By:** Northern Nishnawbe Education Council  

**Website / Email Contact Details:** [www.nnec.on.ca/pffnhs](http://www.nnec.on.ca/pffnhs)

**Program Description:**
Pelican Falls First Nations High School (PFFNHS) was established in 1992 within the township of the municipality of Sioux Lookout, Ontario and is part of the traditional territory of Lac Seul First Nation. It is a private First Nation controlled and operated residential school, PFFNHS offers culturally relevant educational services to students aged 13 - 21 years from 24 First Nation communities within the Northern Nishnawbe Education Council and the Nishnawbe Aski Nation (NAN). Evenings and weekends (about 10 hours / week) are taken up with recreational and sports activities for the 170 students for Grades 9 - 12. Funding comes from NAN. School graduates go on to become student leaders—one is now the Education director in a community. Many become teachers or leaders in the community. Most pursue post-secondary funding support.

### Program Name: Funky Groove Dance Project  
**Location:** Whitefish Lake First Nation, Ontario (nr. Sudbury)  
**Operated By:** Whitefish Lake First Nation  

**Website / Email Contact Details:** [http://www.wlfn.com/Departments/Health/HealthDepartment3.htm](http://www.wlfn.com/Departments/Health/HealthDepartment3.htm)

**Program Description:**
A 12-week hip-hop dance program was delivered in 2006-07 winter by a private entrepreneur 2 hours 1x/week to 12 youth aged 8 - 25. Originally funded by a grant of $4000 from the Dream-Catcher Fund, it was developed in response to requests from youth (mainly girls) who wanted dance lessons. The project was proposed to the Drug and Alcohol Worker in the Health Centre and was supported in recognition of its contribution to diabetes prevention. Efforts to identify a youth in the community, who could take on the leadership of the program and continue it, did not prove successful.
F. Questionnaire used for program interviews

BEST PRACTICES IN
ABORIGINAL YOUTH PHYSICAL ACTIVITY PROGRAMS
QUESTIONNAIRE

Introduction

Thanks for agreeing to participate in an interview about best practices in physical activity programs for Aboriginal youth. This review is being done for the F-P/T Aboriginal Sport & Physical Activity Work Group, and as such will contribute to the development of advice to F-P/T Ministers at their next conference.

We are conducting interviews with about 30 community programs and are trying to interview a mix of programs aimed at First Nations, Inuit and Metis populations, as well as programs delivered in urban, rural and isolated / remote communities.

We are working to have a draft report completed by the end of May.

Do you have any questions before we begin?

Overview of the Program:

1. I’d like to start by getting an overview of the program: can you describe generally what the program was about?
   a. Who does what and what did you expect would result?
   b. When the youth participate, how long does the program last—minutes/ hours?

2. Before we proceed with the remaining questions I need to confirm, did the program target youth between the ages of 6 and 25? Were the majority of the participants of First Nations, Metis or Inuit heritage? Could you please indicate what percentage of the program participants are of what heritage?

Planning for the Program:

Now I’d like to get a sense of the steps you took to get this program going.

3. How did you determine there was a need for this program?

4. Were there any particular participant barriers that you felt this program could address such as transportation to a program venue, or emotional barriers like lack of confidence to participate? (Please describe.)

5. Were any measures taken before the program started to document the need in order to evaluate the success of the program? For example, physical activity rates, drug use rates, school drop-out rates, etc.

6. When you decided that a program was needed, who participated in the design of the program and what important things did you feel had to be included?
7. Can you please describe any Aboriginal cultural elements included with the program such as an opening prayer, traditional ceremonies, involvement of an elder? (If yes, please describe.)

8. Now I’d like to ask you about program leaders.
   a. Who led the program?
   b. Did the leaders require training? If so, describe the training process

Program Delivery

9. Now I’d like to ask you a little bit about how the program has been operating or was operated:
   a. How long has the program been running?
   b. Where in your community was it delivered?
   c. How many people are involved—leaders and youth?
   d. Have you collected any program information on participation rates, improvements in physical activity levels, etc? Please describe.
   e. Are there aspects of the program delivery that you think contributed to it being successful? Why do you think that?

Partnerships

10. Thinking about the support you got for the program, what other organizations / individuals were involved in supporting the delivery of this program besides your community / organization?
   a. What was each of the partners responsible for?
   b. Did they do what they said they would? Yes / No
   c. Are there aspects of partnership that you think contributed to the program being successful? Why do you think that?

Funding

11. Where did the funding for the program come from?
   a. (If more than one source) How much did you get from each source?
   b. Were there in-kind contributions (e.g.: donations of equipment, programming space, transportation, etc)? (Please describe)
   c. How long did the funding last (months / years)?
   d. Did the program become self sufficient at some point? (Please describe)
   e. Are there aspects of funding / support that you think contributed to the program being successful? Why do you think that?
Communications / Marketing

12. Now I’d like to ask about how youth came to know about the program?
   a. Which of the following methods did you use to advertise the program?
      - Posters around your community
      - Radio or TV public service ads
      - Word of mouth
      - School announcement
      - Pamphlet or brochure
      - Other (please specify): ____________________

   b. Are there aspects of communications / marketing that you think contributed to the program being successful? Why do you think that?

Community Development

13. Thinking about the long-term impact of your program in your community, would you say that anything has changed as a result of the delivery of this program? Yes / No
   a. If yes, can you describe what has changed? (For example, some of your program leaders became community leaders; some of the early youth participants are now program leaders, etc.)

14. Would you say that youth in your community are now more physically active than before the program? Yes / No
   a. If yes, how do you know this? (please describe):

15. Has anyone else (besides youth program participants) in your community become more physically active as a result of this program? Yes / No
   a. If yes, how do you know this? (please describe):

Program Evaluation

16. Now I’d like to ask whether the program was evaluated in any way. Yes / No
   a. If yes, what type of data was collected?
   b. What was the outcome of the evaluation?
   c. Was the evaluation written up? (If yes, can we get a copy?)

17. Looking back on the program, could you say if the mental health of participants improved as a result of this program? If yes, how do you know?

18. Could you say if this program has resulted in a positive change in the collective well-being of the participants? Yes / No
   a. If yes, how do you know?
19. How about the community as a whole: has the program resulted in a positive change in the well-being of the community? Yes / No
   a. If yes, how do you know?

Those are all the questions I have for you. Are there any questions you have for me? Thanks very much for taking the time to participate in this initiative.