



Recreation Director's Handbook

A guide for recreation delivery in Aboriginal communities



2008

Manitoba 

MINISTER'S MESSAGE

Welcome to the Manitoba Aboriginal and Northern Affairs Recreation Manual

Strong community recreation programs build strong families, improve health and help reduce crime. With them, communities can become more attractive places to live and stimulate new economic development.

This manual offers plenty of information to help communities become involved in recreation and create programs that last. It also describes how to obtain the resources needed to develop recreation facilities and plan for the future.

I trust you will find this manual useful and I encourage you to contact our department staff if you need more information.



Oscar Lathlin, Minister
Manitoba Aboriginal and Northern Affairs

ACKNOWLEDGEMENTS

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RECREATION IS

Leisure is... free time -- a state of being when we experience emotions such as personal satisfaction, an enriched sense of self worth and an inner calm.

Recreation is... activities we freely choose to do during our free time which best help us experience a leisure state of being or to re-create ourselves.

The traditions, heritage and history of Aboriginal people tell that they held assemblies and occasions for sports and games throughout North America. These games taught personal and social values to teach each generation Indigenous lifestyle and culture. These qualities included honesty, courage, respect, personal excellence, and gratitude for the guidance of parents, elders, and communities.¹ "Traditionally all aspects of life were integrated for Aboriginal people. Work, play, leisure and religion were all connected. Life was based on the need for fitness in order to survive—fitness of the body, mind and spirit."² In this holistic and integrated approach to life, recreational activities were always integral to traditional Aboriginal cultures.

Aboriginal recreation traditionally included local and regional traditions such as: reciprocity with nature, often for survival. This included hunting/gathering, fishing, and agriculture; close links to nature/the land (spiritual); games and survival for physical fitness, strength, pain, training in land-based skills; and social functioning through great gatherings, celebrating community identity, establishing friendships, and developing value systems (e.g. cooperation is more important than competition, and outcomes such as winning were not very important)

This section explores what recreation is, how the medicine wheel can be used as a tool for further understanding, recreation issues in Aboriginal communities and the many benefits of recreation.



¹ Aboriginal Youth Identity Series: Sport and Recreation. [North American Indigenous Games](http://www.edukits.ca/aboriginal/sports/teachers/senior_naig.htm). Retrieved from: http://www.edukits.ca/aboriginal/sports/teachers/senior_naig.htm

² The Federal-Provincial/Territorial Advisory Committee on Fitness and Recreation. (2000). [National Recreation Roundtable on Aboriginal/Indigenous Peoples Final Report](http://www.lin.ca). Retrieved from: <http://www.lin.ca>.

*"Man does not cease to play because he grows old- man grows old because he ceases to play".
- G.B. Shaw -*

WHY RECREATION

Recreation can be many things from gardening to bungee jumping, dancing to canoeing, and reading to visiting. It is what one chooses to do in their free time, to refresh their body, mind and spirit; to re-create themselves; to feel good; to have fun; and to learn. It is essential in being healthy, happy, energized, balanced and productive.

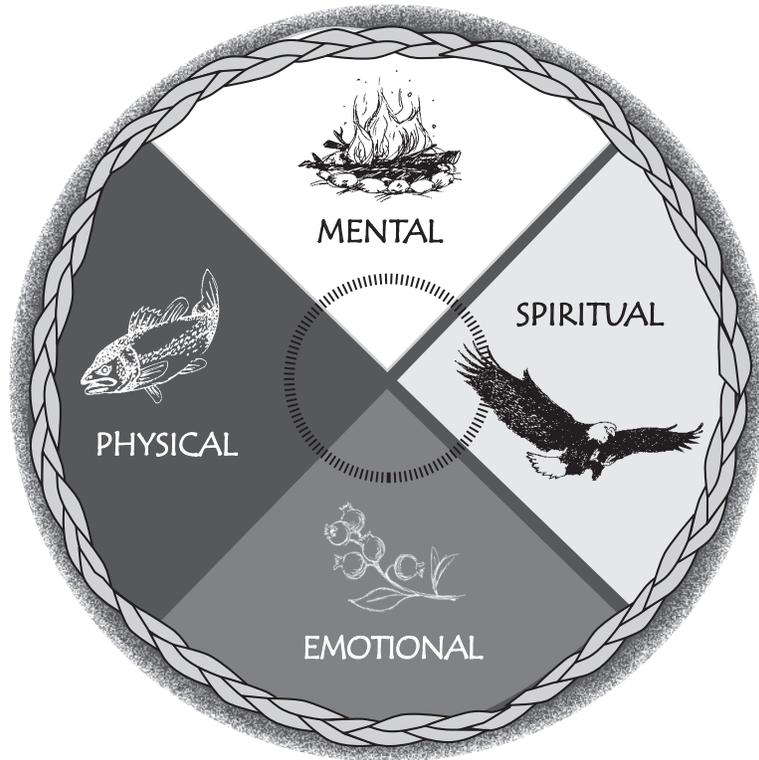
Exercise: Interview some elders in your community about the role recreation traditionally played in their lives.

Using one's free time for truly re-creative purposes does not happen naturally. Like most things, people must learn and be educated in using the gift of free time. Recreation Directors must not only provide opportunities, but motivate, encourage and ultimately empower people to make positive choices. Find out what people are interested in and point them in the right direction. Provide a variety of opportunities to meet the diverse interests of the community. Find out what barriers stop people from re-creating and help break down those barriers. Sell the benefits. Role model. Have fun.

Recreation Is...

Accomplishment ✦ Achievement ✦ Alienating boredom ✦ Better perspective on life ✦
Body awareness ✦ Bringing people together ✦ Breakdown of racial barriers ✦ Challenge ✦
Community spirit ✦ Confidence ✦ Competition ✦ Cultural sharing ✦ Creative expression ✦
Developing friendships ✦ Developing skills ✦ Enjoyment ✦ Exercise ✦ Family unity ✦
Feeling of self worth ✦ Friends ✦ Frustration ✦ Growth ✦ Happiness ✦ Health ✦ Helping others
✦ Improved confidence ✦ Inner peace ✦ Increased imagination ✦ Improved self-image ✦ Joy ✦
Knowledge ✦ Learning ✦ Less destruction ✦ Lessening tension ✦ Mental health ✦ Motivation ✦
New adventures ✦ Opportunities ✦ Physical fitness ✦ Positive feedback ✦ Re-creating ✦
Reducing tension ✦ Relaxation ✦ Refreshed spirit ✦ Satisfaction ✦ Self-discovery ✦ Teamwork

Exercise: Go for a 30-minute walk and take note of any potential recreation opportunities you see. List at least 10 different ones.



TRADITIONAL APPROACH TO RECREATION

Traditional Aboriginal culture teaches that all things in life are connected. This interconnectedness is recognized as a holistic approach. This view on one's life and surroundings can be described using a practical tool – the medicine wheel.

Today, as in the past, it is a tool that is based upon a person's relationship to the earth and everything around them. The medicine wheel teachings are widely used by Indigenous People as a guiding light for self-understanding, teaching and healing.

The medicine wheel is a circle comprised of four equal parts or quadrants. There are many different versions of the medicine wheel with different teachings and interpretations.

The medicine wheel interpretation that most easily relates to recreation and leisure is the model that deals with the four parts of an individual: spiritual, emotional, physical and mental. To lead a healthy, well-balanced life, an individual must strive to develop each of these parts. Recreation and leisure can help nurture and sustain the health of these parts.

Spiritual – The belief of a unifying life force greater than ourselves that gives purpose to life or a sense of belonging to a grand plan of existence greater than the personal. For some, the meaning is nature and for others it is a religious symbol such as god or the creator. The role of a higher power greater than man offers comfort, especially in times of crisis. Whatever the meaning, there are some common elements such as peace with oneself, respect for the environment, helping others, connection to fellow people, a belief in Christ, or a belief in creation and the creator. Recreation nourishes us spiritually by providing opportunities for contemplation, reflection and spiritual renewal. For example, people may volunteer in recreation activities in their community because they feel the need to help others and this in turn strengthens their spirituality.

Emotional – These are the different feelings that a person experiences as they journey through life such as love, happiness, sadness, satisfaction, self-worth, etc. Everything that we do throughout our lives right down to daily activities is influenced by this element and has influence on how we feel. Recreation can nourish us emotionally by such things as increasing self-esteem, confidence, sense of belonging, and even just making us feel fulfilled. For example, youth programs that build leadership skills also develop confidence in oneself, which in turn increase one's feelings of self-worth. Youth-elder programs that teach about the past, traditional values and life on the land also help to build a sense of identity and self-esteem.

Physical – This is the “body” of our being. The visible “temple” that other people see and what makes us uniquely who we are. The physical part needs to be treated with respect and care in order to have a healthy and happy existence. Our physical bodies are very much influenced by exercise, what we eat and drink, our lifestyle and our physical environment. The other part of this element is our physical environment – where we live, work, play, etc. We must have a healthy, positive physical environment for us to be balanced and happy as individuals. As we know, recreation and leisure can have a huge impact on our physical well being, it can nourish us physically by providing opportunities for exercise and increased health. For example, running programs, gardening, sporting events etc.

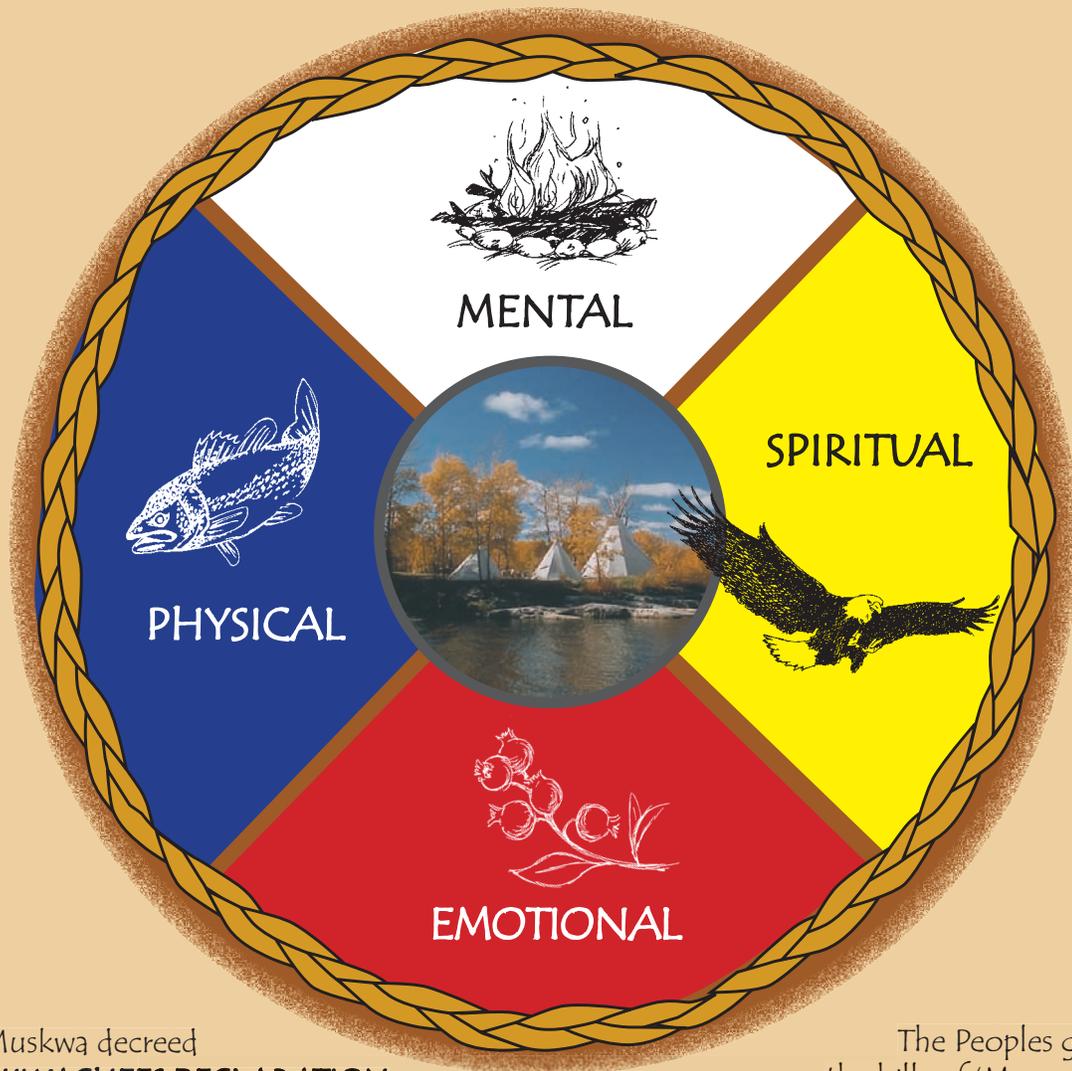
Mental– This element relates to where we develop our knowledge and hopefully our wisdom. This gift allows us to think, to solve problems, to imagine, to analyze, to understand, to organize, to remember, to interpret, and to make choices. Wisdom is gained through the experiences and interactions we have from childhood until later in life. For this reason, wisdom is a trait that is possessed by elders or seniors. Elders are respected and listened to because they share simple life lessons that can help us in our walk through life. We can increase our wisdom by challenging ourselves to continually learn new things. Recreation can nourish us mentally by providing opportunities to stimulate the brain, strategize, and learn. Programs such as chess clubs, reading groups, and sports clubs all work to develop these faculties.

With a similar medicine wheel approach, a healthy community can be viewed as having four elements-- social, political, economical and cultural. Recreation can nourish these parts: socially by building strong, united communities and families; politically by developing leadership in youth; economically by reducing health risks and related costs, hosting tournaments, etc.; and culturally by providing opportunities to teach and share cultural values and traditions.

Exercise: Using a medicine wheel approach, evaluate the recreation services in your community and how they nurture each of the elements. Think about how recreation services can help you take care of yourself, your family, your community and your nation.

FIND YOUR STRENGTH – “A story of Healing”

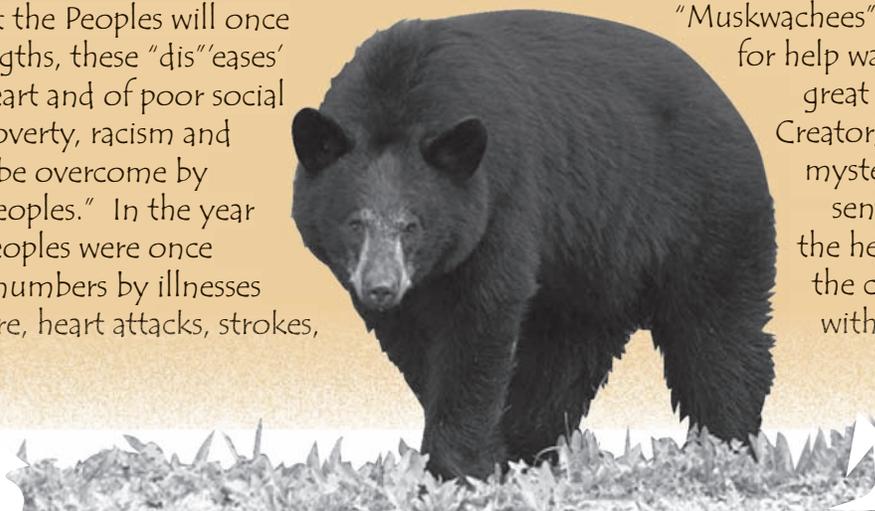
In times of great need the Creator helps those that call, “kayas” there lived a peoples that were dying from a strange new illness. The peoples called for help and the Creator asked “whom amongst you will help the Peoples?” A single person stepped forward and replied “I love my Peoples, and I want to help”. The Creator then turned this human into a bear. This bear became a Healer and the illness that was killing the Peoples was stopped by this powerful Healer. This bear became known as “Mosom Muskwa”.



Mosom Muskwa decreed **THE MUSKWACHEES DECLARATION**

“Through movement the Peoples will once again find their strengths, these “dis” eases’ of diabetes, of the heart and of poor social conditions such as poverty, racism and substance abuse will be overcome by Stronger Healthier Peoples.” In the year 2003, Indigenous Peoples were once again dying in large numbers by illnesses of high blood pressure, heart attacks, strokes, diabetes and cancer.

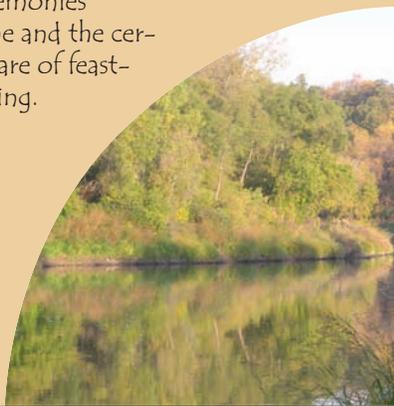
The Peoples gathered at the hills of “Mosom Muskwa” “Muskwachees”. A great cry for help was made to the great mystery » the Creator, and the great mystery once again sent Mosom Bear the healer to answer the cry once again, with a declaration.



When Mosom Muskwa was with the people at Muskwachees, the people asked, "How did the Peoples become so ill?" Mosom answered "The people became ill when their style of living changed and they did not change with their lifestyle. In the past the people lived an "active living" type of life style. They had to have an active living approach to life in order to live. Now I see that the people have become lazy and sick, we have to move to stay alive." said the bear. Mosom went on to tell us how life used to be...

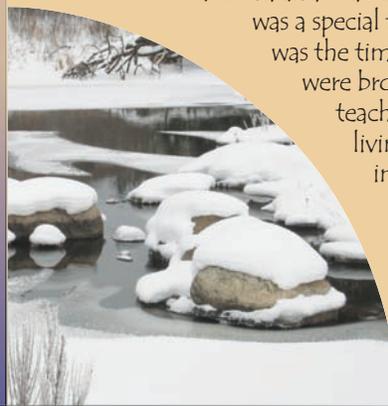
The Fall

The fall would be used to move the camp back to the forest to the cover of trees and to the constant wood supply that would be needed for the coming winter. Of course the steady gathering of wood and water made the people healthy and free of diseases. The fall ceremonies were done at this time and the ceremonies had their share of feasting singing and dancing.



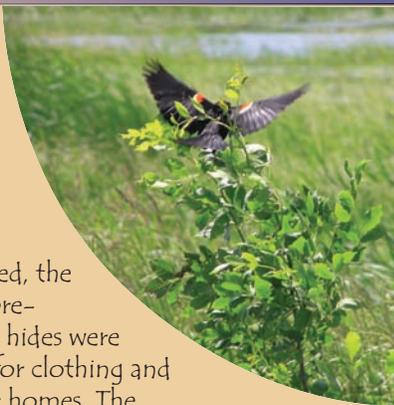
The Winter

The people would cut wood, haul it out of the forest, then split the wood with an axe and burn it in the house. The people would also haul water from the lakes and ponds and heat it on the stove for cooking and cleaning. In the middle of winter when the snow was deep, the people would snow shoe and use dog teams and sleds to get around. People would use the toboggan (an Algonkian invention and work) to get around and slide down hills. The winter season was a special time of the year because this was the time of the year that the stories were brought out. The stories would teach important rules and rites of living the good life, of honouring people and all of the great mysteries of creation. The winter ceremonies were done at this time and the ceremonies had their share of feasting singing and dancing.



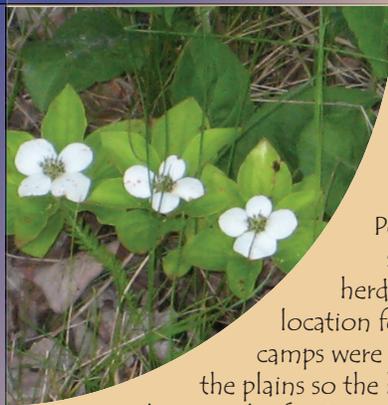
The Summer

This season was used for hunting and gathering and readying the winter food supply. Buffalo were hunted and killed, the meat was dried and prepared for eating. The hides were cleaned and tanned for clothing and used for rugs in their homes. The summer was also a time for the gatherings, once all the work was completed families would come together for miles around and partake in singing, feasting and dancing. These celebrations would last for days – playing games that used a great deal of skill, and physicality. Some chance games were also played by the people. These games were the basis of the rites of passage for the young to be introduced to adulthood.



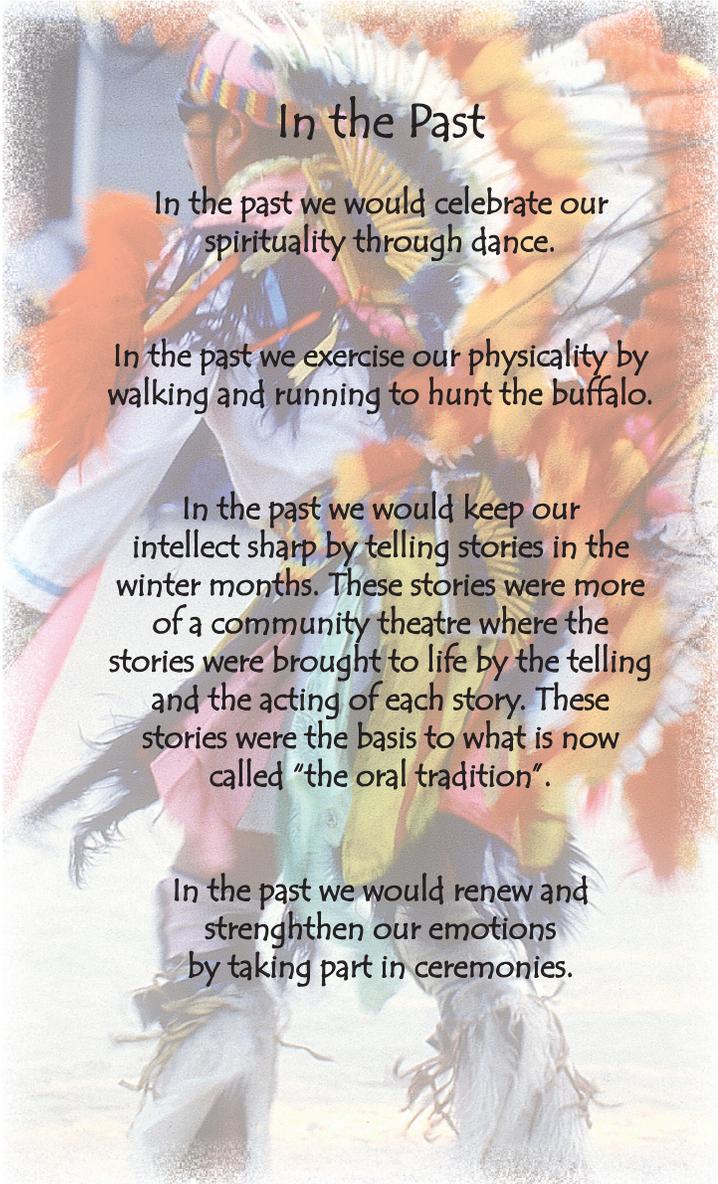
The Spring

People would use the spring season to track the buffalo herds and find a good camping location for the summer. The winter camps were moved from the forests to the plains so the hunters and gatherers were closer to the food supply. A great deal of running and walking was used to track the game. Once again people had to cut, haul and split wood to heat their homes. Water needed to be hauled as well so people could eat, drink and wash. People would use waterways such as rivers, creeks, lakes and ponds for their means of transportation in kayaks, canoes and boats. The water were also used for swimming and playing. The Spring ceremonies were done at this time and the ceremonies had their share of feasting singing and dancing.



When Mosom was finished a young girl asked, "How are we to survive today, Mosom. We cannot chase buffalo any more, we cannot move freely on the lands any more. What are we to do?" Mosom looked wistfully at his granddaughter and said, "Nosisim, what happens when two cultures come together? When two cultures come together they mix but we keep the good things about our culture like the language, the songs and the dance and take from the new culture like music, bicycles, skiing and the Olympics. Remember to honour who we are, my grandchild!: With that the bear threw into the air a magic screen that showed the peoples how to make the best of the two roads they must travel from now on and when he was done he vanished back into the hills of MUSKWACHEES.

Indigenous Peoples need to take the best of both cultures and use these two roads to the best of their abilities in order to survive in these new days...



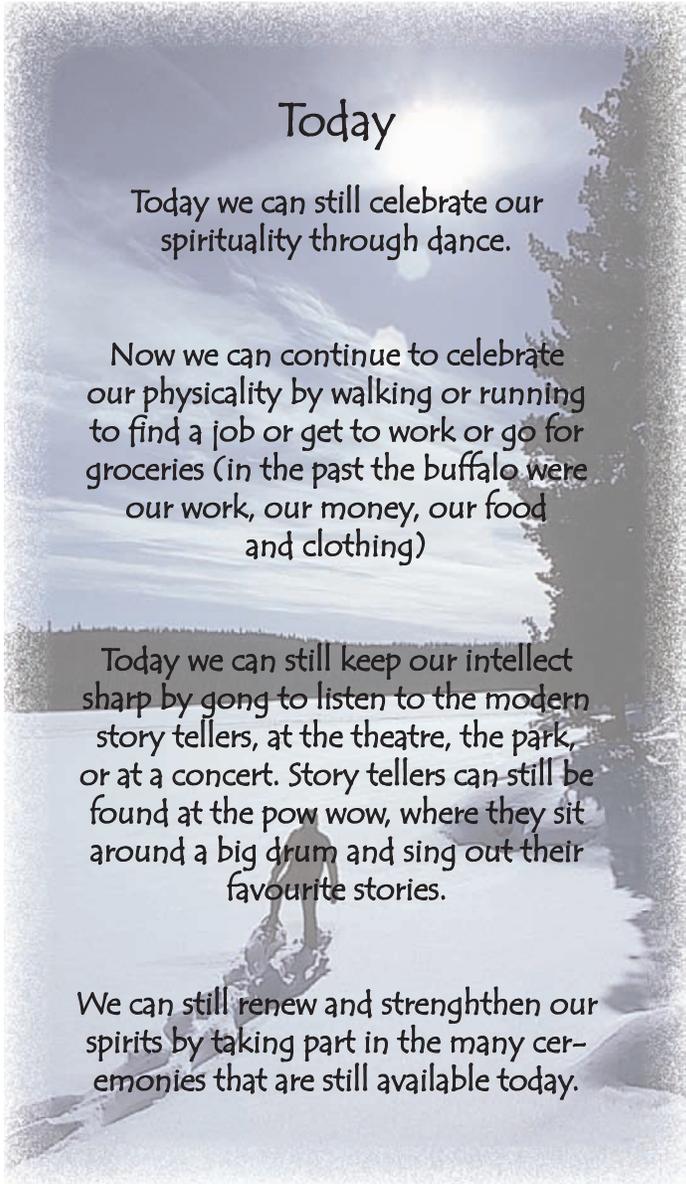
In the Past

In the past we would celebrate our spirituality through dance.

In the past we exercise our physicality by walking and running to hunt the buffalo.

In the past we would keep our intellect sharp by telling stories in the winter months. These stories were more of a community theatre where the stories were brought to life by the telling and the acting of each story. These stories were the basis to what is now called "the oral tradition".

In the past we would renew and strengthen our emotions by taking part in ceremonies.



Today

Today we can still celebrate our spirituality through dance.

Now we can continue to celebrate our physicality by walking or running to find a job or get to work or go for groceries (in the past the buffalo were our work, our money, our food and clothing)

Today we can still keep our intellect sharp by going to listen to the modern story tellers, at the theatre, the park, or at a concert. Story tellers can still be found at the pow wow, where they sit around a big drum and sing out their favourite stories.

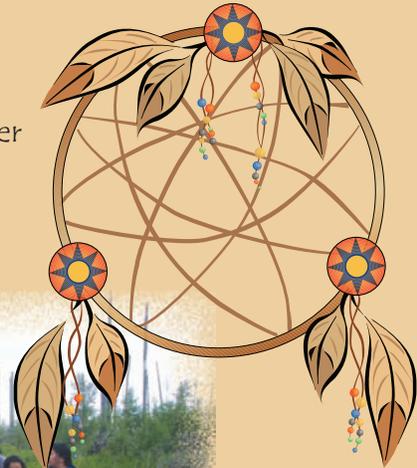
We can still renew and strengthen our spirits by taking part in the many ceremonies that are still available today.

How can we become active today?



Mentally/Intellectually

- ◇ we can read
- ◇ we can tell stories to each other
- ◇ we can sing
- ◇ we can make art
- ◇ we can keep a journal



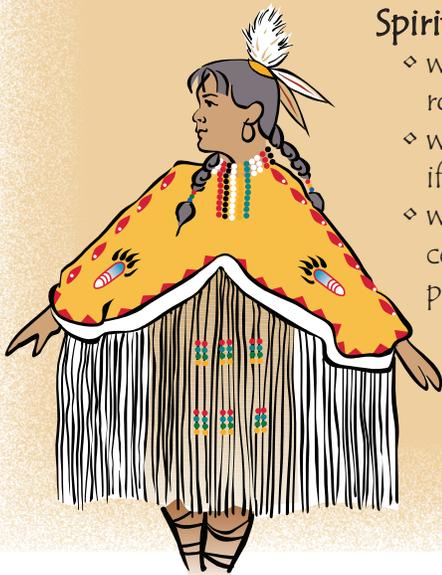
Physically

- ◇ we can walk
- ◇ we can run
- ◇ we can swim
- ◇ we can snowshoe
- ◇ we can ski
- ◇ we can canoe



Emotionally

- ◇ we can hug a tree
- ◇ we can commune with nature
- ◇ we can go to a ceremony
- ◇ we can create our own ceremony "smudging"
- ◇ we can visit with family or friends
- ◇ we can do some art



Spiritually

- ◇ we can go to a round dance
- ◇ we can pow wow if we want to
- ◇ we can attend ceremonies or participate in yoga



Text and graphics adapted from Families First Edmonton Recreation Pilot – Muskwachees Declaration 2004
http://www.familiesfirstedmonton.ualberta.ca/ffe_resources.html

CONTEMPORARY ISSUES³

The contemporary issues identified below have come from the 200,000 pages of information presented to the Royal Commission on Aboriginal Peoples. The information can be used to support and guide the further development of recreation in Aboriginal Communities. No single review, no matter how well informed, can hope to capture the full meaning of recreation and leisure in the lives of all Aboriginal peoples in the various regions of the country, but the five issues outlined do represent a comprehensive overview of the most pressing and far reaching recreation and leisure issues facing the First Nations in Canada today.

Cultural Maintenance

There is an enduring belief amongst Aboriginal peoples that their spirituality is manifest in the teachings of elders, in native language, and in the native way of approaching recreational events, games, and festivals. Recreational activities have always been integral to traditional Aboriginal cultures. Alcoze (1988) argues that Aboriginal peoples have an integrated view about life in general and do not separate learning from recreation or other life experiences. The orientation and intention of native sports, for example, rest upon "a culture-based method that develops the mind, body, and spirit of individuals and allows this experience and knowledge to be focused on a particular and practical life skill requirement" (Pakes, 1990, p. 278).

An example of this holistic view of life is revealed in the game of Lacrosse, which was played to thank the Creator, honour deserving members of the community, and assist in healing the sick. All community members participated in the game, and emphasis was placed on involvement rather than winning (Barnes, 1988). Today, there exist many community-based cultural events such as the York Boat Days in Norway House in Manitoba, the Bannock Festival in Saint Theresa Point, Manitoba, and the North American Indigenous Games held in Prince Albert, Saskatchewan; not to mention the numerous Pow-Wows held in virtually every First Nations community. The primary intent of these recreation and leisure activities is to promote Aboriginal cultural maintenance (Winther, 1994). Aboriginal peoples are acutely aware of this and look to such activities as means of revitalizing and sustaining their way of life and culture.

Education

For the survival of the individual and community, First Nations education (both formal and non-formal) through recreation has always been part of the holistic developmental process that prepares Aboriginal young people for the responsibilities and expectations of adulthood (Alcoze, 1988). Several areas in Canada, such as Port Simpson, Nuxalk Nation, Shuswap Nation, and the Mohawks of Kahnawake, have begun to integrate traditional sports and games, knowledge of native foods, native approaches to ecology and the environment, as well as culture and lifestyle education into the school curriculum (Alfred, 1994).

³ Dawson, D., Karlis, G., Georgescu, D. (1998). Contemporary Issues in Recreation and Leisure for Aboriginal Peoples in Canada. Retrieved from: <http://www.adp.lin.ca>

Substance Abuse and Crime

Social issues such as alcoholism and other addictions, stemming from early contact with European cultures, plague many First Nations communities. Several successful programs developed for remote First Nations communities (i.e., Northern Fly-In Sports Camps Inc. and The Northern Recreation Director Training Program) indicate that sports and recreation programs and leadership training can contribute to reducing alcohol abuse and the incidence of crime in these communities.

Tourism

Tourism has been identified as an excellent instrument for using traditional activities, skills, and knowledge to take advantage of opportunities in the larger market economy. For many Aboriginal communities, the development of nature-oriented tourism offers a multitude of opportunities. Especially for those communities with few economic alternatives, the conservation of natural ecosystems and wildlife are perceived as having important economic value through recreational and tourism related industries (Maracle, 1995). Various eco-tourism activities, which provide access to wildlife for non-consumptive purposes, combined with accommodations, Aboriginal cuisine, and other quality services, are products in great demand by European, American, and Asian markets. The image of the unspoiled wilderness, interpreted by a native guide, is already attracting a growing number of environmental/conservation tourists. *First Nations organizations and communities recognize these tourism opportunities and are increasingly mounting new initiatives.*

Land Use Planning and Wildlife Management

The co-management of natural resources, and in particular wildlife, as part of living resources has gained increased acceptance as an effective means by which First Nations can participate in the management of their natural resources (Chapeskie, 1995). This principle includes a general awareness of the value of native ecological knowledge and an understanding of indigenous self-management and self-regulation procedures. There is a growing trend to expand cross-cultural awareness of Aboriginal approaches to land use (Keefe, 1992). Furthermore, the provincial government of Ontario has declared a new sensitivity and respect for Aboriginal approaches to the land in the signing of a document embracing "the principle of the inherent Aboriginal right of self-government" (Chapeskie, 1995, p. 7). This right of self-government includes the use of land for recreational and tourism purposes, in addition to traditional hunting and trapping activities. *Consequently, Aboriginal land use planning often makes provisions for sustainable recreation and tourism development.*

SUGGESTIONS FOR RECREATION PRACTITIONERS

- 1. Understand that a symbiotic relationship exists between Aboriginal leisure and cultural viability**
Surveys conducted in various First Nations communities across the country (Morris, 1992) have identified that native youth have a strong desire to incorporate more “traditional ways” into their recreation activities. Some of these activities and games are held to promote spiritual awareness and a high level of respect for all humans. Remember the essential role recreation can play in developing the mind, body and spirit. Value its function in maintaining Aboriginal culture.
- 2. Appreciate Aboriginal recreation through education as an important avenue for individual and social development**
Education through recreation assists in individual and community development, enhances social functioning, and improves the quality of life of First Nations people. Promote partnerships with the local school to integrate recreation into their education system.
- 3. Acknowledge that recreation can serve both a preventative and therapeutic function in Aboriginal communities**
The majority of Aboriginal community-based crime prevention projects recommend the use of recreation as a tool for crime reduction and to combat drug and alcohol abuse (Hart, 1989; Mahon, 1989; Nielsen, 1988). For example, “The Buffalo Hunt” program implemented by the Cree in Winnipeg includes stories and examples of sports role models. These bring positive effects on “at-risk” Aboriginal children and youth, detouring their potentially negative and destructive behaviour and motivating them to become involved in positive, healthy recreational activities (Dewer, 1986).
- 4. Recognize that Aboriginal tourism provides economic, social and cultural opportunities for all members of society**
Parker (1993) suggests that tourism could well become the lead industry in bridging the gap between Aboriginal and non-Aboriginal communities. Activities such as arts and crafts, greenhouses, the revival of traditional activities of the land (i.e., fishing, trapping, and hunting) may contribute immensely to bringing the two sides closer together. Consequently, it has been reported that the number of Aboriginal tourism businesses in Canada had grown to 1,368 in 1992 and that the estimated contribution to the Canadian economy through Aboriginal tourism is \$270 million (Parker, 1993). Explore opportunities for tourism in your community.
- 5. Recognize that land use planning and wildlife management are at once recreational and survival concerns for Aboriginal peoples**
Traditional First Nations connection to the land is an “integrated system of knowledge, practice and beliefs.” Outdoor, wilderness land-based recreation and leisure are fundamental aspects of Aboriginal culture. First Nations communities recognize this and seek to preserve this natural heritage. Plan events, camps and programs that can continue to support the natural relationships with the land.

RECREATION BENEFITS

The Canadian Parks and Recreation Association has produced a Benefits Catalogue outlining the importance of recreation. The catalogue is based on eight key marketing messages that supply Recreation Directors with the confidence to advocate the importance of his/her work.

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

The Benefits Messages⁴

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

✦ Recreation and active living:

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

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

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

- ◇ physical motor skills through play and sports
- ◇ social skills through play and sports
- ◇ creativity through play and arts/cultural activity
- ◇ intellectual development and other life skills through play

⁴ Canadian Parks/Recreation Association. (1997). The Benefits Catalogue (pp. xiii- xvi). Ontario: Bonanza Printing and Copying Centre, Inc

- ✦ Recreation helps adults develop their full and holistic potential -- physical, social, creative, intellectual and spiritual.
- ✦ In a society where life-long learning is essential, recreation and adult leisure provide exceptional learning opportunities.
- ✦ Parks and natural environments can have great spiritual meaning. Arts and culture are a significant way of exploring spirituality.

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

- ✦ Recreation, parks, sports, arts and culture:
 - ◇ build self-esteem and positive self-image -- foundations to personal quality of life
 - ◇ enhance life satisfaction levels
 - ◇ enhance perceived quality of life for individuals, families and communities.
 - ◇ nurture growth, acquisition of life skills and independent living for those with a disability

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

- ✦ Recreation, parks, sports, arts and culture:
 - ◇ reduce self-destructive behaviour and negative social activity in youth -- an antidote to smoking, substance abuse, suicide and depression
 - ◇ reduce crime -- particularly in juvenile delinquents
 - ◇ reduce racism -- building understanding between diverse cultures
 - ◇ reduce isolation, loneliness and alienation

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

- ✦ Recreation, parks, sports, arts and culture:
 - ◇ help children and youth remain connected; helps couples stay together
 - ◇ provide safe, developmental opportunities for latch-key children
 - ◇ produce leaders who serve their communities in many ways
 - ◇ build social skills and stimulate participation in community life
 - ◇ are often catalysts that build strong, self-sufficient communities (sports groups, arts guilds, adopt-a-park)
 - ◇ help people know and understand their neighbours, history and environment
 - ◇ build pride in a community

Marketing Message 6: Pay now or pay later.

- ✦ Recreation reduces health care, social service, police and justice costs. Recreation:
 - ◇ reduces the incidence and severity of illness and disability, to lower healthcare costs
 - ◇ supports families, to reduce costs of social service intervention and foster care
 - ◇ reduces crime and social dysfunction, to decrease police, justice and incarceration costs

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

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

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

- ✦ Green spaces:
 - ◇ protect habitat, bio-diversity and ecological integrity
 - ◇ improve air quality, removing carbon dioxide, sulphur dioxide and other pollutants from the air
 - ◇ promote outdoor recreation, one of the best approaches to environmental education and a key to long term sustainability
 - ◇ protect land from over development and mitigate against potential environmental disaster like flooding, slip zones, aquifer depletion
 - ◇ allow trail and pathway systems -- save energy and protect air quality by encouraging non-motorized transportation
 - ◇ promote arts and culture, one of the best ways of expressing the spirituality of the land and encouraging stewardship ethics

(To get a copy of the Benefits Catalogue contact Recreation Connections Manitoba in Winnipeg at 204-784-1132.)

Benefits In Our Communities

With a focus on Aboriginal communities, a gathering of community councils, leaders and remote Recreation Directors identified a list of specific benefits recreation was providing for their communities. They included:

Benefits to Community Council

- ◇ reduces violence and crime in the community
- ◇ reduces facility repair and maintenance costs
- ◇ promotes the community
- ◇ puts the council in a better position to receive program funding
- ◇ reduces the use of drugs and alcohol and social service costs
- ◇ creates physically healthier and caring communities
- ◇ improves community relations
- ◇ promotes leadership
- ◇ releases stress and tension
- ◇ increases community awareness of existing programs and facilities

Benefits to the Community

- ◇ reduces crime and vandalism
- ◇ reduces health costs
- ◇ reduces substance abuse
- ◇ identifies and addresses community needs
- ◇ builds leaders
- ◇ creates employment opportunities
- ◇ increases tourism to the community

Benefits to the Individual

- ◇ improves health and fitness
- ◇ increases personal satisfaction
- ◇ increases self-esteem
- ◇ develops new skills
- ◇ relieves stress
- ◇ increases goodwill in sports
- ◇ promotes socializing and participation



Exercise: Make a list of the benefits you have had personally from participating in recreation activities.

RESOURCES

Aboriginal Youth Identity Series: Sport and Recreation. North American Indigenous Games. Retrieved from: http://www.edukits.ca/aboriginal/sports/teachers/senior_naig.htm

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Russel, R. (1982). Planning Programs in Recreation. St. Louis, Missouri: CV Mosby Company.

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



PARTNERS IN RECREATION

For a community to have a well balanced and successful recreation program, it needs a strong recreation delivery system. It requires all the people, organizations and agencies within and outside the community to work towards developing and providing recreation opportunities. For the system to be strong, all those involved need to work together.

This section explores ways to develop and work with partnerships, a model of a community recreation delivery system and partners from within and outside of your community who can work with you in the delivery of recreation services.



BUILDING PARTNERSHIPS

(See Section 5 on Working With Groups for more information)

Over the years in discussions on recreation and healthy communities, the need to combine the strengths and resources of the various community agencies and organizations, has been identified as key to providing holistic and successful community programs. The need is clear, as they allow more efficient use of time; help eliminate duplication of programs; encourage shared responsibility; generate more ideas and strategies; involve more people in addressing a community issue and are expected from many funding agencies.

A partnership is a relationship that is mutually advantageous and acceptable to all parties. For partnerships to succeed people need to be willing to look at things differently: see challenges as opportunities, other service providers as potential partners and not competition for limited funding, and see that all of the organizations at the table are in the same business of community building.

Although partnerships are beneficial, they can also be challenging. People come in with different ideas, personalities, goals, values etc. Partnerships need to develop strategies for working together effectively and efficiently in order to maximize their potential.

Steps for Developing Effective Partnerships

Make a personal commitment to the process. Consider if a partnership is important to you and your program.

Identify potential partners. For a partnership to work, it needs to be mutually advantageous and acceptable to all parties. Make a list of all the potential partners in your community. Consider if they are complimentary and compatible with your organization.

- ◇ Is their work compatible with your mission?
- ◇ Are they successful in what they do?
- ◇ What is their reputation, image and qualifications?
- ◇ Who are the key people?
- ◇ Do they have a commitment to a future relationship?
- ◇ What is their previous experience with partnerships?
- ◇ Are their skills and experience complimentary?

Develop a Potential Partnerships file. Include all the above information and refer to it when considering different partnerships. (See **Appendix A**)

Now, look at the specific project being developed.

- ◇ What is the purpose for a partnership on this project?
- ◇ What would be wanted from the partnership? It could be anything from money, to advertising, to providing leadership, to total collaboration on a project.
- ◇ Who does it make sense to involve? (Refer to Potential Partnerships file)
- ◇ What would they and you get out of the relationship?
- ◇ Do a cost/benefit analysis- is it going to be worth the time and effort required?

Approach the organization. Present your project and ideas of how they might partner with you.

Build a team. The extent this step is undertaken is dependant on the type of partnership being developed. If workings jointly on a project, spend time in advance building a team that values and respects its individuals. Different people have different experiences working in partnerships, both positive and negative. These experiences influence the way in which they enter a new partnership. Discuss roles, expectations, vision, recognition, strengths and weaknesses, communication, where people are coming from, what they have to offer etc. Whether formal or informal, ultimately this discussion and its follow-up will determine the success of a partnership.

Implement the project

Evaluate the project and process. In addition to the more common evaluation of project success, evaluate the success of the process. Discuss how well the partnership worked, identify the strengths and weaknesses, consider whether to continue this relationship, and discuss how the partnership could be strengthened. This process review is important. Be sure to set aside enough time for an honest and constructive discussion. Evaluate on an ongoing basis.

Exercise: List all the potential organizational and agency partners within your community. Develop a Potential Partnerships file.

LESSONS FROM GEESE¹

Fact 1: As each goose flaps its wings it creates uplift for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going more quickly and easily because they are traveling on the thrust of one another.

Fact 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

Lesson: If we have as much sense as a goose, we will stay in formation with those headed where we want to go. We should be willing to accept their help and give help to others.

¹ Chappelle, S., & Bigman, L. (1998). Diversity in Action. Boston, Massachusetts: Project Adventure Inc.

Fact 3: When the lead goose tires, it rotates back into the formation and another goose flies to the point position.

Lesson: *It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities, and unique arrangements of gifts, talents, or resources.*

Fact 4: The geese flying in formation honk to encourage those up front to keep up their speed.

Lesson: *We need to make sure our honking is encouraging. In groups where there is encouragement (to stand by one's heart or core values and encourage the heart and core of others) it is the quality of honking that we seek.*

Fact 5: When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

Lesson: *If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.*

Exercise: Contact different groups/organizations providing different recreation services and develop a calendar of upcoming recreation and wellness events.

TIPS FOR WORKING IN PARTNERSHIPS ²

Get to know each other first.
Make the time.
Ask what people need.
Understand everyone's differences, needs, and goals.
Look at things differently.
Revisit priorities.
Define roles.
Focus on common ground.
Talk.
Talk about concerns about working together.
Talk about insights.
Be flexible.
Have realistic expectations.

² Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. Ontario: Author.

Discuss expectations.
Be clear on what you are able, willing and unable to give.
Evaluate the process.
Remember the group is a living, growing entity.
Communication is key.
Value everyone's ideas and views.
Have fun.
Take risks.
Help see each other strengths.
Make sure everyone feels supported and that their agenda is important.
Trust.
Be honest.
Develop a code of behaviour.

A Success Story From Spence Lake/Crane River

By John Sabiston

Our main success has been our Chronic Disease Prevention Initiative (CDPI) program that we have held in our Northeast Region for the past 2 years. It has brought together 10 different communities in our region (Northern Affairs, First Nation and Rural Municipality) for the one main reason, which is to have fun and keep healthy doing sport, recreation and leisure activities year round for all ages. Some of the great programs and ideas that we have started thru CDPI have been a regional summer volleyball slam held in each of the communities; gardening and seeds program held in each community; gym nights, fitness programs, walking clubs and stop smoking or smoking cessation contest.

Helpful hints for this success of the CDPI program:

Cooperation from reps in each community
Communication at all levels...and staying in touch
Breaking down the barriers of inter-community partnerships
Knowing that many positive benefits are resulting from this great program

*Never doubt that a small group of thoughtful, committed people can change the world.
Indeed, it is the only thing that ever has.
~ Margaret Meade ~*

COMMUNITY PARTNERS

Recreation, along with many other community organizations is striving to build healthy communities. Each organization has a similar ultimate goal, although different approaches to reaching it. All play a part in the recreation delivery system and each system is unique to each community. Community size, structure and resources largely determine specific partners and their roles. For some, councils play an active and vital role, for others they are an overseeing body. Some have recreation committees; others have various groups taking on recreation coordination and delivery roles. What is key is identifying the parts that exist within your system; defining the different roles; and developing strategies for working together.

Community Identified Challenges with Delivery System

- ◇ community and councils unaware of recreation benefits
- ◇ outside agencies do not understand life in remote communities

Potential Solutions

- ◇ Ensure councils are educated about recreation and its benefits to the community.
- ◇ Be active members in regional organizations such as NORMRA or Parkland Remote Recreation to educate the government on life in remote Manitoba communities.
- ◇ Submit monthly reports to local councils.
- ◇ Consult with partners within the region or province for example: Manitoba Culture, Heritage and Tourism, Manitoba Aboriginal Sport and Recreation Council, Parkland Regional Sport, school divisions etc. Don't be afraid to ask them to assist if you are running a workshop or holding a meeting.
- ◇ Try to understand the boundary layout for the different levels of government. Presently, only the provincial government layout is recognized – the tribal council regional boundaries and the Manitoba Metis Federation regional boundaries should also be recognized.

Following are ideas for community partners and their potential roles in the recreation delivery system. Use it to spark thought and discussion. Design a system that makes sense for your community.

Exercise: identify the partners in your community recreation delivery system and list what programs/resources or services they can provide using the sample list from the appendix.

Individuals/Participants:

- ◇ choose activities of specific interest
- ◇ learn the skills that increase personal enjoyment of the activity
- ◇ participate in community group activities
- ◇ help organize activities
- ◇ pay for the cost of participating
- ◇ talk to the recreation committee members and/or director about recreation ideas
- ◇ encourage friends and others to participate in activities

Recreation Directors:

- ◇ plan and deliver community events
- ◇ assist community groups in planning their own programs
- ◇ listen to community needs
- ◇ prepare recreation budgets
- ◇ report to council
- ◇ manage facilities and scheduling
- ◇ develop partnerships with other community organizations and agencies
- ◇ identify financial and human resources

Role of Organizations/Agencies:

These include:

Schools
NADAP

Health Services
Justice

RCMP
Education and training

- ◇ provide agency specific programs
- ◇ develop partnerships with Recreation Directors, councils, recreation committees and other organizations and agencies. Partnership ideas could include: partnering with the school to use their facility, run a program for a class, advertise upcoming events etc; partnering with the RCMP to help run a summer sports camp, to provide transportation to an event, to throw the Mayor/Chief in Jail for a fundraiser; partnering with NADAP to develop a mentoring program, to sponsor a "high on life only" fundraising event or gathering; and partnering with education and training to bring in a youth leadership facilitator, to provide leisure education, to set up an apprenticeship program etc.
- ◇ communicate with Recreation Directors, councils, and recreation committees about the services offered
- ◇ elicit community involvement
- ◇ support community programs
- ◇ share ideas

Role of Community Groups:

These groups can include:

Minor Sports
MMF Locals
Seniors Clubs
Square Dance Groups

Fundraising Groups
Youth Groups
Church Groups, etc.
Pow Wow Groups

- ◇ organize their specific group activities
- ◇ communicate with council and other community organizations
- ◇ responsible and accountable for funds raised for their group
- ◇ help members learn skills for organizing, leading, officiating and participating in group activities
- ◇ communicate with Recreation Director about the programs and services offered
- ◇ share ideas
- ◇ elicit community involvement
- ◇ support community programs

Recreation Committee: (See Section 10 for more information on Recreation Committees.)

- ◇ listen to all community residents about their recreation needs and interests
- ◇ make recommendations to council on the allocation of recreation funds
- ◇ co-ordinate activities, events and facilities with the Recreation Director and community groups
- ◇ help volunteers learn to organize and lead events
- ◇ recognize volunteers
- ◇ provide direction and support to the Recreation Director
- ◇ develop a annual recreation plan with the involvement of the community
- ◇ encourage community participation
- ◇ encourage resident-initiated programs

Recreation Director Supervisor:

(See Recreation Directors – Section 3)

- ◇ Supervisors may be councilors, administrative officers or members of a recreation committee
- ◇ meet regularly with the Recreation Director to establish and maintain communication and give support and feedback
- ◇ take recreation concerns to the council
- ◇ advocate for the Recreation Director within the community
- ◇ promote recreation in the community and act as a role model
- ◇ help keep community politics out of recreation programming
- ◇ assist the Recreation Director without taking over or assuming their responsibilities

Administrative Officers, Clerks or Office Managers:

- ◇ handle community money and its accounting
- ◇ may supervise the Recreation Director
- ◇ may be responsible for receiving and communicating all recommendations from the Recreation Director and/or committee to council and informing of council decisions

Council Representatives:

- ◇ communicate council ideas and concerns about recreation to the Recreation Director and/or committee at regular meetings
- ◇ help the Recreation Director and/or committee gain council support for their activities
- ◇ support the efforts of the Recreation Director and/or committee
- ◇ may supervise the Recreation Director.

Community Councils and Band Councils:

- ◇ initiate and support an annual recreation plan involving the community
- ◇ provide direction to community staff
- ◇ provide direction for community committees
- ◇ allocate funds for recreation programming and facilities
- ◇ support a diversified community recreation program.

PARTNERS FROM OUTSIDE THE COMMUNITY

Numerous partners exist from outside the community. They include organizations, agencies, programs and government departments that operate at either a regional or provincial or federal level. They can be both public and private.

A number of potential partners have listed program and contact information.

REGIONAL: RCM Programs and Services ◇ Manitoba Aboriginal and Northern Affairs
Regional Health Authorities ◇ Northern Manitoba Recreation Association (NORMRA)
Recreation and Regional Services Branch ◇ Manitoba Aboriginal Sports and Recreation Council
Sport Manitoba ◇ Manitoba in motion ◇ Lifesaving Society
Canadian Red Cross, Manitoba Region ◇ Manitoba Métis Federation Inc.

NATIONAL: Lifestyle Information Network ◇ Canadian Parks and Recreation

REGIONAL/PROVINCIAL PARTNERS

Recreation Connections Manitoba (RCM) is a non-profit membership association whose purpose is to promote, develop and facilitate opportunities that will support recreation and recreation professionals in this Province. For our colleagues in remote and northern communities, Recreation Connections Manitoba can provide opportunities to get connected, enhance your resources and information through regional training, our extensive email network and website to name a few.

Goals:

1. **Organization Efficiency:** To operate under sound business practices and guiding principles.
2. **Education:** To provide professional and volunteer development opportunities.
3. **Networking and Partnerships:** To promote and develop services that allow all those interested in the many components of the recreation delivery system to link together through information sharing and communication.
4. **Advocacy:** To provide a voice, vision and representation of the issues facing the recreation delivery system in Manitoba.

RCM Programs and Services include (but are not limited to):



- ✦ **Regional Training**
Developing and implementing new regionally based training and professional development opportunities for recreation professionals, recreation facility personnel and volunteers is a priority for the Board of Directors. In the weeks and months ahead, the Facilities, Parks and Open Spaces Committee will offer training opportunities in a number of different areas including but not limited to: Facility Management and Operations; Program Planning and Innovation in the Recreation Sector; and Recreation Leadership.
- ✦ **Annual Provincial Conference**
The RCM Annual Provincial Conference is held in Winnipeg, in late February. It is an excellent opportunity to network with recreation professionals from across the Province as well as participate in a myriad of workshops and keynote sessions on topics related to program innovation, facility management, community and professional development.
- ✦ **Membership**
Recreation Connections Manitoba provides recreational professional and practitioners with the opportunity to support the work of the Association through membership. There are five (5) membership categories: Individual, Associate, Local Government, Student and Corporate memberships. Membership benefits range from member discounts on training events to access to the members only site on the RCM website. Consider joining us in building a strong, collective voice for the future of recreation in Manitoba.
- ✦ **Website . . . www.reconnections.com**
RCM website underwent a major transformation in January 2007. New applications, new site content and the ability to administrate the website at our own discretion enhanced our ability to communicate to members and the general public across Manitoba. The new applications include dynamic features such as member Q & A's, bulk e-mail, news and notice forums, award nominations, on-line conference and workshop registration to name a few.
- ✦ **Awards Program**
Recreation Connections Manitoba (RCM) Awards and Recognition Program pays tribute to those individuals who, through their efforts and skills, make an outstanding contribution towards the betterment of the recreation movement in Manitoba. The annual presentation of these awards reflects RCM commitment to celebrate and publicly recognize recreation professionals who have inspired us and earned our respect. The awards are presented in conjunction with the RCM Annual Provincial Conference at the President's Award Luncheon.

For more information, please contact our Provincial Office or visit our website:

Cory Jackson
Executive Director
c/o 200 Main Street
Winnipeg, Manitoba
R3C 4M2

Ph: (204) 487-7481
Fax: (204) 487-7513
Email: recmb@mts.net
Website: www.reconnections.com



Manitoba Aboriginal and Northern Affairs Community Support Services Branch – Recreation and Wellness Program

The Local Government Development Division helps provide municipal requirements for 50 northern and remote communities. It helps develop responsible, elected local governments and promotes local planning, sound fiscal management, local service delivery and public accountability. It also promotes co-operative, community-driven, sustainable development.

As a part of its overall community mandate, Manitoba Aboriginal and Northern Affairs promotes and supports the development of recreation and wellness programs within communities designated under the Northern Affairs Act.

It contributes to an improved quality of life and promotes recreation development by:

- ◊ providing community-based orientation, development and support through workshops, presentations and consultations
- ◊ co-coordinating and promote training opportunities for communities
- ◊ supporting recreation and wellness through partnerships with other government departments, agencies, regional health and other organizations
- ◊ assisting communities through facilitating the planning of sustainable recreation and wellness programs that meet identified needs
- ◊ assisting communities to identify and access resources that support program development and delivery
- ◊ providing funding for recreation and wellness programming in designated communities
- ◊ hosting the Northern Links Recreation Workshop
- ◊ hosting the Summer Leadership Workshop

Manitoba Aboriginal and Northern Affairs also published this manual as part of its mandate to develop community recreation and wellness programs.

For more information contact the regional offices:

Dauphin Regional Office
27 – 2nd Avenue South West
Dauphin Mb. R7N 3E5
Ph. No. 204 – 622-2110
Fax No. 204 – 622-2305

Thompson Regional Office
59 – Elizabeth Drive
Thompson Mb. R8N 1X4
Ph. No. 204 – 677-6786
Fax No. 204 – 677-6525



Regional Health Authorities

Parkland Regional Health Authority

The Parkland Regional Health Authority (PRHA) was appointed on February 21, 1996 to govern health services in the Parkland Region effective April 1, 1997.



Our Vision

Individuals, Families and Communities achieving the best possible health and wellness.

This vision reflects our recognition that the health system cannot be solely responsible for the health of the population. Not only must individuals and families be committed to health and wellness, but communities and others must also be so committed. The RHA will work in partnership at all these levels to enhance and support the health of the population.

Our Mission

The Parkland Regional Health Authority exists so that there will be:

- ✦ Optimal Quality of Life
- ✦ Healthy Lifestyles
- ✦ Healthy Environments
- ✦ Quality Treatment and Care of the Ill and Injured

To achieve our Vision and Mission, the Parkland Regional Health Authority will focus on six strategic directions for the years 2006 – 2011:

- ✦ Healthy Living
- ✦ Seniors Health
- ✦ Aboriginal Health
- ✦ Integrated Sustainable Health System
- ✦ System Performance Improvement
- ✦ Human Resources

Programs and Services

The PRHA offers/supports a variety of programs & services focusing on healthy living including:

- ◇ Healthy Baby Program
- ◇ Families First Program
- ◇ Chronic Disease Prevention Initiative
- ◇ Chronic Disease Management
- ◇ Regional Diabetes Program
- ◇ Injury Prevention
- ◇ Suicide Prevention
- ◇ Support to Seniors in Group Living

For more information phone Parkland Regional Health Authority (204) 622-6222
www.prha.mb.ca

The Parkland Regional Health Authority is one of 11 regional health authorities covering the province.

The other regional health authorities are:

Assiniboine RHA

Souris MB
1-888-682-2253
www.assiniboine-rha.ca

Brandon RHA

(204) 571-8400
www.brandonrha.mb.ca

Burntwood RHA

Thompson MB
(204) 677-5353
www.thompson.ca/dbs/brha

Churchill RHA

(204) 675-8318
www.churchillrha.mb.ca

Interlake RHA

Stonewall MB
1-888-488-2299
www.irha.mb.ca

NOR-MAN RHA

Flin Flon MB
(204) 687-1300
www.norman-rha.mb.ca

North Eastman Health Authority

Pinawa MB
1-877-753-2012
www.neha.mb.ca

RHA – Central Manitoba Inc.

Southport MB
1-800-742-6509
www.rha-central.mb.ca

South Eastman Health

La Broquerie MB
1-866-716-5633
www.sehealth.mb.ca

Winnipeg RHA

(204) 926-7000
www.wrha.mb.ca

Visit Manitoba Health's web site at <http://www.gov.mb.ca/health/rha/contact.html> for more information on location and contact information for regional health authorities.



Northern Manitoba Recreation Association (NORMRA)

The Northern Manitoba Recreation Association Inc., a non-profit volunteer organization was created in 1971 by a group of volunteers and professionals representing community recreation boards in the Norman region.

Purpose:

The Northern Manitoba Recreation Association better known as NORMRA strives to increase and broaden the opportunities for citizens of Northern Manitoba to enjoy and participate in recreation (sports, fitness, heritage, leisure, and cultural activity).

Goals:

1. To provide and promote the opportunity for professional/volunteer development in Recreation.
2. To act as a forum for informational exchange among members.
3. To develop the sharing of Regional Community Resources.
4. To act as a lobbying body for regional recreation concerns.
5. To develop partnerships with appropriate agencies in Southern Manitoba.
6. To obtain and achieve a truer representation of Northern Manitoba's recreational needs.

Programs & Resources:

Community Exchange program is available for all Norman recreation professionals wanting to learn more about recreation within another community to benefit their home community. Also, NORMRA provides access to various foundation and corporation grants through its Canadian Directory to Foundations & Grants.

NORMRA

(Box 21) 59 Elizabeth Drive
Thompson, MB R8N 1X4

Executive:

President: **Frederick Soucy**
University College of the North
Ph: 667-6839
Email: fsoucy@ucn.ca

Vice-President Vacant

Past President: **Heather Todoshuk**
City of Thompson
Ph: 677-7963 Fax: 677-7925
Email: htodoshuk@city.thompson.mb.ca

Secretary and Treasurer: **Heather Todoshuk**

Directors at Large:

Eddie Albert - Norway House Cree Nation
Ph: 359-6930 Fax: 359-4187
Email: ealbert@nhcn.ca

Laurie Slobodzian - Town of Gillam
Ph: 652-5488 Fax: 652-2734
Email: gillamreccenter@gillamnet.com

Henry McKay - Cross Lake First Nation
Ph: 676-2318 Fax: 676-3693
Email: clbregmgr@hotmail.com

Purvis Cromarty - Norway House
Ph: 359-4729 Fax: 359-4187
Email: purviscromarty@hotmail.com

NORMRA is one of numerous recreation associations throughout Manitoba. For information on recreation associations that may be operating in your area, please contact your regional office of Manitoba Culture, Heritage, Tourism and Sport or Manitoba Aboriginal and Northern Affairs.



Recreation and Regional Services Branch

Manitoba Culture, Heritage, Tourism and Sport www.manitoba.ca

Mission

- ✦ We contribute to a vibrant and prosperous Manitoba by celebrating, developing and supporting the identity, creativity and well-being of Manitobans and their communities

Goals

- ✦ Increase community capacity to improve citizens' well-being in the areas of recreation, sport, arts and culture, and through the voluntary sector.
- ✦ Engender respect and appreciation for Manitoba's cultural and heritage legacies.
- ✦ Build support for Manitoba as a centre of creative and sport excellence.

Objectives

- ◇ Improve individual well-being and to foster the social and economic health of communities through recreation and active living.
- ◇ Support rural and northern communities in encouraging sustainable growth and improved quality of life.
- ◇ Promote healthy lifestyles and positive sustainable development practices, especially among economic, demographic and social sectors of the population, which face specific challenges, particularly through the voluntary sector.
- ◇ Current generations of Manitobans will understand and appreciate the province's cultural and heritage assets, and preserve and protect them for future generations.
- ◇ Creative and sport endeavors are fostered, supported and celebrated, raising awareness of these achievements both inside and outside the province.

Activity Identification

- ◇ To improve the well-being of children and youth, adults, seniors, persons with disabilities, Aboriginal, rural and northern residents through recreation and leisure participation.
- ◇ To provide first point of contact to the public regarding the department's grant programs and resources.
- ◇ To implement and sustain effective leadership to promote and support recreation, physical activity, culture, heritage and tourism at the local, regional and provincial levels.

Regional Services

Regional offices provide a decentralized delivery system that supports rural and northern communities in stimulating positive change, sustainable growth and an improved quality of life. Municipalities, First Nations, School Boards, their agencies and organizations that are mandated to promote the arts and culture, heritage, fitness, sport, libraries, tourism and community services can access this delivery service. Consultative Services in the area of organization, program, facility and community development are available. Regional staff also provide a convenient first point of contact for rural and northern based clients to access departmental programs, grants and resources.

Westman Region

Room 146,340-9th Street
 Brandon, MB R7A 6C2
 Phone: (204) 726-6066
 Toll Free: 1-800-259-6592
 Fax: (204) 726-6583

Central Region

225 Wardrop Street
 Morden, MB R6M 1N4
 Phone: (204) 822-5418
 Toll Free: 1-866-346-5219
 Fax: (204) 822-4792

Parkland Region

27-2nd Avenue, S.W.
 Dauphin, MB R7N 3E5
 Phone: (204) 622-2022
 Fax: (204) 638-6558

Norman Region

3rd and Ross Ave., Box 2550
 The Pas, MB R9A 1M4
 Phone: (204) 627-8213
 Fax: (204) 627-8236

Eastman Region

20-1st Street, S.
 Beausejour, MB ROE OCO
 Phone: (204) 268-6018
 Toll Free: 1-800-665-6107
 Fax: (204) 268-6070

Interlake Region

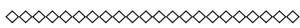
62 Second Ave., Box 1519
 Gimli, MB ROC 1B0
 Phone: (204) 642-6006
 Toll Free:1-866-259-5748
 Fax: (204) 642-6080

Norman Region

59 Elizabeth Drive
 Thompson, MB R8N 1X4
 Phone: (204) 677-6784
 Fax: (204) 677-6862

Recreation and Regional Services Branch

6th Floor,, 213 Notre Dame Avenue
 Winnipeg, MB R3B 1N3
 Phone: (204) 945-3766
 Fax: (204) 945-1684 RRS@gov.mb.ca



Manitoba Aboriginal Sports and Recreation Council

Vision Statement

“The purpose of the Manitoba Aboriginal Sports and Recreation Council is to improve the quality of life of the Aboriginal people of Manitoba”.

MASRC will do this by providing opportunities to all Aboriginal people of Manitoba to participate and compete in sporting and recreational activities while fostering and encouraging cultural awareness. These opportunities will be provided through programs operated by MASRC or in partnership with community based local groups as well as regional, national and international organizations. In providing such opportunities the capacity of the Aboriginal community to offer and deliver sports and recreational programs will be increased in addition to strengthening participating communities.”

About Us

Since its incorporation in 1994, the MASRC has grown through the introduction of new programs, new staff, and stronger partnerships in its efforts to service the sport and recreational needs of Aboriginal people in Manitoba.

Based out of a sub-office in Winnipeg, the MASRC continues to strive for the goals and objectives of its founders. Over the years, those goals and objectives were reached through the innovative programming of former and current staff.

The MASRC is governed by a Board of Directors consisting of 9 members, each of whom has a province wide responsibility within one of the MASRC program areas.

Manitoba in motion



In motion is a provincial strategy to help all Manitobans make physical activity part of their daily lives for health benefits and enjoyment. The provincial government has joined community partners in the areas of physical activity, health, healthy living, recreation, sport and education to raise activity levels and reduce barriers to physical activity.

Communities in motion 1 – Introduction

Communities in motion encourage all segments of the community (ex: local governments, health services, recreation services, schools, workplaces, neighborhoods) to do their part to increase physical activity opportunities for everyone. Training, consultation and resources are available.

Manitoba in motion Physical Activity Grants

Funding is available to help community partnerships plan and implement ways to increase physical activity among citizens of all ages.

Healthy Schools in motion

Schools can become “in motion” by working toward the goal of 30 minutes of physical activity every day for every student. Tools and resources are provided.

Kids in motion

An Early Start to Physical Activity for Babies, Toddlers and Preschoolers is a booklet that gives parents and caregivers ideas on how to get and keep children active.

Workplaces in motion

A Workplace in motion encourages employees to build physical activity into their daily lives at work and at home. Tools and resources are provided to workplaces to help them get “in motion”.

Motivators in motion Recognition

Do you know any in motion role models? Nominate them as Motivators in motion. They are people in your community who believe in and promote the in motion message of regular physical activity for health and enjoyment. They build physical activity into their everyday lives, inspiring others to be active too!

Contact Us

Support is available to help communities, schools and workplaces develop action plans to become “in motion”. For more information on in motion, call 204-945-3648 in Winnipeg; 1-866-788-3648 toll free email inmotion@gov.mb.ca or visit www.manitobainmotion.ca.



The Canadian Red Cross – Manitoba Region



**Canadian
Red Cross**

The Canadian Red Cross – Manitoba Region offers a number of programs and services with local offices throughout the province including Winnipeg, Brandon, Thompson, The Pas, The Interlake and Neepawa.

With a vast network of experienced service providers, Manitobans are able to enrol in various injury prevention courses such as first aid, babysitting, CPR, boating, remote wilderness and water safety. Each year, the Red Cross helps thousands of Manitobans prevent injuries by building capacity in communities so others may learn from community leaders and role models who have taken our training.

Every year thousands of Manitobans of all ages learn to prevent violence and abuse through Red Cross RespectED. RespectED is made up of nine programs developed by the Canadian Red Cross to teach kids and adults what a healthy relationship is, how to recognize the signs of abuse, dating violence and harassment, and how to get help. Youth participants learn skills that help them develop healthy relationships.

One of the RespectED programs is Walking the Prevention Circle. It acknowledges the history, challenges and potential of aboriginal individuals and communities as it explores issues relating to abuse, neglect and interpersonal violence. Designed for adults and community leaders, this workshop empowers participants to name and reclaim the past and begin the transition from the cycle of violence to the circle of healing; a journey that begins with awareness and moves toward prevention.

When disaster strikes in Manitoba, the Red Cross has a dedicated team of trained Disaster Management Volunteers ready to help the community. Their roles vary depending on disaster, but one of the key services is registration and inquiry. This service helps people reconnect with family and friends after being separated during disaster. Our Personal Disaster Assistance Team meanwhile provides people with the essentials such as food, shelter and water for the first 72 hours after a personal disaster such as a house fire.

When the international community needs help, the Red Cross is there to help with appeals for donations. Whether its severe flooding, earthquakes or man-made disaster or conflict, the Red Cross is there to help collect donations and responsibly ensure funds are distributed to where they're needed most.

Our programs and services would not be possible without the dedication and passion of several hundred Red Cross volunteers in Manitoba. While the region has a great team in place, it could always use more volunteers. Call 1-866-685-4250 to learn more about rewarding volunteer opportunities with Red Cross in Manitoba or visit our website www.redcross.ca/manitoba



Manitoba Métis Federation Inc.

The Manitoba Métis Federation (MMF) represents the Métis people of Manitoba at the political, social, and cultural arena. Established in 1967, it rapidly became the representative voice of provincial Métis. MMF has created a youth department to respond to the growing needs and aspirations of the Métis Youth.



MMF is committed to sharing benefits and opportunities for individuals, families, and communities while remaining faithful to a personal balanced approach to the individual's mind, body, spirit and emotions.

The Youth Department administers both Youth Program funding under the MHRDA and UMAC funding from Heritage Canada. These funds are allocated to MMF Regions for a variety of youth projects. Some examples of the projects are: the Recreation & Wellness Fund; Youth Committees; Fiddling, Jigging, and Square Dance lessons; organizing and developing athletes to compete in the Manitoba Indigenous Summer and Winter Games; encouraging athletes to participate in the North American Indigenous Games qualifiers held across the province so that they could potentially become members of Team Manitoba. As part of our commitment, we recognize that raising healthy children is an accepted responsibility and that must be shared equally throughout the community.

Objectives

- ◇ Creating a Department of Youth that reflects the individual and unique regional requirements while maintaining equality to access connected by a central focus by:
- ◇ Developing a provincial structure with an appropriate staffing unit
- ◇ Building a department on best practices
- ◇ Being accountable and responsive to membership and partners
- ◇ Maintaining equitable national, provincial and regional initiatives
- ◇ Establishing programming that will not contradict or compete with established programs
- ◇ Building in flexibility to recognize youth needs
- ◇ Developing and implementing community-driven plans, strategies and programs that focus on youth with the greatest need
- ◇ Developing the capacity of youth to lead and participate in the initiative
- ◇ Managing through a process that is transparent and accountable to stakeholders
- ◇ Operating according to generally accepted principles of prudent financial management and accountability, and
- ◇ Building on and complimenting existing federal, provincial, territorial and local programs and services through partnerships and collaboration.

The Youth Department staff can be contacted through:

Youth Department
Manitoba Métis Federation
300-150 Henry Avenue
Winnipeg, MB R3B 0J7
Phone: (204) 586-8474
Fax: (204) 947-1816
youth@mmf.mb.ca

MMF Northwest Regional Office
505 Main Street South
Dauphin, MB R7N 1L3
Phone: 204-638-9485
Fax: 204-638-3878

MMF Interlake Regional Office

Box 44
St. Laurent, MB ROC 2S0
Phone: 204-646-2706
Fax: 204-646-4171

MMF Southeast Regional Office

Box 13
Grand Marais, MB ROE OTO
Phone: 204-754-2721
Fax: 204-754-2687

MMF Southwest Regional Office

656- 6th Street
Brandon, MB R7A 3P1
Phone: 204-725-7520

MMF The Pas Regional Office

Box 2467
The Pas, MB R9A 1M2
Phone: 204-623-5701

Winnipeg Regional Office

412 McGregor Street
Winnipeg, MB R2W 4X5
Phone: 204-589-4327

Thompson Regional Office

Box 1203
Thompson, MB R8N 1P1
Phone: 204-677-1447

NATIONAL PARTNERS

Lifestyle Information Network www.lin.ca

The Lifestyle Information Network (LIN) is a leading provider, aggregator and supplier of information in recreation, leisure, sport and healthy living. We provide a number of online services to assist recreation and parks professionals and volunteers in doing their jobs more effectively. **LINS services are provided free of charge.**

The award winning LIN web set (www.lin.ca) is the home of the National Recreation Database, a unique collection of hard-to-find practical resources for managers and front-line workers – policies, training materials, programming ideas, reports, forms etc. You can download them and edit them to suit your own needs, at no cost.

The web site also provides:

- ◇ News about the recreation and parks sector in Canada
- ◇ Events calendar
- ◇ Jobs postings
- ◇ Resume bank
- ◇ Journals listings
- ◇ Conference papers
- ◇ Discussion Forum

To keep up-to-date with your profession and with the new items being posted to the web site, you can join our mailing list (form on the web site or email info@lin.ca) or subscribe to RSS Feeds on

RECREATION DIRECTORS

Finding the right person to be your Recreation Director can require a great deal of time and energy. This person is expected to be a facilitator, motivator, leader, friend, volunteer, coach, driver, programmer, mediator, fundraiser, advertiser, role model, etc. and to be available throughout the day. There are many extremely committed and talented people interested and willing to take on the job. The challenge is twofold-- to locate the right person and to hang on to them.

This section covers such topics as the roles of a Recreation Director, skills needed, ideas for hiring a Recreation Director along with a sample job description, and tips for supporting them.



RECREATION DIRECTOR'S ROLES

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

Leadership

- ◇ act as role model in the community
- ◇ act in an honest, reliable, committed, confident, punctual, accountable and flexible manner
- ◇ motivate people to get involved
- ◇ instill pride and self-esteem in youth
- ◇ be active in the community

Programming

- ◇ research, develop and implement programs
- ◇ organize activities and workshops
- ◇ educate adults on benefits of recreation
- ◇ plan programs for all areas of the community
- ◇ make sure programs meet the needs of the community
- ◇ supports community groups/organizations in the development and delivery of recreation programs.
- ◇ develop leadership skill in others
- ◇ assess community needs on an ongoing basis
- ◇ develop a community annual plan

Promotion

- ◇ promote recreation in the community (personal contact, newsletters, radio etc.)
- ◇ distribute information to the entire community

Professional Development

- ◇ attend training sessions and workshops and apply knowledge to individual communities
- ◇ develop skills to effectively plan and deliver recreation programs
- ◇ maintain knowledge of current recreation theory and practice

Facilities and Equipment

- ◇ ensure that safety precautions and regulations are followed in the maintenance and programming of recreation areas and facilities
- ◇ coordinates scheduling of recreation facilities and areas
- ◇ responsible for purchasing, maintenance and safekeeping of all recreation equipment

Organization

- ◇ maintain daily schedules
- ◇ develop committees
- ◇ prepare monthly reports summarizing community recreation activities
- attend council and group meetings as required

Fundraising

- ◇ plan, promote and conduct fundraising events when necessary

Administration

- ◇ prepare and monitor annual recreation budget (See Budgeting – Section 7)
- ◇ provide Council with monthly reports
- ◇ maintain program records
- ◇ keep up to date on grant and funding opportunities

Liaison

- ◇ keep in touch with Manitoba Culture, Heritage, Tourism and Sport, Manitoba Aboriginal and Northern Affairs and the Manitoba Aboriginal Sport and Recreation Council
- ◇ network with other community organizations, agencies and groups
- ◇ stay informed of community and regional events

Community Involvement

- ◇ develop a plan for community involvement
- ◇ recruit and support community volunteers
- ◇ develop and support mentor or apprenticeship programs
- ◇ consult and assist recreation committee and/or other community groups in the development and delivery of recreation opportunities.

Community

- ◇ act as a resource for community groups
- ◇ communicate with the community

Exercise: Compile a list of roles or expectations that would be appropriate for your needs.

HIRING A RECREATION DIRECTOR

1. Analyze your situation including:

- ◇ community needs
- ◇ goals, objectives, requirements
- ◇ reason for hiring a Recreation Director
- ◇ job description

2. Prepare for the search:

- ◇ create a search committee
- ◇ analyze the reason for the vacancy
- ◇ re-evaluate job description
- ◇ value the position (salary, benefits)

3. Recruit, including:

- ◇ advertising and word of mouth within the community
- ◇ advertising and promotion within the region or across the province

4. Prepare for the selection process:

- ◇ list and weight or value selection criteria (skills, knowledge, experience, education)
- ◇ develop a matrix for comparing candidates
- ◇ review application forms and resumes
- ◇ acknowledge receipt of all applications
- ◇ select candidates to be interviewed
- ◇ develop interview questions

5. Prepare the selection team:

- ◇ select the interviewers using experienced people wherever possible
- ◇ consider involving provincial consultants on team
- ◇ train the interviewers to ask questions and evaluate
- ◇ be aware of human rights that apply to interview questions and process

6. Conduct the interviews:

- ◇ prepare a schedule, structure
- ◇ introduce the lead interviewer
- ◇ introduce the interview panel
- ◇ explain the interview process
- ◇ ask questions
- ◇ take questions from applicant
- ◇ explain the selection date and notification process

7. Select including:

- ◇ compare the candidates
- ◇ rank finalists in order
- ◇ contact references

8. Make the offer and hire:

- ◇ notify the candidate
- ◇ negotiate the salary and benefits package
- ◇ receive acceptance
- ◇ create employment agreement or contract

9. Follow up:

- ◇ notify unsuccessful applicants
- ◇ provide orientation for new director
- ◇ develop a supervision system
- ◇ develop/review personnel policies (notice, time off, hours, etc.)
- ◇ clarify expectations of new director
- ◇ monitor performance by creating measurable goals

"I long to accomplish a great and noble task, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker".

- Helen Keller -

Recreation Director Employee Skill Guideline

1. Skills the candidate should already have:

- ◇ Supervisory – supervising volunteers and/or summer students
- ◇ Organizational – ability to organize large or complex events such as a winter carnival
- ◇ Communication –
 - effective writing (reports, proposals, letters)
 - effective listening techniques and mutual understanding of issues
 - promotion (“sells” programs and events to the community)
- ◇ Leadership – ability to motivate and guide

2. Skills that can be developed on the job:

- ◇ Facilitation – making presentations to community groups, chairing meetings
- ◇ First Aid – must be re-certified every two years
- ◇ Facility Management – be trained and familiarized with proper facility maintenance and operation
- ◇ Community Involvement – active development of a community involvement plan
- ◇ Financial Management – understanding of budgets and how to develop program and annual budgets

Suggested Characteristics of a Recreation Director

- ◇ enthusiasm for recreation
- ◇ communicates easily and enjoys working with people of all ages
- ◇ shows leadership qualities
- ◇ is visible in the community
- ◇ demonstrates positive leisure lifestyle
- ◇ has a strong background or interest in cultural, recreational and sporting activities
- ◇ enjoys learning, traveling and meeting new people
- ◇ remains patient and shows flexibility when dealing with challenges and crisis
- ◇ has a strong desire to help people, and participates in community development
- ◇ has previous volunteer experience
- ◇ has proven success in planning and organizing
- ◇ is creative
- ◇ is able to make decisions and follow through on them
- ◇ has personal integrity

Advertising the Job

Advertise the job locally and province-wide using posters, newspaper, newsletters, etc. You can send your advertisement to Recreation Connections Manitoba, regional sport associations, regional Services Consultants of Manitoba Culture, Heritage, Tourism and Sport, Aboriginal and Northern Affairs and/or the Manitoba Aboriginal Sport and Recreation Council Office. Any of these organizations may assist you in distributing the information to communities across Manitoba.

SAMPLE JOB ADVERTISEMENT

Employment Opportunity

Program/Facility Manager
Full time

Job Description:

Plans, organizes and promotes social, artistic, physical, educational, cultural and tourism recreation opportunities in response to community needs.

Consults and assists the community recreation committee with program development, long-term planning, fundraising and annual budgets.

Ensures facilities are managed, maintained and programmed for best use through inventory control, scheduling, fees and open communication.

Is prepared to enroll in training when required.

Co-ordinates, develops and maintains working relationships with community groups, emphasizing communication and information sharing.

Qualifications:

A combination of previous work experience and educational skills related to recreation and leadership

Must possess good leadership, administrative and organizational skills.

Possess a valid drivers license.

Willing to work flexible hours. (Evenings and weekends)

Self-motivated and able to work under minimal supervision.

Send Resumes to the following mailing address by July 4, 2008
XYZ Community

Possible Interview Questions for Hiring a Recreation Director

Select the questions that most suit your needs:

- ◇ Would you please tell us how your education and past work experience would benefit the council and the community?
- ◇ What is your definition of recreation?
- ◇ What do you do in your leisure time?
- ◇ What kind of recreational activities have you organized or participated in?
- ◇ What kind of volunteer experience do you have?
- ◇ How would you help ensure that the community participate in recreation activities and recognizes their importance?
- ◇ What would a successful community recreation program look like to you?
- ◇ Can you work with minimal or no supervision?
- ◇ What do you see as potentially the biggest challenge of this job? How might you address this challenge?
- ◇ What would you suggest are important skills and qualifications for a Recreation Director? What are your main qualifications and skills for this position?
- ◇ What leadership experience do you have?
- ◇ What resources could you access in the community to help develop and deliver effective recreation services?
- ◇ How can you incorporate a holistic approach in delivering recreation programs, i.e. meeting physical, mental, spiritual and emotional needs?
- ◇ This job may require you to work evenings or weekends. Can you work under these conditions?
- ◇ This job may require you to leave the community for a few days or up to a couple of weeks to attend conferences or workshops. Can you work under these conditions?
- ◇ Scenario: Your community experiences a high rate of youth vandalism and crime. With limited funds, how would you provide quality programs for these youth to minimize their destructive behaviour?

SUPPORTING THE RECREATION DIRECTOR

Once you have a Recreation Director in place, they need to be supported in fulfilling their job requirements and expectations in a balanced and healthy way.

Supervising the Recreation Director

Often Recreation Directors work alone. Supporting them with a Supervisor that is truly interested in recreation development in your community, able to provide a sounding board and some guidance for the director is invaluable.

The community, council and the Recreation Director will all have expectations of the supervisor's role. Often they are the primary contact for the Recreation Director and are approached for both guidance and support. The Supervisor will need to balance these roles with the supervisory responsibilities that council expects.

(See Partners in Recreation – Section 2 for more information on the roles and responsibilities of the supervisor.)

Ongoing Performance Assessment

One method for supporting the Recreation Director is through ongoing performance evaluations. Providing regular and annual feedback on performance helps ensure he/she has the opportunity to work on their weaknesses and build on their strengths. It is an opportunity for the Recreation Director to see an outside perspective on how they are doing. It is important these performance reviews are preset; not scheduled solely to deal with problems. Be sure to identify both areas of success and areas to be worked on.

- ◇ Discuss expectations, goals and performance standards when the Recreation Director first takes the job.
- ◇ Ensure your expectations are clear. Write them down in the form of a job description. Also, clarify what the Recreation Director expects of you.
- ◇ Be specific about what you expect and when. Allow the director flexibility and freedom on how it's done.
- ◇ Have regular contact with the Recreation Director so that information can be shared, feedback can be provided and problems can be discussed in the early stages.
- ◇ Involve the Recreation Director in any decision affecting him/her.
- ◇ Discuss performance problems as soon as possible and in specific terms. For example: "Your attitude is poor." does not communicate what the problem is and does not offer any insights into how performance can be improved. Describe the behaviour that has led to this conclusion: "Out of our last four meetings, you missed two and were late for the others." By describing problems in behavioural terms, you start the problem-solving process and reduce the chances of misunderstandings, arguments and bad feelings.

- ◇ Use performance standards. When situations change, discuss the changes and modify goals and standards together.
- ◇ Listen to the Recreation Director and members of the community.
- ◇ Make certain you can clearly identify why a Recreation Director resigns or is fired. Learn from the situation and use that information to develop a more effective working relationship with the next Recreation Director.

Annual Formal Performance Assessment

During the assessment, particular attention must be given to how well the employee performed each responsibility by comparing actual performance to the standards and objectives previously set out.

- ◇ Prepare the employee and yourself for a meeting to compare notes on his/her performance.
- ◇ Choose an appropriate time when neither of you will be interrupted.
- ◇ Ensure location is reasonably private and non-distracting. Plan the set up of the area so that there are no large obstructions between you and convey body language that is warm and friendly.
- ◇ The appraisal is a discussion, so allow the Recreation Director to talk.
- ◇ Include self-evaluation and a time for the director to comment on the support he/she is getting.
- ◇ Keep on track.
- ◇ Draw him/her out by asking open-ended questions that require more than a yes or no answer.
- ◇ End on a positive note or comment about the director.
- ◇ Reassure the person, acknowledging his/her strengths to promote self-confidence.
- ◇ Compare his/her accomplishments with specific targets. Do not be vague or general. Be specific about what was expected and how close the employee has come to meeting expectations.
- ◇ Be sure to give adequate credit for what has been accomplished. Do not focus solely on the director's shortcomings.
- ◇ Review those things that have not been accomplished. Emphasize where improvement is needed, discuss how this can be done and why it is necessary.
- ◇ Avoid acting judgmental. If there is blame to be shared, acknowledge it. Avoid negative words; use words that point out the positive potential. Never compare him/her with a third party. Stick to a mutual examination of the facts and what they imply to both of you.

- ◇ Agree on specific goals to be met during the period ahead. Relate them to what has not been accomplished during the current period. This sets the stage for a more objective appraisal the next time around.
- ◇ Review what you can do to be of greater help. Improvement is almost always a mutually dependent activity. When a supervisor and director mutually accept responsibility, the task can be approached with confidence.

(See Partners in Recreation – Section 2 for more information on the roles of the supervisor)

What Affects Performance

Factors that may have caused unfavourable performance should be noted:

- ◇ lack of knowledge
- ◇ performance barriers or interferences
- ◇ insufficient resources
- ◇ degree of difficulty in the job expectations
- ◇ personal, health or other problems

Guidelines for Giving and Receiving Feedback

Feedback is an invitation to learn and grow. The challenge for the person giving the feedback is to minimize the defensiveness of the receiver, and to maximize the receiver's ability to use feedback for growth and improvement. The challenge for the receiver is to hear the feedback, understand it and then use it where appropriate.

1. Guidelines for Giving Feedback

- ◇ Be sensitive to the needs of the director.
- ◇ Adjust your feedback to the style most appropriate to the director. Some people appreciate bluntness, while others appreciate tact.
- ◇ Check your own motivation. Focus on the value to the receiver and not on your own release of frustration.
- ◇ Choose an appropriate time and place.
- ◇ Don't overwhelm the director. Give a manageable amount of feedback.
- ◇ Ensure the message received by the director was the one you intended.
- ◇ Be specific and relevant.
- ◇ Don't use sarcasm.
- ◇ Criticize what the director is doing, not who he/she is as a person.
- ◇ Focus on changeable behaviour.

2. Guidelines for Receiving Feedback from Director

- ◇ Listen to the whole message (verbal and non-verbal) and try to understand what the Director is saying.
- ◇ Don't explain, defend or deny.

- ◇ Ask for clarification.
- ◇ Be open. Avoid selective listening.
- ◇ Allow time to absorb the new information. There is seldom a need to respond or react immediately.

Exercise: Consider how you like to receive feedback. In what way can someone give you constructive feedback in a way that you can openly hear it? How has it felt for you to receive this feedback? How might your experiences aid you in providing feedback to the Recreation Director?

Training Needs

Training is an opportunity to develop skills necessary to adequately perform tasks; network with other Recreation Directors; share ideas and strategies; learn new approaches to recreation delivery; and gain awareness of resources available. Along with training in your community, there are provincial workshops and conferences offered for Recreation Directors.

These include:

- ◇ **Northern Links Recreation Workshop** – Northern Links Recreation Workshop – This workshop has developed into a premier recreation training opportunity for recreation directors, youth workers, volunteers, health workers and community council members with a “learn by doing” approach. For more information call the regional offices of Manitoba Aboriginal and Northern Affairs in Dauphin: 204-622-2148 or Thompson: 204-677-6805
- ◇ **Recreation Connections Conference** – Held in Winnipeg every February, this three-day conference brings together over 200 recreation workers from across the province. A mix of rural and urban professionals attends the conference, offering professional development and networking opportunities. For more information contact recmb@mts.net or regarding other initiatives, community organizations, national & provincial sites, visit the website at www.reconnections.com.
- ◇ **Recreation Conference for Community Volunteers**– Recreation Conference for Community Volunteers – Held every November for three days in Brandon, this conference targets community volunteers, elected officials and recreation practitioners. It provides an opportunity for interaction among volunteers and professionals around issues affecting each of our communities and provides a program that is in keeping with the ever-changing needs and concerns of the recreation delivery system throughout rural Manitoba. For more information, visit the website <http://rccv.cimnet.ca> or e-mail rccv@mts.net

- ◇ **Summer Leadership Workshop** – This two-day workshop is held for summer students and recreation directors from the Northern Affairs, Métis and First Nations communities. The workshop are delivered in a fun, learning, practical and interactive manner and include such topics as: effective planning of summer programs, conflict resolution and coping with behaviors of youth and children, safety management, rainy day ideas and much more. For more information contact the Manitoba Aboriginal and Northern Affairs regional offices in Dauphin at 204-622-2110 or Thompson at 204 677-6786
- ◇ **Regional Meetings/Workshops** – There are regular meetings and workshops for area Recreation Directors across the province. Contact Manitoba Culture, Heritage, Tourism and Sport regional offices for more information.

Contact your local Manitoba Culture, Heritage, Tourism and Sport regional services office or the Manitoba Aboriginal and Northern Affairs consultants to find out what other opportunities may be available.

Self- Care

The Recreation Director wears many hats in your community. Much is expected of them at all hours of the day. Recreation Director burnout is common. To help support (and hold on to) your Director, encourage them to take care of themselves- their time and their health, is critical. Being a leader can be fun, exciting and rewarding. At times, it also may be frustrating and exhausting. It will be difficult for the Recreation Director to give enthusiastically and honestly to your community if they have run out of steam. Encourage them to take time for themselves; time to rejuvenate and re-create. (See Leadership-section 4 for a list of ideas for self care)

Recognition

The Recreation Director provides an invaluable service to your community. Be sure to recognize their efforts and sincerely say thank-you. These words will go a long way in supporting them in their endeavors.

Exercise: Say thank you to your Recreation Director today.

RESOURCES

Edginton, C., Hansen, C., Edginton, C. (1992). Leisure Programming- Concepts, Trends, and Professional Practice. Dubuques, Iowa: WMC. Brown Communications, Inc.

Russel, R. (1982). Planning Programs in Recreation. St. Louis, Missouri: CV Mosby Company.

APPENDIX

Community Recreation Director Performance Appraisal Template

EMPLOYEE NAME: _____ DATE OF REVIEW: _____

COMMUNITY: _____

STANDARDS	TASKS	ASSESSMENT	PLAN OF ACTION
PROGRAMS Assess community needs on an ongoing basis.	<ul style="list-style-type: none"> - develop and deliver a community needs assessment. - analyze and evaluate data and present findings to recreation committee and/or supervisor for action. - communicate regularly with residents for feedback and suggestions. 		
Support community groups and organizations in the development and delivery of recreation	<ul style="list-style-type: none"> - network with community organizations that provide recreation and wellness services through meetings and sharing of information and resources. - assist clubs and organizations in their development. - support existing clubs and organizations. - attend meetings on behalf of the community in areas of recreation and wellness and program development. 		
Develop the annual recreation and wellness plan.	<ul style="list-style-type: none"> - work with council and recreation committee/ groups to develop annual recreation and wellness plan. - share plan with council for approval (prior to Jan. 31). - share plan with community for buy-in. - monitor and evaluate annual plan on a monthly basis. - prepare a mid-year report on plan (Oct. 1). - prepare a year-end report on plan (Jan. 1). 		
Implement the recreation plan through the development, promotion and delivery of recreation objectives.	<ul style="list-style-type: none"> - ensure programming for both females and males. - ensure a variety of opportunities are available – physical, artistic, cultural, educational and social. - ensure programs are available for all ages. - promote programs and opportunities through newsletters, posters and school. 		
PROMOTION Promote programs and events to the entire community.	<ul style="list-style-type: none"> - develop a promotion plan to include timely posters, flyers, radio ads, bingo announcements, newsletters, house visits. - implement the promotion plan for every program and event as outlined in the recreation and wellness plan. 		
TRAINING Develop skills to plan and deliver effective programs by participating in available training sessions and workshops.	<ul style="list-style-type: none"> - attend training courses offered by Aboriginal and Northern Affairs, ie. Northern Links Workshop. - attend recreation workshops and conferences as approved by council, ie. Recreation Connections in Winnipeg. - attend and participate in regional meetings and groups such as indigenous games committees and physical activity groups. 		

STANDARDS	TASKS	ASSESSMENT	PLAN OF ACTION
<p>FACILITIES AND EQUIPMENT Ensure that safety precautions and regulations are followed in the maintenance and programming of recreation areas and facilities.</p>	<ul style="list-style-type: none"> - ensure updated emergency contact lists and procedures are posted throughout the facilities. - do a daily/weekly walk through of facilities identifying any safety hazards. - provide a written report of unsafe recreation facilities/areas to council immediately on discovery. - ensure proper safety equipment is used in all activities. - ensure safety rules are followed during program delivery. 		
<p>Co-ordinate scheduling of recreation facilities and areas.</p>	<ul style="list-style-type: none"> - develop monthly schedules for recreation facilities. - ensure fair treatment of all groups and organizations when scheduling. 		
<p>Responsible for purchasing, maintenance and safekeeping of all recreation equipment.</p>	<ul style="list-style-type: none"> - maintain inventory of all equipment. - maintain record of equipment damaged and repairs required. - purchase equipment needed within limits of purchasing authority and obtain council approval for needs that exceed limit. 		
<p>ORGANIZATION Provide council with monthly reports.</p>	<ul style="list-style-type: none"> - develop monthly recreation reports. - attend monthly council meetings or special meetings to discuss reports and other recreation business. 		
<p>Maintain program evaluation records.</p>	<ul style="list-style-type: none"> - document and evaluate programs for future reference. 		
<p>Support the development of committees, as required, to assist in running various programs and events.</p>	<ul style="list-style-type: none"> - identify the need to organize committees for specific programs or events. - support these committees to ensure effective communication and successful outcomes. 		
<p>Attend community groups and club meetings as required.</p>	<ul style="list-style-type: none"> - when requested, and at least once a year, attend meetings with various community groups to maintain communication. 		
<p>Active communication with supervisor.</p>	<ul style="list-style-type: none"> - meet on a weekly basis or bi-weekly basis. - work with supervisor to complete this performance appraisal once a year. 		
<p>FINANCIAL MANAGEMENT Ensure that funds are managed to effectively deliver the recreation plan.</p>	<ul style="list-style-type: none"> - prepare annual recreation budget (by April 1 for council approval). - monitor and maintain the budget through monthly financial statements. - assist in fundraising activities when necessary. - research and apply for grants and funding on a timely basis (before the deadlines). 		
<p>LIAISON Be the active recreation contact of the community.</p>	<ul style="list-style-type: none"> - communicate with the Aboriginal and Northern Affairs regional office on a weekly basis through phone or email. - communicate with the Culture, Heritage & Tourism office, Sport Manitoba office and other stakeholders on a regular basis to keep up to date on opportunities. - promote programs and opportunities happening outside your community to your community. 		

STANDARDS	TASKS	ASSESSMENT	PLAN OF ACTION
VOLUNTEERS Recruit and support community volunteers.	<ul style="list-style-type: none"> - ensure orientation and training of volunteers. - develop volunteer job description. - identify and contact potential community volunteers. - develop a volunteer recognition program. - provide opportunities for volunteer development such as clinics or leadership workshops. - assist volunteers in program development and delivery by accessing resources, facilities and supplies. 		
RECREATION COMMITTEE Consult and assist the recreation committee in the development and delivery of recreation opportunities.	<ul style="list-style-type: none"> - assist committee with development of the annual recreation plan. - involve committee members in the implementation of programs. - attend and participate in monthly meetings to provide reports/updates and other information. - provide follow-up on decisions made at recreation committee meetings. 		
PROFESSIONALISM Report all absenteeism to supervisor.	<ul style="list-style-type: none"> - prior to _____ a.m. 		
Maintain agreed upon working hours. These hours are _____ per week	<ul style="list-style-type: none"> - determine working hours with supervisor. - keep record of hours worked and report to _____. 		
EMPLOYER'S COMMENTS:			
EMPLOYEE'S COMMENTS:			

EMPLOYER'S Signature

EMPLOYEE'S Signature

DATE:

LEADERSHIP

*"Don't try to satisfy your vanity by teaching a great many things. Awaken people's curiosity. It is enough to open minds, do not overload them. Put there a spark. If there is some good inflammable stuff, it will catch fire."
-Anatole France*

Recreation Directors are leaders within their community-- running programs, organizing fundraising events, facilitating meetings etc. Essential to their success is a well-rounded set of leadership skills. Leadership itself is a process that helps a group or individual reach its goals. It is about inspiring an individual or group to move from where they are now, to where they want to be. Leadership, like many things, can be learned. Although some people may be better at it, everyone has leadership potential they can build on with training and practice. It is a mixture of knowledge, values, skills and behaviours. It requires an understanding of self: personal values, beliefs, abilities, knowledge, strengths and weaknesses. There is no magic formula to become an effective leader. It is a process of trial and error, successes and failures.¹

This section explores topics such as self-leadership, leadership behaviours and styles, behaviour management, problem solving and decision-making, conflict resolution, public speaking, strategies for giving and receiving feedback and time management.



WHO ARE YOU?

Exercise: Ask Yourself¹

- ◊ What accomplishments are you proud of?
- ◊ What are your strengths-- abilities, skills and talent?
 - ◊ What are your weaknesses-- limitations, fears?
- ◊ What is your potential? What do you feel you could do or be?
 - ◊ What do you believe in, value?
 - ◊ What motivates and inspires you?

Portrait of a LEADER²

Self awareness + vision + passion + persistence + risk taker + communication skills + hard worker + goal setter + knowledgeable + belief in others + good with people + trusts instincts + confident + courage + honest + trustworthy + positive attitude + desire to succeed + responsible + empowering + thorough + takes initiative + directs + motivates + inspires + follows + supports + walks the talk + role models + cares + listens + approachable + sensitive + organized + committed + values everyone + flexible + experienced + enthusiastic + creative + innovative + open to ideas + committed + sincere + adaptable

Aboriginal Roundtable on Leadership³

Thirty participants at an Aboriginal Leadership Roundtable in Saskatchewan identified six qualities they thought important for Aboriginal Leaders.

Balance and harmony: an effective leader is self-confident and balances mind, body and spirit;

Leadership through service: a good leader possesses integrity, listens and shows compassion and empathy;

Principles: a strong leader humbly recognizes good work and is a role model who walks the talk and respects community members;

Vision: a good leader makes a vision real, encourages innovation and creativity, and can recognize strengths and leadership skills in others and empower them to realize their potential;

Emphasis on learning: an effective leaders seeks to apply the lessons of the past and to prepare for the future, such a leader is open to learning from mistakes, and views educating young people as a priority;

Persistence in promoting community interests: a "bias for action" enables a good leader to achieve goals that benefit the community, in spite of obstacles.

¹ Ontario Ministry of Agriculture, Food and Rural Affairs. (1994, July) How You Can Be An Effective Leader. Ontario: Author.

² Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (p.3) Ontario: Author.

³ Loizides, S., Wuttunee, W. (2003) Leadership-Aboriginal Perspectives and Challenges. Retrieved from: <http://www.conferenceboard>.

SELF-LEADERSHIP⁴

To be a leader of others, one must first be a leader to herself/himself. Leaders must take actions that will help them as individuals move towards attaining their personal goals.

- ◇ Be true to ones self.
- ◇ Respect ones self.
- ◇ Risk saying what needs to be said.
- ◇ If you don't understand, ask.
- ◇ Help others learn and succeed.
- ◇ Admit mistakes.
- ◇ Learn from experiences.
- ◇ Set goals and go for them.
- ◇ Communicate needs.
- ◇ Be assertive.
- ◇ Believe in ones self.
- ◇ Speak for ones self.
- ◇ Take responsibility.
- ◇ If something needs doing, do it.
- ◇ Maintain humour.
- ◇ Be kind (to ones self too).
- ◇ Participate and observe.
- ◇ Consider the consequences.
- ◇ Make healthy choices (they influence others).
- ◇ Deal with personal anger.
- ◇ Strive to be your best you.
- ◇ Take risks.

LEADERSHIP BEHAVIOURS & STYLES⁵

Any actions that help a group or individual reach its goal and maintain its relationships are leadership actions. The success of a group is not solely about whether it reach its goal or gets the job done. It is about doing this in a way that values and involves everyone in the group.

The behaviours that focus on getting the job done include:

Information & Opinion Giver - Offers facts, opinions, ideas, feelings and information.

Information and Opinion Seeker - Asks for facts, opinions, ideas, feelings, and information.

Direction and Role Definer - Calls attention to tasks that need to be done and assigns responsibilities.

Summarizer - Pulls together related ideas or suggestions and restates them.

Energizer - Encourages group members to work hard to achieve goals.

Comprehension Checker - Makes sure all the group understands what is being said.

The behaviours that focus on building and maintaining relationships in the group include:

Encourager of Participation - Let's members know there contributions are valued.

Communication Facilitator - Asks others to summarize the discussion to make sure it is understood.

Tension Releaser - Tells jokes and increases the group fun.

Process Observer - Uses observations of how the group is working to help discuss how the group can improve.

Mediator - Helps resolve and mediate conflicts.

Supporter and Praiser - Expresses acceptance and liking for group members.

⁴ Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (p.4). Ontario: Author.

⁵ Johnson, D., & Johnson, F. (1987). Joining Together. Englewood Cliffs, New Jersey: Prentice-Hall Inc.

These behaviours all need to take place for a group to function well. It is not necessary for the leader to personally fulfill all these functions. It is the responsibility of the leader to be aware of them, and observe that they are being fulfilled. Some group members will take on these roles. The extent to which the leader themselves fulfills them, depends on the group and the style of leadership they employ.

Exercise: Observe a group you believe to be well functioning. Identify the individuals who are helping the group by fulfilling the above-mentioned roles.

STYLES

No one style of leadership is appropriate for every occasion or situation. The Recreation Director needs to know his/her group: where they are at in terms of ability, knowledge, desire and willingness. Are they motivated? Do they have the skills to do the tasks? Do they have the confidence? The more willing and able the group is, the less "in charge" the leader needs to be. Choose a style that best suits the situation. Be flexible and willing to change the style to suit the group.

Tell – The group is new or inexperienced and need a lot of help, direction and encouragement. They may not have the skills or confidence, but they are there. Take charge. Assign tasks. "Ok-- it's 10:30 and its time to play ball. Jenny get the bat and ball and everyone line up so we can make teams."

Sell –The group is more responsible, experienced and willing. They do not necessarily have the skills, but they are keen. Use their ideas, encourage, assist, coach, inspire. "O.K.-- it's 10:30, I was thinking we should play ball. We haven't played in a long time and it's a beautiful day. What do you think?"

Participate – The group has the skills, but is not totally willing to take it on. Maybe they are bored or scared. Act as resource person. Share ideas and involve all members. Together with the group, make decisions. "O.K. -- its 10:30, let's decide what we are going to do. I am sure people have some good ideas, so lets talk it over and come up with something that pleases everyone. It is up to all of us to decide."

Delegate – The group has both the skills and the confidence. Trust the group. Step back and let them work it out. Observe from a distance. "O.K. -- it's 10:30. Whatever you want to do, go for it as long as it's legal. There is equipment over there and craft supplies in the box."

A study on Aboriginal Leadership identifies the image of a circle as being central to Aboriginal leadership. Aboriginal leadership does not see the leaders as above those whom they work with; instead they are a spoke in a wheel and getting input from team members and the community is central to their way of leading

"Each person you come in contact with has a message for you. It doesn't matter what their title is and it doesn't matter what their education level is. Each person has something you are engaged with, has something for you, a lesson, a teaching, something, an insight...it's more of a circle approach and a respect of the divinity in each person".⁶

⁶ Julien, M., Muzinni, D. Wright, B. [Songs from the Circle: Leadership Lessons Learned From Aboriginal Leaders](http://www.bus.brocku.ca). Retrieved from: <http://www.bus.brocku.ca>

CHOOSING A STYLE- QUICK REFERENCE

If the members
in your group:

Use this
Leadership Style

By using
these specific actions

- are new (inexperienced)
- have little knowledge or ability about the job
- lack confidence in doing the work

TELL ▶

- give clear directions
- follow-up
- give feedback

- are somewhat experienced
- need help "buying into" the decisions that have to be made
- need coaching as to how to do the job

SELL ▶

- explain decisions
- give ample opportunity for clarification

- know how to do the job, but lack the confidence
- need to share decision making with each other and the leader

PARTICIPATE ▶

- share ideas
- help members in decision making
- encourage and compliment

- are quite experienced
- are capable of doing the job
- want to do the job
- are responsible for directing their own affairs

DELEGATE ▶

- turn over responsibility for decisions to the members and allow them to carry out those decisions

Exercise: Look at a group or program you are responsible for leading. Using the quick reference chart above, determine which style would be most appropriate for the group. Apply this style and evaluate its success.

BEHAVIOUR MANAGEMENT⁷

The best way to manage problems is to prevent them. To prevent discipline problems Recreation Directors should be skilled in four areas: awareness, overlapping activities, group focusing, and movement management.

Awareness

Communicate you are aware of everything that is happening. Aware leaders seem to have eyes in the backs of their heads. To be aware, avoid becoming absorbed with only a few participants, as it encourages the others to wander. Always scan the room, making eye contact with individuals so they know they are being monitored. Prevent minor disruptions from becoming major. Know who instigates the problems and make sure the right person is being dealt with. If two problems occur at the same time, deal with the more serious one first. For example, a leader who tells two children to share a crayon, but ignores a brief shoving match is not aware of the room. Participants begin to think they can get away with almost anything.

Overlapping and Group Focus

Keep track and organize several activities at one time. When working with children they need constant monitoring. Leaders may have to supervise a number of activities at one time. Maintaining a group focus means keeping as many participants as possible involved in appropriate activities. If they are busy, they have less time to get into trouble.

Movement Management

Keep the activities and the group moving with smooth transitions, variety and appropriate pace.

Dealing with Discipline Problems

No matter how much a Recreation Director tries to prevent discipline problems, some inevitably occur. Remember when disciplining:

- ◇ separate the person from the behaviour
- ◇ public praise, private criticism
- ◇ avoid yelling
- ◇ avoid sarcasm
- ◇ ensure the punishment fits the crime
- ◇ be sure they know the choices they have and are making
- ◇ be firm, fair and positive
- ◇ do not humiliate
- ◇ carry out consequences immediately

⁷ Manitoba Youth Secretariat. A Leaders Guide to Discipline: Manitoba: Author.

Exercise: Observe a community program. Watch the participants and evaluate the extent that awareness, overlapping, group focus and movement management are used as behaviour management tools. If behavioural issues arise, consider how they may have been prevented.

PRACTICAL PREVENTION

- ✦ Plan.
- ✦ Be organized and ready.
- ✦ Avoid making people wait around while locating supplies and equipment.
- ✦ Have something to do with a few people while waiting for others to show up.
- ✦ Model the behaviour you want to see.
- ✦ Have strategies to get everyone on task.
- ✦ Get everyone's attention before starting.
- ✦ Give clear directions.
- ✦ Check for understanding.
- ✦ Use people's names.
- ✦ Be polite.
- ✦ Have a plan for behaviour management. This may vary depending on your population. If working with kids, be sure the rules are clear. Determine 4 or 5 basic rules. It works best if they help to set the rules. Establish consequences and rewards. Make sure they are understood.
- ✦ Keep rules few and simple and forewarn in special situations where breaking rules will be tempting.
- ✦ Give the participant the opportunity to make a better decision next time.
- ✦ When working with peers and adults, set the rules together and talk about self and group policing. Avoid taking the responsibility on yourself.

Exercise: Develop a behaviour management plan for a children's program. Decide how the rules will be determined, expressed, and enforced

THE WISE LEADER...⁸

- ✦ understands it is more important to tell the simple, blunt truth than it is to say things that sound good.
- ✦ is not collecting a string of successes. The leader is helping others to find their own successes.
- ✦ knows it is more important to act on behalf of everyone than it is to win arguments.
- ✦ runs the group delicately, as if they were cooking small fish.
- ✦ uses gentle interventions to overcome rigid resistance.
- ✦ knows there are times when it seems as if one must intervene powerfully, suddenly and even harshly. The wise leader does this only when all else fails.
- ✦ knows when leaders become superstars, the teacher outshines the teaching. A moderate ego demonstrates wisdom.
- ✦ pays attention to silence. What is happening when nothing is happening in the group?
- ✦ does not intervene unnecessarily. The leader's presence is felt, but often the group runs itself.

Exercise: Identify three leaders in your community and observe their styles, qualities and traits.

PROBLEM SOLVING⁹

As a Recreation Director many circumstances arise that require careful consideration and good problem solving skills. Whether going through the process independently, or with a group, following a systematic approach to problem solving can help ensure that appropriate solutions are reached.

Step 1. Recognize and define the problem. What are the facts? How extensive is it? What is the current situation? Be sure you are identifying what the real problem is and not just the symptoms. Step back and take a critical look at the situation.

Step 2. Brainstorm possible solutions. Be creative and open-minded.

Step 3. Assess the alternatives. What would happen if you tried the different alternatives? What are the advantages and disadvantages of each?

Step 4. Decide on the best alternative and go for it!

Step 5. Evaluate what happens. Did it work? Yes-- fantastic!! No- don't worry. Go back to step 3 and try again.

⁸ Johnson, D., & Johnson, F. (1987). Joining Together. Englewood Cliffs, New Jersey: Prentice-Hall Inc.

⁹ Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (p.4). Ontario: Author.

Exercise: Identify a specific problem that needs to be addressed, and approach it systematically using the five steps to problem solving.

A good leader is best when people barely know (they) exist.
-Lao Tzu

DECISION-MAKING¹⁰

Decision-making is by far the most crucial skill required for individuals and groups to reach their goals and to move successfully through the problem solving process. Decisions can be made in many different ways, each having their own advantages and disadvantages. It is important to choose a method that seems most appropriate to the situation.

Leader makes all the decisions without discussion.

Advantages: It is easy, simple and takes little time. This method is good for routine decisions, when group members lack skills and expect the leader to make decisions. E.g. making safety decisions or emergency responses.

Disadvantages: If not involved in making the decisions, there may be little commitment by others to implement them. This method does not use other member's resources, may cause resentment, and creates a power imbalance.

Person with the most expertise makes the decision.

Advantages: This method is beneficial when one person is the expert. E.g. The financial manager is the best person to make money decisions.

Disadvantages: Again, little commitment to the decision by others if they are not involved. It does not use the resources of others and it may be difficult to determine who the expert is.

Asking everyone's opinion and averaging them.

Advantages: This method is good when it is difficult to get a group together to talk, when there is little time for group discussion, when member's commitment is not essential to implementing the decision, or when the group has no skills to make decisions any other way. E.g. A youth committee deciding the age restrictions for a dance.

Disadvantages: There is not enough interaction for the group to gain from each other. Unresolved problems could damage the group, and there is little commitment by others to implement the decision.

¹⁰ Johnson, D., & Johnson, F. (1987). Joining Together. Englewood Cliffs, New Jersey: Prentice-Hall Inc.

Leader makes the decision after hearing the group discussion.

Advantages: This method uses the resources of the group and gains benefits from the group discussion. E.g. As the winter carnival planner it is beneficial to solicit ideas on scheduling, but ultimately s/he can decide.

Disadvantages: This method does not develop commitment, resolve controversies and often creates situations where members compete.

Majority vote

Advantages: This method is best when there is not enough time to use the consensus method, when it is not important to have consensus, or when it is not necessary to have all members committed. E.g. Deciding who will cater the youth feast.

Disadvantages: This method may lose good resources, alienate people, and does not fully benefit from the group interaction.

Consensus. (Where everyone, despite continued differences of opinion, agrees upon the decision.)

Advantages: This method produces innovative, creative, high quality decisions. It builds commitment and uses all resources within a group. It is useful when making decisions, which need all members to be committed. E.g. Deciding how the youth committee will run- goals, attendance, etc.

Disadvantages: If not experienced, this method may seem to require a great deal of time, energy and skills. It cannot be used in emergencies.

CONSENSUS TIPS

- ✦ Listen.
- ✦ Ask questions.
- ✦ Reflect back on what you hear and test for accuracy.
- ✦ Look for common interests.
- ✦ Identify options that meet the interests.
- ✦ Confirm agreement.
- ✦ Make sure everyone is and feels heard and understood.

Exercise: Identify three decisions that need to be made for your work. Weighing the advantages and disadvantages, determine which styles would be most appropriate for the situation.

TO HELP OR HINDER

Different factors affect the success of the decision-making process. Be aware of, promote and practice the positive; be aware of, discourage and eliminate the negative.

Factors That Help

- ◇ Listening to other people's ideas and concerns.
- ◇ Trying new ideas.
- ◇ Using a system. Going through the steps to problem solving in a way that allows everyone to be heard.
- ◇ Getting commitment from others.
- ◇ Considering other points of view.

Factors That Hinder

- ◇ Inability to work together.
- ◇ Failure to communicate. Some people do not participate, listen to others, etc.
- ◇ Closed minded members, "my way is the right way and the only way."
- ◇ Everyone is alike so there are no new skills, ideas or perspectives.
- ◇ The group is too big.
- ◇ People change the subject or talk too much.
- ◇ Decisions are being made little thought, "Let's just do it."
- ◇ Limited time.

TIPS

- ✦ Agree on the process.
- ✦ Clarify who has the responsibility for the decision.
- ✦ Communicate honestly and effectively.
- ✦ Be clear on the problem or decision to be made.



CONFLICT

If managed appropriately, conflict can increase the quality and creativity of group decisions and actions. To help ensure it is constructive, keep in mind:

1. It should be a cooperative effort to find the best solution. It is not who is right or who is wrong.
2. People have different views, ideas, and conclusions. Try to find inadequacies and have productive disagreements.
3. Every member should be involved in the discussion.
4. Everyone's opinions should be respected, valued and taken seriously.
5. Open, honest, accurate, complete, and effective communication should be a continual goal.
6. Members should not take it personally if people do not agree with their ideas.
7. Members who disagree should try to understand both the other's position and where they are coming from.
8. Members should be critical of ideas, not people.
9. Members should be encouraged to express their feelings during the debate, positive or negative.
10. After getting all the information, members should make rational arguments and conclusions.
11. Every member should feel free to argue his or her points. Groups should help all members speak out confidently.

COMMUNICATION¹¹

Communication is the process of transmitting information and meaning. People communicate in different ways: words (spoken, written, sung), art, drama, and dance. Body language makes up 65 per cent of all communications within groups. Gestures, posture, and facial expressions all send messages.

Without strong communication skills it is difficult to connect with others; to understand what each other wants and work together to create it; and for people to learn from you, be inspired by you, or follow you.

¹¹ Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (pp .21-24). Ontario: Author.

Verbal Communication

Say What You Mean

- ◇ Be complete and specific. Make sure you are understood.
- ◇ Ensure verbal and non-verbal messages are saying the same thing.
- ◇ Say it more than once.
- ◇ Speak at the level of the listener. Use words and phrases that are easily understood.
- ◇ Ask questions to check for understanding.
- ◇ Be conscious of the listener's mood, body language etc.

Hear What Is Being Said

- ◇ Pay attention. Stop what you are doing and listen.
- ◇ Paraphrase. Say (in your own words) what you are hearing.
- ◇ Let the speaker talk at his or her own pace. Avoid rushing them, or finishing their sentences.
- ◇ Encourage.
- ◇ Ask questions.
- ◇ Summarize.
- ◇ Observe.
- ◇ Seek to understand their point of view before trying to be understood.
- ◇ Be comfortable with silence. Try to listen to the whole message without thinking about your response.

Communication in Groups

Communicating in groups can be more challenging. People get excited and want their ideas heard so they talk a lot; some get shy and insecure and talk less; some get angry because they have not had the chance to talk; others interrupt, ignore, evaluate, judge, get defensive, etc. It is the leaders responsibility to communicate and seek out all the knowledge in the group. It means messages need to be sent thoughtfully and thoroughly. The leader needs to be aware of how individuals and the way they communicate are affecting others in the group. For example is everyone having the opportunity to speak, to share what they know, are people encouraged to participate etc?

Noise

There are many potential barriers to effective communication. The ability to overcome them ultimately determines the effectiveness of ones communication.

Noise includes: distractions (TV, kids); actual noise (talking, vehicles); cultural differences; time pressure; preoccupation; hostility; different styles; physical setting- seating, acoustics, durations, ventilation, temperature, lighting; time of day; the sender's lack of knowledge, lack of belief in what they are saying, using jargon that is not understood, inability to find the words to express themselves; the receiver's lack of interest, lack of knowledge, and preoccupation with their response.

Be conscious of the noises that affect you the most. Silence them!

"A mind that is stretched by a new experience can never go back to its old dimensions."
- Oliver Wendell Holmes

Written Communication

Strong written communication skills portray professionalism, confidence, and organization. Written communication skills are used to apply for grants, request donations, inform the public, complain about poor service, thank sponsors, etc. Regardless of the intent, letters should be courteous, clear, complete, concise, and correct; have all the relevant facts and information; be specific; and organized. Get to the point and proofread!

BUSINESS LETTER FORMAT

The basic format for all business letters is the same, however the information in the body of the letter may vary depending on its intent.

Heading: Your full address

Date:

Inside Address: The full name, title and address of the person you are writing to.

Salutation: Dear Sir/Madame, or To Whom It May Concern (if unknown)

Body:

Summary Statement: Tell the reader what they most want to know, or need to be told, but only in general terms.

Supporting Information: Provide specific information about the background, details, and outcomes or actions expected. Support what has been said in the summary.

Closing: Respectfully, Sincerely

Signature: Yours

Title: Yours

encl.: If you are attaching or enclosing other documents with the letter.

Cc.: the name and title of the person if you are sending them a copy of the letter

COMPLAINT LETTER

In a complaint letter, the body should include:

Summary Statement: Briefly describe the issue or concern the reader needs to be aware of.

Background Information: WHO (was involved), WHERE (did it happen), WHEN (did it happen), and sometimes WHY (did it happen)?

Details: WHAT (has happened or is happening), HOW (did it happen), sometimes WHY (did it happen) and WHAT (effect has it had, and what has been done about it)?

Action: WHAT (is the result), and WHAT (has to be done, by whom and by when)?

SAMPLE: Complaint Letter

Jane Goddet
Box 200
Spence River, ON
P0T 2V0

August 18, 2008

Accounts Manager
Kick Butt Sports
123 Fred Street
Thunderbay, ON
P1T 2V9

Dear Accounts Manager:

There is an error on the invoice sent October 16, 2008, that has resulted in an overcharge I am asking you to correct.

The invoice number is 63774, and the error is in the cost of the baseball bats. My records show, the bats cost \$35.00/bat, of which you sent us three. The total should then be \$105.00 instead of the \$155.00 charge. There is an overcharge of \$40.00.

Please credit my account with the \$40.00 difference.

Respectfully,

Jane Goddet
Recreation Director

REQUEST LETTER

In a request letter, the body should include:

Summary Statement: Briefly describe your request and ask for approval.

Background Information: Describe the circumstances leading up to your request, and establish why the request is important (this may be combined with the summary statement).

Details: WHAT (the request entails), WHAT (will be gained if the request is granted), WHAT (the costs will be).

Action: Identify clearly what you want the reader to do after he/she has read the letter.

SAMPLE: Request Letter

Samual York
Box 300
Shaw Creek, ON
P0T 2Z0

August 18, 2008

Councillor Walker
Bay First Nation
Bay Lake, ON
P3T 1G0

Dear Ms. Walker:

I am requesting your attendance at our Youth/Adult Dialogue Night. Your attendance and participation in the event would show your support and interest in the issues and the endeavors of the youth in our community.

The Dialogue Night is being held from 7 p.m. to 9 p.m., September 25 at the Community Hall. It has been initiated by the Youth Council as a means of building stronger relationships between the youth and adults in our community, to share concerns and issues of both, and to bring awareness to the positive endeavors and achievements of our youth.

Will you please let me know by September 15, if you will be able to attend the event. You can contact me at the Drop-In Centre. Ms Walker, your support and input would be greatly appreciated.

Respectfully,

Samuel York
Youth Council President

PUBLIC SPEAKING¹²

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

Secrets to Success

1. Plan, Prepare and Practice

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

2. Go For It

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

3. Celebrate and Evaluate

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

¹² Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (pp .21-24). Ontario: Author.

What to do when

Memory Lapse Occurs

Do not be afraid of silence. Take a moment to gather your thoughts. Repeat the last part of the last sentence you said and then add a further thought. Keep looking back to your original thought until you find your place.

Stage Fright

It is perfectly normal to be nervous speaking in front of an audience. Stage fright is best dealt with through practice. Start out small and work your way up. Do a dress rehearsal. Breathe. Imagine the audience naked. Find someone who is smiling at you.

Physical Tension

Stress will cause your body to tense up and often result in the "sewing machine" effect; shaky hands and legs. Try to relax yourself before you begin. Give yourself a shake. If you are speaking, lean your hands on the podium, breathe, relax as best as you can-- it will eventually go away.

TIPS

- ◇ No need to point out your mistakes. While you are talking, you are the expert.
- ◇ Be yourself.
- ◇ Speak with the level of language that is suitable to the occasion and comfortable for you.
- ◇ Never read your speech. Read your audience.
- ◇ Smile.
- ◇ Finish your speech before your audience does. Do not overstay your welcome.
- ◇ Look confident.
- ◇ Remember your notes.
- ◇ It's ok to admit you're nervous; it might even loosen you up.
- ◇ Have some fun. Enjoy yourself.

Exercise: Considering your comfort level with public speaking, identify an opportunity to practice that will challenge you. If you are extremely uncomfortable, make a presentation for your little sister, baby or even your pet. If you are confident, deliver a presentation to council. Start where you are at. Be sure to follow the steps and tips for successful public speaking.

FEEDBACK¹³

Feedback is a way of communicating which gives people information about how they affect others. It can be positive or constructive, but its purpose should always be to benefit the receiver. Although it may not always feel like it, feedback is an opportunity to learn and to grow. It is a means of further developing skills and the skills of others. Giving feedback can be challenging, particularly if giving it to peers or to a supervisor, but it is necessary to help individuals grow, to ease tensions and to build relationships.

The Giver

The main challenge for the giver is to present the information in a way that the receiver can hear it without becoming defensive. The giver needs to be compassionate, concrete, constructive and concise. Be sure to:

- ✦ Give feedback that is intended to help. Instead of “You really tick me off when you speak like that”, try “I don’t respond well to being told I have stupid ideas. If you acknowledge my idea, and give your specific concerns with it, I may be more open to listening to what you have to say.”
- ✦ Be specific and give examples. Instead of “you don’t listen”, try “I noticed when I was speaking you were plugging you ears.”
- ✦ Be timely. Give feedback as soon after the occurrence as possible, judging on the individual’s readiness to listen. Ask them, “Hannah, I wanted to talk to you about your comments at the Youth Council, is this a good time to chat?”
- ✦ Give it in appropriate doses. Limit feedback to what the receiver can realistically take in. If there is a long list, space it out.
- ✦ Check in to make sure it is understood. “Sarah, do you understand what I mean by that?”
- ✦ Be honest and direct.
- ✦ Give it in an appropriate place and in appropriate company. Avoid giving feedback in front of others.
- ✦ Give feedback that is directed towards a behaviour that can actually be modified.
- ✦ Give feedback that describes what they are doing and not them as a person. Instead of “You are inconsiderate and biased ” try “You’ve cut me off several times in the middle of a sentence.”

¹³ Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (pp .21–24). Ontario: Author.

The Receiver

The main challenge for the receiver is to listen and to hear the whole message, not getting stuck on one phrase or thought. Be sure to:

- ✦ Ask for clarification. "What do you mean I'm not good with kids? Can you give me an example?"
- ✦ Avoid explaining or defending yourself. Just listen.
- ✦ Be open. Avoid selective hearing.
- ✦ Allow time to absorb the information. Seldom is a response needed right away.
- ✦ Cool down. Reflect. Look at things from their perspective.
- ✦ Take into account where the feedback is coming from (someone you respect, someone who wants to help you develop your skills, someone who is angry) and then decide what to do with it.

TIME MANAGEMENT¹⁴

To begin managing your time more efficiently, start with a clear idea of how you currently use your time. Take a Look at your day. What did you get accomplished? What didn't you? How long did it take? Why? Was it important? What should you have done, or not. What do you need to work on to use your time more efficiently?

Tips

- ◇ Spend time planning and organizing. If you need color and pictures, use them. Some people need to have papers filed away; others get their creative energy from their piles. Organize your way.
- ◇ Set goals.
- ◇ Prioritize. Determine which jobs need to get done first. Do them.
- ◇ Use a to do list.
- ◇ Organize your workspace. Have things you use everyday handy.
- ◇ Handle pieces of paper once.
- ◇ Delegate work when appropriate.
- ◇ Do the most important, not the easiest first.

¹⁴ Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (pp .21-24). Ontario: Author.

- ◇ Leave some unscheduled time in your daily plan for the unexpected.
- ◇ Don't overload your to do list to the point where you end most of your days feeling totally frustrated.
- ◇ Learn to say "no" to people's request when you can't honour them.
- ◇ Reward yourself after completing a task that is difficult.
- ◇ Routinely ask yourself what would happen if you didn't do something at all-- or handed it over to someone else.
- ◇ When establishing deadlines, enter at least two dates in your calendar-- a warning date as well as a final "drop-dead" date.
- ◇ Keep a list of easy, mindless tasks that can be tackled during "dead moments".
- ◇ At the end of the day, plan your priorities for the next day.
- ◇ Have all files that you use regularly within arms reach of where you do your work.
- ◇ Get rid of things that don't work, especially pens. Save yourself some frustration.
- ◇ Start with the worst task on your list. Everything else will be a piece of cake.
- ◇ Let go of perfectionism. Not everything has to be done perfectly and some things are out of your control.
- ◇ Use a planner.
- ◇ Keep a master list of all the things you need to do, call, see, write etc.
- ◇ Tidy your desk before you leave work.
- ◇ Try to spend time on planning the important things so you are not always "putting out fires".
- ◇ Visit people in their offices so that you can leave.
- ◇ Don't do things that others can do.
- ◇ Organize an efficient filing system.
- ◇ Decide how much time a task is worth.
- ◇ Be flexible. Allow for interruptions and distractions.
- ◇ Consider your biological prime time. Plan your priorities for your best time of day.

SELF-CARE¹⁵

Being a leader can be fun, exciting and rewarding. At times, it also may be frustrating and exhausting. It is important to remember to take care of yourself. It is difficult to give enthusiastically and honestly to your community if you have run out of steam. Take time for yourself. Rejuvenate. Re-create.

1. Set clear, realistic goals, which help put things in perspective and create a balance in life.
2. Set limits on time and energy. Develop a sense of these limits and when they are being reached. Learn to say "no" as an honest admission of self-limitations. Organize your time.
3. Learn to spend time with yourself, not by yourself.
4. Learn to relax and also take time to exercise each day.
5. Realize that you don't always have to be "strong"; it's okay to feel helpless.
6. Realize that self-care is basically about your own responsibility.
7. Learn to have fun, get regular exercise and good nutrition.
8. Take routine breaks; withdraw physically from the work situation, e.g. for a walk at lunch. Take time out. Do other, less stressful work.
9. Protect your private time. Don't mix work with pleasure.
10. Learn to care for other people rather than take care of people.
11. Develop an awareness of personal strengths and weaknesses.
12. Share your workload with co-workers; talk problems through.
13. Build a personal support system for your emotional, social, cultural and spiritual needs.
14. Use positive self-talk- don't send yourself negative messages.
15. Accept that everything does not always go as planned. Don't beat yourself up about it. Learn from the experiences.
16. Remember to spend time re-creating. Spend time doing things that you enjoy and make you feel good
17. Make a list of all the things you do that inspire, motivate and nourish you. Do them.

¹⁵ Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (pp .21-24). Ontario: Author.

*"When you come to the edge of all you know, you must believe one of two things -
there will be earth to stand on or you will grow wings to fly."
Unknown*

RESOURCES

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Loizides, S., Wuttunee, W. (2003). Leadership- Aboriginal Perspectives and Challenges. Retrieved from: <http://www.conferenceboard.ca>.

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(Endnotes)

1

WORKING WITH GROUPS

A group is a gathering of people (more than 2), working together to accomplish mutual goals. It could be a youth council, drama group, fundraising committee etc.

Being part of a group is not only about achieving the group goals, but also about doing it in a way that feels positive for everyone. To be successful, group members must have the skills to do the job and to work effectively with others. Groups need to develop strategies for working together effectively and efficiently in order to maximize their potential. They need to spend time along the way discussing how well they are working together, what their strengths and weaknesses are and how to continue to strengthen the functioning of the group.

This section explores such things as tips for working with groups and handling difficult members, analysis of how you work in groups, forming and maintaining committees, strategies for running effective meetings and keeping people's attention.



WHAT IT TAKES FOR A GROUP TO WORK

Trust: Trust is built over time, as people get to know each other and develop a sense of how the other person will act in a given situation.

Respect: Respect, like trust must be earned. Knowledge, skills and attitude must be demonstrated before respect is achieved.

Caring: People must be valued because of their strengths and in spite of their weaknesses. Caring must be authentic.

Openness to Communication: Group members must have a say in what they do and how they do it. A group becomes more effective when its members make things happen rather than have things happen.

Opportunities for Growth: Each member should be able to expand their skills, knowledge or attitudes. This improves the capacity of the group to achieve its goals.

Opportunities for Renewal: Often groups need a break, a little bit of fun interjected so they can diffuse some of the intensity and stress that they are experiencing.

Sense of Unity: A cohesive group becomes greater than its parts.

Morale: A positive spirit about working toward the goals of the group is essential.

Loyalty: Behaviors that show loyalty to one another and to the group are helpful in getting them through difficult times.

Rewards: Members of the group must be rewarded for working toward the stated goals. The nature of the reward is determined by the needs of the individual.

Clear expectations: Members need to be clear on what is expected of them and others and realistic about their commitment.

◇ COMMUNICATION ◇ COMMITMENT ◇
◇ TRUST ◇ COOPERATION ◇

Get to know each other first.
Make the time.
Ask what people need.
Understand everyone's differences, needs, and goals.
Look at things differently.
Revisit priorities.
Define roles.
Focus on common ground.
Talk.
Talk about concerns about working together.
Talk about insights.
Be flexible.
Have realistic expectations.
Discuss expectations.
Be clear on what you are able, willing and unable to give.
Evaluate the process.
Remember the group is a living, growing entity.
Communication is key.
Value everyone's ideas and views.
Have fun.
Take risks.
Help see each other's strengths.
Make sure everyone feels supported and that their agenda is important.
Trust.
Be honest.
Develop a code of behaviour.

"When a blind man carries a lame man, they both go forward."
-Swedish Proverb

HANDLING DIFFICULT GROUP MEMBERS

In all groups there are a number of different characters, and some may be easier to work with than others. Minimizing the damage a difficult member can do to a project or group can be accomplished through regular communication, firmness and diversionary tactics.

1. Assess the situation. Is the person genuinely difficult or just cranky for a short time?
2. Stop wishing the person would behave differently. You can't change them.
3. Put some distance between you and the difficult behaviour. Take a bit of a time out to get a better perspective.
4. Make a plan for interrupting the situation. You can't change the behaviour of the other person, but you can change yours.
5. Put your plan into action. Plan your time and prepare for confrontation.
6. Stay calm and breathe.
7. Monitor the progress and change the plan when necessary.

SPECIFIC TECHNIQUES¹

Complainers gripe incessantly, but never try to do anything about their complaints. They may feel powerless to do so, or they may refuse to bear the responsibility for a solution.

Strategies

- ◇ Listen actively even though it will be difficult..
- ◇ Acknowledge what they are saying by paraphrasing.
- ◇ Do not necessarily agree with complaints.
- ◇ Be prepared to interrupt and take control. Complainers love to ramble.
- ◇ Switch to problem solving.
- ◇ State the facts without apology.
- ◇ Pin the complainer to specifics.

Super Agreeables appear very reasonable and supportive (at least in your presence). They often do not produce what they say they will and sometimes even act contrary to what they have led you to expect.

¹ Ontario Ministry of Agriculture, Food and Rural Affairs. (1988, January). Coping With Problem Behaviour. Ontario: Author.

Strategies

- ◇ Make honesty non-threatening. They may be afraid you do not want to hear the truth.
- ◇ Be personable if you can and only if you mean it.
- ◇ Do not allow them to make unrealistic commitments.
- ◇ Be prepared to compromise so that you are a "win-win" situation.
- ◇ Listen to their humour. They often hide the truth there.

Negativists object to everything. They assert that whatever is proposed will not work or is impossible. Often their effect is to completely deflate any optimism that might exist for a project.

Strategies

- ◇ Avoid getting drawn into their attitude.
- ◇ State your own realistic optimism.
- ◇ Do not agree with them.
- ◇ Do not hurry to propose solutions.
- ◇ Use their negativism constructively. It never hurts to have a devil's advocate.
- ◇ Be prepared to take on the project with support from others if their attitudes cannot be changed.

Clams answer every question and every plea for help with a "yep", a "no", or a grunt and sometimes with an "I-don't know".

Strategies

- ◇ Ask open-ended questions.
- ◇ Use the friendly silent stare.
- ◇ Pause for long periods, inviting them to fill the void.
- ◇ Comment on what is happening in the discussion.
- ◇ Recycle the conversation if necessary.
- ◇ Break the tension by helping them say what they are thinking.
- ◇ Set time limits on the length of discussion.

Indecisives can ruin a program because they delay until it is too late. They put off making decisions until the decisions are made for them. They also have difficulty letting go of anything until it is perfect, which it never is.

Strategies

- ◇ Bring the issues out in the open and make it easy for them to be direct. Pursue all signs of indecision.
- ◇ Help them solve the problem/s.
- ◇ Place all the alternatives in rank of importance.
- ◇ Emphasize the importance of quality and service.
- ◇ Give them a lot of support after they finally have made the decision.
- ◇ If it is possible, keep control of what you are working on.
- ◇ Watch for signs that the pressure to make a decision is overloading them.

Hostile Aggressives try to bully and overwhelm by bombarding you. They make cutting remarks or throw temper tantrums when they do not get their own way. They are convinced theirs is the only way.

Strategies

- ◇ Stand up for yourself without being threatening.
- ◇ Give them time to run down.
- ◇ Get them attention, but carefully. Do not startle them.
- ◇ Have them sit down; this will make them less aggressive.
- ◇ Speak from your own point of view; do not attack them.
- ◇ Avoid a head on fight.
- ◇ Be prepared to be friendly. Hostile aggressives are often very friendly after you have stood up to them.

Know-it-all-experts believe and want others to believe they know all there is to know about anything worth knowing. They are usually condescending, imposing, or pompous. In all likelihood, they will try to make others feel inferior.

Strategies

- ◇ Do your homework on the subject.
- ◇ Listen to and acknowledge what they say.
- ◇ Question them firmly, but do not confront them. They hate being wrong.
- ◇ Avoid being the counter expert.
- ◇ Let them be the expert they think they are.

Exercise: Consider a group you are a part of. Are there any difficult group members? If there are, develop a strategy for dealing with them. Try it out and evaluate.

STAGES OF GROUP DEVELOPMENT

All groups go through different stages as they develop. It is helpful to step back and consider these stages along the way. Here is an idea of what to expect:

Forming- The group is just getting together. There is much small talk, everyone is comparing themselves to others, and there is a great deal of dependence on the leader. People are a feeling a little uncomfortable.

Leader's Role: Help members get to know each other and feel comfortable. Provide them with all the information they need about the group-- tasks, logistics etc.

Storming- Members are trying to determine where they fit into the group. There is tension, conflict, and blaming. Cliques develop. Members feel unsafe and vulnerable. They question their influence and value in the group.

Leader's Role: Ask the difficult questions. Make sure people are aware of their behaviour and how it is affecting others. Allow for a lot of regrouping, discussion, and challenging.

Norming- Trust is beginning to develop in the group. The group is developing its own norms; determining what is acceptable and not acceptable. People are feeling more comfortable, speaking about feelings, expectations etc.

Leader's Role: Your job is to move them forward. Help them identify their strengths and weaknesses, problems and concerns, and desired outcomes.

Performing - People are comfortable, willing to contribute, sharing leadership, committed to the group, and trusting. They have a clearer sense of what is expected. Members are sharing resources, checking in with each other and seeing things from a "we" rather than "I" perspective.

Leader's Role: Step back, take a low profile and contribute when asked. The leader's role can and will change as dictated by the group and their performance.

Transforming- The group is coming to an end or a time of change. Members are reacting differently, some are emotional and some are lighthearted. They are distracted, pleased, satisfied, conscious of time and ready to move on.

Leader's Role: Allow time to unwind and debrief. Retrace the progress of the group and evaluate. Clear up the final details and prepare to pass over the leadership or terminate it.

Exercise: Your Behaviour in Groups

Consider your relationships with others in a group and ways your effectiveness might be improved. Pick one group you are involved with and think about your relationships in that group. Beside each word below, place a check in the box that represents your best estimate of HOW OTHER PEOPLE in your group see you, from "rarely" to "often" using numbers 1 through 9. After, take a look at the "Hints" for Working Better in Groups to give you ideas on how you could work better with others.

Other People See Me As Being:

	Rarely			Sometimes			Often		
	1	2	3	4	5	6	7	8	9
1. Dominant									
2. Sociable									
3. Persuasive									
4. Tough									
5. Rebellious									
6. Funny									
7. Warm									
8. Cooperative									
9. Task Oriented									
10. Persistent									
11. Selfish									
12. Cynical/Skeptical									
13. Self-sacrificing									
14. Indecisive									

"HINTS" for Working Better In Groups

1. Dominant

Too High: Reduce the amount you talk. Turn down the volume of your voice. Avoid "name dropping". Avoid bragging. Listen more. Try to see if you understand what the other has said. Do not throw your weight around. Try to be considerate and persuasive rather than forceful. Try to help the less forceful and less experienced members of the group to speak and be heard. Encourage them and help build their confidence.

Too Low: Increase your involvement. Talk more often. Increase the volume of your voice. Realize that your opinion and participation are important. Consider whether your hesitation and silence may be influencing others to suppress their honest reactions.

2. Sociable

Too High: Consider whether you are "hogging the show". Reduce your participation. Tone down your desire to expand your ego. Give others a chance to shine. Consider whether you may be working too hard to make people like and admire you.

Too Low: Increase your attention to people; talk more to individuals about things that may be of interest and concern to them. Realize that many feel starved for attention and are unable to ask for it. Take the initiative and give them what they need.

3. Persuasive

Too Low: Think harder to find the best all-around solutions to the group's problems. Listen carefully to understand others concerns. Adjust the amount and times when you talk so that your views are heard, but be careful not to crowd others out. Pay equal attention both to friendly consideration and to task realism—do not neglect either one.

4. Tough

Too High: Consider carefully the price you pay. Being tough on others in the group is always bad for teamwork. It arouses resentment, hostility, and resistance-- even if it may get others to fear you, to do what you want, or submit to you in the short run. If you continue, your problems and those of the group will escalate. Read the advice for "Too High" on item 1 above.

Too Low: You may be suffering from low self-confidence and fear of hostility from others if you assert yourself, even appropriately. Try a little more assertiveness. The result may be better than you think. You deserve to be heard and to have an influence on whatever or whoever has an influence on you. Others will also take courage from you, and will support you. Read "Too Low" on 1 and 2.

5. Rebellious

Too High: You are not likely to change things without much support from others. General emotional rebelliousness will gain little support. Consider whether your opposition to authority is well founded and focused on realistic complaints with which others agree. Read "Too Low" for item 3 and "Too High" for item 4.

6. Funny

Too High: You are probably helping the group over tough spots on topics and problems about which the members are sensitive, anxious, hostile, depressed, and so on. This contributes to teamwork and is a part of leadership. However, if you are too high on this kind of behaviour, you may be exploiting your audience for your own ego gain. Read "Too High" on items 1 and 2 and "Too Low" on item 3.

Too Low: You may be all tied down with anxiety about not doing the right thing, doing the wrong thing, displeasing authority, being conspicuous, and so on. Read "Too Low" on items 1, 2, 4, and 5.

7. Warm

Too High: Warmth is a valuable quality in teamwork, too much however may be neglecting the tasks of the group in favour of gratifying personal relationships. You may feel threatened by fear of opposition or loss of love. Read "Too Low" on items 3 and 4 and "Too High" on items 2 and 6.

Too Low: You are losing some of the most important rewards of teamwork, and are failing to give it to others. If a social relationship does not start with warmth, it is usually hard going from there on. Read "Too Low" on items 2 and 6.

8. Cooperative

Too Low: Make certain you understand the problem or situation before making up your mind. Try to remain open and flexible. Paraphrase what others have said; ask about their points of view. Listen carefully, summarizing from time to time, to be certain people know you are listening and seriously evaluating their opinions. Once a decision has been made, put your efforts into realizing the goal.

9. Task Oriented

Too High: You may be a "workaholic"-- an over-achiever and a compulsive conformer. Permit yourself to do something nonproductive once in a while. Try something that may be creative, even though risky. You may be working with blinders on. Allow yourself time to reflect not only on what you are doing, but also on other ways of doing it. Take more of an interest in others as individuals.

Too Low: Sharpen your analytical skills-- think through a problem and write down a strategy before you act. Solicit the help of a team member who is well-organized and well-disciplined to help set timetables and deadlines for projects. Avoid putting things off by publicly committing yourself to deadlines. Determine to finish a fixed number of tasks in the time available, and do not quit until they are finished. Volunteer to take notes during meetings to help concentrate. Formulate your thoughts before you speak. Be concise and stay with the topic at hand.

10. Persistent

Too High: Consider that you may be putting too much emphasis on authority and rules. Remember that all groups have a number of values and goals that have to be balanced against one another. Listen to other options seriously. Be open to unique and untried ideas. Listen more and give fewer opinions and evaluations. Help keep the tone of the group open by interacting with others, noticing how others are reacting. Instead of plowing forward with the task, involve those who are silent or appear to be concerned or withdrawn, and find out why.

Too Low: If you believe your solution is really the best one, make certain your ideas are heard and understood by others. Do not back down just to avoid an argument. The best solution is not necessarily the most popular. Analyze the situation carefully by making a list of pros and cons of each solution, and argue the merits of your position. Present facts. Share your former experiences with the methods you are recommending. Volunteer to take on the task personally.

11. Selfish

Too High: Do not be too quick to think you have accomplished a goal alone. Discipline yourself to comment on two positive aspects of any proposal, keeping your reservations to yourself. Volunteer to help someone complete a task, taking pride in his or her accomplishments rather than in your assistance. Develop a small project for which you teach others a special skill you have that could be beneficial for them to learn. Get beyond yourself and your own needs by talking with others, learning about their lives.

Too Low: Take a little more credit for your personal accomplishments, acknowledging your contributions openly. Put your own needs before those of others from time to time-- you are important too and have needs that deserve to be met. For example, if someone has approached you with a request at a bad time, tell this person kindly but firmly you will get back to them at a better time for you. Read as well "Too Low" on item 4.

12. Cynical

Too High: Accept information more frequently without challenging it. Learn to build on the ideas of others rather than dismissing them or cutting them down. Trust the motivations of others instead of immediately questioning them. Not all ideas are bad ones; not all people are always out for purely selfish gains. Honestly approach a task with the possibility of success in mind, instead of failure-- but take on the task. It is easier to criticize than to accomplish. If you think a plan will fail, come up with a method of succeeding instead of a list of the reasons it will fail. Become active in problem solving instead of problem defining.

13. Responsible

Too Low: Pay as much attention to the welfare of the entire group as you do to the individual members. Find opportunities to defend and stand up for the group in difficult situations, especially with outsiders. Show more enthusiasm and demonstrate your concern for the group by taking action on long-standing problems that affect the entire group. Demonstrate your loyalty to the group on a more regular basis-- in good times and in tough times. Keep your promises.

14. Self-Sacrificing

Too High: Do not shame people by complaining about how much you have done and how faithful you have been. Others may see what you consider self-sacrifice as self-serving and accusing. If you even suspect others resent you for reminding them of how much you are doing compared to them, or how much you have to endure because of them, stop behaving this way. Instead, create opportunities to accept and approve others without regard to excellence or failure or performance. Take more regular time off from the current situations for relaxation and encourage others to do the same.

Too Low: Others may see you as lacking real concern about their welfare. During emergencies, for example, everyone may be required to work overtime, "go the extra mile", and contribute "above and beyond the call of duty". Do not wait for an emergency. Demonstrate your commitment with greater regularity by being more attentive to the day-to-day tasks, being more disciplined about routine matters and showing a greater interest in the close details required for success. Take on some of the less glamorous, more mundane jobs.

15. Indecisive

Too High: Recognize that others may interpret indecisiveness as unwillingness on your part. Are you unwilling? Consider whether or not you find yourself preoccupied with a fear of failure, perceived injustices, a loss of control, a reduction in status, or some other generalized feelings of uncertainty. If you are feeling a loss of confidence, either in yourself or in authority, a productive way to improve this situation is by making small but significant steps, which result in success. Make a contract with a neutral person to help you identify any fears that may be making your life stressful and to develop a process for overcoming these anxieties.

COMMITTEES

Committees are one of the primary methods used to get people involved and working together towards a specific goal. Whether it is a recreation committee, treaty days committee, or Santa Claus parade committee, the skills needed to work with it will be the same. The process used to develop the committees will vary depending on the formality of the intended group. If it is a one-event committee (Santa Claus Parade), formalizing a policy manual and official terms of reference may be unnecessary. If it is a Recreation Committee, specific by laws and guidelines might be in order.

Forming a new committee

Once you have identified the need for a new committee, consider whether it will be a formal or informal committee, the overall expected function of the committee and what formalities, if any, need to occur before the committee is formed.

- ◇ If it is to be a formal committee, Council may pass a bylaw or a Band Council Resolution (BCR) which allows the committee “to do x”, within their community. The bylaw should contain a mission statement, which will become the committee’s mandate. As a supplement to the bylaw or BCR, council or the committee itself, may develop the terms of reference guidelines on how to conduct the specific business. The terms usually include:
 - ◇ structure of the committee
 - ◇ guidelines for meetings
 - ◇ duties of the committee
 - ◇ rules for financial accountability
 - ◇ the length of service for the members

Sample Terms of Reference

Role: To provide leisure and recreation activities, including social, artistic, entertainment, physical, cultural and education opportunities, for all people within the community.

Representation: The committee will be comprised of five members. It will include representatives from the school, council and community volunteers.

Operation: Officers will keep the same committee position for a one-year term. Meetings will be held monthly. Orientation for new members will be offered through existing written materials on the committee’s activities.

Authority: The committee will develop and present a budget to the council each year. It will manage the approved budget and select program spending priorities.

Responsibilities: The committee will advise and guide the recreation director, providing direction, supervision and support. The committee will also ensure that finances are in good order and that council is kept informed of all available programs.

- ◊ If it is to be an informal committee, the council most likely will not need to be involved. If you do not draft up a formal terms of reference, it remains valuable to think and talk about guidelines for the functioning of the committee. Being clear on expectations and roles of any committee is invaluable.
- ◊ Recruit and train committee members. Be sure they understand and support the mandate and philosophy of the organization and/or project they are working with. Discuss expectations, goals, processes etc. Refer to "Tips for Working with Groups" and "What it Takes for a Group to Work", to help set up your committee for success.

Selecting Committee Members²

Selecting and appointing committee members varies by community and the type of committee being established. In the case of a formalized Recreation Committee, some Community Councils will select members, and in others, council will only want to be informed of the choices.

When looking for committee members consider what skills you are looking for, what segment of the populations is important to involve, what members of the community would help ensure its success, and who is keen and inspired about the project. Committee members should be capable of accomplishing the goal. Explain what's involved in becoming a committee member. Be clear, specific and explain what's expected. Follow the tips for working with groups.

When looking specifically for recreation committee members, look at who is already on the committee. It is important that representatives that reflect the different parts of a community participate -- men, women, youth, seniors, athletes and artists. Having a council member on the committee helps council stay informed and supports the committee's actions.

New members should be given an orientation including a copy of any policies. At the first meeting, be sure the new member understands what is being discussed, who to talk to if they have questions. Identify areas and tasks that would be most enjoyable and suitable to new members.

² Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee- Recreation Coordinator's Guide (p. 1-2). Kitikmeot, NWT: Author.

MAINTAINING A COMMITTEE

Committees continuously evolve. New members come in, and others go out.

Committee Members' Roles³

Clarifying members' roles helps the committee run effectively and efficiently.

Chairperson

The chairperson is in charge of the meeting and sets its tone and pace. A good chairperson is friendly, respected, good with people, encourages discussions, makes tough decisions and controls meetings. This person:

- ◇ makes sure meeting dates and times are set
- ◇ organizes the agenda
- ◇ sets time limits for meetings and discussion items
- ◇ calls the meeting to order
- ◇ follows the agenda
- ◇ encourages discussion
- ◇ calls for motions and votes
- ◇ ensures the meeting runs smoothly and quickly
- ◇ summarizes the decisions and closes the meeting

Vice Chairperson

The vice-chairperson takes charge of meetings when the chairperson is absent and works closely with the chairperson to make the meeting run smoothly.

Treasurer

The treasurer takes care of all matters related to finances and, if possible, should have some background in accounting or at least be willing to learn. Occasionally recreation directors may act in the role of treasurer because they have the easiest access to the community's financial information.

The role includes advising the committee on financial matters and giving monthly financial reports on recreation revenues and expenditures.

Secretary

The secretary is responsible for most of the paperwork. The role includes preparation and distribution of the agenda before the meeting and managing all committee correspondence.

³ Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee- Recreation Coordinator's Guide (p. 64- 65). Kitikmeot, NWT: Author.

Committee Members

The members:

- ◇ attend meetings
- ◇ suggest agenda items
- ◇ prepare for meetings and voice opinions
- ◇ are positive; recognize other members for their hard work and give encouragement
- ◇ make motions and vote
- ◇ respect and follow the direction of the chairperson
- ◇ speak honestly and accept that some decisions will not be agreeable to all
- ◇ provide progress reports when in charge of a sub-committee
- ◇ follow through on commitments

EFFECTIVE MEETINGS

Meetings are a part of working in teams, finding out community interests, planning upcoming events, raising awareness of programs etc. Skills in running effective meetings help ensure their productivity along with participant's satisfaction and future attendance.

Clarify purpose. Be sure your meeting has a definite purpose, let everyone know what it is and stick to it.

Identify chairperson. The chairperson plays an essential role. They initiate, plan ahead, set the agenda, focus attention, reframe, check for agreement, facilitate discussion, clarify problems, elicit participation, validate etc. Choose a chair that has the skills and confidence to take on the role.

Be prepared. The chair should ask members for agenda items in advance, confirm the availability of the meeting space, remind members, arrange for snacks, organize space etc.

Determine agenda and follow a process. The agenda lists what is going to happen in the meeting. It helps people be prepared, ensures things do not get forgotten, and keeps the meeting on task and to a timeline. (See Appendix A)

Sample Agenda

DAY and DATE: August 12, 2008

TIME: 6:30 – 8:30 p.m.

LOCATION: Community Hall

IN ATTENDANCE: George F., Sue H., Walker L., Rowan L., Stew S., Lana P.

1. Greetings & introductions
2. Opening by Chairperson
3. Business arising from minutes
4. Items to be discussed
 - a) Street fair
 - b) Logo
5. New Business
 - a) Summer camp
 - b) Insurance
6. Day, date, time and location of next meeting & adjournment

Have a timekeeper and recorder. The timekeeper keeps the meeting on track and the recorder makes sure discussions, decisions and tasks are written down. Record who is going to do what and by when.

Work towards a decision. Ensure everyone knows what decision needs to be made and that there is enough information to make the decision.

Consider set-up. Find a nice comfortable spot where everyone can hear and see each other. Consider temperature, lighting, ventilation etc. Snacks are always popular.

Follow-up. After the meeting and tasks have been identified, the chairperson checks in to make sure members are completing their tasks.

Set ground rules. The group should have agreed upon ground rules as how they will treat each other, make decisions, communicate etc.

Exercise: Plan and facilitate an effective meeting following the above guidelines. Identify one challenge that you anticipate and develop a strategy for dealing with it.

Meeting Procedures

Committees may run formal meetings with a very strict set of procedures based on the Parliamentary Rules of Order. Or meetings can be informal, with basic meeting guidelines to ensure an orderly meeting.

In either kind of meeting when an agenda item comes up for discussion, all members are able to discuss it freely for a set period of time. The chairperson ensures everybody gets a chance to express their views.

When time is up, or when the chairperson feels enough discussion has taken place to make a decision, a motion is requested. Once a motion has been made, a member who agrees with the motion seconds it and a vote is taken. If the majority votes in favour of the motion, the motion is passed or carried and discussion ends. The chairperson then directs the committee to the next item on the agenda.

Meeting Nightmares and what to do about them

Tardiness

Start when you said you would. Remind people ahead of time. Use a room where it is harder to sneak in. Take into consideration other commitments.

Long meetings

Have a timekeeper. Have an agenda that is realistic with the time frame. Bring the group back on track.

Participants who cry or yell

Call for a break and calm them down.

Disruptions

Return to the ground rules.

Deer in the headlights look

Call a break. Summarize key points to ensure understanding.

People with different agendas

Acknowledge their concerns and see if they can be addressed in a different forum. Check with participants to see whether they would like the agenda changed.

FACILITATOR TIPS

- ◇ Set ground rules on how decisions will be made and how people will treat each other.
- ◇ Obtain agreement on agenda.
- ◇ Be yourself.
- ◇ Make sure you hear from everyone in the first 1/2 hour.
- ◇ Introduce roles- note taker, time keeper etc.
- ◇ Keep the meeting on task.
- ◇ Listen & observe.
- ◇ Consider the physical set-up.
- ◇ Arrive early with copies of the agenda

KEEPING PEOPLE'S ATTENTION AT MEETINGS⁴

How He/She Acts	Why	What To Do
Overly talkative	She may be an "eager beaver" or a show-off. She may also be exceptionally well informed and anxious to show it.	Do not be embarrassing or sarcastic-- you may need her traits later on. Slow her down with some difficult questions. Interrupt with: "That's an interesting point-- now let's see what the group thinks of it." In general, let the group take care of her as much as possible.
Highly argumentative	Combative personality-- professional heckler, or may be normally good-natured, but upset by personal or job problems.	Keep your own temper firmly in check; do not let the group get excited either. Honestly try to find merit in one of his points-- express your agreement (or get group to do so)... then move on to something else. When he makes an obvious mis-statement, toss it out to the group, let them turn it down. As a last resort, talk to him privately during a recess-- try to find out what's bothering him and see if you can win his cooperation.
Quick, helpful	Really tries to help, but actually makes it difficult, keep others out.	Cut across her tactfully by questioning others. Thank her; suggest we put others to work. Use her for summarizing.
Rambler	Talks about everything but the subject. Uses far-fetched analogies, gets lost.	When he stops for a breath, thank him; refocus his attention by restating the relevant points and move on. Grin, tell him his point is interesting, point to the agenda and in a friendly manner, and indicate, "we are a bit off subject".
Wrong subject	Not rambling, but is just off base.	Last resort; glance at your watch. Take the blame: "Something I said must have led you off subject, this is what we should be discussing." (restate)
Griper	Has a pet peeve. Has a legitimate complaint. Is a professional griper.	Point out that we can not change policy here. The problem is to operate the best we can under the circumstances. Suggest a private discussion. Indicate the pressure of time.

⁴ Ministry of Agriculture and Food Ontario. (1993, March 2-5). Keeping People's Attention At Meetings Handout at Leadership in Action Workshop. Cedar Glen Conference Centre Bolton, Ontario.

How He/She Acts	Why	What To Do
Side conversations	May be related to subject. May be personal. Distracts members and yourself.	Do not embarrass them, but call one by name and ask them an easy question or restate the last remark made and ask their opinion.
Inarticulate	Lacks ability to put thoughts in proper words. She is getting an idea but cannot convey it. She needs help.	Do not say, "What do you mean by this." Say, "let me repeat that" (and then put it in better words). Twist her ideas as little as possible, but have them makes sense.
Definitely wrong	Member comes up with a comment that is obviously incorrect.	Do not say, "I can see how you feel", or "That's one way of looking at it." Say, "I see your point, but can you reconcile that with the (true situation). Must be handled delicately.
Ask you for your opinion	Trying to put you on the spot. Trying to have you support one view. May simply be looking for your advice.	Generally, you should avoid solving their problems. Point out your view is relatively unimportant, compared to the view of the people at the meeting. Do not let this become a phobia. There are times when you should and must give a direct answer. Before you do so, try to determine their reason for asking. Say, "First, let's get some other opinions. Joe, what do you think?"
Will not talk	Bored. Indifferent. Feels superior. Timid. Insecure.	Your action will depend on what is motivating her. Arouse her interest by asking her for opinions. Draw out the person next to her what they think of the view expressed. If she is seated near you, ask her opinion so that she feels like she is talking to you, not the group. If she feels "superior" ask for her view after indicating the respect held for experience. (Don't over do it). If the sensitive person will not talk, compliment her the first time she does speak out. Be sincere.
Personality clash	Two or more members clash. Can divide your group into factions.	Emphasize points of agreement; minimize points of disagreement (if possible). Draw attention to objective. Cut across with direct questions on the topic.
Obstinate	Will not budge! Prejudiced. Hasn't seen your point of view.	Throw his view to the group, have the group straighten him out. Tell him time is short, you will be glad to discuss it later; ask him to accept the group viewpoint for the moment.

APPENDICES

Appendix A

Agenda

DAY and DATE: _____

TIME: _____

LOCATION: _____

IN ATTENDANCE: _____

1. Greetings & introductions
2. Opening by Chairperson
3. Business arising from minutes
4. Items to be discussed
 - a)
 - b)
 - c)
 - d)
5. New Business
 - a)
 - b)
 - c)
6. Day, date, time and location of next meeting & adjournment

RESOURCES

Ministry of Agriculture and Food Ontario. (1993, March 2-5). Keeping People's Attention At Meetings Handout at Leadership in Action Workshop. Cedar Glen Conference Centre Bolton, Ontario.

Ministry of Agriculture and Food Ontario. (1993, March 2-5). Your Behaviour In Groups Handout at Leadership in Action Workshop. Cedar Glen Conference Centre Bolton, Ontario.

Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee- Recreation Coordinator's Guide (p. 1-2). Kitikmeot, NWT: Author.

Ontario Ministry of Agriculture, Food and Rural Affairs. (1988, January). Coping With Problem Behaviour. Ontario: Author.

PROGRAM PLANNING

Successful programs do not just happen; they are made. One of the keys to successful programming is spending time in advance getting ready; determining what needs to be done, by whom, when and where. Planning gives leaders confidence. It allows for the most effective use of space, equipment and time. It helps make certain that programs meet the needs and interests of participants and helps ensure programs are challenging, fun and positive. Whether developing an annual plan, or an individual program plan, be sure adequate time and energy is given to the details.

In the Program Planning section you will find the steps to developing a successful program, strategies for determining community needs, comprehensive lists of different types of programs, sample program records, ideas for planning for different age groups, tips for working with people with disabilities and much more.



"Great ideas without implementation strategies are like wonderful dreams—
they only last until you wake up."
– Peter Urs Bender

THE STEPS

1. Determine Needs
2. Set Goals
3. Establish Objectives
4. Come Up With a Plan
5. Go For It
6. Evaluate and Celebrate

Step 1 – Determine Needs

To be a success a program must be of interest and need to the community. To determine this, the recreation director must know his/her community—who's in it, what programs and resources exist and what people want. Start by collecting all the information and then review the results to clearly understand the need.

A. Who's in it? A Community Profile¹

To see a clear picture of who makes up your community, complete a community profile. The profile breaks down the total population by age, gender and special needs. Most of the information needed is available through your council office. (See Appendix A)

Sample:

Age Grouping	Population Totals	Gender Male/Female	Living in the community	Special Interest
PRE-SCHOOL: up to 6 yrs.	28	12/16	28	1 child is hard of hearing
CHILDREN: 6-12 yrs.	83	49/34	83	none
YOUTH: 13-19 yrs.	38	17/21	21 in 17 out for school year	1 with cerebral palsy
YOUNG ADULTS: 20-35 yrs.	51	22/29	51	none
ADULTS: 36-60 yrs.	42	19/23	42	none
SENIORS: 61 yrs. +	15	6/9	15	4 physically impaired; 1 blind
TOTAL	257	125/132	240 in 17 out	7

¹ Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 30). Ontario: Author.

B. What exists? Community Programs²

Compile a list of community programs. Approach the local churches, schools, recreation department, health and social services, clubs and associations, etc. They often offer a variety of after school, evening, weekend, seasonal, and special event programs. Find out such things as:

- what types of programs they run-- physical (e.g. sports), social (e.g. drop in), creative (e.g. painting), educational (e.g. book clubs), cultural (e.g. jigging classes)
- who attends (age, gender)
- how many people attend
- when are they held
- are they a success

(See Appendix B for a What Exists question sheet template)

To assist in interpreting the information gathered, complete the community programs grid. (See Appendix C and refer to section 11 for inventory templates.)

Sample Community Programs Grid

	Physical Recreation i.e. Sports teams	Social Recreation i.e. Picnics Dances	Creative Recreation i.e. Beading woodworks	Educational Recreation i.e. Writing Book clubs	Cultural Recreation i.e. Fiddling Pow-wows
PRE-SCHOOL up to 6 yrs.			Kinder music (school)		
CHILDREN 6-12 yrs.		First Aid Course			
YOUTH 13-19 yrs.	Volleyball night (Church) Baseball (Rec Dept)				Jigging Classes
YOUNG ADULTS 20-35 yrs.				Fist Aid Course	
ADULTS 36-60 yrs.	Baseball (Rec Dept) Hockey (Rec Dept)				
SENIORS 61 yrs. +		Bingo (Rec Dept)			
Total	4	2	1	1	1

- ◇ For more examples of the different types of recreation activities, look ahead in this section under Step 3.

² Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 31- 32). Ontario: Author.

Exercise: Make a list of all the potential recreation providers in your community. Send each a copy of the "what exists" questionnaire. Once you have received the completed form, compile the information on a Community Programs grid.

C. What people want. Community Participation

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

(See Big Picture Planning – Section 11 for more information on gathering community input and developing surveys.)

Remember:

- ◇ Sometimes people only ask for what they know.
- ◇ When gathering information be sure to get input from all interest groups in your community.
- ◇ The loudest voice does not always speak for the majority of people.

How Does Your Community Rate?

Critically review the collected information and consider:

- ◇ To what extent are they balanced in terms of physical, intellectual, creative and social components? Refer to grid.
- ◇ To what extent do they provide a balance between highly active and less active opportunities? Refer to grid.
- ◇ To what extent do they encourage the development of leadership?
- ◇ To what extent do they provide for individual skill differences?
- ◇ To what extent do they encourage individuals and groups to accept responsibility for planning their own recreation activities?
- ◇ To what extent do they provide for the integration of the atypical individual (e.g. physically disabled)?
- ◇ To what extent do they provide participants with opportunities to share in the program planning and evaluation?

- ◇ To what extent are programs offered for the different age groups? Refer to grid.
- ◇ Are people happy with the current programs?
- ◇ Are the current programs successful? Why or why not?
- ◇ What existing programs could be further enhanced?
- ◇ What new programs are people interested in?
- ◇ Why aren't people participating in current programs? Why are they?
- ◇ Are they balanced throughout the year?
- ◇ Are opportunities available for both genders? How about people with special needs?

Considering these, identify what gaps exist and determine your priorities.

E.g. **Priority:** Lack of healthy social recreation opportunities for youth.

Step 2 – Set Goals

Once priorities have been identified, consider how they might be addressed. Decide what the goals or the purpose of the program. Goal/s should be broad encompassing statements of what you want to do.

They should:

- ◇ address an area of need
- ◇ describe what you intend to do
- ◇ be easy to understand
- ◇ be good for the community
- ◇ begin with an action (i.e. to develop, to maintain)

E.g. **Priority:** Lack of healthy social recreation opportunities for youth.

Goal: To provide more social recreation opportunities for youth ages 15 to 25.

Step 3– Establish Objectives

Objectives are concrete plans of how the goals will be reached. They should be specific, tangible, measurable and start with an action word. (e.g. design, develop, provide)

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

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

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

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

Example:

E.g. **Goal:** To provide more social recreation opportunities for youth ages 15 to 25.

Brainstorming List:

- Friday Fun Nights
- Youth Council
- drop-in centre
- sleep-overs
- dances
- field trips

Additional methods of getting ideas from others include buzz groups, conversations and suggestion boxes. Evaluate the list of possible programs and activities considering the following:

Activity Analysis

Length of Time- Does the program need to happen at a specific time? How long will it take? Is there a natural end to the activity? Will other events conflict or enhance this program?

Age- Is this activity specific to a certain age group?

Abilities- Does it require the participants to have certain physical or mental abilities or skills?

Participants- Does this activity require a fixed number of participants? Is there a minimum or maximum?

Special Arrangements- Does it require special arrangements? Can these be made?

Weather- Can this activity take place in any weather? Is it specific to a certain season?

Available Resources

Leadership- How many leaders are needed? What skills must they have? Are there potential leaders around and what are their costs?

Volunteers- How many volunteers would be needed? Is this realistic?

Facilities- Does it require specific facilities and equipment? Are they accessible? What would be the cost?

Budget Costs- What are the total costs of the program? Would it be worth it?

Alternatives to Lack of Resources- Can resources be secured through grants, fundraising, fees, borrowing equipment, partnering with other organizations etc?

Politics

Do influential people think this program is desirable and does it matter? What influence will they have on the program?

Risk Management

Is the program safe? Is any potential risk worth it? Do you need insurance and are you covered? Check with your Council.

Appropriateness

Is it relevant to the participant's needs, maturity, abilities and interests? Is it in conjunction with your organization's values?

Effectiveness

Will it help meet your goals?

Having considered all of the above and selected the idea that seems the best, establish the objectives.

E.g. **Priority:** Lack of healthy social recreation opportunities.

Goal: To provide more social recreation opportunities for youth ages 15 to 25.

Objectives: To provide Friday evening social events for youth starting September 2008.
To develop a Youth Council by January 2008

Exercise: Identify a recreation priority and establish related goals and objectives to address the need.

Types of Activities

There are tons of activities you can choose from when developing your recreation programs. Some suggestions follow:

Types of Music Activities - CREATIVE

Performance

Christmas caroling
rock bands
music festivals
talent shows
concerts

Composition

song writing
jam sessions
drum groups

Listening

CDs and tapes
concert attendance
park concerts

Instruction

singing classes
instrument lessons
instrument making classes



Types of Sports and Games - PHYSICAL

Individual

archery
bicycling
canoeing
boating
bowling
darts
skating
skiing
weight training

Dual

backgammon
pool
chess
horseshoes
handball
judo
table tennis
wrestling
computer games

Fitness

aerobics
jogging
karate
yoga
walking

Team

baseball
soccer
basketball
volleyball
hockey





Types of Hobbies – CREATIVE/LOW PHYSICAL ACTIVITY/INTELLECTUAL

Educational

astronomy
reading
travel
science

Collecting

coins
hats
cards
stamps
rocks

Creative

cooking
woodworking
tufting

beading
writing



Types of Outdoor Recreation Activities – PHYSICAL

Camping/Outdoor living

fire building
map and compass work
picnicking
backpacking

Outdoor Sports

hunting
fishing
boating
hiking
snowmobiling
snowshoeing

Nature Oriented

nature crafts
tree/plant identification
nature walks
tracking
outdoor photography
bird identification

High Risk

whitewater kayaking
canoeing
rock climbing
hang gliding
mountain climbing



Types of Mental and Literary Activities – CREATIVE / INTELLECTUAL

Reading

book clubs
reading to others
dramatic readings

Writing

letter writing clubs
poetry readings
creative writing classes
pen pals
play writing

Speaking

storytelling
language classes
radio productions

Types of Social Recreation – SOCIAL / CREATIVE / LOW PHYSICAL ACTIVITY

Parties

- party games
- pageants
- card parties
- scavenger hunts
- holiday celebrations

Meetings

- political
- charitable
- cultural
- social

Clubs

- drop-ins
- coffee houses
- seniors clubs
- youth clubs

Eating Events

- coffee houses
- community feasts
- picnics
- barbecues
- bannock bake-offs
- potluck dinners



Types of Drama – CREATIVE / SOCIAL / LOW PHYSICAL ACTIVITY

Creative Dramatics

- skits
- games
- talent shows

Radio/Film/TV

- production
- viewing

Formal Plays

- musicals
- operettas
- acting classes

Storytelling

- dramatizations
- story circles

Puppetry

- finger puppets
- mask making
- stick puppets

Pantomime

- charades
- clown craft



Types of Crafts/Art - CREATIVE / LOW PHYSICAL ACTIVITY

Drawing and Sketching

- graphics
- pencil
- pen and ink
- charcoal

Cooking/Baking

- cakes
- pies
- gourmet
- canning

Sewing and Needlecraft

- knitting
- quilting
- beading
- embroidery
- moccasin making

Woodworking

- carving
- furniture making
- picture frame making

Weaving

- baskets
- macramé
- tapestry weaving

Painting

- finger painting
- sponge painting
- oil painting



Types of Dance - SOCIAL / PHYSICAL

Folk

- ethnic dancing
- international
- instruction

Country/Square

- square dancing
- clogging
- learning to call square dances
- competitions

Social/Popular

- teen dances
- socials
- dance contests

Social Dances

- amateur nights
- square dances
- formal dances
- pow wows

Step 4- Develop a Plan

To help the program go off without a hitch, the recreation director must pay attention to detail. Develop a plan. An Activity Plan outlines the details of the program. If it were to be a weekly event, weekly activity plans would be developed. (See Appendix D)

Sample Activity Plan

Activity: Friday Fun Night

Date: October 17, 2008

Time: 7 p.m. to 12 p.m.

Leaders: Janice & Winston

Activity: - Murder Mystery Dinner

Intro to Characters (30 minutes)

Play out a couple of scenes (1 hour)

Dinner (30 minutes)

Complete (1 hour)

- Movie: Good mystery movie (2 hours)

Back Up Plan: leaders will not have roles, so if some characters don't show up they can take on role; have extra copies of rules and roles; Pictionary

Equipment Needed: napkins, plates, movie, TV, VCR, popcorn, salt, bowls, butter, game

Special Considerations: Send out invitations and characters early so people can figure out costumes and roles. Get confirmation early too. Order pizza by 7 p.m.. Set up hall by 6 p.m.

Exercise: Develop an activity plan for an upcoming event.

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

A. Tips in Action Planning

- ◇ Break down activities into manageable tasks.
- ◇ When assigning responsibilities, be careful not to overload one person.
- ◇ Spread timelines out over the full period of time.
- ◇ When calculating required resources, include both financial and human costs.
- ◇ Check the realism of the plan. Can the activities actually be accomplished as the plan describes?

Sample Action Plan

Activity: Friday Fun Night- October 17, 2008

Task	Date	Who
send out invites	Oct.4	Winston
confirm attendance	Oct. 10	Winston
buy supplies	Oct 13	Winston
set up hall	Oct 17	Janice & Winston
order pizza	Oct 17	Winston
pick up pizza	Oct 17	Winston
clean-up	Oct 18	Winston & Janice
call school to borrow VCR	Oct. 10	Janice
rent movie	Oct. 17	Janice
return movie	Oct. 18	Janice
pick-up VCR	Oct.17	Janice
return VCR	Oct. 20	Janice

Exercise: Develop an action plan for an upcoming event.

Additional Considerations

In addition to the specific planning tasks, the following details should also be considered.

Marketing

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

Scheduling

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

Step 5- Go For It

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

- ◇ **Safety is a Priority**- Always be aware of the space, the actions of the participants and also those of bystanders. Address potentially dangerous behaviours as soon as they arrive. Remember that participants in your programs should be assured safety, both emotionally and physically.
- ◇ **Be Prepared**
 - be on time
 - have a plan and a back-up plan
 - consider the rhythm and balance.
 - have all the resources needed
 - be energized
- ◇ **Set the Tone**
 - determine ground rules
 - ensure people feel comfortable
 - give an overview of the program
- ◇ **Communication is Key**
 - be clear and simple and give instructions more than once
 - use humour
- ◇ **Consider the Environment**
 - ensure the set-up allows everyone to see and hear
 - take into account weather and other distractions
- ◇ **Stay in Tune**
 - watch what is going on and adjust if necessary
 - keep things moving smoothly
 - address problem behaviours
- ◇ **Have Fun!!!**



A Success Story From Cross Lake

In our community, every summer, the community council hosts a "Family Campout" which lasts for a week and includes various activities for all ages. It involves the teachings of fellowship, sportsmanship, and the fun of games without any real competition. Parents, grandparents and other community residents participate in all the games. It gives all ages an opportunity to participate, enjoy each other's company and learn to share as it was done in the old days. The activities vary daily and everyone enjoys each day and looks forward to the next. The days wrap up with one big activity that involves everyone around the central campfire with weiner/smokie roasts, tea-boiling, story telling or just talking about the days activities and sharing a laugh.

This event is unique as it is the only time every community member goes out and camps in one area, shares everything, do everything together, enjoys everyone's company and just relaxes for the whole week. The success of this event goes out to the local people involved and the community recognizes that if it's going to be successful, it needs to rely on its own human resources, local talent and its own intuition.



Keeping Records

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

The most important records include:

Program Reports – explain the program, how it runs, its successes and failures and the number of participants. These are good reference for planning future events. (See Appendix F)

Sample Program Report

Program Name: Friday Night at the Movies **Date:** November 23, 2008

Leaders: Sue and Joe

Number of Participants: 13

Participant Breakdown (age & gender): all girls

Six aged 8

Nine aged 9

Program Details:

The program was free and took place at the community centre from 7 p.m. on the Friday night until 9:30 a.m. on the Saturday. The children arrived and we played a game of queen of the jungle as we waited for others to come. Once everyone was there we picked our first movie, set up the couches and pillows and watched. Part way through the movie we had intermission and made popcorn and got drinks. After the movie the kids decided they wanted to play some games. We played queen of the jungle again and then Pictionary. We then set out the sleeping bags and went to bed. In the morning we had some cereal and juice before the kids went home.

Successes:

It went really well. The kids that came, were nice to each other, and listened well. The games were a hit.

Challenges:

We thought there would be more kids. Deciding on a movie was hard to do and convincing the group it was a good time for sleeping was challenging.

Recommendations:

Do more marketing earlier in the month. Advertise the movie to be played instead of deciding as a group. At the beginning of the night give the group a heads up about what time lights out will be. Over all it was a big success. Everyone had fun, it was safe and we all would like to do it again.

Personnel Records – track staff hours, vacation, sick days. These are important for planning and budgeting. (Obtain template from Council)

Attendance Records – track the number of participants in a program. They help in evaluating programs. (See Appendix G)

Sample Attendance Record

Attendance Records

Activity Name	Date	Total participants	Total Males	Total Females	Age Range
<i>Murder Mystery Dinner</i>	<i>October 17</i>	<i>26</i>	<i>10</i>	<i>16</i>	<i>15 to 18</i>

Accident/Incident Reports – track accidents and incidents and how they were dealt with. The reports allow the recreation director to manage liability and look at solutions for problem areas. (See Appendix H)

Sample Accident/Incident Report

Date and Time of Incident/Accident: November 23, 2008

Who was involved: Sally Fable

Where did it take place: Community Centre

Description of Accident/Incident:

A) Bodily Injury:

Sally fell off the stage at the community centre and hurt her elbow. She was in a lot of pain, so we immobilized her elbow, iced it and drove her to the clinic. Upon x-rays, it was noted that she cracked a bone. She is now in a cast.

B) Damage to Property:

C) Behavioural Incident:

Could the accident/incident have been prevented?

It could have been prevented if we would have anticipated the children would want to run on the stage and put some boundaries around that in advance.

Comments:

Sally is doing good. We contacted her parents and they came to the hospital. Sally came back for the rest of movie night and sleepover.

Permission Slips – track which children have permission to participate or leave a program. These are also useful for liability issues.

Sample Permission Slip

The Recreation Department will be hosting a movie night and sleepover at the Community Hall on Friday, November 23 for children ages 7 to 9 years of age. All children are asked to bring a sleeping bag, pillow and clothes to sleep in. The event runs from 7 p.m. on Friday until 9:30 a.m. on Saturday. If your child will be attending this event, please complete the permission slip below and return to the Recreation Director's Office, by November 18. Thank you.

Friday Night at the Movies

Date: _____

I give my child, _____ (name) permission to attend the Friday Night at the Movies Sleepover.

Signature of Parent/Guardian

Vandalism/Damage/Theft – track damage and losses. They are useful when budgeting and planning prevention programs. (See Appendix I)

Sample Vandalism/Damage/Theft Records

Item	Date and time	Where	Damage Description	Cost of Repairs	Intent
	<i>August 18, night</i>	<i>outside community centre</i>	<i>swing set broken</i>	<i>\$150</i>	<i>vandalism</i>

Equipment and facility records – track equipment inventory, conditions and maintenance. (See Appendix J)

Sample Equipment and Facility Record

Equipment	Date Checked	Quantity	Condition	Maintenance needed	Maintenance completed
<i>volleyball net</i>	<i>July 12, 2008</i>	<i>1</i>	<i>good</i>	<i>none</i>	<i>N/A</i>
<i>swing set</i>	<i>July 12, 2008</i>	<i>1</i>	<i>broken</i>	<i>needs a new seat</i>	<i>July 15, 2008</i>

Exercise: Organize a program records binder. Include blank copies of each template. Use dividers to separate the record types. File the completed records by date.

STEP 6- Evaluate and Celebrate

Once the program is over, consider how it went. Would you do it again? Were there enough participants? Were there enough resources? Did people have fun? Did you have fun? Was it organized? What would you do differently or the same next time? Should there be a next time?

Evaluations provide information that helps determine the success of a program. This information can be collected from records, self-appraisals, observations, discussions, and/or questionnaires. It is important to critically and honestly consider the information collected and what it may or may not mean. The results can be used to enhance or improve current programs and plan new ones.

(See Appendix K)

The results of this process should be written on your Program Report. Over time, things are forgotten or distorted if not recorded promptly and accurately.

Sample Program Evaluation

Program Title:

Program Date:

Thank you for participating in the Friday Fun Night. In order to best serve you, we would appreciate your feedback.

What were the highlights?

What were the lowlights?

What changes do you feel would enhance the program?

Any other comments?

Program planning – Things to Think About

Program

- What is the program?
- Do people like to do this?
- How long will it run?
- When?
- What else is going on in the community at this time?
- Are other groups doing the same thing? Does it matter?
- What is the back-up plan?

People

- What kind of leaders & volunteers will be needed?
- How many?
- What will they have to do?
- Who are some possibilities?
- How will they be recruited?

Facility

- Where will the event take place?
- What facility (if any) will be needed?
- How do you get permission to use the facility?
- How much will it cost?

Equipment

- What equipment and supplies will be needed?
- How much will it cost?
- Where will you get it from? Can you make, borrow, rent, purchase?
- How will you keep track of it?
- What happens if something gets broken?

Budget

- How much will everything cost– equipment, supplies, facility, leaders, rentals, food, etc.?
- Will the program make any money? Does it need to?
- Where can you get the needed money from?

Promotion

- What will motivate people to participate?
- Who needs to know or support the program for it to succeed?
- What is the best (most effective and creative) way to advertise?
- Who will advertise?

Evaluation & Celebration

- How will you determine if it was a success?

Program planning – Checklist (See Appendix L)

	BEFORE	AFTER
Program	<ul style="list-style-type: none"> <input type="checkbox"/> develop a plan <input type="checkbox"/> inform necessary people <input type="checkbox"/> develop a back-up plan 	
People	<ul style="list-style-type: none"> <input type="checkbox"/> recruit leader/s <input type="checkbox"/> train & inform leader/s <input type="checkbox"/> recruit volunteers <input type="checkbox"/> train & inform volunteers <input type="checkbox"/> delegate tasks (who does what, when) <input type="checkbox"/> check-in regularly 	<ul style="list-style-type: none"> <input type="checkbox"/> thank volunteers
Facility	<ul style="list-style-type: none"> <input type="checkbox"/> book facility <input type="checkbox"/> set-up facility <input type="checkbox"/> understand policies/procedures for fire, damage, injury 	<ul style="list-style-type: none"> <input type="checkbox"/> clean-up facility
Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> get all supplies & equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> return all supplies & equipment
Budget	<ul style="list-style-type: none"> <input type="checkbox"/> prepare budget <input type="checkbox"/> keep records <input type="checkbox"/> secure required funding 	<ul style="list-style-type: none"> <input type="checkbox"/> thank sponsors and funders
Promotion	<ul style="list-style-type: none"> <input type="checkbox"/> determine methods <input type="checkbox"/> develop advertising <input type="checkbox"/> distribute posters etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> take down advertisements
Evaluation & Celebration	<ul style="list-style-type: none"> <input type="checkbox"/> develop evaluation method 	<ul style="list-style-type: none"> <input type="checkbox"/> evaluate <input type="checkbox"/> complete project/evaluation report <input type="checkbox"/> celebrate successes

Tips / Helpful Hints from Cross Lake

- ◇ Involve everyone when planning an event; ensure everyone's idea/input is used right from the start to finish of the event. This gives everyone the feeling of belonging, respect and involvement.
- ◇ Keep the community informed of all activities in their community and ask for input.
- ◇ Constantly have events for the youth to keep them occupied and involve them in the activities and planning.
- ◇ Keep the community office open to the public and make them feel at home when they drop in for a visit.

PLANNING FOR DIFFERENT AGES

These general age characteristics and tips may help in programming for specific populations. Remember, ultimately everyone is unique.

Exercise: Assist running a program with an age group you have little experience with.

Preschool (ages 1-5)

- ✦ like to imitate those around them; enjoy make believe (whatever they want to be they can be through their imaginations.)
- ✦ have a short attention span; can get restless
- ✦ want results right away
- ✦ enjoy being with other kids, but are also content by themselves
- ✦ have problems gauging their own energy limits
- ✦ see a world full of wonder
- ✦ have limited hand-eye coordination
- ✦ like sensory stimuli

Activity tips

- ◇ This group needs a lot of different and quick activities. Remember to include rest periods and low energy games. (read the group for timing). Cooperative games and quick and easy crafts are big hits.
- ◇ Include activities that:
 - let them try on adult roles- include dress-up, storytelling, drama, singing, games, puppetry;
 - involve exploring, like hikes and nature scavenger hunts;
 - involve listening, smelling, tasting and touching.
 - involve creative movement, ball throwing, blocks and simple crafts which help develop their eye-hand coordination.

Ages 6-8

- ✦ want to do well; will practice to improve
- ✦ are learning to share; enjoy being with large number of kids
- ✦ are constantly active
- ✦ are improving muscle coordination
- ✦ are inquisitive, like to experiment
- ✦ are more concerned with individual rather than team achievement

Activity tips

- ◇ Play activities that involve commitment and have appeal- sports, arts, singing, and science are good.
- ◇ Provide opportunity for group activities, such as camping, relays etc.
- ◇ Provide physical outlets, like tag games.
- ◇ Downplay competition and encourage cooperation.

Ages 9- 12

- ✦ are strongly influenced by peer approval
- ✦ can make commitments
- ✦ like teamwork
- ✦ are developing fine motor skills
- ✦ want responsibilities
- ✦ are adventurous
- ✦ have a growing awareness of gender differences
- ✦ want rewards

Activity tips

- ◇ They are more likely to attend programs that are considered cool by their peers.
- ◇ Involve them in decision making and running activities.
- ◇ Recognize achievements through praise, trophies, and certificates.
- ◇ Include programs that:
 - involve festivals, team competitions performances;
 - involve athletics, hobby groups, camps, teams, plays, bands.
 - provide activities with perceived risk eg. rock climbing
 - emphasize co-operative games.
 - provide positive gender awareness such as co-ed sports teams, dances etc.

Adolescent (ages 13-19)

- ✦ respond to strong peer pressure
- ✦ are changing; growing in sexual awareness
- ✦ seek adult roles; question authority
- ✦ strive for independence
- ✦ are sensitive to failure
- ✦ may be parents

Activity Tips

- ◇ Aim for programs that can be considered cool or appealing to their peers.
- ◇ Provide opportunities to release physical tension.
- ◇ Involve them in decisions and give them some authority in the planning process. Try peer leadership of activities.
- ◇ Teach activities that can be self- initiated.
- ◇ Emphasize cooperation instead of competition.
- ◇ Consider childcare.

Young Adults (ages 20– 35)

- ✦ lifestyles vary depending on employment, student, parental and marital status ✦ no longer have school groups ✦ are fine tuning their development in physical, intellectual and social interests

Activity Tips

- ◇ People with partners seek a balance of individual and joint activities.
- ◇ Young parents are looking for exposure to activities that can be done with children.
- ◇ Singles explore activities that promote self-improvement and socialization.

Adults (ages 36– 60)

- ✦ maintain an interest in activities and skills they can carry late into life
- ✦ lifestyles are varied; depending on marital, parental, employment, and student status
- ✦ want to stimulate their brains and maintain physical fitness

Activity Tips

- ◇ Introduce and help people determine a variety of activities they may want to keep and develop over the years.
- ◇ Couples with grown children give more attention to developing their own individual and dual pursuits, like hobbies, volunteering, traveling.
- ◇ Consider adult education programs and fitness programs.

Adults (ages 61+)

- ✦ abilities can vary greatly ✦ interest in reflecting on the past to better understand life experiences
- ✦ like to socialize with friends ✦ may be retired with a new sense of freedom and adventure

Activity Tips

- ◇ Provide oral history, journal writing, festivals, discussion groups.
- ◇ Provide opportunities that incorporate physical exercises and sensory stimulation.
- ◇ Provide opportunities for socializing, e.g. feasts, bingo, lawn bowling.
- ◇ Be flexible and relaxed.
- ◇ Provide opportunities for fun and laughter.
- ◇ Offer programs that include outings and travel.

Some see things as they are and ask why, I dream of things that never were and ask why not."
–George Bernhard Shaw

PROGRAMMING FOR PEOPLE WITH DISABILITIES

People with disabilities are the same as everyone else in that they desire friends, want to feel loved and a part of their community. Like all of us, some are friendly or unkind, some are happy or sad, all deserve to be respected and valued.

People with disabilities experience the world differently than those without disabilities. They may have been left out so long they have lost their self-worth and don't know how to make friends anymore. They may be afraid of being teased. Other people may not have taken the time to get to know them. It is important to try to understand their strengths and needs and provide opportunities that allow and encourage their participation.

Tips to Creating Inclusive Programs

- ◇ Assume that everyone has a gift and is able to participate in one way or another.
- ◇ Remember the less competitive an activity, the more people can take part, because:
 - there are fewer rules to follow and get mixed up
 - the pace is slower so no one is left behind
 - participants are more willing to help teammates
- ◇ Leaders can change rules a little so activities are more appropriate.
- ◇ Realize that most challenges can be overcome but it might take time and dedication.
- ◇ Remember the more extensive the adaptation, the greater the chance it will significantly affect the nature of the activity.
- ◇ Remember the more an adaptation for one participant affects other participants, the more difficult it will be to implement.
- ◇ Only adapt when necessary.
- ◇ Look for adaptations that apply specifically to the required skills and capabilities the person with the disability lacks.
- ◇ Avoid the lowest common denominator approach to adaptation.
- ◇ To adapt:
 - find, create or modify equipment. Add an assistance device to allow the person to accomplish the task, like bowling ramp, nerf and foam balls, swimming floats, beeping balls.
 - change the methods by which the individual accomplishes or performs a skill by providing alternatives, like painting with teeth, adding cues or assistance.

- change the rules or procedures to adapt for the absence of a skill or addition of an alternative skill. This method most affects the play of others, like allowing one more bounce, increasing or decreasing the number of players, adding an extra strike, changing playing area or boundaries.
- ◇ Most of all ask the person with the disability and the other participants what will work. They are your best resources.

THINGS TO KNOW ABOUT DIFFERENT TYPES OF DISABILITIES

People with Developmental Disabilities:

- ✦ may take longer to learn some things
- ✦ may only be able to follow one direction at a time
- ✦ may have trouble doing things at the same level as others the same age

Activity Ideas

- ◇ Keep rules and directions simple.
- ◇ Repeat instructions often, show how to do things as well as explaining how.
- ◇ Bend the rules a little so everyone can keep up.
- ◇ Ask other participants to help the person stay on track and take part.

People with Behaviour and Emotional Disabilities:

- ✦ may not deal well with conflict
- ✦ sometimes cannot handle being in a large group of people
- ✦ may need to rest, back away or leave for awhile.

Activity Ideas

- ◇ Keep directions clear and simple.
- ◇ Respect peoples' need to take a break.
- ◇ If someone becomes aggressive try to get them thinking or focusing on something else to cool down.
- ◇ If aggression is a constant issue:
 - ask them what the problem is and how everyone can help them deal with it.
 - ask all participants to join in the discussion to come up with ways to help.

People with Attention Deficit Disorder

- ✦ may be very hyper with short attention spans
- ✦ are often very smart
- ✦ may have a hard time just doing one thing for any length of time
- ✦ may be easily sidetracked

Activity Ideas

- ◇ Keep them busy by giving them extra jobs or responsibilities.
- ◇ Give very clear directions- tell them what you expect.
- ◇ Give rewards for doing what they are supposed to and for staying on track.
- ◇ Ask the other participants to help them stay on track.
- ◇ Ask them what they need to help stay focused.
- ◇ Arrange a code word with them that you as a leader will say to bring them back on track.

Exercise: Talk to an individual with special needs and their family about how to best include them in programs. Design an inclusive program.

APPENDICES

Appendix A

COMMUNITY PROFILE

Age Grouping	Population Totals	Gender Male/Female	Location In or out of community	Special Interest
PRE-SCHOOL up to 6 yrs.				
CHILDREN 6-12 yrs.				
YOUTH 13-19 yrs.				
YOUNG ADULTS 20-35 yrs.				
ADULTS 36-60 yrs.				
SENIORS 61 yrs. +				
TOTAL				

Appendix B

WHAT EXISTS

1. Do you offer any recreation programs or services? For example...

arts – music, dance, drama, crafts, painting, drawing etc.

literary – book clubs, writing, public speaking, story telling, discussion groups etc.

self improvement/education – marriage prep, continuing education, assertiveness training, parenting skills etc.

sports/games/athletics – board games, team sports, individual sports, card nights.

outdoor recreation – fishing, camping, hunting, trapping, hiking etc.

wellness – nutrition, stress management, weight reduction, alcohol and drug awareness, support groups etc.

social – clubs, feasts, conferences, dances etc.

If so...

2. What programs?
3. Who participates?
4. How often?
5. How long?
6. When?
7. How many?
8. Where?
9. Cost for participating?
10. Program evaluation? How is it going? Strengths? Weaknesses? Any idea why people come out or why not?

Appendix C

COMMUNITY PROGRAMS GRID

	Physical Recreation i.e. Sports teams	Social Recreation i.e. Picnics/ Dances	Creative Recreation i.e. Beading/ woodworks	Educational Recreation i.e. Writing/ Book clubs	Cultural Recreation i.e. Fiddling/ Pow wows
PRE-SCHOOL up to 6 yrs.					
CHILDREN 6-12 yrs.					
YOUTH 13-19 yrs.					
YOUNG ADULTS 20-35 yrs.					
ADULTS 36-60 yrs.					
SENIORS 61 yrs. +					
TOTAL					

Appendix D

ACTIVITY PLAN

Activity: _____

Date: _____

Time: _____

Leaders: _____

Activity:

Back Up Plan:

Equipment Needed:

Special Considerations:

Appendix E

ACTION PLAN

Activity:		
Task	Date	Who

Appendix F

PROGRAM REPORT

Program Name: _____

Date: _____

Leaders: _____

Number of Participants: _____

Participant Breakdown (age & gender): _____

Program Details: (include activity details, costs, equipment, location)

Successes:

Challenges:

Recommendations:

Appendix H

ACCIDENT/INCIDENT REPORT

Date and Time of Incident/Accident: _____

Who was involved: _____

Where did it take place: _____

Description of Accident/Incident: (A detailed description of what exactly took place and how it was dealt with.)

A) Bodily Injury:

B) Damage to Property:

C) Behavioural Incident:

Could the accident/incident have been prevented?

Comments:

Appendix K

PROGRAM EVALUATION

Thank you for participating in this event. In order to best serve you, we would appreciate your feedback you might have.

Program Title: _____

Program Date: _____

What were the highlights?

What were the lowlights?

What changes do you feel would enhance the program?

Any other comments?

Appendix K

Program _____

COMMENTS PLEASE

Highlights

Lowlights

Next time you should...

Additional comments

How did you hear about the program? _____

Would you like to be contacted about future programs? yes no

If yes. Please give your name and address _____

Please circle the number that reflects your overall experience. 1 = low, 5 = average, 10 = great

1 2 3 4 5 6 7 8 9 10

Thank you

Appendix L

PROGRAM PLANNING - Checklist

	BEFORE	AFTER
Program	<ul style="list-style-type: none"> <input type="checkbox"/> develop a plan <input type="checkbox"/> inform necessary people <input type="checkbox"/> develop a back-up plan 	
People	<ul style="list-style-type: none"> <input type="checkbox"/> recruit leader/s <input type="checkbox"/> train & inform leader/s <input type="checkbox"/> recruit volunteers <input type="checkbox"/> train & inform volunteers <input type="checkbox"/> delegate tasks (who does what, when) <input type="checkbox"/> check-in regularly 	<ul style="list-style-type: none"> <input type="checkbox"/> thank volunteers
Facility	<ul style="list-style-type: none"> <input type="checkbox"/> book facility <input type="checkbox"/> set-up facility <input type="checkbox"/> understand policies/procedures for fire, damage, injury 	<ul style="list-style-type: none"> <input type="checkbox"/> clean-up facility
Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> get all supplies & equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> return all supplies & equipment
Budget	<ul style="list-style-type: none"> <input type="checkbox"/> prepare budget <input type="checkbox"/> keep records <input type="checkbox"/> secure required funding 	<ul style="list-style-type: none"> <input type="checkbox"/> thank sponsors and funders
Promotion	<ul style="list-style-type: none"> <input type="checkbox"/> determine methods <input type="checkbox"/> develop advertising <input type="checkbox"/> distribute posters etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> take down advertisements
Evaluation & Celebration	<ul style="list-style-type: none"> <input type="checkbox"/> develop evaluation method 	<ul style="list-style-type: none"> <input type="checkbox"/> evaluate <input type="checkbox"/> complete project/evaluation report <input type="checkbox"/> celebrate successes

RESOURCES

Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 30). Ontario: Author.

Russel, R. (1982). Planning Programs in Recreation (pp. 128- 178). St. Louis, Missouri: CV Mosby Company.

BUDGETING

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

In this section you can find information on developing program, operational and annual budgets, the steps to follow in developing budgets and templates to use for your needs

BUDGET ADVANTAGES

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

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

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

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

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

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

"I think", said Christopher Robin, "that we ought to eat all our provisions now, so we don't have so much to carry."

- A.A Milne

TYPES OF BUDGETS

Annual Budgets (See Appendix A) include all the estimated revenues and expenditures for one year. They help prioritize needs/wants. They help project how long the money will last and how much additional funds will need to be raised in order to follow through the years plan.

The following is an example of an annual budget. It is comprehensive. Depending on your council, you may be required to include all or some of the sections here in your annual recreation budget. Be sure you are clear on council's requirements and develop a budget format that best suits your needs.

Sample

ESTIMATED ANNUAL BUDGET

Year: 2008

Approved at a meeting of the Georgian Bay
Recreation Committee on September 23, 2008

Recreation Director

Recreation Committee Chairperson

SUMMARY

TOTAL ESTIMATED REVENUE		33,385.00 (subtract)
Estimated Expenditures		
Total Administration Costs	22,645.00 (plus)	
Total Program Costs	2,335.00 (plus)	
Total Facilities Costs	7,205.00 (plus)	
Total Equipment Costs	1,200.00	
TOTAL ESTIMATED EXPENDITURES	33,385.00	33,385.00
NET SURPLUS OR DEFICIT		0.

REVENUE	Actual (previous year)	Estimate (upcoming year)
- grants	3,500.00	4,000.00 (plus)
- donations	500.00	500.00 (plus)
- rentals	725.00	840.00 (plus)
- Council (salary)	20,000.00	22,000.00 (plus)
- bingos	950.00	1200.00 (plus)
- raffles	565.00	605.00 (plus)
- dances	218.00	--
- festivals	500.00	850.00 (plus)
- concerts	890.00	890.00 (plus)
- membership fees	600.00	600.00 (plus)
- registration fees	950.00	1,000.00
TOTAL REVENUE:	29,398.00	33,385.00

EXPENDITURES	Actual (Previous year)	Estimate (upcoming year)
ADMINISTRATION (ADMIN)		
- salaries	20,000.00	22,000.00 (plus)
- stationary/supplies	100.00	150.00 (plus)
- postage	30.00	35.00 (plus)
- telephone	100.00	125.00 (plus)
- meetings/conferences	150.00	150.00 (plus)
- memberships	25.00	50.00 (plus)
- bank charges	_____	_____
- insurance	_____	_____
- legal costs	_____	_____
- office equipment	_____	_____
- surveys, studies	100.00	100.00
- taxes	_____	_____
- freight	_____	_____
- other	_____	_____
Total Admin Costs:	20,505.00	22,645.00 (+)

COMMUNITY PROGRAMS (CP)

- instructor fees	275.00	400.00 (plus)
- supplies/materials	1,200.00	1,500.00 (plus)
- publicity/promotions	40.00	80.00 (plus)
- hall rental		
- transportation	300.00	300.00 (plus)
- hospitality	25.00	25.00 (plus)
- security		
- equipment		
- other		

Total CP Costs: 1,840.00 2,335.00 (+)

FACILITIES

- insurance		
- heat, light, power		
- security		
- equipment		
- maintenance		
◇ skating rink	863.00	1,000.00 (plus)
◇ rec center	1,200.00	1,055.00 (plus)
◇ ball fields	800.00	1,000.00 (plus)
◇ soccer fields		
◇ parks, playgrounds		
◇ community hall	200.00	350.00 (plus)
- capital projects	2,965.00	3,000.00 (plus)
-other		

Total Facilities Costs: 6,028.00 7,205.00 (+)

EQUIPMENT

- repairs	225.00	200.00
(plus)		
- purchases	800.00	1,000.00 (plus)

Total Equipment Costs: 1,025.00 1,200.00 (+)

TOTAL EXPENDITURES: 29,398.00 33,385.00

Program Budgets (See Appendix B) estimate the revenue and expenditures for running a particular program for a set length of time. They include such costs as supplies, facility rental, and instructor fees and revenues such as donations and program fees.

The following is an example of a program budget

A 10-week beading program is about to begin. Twenty-five people have signed up for the program. The registration fee is \$10 per person. The fee for the community hall is \$20 a night and the instructor's fee is \$20 a night. The instructor will need \$450 worth of supplies. The community has applied to the Department of Culture, Heritage and Tourism for a grant. They have been approved for \$600.

Sample

ESTIMATED PROGRAM BUDGET

Program: Beading

Date: August, 2008

REVENUES:

1. Donations	600.00 (plus)
2. Participant Fees	250.00
3. Fundraising	0.
4. Other	0.

TOTAL REVENUE:	850.00 ➡	850.00 (subtract)
-----------------------	-----------------	--------------------------

EXPENDITURES:

1. Facility	
a. rental	200.00 (plus)
b. damage deposit	—
2. Supplies/Equipment	450.00 (plus)
3. Leadership Fees	200.00
4. Advertising	—
5. Administrative	
a. stationary/office supplies	—
b. phone	—
c. other	—
6. Travel	—
7. Miscellaneous	—

TOTAL EXPENDITURES:	850.00 ➡	850.00
----------------------------	-----------------	---------------

BALANCE: (surplus or deficit)		0.
--------------------------------------	--	-----------

Operating Budgets (See Appendix C) estimate the revenue and expenditures anticipated in running a particular facility for a set length of time. They include such costs as heating, electricity, water, damages and revenues such as rental fees, donations, and bingo.

The following is an example of an operating budget.

The stage in the community hall will require a great deal of renovations this year. The curtains are in tatters, and an estimate of \$1,575 has been given for new ones. Community volunteers will rebuild the stage floor. Lumber and nails will cost \$500.00. A local artist has agreed to paint the backdrop for \$150. Regular bills amount to heat and light at \$8,000, and water at \$1,000. The hall committee expects to receive the following revenues:

Dances	\$3,000
Bingos	\$3,000
School rental	\$5,000
Concerts/performance	\$2,000

Sample

OPERATING BUDGET

Facility: Community Hall

Year: 2008

REVENUE: (list)

Dances	3,000.00 (plus)
Bingos	3,000.00 (plus)
School Rental	5,000.00 (plus)
Concerts/Performances	2,000.00 (plus)

TOTAL REVENUE:	13,000.00 ➡	13,000.00 (subtract)
-----------------------	--------------------	-----------------------------

EXPENDITURES: (list)

Heat and light	8,000.00 (plus)
Water	1,000.00 (plus)
Stage: Curtains	1,575.00 (plus)
Floor materials	500.00 (plus)
Backdrop	150.00 (plus)

TOTAL EXPENDITURES:	11,225.00 ➡	11,225.00
BALANCE: (surplus or deficit)		+1,775.00

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

CLASSIFYING

To more easily record and estimate costs, expenditures can be put in groups of similar costs. For example:

- ◇ **Administrative Costs** – Costs related to the administration or management of the overall recreation program (director's salary, postage, telephone, stationary supplies, etc.).
- ◇ **Facility Costs** – Costs related to running your recreation facilities (hydro, repairs, care-taking etc.).
- ◇ **Program Costs** – Costs related to the running of your recreation programs (instructor's fees, materials and supplies, etc.).
- ◇ **Equipment Costs** – Costs related to the purchase or repair of recreation equipment.
- ◇ The following is an example of a ledger sheet used for keeping records. (See Appendix D)
- ◇ See Fundraising- Section 8 for information on "In Kind " contributions to be included as both expenditures and revenues in your budget.

Exercise: Develop a ledger sheet specific to your budget categories.

Sample

LEDGER SHEET

Month: September

Date	Details	Revenue	Administration	Programs	Facilities	Equipment	Balance
Sept. 1	Balance on Hand	2,821.17					2,821.17
Sept. 5	Hydro		321.00				2,500.17
Sept. 7	Jake's Electric				2,000.00		500.17
Sept. 9	Registration Fees	15.00					515.17
Sept. 11	CHT&S grant	500.00					1,015.17
Sept. 14	Care taking				50.00		965.17
Sept. .23	Bingo	300.00					1265.17
Sept. 28	Canadian Tire					500.00	765.17
TOTALS		3,636.17	321.00		2,050.00	500.00	765.17



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

Sample

MONTHLY REPORT

Month: April, 2003

1. Money on hand at 1st of Month:	\$42.00	☛	\$42.00 (plus)	
2. Add: revenues during the month:				
April 6 - Movie Night	\$60.00 (plus)			
April 26 - Fishing Derby	\$400.00			
Total Revenue	\$460.00	☛	\$460.00	
Total Money Available			\$482.00	☛ \$482.00(subtract)
3. Subtract: expenses during the month				
April 5 - Movie Rental	\$15.00 (plus)			
April 15 - Derby Prizes	\$200.0			
Total Expenses	\$215.00	☛	\$215.00	
Total Money Remaining				\$267.00
4. Subtract: bills left to be paid				
printing	\$15.00			
Total Bills Unpaid	\$15.00	☛	\$15.00	(subtract)
Actual Money Left	\$252.00			

Budgeting Points to Remember

- ◇ Set your objectives yearly and prioritize them to ensure the most urgent needs are met first.
- ◇ Always honour your priorities.
- ◇ Make sure your accounting process is complete. Budget estimates can be based on last year's actual costs.
- ◇ Face facts. Be realistic. Community citizens have a limited amount to spend on recreation.
- ◇ The budget is merely a tool to help you do a better job. Don't be afraid of it, it is there to help you.

Exercise: Develop a Program Budget for an upcoming event/program.

RESOURCES

Manitoba Culture, Heritage and Recreation, Norman Regional Services Division and Recreation Branch. Basic Money Management Workbook. Manitoba: Author.

APPENDICES

Appendix A

ESTIMATED ANNUAL BUDGET

Year _____

Approved at a meeting of the _____

Recreation Committee on _____, 20_____

Recreation Director

Recreation Committee Chairperson

SUMMARY

TOTAL ESTIMATED REVENUE _____

Estimated Expenditures

Total Administration Costs _____

Total Program Costs _____

Total Facilities Costs _____

Total Equipment Costs _____

TOTAL ESTIMATED EXPENDITURES _____

NET SURPLUS OR DEFICIT _____

(+ or -)

REVENUE

Actual
(previous year)

Estimate
(upcoming year)

- grants _____

- donations _____

- rentals _____

- Council
(salary) _____

- bingos _____

- raffles _____

- dances _____

- festivals _____

- concerts _____

- membership fees _____

- registration fees _____

TOTAL REVENUE _____

EXPENDITURES	Actual (Previous year)	Estimate (upcoming year)
--------------	---------------------------	-----------------------------

ADMINISTRATION (ADMIN)

- salaries	_____	_____
- stationary/supplies	_____	_____
- postage	_____	_____
- telephone	_____	_____
- meetings/conferences	_____	_____
- memberships	_____	_____
- bank charges	_____	_____
- insurance	_____	_____
- legal costs	_____	_____
- office equipment	_____	_____
- surveys, studies	_____	_____
- taxes	_____	_____
- freight	_____	_____
- other	_____	_____

Total Admin Costs	_____	_____
--------------------------	-------	-------

COMMUNITY PROGRAMS (CP)

- instructor fees	_____	_____
- supplies/materials	_____	_____
- publicity/promotions	_____	_____
- hall rental	_____	_____
- transportation	_____	_____
- hospitality	_____	_____
- security	_____	_____
- equipment	_____	_____
- other	_____	_____

Total CP Costs	_____	_____
-----------------------	-------	-------

EXPENDITURES

**Actual
(Previous year)**

**Estimate
(upcoming year)**

FACILITIES

- insurance	_____	_____
- heat, light, power	_____	_____
- security	_____	_____
- equipment	_____	_____
- maintenance		
◇ rec center	_____	_____
◇ ball fields	_____	_____
◇ soccer fields	_____	_____
◇ parks, playgrounds	_____	_____
◇ community hall	_____	_____
- capital projects	_____	_____
-other	_____	_____

Total Facilities Costs	_____	_____
-------------------------------	-------	-------

EQUIPMENT

- repairs	_____	_____
- purchases	_____	_____

Total Equipment Cost	_____	_____
-----------------------------	-------	-------

TOTAL EXPENDITURES	_____	_____
---------------------------	-------	-------

Appendix B

ESTIMATED PROGRAM BUDGET

Program: _____

Date: _____

REVENUES:

- 1. Donations _____
- 2. Participant Fees _____
- 3. Fundraising _____
- 4. Other _____

TOTAL REVENUE _____

EXPENDITURES:

- 1. Facility
 - a. rental _____
 - b. damage deposit _____
- 2. Supplies/Equipment _____
- 3. Leadership Fees _____
- 4. Advertising _____
- 5. Administrative
 - a. stationary/office supplies _____
 - b. phone _____
 - c. other _____
- 6. Travel _____
- 7. Miscellaneous _____

TOTAL EXPENDITURES _____

BALANCE: (surplus or deficit) _____
--

Appendix C

OPERATING BUDGET

Facility: _____ Year: _____

REVENUE: (list)

TOTAL REVENUE	_____	_____
---------------	-------	-------

EXPENDITURES: (list)

TOTAL EXPENDITURES	_____	_____
--------------------	-------	-------

BALANCE: (surplus or deficit) _____

Appendix D

LEDGER SHEET

Month: _____

Date	Details	Revenue	Administration	Programs	Facilities	Equipment	Balance

TOTALS:

Appendix E

MONTHLY REPORT

Month: _____

1. Money on hand at 1st of Month: _____

2. Add: revenues during the month: _____

 ◇ April 6 - Movie Night _____

 ◇ April 26 - Fishing Derby _____

Total Revenue _____

Total Money Available _____

3. Subtract: expenses during the month _____

 ◇ April 5 - Movie Rental _____

 ◇ April 15 - Derby Prizes _____

Total Expenses _____

Total Money Remaining _____

4. Subtract: bills left to be paid _____

 ◇ printing _____

Total Bills Unpaid _____

Actual Money Left _____

FUNDRAISING

Money allocated to recreation is needed to provide quality and variety in community programs. Some dollars maybe allocated to the recreation budget from Council, while others will need to be raised. Money can be raised through fundraising events, asking local businesses for sponsorship, approaching service clubs for donations, as well as seeking grants from foundations and government. Your ability to raise funds will be largely influenced by people's view of your organization or project. Your reputation, and that of the people your organization is associated with, will have an impact. How your programs affect individuals, their children and others close to them will also influence people's willingness to give.

This section includes information on what motivates people to give money, how to organize fundraising events, some fun and creative fundraising ideas and tips, as well as information on how to successfully apply for grants. Near the end of the chapter you will find descriptions of some possible sources of funding for your community recreation programs.

MOTIVATIONS FOR GIVING

When asking for support, consider what motivates people and organizations to give. Approach each potential supporter with his or her motivations in mind and tailor your request and project description accordingly.

Exercise: Think about what motivates you or discourages you from giving, and ask others you know.

Individuals may be motivated by: just being asked; a belief in the cause; desire to provide community support; feelings of guilt; feelings of sympathy; a desire for approval; fun; appreciation; or by seeing the potential return from their investment.

Businesses/Foundations may be motivated to give: if they see a return for their investment (e.g. advertising); if the project will improve their image; or if the project fits into their established funding guidelines. They are likely to say no if they have been asked numerous times; if they have already allocated their funds; if the group is not a registered charity or not-for-profit; or if they only support specific organizations and/or charities.

Government may be motivated to give: if they think the project is worthwhile; if they receive a well written, complete, detailed and timely proposal; if they see that others support the idea; if they feel the project will benefit many; if previous events were successful; if activities are open to the public; or if the project fits with their policies. They are likely to say no if the proposal or application is late or not complete, if the group is not incorporated, if they feel the group applying is not or poorly organized, or if they run out of funds.

Community Identified Challenges with Funding

- ◇ not enough money for programs
- ◇ expensive to bring in outside resources to remote communities
- ◇ councils fail to make recreation a priority like housing, water and roads when allocating dollars
- ◇ many people can't afford programs

Potential Solutions

- ◇ Find the funding sources available within the community and the province.
- ◇ Fundraise.
- ◇ Seek corporate sponsors.
- ◇ Stress the fact that volunteering is giving freely of one's time.
- ◇ Incorporate minimum user fees for programs.
- ◇ Plan a yearly recreation budget. (See Budgeting – Section 7.)
- ◇ Develop partnerships for programs that cost money.
- ◇ Cost share with other communities when bringing in outside resources.

ORGANIZING FUNDRAISING EVENTS ¹

Organizing community fundraising events can be an effective means of raising money. These events can range from craft sales, to poker derbies, to bug races. They can take time, thought and a considerable amount of organizing. Fun, creativity, purpose and cost are key factors to a successful event.

Choosing the Fundraising Event

For a successful fundraising event carefully consider which type of event would be most appropriate and effective. In making the decision, consider the following:

Event

- What event are you considering and when?
- Would people like to do this?
- Will you need a license?
- What else is going on in the community at this time?
- Are other groups doing the same thing? Can you partner with them?

People

- Will you need volunteers to help out & how many?
- Will you be able to get them? How?
- What kinds of things will they need to do?

¹ Manitoba Department of Fitness, Recreation and Sport, Norman Region. How to Plan Successful Fundraising Events. Manitoba: Author

Facility

- Where will the event take place?
- What facility (if any) will you need?
- How do you get permission to use the facility?
- How much will it cost?

Equipment

- What equipment and supplies will you need?
- How much will it cost?
- Where will you get it? Can you make, borrow, rent, or purchase?
- How will you keep track of it?
- What happens if something gets broken?

Budget

- How much money do you need to make?
- Realistically, how much can you raise in your community?
- How much could the event make?
- What are the event costs?
- What would be the breakeven point?
- When would you need to spend the money and do you have any on hand?
- Where could you get the start up money?

Promotion

- Who will promote the event?
- What will motivate people to participate?
- Who needs to know or support the event for it to be a success?
- What is the best (most effective and creative) way to advertise?

Evaluation & Celebration

- How will you determine if it was a success? How will you celebrate?

"Many of life's failures are those who did not realize how close they were to success when they gave up."

Unknown

Fundraising events- Checklist (See Appendix A)

	BEFORE	AFTER
Event	<ul style="list-style-type: none"> <input type="checkbox"/> develop a plan <input type="checkbox"/> inform required people <input type="checkbox"/> develop a back-up plan 	
People	<ul style="list-style-type: none"> <input type="checkbox"/> identify leader/planning group <input type="checkbox"/> recruit volunteers <input type="checkbox"/> delegate tasks (who does what, when) <input type="checkbox"/> check-in regularly 	<ul style="list-style-type: none"> <input type="checkbox"/> thank volunteers
Facility	<ul style="list-style-type: none"> <input type="checkbox"/> book facility <input type="checkbox"/> set-up facility <input type="checkbox"/> understand policies/procedures for fire, damage, injury 	<ul style="list-style-type: none"> <input type="checkbox"/> clean-up facility
Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> collect all supplies & equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> return supplies & equipment
Budget	<ul style="list-style-type: none"> <input type="checkbox"/> prepare budget <input type="checkbox"/> keep records <input type="checkbox"/> secure start-up money <input type="checkbox"/> determine money holder 	<ul style="list-style-type: none"> <input type="checkbox"/> prepare financial statement <input type="checkbox"/> thank sponsors and funders
Promotion	<ul style="list-style-type: none"> <input type="checkbox"/> determine methods <input type="checkbox"/> develop advertising <input type="checkbox"/> distribute posters etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> take down advertisements
Evaluation & Celebration	<ul style="list-style-type: none"> <input type="checkbox"/> develop evaluation method 	<ul style="list-style-type: none"> <input type="checkbox"/> evaluate <input type="checkbox"/> complete evaluation report <input type="checkbox"/> celebrate successes

FUNDRAISING IDEAS²

Create A Recipe Book

Collect 50–100 favourite recipes for snacks, salads, dinner, desserts, or holiday food. Ask for neatly written or typed submissions on regular 8.5 x 11 paper and encourage creativity with artwork on the pages. Be sure to make a nice cover page and a table of contents when all the submissions are in. Make five copies of each page to produce five demonstration books for display and take orders. (Make as many copies as you need to fill the orders.)

Binding the pages: Stack pages for each book and use a 3-hole punch on the left side of the stack (you may only be able to do a few pages at a time, but try to make sure all the holes are in the same place for each book). Tie colored string through each hole to bind pages together, or use 3-ring binders to hold the pages. Be sure to charge enough for each book to cover your costs for supplies as well as make a profit.

Raffle Something Cool

Ask the creative people in your community to donate something homemade (paintings, artwork, quilts, knitted items, pottery, woodwork, fancy cakes or pastries etc.). Display the items and make a poster to advertise the raffle; list your raffle items, ticket price, and date of the draw. Make tickets on your computer or draw them on a sheet of paper to photocopy. Be sure to ask for name, address, and phone number so you can contact the winner. Sell as many tickets as you can. If you keep the price of tickets fairly low, people will tend to buy more. Note: You may be required to get a raffle permit first. Be sure to ask around.

Traditional Bake Sale

Ask members of your group to participate by baking or cooking yummy homemade foods: cookies, brownies, fudge, candy apples, chocolates, cheesecake, pies, breads, fancy cakes and pastries etc. Ask your local grocer, school, band office etc. if you can set up a bake sale table. Artfully display the baked goods and make a poster to advertise your sale; be sure to mention how the profits will be used. You may also want to provide napkins or paper plates and sell drinks – coffee, hot chocolate, lemonade, and pop transport easily and go well with sweets. Be sure to bring plenty of change!

Breakfast in Bed

Try this for Mother's or Father's Day. Make up baskets of bagels with cream cheese, a banana or orange, mug with a coffee and tea bag inside, and a danish or muffin. You could also include a magazine or a rose. Take orders in the weeks beforehand. Arrange for pickups that morning or charge more for delivery.

Parent's Night Out

On a designated evening have a Parents Night Out. Offer an evening of babysitting services. Parents leave their children at the community centre for an evening of snacks, movies, activities etc. Charge \$5 per child. Be clear on the drop off and pick up times. It is great around the holidays.

² Nishnawbe Aski Nation Recreation Sub Committee (2004). Recreation Resource Manual. Ontario: Author

Playdough Sale

Make batches of cooked playdough to sell to parents and friends for \$2 in sealable sandwich bags or jars. You can make different colours (food colouring) and sell them individually, in packs of three colours and packs of seven colours. Great stocking stuffers.

Community Service Fundraiser

Ask people in the community to sponsor you per hour of community service. Then, schedule 20 hours of service over an eight-week period. Community service could be anything from garbage clean up, assisting local organizations, painting, building etc. The positive side of this fundraiser is raising money by serving others.

Coupon Book

Make your own coupon book and sell it for \$10. In the coupon book include five or more coupons for homemade services. For example, a coupon for homemade cookies, one hour of babysitting, one car wash, etc. The book holder may redeem their coupons with the person they bought it from.

Murder Mystery Dinner

Use one of the scripts from the board game, "How to Host a Murder Mystery." Decorate your hall in accordance with the theme. Follow the characters and scripts. Perform Scene One and then serve the salad, Scene Two and then dinner, Scene Three and then dessert, and finally Scene Four. All who come are then invited to guess the murderer before you show who really did it. Charge around \$15.00 per ticket for the dinner. Make sure your meal is low-cost, maybe even donated.

Go Bald

Convince somebody in your group or an influential person in your community to shave their head when "x" amount of dollars are raised. Collect donations to the cause and have a public shaving at a community event.

Time, Talents, & Treasures

Ask folks to donate their time and talents to be auctioned (e.g. romantic dinner for four, mystery supper for eight, water ski lessons, piano lessons, knitting lesson, electrical work, handyman for a day, homemade pies, rocking horse etc.) Either by silent or public auction, community members bid on the items they want. Highest bidders win.

Youth for Rent

Auction youth services at two youth for one hour. The highest bidders sign up for a date, time and job and then assign two youth per job. Jobs might include house cleaning, babysitting, yard work, painting, packing, moving, etc.

Wacky Golf

Set up a "miniature" golf course in your local hall, band office, school or church. You can use tennis balls and big cups for holes, make wooden clubs and have crazy obstacles (including going down stairs, through registers to the next floor etc.) Be creative. Charge people to go through your course (eg. \$2 adult and \$1 child).

Pizza Made to Order

Take orders for "you bake" pizzas. Buy the toppings, crust, sauce and then get your group together for an evening of making and delivering the special order pizzas.

Pink Flamingos

Buy about 10-15 plastic pink flamingos (those somewhat tacky yard ornaments) and charge to have someone's yard stealthily decorated overnight. Be sure to come back the morning after to remove the flamingos... and park them on your next victim's front lawn!

Insect Race

Each participant needs to come with a bug-- nothing that flies. Set up a bull's eye type group of circles on the ground. Each individual bug or a group of bugs is placed in the centre under some sort of cover so there is no escape. On "go" and with much verbal encouragement, but no physical prodding, the race begins. The first bug to get out of the circles is the winner. (If you have a lot of participants you could set up a number of bull's eyes circles and have simultaneous races or have heats). Anyone showing cruelty to his or her bug is automatically eliminated.

Plastic Duck River Race

Collect a pile of plastic or rubber ducks and number them. Sell each for \$3, giving the purchaser a ticket with a copy of their duck's number on it. Find a river with some moving water, determine a start and finish point and let them sail. The person who has the number of the duck who comes in first is the winner.

Raft Race

Organize a build-it-yourself raft race. Be sure to have some guidelines. (e.g. nothing motorized, no paddles allowed, winning raft must be afloat with all three team members on it, specific supplies, etc.) Be sure to define in advance what "afloat with all three members on it really means." Each group of three pays an entrance fee. They must get themselves and the raft from the start to the finish. First afloat raft across the finish line wins.

Secret Balloon Sale

Purchase or solicit donations for a few good prizes. Blow up a bunch of balloons and put a note of winnings inside each balloon. Participants pay for a try at "the big prize."

Gift Wrapping

Purchase wrapping paper, ribbons, bows, tape and scissors. Set up at a home, hall, church or school. People bring their parcels and pay per item wrapped or per package size. This works particularly great at Holiday time.

Haunted House

Your group could set up a great haunted house in an old house, community hall, or some other safe building. Make scary costumes, have creepy music, lots of gooey things to touch with scary titles, lots of decorations etc. Consider sending people through in age categories. Go all out on the older kids, but be a bit gentler with the little ones.

Frog jumping Contest

Each participant comes with a frog. The frog gets placed on the start dot (under some sort of cover so there is no escape). On "go", the cover gets lifted and the frog is free to jump. Verbal encouragement is allowed, but no form of physical prodding. When the frog makes its move, the distance from the start to the end of its jump is measured. The furthest jumper is the winner. You might take the greatest distance from a couple jumps to allow them some warm up time. Anyone showing cruelty to his or her frog is automatically eliminated.

Carol Singing

Get your group together and go door-to-door caroling at Christmas. Pass the hat and see what you can collect. People are pretty generous to carolers.

Easter Egg Hunt

Organize a community Easter egg hunt. Buy a bunch of Easter goodies, and hide them in a designated area. Parents pay per child. Consider having an area specific for the little kids and one for the older ones. Also have some extra goodies for those kids that don't find any.

Community Calendars

Take pictures of your community and its members. Be sure to have some scenery shots, funny people, community events, children and elders. From a good selection pick 12 that would appeal to the most people. Either ask a friend with a computer and a scanner to put a calendar together or take it to a print shop. Great gift idea.

Other Ideas ³

<p>(\$0- \$500)</p> <p>minnow races media vs. no-star game hug-a-thon rock-a-thon sale of cards (birthday, etc.) sale of homemade paper wishing well fish fry card party spice sale t-ball face painting catering house of horrors white elephant sale tug of war old fashioned picnic street BBQ bottle drive hockey bingo wine and cheese fashion show pancake breakfast fortune teller masquerade ball square dance theme party (M*A*S*H bash)</p>	<p>(\$500- \$5,000)</p> <p>trip to sporting events folk festival product sale (fruit, etc.) community odd-job blitz tournament curling and lunch car wash telethon circus silent auction talent auction tractor pull hockey-puck-in-the-hole fantasy cruise raffle servant sale Christmas tree sale car rally celebrity roast winter carnival flea market auction used book sale family tournament treasure hunt dinner raffle</p>
<p>(\$5,000 and up)</p> <p>weekly bingo major fair or carnival sell-a-brick celebrity entertainment elimination draw (big ticket item) - dream-home lottery fishing derby with tagged fish</p>	<p>³ Adapted from Ontario Ministry of Tourism and Recreation, Northeast Region. (1992) <u>First Nations Recreation Development Project</u> (pp. 89-90). Ontario: Author.</p>

Exercise: Choose one creative fundraising endeavour and give it a try. Be sure to go through the checklist as you plan and run the event.

FUNDRAISING TIPS

- ◇ Be realistic about the number of volunteers the event will take and the number who will actually help out.
- ◇ Recruit volunteers from outside the organization.
- ◇ Consider partnering with other organizations.
- ◇ Review past fundraising history to see how best to appeal to your community.
- ◇ Determine what, if any, competition you will be facing.
- ◇ Learn from the successes and failures of others.
- ◇ Advertise in advance.
- ◇ Develop a detailed plan and have a backup.
- ◇ Believe in your cause. Sell the idea to the community.
- ◇ Be realistic. Design your fundraising plan to suit the needs and abilities of your particular community and possible donor/s.
- ◇ Approach people in person for their contribution of time, service, money or equipment.
- ◇ Form a separate fundraising committee for special projects.
- ◇ When recruiting volunteers for the fundraising campaign, describe several jobs and give people a choice.
- ◇ Keep accurate records.
- ◇ Choose a project that has high return of money for a minimum expenditure of money, time and labour.
- ◇ Aim for fewer, more successful events.
- ◇ Plan a system for recognizing volunteers and for informing the community about the success of the event.
- ◇ Become incorporated as it gives your organization more credibility.
- ◇ If you plan to solicit donations from the private sector, register as a charitable organization with Revenue Canada.

GRANTS & PROPOSALS ⁴

Grants and other resources are available to your community to provide needed dollars to help develop or enhance programs and facilities. To best serve your community, stay informed about all possibilities for funding.

The **Grants and Resources Manual**, developed by the Recreation and Wellness Promotion Branch of Manitoba Culture, Heritage, Tourism and Sport, is an annually updated compilation of the grants and resources available throughout Manitoba.

Details are available online at www.gov.mb.ca/chc/grants/index.html or by contacting the regional offices of Manitoba Culture, Heritage, Tourism and Sport.

⁴ Adapted from Manitoba Culture, Heritage and Tourism, Recreation and Wellness Branch. (1998, December). Grants and Resource Manual. Manitoba: Author

Ota-Miska is a resource maintained by Manitoba Competitiveness, Training and Trade, which provides a current list of programs, services and resources available from a wide range of provincial and federal governments and private sector programs. It covers a variety of topics including Aboriginal economic and social development, business and community development, education and health. Contacts and funding eligibility information, services and programs are included.

Ota-Miska can be accessed at www.gov.mb.ca/ctt/sbcd/otamiska.html or contact the Small Business Branch of the Canada Manitoba Business Service Centre at 204-984-2272 or 1-800-665-2019 or email manitoba@cbsc.ic.gc.ca

Grants often require written proposals or completed application forms. Proposals outline who you are and the plan you are proposing. If the funding body does not provide guidelines, use the following to develop your proposal:

The Finer Points

Funding organizations usually have policies, deadlines and specific forms to complete. Proposals may be rejected simply because they are late, not on the appropriate forms or do not comply with the stated guidelines.

To ensure your proposal gets full consideration:

- ◇ Make sure the project fits the guidelines and intent.
- ◇ Specify cash categories to reflect the areas that funding can cover. In some cases, only actual costs are allowed.
- ◇ Keep accurate records of expenditures and receipts.
- ◇ Submit the required number of application copies.
- ◇ Consider payment procedures, schedules and partial payment schedules.
- ◇ Evaluation reports are often essential to final funding.
- ◇ Note the decision date, so you can follow up if necessary. If you are rejected, try other funding sources.

When applying for funding make sure:

- ◇ you are clear about the purpose of your organization, and the objectives of the project(s) for which funding is required
- ◇ you have set priorities within your organization and know what projects are needed
- ◇ your group can carry out the project or work co-operatively with another organization to provide it
- ◇ you have community support from key individuals, groups or institutions the project is feasible

Feasibility means:

- ◇ the size and scope of project are appropriate for your group to carry out
- ◇ formal agreements exist if other groups are needed to complete the project
- ◇ there are adequate, available space, equipment and/or facilities
- ◇ existing people skills are sufficient or outside professional support is available
- ◇ costs are current and reasonable

Who to ask

Do some research first. Decide what general category or categories your project falls under: youth, environment, education etc. Identify funding bodies with similar interests and priorities.

Find potential funders by:

- ◇ looking up the funders directory online at www.charityvillage.com;
- ◇ Going to the local library and asking for the Canadian Foundations book;
- ◇ Talking to local, regional or national organizations that seem to have similar interest to yours and asking them for advice on where to apply;
- ◇ Talking to your regional Ministry of Culture, Tourism and Recreation, Local Band/Community Office, and area Tribal Council for ideas.
- ◇ Looking within your organization.
- ◇ Identifying companies and suppliers you deal with, and those with head or branch offices near you.
- ◇ Looking at service clubs such as Shriners, Kinsmen, etc. as well as major community service organizations.

Then...

- ◇ Make a list of all the potential funders. Give them a call or check out their website to see if your project meets their objectives.
- ◇ Make sure you know their deadlines.
- ◇ Ask whether your project would be eligible, what the application process is, the average size of donation, and anything else you think would be important.
- ◇ Ask for an application package.
- ◇ Apply!
- ◇ Call for updates on your application.
- ◇ If you get rejected, ask what needs to change to be reconsidered, and try again.

TIPS

- Follow directions if they're provided.
- Get to the point. Be specific in what you want to achieve and what you want from the funder.
- Be honest.
- Write in a clear and easy-to-read format.
- Be professional. Start each section with a strong, clear sentence and support the introductory sentence with well-organized and interesting information.
- Proofread.

Exercise: Identify a program or event that you are interested in running in your community. Research possible grants that your program/event might be eligible for. Contact the organization and discuss your eligibility. If eligible, apply for the grant following the tips and steps as discussed.

See Appendix A for a sample grant.

THE BASICS

1. Cover Page
2. Table of Contents
3. Summary
4. Introduction
5. Statement of Need
6. Goals & Objectives
7. Method & Timeline
8. Evaluation
9. Budget
10. Future Funding

1. Cover Page

Include:

- ◇ the date
- ◇ the name and position of the person you are sending the proposal to
- ◇ your name and position as well as organizations name
- ◇ a few sentences summarizing the proposal (please find enclosed a proposal regarding...). ◇ State the goals of the project and how it fits the funders guidelines.

2. Table of Contents

Outline each section of the project proposal along with correct page numbers.

3. Summary

- ◇ Provide all the key points from the project proposal in one page. The Summary is often the primary sales pitch. Aim to capture their interest and gain their support in this one page. Be sure to include:
- ◇ the name of project- think of something snazzy to grab their attention
- ◇ the name of your organization and a phrase or two about its credibility
- ◇ the reason for the grant request; issues, problems or needs to be met
- ◇ what you wish to achieve through the funding
- ◇ an explanation of how the project is unique and why it will succeed
- ◇ how you will accomplish your objectives
- ◇ the total cost of the project including funds already committed and the amount being requested

4. Introduction

- ◇ Give a short history of the organization you are working with- their goals and objectives, and the sort of work they do. Focus on your credibility in the area for which you are asking support. Provide evidence you can do what you say you are going to.

Information to include:

- ◇ name of organization
- ◇ how many people belong
- ◇ when, who and why the organization was started
- ◇ where it is located
- ◇ a statement of purpose, goals and philosophy
- ◇ explain how it operates -- as a registered charity or an incorporated group
- ◇ describe how responsibilities are distributed within the organization -- names of executive, name and address of contact, names of those chiefly responsible for the project and their duties
- ◇ significant events in the organization's history
- ◇ prior and current events
- ◇ accomplishments and impact
- ◇ size and characteristics of clientele
- ◇ other funding sources and their positive comments
- ◇ evaluation results of your programs
- ◇ quotes of support from clients, other agencies, experts in the field and public figures

Build a case for your ability to accomplish the intended purpose. Letters of support and endorsement can enhance your credibility. Limit the number of letters and make sure they are truly supportive. Draw out and highlight powerful quotes and attach as appendices.

5. Statement of Need

This is the most critical part of your proposal. It tells the funder why your project is needed. Be sure it sounds important, creative and new. Document the needs to be met or problems to be solved by the proposed funding. Focus on the conditions in the lives of your clients that you wish to change.

It should:

- ◇ clearly relate to the purpose and goals of your organization
- ◇ name the people or agencies with whom you are concerned
- ◇ identify the need or the problem that will be the focus.
- ◇ If you can, find statistics or expert research to back up your points. Draw from your experience, and the testimony of people and organizations known to be knowledgeable about the situation. Use relevant facts and examples from your community.

E.g. This project is much needed because:

- a. currently, there are no recreation opportunities for youth ages 15 to 25 in our community.
- b. when not provided with positive, healthy free time choices, many youth resort to more self-destructive and anti-social behaviour.
- c. recreation is proven to decrease community crime rates by x per cent.

6. Goals & Objectives

Give the overall goal of your project. Goals should be broad encompassing statements of what you want to do, what your purpose is.

Once priorities have been identified, consider how they might be addressed. Decide what the goals or the purpose of the program. Goal/s should be broad encompassing statements of what you want to do.

E.g. to make a safer community

The objectives should be specific, tangible and measurable. Give a list of concrete things you want to get out of the project. Use action words like "build," "create," "develop" etc. They will be used to evaluate the effectiveness of your program.

E.g. The objectives of this program are to:

- a. decrease the incidents of youth vandalism in the community by 20 per cent
- b. introduce a neighbourhood watch program by January 1st.

(See Program Planning – Section 6 for more information on developing goals and objectives.)

7. Method & Timeline

Describe the activities you will use to achieve your desired results and an explanation of why you think they will work. Ordinarily, this justification will come from the organization's past experiences, as well as the experiences of others in the field. Key elements to include:

- ◇ a clear description of the program activities
- ◇ reasons for the selection of the activities; why they will succeed
- ◇ the sequence of activities
- ◇ a description of staff selection and training
- ◇ a description of participant selection
- ◇ names of people outside the organization who will be references

Develop a timeline of what needs to be done and by whom.

E.g.

Task	Activities	Outcome	Date Completed	Who
<i>Advertising</i>	<i>- design brochure & copy</i>	<i>- ensure interest and participation</i>	<i>June 1</i>	<i>Jazz</i>
	<i>- distribute at local schools & community centers</i>			

8. Evaluation

Most funding sources require your proposal to contain an evaluation section. This section presents a plan to determine the degree to which the objectives were met and the methods followed. Most evaluations look at:

- ◇ whether the program achieved its stated objectives
- ◇ if the accomplishments of objectives can be attributed to the program
- ◇ whether the program was delivered as proposed

The evaluation section should:

- ◇ explain who will be performing the evaluation and how they will be selected
- ◇ define the evaluation criteria
- ◇ describe the data gathering methods
- ◇ explain test instruments or questionnaires being used
- ◇ describe the process of data analysis
- ◇ show how the evaluation will be used for program improvements
- ◇ describe the reports to be produced

Designing the Evaluation

These steps are helpful in developing an evaluation.

- ◇ Clarify your program objectives. Ensure they are measurable and that an evaluation can be performed.
- ◇ Determine who is going to see the evaluation. People inside and outside your agency have different questions they want answered. Specific evaluation questions are influenced by who will be looking at your evaluation.
- ◇ Clarify what you will evaluate. Be sure you are clear about the funding agency's expectations.
- ◇ Determine who will conduct the evaluation.
- ◇ Determine if it will include an analysis of cost-benefit or cost-effectiveness.
- ◇ Determine how the data will be collected. This depends on the nature of the program. Some of the many ways of collecting evaluation data are: interviews; client, staff and evaluator observations; and examination of statistics.
- ◇ Determine how the data will be analyzed.
- ◇ Determine the report format. Make sure you are clear on what the funding source is asking for.

9. Budget (See Budgeting – Section 8)

An estimate of total project costs is necessary in a proposal. It should clearly specify the costs to be met by the funding source and those that your organization and others will provide. The numbers should be as specific as possible. The budget format usually contains two basic components:

Personnel--including salaries and wages, fringe benefits, consultant and contract services

Non-personnel--including space costs, rental, lease or purchase of equipment, consumable supplies, travel, telephone, etc

IN KIND CONTRIBUTIONS

"In Kind" refers to what a community can put towards a project that is not money related. Many grants and proposals ask for "In-Kind" contributions. This can include such things as volunteer time, donated equipment i.e. tractors or trucks, office space, telephone, email, facility space (community hall or rink), meals, houses for accommodations etc.

All of these items have a cost related to them, even though you may receive them for free. It is necessary to calculate costs for all of the items that are related to your project.

If a grant program states they will match up to \$ 25,000 that means they will match a dollar for every dollar you put into the project. If you do not have cash you can use the "In Kind" contribution as your matching dollars.

To calculate these "In Kind" items into a dollar value consider the following:

Volunteer support

(A) multiply by (B) multiply by (C) multiply by (D) = In Kind Volunteer Cost

(A) = hourly wage for one worker (based on minimum wage or amount paid for general labourers by your council)

(B) = the amount of hours to perform the tasks / jobs

(C) = the number of volunteers needed to complete the tasks / jobs

(D) = 15% (employer benefits)

Facility / Office Rental Support

(A) multiply by (B) = In Kind Facility Cost

(A) = the hourly or daily cost of the facility (Your council should have rental rates for all of the public facilities. I.e. Community Hall may cost \$200 a day for functions)

(B) = the number of hours or days that will be needed for the project

Equipment support

(A) multiply by (B) = In Kind Equipment Cost

(A) = the hourly or daily rental rate for the equipment (Your Council should have set rental rates for all equipment. I.e. A small tractor with a front-end loader may cost \$ 70 per hour)

(B) = the number of hours or days needed for the project

If you can obtain many of these items through donations, you will see that your community contribution or matching amount is quite substantial even without the "cash" contribution

How this looks on your budget?

For every "In Kind" item you list, you must include that amount on both the expense and revenue part of your project budget.

On the expense side of the budget volunteer support would be listed as worker wages and include related dollar figure.

On the revenue side of your budget volunteer support would be listed as "In Kind Volunteer Support" and include the related dollar figure.

10. Future Funding Plans

Describe the financial resources needed to continue the project once the grant period has ended and how you will secure these resources.

- ◇ If the project is to continue after the grant runs out, state where the future funding will come from.
- ◇ If the program is for construction, detail the costs of maintaining the new or renovated facility and show where that money will come from.
- ◇ If the program is to purchase equipment, specify the other funds necessary to support the acquisition and where those funds would come from.

This section should also include:

- ◇ names of others whose support has been requested
- ◇ a list of other organizations or individuals who are supporting this or similar projects
- ◇ any previous contact with the funding body being approached, plus previous financial assistance

11. Appendix

Include any other meaningful information that will support your proposal, but is not required in the body. This may include: event schedules, pamphlets, supporting organizations, letters of support, statistical reports you refer to and any other documents that support your credibility.

10 COMMON ERRORS WITH GRANTS

WRONG APPLICATION FORM

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

NOT FOLLOWING INSTRUCTIONS

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

PROCRASTINATION

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

POOR WRITING

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

POOR PROJECT DESCRIPTION

Ensure your objective(s) match the objective/criteria of the grant program you are applying for.

- ◇ Need - substantiate: who, what, where, how extensive
- ◇ Objective - what do you want to accomplish? It should be attainable, practical and measurable.
- ◇ Method -how will you accomplish your objective?

INSUFFICIENT DOCUMENTATION

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

LEGAL BLIND SPOTS

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

MONEY SENT TO WRONG PERSON

Be sure to specify where the grant cheque should be sent.

NO OUTSIDE FEEDBACK

- ◇ Work closely with funding program officer.
- ◇ Distribute drafts of application to others in your organization for feedback.

POORLY CONCEIVED BUDGETS

- ◇ Make sure your financial information is:
 - ◇ Accurate
 - ◇ Well presented (columns line up, charts don't run from one page into the next, etc...)
 - ◇ Minimizes use of over-estimating or under-estimating

KEY PHRASES⁵

When trying to secure funding, it is beneficial to include relevant quotes and statistics to support your request. **The Benefits Catalogue** (Canadian Parks/Recreation Association, 1997) summarizes why recreation, sports, fitness, arts, culture & parks are essential to personal, social, economic and environmental well-being. It has great key phrases and evidence to support them.

Some of what it says...

"Recreation is essential to the development of our children and youth:

- ◇ we learn motor skills (physical) through play and sports
 - ◇ we learn social skills through play and sports
 - ◇ we learn creativity through play and arts/cultural activity
 - ◇ we develop intellectual capacities and concepts through play-- and many other life skills."
- (p. 41)

"Recreation, sports and arts/culture build self-esteem and positive self-image." (p. 61)

"Physical activity has been shown to have both short and long term psychological effects on well-being. A variety of research completed by numerous authors has shown that physical activity has been found to positively effect self-esteem, anxiety, depression, tension, and stress." (p. 62)

"Recreation, sports and arts/culture reduce self-destructive behaviour and negative social activity in youth-- an antidote to smoking, substance abuse, suicide and depression." (p. 85)

"Recreation, sports and arts/culture reduces crime-particularity effective with juvenile delinquents." (p. 91)

⁵ Canadian Parks/Recreation Association. (1997). The Benefits Catalogue. Ontario: Bonanza Printing and Copying Centre, Inc.

"Searle's (1989) review of literature on the benefits of recreation showed from a study of remote northern Manitoba communities that there was a 17.39% reduction in crime by communities participating in the community sports program..." (p. 93)

"Recreation, sports, arts/culture can reduce racism-- building understanding between diverse cultures." (p. 96)

"Current research indicates that co-participation in leisure activities is positively related to family satisfaction, family interaction, and family stability." (p. 102)

"Recreation, sports and culture/arts produce leaders who serve their communities in many ways." (p. 104)

"Recreation supports families reducing the costs of social service-- intervention and foster care." (p. 119)

"Recreation reduces crime and social dysfunction reducing the police, justice, and incarceration costs." (p. 119)

POSSIBLE SOURCES OF FUNDING

Canada Trust Friends of the Environment Foundation

A non-profit organization established by Canada Trust that provides funding support for initiatives that make a positive impact on the Canadian environment. <http://www.td.com/fef/>

Canadian Race Relations Foundation

(National: Toronto, ON) Advances its mission, goals and objectives through its sponsorship program for Initiatives Against Racism. The Foundation's sponsorships are normally in the range of \$500 to \$5,000 per project. www.crr.ca

Canadian Women's Foundation (CWF) (National: Toronto, ON)

As Canada's first and only national public foundation for women and girls, CWF has earned a reputation as an organization that is accessible to grass-roots women's groups. CWF supports results-oriented solutions to the problems faced by women and girls. www.cdnwomen.org

Laidlaw Foundation (National: Toronto, ON)

Uses its human and financial resources in innovative ways to strengthen the environment for children, youth, and families, to enhance the opportunities for human development and creativity, and to sustain healthy communities and ecosystems. The Foundation is concentrating resources in three areas: youth engagement, performing arts, and environment. www.laidlawfdn.org

McLean Foundation (National: Toronto, ON)

The foundation makes grants in a wide range of areas, including arts, conservation, education, health and welfare. It maintains a flexible policy, with particular emphasis on projects showing promise of general social benefit but which may initially lack broad public appeal. www.mcleanfoundation.on.ca

Thomas Sill Foundation (Regional: Winnipeg, MB)

The Thomas Sill Foundation exists to provide encouragement and financial assistance to qualifying organizations operating in Manitoba that are working to advance the quality of life in the province. www.thomassillfoundation.com

New Horizons for Seniors (National)

Through Social Development Canada, this program provides funding for community-based projects across the country that encourage seniors to continue to play an important role in their community. Calls for applications are issued once or twice a year.

Air Canada

The company considers requests for donations from organizations working to improve the lives of Canada's youth as well as those conducting research into diseases. In some cases they make cash donations, in many others they donate promotional tickets. www.aircanada.ca

Manitoba Community Services Council

Manitoba Community Services role is to allocate funds and/or bingo events to Manitoba organizations qualifying as participants under the community services umbrella. It funds projects and services of recreation, health-related and social service organizations. www.mbcsc.ca

Canadian Tire

Canadian Tire believes that all kids should have the chance to run, skate, jump and grow. That is why they have created Canadian Tire Jumpstart, a community based charitable program from the Canadian Tire foundations for families that helps kids in financial need participate.

Aboriginal Business Canada's Youth Initiative

This initiative provides services and financial support to Canadian status and non-status Indians, Inuit and Metis between the ages of 18 and 29. Assistance to youth-owned businesses includes preparation of business plans, marketing and financing the start-up operation, expansion, modernization or acquisition of a commercially viable business, as well as business advisory services. For more info, contact the Aboriginal Business Canada office nearest you.

Youth Forums Canada

Youth Forums Canada provides funding to support projects that give Canadian youth (ages 15-30) an opportunity to connect with one another. (youth forums, workshops, conferences etc.) www.echanges.gc.ca

Manitoba Arts Council

Delivers an Artists in the Schools program designed to broaden and develop arts education in Manitoba schools by bringing together practicing professional artists of all artistic disciplines with students and teachers (K-12). Artists' proposals are selected by juries of professional artists and art educators. www.artscouncil.mb.ca

APPENDICES

Appendix A

SPORT MANITOBA TRAVEL ASSISTANCE GRANT

Category

(Please check the one grant under which you are applying for assistance)

- Athlete Travel Assistance – Provincial Team Program
- Athlete Travel Assistance – Provincial Championship
- Team Travel Assistance – Provincial Championship
- Coach/Official Travel Assistance – Seminars/Conferences
- Coach/Official Travel Assistance – Certification Course

Name: Faron Cook Sport: Basketball

Mailing Address: 27 Anywhere Road N.W. Postal Code: RON 5E7

Phone: (h) 204-555-5708 (w) 204-555-5709 (c)

E-mail: cfaron@hotmail.com Fax: 204-555-5710

Cheque payable to: Lookin' Basketball Team

Signature of Applicant: _____ Date: February 29/08

**** Please note that eligibility does not ensure assistance.**

Name of Program/Championship/Course: MHSAA Provincial Basketball Championships

Level of Course (if applicable): AAA

Location of Program/Championship/Course: Winnipeg Dates: March 20-24/08

Participants: # of Males 12 # of Females _____ Ages: 15 to 18

Distance from home community to host community: 311 kms

Total number of trips required: 3 Total km traveled 1888 - 300 km = 1588

Total Cost: \$3960.00

Revenue: School - \$1500.00

Travel Assistance Requested:

_____ kms x \$.10/ km (Individual) = \$ _____

_____ kms x \$.20/ km (team of 10 members or less) = \$ _____

1588 kms x \$.30/ km (team of 11-16 members) = \$ 476.40 or max

_____ kms x \$.40/ km (team of 17 members and up) = \$ _____

RESOURCES

Canadian Parks/Recreation Association. (1997). The Benefits Catalogue. Ontario: Bonanza Printing and Copying Centre, Inc.

Manitoba Department of Fitness, Recreation and Sport, Norman Region. How to Plan Successful Fundraising Events. Manitoba: Author.

Manitoba Culture, Heritage and Tourism, Recreation and Wellness Branch. (1998, December). Grants and Resource Manual. Manitoba: Author.

Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. Ontario: Author.

Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (pp. 89-90). Ontario: Author.

Also of interest:

www.pch.gc.ca/cp-pc/ComPartnE/pub_list.htm

Free books on fund raising and volunteers (including three by Ken Wyman) to download and print or order, thanks to the Canadian government.

www.sponsorship.ca

Lists corporate sponsors of arts and entertainment, sports, charitable causes, festivals and events.

www.fundsnetservices.com

Provides a listing of grants and fundraising resources for non profit organizations and schools.

MARKETING¹

No matter how well prepared and organized you are, a program cannot succeed without participants. People must be made aware it exists, have some idea of the benefits it offers them, and know the details (who, what, when, where, why and how much). People need to be informed, educated, inspired, motivated, sometimes persuaded and often reminded, to come to programs. This is where marketing comes in-- it is essential to the success of your program. It is your way of letting folks know what's coming up and motivating them to come out. It is important marketing be timely and creative. People need to know well enough in advance, (but not too early or they forget), and be adequately enticed.

In this section you will find information on promotion, different methods of marketing, sample posters and public service announcements, and some fun and creative marketing ideas.

PROMOTION

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

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

"If the circus is coming to town and you paint a sign saying "Circus Coming to the Fairground Saturday," that's advertising. If you put the sign on the back of an elephant and walk it into town, that's promotion. If the elephant walks through the mayor's flowerbed, that's publicity. And if you get the mayor to laugh about it, that's public relations. If the town's citizens go the circus, you show them the many entertainment booths, explain how much fun they'll have spending money at the booths, answer their questions and ultimately, they spend a lot at the circus, that's sales."
- Unknown -

¹ Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. (pp. 51-53). Ontario: Author.

METHODS

No one method of marketing will reach everyone, so be sure to mix it up. Consider your target market. Think of whom the program is for and market in a way that catches their attention. Little kids love clowns and kites and face paints, but can not read. Teenagers like a coolness factor. Men's sporting events could be marketed at other sporting events, gospel jamborees and at churches etc. Be innovative and interesting.

Advertising- Advertising is most often a paid form of getting the information out there. It could include TV, radio, newspaper, posters, mailbox stuffers etc.

Public Service Announcements (PSAs) on local radio stations are a great way of reaching a lot of people. Creativity is the key to making your PSA to peak people's interest. Find some artistic and dramatic friends or co-workers to give you a hand. Make your PSA as clever and creative as you can. Some ideas for jazzing up your PSAs include: group reading; reading it as a dialogue or conversation; reading it as a poem; reading it as a riddle; singing it as a jingle; using sound effects; and taping background music. Good PSAs should be brief-- 30 to 45 seconds at most and should include: cost; day and date; event, place; sponsoring organization; and time. Be sure to test it out and practice before hand. Have fun with it.

SAMPLE- PSA

"Jeremiah was a bullfrog. He was a good friend of mine. He never understood a single word I said, but he helped me in winning this time. Yes, he helped me by crossing the line."

Come out to Sade's Dock and join the fun at Jeremiah's frog jumping contest on Friday, July 3rd at 2 pm. There will be prizes and snacks. Registration is free and all ages are welcome. All competitors must bring their own frogs. Please remember to be kind to our little green friends.

This event is sponsored by the Recreation Committee.

Exercise: Create a PSA for an upcoming program. Find a way to make it creative, fun and catchy.

Posters are cost effective ways of advertising. People see them all the time, so make yours captivating. Use zany colours, texture, shapes, and smells. Put them in hot spots-- popular hangouts, toilet stalls... Make sure they have all the information (who, what, when, where, for whom and how much) and are easy to read.

Example Of Good Poster:
informative, exciting

SUNSHIP EARTH

An Earth Education Program

for 8-12 year olds
June 10, 11 & 12

*A fun, adventurous and hand-on way
of building relationships with the natural world.*

*“Welcome aboard this Sunship called Earth. We are both its
passengers and its crew and at this moment, are traveling over
1000 miles per hour. I hope you are enjoying the ride.”*

“Sunship Earth” is a program designed to help children discover how this very special planet - our **“Sunship”**, operates. Participants will learn how they can both enjoy the ride and help keep the ship going on behalf of all its passengers.

The program is full of exploration, and discovery, adventure and imagination. It is everything from “shrinking” to get a bugs eye view to being a long rooted plant in a drought year; from carrying leaky buckets that represent energy flow to becoming elves and trolls attempting to negotiate a long time border dispute.

Location: “The Forest School” 413 Palisades Road, South Gillies

Cost: \$75, including Sunday lunch (Pizza made in a wood-fired brick oven)

Time: 10:00 am - 4:00 pm daily

Registration Deadline: May 13, 2005

(if you are interested in car-pooling or shuttle service call for details.)

For more information or to register, contact Jen Nickason at 467-7676.

Example Of Poor Poster:
Boring, full of mistakes

ADVENTURES IN WOODWORKING

This is an introductory program for those interested in trying their hand at woodworking. Participants learn the basics of using tools and have the option of experimenting with a lathe. Participants will be complete 2 take-home projects, as well as contribute to a group project to be donated to a cause of their choice.

Recommended ages: 9 & up

5 classes: September 28, October 12, October 26, November 9 & November 23
Cost: \$150.00

Carpooling may be arranged.

Presented by

Gillies Mountain Woodworking

Exercise: Search around the community for different posters. See what catches your eye. Critically evaluate the poster. Is all the information included, is it clear and easy to read, are there spelling mistakes, is it too busy or not busy enough etc.

Face to Face – Take a walk through your community and talk to people. It may take time, but is the best and cheapest form of promoting your programs. Let them know what it's all about. Go to your local churches, schools, and stores and get the word out.

Publicity – Publicity is unpaid news about your programs. It may come in the form of news releases, interviews with local radio and TV shows highlighting events or newsletters. Do it as much as you can-- it helps build a positive image.

Promotions and Incentives – These are temporary methods to encourage people to come and give your program a shot. They might include price reductions, prizes, two-for-one deals, coupons, contests etc.

Published Program Schedules – Print a schedule or brochure highlighting your programs and post them in public areas, or send them to schools, offices etc.

Community Identified Challenges with Awareness

- ◇ community unaware of existing programs

Potential Strategies

- ◇ Educate through small groups. Visit neighbours, friends and councils to talk about recreation.
- ◇ Attend training opportunities and conferences.
- ◇ Use the available media.
- ◇ Use the school system. Include program promotion in report cards.
- ◇ Have more public meetings.
- ◇ Network within the community with church groups, police, councils, public works, health authorities, education authorities, training and employment and other groups.
- ◇ Submit monthly reports to local councils.

CREATIVE MARKETING IDEAS

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

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

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

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

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

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

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

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

Candy. Pass out candy with a message attached.

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

Footprints. Place footprints leading to the event.

Kites. Fly kites with messages on them.

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

Chalkboards. Write notices on chalkboards in the schools.

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

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

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

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

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

RESOURCES

Nishnawbe Aski Nation Recreation Sub Committee. (2004). Recreation Resource Manual. Ontario: Author.

COMMUNITY INVOLVEMENT

Community input and involvement in your programs is essential to their success. In addition to the more obvious need for community members to participate in your programs, their assistance and guidance in the development and delivery of programs is critical. It is impossible for one individual to provide quality programs that meet the diverse needs of your community. Thus a community involvement strategy is needed.

Community involvement can include such things as participation in recreation surveys, membership on the recreation committee, leadership of events and programs, volunteering, and involvement in apprenticeship or mentoring programs. The Recreation Director must develop a community involvement strategy that will address the unique needs, values and philosophies of their community. It is important to maintain a broad definition of involvement and be creative. Historically, in the field of recreation training, volunteerism has been the primary focus of community involvement.

In communities where there exists an active volunteer base, or a strong philosophy around volunteerism, this has been successful. In other communities, the search for volunteers has been an ongoing struggle. With a broader definition of community involvement, it may be possible for Recreation Directors to diversify their strategies and be more successful in their endeavours. Consider the different methods of involvement and which method or combination makes the most sense for your community.

PROGRAM PARTICIPATION

Many factors influence people's participation in recreation activities. These include age, education, disposable income, family status, gender, leisure attitudes, preferences, community politics, motivations and satisfaction. It is important to be aware of these influences and consider them when trying to encourage participation. Varied education levels may affect life experiences and in turn diversity of interest. Disposable income will affect individual's ability to pay for a program or a babysitter during a program. Age may affect abilities, amount of free time or choice of activity. Gender may affect amount of free time and interest in different activities. Family status may affect availability and types of programs that are of interest. Leisure attitudes, or how one views the importance of recreation in general or of a specific activity, will affect commitment to engaging in recreation pursuits. Individual satisfaction or what one gets out of participation in different activities is important. Preferences guide choices. Politics may affect who feels welcome and where. As well, what motivates individuals to participate is key to understanding community member's leisure behaviours. Knowing your clientele, asking them questions, and observing their behaviors will help you understand what influences their participation.

Motivation

Most of the factors affecting participation are important to be aware of and take into consideration when developing programs. Motivation however, is the area where as a Recreation Director you might be able to have some influence. People are motivated to participate in programs by many different things. Some are motivated by an internal drive (like a memory of a past experience); others may be motivated by external factors such as encouragement, prizes, the weather etc. Important to getting people out to programs is figuring out what is important to them, or makes them tick. Again, this may be different for everyone. Some things to consider in motivating people to participate are listed below.

- ◇ **Environment** – Create an environment where people feel comfortable and set the tone for a good time.
- ◇ **Status** – People may be influenced by the need to belong or be recognized. Status is usually related to the type of activity and the equipment used. Uniforms associate people with an activity they think may impress others or provide them with a sense of belonging.
- ◇ **Planned Progression** – Most people lose interest in activities if they do not get any better at them. Plan activities that allow growth and development, like swimming levels, intramural or competitive leagues.
- ◇ **Success Recognition** – Some participants appreciate recognition for accomplishments, like receiving badges, trophies, ribbons etc.
- ◇ **Social Facilitation** – Most participants are influenced to some degree by others. Encourage participants to recruit their friends and co-workers. Peer pressure and approval is a motivational force.

Exercise: Think about your favourite recreation activity that you have enjoyed for a long time. What motivates you to engage in it?

More Participants Please

If attendance at your programs is low, take a step back and have an objective look. Ask yourself the following questions and consider how the answers may be affecting participation.

- ◇ Who is the program targeted at?
- ◇ Are they interested and how do you know?
- ◇ Are there specific skills required to participate and do they have them?
- ◇ Where is the program and does everyone feel welcome there? Can everyone get there?
- ◇ What time is the program and how does that fit into the lifestyles of the target population?

- ◇ Are there community politics affecting participation? If yes, can you somehow work successfully within those restraints? Do you need to?
- ◇ Are there key community members with influence who could or are affecting your program?
- ◇ What else is going on at that time?
- ◇ How long has the program been going on?
- ◇ Do people know about it?
- ◇ Do people know why they should come? Does it sound interesting, fun etc?
- ◇ Is there a registration fee and how much? Are there possibilities for bartering or payment plans?
- ◇ Do people know how to register?
- ◇ What motivations are there for people to participate?
- ◇ Is child or elder care an issue?
- ◇ Does this population understand and value the benefits of recreation? Do you need to do some education?

Community Identified Challenges With Program Support

- ◇ minimal community participation
- ◇ few volunteers
- ◇ councils may be unaware how to provide support
- ◇ minimal support from the community

Potential Solutions

- ◇ Complete a needs assessment within the community to identify individual needs and increase participation. (See Big Picture Planning – Section 11.)
- ◇ Get the local band or community council involved in planning projects.
- ◇ Recognize volunteers to help keep them involved. Have a night of darts and pop, music, dance etc.
- ◇ Develop a network. Network possibilities include mayors, chiefs, council members, Child and Family Services, Awasis, National Alcohol and Drug Abuse Prevention Programme (NADAPP), Education Authority, RCMP, Health Services, clubs, youth groups, etc. Make use of other organizations whether they come in for one day a week, one day a month or operate regularly around the community.
- ◇ Find the common needs within the community so groups are not working against each other, but working to develop different programs and preventing volunteer burnout.
- ◇ Network with other Recreation Directors to discuss strategies for overcoming barriers.
- ◇ Identify common areas. If Sioux Valley is running a workshop and St. Theresa Point is planning one, phone and find out what worked. Learn from their mistakes and positive experiences.

“Life is either a daring adventure or nothing at all”
Helen Keller

COMMUNITY EDUCATION

Part of the job of a Recreation Director is educating the community around recreation. This could include what recreation is, exploring individual interests and motivations for choosing activities, personal barriers to participation, the many benefits of recreation etc. This awareness and education needs to exist at all levels of the community.

Consider:

- ◇ a benefits of recreation poster campaign;
- ◇ a visit to the school to talk about the benefits and help students identify what is important to them in their free time;
- ◇ a visit to a prenatal group to talk about the idea that families who play together, stay together;
- ◇ a presentation to Council on the benefits of recreation;
- ◇ some leisure education activities included on your bulletin board to help individuals identify their interests, skills and needs
- ◇ publicizing interviews with elders on the importance of games in their time
- ◇ partnering with NADAP to help their clients identify healthy lifestyle choices

See Appendix A for some Leisure Education activities or search on line, there are many resources.

PUBLIC PARTICIPATION IN PLANNING

To ensure programs respond to the needs and interests of the community, it is essential to involve them in the planning process. A strategy for citizen involvement in developing recreation programs and/or the community recreation plan will help gain support, interest and commitment to your programs. (See Section 11- Community Recreation Planning, for information on developing strategies for public participation in the planning process.)

RECREATION COMMITTEES

Recreation committees are a means of involving the larger community in working together to ensure recreation opportunities exist for everyone regardless of age, gender, abilities or interests. All communities are unique in needs and interests, and the form a recreation committee takes in each community may also be unique. If developing a recreation committee makes sense for your community, consider the needs of the community, the Recreation Director and the potential committee members when determining what shape it will take.

Recreation Committees Roles

1. **Operational** – The committee has authority to carry out certain functions and is accountable to council. The committee implements activities and events in the recreation plan using volunteers.
2. **Advisory** – The committee recommends activities. It gives direction and feedback to the recreation worker and/or council.

Policy Manuals

Policies provide a framework and consistent set of guidelines for a group to follow. They provide orientation for new members and staff and allow groups to act consistently. They should be reviewed and updated regularly.

A policy manual for your recreation committee is beneficial. It will help make sure everyone knows what he or she is doing, why and how. Most often, recreation committees are responsible for developing their own policy manuals. Three-ring binders are best because they allow easy changes and updates. The layout may contain:

- ◇ **Framework Section** – includes the organizations values, vision, and mission. It outlines whom the committee works with and the goals for a specific time period.
- ◇ **Governance Section** – identifies who the participants are and how they relate to each other. It includes a constitution and bylaws, organizational structure, roles, responsibilities, functions and rules for policy making. (See Appendix B for a Recreation Commission Bylaw template and Appendix C for a Sample Recreation Commission Agreement and Appendix D for a sample Terms of Reference.)
- ◇ **Operational Section** – describes how the functions will be carried out.

Program

- how the programs will be planned
- who is eligible
- fee structure
- where and how service will be provided

Financial

- budget preparation and fundraising
- financial management
- audits, investment guidelines, facilities management

Personnel

- staff and volunteer recruitment, training and evaluation
- salary scale
- roles, recognition and training for volunteer management
- statement of general membership

Developing a policy manual is time consuming. It is a continual process needing revision over the course of an organization's life cycle.

Key Components For A Strong Recreation Committee

- ◇ strong support and involvement of council
- ◇ involvement and commitment of community leaders from volunteer, business and non-profit sectors
- ◇ a dedicated pool of volunteers
- ◇ commitment to co-ordinate information; manage and connect the recreation system
- ◇ commitment to provide services to all people in the community, including those with special needs
- ◇ commitment to ensure public access to all recreation facilities
- ◇ commitment to provide a variety of programs and services (arts, sport, outdoor recreation, play, adult education)
- ◇ a Recreation Director with expertise to enhance, support and further develop the existing system
- ◇ commitment to the benefits of recreation

Possible Recreation Committee Member Duties¹

- ◇ Attend meetings. If you are unable to attend, let the chairperson or Recreation Director know.
- ◇ Actively listen to what recreation options friends, neighbors, children, elders want and share it at the meetings.
- ◇ Ask questions. It is important for members to explain ideas and decisions to community groups or individuals.
- ◇ Learn how the council, recreation committee, Recreation Director and community groups work together and share the information.
- ◇ Explain the recreation committee's job and decisions to community members.
- ◇ Explain to community groups and members as well as councilors requirements for recreation activities.
- ◇ Gather and organize volunteers for special events.
- ◇ Listen to members' comments and give your opinions during the meeting.
- ◇ Personally invite everyone you meet to become involved in upcoming recreation events.
- ◇ Attend community recreation events.
- ◇ Support and work with the Recreation Director.
- ◇ Help community groups learn to organize events.
- ◇ Help organize activities put on by the recreation committee.
- ◇ Ensure that a variety of recreation opportunities are available to all people in the community.
- ◇ Listen to those who may not know, understand or agree with what the recreation committee is doing.

¹ Adapted from Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee Member's Handbook (p. 3). Kitikmeot, NWT: Author.

Recreation Committee Member Code of Ethics²

As a member of this committee I will:

- ◇ represent the interests of all people in the community
- ◇ refrain from using the recreation committee for my own and others' personal advantage
- ◇ keep confidential information confidential
- ◇ approach all committee issues with an open mind to make the best decision for the whole community
- ◇ only use authority as a committee member when in a meeting with the full committee or as delegated by the committee
- ◇ refrain from speaking for the whole committee unless requested to do so by the committee

(For more information of developing committees refer to Working With Groups- section 5.)

Committee Member Roles³

In addition to the generic roles identified for committees in section 5, a recreation committee often also includes:

Band or Community Council's Representative to the Recreation Committee

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

- ◇ advises the committee about council decisions
- ◇ takes requests and recommendations from committee to council
- ◇ participates as a regular committee member

Recreation Director

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

- ◇ helping prepare meeting agenda, booking meeting facility and providing all supplies and materials needed for the meeting
- ◇ reporting the progress of various programs and projects upon request
- ◇ flagging administrative concerns
- ◇ providing information and advice.

² Northwest Territories Municipal and Community Affairs Sport and Recreation Division. [Recreation Committee Member's Handbook](#) (p. 2). Kitikmeot, NWT: Author.

³ Northwest Territories Municipal and Community Affairs Sport and Recreation Division. [Recreation Committee- Recreation Coordinator's Guide](#). Kitikmeot, NWT: Author.

VOLUNTEERS

Volunteers are one way of involving community members in your programs. A volunteer is anyone who performs a service for an organization without pay. Volunteers give freely of their time and effort to serve their communities. Finding and keeping volunteers can sometimes be challenging for Recreation Directors. A well thought out and planned volunteer program can help establish your volunteer base. The primary areas to consider are:

- ◇ recruitment
- ◇ orientation, training and support
- ◇ recognition

The depth of your volunteer plan will be based on your needs. If you require volunteers on a regular basis, putting the time and effort into creating a detailed plan will help. If you need only a volunteer here and there, the scope of your plan might be less. Consider the effort you are putting in for what you are looking to gain.

Why do People Volunteer?

Volunteering is a way to:

- ◇ find out about the community
- ◇ meet new people and get new ideas
- ◇ build confidence and self-esteem
- ◇ prepare for a job search
- ◇ support others in similar circumstances
- ◇ encourage personal growth
- ◇ take part in social and political change
- ◇ use present skills and develop new skills
- ◇ constructively use leisure time and energy

Exercise: Think about what motivates you to volunteer? What deters you from volunteering? What do you look for in a volunteer experience? Consider how this information might assist you in developing a volunteer base.

What Can a Recreation Director/Committee Expect of Volunteers?

You can expect a volunteer to:

- ◇ be interested in recreation
- ◇ choose an area in which to volunteer – work suited to interest and ability is usually the most rewarding
- ◇ realistically estimate the amount of time available to give
- ◇ be clear as to the roles and duties of the job
- ◇ respect the principles of confidentiality and ethics as staff members
- ◇ approach the working situation with an open mind and be willing to go through an orientation period
- ◇ be a good worker by sharing the work load
- ◇ be honest and open enough to make the organization aware of its programs' strengths and weaknesses
- ◇ be able to take direction and supervision
- ◇ keep a friendly relationship with the organization and the people receiving the service

What Can Volunteers Expect of a Recreation Director/Committee?

A volunteer can expect:

- ◇ a supervisor responsible for hiring, firing and supervising
- ◇ the same space, equipment, working conditions and privileges as given to paid staff who are doing similar work
- ◇ protection from any claims that might result from authorized activities
- ◇ performance evaluations on a regular basis
- ◇ greater responsibility when they deserve it
- ◇ letters of recommendation when requested
- ◇ opportunities to meet regularly with staff members
- ◇ opportunities for training

RECRUITING VOLUNTEERS

Volunteers can be found anywhere. When looking outside your organization, consider both people and places.

People:

- ◇ past volunteers/recreation staff
- ◇ business professionals
- ◇ students
- ◇ specific groups with leisure time
- ◇ new people in the community

Places:

- ◇ local businesses that encourage employees to volunteer
- ◇ service clubs
- ◇ high schools, colleges, universities
- ◇ seniors' homes and clubs
- ◇ commercial recreation and fitness businesses
- ◇ churches
- ◇ rehabilitation centres
- ◇ community groups

Use these categories to search for new volunteers. Look beyond traditional sources for a variety of individuals with differing knowledge and experience. Try to find individuals who have specific skills but also use and appreciate those who are just willing to volunteer.

How to Recruit⁴

The initial contact with a potential volunteer is crucial. First impressions can be lasting. Make sure you are honest and enthusiastic and present the recreation department's values as clearly as possible. Initial contact can be made personally or through advertisements.

Personally

- ◇ on a one-to-one basis
- ◇ speeches to potential groups
- ◇ word of mouth
- ◇ personal letters

Advertisements

- ◇ radio, TV
- ◇ public service announcements
- ◇ bulletin boards, e.g. churches, grocery stores
- ◇ local flyers
- ◇ store windows
- ◇ community newspaper
- ◇ other organizations' newsletter
- ◇ displays at schools, malls
- ◇ posters, brochures, pamphlets
- ◇ notices or announcements at events

When someone expresses an interest, follow up immediately. Make it personal. Set a time and place to discuss the volunteer opportunity. The discussion should be comfortable, enjoyable and both the recruiter and volunteer should get something out of it. Share information about the recreation program, the types of volunteer opportunities there are and the responsibilities and time commitments involved.

⁴ Adapted from Strachan, D., and Kent, J. (1986). Volunteers Working Together- Skills Program (pp. 24- 25). Stittsville, ON: Love Printing.

Matching volunteers' skills and interests with the community's needs is important for the experience to be successful to both parties. It may assist the recruiter to have a list of questions or a volunteer information form⁵ to help guide the discussion.

Job Description

Job descriptions help ensure responsibilities are clearly defined and realistic. They should be created jointly by the volunteer and the organization, so the needs and expectations of both can be met.

Use a simple step-by-step process to develop a job description⁶:

1. Agree on the title.
2. Outline the general description.
3. Clearly define the activities and tasks.
4. Decide on authority and who the supervisor is.
5. Identify the skills needed to do the job.
6. Define the results expected so volunteers have clear goals.

ORIENTATION, TRAINING and SUPPORT ⁷

Orientation, training and ongoing support are essential to volunteer programs. They:

- ◇ prepare and assist volunteers in successfully fulfilling their responsibilities
- ◇ generate confidence and competence
- ◇ enhance people's motivation to work and grow
- ◇ assist volunteers in professional development goals
- ◇ build work teams among group members

Orientation

Orientation allows volunteers to become familiar with the community recreation program and how it works. It also develops relationships with the Recreation Director, committee, other volunteers and staff. Give volunteers a tour, introduce them to others, provide them with materials to read, recreation calendars, the vision and mission of the recreation committee.

⁵ Strachan, D., and Kent, J. (1986). *Volunteers Working Together- Skills Program* (p. 27). Stittsville, ON: Love Printing.

⁶ Strachan, D., and Kent, J. (1986). *Volunteers Working Together- Skills Program*. Stittsville, ON: Love Printing.

⁷ Adapted from Strachan, D., and Kent, J. (1986). *Volunteers Working Together- Skills Program* (pp. 39-40, 85- 87, 93- 95). Stittsville, ON: Love Printing.

Training

Volunteers may need training to feel confident and comfortable. A great deal of this training takes place informally and often through relationships with other volunteers. Consider pairing the new volunteer with an experienced one to show them the ropes and answer questions.

Be sure to get feedback from your volunteers regularly, either formally or informally. Find out how things are going, if they are comfortable in their positions, if they feel they need or would like further training and in what areas. Use this feedback to plan additional training opportunities.

It takes careful planning to make educational opportunities positive and beneficial for fellow volunteers and staff. Some points to consider are:

- ◇ Build your training opportunities based on the experience and knowledge of the volunteers involved. Avoid teaching people what they already know.
- ◇ Make the training practical and relevant to the volunteers' job responsibilities.
- ◇ Take into consideration other roles and time commitments of volunteers. Set realistic schedules and dates.
- ◇ Set up an informal learning climate that supports taking risks.
- ◇ Co-ordinate training so it is ongoing and planned.
- ◇ Ensure your group is committed to providing the time and financial resources to ensure successful training.

Support

Happy and productive volunteers need ongoing support, constructive feedback and positive relations with other staff.

Support and Feedback

Volunteers must feel valued and supported. Point out their strengths and recognize their efforts. Support their ideas and try to accommodate their needs. Do not assume they know when they are doing well.

Some Recreation Directors find it difficult to provide volunteers with constructive feedback. Lack of positive feedback can offend volunteers and cause them to quit.

- ◇ Volunteers represent the organization they are working for.
- ◇ If presented in the right way, feedback provides an opportunity for personal growth.

It is in everyone's best interests for the volunteers to receive feedback allowing them to perform their duties as efficiently and effectively as possible.

Be sure to set the stage for feedback at the very beginning. Inform volunteers that it is a part of your volunteer program -- an opportunity for both of you to give and receive feedback and provide the best services possible. Although it takes a long time to learn to give and receive feedback sensitively, it is a skill that can be learned and improved with practice.

(See Recreation Directors - Section 3 for more information on how to give and receive feedback effectively.)

Staff Relations

Volunteers and staff must respect each other and their talents. Understanding and good relationships happen through the Recreation Directors' interactions with volunteers and staff -- information sharing and clarifying.

HOW TO KEEP VOLUNTEERS

- ◇ Avoid giving them too much work.
- ◇ Allow them enough time to do their jobs.
- ◇ Provide enough people to do the job properly.
- ◇ Never publicly embarrass them.
- ◇ Never manipulate information and volunteers to influence decisions.
- ◇ Never treat volunteers without considering their job or community authority. You must respect their knowledge.
- ◇ Never ignore their feelings.
- ◇ Avoid making volunteers feel guilty about having other things to do.
- ◇ Never play a martyr and do everything yourself.

Recognition

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

Creative Ways to say Thank you

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

100 Ways to Give Recognition to Volunteers⁸

This list has ideas that you can expand or combine to suit your organization's needs. The blank after 100 is for your organization to begin its own list.

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a lunch.
4. Reimburse assignment-related expenses.
5. Ask for reports.
6. Send birthday cards.
7. Arrange for discounts.

⁸ Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 50). Ontario: Author.

8. Give a momento (e.g. pin or certificate) to them.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to a staff meeting.
12. Recognize personal needs.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby-sitter.
17. Post an "Honour Roll" in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Make good plans.
24. Have a picnic
25. Help develop self-confidence.
26. Award plaques to sponsoring group.
27. Take time to explain fully.
28. Be verbal.
29. Encourage agency VIP's to converse
30. Hold rap sessions.
31. Give additional responsibility.
32. Allow participation in team planning.
33. Respect sensitivities.
34. Enable to grow on the job.
35. Enable to grow off the job.
36. Send newsworthy information about them to the media.
37. Have a wine and cheese party.
38. Ask client to evaluate their service.
39. Say "good afternoon"
40. Honour their preferences.
41. Create pleasant surroundings.
42. Welcome to staff coffee breaks.
43. Enlist to train other volunteers.
44. Have a public reception.
45. Take time to talk.
46. Defend against a hostile or negative staff.
47. Say "Good Morning".
48. Greet by name.
49. Provide good pre-service training.
50. Persuade "personnel" to equate volunteer with work experiences.
51. Encourage partnership with paid staff.
52. Recommend to prospective employers.
53. Provide scholarships to volunteer conferences or workshops.
54. Offer advocacy roles.

55. Use as consultants.
56. Write thank-you notes.
57. Invite participation in policy formulation.
58. Surprise with coffee and cake.
59. Celebrate outstanding achievements.
60. Nominate for volunteer awards.
61. Have a "President's Day" for new presidents of sponsoring groups.
62. Carefully match volunteer with job.
63. Praise them to their friends.
64. Provide substantive in-service training.
65. Provide useful tools in good working conditions.
66. Say "Good Night".
67. Plan staff and volunteer social events.
68. Be a real person.
69. Rent billboard space for public praise.
70. Accept their individuality.
71. Plan a theatre party.
72. Provide opportunities for conferences.
73. Maintain meaningful records.
74. Commend volunteers to supervisory staff.
75. Send valentines.
76. Make thorough arrangements.
77. Instigate client-planned surprises.
78. Mention in purchased newspaper space.
79. Promote a "Volunteer of the Month".
80. Send a letter of appreciation to employer.
81. Plan a "recognition edition" of the agency newsletter.
82. Colour code name tags to indicate particular achievements (hours, years).
83. Send commendatory letters to prominent public figures.
84. Say "We missed You".
85. Praise the sponsoring group or club.
86. Promote staff smiles.
87. Facilitate personal maturation.
88. Distinguish between group and individuals in the group.
89. Maintain safe working conditions.
90. Orient adequately.
91. Award special citations for extraordinary achievements.
92. Fully educate regarding the agency.
93. Send Christmas or New Years Cards.
94. Be familiar with details of assignments.
95. Conduct community wide interagency recognition events.
96. Attend a sports event.
97. Say "Thank You".
98. Send impromptu fun cards.
99. Plan occasional extravaganzas.
100. Other: _____

CHECKLIST FOR A VOLUNTEER PROGRAM⁹

- ◇ List all available volunteer jobs.
- ◇ Write brief job descriptions.
- ◇ Budget for volunteer recruitment and development.
- ◇ Meet with interested volunteers.
- ◇ Ensure volunteers are provided with accurate descriptions of their duties and responsibilities.
- ◇ Ensure volunteers understand to whom they are responsible.
- ◇ Provide a clearly written statement outlining what volunteers can expect.
- ◇ Offer an orientation program that provides information about the recreation program to the new volunteers.
- ◇ Provide training opportunities for volunteers to help them perform their duties.

MENTORSHIP

Another method of involving community members in recreation delivery is through the development of mentoring programs. Informal mentoring has had a long history in Aboriginal communities.¹⁰ The concepts of nurturing, community, and compassion associated with mentoring are at the heart of many Aboriginal values. Historically Aboriginal communities were the ultimate in mentoring communities with customary practices for providing mentor-like guidance for children and youth. A mentoring program would draw on these preexisting strengths from within the community.

Mentoring is when a trusted and experienced individual freely acts as a friend, advisor, coach, guide, teacher or role model to someone less experienced and in need of such a relationship. A mentorship program involves a mentor and a mentee. The mentor has skills and talents they are willing to share. They instruct, tutor and guide. The mentee is there to learn. Both individuals benefit from the relationship. The mentee develops job related skills, learns commitment and work ethic, networks with others, gains self-confidence etc. The mentor gains personal satisfaction from helping others succeed and in sharing their knowledge.

Informal mentoring happens naturally in our every day relationships, however a more formal type of set up needs thought and organization. Formal mentoring happens when the relationship is structured, and the mentor and mentee make a connection with help or direction. Often an organization of some sort matches individuals together based on certain criteria, and then continues to support that match as the participants pursue a goal or objective.

⁹ Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 50). Ontario: Author

¹⁰ Klinck, J., Cardinal, C., Edwards, K., Gibson, J., Bisanz, J., da Costa, J. (). Mentoring Programs for Aboriginal Youth. Retrieved from: www.Pimatisiwin.com

Typically the mentor and mentee agree to meet regularly over a specified period of time, and together they participate in recreational, social, cultural, educational or career related activities. The intention of this relationship is for the mentee to grow and learn through the mentor's example, support and assistance.

Mentoring can be focused on: helping the mentee to acquire the skills needed to begin or advance on a career path; sharing with the mentee the values, customs and practices of a particular culture, faith, group or tradition; or on personal development, assisting the mentee through personal issues and challenges. The relationship can take place at a workplace, school, or throughout the community.

A mentoring program as a part of your community involvement plan, could take on many forms. The Recreation Director could develop a mentoring relationship with someone interested in developing planning or leadership skills; an elder could be identified to mentor traditional crafting skills and together with their mentee teach a community program; a student/youth leader match could be made to assist the student in developing leadership skills, the possibilities are endless.

"How lovely to think that no one need wait a moment, we can start now, start slowly changing the world. How lovely that everyone, great and small, can make their contribution...how we can always, always give something, even if it is only kindness"

- Anne Frank

Setting Up A Program

The extent, to which you complete the steps below may vary depending on the formality of your program. What is most important is that your program is safe for all involved and that the mentor/mentee relationship is mutually rewarding. As your program develops, so might your formalities.

Consider your goals for developing a mentoring program. All successful mentoring programs have clearly defined goals dedicated to ensuring that both parties have the best opportunity for success. To make it easy for people to become involved, allow a variety of "flavors" of mentoring: work-based, cultural-focused, and community-based. For each of these types of mentoring there should exist core expectations around screening, training, matching, frequency of contact, support and supervision, and evaluation. Having a variety of options and mentoring styles seems to make mentoring an easier fit for mentors.

Develop a recruitment plan for both mentors and mentees. Include a clear list of expectations and benefits, as well as a marketing strategy for the mentoring program. Target multi-generations of mentors -- from teens through adulthood, all the way up to the most elder members of the community. These groups each require a different style, approach, and message during recruitment, and each requires a different approach to support and supervision. Involving a wide spectrum of ages allows for a greater potentiality of tapping into the entire population. Many schools have expectations of voluntary service

and mentorship. Ask around. Clearly state what the mentorship is, the goals, benefits, expectations etc. (Refer to Volunteer Recruitment in this section for more ideas.)

Use media to promote the program. Multimedia outreach has proven to be very important. Use pamphlets, local newspapers, television, and especially local radio station advertising to inform the community about mentoring success stories and opportunities. Media outreach is a way to remind people that mentoring is a powerful change agent not only for individual mentors and youth, but for the whole community as well. Subsequently, find ways to publicly honour and acknowledge mentors of all ages in conjunction with outreach efforts.

Design an orientation that includes:

- ◇ program overview
- ◇ description of eligibility, screening process, and suitability requirements
- ◇ level of commitment expected (time, energy, flexibility)
- ◇ expectations and restrictions (accountability)
- ◇ benefits and rewards participants can expect
- ◇ a separate focus for potential mentors and participants
- ◇ a summary of program policies, including:
 - ◇ written reports
 - ◇ interviews
 - ◇ evaluation

Partner with other organizations to address transportation issues. Transportation is often a significant issue especially for teen and elder mentors. The solution often involves partnering with schools, churches, and other community programs that have access to vans or have transportation systems already developed.

Determine eligibility screening for mentors and participants. Include:

- ◇ an application process and review
- ◇ a face-to-face interview and home visit
- ◇ reference checks for mentors, which may include character references, child abuse registry check, driving record checks, and criminal record checks where legally permissible
- ◇ suitability criteria that relate to the program statement of purpose and needs of the target population, which may include: personality profile, skills identification, gender, age, language requirements, level of education, career interests, motivation for volunteering, and academic standing, successful completion of pre-match training and orientation

Develop an information package. Include:

- ◇ guidelines for participants on how to get the most out of the mentoring relationship
- ◇ tips for both mentors and mentees
- ◇ do's and don'ts of relationship management
- ◇ job and role descriptions
- ◇ confidentiality and liability information
- ◇ crisis management/problem solving resources

Design a matching strategy. Different mentoring programs use different matching processes.

For example

- ◇ Recreation Director selects several confidential profiles of potentially compatible mentees for the mentor to read. The mentor then chooses the mentee with whom he or she feels most well matched.
- ◇ Recreation Directors work together with those who know the mentee's needs best – such as teachers or parent- to make the most suitable match.
- ◇ Recreation Director takes full responsibility for assigning mentors and mentees.
- ◇ Mentors and mentees interact in group activities, and have the opportunity to “self-match”.
- ◇ Child or youth programs in which the parent has a role in the match often facilitate a meeting with the mentor and the selected mentee's parent prior to the match being finalized. The mentor and parent learn more about one another and ensure they can work together to meet the young person's needs. Following the meeting, they independently communicate to the Recreation Director whether they are comfortable in going ahead with the match.

Regardless of how a match is made, the program must have a sound rationale for matching a mentor with a particular mentee. Be sure to consider appropriate criteria for matches, including some or all of the following: gender, age, language requirements, availability, needs, interests, preferences of volunteer and participant, life experience, temperament.

Seal the deal. Contracting is an important part of the matching process. Each party in the match signs a simple contract outlining the conditions of the match and their responsibilities in the match. Such an agreement emphasizes the importance of the commitment the participants are making, and encourages accountability. Full support and commitment by both the mentor and the mentee are needed for success. The mentee commits to the work; the mentor provides the resources and skills needed. The mentor's contract may include a “code of conduct” that specifies ethical and behavioral expectations of them, including abiding by rules such as confidentiality and child safety policies. As part of the contracting process, mentors should also be provided with a job description.

Have in place a monitoring process. Include:

- ◇ consistent, scheduled meetings with Recreation Director, mentors, and mentees
- ◇ a tracking system for ongoing assessment
- ◇ written records
- ◇ input from community partners, family and significant others
- ◇ a process for managing grievances, praise, re-matching, interpersonal problem solving, and premature relationship closure

Consider a support, recognition, and retention plan. Once you have the mentors, how will you keep them? Like in all other methods of community involvement, consider what motivates people to participate. Are there ways you can support these motivations? Organize a kick off event, say thank you formally, and plan a social gathering. (Refer to Ways of Keeping Volunteers in this section for more ideas.)

Outline steps for ending the mentor/mentee relationship. Make sure the reasons are clear for the termination of the relationship. Debrief the experiences of both the mentor and mentee. Be prepared to facilitate or find someone to facilitate a discussion between the mentor and mentee if any issues exist. Clearly state policies for future contacts between the two parties. Offer assistance for participants in defining next steps for achieving personal goals

Design an evaluation process. Determine how you will evaluate the success of your program.

The first meeting of the mentor and mentee is a critical element in the matching process. This meeting officially opens the match, and it can be an awkward event that creates some anxiety for both mentor and mentee. The program can help to encourage a positive first meeting by facilitating the introduction or suggesting non-threatening "ice-breaker" activities.

To the Mentors

Mentors have a skill and talent to share. Be clear on your reasons for being involved. Understand and commit to the expectation to teach and share your skills and talents. Build the learner's confidence. Provide real opportunities to try, and provide feedback. Serve as a role model. Set examples of the behaviour expected of a professional such as you.

Some tips:

- ◊ **Make a list.** Preparing for your first meeting: Make a list of things that you would have wanted to know when you were in the position of the person who you will be meeting with. It might include information about you (as the mentor), or about expectations concerning your relationship.
- ◊ **Be clear about purpose and boundaries.**
- ◊ **Create an agenda.** When you meet ask the other person if it is okay if you identify some items for an agenda. List two or three and then ask the other person if they have any items they would like to add. Some typical items are (1) getting to know each other, (2) logistics, (3) goals and expectations, (4) concerns that might interfere with your meeting together, (5) initial impressions, (6) questions you have about them, and (7) why you think you will be a worthy mentor.
- ◊ **Listen deeply and ask powerful questions.** Two skills essential for successful mentoring are (1) in-depth listening, that is, suspending judgment, listening for understanding and providing an accepting and supportive atmosphere; and (2) asking powerful questions, that is, questions that are challenging in a friendly way and questions that help the other person talk about what is important to that person.
- ◊ **Focus on wisdom.** See yourself as a resource, catalyst, facilitator, idea generator, networker, and problem-solver, but not as a person with the answers. The mentor role is not one in which you "tell" another person what to do or how to do it, but freely share what you have done (or have learned), not as a prescription, but more as an example of something from which you gained some wisdom. Contribute ideas or suggestions, not as a sage, but as a collaborator.
- ◊ **Maintain and respect privacy, honesty, and integrity.** Understand your legal responsibilities in case of child or youth disclosures of abuse.
- ◊ **Demonstrate integrity, trustworthiness and dependability.**

To the Mentees

This is your chance to learn in a real, hands-on environment. Be clear on your reasons. Understand and commit to what is expected of you. Take initiative. Ask questions. Some tips:

- ◇ **Prior to your first meeting with your mentor:** write down at least three things you would like to achieve through mentoring. Rank the three items in order of importance to you; write down three things that concern you most about meeting with your mentor. Rank these three things in order of importance; write down at least three things you would like your mentor to provide; and prepare a brief autobiography based on the above lists that you can share with your mentor when you first meet. Be sure to also include your own vision, mission or life goals.
- ◇ **Honor your commitment.** Dealing with time is a key aspect of the success of mentoring. Make sure you are clear about your needs and honour your commitment
- ◇ **Help Your Mentor Help You.** Tell your mentor how she/he can be most helpful to you.
- ◇ **Communicate clearly.** Initiate contact with your mentor if you have questions or would like to discuss something. Identify your needs and communicate them as clearly as possible to your mentor. It may be helpful to put some focused energy into organizing your thoughts and concerns before talking to your mentor, so that the time is spent wisely.
- ◇ **Be Teachable.** Be willing to learn new things, obtain another perspective, and be responsive to suggestions and constructive criticism.
- ◇ **Keep Up Your End.** Work hard at being a good mentee.
- ◇ **Follow Through.** When you decide to act on your mentor's suggestions, act in a timely manner and then report back to him/her.

The focus of most successful mentoring is mutual learning. Feel free to explore what you have to offer the mentor. A sense of humour and a sense of enjoyment of your time together are essential as well. If your needs are not being met, discuss this with your mentor. Terminating a mentoring relationship or switching to a different mentor are not signs of failure. Recognizing your changing needs and finding a respectful way to meet your learning goals are one of the keys to successful mentoring.

APPRENTICESHIP

Another way to involve the community is through offering apprenticeship opportunities. An apprenticeship is a unique education opportunity where students gain specific skills and knowledge related to a trade/craft. It is on the job training that usually includes some theoretical teaching.

If considering offering apprenticeship opportunities, be clear about your expectations and time available to commit to your apprentice. While the apprentice will offer assistance as their skills develop, they will also require work at your end. They will need to be supervised, educated, directed, and evaluated. The relationship can be well worth it, but a clear understanding of both parties' roles and expectations is needed.

Advertise the opportunity throughout the community and talk to the local schools about their apprenticeship programs, along with their needs and expectations. Clearly state the roles and responsibilities of a Recreation Director and the skills that an apprentice would learn i.e. leadership, planning, communication, etc. When recruiting an apprentice, find out their skills and aspirations. What is it they are looking for in this experience? Be clear of your needs. Be sure you both understand the commitment that is being made and expected. Set specific times for feedback, and decide on exit strategies if the arrangement is not working for either party. (Information on supervising can be found in Recreation Directors- section 3. As well, the information on volunteers and mentorship in this section will be helpful.)

DEVELOPING A COMMUNITY INVOLVEMENT PLAN

As a Recreation Director, you have an obvious understanding of and commitment to the many benefits of recreation. Developing a strategy for community involvement will assist you in both running quality programs and helping community members reap the benefits of recreation.

Consider:

- ◇ What is the current state of community involvement in recreation? Is it adequate? Do you feel the need to change any aspect of it? If so, what?
- ◇ What are your communities' beliefs about volunteering? Is there an ethic of volunteerism that exists? Is it difficult to get or retain volunteers?
- ◇ Are there mentoring programs that exist currently in your community? Are they successful? Do you have the resources to start a mentoring program? Are you interested?
- ◇ Are you in a position to take on an apprentice? Does the local school have an apprenticeship program you could tap into? Are you interested in taking on an apprentice? Is there anyone else in the recreation department that would be interested in taking on an apprentice?
- ◇ Do you have a Recreation Committee? If so, how is it functioning? Would a recreation committee serve your and the communities needs? Is developing a recreation committee a realistic goal?

- ◇ Does your community have an understanding of the benefits of recreation? Are they aware of the programs and opportunities that exist? Is there the drive towards healthy lifestyle choices?

After considering these questions, it is time to develop your strategy. Choose which of these methods or combination of methods make the most sense for your community needs, values and beliefs; for the resources, time and energy you have to put into it; and for the results you are seeking to gain from it. Once you have identified the method/s, using this manual as a resource (as well as other knowledgeable individuals and books), go for it. Be sure to give your strategy the time and commitment needed to succeed. Set realistic and clear goals. Increasing your volunteer base by three can be a success. Decide how you will determine yours. Evaluate along the way and adjust your plan accordingly.

APPENDICES

Appendix A

ALTERNATIVES SEARCH

The purpose of this exercise is to practice searching for alternatives. Brainstorm a list for each question and then critically evaluate them. Choose the top three for each question.

- ◇ Things to do on a weekend in this town.
- ◇ Things to do by myself.
- ◇ Ways to make friends.
- ◇ Ways to make work/school fun.
- ◇ Things to do without spending a cent.
- ◇ Things to do on any week night.
- ◇ Things to do with one other person.
- ◇ Things to do for under \$10.00.
- ◇ Things to do with your family.
- ◇ Things to do within walking distance of here.

Appendix A

MY LEISURE RESOURCES INVENTORY

Resources for my self-development

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

A _____
B _____
C _____
D _____
E _____

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

A _____
B _____
C _____
D _____
E _____

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

A _____
B _____
C _____
D _____
E _____

Resources for my self-enjoyment

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

A _____
B _____
C _____
D _____
E _____

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

A _____
B _____
C _____
D _____
E _____

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

- A _____
- B _____
- C _____
- D _____
- E _____

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

- A _____
- B _____
- C _____
- D _____
- E _____

Resources for my self-support

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

- A _____
- B _____
- C _____
- D _____
- E _____

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

- A _____
- B _____
- C _____
- D _____
- E _____

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

- A _____
- B _____
- C _____
- D _____
- E _____

4. Things I can do when I feel down:

- A _____
- B _____
- C _____
- D _____
- E _____

Resources for my self-expenditure

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

- A _____
- B _____
- C _____
- D _____
- E _____

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

- A _____
- B _____
- C _____
- D _____
- E _____

3. Thing I enjoy doing for other people:

- A _____
- B _____
- C _____
- D _____
- E _____

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

- A _____
- B _____
- C _____
- D _____
- E _____

Appendix A

LEISURE GRATIFICATION

Complete each sentence on the form. Discuss or consider your use of leisure time, attitudes about the use of leisure time, how leisure decisions are made, what influences leisure decisions etc.

1. When I get enough money, I will

2. When I get enough time, I want to

3. If this weekend were three days long, I would

4. I feel most bored when

5. If I had no TV, I would probably

6. If I could go on vacation, I would like to

7. I feel most satisfied when

8. I enjoy being

9. My fondest memory is

10. I can really get excited about

Appendix B

Template:

By-Law for the Establishment of a Public Recreation Commission

Name of Municipality
By-Law No.

A By-Law of the _____ for establishing a public recreation commission under provisions of The Municipal Act.

WHEREAS Section 250(2)(d) of The Municipal Act, L.M. 1996 provides in part as follows:

(a municipality may) enter into agreements...with an agency of the Government of Manitoba...
or with another municipality...

AND WHEREAS Section 312 of The Municipal Act, L.M. 1996 provides in part as follows:

If approved by by-law, a municipality may provide, as a special service to all or part of a
municipality...

(g)recreation services.

AND WHEREAS it is deemed expedient to appoint a public recreation commission for _____.

AND THEREFORE BE IT ENACTED by a by-law of the _____.

1. That there is hereby established the _____ Recreation Commission (hereinafter referred to as the Commission").
2. That the Council appoint elected representatives and hereby authorize and empower them on behalf of and in the name of the Corporation of the _____ to negotiate and execute an Agreement with the Corporations of _____, _____ and the school division/district of _____ for the establishment and operation of a Recreation Commission. That within this Agreement, the representation of the Commission be defined. The Agreement shall be attached hereto as Schedule A and shall form part of this By-Law.
3. That the Council appoint an elected representative to sit on the Commission and delegate to that appointee the responsibility to negotiate with Commission members, the terms of reference for the operation of the Commission. These terms of reference shall be attached hereto as Schedule B and shall form part of this By-Law.

DONE, PASSED AND ENACTED at a meeting of the Council of the _____ of _____ held this _____ day of _____ A.D. 20____.

Mayor/Chief

Secretary-Treasurer

Appendix C

Sample:

Agreement Among Partners

THIS AGREEMENT WAS MADE THIS ___TH DAY OF _____, A.D., 2005.

BETWEEN

RM OF ST. LAURENT

PARTY OF THE FIRST PART

AND

RM OF PORTAGE LA PRAIRIE

PARTY OF THE SECOND PART

AND

PRAIRIE ROSE SCHOOL DIVISION

PARTY OF THE THIRD PART

WHEREAS the elected officers of the parties hereto have opted in favour of a By-Law for the establishment of the St. Laurent and District Recreation Commission.

NOW THEREFORE THE PARTIES HERETO AGREE AS FOLLOWS:

1. The Commission shall prepare annual operating and capital budgets by March 1 in each and every year. The annual operating and capital budgets shall contain estimates of the revenue and expenditure requirements for the current and next fiscal years. The Commission shall forthwith present the budget to their Council for their respective approvals. The Commission shall present the approved budget to Manitoba Culture, Heritage and Tourism each and every year.
2. If the operating budget provides for a municipal requirement, the Rural Municipalities of St. Laurent, Portage la Prairie shall pay the municipal requirement as identified in the Recreation Commission budget as approved by Council.
3. No expenditure shall be made which is not provided for in the annual budget of the Commission as approved by Councils.
4. That the Prairie Rose School Division do not contribute financially, but will make their facilities available under the existing "Community Use of Schools" policy with preference being given as follows:

First priority: School activities

Second priority: recreation commission activities

Third priority: Other community use activities

5. If the Commission realizes a surplus, the Commission shall carry over the surplus to the next fiscal year.
6. That the Commission shall allocate the monies from municipal levels and from government grants to the recreation district, provided, however, any donation or gift accepted by the Commission shall be expended and allocated in accordance with the wishes of the donor thereof.
7. That:
 - a) The Commission shall be composed of the following representatives appointed by resolution:
 - RM of St. Laurent: 2 representatives
 - RM of Portage la Prairie: 1 representative
 - Prairie Rose School Division: 1 representative
 - Community members at large: 4 representatives

The Commission shall elect from the membership a chairperson and such other officers as it deems necessary.
 - b) The chairperson and secretary shall hold their offices for a one-year period and may be reappointed.
 - c) Where the secretary is absent or unable to act, the Commission shall appoint an acting secretary.
8. That a quorum for the Commission's meetings shall be made up of 50% of the appointed representatives, two of which shall be council representatives
9. That members of the Commission shall hold office for a one-year term from the first day of January in the year in which they were appointed. Every member of the Commission shall continue in their office until their successor is appointed. Members may be reappointed by the council.
10. That on the event that a member vacates a position prior to the expiry date of their appointment; the member appointed to fill the vacancy shall hold office for the remainder of the unexpired term. Vacancy shall be filled by a member from the same jurisdiction in order to maintain that jurisdiction's representation.
11. That the Commission shall elect from its membership a Chairperson and such other officers as it deems necessary. Officers elections would be held on a yearly basis with terms beginning January 1st.
12. That the Commission will hold twelve (12) meetings per year (one each month) and others will be held as necessary at the call of the Chairperson.

13. That the Commission members shall serve without remuneration, but each member shall be entitled to receive their actual disbursements for expenses incurred while on commission business as directed by the Commission.
14. That the Commission shall encourage and/or initiate a public recreation program which shall include physical and social recreation, cultural, artistic and group recreation, intellectual recreation, and audience entertainment, continually striving to meet the recreation needs of the community.
15. That the Commission will not purchase land. All land purchasing will be passed back to the respective municipalities.
16. That the Commission shall ensure there is adequate insurance coverage to cover any accidents occurring within the boundaries of any recreation facilities deemed under the control of the Commission.
17. That the Commission shall prepare an annual budget to be presented to all participating partners by January 31st of each year.
18. That the books of the Commission shall be audited annually in keeping with the Municipal Act, Section 604, and audited financial statements submitted to the municipal partners.
19. That:
 - a) No member of the Commission or member of the Council shall have any contract with the Commission, or have any pecuniary interest directly or indirectly, in any contracts or work relating to the Commission, its activities or its property.
 - b) No person shall be deemed to have any contract or pecuniary interest by reason of being a shareholder in an incorporated company having dealings or contracts with the Commission.
20. That all orders and proceedings of the Commission shall be recorded and shall be signed by the Chairperson and the Secretary.
21. That the Commission shall have the authority to hire staff based on a majority vote.
22. The Recreation Director shall be directly responsible to the Commission.
23. That the terms of this agreement shall be for a period of two years, at which time, if no notice has been given, the term shall be extended automatically for a further period of two years.
24. That any party to this agreement may terminate the agreement by giving notice in writing of the proposed termination at least twelve (12) months prior to December 31st.

RM OF ST. LAURENT PARTY OF THE FIRST PART

Reeve

Municipal Administrator

RM OF PORTAGE LA PRAIRIE

PARTY OF THE SECOND PART

Reeve

Municipal Administrator

PRAIRIE ROSE SCHOOL DIVISION

PARTY OF THE THIRD PART

School Div. / District Chair

Treasurer

Appendix D

Sample:

TERMS OF REFERENCE

MISSION STATEMENT:

To maximize the opportunity for, and participation in, recreational and cultural activities, for the residents of all ages of the RM of St. Laurent and St. Ambroise with a view to assuring that those activities are culturally and linguistically appropriate.

GOALS:

Programming – To encourage the development of public recreation programs which will include physical recreation, social recreation, artistic and groups' recreation, intellectual recreation and audience entertainment based on identified need.

Leadership Development – To promote a high standard of recreation leadership in order to maintain a high quality of programs and services.

Volunteer Development – To encourage and promote volunteerism as an integral part of the community.

Resource – To facilitate the exchange of information between community groups and the government, funding bodies, regional and provincial organizations concerns with seniors, youth, the disabled, volunteer and professional development.

Public Education and Awareness – To promote the value of Recreation and the important contribution that it makes to lead a healthy lifestyle.

Facility – To provide access to resources that would encourage sustainable multiuse facilities.

LEVEL OF AUTHORITY OF THE COMMISSION

- a) The commission will be responsible for submitting minutes of meetings, monthly financial statements and annual financial reports to each participating municipality.
- b) The commission advises and guides the Recreation Director, providing direction, supervision and support, establishes and approves policies including their goals and outcomes, to be able to organize recreation within the district.
- c) The commission will operate within its established constitution and budget and will have no authority to incur expenses on behalf of either sponsoring municipality or the Prairie Rose School Division. Once a year the Director's annual report is presented to the partners as identified in schedule A.

MANAGEMENT STRUCTURE – EXECUTIVE POSITION DESCRIPTION

The Commission shall consist of a chairperson, vice-chairperson, secretary, treasurer, board members and a Recreation Director.

Chairperson:

- responsible for scheduling and presiding at monthly meetings;
- prepares agenda for all meetings in consultation with the Recreation Director liaising with the Recreation Director on various issues;
- ensuring that all by-laws and schedules pertaining to recreation are adhered to at meetings and in the overall operations of the Commission;
- maintain order during meeting procedures;
- has the authority to call special meetings;
- has the authority to cast the deciding vote the event of a tie;
- has co-signing authority along with the treasurer for the commission;
- acts as a commission spokesperson in the community;
- sits as an ex-officio member on all committees.

Vice-Chairperson:

- responsible for carrying out the duties of the Chairperson, as listed above, in his/her absence.

Secretary:

- responsible for maintenance of accurate records and correspondence;
- responsible for recording meeting minutes of each meeting and distributing minutes, meeting notes, agendas and correspondence to each board member;
- maintains a list of unfinished business with dates for completion.

Treasurer:

- keeps accurate records of all monies received and distributed;
- has co-signing authority with the Chairperson;
- prepares financial reports for all meetings;
- in consultation with the Recreation Director, prepares financial statements and budgets.

COMMISSION MEMBERS JOB DESCRIPTION

- a) There is close cooperation between the partners, the commission and the Recreation Director.
- b) The commission has made a point of hiring a professional, reliable Recreation Director. The commission supervises the director, who provides written monthly reports. The goal is to enhance and enrich the community by using all available resources to the fullest.
- c) To report to the partners, on a regular basis, the plans and activities of the commission. The commission has a strong community profile, with a cohesive team of individuals whom the partners support.
- d) To be aware of and to have knowledge of the recreation activities in the community, whether they be operated by special interest groups, by agencies, organizations and institution, by clubs or by individuals.

- e) To act as a channel of communication by obtaining and passing on information related to recreational interests.
- f) The commission shall set goals and outcomes for the recreation commission and Recreation Director and modify on an annual basis.
- g) To provide a review and evaluation of Recreation Director's performance with reference to the goals and outcomes set for the year.
- h) Authorize and control expenditures within approved budget, where applicable.
- i) To set the policies for the operation of the recreation department, its programs and facilities in the community.

FINANCIAL MANAGEMENT

The Commission's budget is approved by the members. The financial condition of the municipalities, the recreation needs of the municipalities and the costs of personnel, services, supplies and equipment are all taken in consideration in the preparation of the budget.

The Commission shall ensure that the annual report is made available to participating municipalities in a timely fashion.

The financial records are audited by the municipal authority once a year and the audited financial statements are set to the Commission upon completion.

MEETING MANAGEMENT

The Commission sets monthly meetings. The chairperson may call a special meeting to be held. Quorum must be met for a special meeting to take place.

The secretary is responsible for taking accurate minutes of each meeting, which are signed by the chairperson and the secretary and kept in an official minute book. The minutes are typed and circulated to the commission members, municipal councils and school board as soon after the meeting as possible.

The commission shall establish committees as needed and such committees shall report back to the commission as needed.

LINES OF COMMUNICATION

The commission shall employ a Recreation Director to carry out the goals of the commission. The Recreation Director shall:

- a) Consult with community, community organizations, the school division and rural municipalities in order to serve the needs of the communities;

- b) Report to the recreation commission and take direction from the commission;
- c) Assist the commission in establishing goals, preparing a budget, and submitting reports;
- d) Work with each community organization and volunteer group to maximize opportunities for all community members to participate and benefit from recreational and cultural activities.

The Commission members are responsible for advising their Councils of the progress of the Commission, by keeping them informed as to the programs, grants, etc. that the Recreation Director is presently involved within their area. Copies of the Recreation Director's monthly report and the minutes of each meeting are sent to the Municipal Councils and School Divisions.

The orientation package for Commission members of the St. Laurent and District Recreation Commission will include:

1. By-Laws, regulations and policies of Recreation Commission
2. Statement of outcomes, missions statement and function of the Commission
3. Copy of Annual Reports
4. List of names, positions, addresses, and telephone numbers of Commission members and staff
5. Minutes of recent meetings
6. Financial structure of Commission, its source of income and budget
7. Organizational Chart
8. Provincial Policy Statement on Sport
9. Provincial Policy Statement on Recreation
10. Recreation Opportunities Program guidelines

STAFF MANAGEMENT

The board shall provide direction and supervision to the Recreation Director.

11. Resources

RESOURCES

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BIG PICTURE PLANNING

Big picture planning is about developing a long-range plan for the future of recreation in your community. These community recreation plans are comprehensive --with community involvement, vision, dreams and strategies for recreation in the next few years. Some communities' may plan for one year, while others may plan for three to five years.

Planning is community-specific. It must be sensitive to the unique characteristics of the community and be adaptable to its changing needs and conditions. For the process to work, a community must be ready to plan, put adequate time into the process and put the final plan into use. Once it is developed, the recreation director along with other community leaders and volunteers, need to work together to make it happen. It is the role of the recreation director to refer to the plan and ensure it is used to guide community recreation development.

In this section you will find ideas on how to involve the community in the planning, suggestions for setting up a planning committee, steps to developing the plan, tips on creating surveys and much more.

THE BIG PICTURE PLAN

- ◇ provides guidelines to develop programs and services
- ◇ involves the community in discussing issues and making decisions
- ◇ increases public awareness of community recreation
- ◇ assists to prioritize community needs
- ◇ provides a basis for making long-range budget plans
- ◇ provides continuity in case of recreation director/committee or council turnover
- ◇ helps use human and financial resources most effectively

Exercise: Search to see if your community has an existing Big Picture Plan for recreation. This may be a plan in and of itself, or may be a part of an overall community plan. If one exists, review the plan and determine where you are at in the planning cycle.

PUBLIC PARTICIPATION IN PLANNING

To ensure the recreation plan responds to the needs of the community, the public must be involved. Public participation adds time and costs to the planning process. However, the benefits are many. A well-organized program of public participation can:

- ◇ help determine needs and interests
- ◇ increase commitment to the plan because the public has contributed to it
- ◇ help obtain different points of view
- ◇ provide a means of educating the public on the benefits of recreation

A community is made up of individuals, groups, businesses, public agencies and elected officials. Each has different reasons for participating in the development of a big picture recreation plan. Each may require a different approach to foster involvement. It is unrealistic to assume that all groups wish to participate to the same extent. Some may want only to share their ideas on program needs while others may want to be involved throughout the entire process. The Recreation Director needs to consider the extent of public involvement they want and from whom. From there a plan for public participation can be made.

There are various ways to involve the public, each with associated strengths and weaknesses. As no single approach is ideal for all situations, determine which methods best suit your circumstances.

Exercise: Determine which methods for public participation would be most suited to your community.

Strategies for Public Participation

Public Meeting/Open Forum

- ◇ **Advantages** - generates a lot of ideas; citizens are directly involved in the planning; increases public awareness of programs; acts as a public sounding board for ideas.
- ◇ **Disadvantages** - often attracts people that have the most to lose from any changes or projects.

Workshops/Seminars/Discussion Groups

- ◇ **Advantages** - gathers information for decision-making; helps identify alternatives; citizens are directly involved in the decision-making.
- ◇ **Disadvantages** - requires skilled facilitators.

Surveys

- ◇ **Advantages** - gathers information for decision-making; is a quick method to reach a large number of people; is an opportunity for the silent majority to express opinions; provides public awareness of services and goals.
- ◇ **Disadvantages** - it is difficult for some to communicate in writing; it is time-consuming; surveyors cannot clarify responses.

Participant Observation

- ◇ **Advantages** – provides information for decision-making.
- ◇ **Disadvantages** – observations may be misinterpreted.

Personal Interviews

- ◇ **Advantages** – gets subtle but important information, which would not be gathered otherwise; can solicit specific opinions about the community recreation program.
- ◇ **Disadvantages** – it can be time-consuming; special interests often come with bias.

“If we do what we always have done, we’ll only get to where we have gotten”.
Unknown

PRE-PLANNING ESSENTIALS

There are several tasks to complete before beginning the actual planning process.

Set Up Terms of Reference

Terms of reference set directions and boundaries for the planning committee. It is important for these to be developed to ensure understanding of the committee’s roles, responsibilities and authority. The terms of reference should be determined prior to planning and be either developed or approved by council. Consult your Council to determine their preference. If you need to develop the terms of reference, use the guide below.

The terms of reference answer the following questions:

- ◇ What is the purpose of the plan?
- ◇ What does the community wish to achieve?
- ◇ What issues will be dealt with?
- ◇ What is the extent of the planning committee’s authority?
- ◇ To whom is the committee responsible?
- ◇ What are the limitations of the plan?
- ◇ What financial and human resources are available?
- ◇ When should the plan be completed?
- ◇ How long should the plan apply?
- ◇ How will the results be communicated?
- ◇ Who will be responsible for implementing and reviewing the plan?

Create a Planning Committee

The planning committee will be responsible for taking the community through the planning process. Ensure the planning committee, be it the recreation committee or other citizens, represents all facets of your community (e.g. elders, youths, men, women). The committee should involve five to eight people who are willing and able to commit to the process. Identify potential community members you feel are interested, would be able to contribute valuable ideas and insights, are of influence and needed for the plan to succeed and are able to commit to the process. For youth, consider contacting the school or approaching the local youth group. See who they would like to represent them. For the seniors, approach the seniors group, consider seniors who attend your programs or volunteer. When inviting people to participate, consider their connections to the community and the group they represent. Approach the individuals with a copy of the terms of reference so they can have a clear picture of what you are asking of them. Once you have created your committee, the process can begin.





THE PLANNING PROCESS

Big picture planning is an ongoing process that allows you to anticipate and deal with change on an ongoing basis. It involves five steps.

1. Take stock.
2. Create a vision and mission statement.
3. Determine gaps and areas of emphasis.
4. Set goals, objectives and action plan.
5. Implement, monitor and evaluate.

Step 1 – Take Stock

Start with a clear understanding of who makes up your community and the recreation opportunities and resources that already exist. Gather information on your community, the people's needs and interests, the current recreation system, existing resources and programs and internal and external factors that may affect recreation in your community.

When gathering information consider:

- ◇ Does the information already exist?
- ◇ How can you access it?
- ◇ What do you ask?
- ◇ Will you use different methods of asking to enhance the results?
- ◇ What resources do you need to do this?

Develop a Community Profile

When gathering information on the community consider:

- ◇ population trends (e.g. is the population increasing, decreasing?)
- ◇ a breakdown of population by age and gender
- ◇ identification of special groups (e.g. people with disabilities)
- ◇ economic factors (e.g. economic base, employment rate)
- ◇ particular geographic features (e.g. community situated by a river)

(See Section 6– Program Planning, for more detailed information.)

Define Community Needs and Interests

Questionnaires, surveys, one-on-one discussions and public meetings are all ways of finding out how the community views recreation, what they are currently interested in and what they would like to see in the future. To gain an accurate picture, seek input from all interest groups in your community.

The following is a sample recreation survey for adults.

It's Up To You Recreation Survey -Adults-

We are currently evaluating our recreation services in order to provide programs and events that best meet the needs and interests of the community. By completing this questionnaire, you will help in shaping the future of recreation in our community.

(Circle) Male / Female

Age: 20-30

31-40

41-50

51 and up

1. Do you have any children (18 years and under) living at home? (Circle) YES or NO. If yes, how many? Please list their ages.

2. What types of organized recreation programs do you participate in? (Please list or write "none")

SPORTS (e.g. fastball) _____

CLUBS/GROUPS (e.g. square dancers) _____

ARTS/CRAFTS (e.g. dream catchers) _____

EDUCATIONAL/SELF IMPROVEMENT (e.g. CPR) _____

CULTURAL (e.g. pow wows) _____

3. What types of things do you do for recreation that are **not organized**? (Circle)

- | | | | |
|---------------|------------------|--------------------|--------------|
| -fishing | -running | -walking | -hunting |
| -cooking | -watching sports | -trapping | -swimming |
| -volunteering | -reading | -playing cards | -woodworking |
| -visiting | -crafts | -collecting things | |
| -other _____ | | | |

4. How often do you participate in recreation activities? (Circle)

organized (e.g. square dancing, crafts)

frequently (daily)

seldom (monthly)

never

often (weekly)

rarely (once a year)

non-organized (e.g. biking, visiting)

frequently (daily)

seldom (monthly)

never

often (weekly)

rarely (once a year)

5. What prevents you from participating in programs?

6. What is important to you when recreating? (Circle)

-being physically active

-relaxation and enjoyment

-competing with others

-helping others

-being a part of a group

-developing/improving skills

-laughing and enjoying

-hanging out with friends

-being creative

-doing lots of different things

-having something to show for my efforts

-competing with myself

7. Are you happy with the current programs being offered? (Circle and explain)

A) YES

B) NO

C) NOT SURE

Why? _____

8. When considering future recreation area/facility improvement, what do you feel is needed most? (Circle top five)

-larger hill for sliding

-beach

-outdoor basketball court

-outdoor volleyball court

-park/camping area

-walking/bike path

-hiking/ski trails

-improved ball diamonds

-playground

-other _____

9. What are the three **most important** recreation programs provided that you participate in?

1. _____

2. _____

3. _____

10. What are other programs or activities that you would like to participate in that are not offered in the community?

1. _____

2. _____

3. _____

11. When is the best time for you to participate in recreation activities? (Circle)

WEEKDAY:

Mon. / Tues. / Wed. / Thurs. / Fri. / Sat. / Sun. / Anytime

TIME OF DAY:

Morning / Afternoon / Evening / Anytime

TIME OF YEAR:

Fall / Winter / Spring / Summer / Anytime

12. Please finish this sentence.

Recreation is... _____

13. Would you be interested in an internship, apprenticing, volunteering to assist or instruct any programs? (Circle) YES NO

If yes, what?

If yes, please give your name _____
and phone number _____

14. Other comments or suggestions?

THANK YOU FOR YOUR PARTICIPATION!

"Recreation and parks build strong families and healthy communities."

Tips on Developing Surveys

- ◇ Know what you want to accomplish by sending out the survey.
- ◇ Surveys can vary in length. Keep them on the short side. Aim for a maximum of 10 or 12 carefully worded questions, with ample space provided for writing answers.
- ◇ Provide a brief introduction.
- ◇ To maximize the number of completed surveys you receive, consider a deadline, picking them up or having a prize draw from those completed.
- ◇ Tie your questions in clearly with your specific objectives.
- ◇ Start with basic questions that are not too difficult to answer.
- ◇ Avoid making assumptions about what the individual knows. Be sure to include enough information so the person can answer the questions.
- ◇ Ask about the present situation before moving into the possible future.
- ◇ Provide lines for writing responses. The amount of space you leave after a question may determine how a person interprets the question.
- ◇ Avoid vague questions that may confuse people.
- ◇ This is an opportunity for educating the community. Take advantage of it.

Exercise: Design a recreation survey for your community or specific target group. Develop a plan to disperse and collect the surveys.

Complete A Community Recreation Overview

To obtain a clear picture of the current structure for recreation in your community consider:

- ◇ whether a recreation committee exists, its role and how people are appointed
- ◇ the relationship between committee or director and council and committee or director and community groups
- ◇ grants recently received
- ◇ existing bylaws, policies and agreements (look to council for these applicable to facility use, operation of a recreation committee, community sharing of facilities.
- ◇ land use regulations. Any areas to be used for rec purposes or development (eg. park or baseball field) need to be identified and approved by council in their land use plan, budget and current expenditures

Create a Resources Inventory

Gather information on existing programs, facilities and human resources.

Recreation Programs

Complete an inventory of all programs run by the recreation department as well as other community organizations, agencies and individuals. (See Section 6- Program Planning, for more detailed information.) See Appendix A for Recreation Programs Inventory Template.

Human Resources

Complete an inventory of all existing and potential human resources.

- ◇ List all volunteers, mentors and leaders
- ◇ List individuals currently instructing programs.
- ◇ List individuals with special skills not currently being utilized.

See Appendix B for Human Resources Inventory Template.

Recreation Facilities

(For more information please refer to Facilities section)

Complete an inventory of all facilities and related information.

- ◇ List all existing facilities and spaces.
- ◇ Include operating costs.
- ◇ Evaluate current use.
- ◇ If possible, analyze current condition.
- ◇ Locate land presently used for recreation.
- ◇ Identify open space for future improvements. E.g. beach, open field

See Appendix C for Recreation Facilities Inventory Template.

Environmental Scan

What has happened in the past to shape recreation in the community today? What internal and external influences may affect recreation in your community today? External influences are forces and trends going on in the outside world (locally and regionally) that will affect the organization, but over which you have no control. They include such things as technology, politics, economics, and demographics. Identify which are opportunities and which are threats. The internal influences include such things as human resources, supplies, facilities, funding, and how well the mission is being fulfilled. Identify which are strengths and which are weaknesses. All are important considerations when planning.

Exercise: Compile a resource inventory using the inventory templates in the appendix. Be as comprehensive as possible.

Determine how effectively the community's recreation services are functioning, identify gaps and suggest future directions.

How Does Your Community Rate?

Critically review the collected information and consider:

- ◇ To what extent are they balanced in terms of physical, intellectual, creative and social components? Refer to grid.
- ◇ To what extent do they provide a balance between highly active and less active opportunities? Refer to grid.
- ◇ To what extent do they encourage the development of leadership?
- ◇ To what extent do they provide for individual skill differences?
- ◇ To what extent do they encourage individuals and groups to accept responsibility for planning their own recreation activities?
- ◇ To what extent do they provide for the integration of the atypical individual (e.g. physically disabled)?
- ◇ To what extent do they provide participants with opportunities to share in the program planning and evaluation?
- ◇ To what extent are programs offered for the different age groups? Refer to grid.
- ◇ Are people happy with the current programs?

- ◇ Are the current programs successful? Why or why not?
- ◇ What existing programs could be further enhanced?
- ◇ What new programs are people interested in?
- ◇ Why aren't people participating in current programs? Why are they?
- ◇ Are they balanced throughout the year?
- ◇ Are opportunities available for both genders? How about people with special needs?
- ◇ In what condition are the facilities?
- ◇ Are the facilities/open spaces adequate to the communities needs?
- ◇ Are there community volunteers, apprentices, interns?
- ◇ Is community involvement adequate for the sustainability of quality programs?
- ◇ Are there human resources in the community that are not being tapped into?

Exercise: Complete a "how does your community" rate analysis of your existing recreation services.

Step 2 – Create a Vision and Mission Statement

Worse than being blind is to see and have no vision.
–Helen Keller

Vision Statement

A vision statement describes the preferred future of an organization--a future that is better than its present existence. It describes what the organization thinks is possible. Visioning is a time for dreaming; for being imaginative and creative. A vision provides a sense of stability, establishes future expectations, motivates volunteers, describes what may be possible, and provides a point of reference to measure progress and evaluate programs.

Exercise: Imagine it has been 15 years since you left your community to go travelling across the North. You have just returned and heard how great recreation has become in your community. Write a letter to a friend describing your visit.

Share letters in small groups. Identify common themes and values. Select one that best represents the ideas of the group. Present them to the larger group. Choose one writer from each group to collectively develop a vision statement reflecting the feelings and visions of the whole. Present to the larger group and modify.

Involve the whole recreation and/or planning committee in creating the vision. Only if people are involved in its development will they be prepared to implement, explain and protect it.

Remember: The vision statement is not a plan. It does not provide precise direction or instructions. The vision describes where you want to go and the plan will describe how you will get there.

To create a vision statement:

- ◇ Review the taking stock results to ensure a clear understanding of the strengths and weaknesses of recreation in the community.
- ◇ Discuss the influences which will definitely occur within the time frame of the plan. Which ones are important to consider?
- ◇ Dream. Create a future scenario and write down exactly what it will look like.
- ◇ Describe what the organization will look like at mid-point.

The vision statement should be:

- ◇ clear and realistic
- ◇ a one page statement of accomplishments or outcomes (not strategies or activities)
- ◇ consistent with committee and council's values
- ◇ challenging

Sample

Vision Statement

The Turk Lake Recreation Department is driven by a belief in the many benefits of recreation. It is committed to providing recreation opportunities for all members of the community. It ensures activities are designed to meet the unique needs and interests of the community. The Recreation Director, in conjunction with the Community Council, other community organizations and a strong and effective volunteer base embraces a holistic approach to recreation. Individuals are free to choose from a variety of opportunities to nurture the different aspects of themselves. Facilities are well used and well maintained. Community groups take action and responsibility, (with the support of the Recreation Director), to meet their leisure needs. Elders share their knowledge of culture and traditions. Children share their enthusiasm for learning and wonder. The benefits derived from the provision of positive leisure choices are seen through the decrease in youth suicide, the decrease in vandalism, the increase in families playing together, and ultimately the increase in active and healthy community members.

Mission Statement

A mission statement is a tool to help the community recreation program stay on track and progress towards the vision. It describes the purpose of the program or its reason for being.

The mission statement should:

- ◇ be clear and simple
- ◇ describe what, for whom and how
- ◇ be realistic

Sample

Mission Statement:

To enhance the quality of life for all community members by providing and promoting physical, social, cultural, educational and creative opportunities.

Exercise: Complete the following sentence --“This organization exists to...”

Step 3 – Determine Gaps and Priorities

If recreation is to grow and evolve and continue to fulfill its purpose, what needs to happen? Review the results from taking stock, take a look at your vision and determine where the gaps are. Be mindful of your strengths and weaknesses, opportunities and threats. For example: If your vision is of a variety of recreation opportunities for all people in your community and your taking stock results show most programs offered are sports for middle-aged men, there's a gap. Think about this gap. Is it manageable? Is it possible to close the gap? Is it important for reaching your vision? If yes, this gap then becomes one of your areas of emphasis or priorities.

Most plans contain five or six priorities. This number is a good guideline for maintaining a realistic and manageable plan.

Sample

Priorities

- ◇ program development for 10 to 15 year olds
- ◇ facility restorations
- ◇ enhanced community involvement
- ◇ improved partnerships with other organizations
- ◇ recreation committee development

Step 4 – Set Goals, Objectives, and Action Plan

Setting Goals

With priorities identified, you can next determine broad statements of what the committee wants to accomplish in those areas. Priorities may have two or three goals each.

Consider your priority:

- ◇ What is going well in this area?
- ◇ What do you need to improve?
- ◇ Dream a little. In three years, what would you like to see happening in this area?
- ◇ To improve this area, list your top two or three goals.

(See Program Planning – Section 6 for more information on developing goals.)

Sample

Priority #5 – Recreation committee development

Goal 1: develop an effective recreation committee

Goal 2: to provide an atmosphere for encouragement, development and recognition of the recreation committee members

Setting Objectives

Goals are simple statements of what is to be accomplished and objectives are more specific and describe exactly what will be done, how it will be measured and when will it be completed.

(See Program Planning – Section 6 for more information on developing objectives.)

Sample

Priority 5: Recreation committee development

Goal 1: to develop an effective recreation committee

Objectives:

- to promote the benefits and expectations of a recreation committee in the community through newsletters and posters throughout the month of March, 2008.
- to recruit four members for the recreation committee by April 30, 2008.
- to identify one person by April 30, 2008 as the recreation contact person when the recreation director is not available.

Action Planning

Action plans are the essence of planning. They define the individual tasks that need to be completed to achieve the objectives. Each action step should include what is to be done, who is responsible for it and when each step should be completed.

(See Program Planning – Section 5 for more information on action planning.)

Action Plan

Objective 2: To recruit four members for the recreation committee by April 30, 2008

Date	Task	Who
March 15	update rec. com. role description	Alex
March 20	get council approval	Sam
March 30	brainstorm possible members	Alex and Sam
April 1	develop posters	Alex
April 5	identify key areas for posters	Alex and Sam
April 10	distribute posters	June
April 15	approach school board- re: member	Alex
April 15	approach youth group- re: member	Alex

Before moving on, take a look at your plan.

- ◇ Did you remember to plan events for all age groups?
- ◇ Did you plan activities for special groups: disabled, seniors, women, preschool?
- ◇ Are your activities balanced between summer and winter?
- ◇ Do you have a variety of events planned?
- ◇ Do you provide equally for males and females?
- ◇ Are there opportunities for volunteer training and coaching clinics?
- ◇ Is what you have planned realistic considering your community?
- ◇ Do you provide activities for different skill levels?
- ◇ Will the plan be implemented?
- ◇ Are the time lines realistic?
- ◇ Do you have the human resources to carry out the plan?
- ◇ Is the workload realistic for the various people?
- ◇ Are the tasks manageable and clearly defined?
- ◇ Is the plan feasible and flexible?
- ◇ Is the plan clearly understood by all?
- ◇ Is the committee committed to the plan?
- ◇ Is the plan consistent with the Vision?

Step 5 – Implement, Monitor and Evaluate

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

Implementing

Once the big picture plan has been prepared, it should be presented to council for approval, communicated to the public and put into action by the recreation director, recreation committee, volunteers, community groups and anyone in your community who wants to help out.

Throughout the planning process be sure to keep your Council updated on the progress. Ideally the planning committee would have a Council member on it that would be updating Council. Once it is complete, contact Council to arrange to present the plan at an upcoming meeting. Be sure to explain the process of public involvement used. It is important for Council to see and understand that the plan represents the interests of the community.

Once approved, it is time to put the plan into action. The document is comprehensive and may feel intimidating. Break it into manageable pieces. Put together an overall year calendar with the actions to be completed on the appropriate dates. It is easiest to stay on top of the plan, if you can see at a glance, what should be happening. Focus on the main tasks for the yearly calendar; monthly calendars can be more specific and detailed.

Monitoring

Monitoring is the ongoing process that tracks how you are doing. Are you following through with the tasks and the timelines? Is your plan still relevant to your given situation? Schedule regular meetings to monitor the plan. Compile the required information and complete quarterly reviews. These can assist in guiding you through the review. (See Appendix D for template)

Sample

Quarterly Review

Priority # _____ Goal # _____ Objective # _____
Date: _____

Objective 1: To recruit four members for the recreation committee by April 30, 2008

Date	Task	Who	Status	Considerations
March 15	update rec. com. role description	Alex	complete	
March 20	get council approval	Sam	complete	Suggested council re
March 30	brainstorm possible members	Alex and Sam	complete	
April 1	develop posters	Alex	in progress	
April 5	identify key areas for posters	Alex and Sam	complete	
April 10	distribute posters	June	incompl.	
April 15	approach school board- re: member	Alex	incompl.	
April 15	approach youth group- re: member	Alex	incompl.	

Is this objective and its tasks still relevant?

Any revisions needed?

Evaluation

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

Think about:

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

The evaluation is a multi-stage process. Compile the required information on each of the different goals and objectives. If you have been completing quarterly reviews, much of the information will already be gathered. Complete a written evaluation (see Appendix E) that can be distributed, referred to and further discussed at an evaluation meeting. Set aside a minimum of one day for your annual review. Be sure to involve folks that are most informed and most intimately connected to the goals and objectives when evaluating them. Together, with their insight, and the ideas of the planning committee, come up with any future recommendations. Once the plan has been reviewed and updated, write a summary for Council and to share with the community. It is important the community sees that there is action and consideration being given to the input they provided.

Planning is a cycle.

Annually review your results, update your current status and revise your plan as required.

Community Recreation Planning Resource

Manitoba Culture, Heritage, Tourism and Sport; Sport Manitoba; Recreation Connections Manitoba, and the City of Winnipeg have worked together to develop an additional resource – “Community Recreation Planning Resource”.

The **Community Recreation Planning Resource** was developed to encourage recreation practitioners to initiate recreation planning at a community level and to help make the planning process as easy and enjoyable as possible. It is a proactive process in which recreation stakeholders work together to assess the current state of recreation (programs, services, facilities, delivery system, needs, interest, etc.), and to dream and plan for a desired future state of recreation in the community. The creation of a common dream for the future of recreation in the community link organizations together.

Within this resource you will find:

- ◇ A **CRP Process Overview** that provides an easy reference to the key steps in the overall process.
- ◇ A **CRP Process Model** that provides a visual description of the overall process..
- ◇ Specific process steps and recreation practitioner roles to follow throughout six key stages of planning.
- ◇ Various worksheets to correspond with certain process steps.
- ◇ Numerous additional tools to assist with the CRP process or other planning processes.

As a recreation practitioner, to use this resource all you have to do is:

1. Understand the benefits of planning and the CRP process.
2. Commit to championing the CRP process, or find a suitable champion.
3. Lead the CRP process in your community by following the planning stages, process steps and recreation –practitioner roles outlined in the resource.
4. Use the definition, communication checks, worksheets and additional tools to further assist you.

For assistance, support and training for CRP, contact any Recreation Regional Services office of Manitoba Culture, Heritage, Tourism and Sport – refer to the regional phone listings under the Partners Section.

Appendix E

Big Picture Plan

Date Developed _____

Date of Annual Review _____

Mission Statement

Vision Statement

Is the mission and vision still relevant or do they need to be revisited

Any revisions to be made

Big Picture Plan continued

Priority #1

What has happened so far in relationship to Priority 1 and its accompanying goals and objectives?

Priority 1

Goal 1 status: _____

Goal 2 status: _____

Goal 3 status: _____

Goal 4 status: _____

How would you describe the progress with this priority, its goals and objectives?

Are there any suggestions for changes to this priority, its goals and objectives?

Big Picture Plan continued

Priority #2

What has happened so far in relationship to Priority 2 and its accompanying goals and objectives?

Priority 2

Goal 1 status: _____

Goal 2 status: _____

Goal 3 status: _____

Goal 4 status: _____

How would you describe the progress with this priority, its goals and objectives?

Are there any suggestions for changes to this priority, its goals and objectives?

Big Picture Plan continued

Priority #3

What has happened so far in relationship to Priority 3 and its accompanying goals and objectives?

Priority 3

Goal 1 status: _____

Goal 2 status: _____

Goal 3 status: _____

Goal 4 status: _____

How would you describe the progress with this priority, its goals and objectives?

Are there any suggestions for changes to this priority, its goals and objectives?

Big Picture Plan continued

Priority #4

What has happened so far in relationship to Priority 4 and its accompanying goals and objectives?

Priority 4

Goal 1 status: _____

Goal 2 status: _____

Goal 3 status: _____

Goal 4 status: _____

How would you describe the progress with this priority, its goals and objectives?

Are there any suggestions for changes to this priority, its goals and objectives?

Big Picture Plan continued

Priority #5

What has happened so far in relationship to Priority 5 and its accompanying goals and objectives?

Priority 5

Goal 1 status: _____

Goal 2 status: _____

Goal 3 status: _____

Goal 4 status: _____

How would you describe the progress with this priority, its goals and objectives?

Are there any suggestions for changes to this priority, its goals and objectives?

RESOURCES

Edginton, C., Hansen, C., Edginton, C. (1992). Leisure Programming- Concepts, Trends, and Professional Practice. Dubuques, Iowa: WMC. Brown Communications, Inc.

Russel, R. (1982). Planning Programs in Recreation. St. Louis, Missouri: CV Mosby Company.

Strachan, D., and Kent, J. (1985). Long and Short Term Planning- Skills Program. Ottawa, ON: The Runge Press Limited.

PROGRAM IDEAS

There are unlimited activity possibilities for your recreation program. Offer a variety of options. Be creative. Have fun and try new things. Remember, people usually only ask for what they know. Spice it up a bit and remember it takes time for new ideas to catch on.

This section includes tips for making teams and being creative with equipment, thoughts for theme days, as well as a collection of games and other ideas.

*"You can learn more from a person in an hour of play, than a lifetime of conversation."
-Plato*



TIPS FOR MAKING TEAMS

To avoid the potential nastiness that arises when players pick their own teams, consider forming teams based on the answers to the following questions.

- ◇ Clasp your hands and fold your thumbs. Is your right or left thumb on top?
- ◇ Which leg do you put in your pants (shorts) first?
- ◇ When you tap your foot to music, do you use the right or left foot?
- ◇ Do you print or use cursive when you write a letter?
- ◇ Using your index finger as a pencil, draw a profile of a dog. Is the dog facing right or left?
- ◇ With which eye do you give a spontaneous wink?
- ◇ Can you roll your tongue? Can you turn your tongue upside down?
- ◇ What is your astrological sign?
- ◇ After a store purchase, do you count your change or not?
- ◇ Do you pick up pennies from the ground or ignore them?

SOME IDEAS ABOUT EQUIPMENT

SMALL BALLS: (Softball, tennis ball, ball of sponge, wood, paper, rags, sand or beans.)

You can use them to:

1. Throw for distance or accuracy.
2. Pass - forward, backward, under, over, around, from player to player.
3. Be batted with the hand, stick or block.
4. Be kicked, bounced, dribbled, carried, rolled to a marker, into a hole, between obstacles, or against a wall.
5. Teach the fundamental skills of catching and throwing.

LARGE BALLS: (Soccer, play balls, volleyballs, basketballs).

Note: Rubber is best for outdoor use. Basketballs and volleyballs should never be kicked.

You can use them to:

1. Roll between obstacles, at targets or markers.
2. Pass, over, around, under, from player to player.
3. Kick, dribble, bounce, for accuracy at, through, or around targets or markers.
4. Carry or juggle while moving.
5. Throw into boxes, cans, barrels, pails or baskets or through hoops and tires.
6. Bat with the hand.



OLD TIRES OR HOOPS: (Metal or wooden)

You can use them to:

1. Roll for speed or accuracy while stationary or moving.
2. Skip or to perform other stunts.
3. Serve as targets, at or through which objects are thrown while the hoops are stationary or rolling.
4. Serve as obstacles in a race.
5. Roll so that they come to rest over stakes or on a marked-out area.

ROPES: (Sash cord or clothesline)

You can use them to:

1. Jump over or skip.
2. Spin or throw as a lasso.
3. Serve as obstacles in races.
4. Act as starting, finishing lines, poison lines or markers.
5. Play tug of war.
6. Serve as nets. (Hang small pieces of paper or cloth from the rope).
7. Serve as crossbars when weighted at both ends.
8. Play tetherball.

PAPER BAGS OR SACKS:

You can use them to:

1. Serve as masks or blindfolds.
2. Blow up and burst during races.
3. Wear as hats and be knocked off by a roll of newspaper.
4. Set as handicaps in races. (When worn on the feet).



Learn to use what you have.

CHILDREN'S PROGRAMMING- DOS AND DON'TS

DOS

Over plan
Encourage
Recognize individual differences
Be patient
Be respectful
Everyone participates
Listen
Short and simple games
Be interesting
Be creative
Be prepared
Remember quiet time
Safety first
Fun
Pay attention
Consider age factors
Join in
Positive reinforcement
Visual demonstration
Group input in setting rules
Speak at their level
Repeat instructions
Time for questions
Singing/storytelling
Be responsible
Act on rules right away
Group decisions on activities
Give 100% in everything you do
Touch heads when numbering for teams
Make everyone a winner.

DON'TS

Avoid running programs too long
Avoid ridiculing or criticizing
Avoid too much competition
Avoid being mean/harsh
Avoid screaming
Avoid any form of abuse
Avoid swearing
Avoid breaking promises
Avoid leaving them alone too long

SPORTS AND GAMES-POINTS TO REMEMBER

- ◇ Plan ahead
- ◇ Arrive with twice as many games
- ◇ Start with old and then try new
- ◇ Name that game
- ◇ Explain - demonstrate
- ◇ Play it
- ◇ Alternate pace
- ◇ Start even when there are few participants

THINGS TO AVOID:

- ◇ Too much competition
- ◇ Two vigorous games in a row
- ◇ Elimination games
- ◇ Favoritism
- ◇ Gender teaming
- ◇ Repeating games too often

LEARN TO:

1. Modify game - to fit ages, space and time.
2. Add a new regulation for excitement.
3. Make up games - it's fun and profitable.

GAMES

ANIMALS, ANIMALS!

PLAYERS: 4+

EQUIPMENT: animal cards

TIME: 10-15 minutes

DESCRIPTION: Animals, Animals! is a good game for helping people develop deeper rapport with animals. There are two ways to play the game. The first version, using animal pictures, is playful and makes a good beginning for an outdoor session. The second is more serious, often profound, and creates great empathy through observation of live animals.

Animals, Animal! Version 1.

This version can be played with all kinds of hilarious variations. To begin, explain that you'll pass out animal picture cards and that the players should keep 'their' animal's identity secret. After you pass out the cards, have the players act out their animals' typical behavior, one 'actor' at a time.

If you have a large group, you might want to ask for 8 or 10 volunteers to 'perform' for the others. In such a situation, you can place a variety of picture cards on the ground and let each player choose the animal he feels best able to imitate.

When an 'animal' comes 'on stage', tell him to visualize his animal in his/her mind first, and then capture the animal's essence in a still pose. After holding the pose for eight seconds, tell him/her to move around like the animal. To end the performance, the actor can make the animal's sound, warbling, braying and so on.

The other players guess what the animal is. It is very important to let the player finish the 'act' before calling out names. To help the group restrain their eagerness, tell them you'll wave an arm when it's time to start guessing. If a player can't mimic the animal's call very well, or if quickly runs out of movements, let everyone begin guessing a bit sooner.

The animals you choose should be easily identifiable, with well-known physical characteristics and movements. Some perennial favorites are: bear, bat, penguin, gorilla, turtle, owl, leopard and heron.

Animals, Animals! Version 2

If you play *Animals, Animals!* At a zoo, farm or wilderness area, be sure to take advantage of opportunities to let the players see real, live animals, it'll whet their interest in observing them closely. They'll learn more, and it'll also increase their empathy for 'their' animal.

If the players are old enough, send them out alone to look for an animal they find especially interesting. If some of the players feel unsure of themselves outdoors, or if they're new to nature games, send them out in teams of three.

I remind the players that dragonflies, lizards and butterflies are animals too, and that they're much easier to observe than bobcats or eagles. Some groups have a hard time relating to small animals like insects. But if there aren't any large animals in your area, you could give the players a choice of imitating other natural phenomena, such as grass, rocks and trees.

Tell the players to observe the animal's movements, sounds, rhythms and physical characteristics carefully. If they're inclined, they can also silently ask the animal to reveal its inner essence and beauty.

Tell the players that after they've observed their animals, they should imagine they are the animal and try to move and think like it. Tell them this is a perfect time to practice their 'act' because they'll be alone and able to study the animal in real life. Feeling a close bond with the animal will make it easier to act their role convincingly.

Before sending the players out, you might want to play *Animals, Animals!* with pictures.

BACK STABBERS

PLAYERS: 8+

EQUIPMENT: enough laundry pins for every person to have three.

TIME: 10 –15 minutes

DESCRIPTION: You will need about 50 spring-loaded laundry pins, wooden or plastic. They cost maybe two to four cents apiece. If the pins come in different colors, that's a bonus for eventual team designation. You can spray paint the wood pins to achieve the team colors needed.

Hand out three pins of any color to each participant. Indicate that players are to try and get rid of their pins by clipping them onto the clothing of any other player, who will also be trying to do the same. As soon as a player legally gets rid of all three clips, he jumps up and down, simultaneously shouting that he has accomplished this, and if anyone is listening, that person is eventually recognized as the winner.

Rules:

- Only attachments of clips on the backside are allowed;
- Clipping or entangling hair is a non-no;
- If a clip stays on for 5 seconds, it is considered a legal clip;
- If a clip spontaneously falls off before 4.00 seconds have elapsed, it must be picked up by the clipper for another try. Clips on the floor cannot be stepped on to cancel their spring-loaded capacity, i.e., conveniently smooshed;
- Clippers may not run their clipped body against another person, or the wall, or whatever in order to dislodge a legal clip;
- Clothing cannot be grabbed to slow down a running player, or to facilitate a clip;
- Boundaries must be compassionately set to prevent long-distance running by the fast few;
- Do not be overly strict about rule enforcement, except the rule about inappropriate placement of the clips (no crotch-shots);
- Everyone must wear a loose fitting shirt or sweater.

Team Clip:

Essentially the same rules as before, except:

- Players operate in teams of three;
- A team must collectively get rid of all their clips. If one player on a team gets rid of all her clips, that empty-handed person must help her teammates rid themselves of the remainder, until all nine pins have been legally set.

BALL AND HOOP

PLAYERS: any number

EQUIPMENT: 2 round pieces of cloth per person, 1 leather thong per person, 1 stick or hanger per person, thread, material for stuffing, twine, needles, scissors

TIME: 10 minutes

DESCRIPTION: Sew and stuff the cloth pieces to make a small ball. Sew one end of the leather thong into the ball. If you are using the stick, bend it into a circle and fasten with twine. Tie the other end of the leather thong to either the wooden circle or the hanger.

To play, hold the game in one hand. Attempt to wind the ball around the hoop by moving the arm up and down and back and forth. Once the ball is wound up, reverse the procedure to unwind it. To change the difficulty of the task, vary the length of the leather thong or the size of the hoop.

BLINDED PARTNER WALK

PLAYERS: 6+

EQUIPMENT: Blindfolds (handkerchiefs or other non-see through fabric).

TIME: 15 minutes

DESCRIPTION: This can be done many different ways. Either the whole group can be blindfolded with a seeing leader or half the group or only a few can be blindfolded. The group must rely on each other to make it through an obstacle course or along a walk.

Other situations can also be added. Members of the groups can be without the use of legs, arms or speech.

BLINDFOLD SOCCER

PLAYERS: 8+

EQUIPMENT: blindfolds, soccer ball

TIME: 20 minutes

DESCRIPTION: Have players get into pairs, with one of the pair blindfolded. Only the blindfolded players can make physical contact with the ball. The sighted player can only offer verbal directions. Members of the pairs are not allowed to purposefully touch one another. Normal game contact is all right, as long as touching is not of a directional type, i.e., pushing a blindfolded player toward the ball.

There are no goalies. This rule will make sense once the action begins. If the ball is kicked beyond the sidelines, a referee will kick the ball back into play. Do not allow and constantly warn against high kicks. No one knows when a kick is coming, so encourage a side-of-the-foot movement. Limiting high kicks is essential for safety of the players.

BLOB

PLAYERS: 10+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: The Blob begins innocently enough as a mere individual playing a game of tag. As soon as s/he catches someone, s/he joins hands with them. Now s/he's part of the Blob, too, and they both set out hand-in-hand in search of victims. Everyone the Blob catches (only the outside hand on either end of the Blob can snatch at players) joins hands with it and becomes part of the lengthening protoplasmic chain. (You'll have to agree on boundaries for this game; some people will go to any lengths to avoid meeting with an untimely end at the hands of the primordial slime). The last remaining player is the new blob.

BONE GAME

PLAYERS: any number

EQUIPMENT: 1 rib bone per person, 1 piece of thighbone (cut crosswise) per person, 1 piece sinew per person, scissors

TIME: 10 minutes

DESCRIPTION: Attach one end of the sinew to the large end of the rib bone. Attach the other end of the sinew to the thighbone.

To play, hold the rib bone in one hand with the thighbone hanging down. Swing the arm up and attempt to catch the thighbone on the end of the rib bone.

To change the difficulty of the task, vary the length of the sinew or the diameter of the bones.

BRITISH BULLDOG

PLAYERS: 6+

EQUIPMENT: none

TIME: 20 minutes

DESCRIPTION: The playing area is a rectangular open field with well-defined boundaries. One person stands in the middle and is the bulldog. Everyone else stands on one end outside the boundary. When ready, the bulldog yells, "British Bulldog, one, two, three." Everyone must run from one end of the field to the other. The bulldog must grab people, lift them off the ground, and yell, "British bulldog, one, two, three." Each caught person then becomes a bulldog also. Eventually everyone will become a bulldog.

Variation: Instead of lifting people off the ground, the bulldog can simply hold on while yelling.

BULL IN THE PEN

PLAYERS: 8+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: The players get in a circle with one player in the middle. The player in the centre of the circle (or pen) is the bull that tries to escape. The players forming the pen chant, "Bull in the pen and s/he can't get out". The bull tries to break out of the circle by running against the arms of the players forming the circle. Ducking under, or jumping over the arms of the players is not allowed. When the "bull" breaks through, the player to the right of the break becomes the bull.

Care should be taken when choosing to play this game that all of the players are of equal size.

BUTTON GAME

PLAYERS: 6+

EQUIPMENT: 1 large button/washer/rigatoni per person, 1 long piece of twine, scissors

TIME: 15 minutes

DESCRIPTION: Cut a piece of twine for each person. Thread the button or washer or rigatoni onto the piece of twine. Tie the ends of the twine together with the smallest knot possible.

To play, have all the participants sit in a tight circle on the floor with their knees up, and their feet pointing into the centre of the circle. Place the twine under the knees. Have the guesser stand outside of the circle with their eyes closed until given the signal to open them. The participants in the circle begin to pass the object from hand to hand around the circle. The guesser attempts to guess who has the button and which hand it is in. An important part of the games is to trick or pretend to pass the object even if it has not reached you.

BUTTON-BUTTON

PLAYERS: 5+

EQUIPMENT: button

TIME: 10 minutes

DESCRIPTION: Get all players sitting in a circle. One child is chosen to be 'it' and must hide her/his eyes. Another child goes to each player and pretends to drop a button into his or her hands. One child does receive the button. All children pretend to have the button when the child that is 'it' opens his/her eyes. S/he has three guesses to find out who has the button. Change the person who's 'it' and the person who passes the button.

CAMERA

PLAYERS: 4+

EQUIPMENT: none

TIME: 20 -30 minutes

DESCRIPTION: One player takes the role of photographer, and the other plays the camera. The photographer guides the camera, who keeps his eyes closed, on a search for beautiful and interesting pictures. When the photographer sees something s/he likes, s/he points the camera's lens (eyes) at it, framing the object s/he wants to 'shoot'. Then s/he presses the shutter button (see below) to open the lens.

It's important that the camera keeps his/her eyes closed between pictures so that the 3 - to 5-second exposure will have the impact of surprise.

Encourage the photographers to be creative in choosing and framing pictures. Tell them, "You can make stunning photographs by taking shots from unusual angles and perspectives. For example, you can both lie down under a tree and take your picture looking upward, or you can put your camera very close to a tree's bark or leaves. Try looking down into a flower, or panning the horizon. Be open to the opportunities of the moment."

I suggest that children 'press the shutter button' by tapping the camera's shoulder. A second tap tells the camera to close his/her eyes. For the first picture, it may help to say 'open' with the first tap, and 'close' with the second.

Show the players how to pan the camera - i.e., move it slowly with the shutter held open, like a movie camera. While panning, they may keep the shutter open longer than five seconds, since the movement will hold the camera's interest. Suggest that they also pan vertically - for example, starting at the base of a tree and slowly moving up the trunk to the highest branches, then into the sky.

The photographers can prepare their cameras for the next picture by telling them which lens to use. For a picture of a flower, tell the camera to choose a close-up lens; for a sweeping scenic panorama, a wide-angle lens; and for a far-away object, a telephoto lens.

Take time to talk to the group about the elements of creative and beautiful pictures, otherwise they may end up with pictures of deer scats or the insides of trash cans. This is especially important with small children. It's also very important to encourage the photographers and cameras to talk only when it's unavoidable. Explain that silence creates pictures that have greater impact for the camera.

You may need to take time to show the group how to guide their 'blind' camera's hand and gently pull an arm in the direction you want to go.

Tell the photographers they'll have about 10 minutes to take pictures, and then they'll trade roles. It works well to tell the photographers to take a certain number of pictures (six to ten is fine), and then trade places with their partners. With these rules, everyone will finish at about the same time.

After everyone has played both roles, give each player a 3 x 5 index card and tell them, "Remember one of the pictures you took when you played camera. Develop it by drawing it, and give it to the photographer."

CAT AND MOUSE

PLAYERS: 10+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: The players form a circle holding hands. One player is chosen to be the mouse and stands inside the circle; another player is chosen to be the cat and stands outside the circle. The cat tries to catch the mouse. The players in the circle hold hands very tightly as the cat will try to break through the arms to get at the mouse. If the cat is successful, then the circle opens to let the mouse get through. When the mouse is caught, both players can rejoin the circle and select two new players.

CLAYDOUGHNARY

PLAYERS: 6+

EQUIPMENT: play dough for each group

TIME: 10 –15 minutes

DESCRIPTION: Provide each small group of three to six players with a small container of play dough.

Each group selects a modeler. The leader gives a topic to these collected members of each group. You can establish as many groups as you can afford containers of play dough. The modelers scurry back to their respective groups, grab the pre-warmed chunk of dough and attempt to sculpt or model the word or phrase that all the other modelers are also attempting to squeeze into a recognizable shape. The first team to shout the correct answer is the winner for that round. Another moldable word is then offered to a new group of eager listeners, and off they go for round two.

Some categories might include: Famous places – Grand Canyon, Great Wall, Golden Gate Bridge, Eiffel Tower, Taj Mahal, Great Sphinx, Mount Rushmore, etc.); Things around the house – compact disc player, lawn mower, bicycle, vacuum cleaner, etc.); Animal kingdom – python, kangaroo, dolphin, flamingo, giraffe, etc.). Make up your own categories for even more fun.

CREEPY CRAWLER RACETRACK

PLAYERS: any number

EQUIPMENT: margarine container per player, poster board, 2 cups

TIME: 20 minutes

DESCRIPTION: Any insects that can't fly are appropriate. Hand out containers such as margarine tubs with small breathing holes punched in plastic tops, and send players to find insects. To be eligible to race, players must be kind to their little bug friends.

To make the creepy crawler racetrack cut a 12-inch circle from poster board. Color in the centre, and draw a line around the circle every three inches to mark the bugs' 'progress' down the track. At the start of each race, place two competitors under a cup in the centre of the circle. As you ring a bell, the player lifts the cup. Use a stopwatch and record the time when one of the pair crosses the outermost line.

CROWS AND CRANES

PLAYERS: 10+

EQUIPMENT: None

TIME: 15 minutes

DESCRIPTION: Divide the players into two teams. One team is called the Crows, the other is the Cranes. A centre line is marked and a goal line is made around 25 feet back from it on both sides. Each team picks a side and lines up at the centre line. (The teams can be lined up around 3ft apart from each other.) When the leader calls out Cranes, the Cranes turn and run back to their own goal, while the Crows chase them. Any Cranes that are tagged, must join the Crows. And when the leader calls out Crows, the Crows run back to their goal line, while the Cranes chase them. Any Crows caught join the Cranes team. The team that captures all the players of the other team wins.

DEER EARS

PLAYERS: 5+

EQUIPMENT: cloth tail, blindfold

TIME: 20 minutes

DESCRIPTION: Choose a quiet setting for Deer Ears, away from roads, loud creeks, one with plenty of forest litter. "Have you ever wondered why a deer's ears are so big?" The instructor asks.

Have each person cup their hands behind their ears to simulate a deer's. Without changing his or her tone of voice, the instructor asks, "How many think I'm speaking louder now?" The apparent change in volume is fairly dramatic.

One player is blindfolded and will kneel in the forest like a deer grazing at night. The rest of the players will become predators, wolves or cougars. The predators must start the game at least 15 metres away from the deer. When given the signal to start stalking, players slowly and silently begin pursuing their prey. If the predators get close enough to the deer to snatch a cloth 'tail' from the deer's back pocket, then the deer is dead. But if the deer hears it coming and points in the predator's direction saying 'starve' then that player is out of the game.

Now a deer can't be so paranoid that it stops eating and flees with every little movement it hears, or it would probably starve itself. So to make the situation more realistic, the deer will only be able to point and shout 'starve' as many times, as there are predators (plus two extra).

The successful predators are those who make their advances while the deer is distracted in another direction. The successful deer are constantly alert to sound from any direction. Be sure to keep the deer's ears exposed when tying the blindfold. Small branches resembling deer antlers tied to the head of the deer adds a realistic touch to the game and seems to assist in the role-play

DICE

PLAYERS: any number

EQUIPMENT: 1 bowl per person, 6 wooden discs per person, 1 chart of symbols, 1 pencil per person, sandpaper

Optional: paint, paintbrushes, varsol, paper towels.

TIME: 15 minutes

DESCRIPTION: Smooth discs with sandpaper if necessary. Using a pencil, mark one symbol on one side of each disc (1-6).

To play, place discs in the bowl. Toss all of the discs out of the bowl and attempt to catch as many as possible. To obtain your score, add up the symbols on the dice, which were caught in the bowl. To count score for younger children, just add the number of dice caught in the bowl.

DON'T BE DISCOURAGED

PLAYERS: 10 or more

EQUIPMENT: Wrapped Presents

TIME: 15 minutes

DESCRIPTION: Divide into groups of five. Each group must open a present only using one finger per person. First group to finish wins.

DOWN DRAGON

PLAYERS: 10+

EQUIPMENT: Two rags or handkerchiefs

TIME: 15 minutes

DESCRIPTION: Split the group into two parts (or more). Line them up with their arms around the waist of the person in front of them. Stick a rag or handkerchief in the back pocket of the last person. The goal is for the front person of one group to get the 'tail' of the other, while the tail of the group tries to avoid getting caught.

DOX – EN – EYE

PLAYERS: 8+

EQUIPMENT: straight stick

TIME: 15 minutes

DESCRIPTION: The game begins with two equal-sized teams sitting and facing each other about ten metres apart. One member from each team comes forward to compete for the Dox-en-eye, a straight stick one metre long. The game begins with one team pounding the ground with the stick, shouting, 'Dox-en-eye, dox-en-eye, send us Shirley.' Shirley must immediately turn stone-faced, get up, get the stick and return to their seated position without smiling. The opposing team can do everything and anything (except touch the person). If the person called smiles or laughs, they join the other team. Another person is then called. If the person called gets the Dox-en-eye stick successfully back to the team from which they came, that team then does the calling. The game continues until everyone is on one team.

EENY-EINY-OVER

PLAYERS: 6+

EQUIPMENT: ball

TIME: 20 minutes

DESCRIPTION: All you need is a large building – a church works well – and a medium-size ball. The game begins with two teams, one on each side of the building. One team has the ball and throws it over the building while yelling, "eeny-einy-over." The throwing team then runs around the building and tries to tag players on the receiving team. Tagged people join the other team. The receiving team tries to avoid being tagged, of course, and also can throw the ball at players on the throwing team. Anyone who gets hit switches teams. Players are safe when they reach the other side of the building. The game ends when everyone is on the same team. Variation: Players are safe only when they do a complete revolution of the building.

ELECTRICITY

PLAYERS: 5+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: In the water, players form a circle holding hands. The electricity travels through a hand squeeze. The leader starts the electricity by squeezing the hand of the person next to him/her. As the electricity travels around the circle, the players duck under the water. When the electricity comes around for the second time, the players stand up, one by one.

FEET OFF GROUND

PLAYERS: 10+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: A player cannot be tagged as long as his/her feet are off the ground. Sitting on an object, hanging from a tree branch and on your back with legs in the air are all legitimate safeties

FIVE FOOT BANANA PEEL

PLAYERS: 5+

EQUIPMENT: garbage bags, bananas, towels

TIME: 15 minutes

DESCRIPTION: On the command "go", your team of five tries to peel a banana with their feet. First team to finish wins.

FLYING DUTCHMAN

PLAYERS: 8+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: The group forms a circle and holds hands, with one pair remaining outside the circle. Holding hands, the couple on the outside walks the perimeter of the circle. They choose a point in the circle to break the handhold of two people. When that happens, the outside couple runs around the circle in one direction while the couple whose handhold was broken, runs in the opposite direction. The couple that loses the race back to the open spot is 'it' for the next round.

FROG IN THE MIDDLE

PLAYERS: 3-6 per group

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: Get the group in a circle, with one player in the middle. One child is chosen to be the "frog". The frog squats on the floor or ground. All the other children form a ring around the frog. Any player can try gently to push or pull the frog. When this happens, the frog tries to grab that player without rising from the floor. If the frog is able to grab him/her, then that player becomes the frog and the original frog takes a place in the ring.

Slapping and hard shoving are not allowed. Players must push or pull gently and carefully.

GIANTS, WIZARDS AND ELVES

PLAYERS: 10+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: Each team stands in a safe zone (about 10 feet from a centre line) and decides on a character to be as a team (giant, wizard or elf). After choosing their character, each team stands at the centre line, facing each other with hands behind their backs. On a given signal (e.g. the count of three) the whole team acts out their character.

ELVES squat down and imitate pointed ears by holding two fingers up by your ears (similar to making bunny ears). Make "Eeeking" noises while doing this.

GIANTS stand on tip toe, arms raised in a frightening posture making growling / roaring sounds.

WIZARDS stand normally but with arms outstretched as if casting a spell. Make appropriate spell casting noises.

Each character can win against one character or lose against the other. Theoretically, Elves shoot Wizards: Elves win. Wizards frazzle Giants: Wizards win. Giants squash Elves: Giants win.

If your team is the winner, you chase the other team back to their safe zone. Those you tag join your team. The team with the most players in the end is the winner.

GET TO KNOW A LEAF

PLAYERS: any number

EQUIPMENT: leaves

TIME: 20 minutes

DESCRIPTION: Each person has a dead leaf. Tell them to examine it very carefully. Each person tells a short, life story about their leaf giving it a name, telling where it came from and how it got to be there. Then the leader takes all the leaves and tosses them gently and has the group try to find their own leaf.

Most can find theirs - then talk about how many stories there are in a forest.

GREY GOOSE

PLAYERS: 5- 15

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: Children stand ready to jump into the water. The leader calls out "grey goose" and all the children jump in. To challenge the children, the leader tries to fool the children into jumping early by using similar sounding words. (Grey gophers, grey goblins, green goose, etc.) In shallow water, this game could be played like Crows and Cranes.

HEADS UP 7-UP

PLAYERS: 14+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: Seven volunteers stand in the front of the room with the rest of the group facing them, sitting on chairs or the floor. The rest of the group must have their heads down and eyes shut. The seven volunteers must each tap one person in the group and return to the front of the room. When all seven volunteers return to the front, the group may look up and try to guess who tapped them.

Variation: If the person guesses correctly the person who tapped them must say something about themselves. If they are incorrect the guesser must say something about him/herself

HIDDEN BALL OR MOCCASIN GAME

PLAYERS: any number

EQUIPMENT: 4 pieces of corduroy/person, 3 white beads /person, 1 green bead /person, 1 large piece of cotton /person, 1 cotton tie /person

TIME: 20 minutes

DESCRIPTION: One person hides one bead under each of the corduroy pieces. The other player attempts to guess where the odd coloured bead (green) is hidden.

Start with 20 counters each and score as follows:

- ◇ If the guesser finds the odd bead on the first guess, s/he loses 4 points.
- ◇ If the guesser finds the odd bead on the second guess, s/he loses 3 points.
- ◇ If the guesser finds the odd bead on the third guess, s/he wins 3 points from his opponent.
- ◇ If the bead remains under the fourth piece of material, the guesser loses 4 points.

The player has won all of the counters wins.

HORSES-KNIGHTS-CAVALIERS

PLAYERS: 6+

EQUIPMENT: tape player and an open area

TIME: 10 to 15 minutes.

DESCRIPTION: Form two circles, one inside the other and facing each other. Across from each person is his or her partner. Once the music starts each circle starts walking around in the opposite direction. Once the music stops, the caller will call one of the commands: Horses where one partner sits on the other like a horse; Knights – one partner sits on the other's lap; and the last command is Cavaliers where one partner picks the other up. This game goes on until there is only one group left.

HUMAN BLOB

PLAYERS: 8+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: This game is more interesting with larger groups, but can be played just as well with smaller ones. Divide the group into two teams and have each team stand close together to form a solid circle or big dot in front of the leader. This is the starting position. The leader then calls out a shape. The teams then race to form a solid shape out of their bodies on the floor. They should all sit or lie down to let the leader know they are finished. After the round, the teams should go back to the starting position. Start easy with basic shapes like square and triangle. Then increase the difficulty, using letters or numbers. Finally, use complex shapes like, North America, a dog or human being.

HUMAN FOOSBALL

PLAYERS: 14+

EQUIPMENT: tape, rope or chalk, and ball

TIME: 30 minutes

DESCRIPTION: Play this game crossways in a gym. Divide the area in half and make boxes for the kids to stand in, in the form of a foosball table. If you are not familiar with a foosball table, the middle two lines face one another and are on opposing teams. Behind them is the opponent's line, reducing the number in the line to less than are in the middle lines, and they are facing the goal they are kicking toward. Behind them are their opponents facing the other goal trying to block their kicks. Do this down till you have one goalie.

A box is drawn on the wall that the ball must be kicked into to score a point. It is best if you use a light dime store type ball so it doesn't hurt as much if (when) you get hit by the ball. It also sails wildly when kicked. It is best if shoes are taken off and played in sock feet to protect every ones shins.

Have a referee roll the ball between the two opposing middle lines. Then the kicking begins, no arms are allowed to hit or catch the ball. Players must stay in their assigned boxes and only move side to side to kick or block the ball. If the ball is kicked out of bounds or to a dead spot that no one can get to without getting out of their box, the referee rolls the ball down the middle again to restart the point.

After each point everyone rotates one spot giving everyone a chance to play at every position.

HUMAN SCISSORS/PAPER/ROCK

PLAYERS: 10+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: This is the human size version of rock, paper, scissors. Be sure to have defined end zones. To begin, each team huddles and decides on which play to run - either rock, paper or scissors. Then the two teams meet in the center of the playing area. If your team's symbol wins, you chase the other team back into its end zone. Those people who get caught change to the other team. The game ends when everyone is on the same team.

Remember:

- ◇ Rock crushes scissors (wins) and gets covered by paper (loses).
- ◇ Paper covers rock (wins) and gets cut by scissors (loses).
- ◇ Scissors cut paper (wins) and get crushed by rocks (loses)

I DRAW A SNAKE UPON YOUR BACK

PLAYERS: any number

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: The children sit in pairs, one with his/her back to the other. The child facing the other child's back draws a snake and chants, "I draw a snake upon your back and guess which finger did it?" The other child then turns around and tries to guess. When she succeeds, the players switch positions.

JUNK YARD TRAVERSE

PLAYERS: 4+

EQUIPMENT: Unmounted tires, milk crates, boards and other acid-resistant junk. (Try to include types of junk that can be torn or cut apart so that the participants have the choice of making those kinds of truncated decisions.)

TIME: 20 -30 minutes

DESCRIPTION: This is a group problem solving activity (fun for carnivals). The group must move themselves and their anti-acid resistant junk (props) from one safe area to another while not directly touching the ground (boiling acid pit)

The distance negotiated should be significantly longer than the distance of all the acid-resistant junk laid out in a line-- at least 50 yards. This will, of course, necessitate passing junk from the end of the line to the new beginning. If you don't think the players can stretch the materials at hand that far, make more junk available. Everyone should be able to choose, from the plethora of available stuff.

KICK THE CAN

PLAYERS: 4+

EQUIPMENT: a can, and enough room to kick a can and not break something and enough hiding places.

TIME: 30 minutes to several hours

DESCRIPTION: Kick the Can may be played on asphalt, concrete, dirt or grass. It's important to have some clear areas and some good hiding spots. A central base, usually about six feet in diameter, is chosen and marked. This is referred to as the 'home base'.

Someone is chosen to be 'it'. Someone else gets the right to kick the can. After the kicker kicks the can, all the players scatter and hide. The person who is 'it' retrieves the can, counts up to some agreed-upon number (20, 50 or 100), runs back to the jail and yells 'freeze'.

'It' then goes out to find the players. If 'it' sees someone, s/he goes back to jail, picks up the can, taps three times and calls out, "I see Joey behind the blue car". If Joey is indeed behind the blue car, he must come out and now stay in the jail area. If the person is not Joey, s/he doesn't need to come out. When all the players have been seen and caught, a new person is chosen to be 'it', usually the first person that had been caught. If Joey was behind the blue car and moved to avoid being called out, he is still considered to be caught.

Caught players may be freed from the jail if one of the other players not yet caught rushes to the jail and either: 1. tags the players to set them free; 2. kicks the can before 'it' returns to the jail and calls out the can-kicker's name. Once again, when the can is kicked, 'it' runs, picks it up, counts to a specified number and goes out searching for the other players.

Instead of seeking out a specific spot and hiding until found, players may continuously move around and try to evade 'it', or to free the other players.

The can may be filled with stones or marbles to make a louder sound when kicked.

MICRO-TRAILS

PLAYERS: any number

EQUIPMENT: magnifying glass/player (if available)

TIME: 30 minutes

DESCRIPTION: First each player collects 10 sticks, 10 – 15 centimeters long and tags them with a 'special' marker. Everyone gets a pocket magnifying lens (if available) to help focus on some of the smaller features of the landscape.

A trail may be about 5 feet in diameter with the sticks marking the special-interest 'stops', a tiny fungus; a shell; a fallen pine cone; a small spider web; some lichen growing on a little twig; and so forth. Each of the 'stops' points out something to be looked at from ground level.

There are two 'ground' rules: You cannot use the bottoms of your feet on a trail; and 'go slow as a slug!'

MODERN MACHINERY

PLAYERS: 10+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: The group is split into as many groups as possible (five people each). They are handed a slip of paper with a modern machine written on it. They are told beforehand not to tell any other group members what machine they are, the others must guess. They are given five or so minutes to go off and devise how they will, as a group, depict a particular machine. They are allowed to make noises and motions and every group member must be a part of the machine. All groups are brought back together and asked to present their machine while the other groups guess what they are.

Helpful Hints: Machines to use include typewriter, washing machine, car, bike, etc.

MR. MARS

PLAYERS: 5+

EQUIPMENT: none

TIME: 20 minutes

DESCRIPTION: All the children stand at one end of the field while one child- Mr. Mars, stands facing them. The group of children call out: "Mr. Mars, Mr. Mars, can you chase us to the stars?"

Mr. Mars calls back, "not unless you are wearing the colour _____"

All those wearing that color, must run past Mr Mars to home base without being tagged. The one that is tagged becomes the new Mr Mars.

NAPAWAGON

PLAYERS: 14+

EQUIPMENT: 1-6" stick or piece of dowelling, spruce boughs, twine, scissors, knives

TIME: 20 minutes

DESCRIPTION: Sharpen the end of the stick/dowelling with the knife. Cut a notch into the unsharpened end if desired. Tie a bundle of spruce boughs together with the twine. With another piece of twine, attach the bundle of boughs to the sharpened stick (the length of this twine may vary).

To play, hold the sharpened stick in one hand so that the bundle of boughs is hanging down. Swing the arm so that the bundle of boughs swings upward. Attempt to catch the bundle of boughs on the sharpened end of the stick. To change the difficulty of the task, vary the length of the twine.

PLEASE HELP ME PACK

PLAYERS: 10+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: The leader introduces themselves and informs the group that they need some assistance to pack for a trip, picnic or vacation. Participants are to say their name and the name of an item that may be taken on the trip. The item must start with the same letter as their name. For example, Peggy: polka dot shorts, Lisa: lollipops, John: jelly beans.

Some variations: Use first or last names or alphabet items. Instead of packing a suitcase pack a vehicle, plane or train.

PLEASE, PLEASE SMILE

PLAYERS: 5+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: Everyone is seated in a circle with a volunteer standing in the middle. The volunteer leans down to the person of his or her choice, looks at them deep in the eye and says, "Honey, if you love me, would you please, please smile?" The recipient of this proposal simply replies, "Honey, I love you, but I just can't smile." That's easy - except that the participant CAN-NOT SMILE, smirk, turn up the corners of their mouth, or snicker. And the volunteer in the middle can't touch the recipient in any way - but can do anything else. The volunteer continues until someone smiles, and then trades places with the person who finally smiles.

RABBIT RUN

PLAYERS: 15+

EQUIPMENT: coloured kerchiefs, 6-8 branches, numerous celery and carrot sticks

TIME: 30 minutes

DESCRIPTION: Choose a large playing field for this exercise and mark off two end zones at least 50 metres apart. Now mark out six to eight small circles (approximately one metre in diameter) throughout the field of play. Brightly colored survey tape or even colored kerchiefs work well for this purpose. These are the rabbit burrows or holes, any time a fleeing rabbit jumps into one of these 'holes' he or she is safe.

Next, scatter throughout the field six to eight branches pruned from trees or scrub brush. This serves the rabbits as camouflage. Anytime a rabbit player freezes holding a piece of this brush, the rabbit is completely camouflaged and the predators can't see it.

Finally, position two staff members at opposite ends of the field– one holding carrot sticks and the other holding celery sticks as rewards for successful rabbits.

Now that the field is set up, divide the group and explain the rules. One-quarter of the players will become predators – fox, lynx, coyote or wolf. The remaining 75 per cent will be the rabbits. Divide the rabbit players into two groups and position them to start at opposite ends of the field. The object of the game for rabbits is to cross the field as many times as possible, collecting one celery stick or one carrot stick each time they reach an end zone. They can avoid predators by hopping into a hole or by camouflaging in a freeze position holding the brush. However, only one rabbit player at a time can occupy a hole or camouflage position, and they must vacate the protected position as soon as another rabbit approaches their place of refuge.

Any rabbit on the run that is caught by a predator is dead, i.e. temporarily out of the game, and must go to sit along the nearest end zone. Predators are free to develop hunting strategies as a group but they can only tag moving rabbits.

Now the catch in this game that makes life interesting for both the predators and the rabbits is the possibility of rabbit 'breeding'. Anytime a male and female rabbit player both make it to the same end zone, and each holds two celery and two carrot sticks, the rabbits 'reproduce' and any 'dead' rabbits waiting in that end zone are immediately reborn into the game.

READY-AIM

PLAYERS: 6+

EQUIPMENT: blindfolds, lots of soft throwables

TIME: 10 minutes

DESCRIPTION: Divide people into pairs. Give each pair one blindfold and two soft throwables. Define an appropriate boundary for the number of players – not too big.

Each pair has a sighted person – who cannot touch any throwables – and a blindfolded partner – who throws, retrieves and tries to avoid being hit by the throwables. The sighted person can give unlimited verbal instructions but may not physically assist the blindfolded partners.

The goal for each pair is to throw an object and hit a blindfolded player from another two-some. If a hit occurs, the two partners swap roles and immediately resume action.

RELAY- DIZZY STICK

PLAYERS: 6+

EQUIPMENT: one broom stick/team

TIME: 10 minutes

DESCRIPTION: Take a broom stick and hold it above your head. Staring at the end of the stick spin around 15 times as fast as you can. Toss the stick down and run back to tag the next person in line. Vary number of spins according to age.

RELAY- SECRET

PLAYERS: 10+

EQUIPMENT: list of 'orders'

TIME: 10 minutes

DESCRIPTION: Players divided into teams of five to eight. The leader has arranged beforehand a list of various things to be done by the members of the team.

No. 1, may run up and find that she must shake hands with everyone on her team;

No. 2, finds he must untie everyone's shoelaces;

No. 3, that she ties them up again;

No. 4, that she hops around her team; and so on, till everyone has carried out a secret order.

RELAY- WHIRLWIND

PLAYERS: 5+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: On 'Go', the first player, running in a clockwise direction, encircles his/her team. On their return to the head of the line, the second player joins on, holding the first player around the waist, and together they encircle the team. The third, fourth, fifth players, etc., join in turn, each time the first player passes the front of the team. After the last player has joined on, the team makes a complete circle, and assumes its starting position. The first team to resume its original formation scores.

SARDINES

PLAYERS: 5+

EQUIPMENT: None

TIME: 30 minutes to several hours

DESCRIPTION: This game is much like hide and seek but in reverse. One player goes out to hide while the other players count to 100 and then they go in search of the hider. If one of the players finds the hider, s/he sneaks away so the others don't see them and joins the hider. As the other players spot the hider, they too join them. If they are hiding in a small area, they will all crowd together like sardines. They wait until the last person finds them.

SCAVENGER HUNT

PLAYERS: 10+

EQUIPMENT: List of objects to find for each group.

TIME: 30 minutes

DESCRIPTION: Divide into groups of five or more. Each group has a list of objects to get and a time limit to be back. The winner is the team to collect the most objects or accumulate the most points if there is a point value placed on each object.

SCROUNGE AROUND

PLAYERS: any number

EQUIPMENT: list of things to find

TIME: 30 minutes

DESCRIPTION: Each participant receives a "scrounge around list" and sets out to see what they can find. Some things may be brought back, others drawn or just remembered. Participants present their findings to the group.

Find something that:

- ◇ Looks like it had a hard winter
- ◇ Reminds you of a good friend
- ◇ Is heart shaped
- ◇ Would be home for an elf
- ◇ Reflects your mood right now
- ◇ Came from another planet
- ◇ Is hopeful/cozy
- ◇ Reminds you of your childhood
- ◇ Reminds you of a positive quality of yourself

SNOW SCULPTURE

PLAYERS: 6+

EQUIPMENT: Jello Mix

TIME: 30 minutes

DESCRIPTION: Divide into teams of three to five. Decide on an object and make it. Use the jello mix for color. Usually sculptures are then judged.

SOCK WRESTLING

PLAYERS: any number

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: Create a ring on the ground. Everybody takes their shoes off and sits around the ring. The idea of the game is for players to remove a sock of their opponent/s. It can be played one on one, or with several (4 or 5) players in the ring at the same time at the start. Players who lose a sock have to leave the ring.

SPEED RABBIT

PLAYERS: 6+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: The leader stands in the centre of a circle. His/her job is to point to a person in the circle and say either: 1. elephant; 2. rabbit; or 3. cow. The signified individual and the two people to that person's immediate right and left must perform a specific set of actions before the centre person can count to 10. If the actions are not done correctly or in time, the offending person (one of the three) must take the place of the leader in the circle. If done right, the leader points to another person until someone eventually screws up.

Elephant: The person pointed to: 1. Extends his/her right arm forward, palm down, hand lightly cupped; 2. Brings the left hand under the arm+ to pinch the nose; 3. Flaps the right arm up and down as in flapping their trunk; 4. The two players to the right and left of the flapping trunk must flap their 'ears' by waving their hands next to their ears. All this happens simultaneously before the count reaches 10.

Rabbit: 1. Centre person hops up and down; 2. Person to the right stomps his/her foot, person to left stomps his/her foot.

Cow: 1. Centre person interlaces fingers of both hands and presses both palms out away from his/her body, resulting in both thumbs pointing to the ground. 2. Side people must grab a thumb and mime a milking motion. Makeup your own series of sounds and motions for a dog (lifting leg), skunk, etc.

SPOKES

PLAYERS: 9+

EQUIPMENT: ball or object

TIME: 15 minutes

DESCRIPTION: Divide players in teams of 5 players (can be less or more) with each team standing in line legs apart, facing the middle where the object is placed. Number each member of the team from the middle outwards so that all the 1's are nearest the centre. When a person's number is called out they have to: leave their position, run around the outside of the star to the back of their team where they then have to tunnel/crawl through their team members legs to reach the ball/object first.

SPIES LIKE US

PLAYERS: any number

EQUIPMENT: body paint, charcoal, grass, newspapers

TIME: 30 minutes to several hours

DESCRIPTION: After doing some warm-up activities and explaining to the players that they are going to go on a 'spying' mission later, get the players to camouflage themselves with the body paint and charcoal. They can also cut eyeholes out of newspaper and use these to spy. Give different groups different missions to fulfill. You may wish to set things up so that they have something to see, like who is working in the band office. You yourself should dress up as a spy. You may want to have spy name codes, a secret hideout, maybe some secret gadgets or some "bad guys".

STAR WARS

PLAYERS: 10+

EQUIPMENT: lots of nerf balls or soft throwable objects, 2 sponge sticks, 2 frisbee's

TIME: 20 minutes

DESCRIPTION: Set up galactic boundaries to create two large areas, each occupied by an army. A line separates the two areas and as many Nerf balls (or soft throwable objects) as you can gather (the more the better) are placed on the dividing lines. These balls are death stars, which will soon be hurled through space.

One player in each army is designated a Jedi Knight, Luke of the Rebels and Darth of the Empire. Each Knight is armed with a light saber (sponge stick) and each has a star base that is indicated by a Frisbee or other marker in their army's territory.

At an agreed-upon signal, the game begins. Both armies rush to the dividing line, gather as many death stars as they can and begin hurling them at the opposing army. If one hits a player,

the player is frozen immediately, imprisoned in a time warp. Only the player's Jedi Knight can rescue them. S/He must leave their star base, hopping on one foot and touch them with the light saber in order to bring them out of the time warp and back into the game.

If the intended target catches a thrown ball, the thrower is frozen and must wait for help from their Jedi.

As long as the Jedi Knights are at their star bases, they are safe. However, should one be hit by a death star while traveling to free a fellow teammate, they are both frozen for good. Protection of the Jedi Knights is therefore imperative.

STATUES RACE

PLAYERS: 6+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: First, set up a starting line and goal line about 100 yards apart. One of the players acts as the leader. The leader closes his/her eyes and counts to "eight" out loud. As the leader counts, the other players run towards the goal. At the count of "eight", everyone must stop running and hold any position they are in when "eight" was called. These "statues" are usually very peculiar looking. At "eight", the leader opens their eyes. If s/he sees anyone move, that player is sent back to the starting line and must begin over again. Everyone else stays as is and the leader repeats the counting and sending back. This continues until one player reaches the goal and becomes the winner.

STATUES

PLAYERS: 4+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: Select one child as a buyer and one as the owner. The buyer hides his/her eyes. The owner takes each child in turn by the arm and swings them around, then lets them go. The swung child freezes as soon after the swing as s/he can. The buyer enters the store pretending to be interested in buying a couple of statues. The owner shows the statues to the buyer one at a time. The statue, when turned on, acts out the figure s/he feels s/he represents (fighter, dancer, gardener, etc.). The buyer chooses two statues s/he prefers. Players take turns being the buyer and the owner.

SUPER-HERO DRESS UP

PLAYERS: 4+

EQUIPMENT: Any clothes you can find (the funnier the better)

TIME: 15 minutes

DESCRIPTION: Make groups of five. Each group is going to create the world's greatest super hero. One person is dressed-up using whatever is available. Another person must explain what powers the various articles of clothing give.

TAG- CLOTHES PIN

PLAYERS: 10+

EQUIPMENT: Clothespins and rope

TIME: 15 minutes

DESCRIPTION: Mark off a play area of at least 40 ft by 40 ft by putting rope on the ground. All players receive 5 clothes pins, pinned to the back of their shirts. The object is to try to capture clothespins from someone else's back without losing yours. If you capture a clothespin you go down on one knee while pinning it on your back. While you are on one knee, you are safe. If you go out of bounds you lose a clothespin. The person with the most clothespins wins.

TAG- EVERYBODY'S IT

PLAYERS: 6+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: All participants can tag anyone. If you are tagged you must freeze. Anyone can free a tagged person by 'high-fiving' them. Participants choose to either tag people, free people or try a combination of both.

TAG- FROZEN

PLAYERS: 8+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: Two or more people are 'it'. They try to tag as many as they can. When a player is tagged, s/he must stand still, but can be thawed if touched by a free player. The object of the game is for the 'its' to freeze the entire group.

TAG- HOOK ON

PLAYERS: 8+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: Couples are in a scattered formation and are standing with inside arms linked. There is a runner and the person who is 'it'. To escape, the runner links arms with one of the partners and the other must run in his/her place.

TAG- POISON

PLAYERS: 5+

EQUIPMENT: none

TIME: 10 minutes

DESCRIPTION: The same as Basic Tag, except that 'it' must keep one hand on the spot where s/he was tagged.

THE LAVA PIT

PLAYERS: 6+

EQUIPMENT: 20 paper plates, scotch tape

TIME: 20 minutes

DESCRIPTION: Make up a story that the group is being chased and they need to get across a field of hot lava. Give each group paper plates explaining that when they step on these plates they will not sink into the lava. (Give each team about 1/3 the number of plates as people). The group must figure out how to get the entire group from Point A to Point B (both marked by scotch tape on the floor), from one side of the Hot Lava Pit to the other. Only one person can be on a plate at a time, and the plates must be picked up and moved. Shhh...The key to the game is that only part of the team will be able to cross the field at a time and one person will need to work their way back across the field to help the rest of the team across.

THREE DEEP

PLAYERS: 6+
EQUIPMENT: none
TIME: 15 minutes

DESCRIPTION: Partners are arranged in a double circle, facing inwards, and with two or three feet between each couple. Two players are selected to run, one to be chased and one to be 'it'. The runners may run in and out, around and across the circle, but may not run between partners. Whenever the person being chased stops in front of a couple with their back to them, the rear member of the couple runs in her/his place. If the runner is tagged, s/he becomes 'it' and chases the previous "it".

TRIBAL SCULPTURE

PLAYERS: 5+
EQUIPMENT: none
TIME: 10 minutes

DESCRIPTION: The group is instructed to use only themselves as building blocks to make an animal that must move. Everyone in the group must move in the sculpture. Variations: design a machine that moves or create a sculpture of the seasons.

TWO DEEP

PLAYERS: 6+
EQUIPMENT: none
TIME: 15 minutes

DESCRIPTION: As in Three Deep, except that players form a circle and the runner finds a substitute by stopping in front of one player who then takes his/her place.

TWO TRUTHS AND A LIE

PLAYERS: any number
EQUIPMENT: none
TIME: 10 minutes

DESCRIPTION: The group sits in a circle, and the leader asks everyone to think of two statements about themselves which are truth and one which is false. The leader may begin, "I have three brothers but no sisters. My favorite sport is hockey and I love peanut butter." The group must guess which statement is the lie. As soon as the deceit is uncovered, the next person in the circle begins.

ULTIMATE

PLAYERS: 8+

EQUIPMENT: Frisbee, posts to mark out limits of pitch area.

TIME: 30 minutes to 1.5 hours

DESCRIPTION: A fun energetic game for two teams, which as the name suggests uses a flying disk (or Frisbee) as the 'ball'. Play in a large field, using a smaller space with fewer players. In its simplest form the rules are:

'Kick off' is either by players from opposing teams trying to catch the Frisbee thrown in by the referee or leader. Or by opposing teams deciding on the toss of a coin, in which case teams start from their goal area.

Players may not move when in possession of the Frisbee.

Interception or tackles are by 'tag' touch at which point the player holding the Frisbee must drop it. Goals are scored by a player catching the Frisbee while standing in the goal area of the opposing team.

Goals may not be scored by opposing players picking up a Frisbee that has landed in the goal.

After any goals are scored. The scoring/attacking team retires to their own half of the pitch and the defending team starts from their goal area.

WHAT TIME IS IT MR. WOLF

PLAYERS: 4+

EQUIPMENT: none

TIME: 15 minutes

DESCRIPTION: All the children line up behind a leader. The leader pretends to be a wolf leading the little sheep away from home a line placed anywhere on the playground). The children follow the wolf asking, "What time is it Mr. Wolf?" He or she answers giving any time of the day. However, when he says, "Dinner time", the wolf turns and chases the sheep trying to tag them before they can return home. The sheep that are tagged become Mr. Wolf's helpers.

WHO SAID THAT?

PLAYERS: 5+

EQUIPMENT: rope

TIME: 15 minutes

DESCRIPTION: Tie a rope around the whole group, loose enough so there is no discomfort, but tight enough so that no one can easily turn around inside the hoop. The group must move across a room or an open field. If the rope is tied properly, some will need to walk backwards, some sideways, etc.

As the group moves to their goal each person must tell something very unique about themselves. Examples might be as follows: "I like peanut butter and pickle sandwiches," or "I have six toes." When the group has negotiated the required distance, they attempt to recall everything that was said and determine who said it. The person who made the statement cannot reveal their identity until the group consensually agrees. Then the individual either confirms or denies.

WIZARDS AND GELFLINGS

PLAYERS: 10+

EQUIPMENT: none

TIME: 10 –15 minutes

DESCRIPTION:

In the universe (as defined by the boundaries of this game actually), there are two forces at work. Each force is represented by a unique species of beings. As is often the case when two species co-exist, there is tension and competition.

The first species is the Wizards. Wizards tend to be pretty serious because they are always thinking – creating spells, calculating formulas, analyzing experiments, chanting ancient rituals etc. They like their work a lot and don't like to be distracted.

On the other hand, Gelflings live to have FUN. They frolic, fantasize, sing, dance, and merrily enjoy themselves without a care in the world. Well, almost not a care. They must watch out for the Wizards. Wizards have a fixated mindset about Gelflings. See a Gelfling, freeze it! Now! Wizards constantly try to freeze Gelflings by touching them with their magic ball/wand/orb.

As soon as a Gelfling is frozen, it immediately reacts to the suspension of its ability to frolic by emitting the Universal Gelfling Distress Call: A very high pitched wail "Help Me, Help Me, Help Me..." A physical motion emphasizes this distress call. Use a fist with the thumb extended up, raising and lowering it into the palm of your other hand – the universally recognized Gelfling symbol for 'help'. This call repeats itself over and over until at least two Gelflings surround their frozen partner, join hands and hug that person calling out, "Go free, little Gelfling, go free." At this joyful juncture, the frozen Gelfling is free to frolic once again.

The challenge in this activity is to find the proper balance between seriousness and fun. Too many Wizards, the game ends quickly and the Gelflings feel overwhelmed. Too few Wizards, the Gelflings get bored and the Wizards need CPR. Experiment with your group, but 2-3 Wizards for about 15 – 20 Gelflings seems to be an appropriate ecological starting point.

One last suggestion: Allow the Wizards to change their identity. Any time they get tired of chasing Gelflings, they can tag a Gelfling and then give them the Wizard's magic ball. The Gelfling is immediately transformed into a Wizard, the Wizard into a Gelfling. This technique has been proven to prevent major stress breakdowns in Wizards.

WOLF PACK TERRITORY

PLAYERS: 9+

EQUIPMENT: 3 different scents

TIME: 30 minutes

DESCRIPTION: Wolves maintain rigidly controlled territories by urinating at key scent markers on their range perimeters. As no two wolves have the same scent, these boundaries are easily distinguished. To simulate this situation for humans, use different smelling oils, perfumes, shampoos etc.

Using three different scents, secretly mark out the edges of the three make-believe wolf territories. Large rocks, fallen trees, open earth patches, or tree trunks all make for likely scent sites. Do not overlap the wolf territories when laying out the boundaries; ideally, all packs should be in distinct view of one another while playing the game. A total circumference of 50 metres is usually adequate for each pack's territory.

There should be only one or two scent markers for every participant playing the game, and none of the players should have any idea that the area has been marked out beforehand.

Divide the players into three equal-sized packs, and scent the ankle of the largest boy in each group. Have the packs get familiar with their pack scent by sniffing the ankle of their alpha male. Some discussion of the wolf's highly organized social structure, centering on a dominant male and dominant female might be in order. "A dominant wolf holds its tail high, stands stiff-legged and bristles its mane. In its presence, a subservient animal cowers on the ground with its ears back, or stands with its tail between its legs." Encourage the participants to act out their social positions, then kneel and rehearse howling as a pack so that each individual is familiar with the distinct call of his or her group.

Give careful instructions to each pack to search out the edge of their territory by sniffing. When an individual wolf has located the correct scent, they are to kneel at that site and howl until all other members in their pack are doing the same at a scent marker of their own. If an individual gets confused trying to locate their scent marker, they must search out their alpha male to get another sniff of his ankle.

When all players of a pack have located a scent marker and are kneeling and howling wildly, the alpha male will now be able to determine the centre of his territory. All wolves in the pack are to immediately join him there for a great community howl. The first pack howling loudly in unison from the exact centre of their range will be declared the dominant pack.

THEME DAYS

Theme Days can be used to tie activities together and to create interest and motivation. Theme days are primarily for children. You may select a name for your day like “Black Beard Day or “Captain Hook Day’ to help create curiosity and interest. Some other ideas are backwards day, Halloween, jungle day, nature day, monster day, space day, beach day, zoo day, fairy day, Robin Hood day.

An extension of theme day is to plan a story line that unfolds over the course of the day. This would usually involve characters, theatrics, and a program that is aimed at permitting the participant to solve a problem or reconcile a conflict. Special event days that run story lines instead of simply theme, often involve a fair amount of preparation. They can also be very rewarding and fun. Plan ahead and be creative.

Note: Story lines and plots are great ideas however can be unsuccessful in a drop in setting, where the children come in late and miss much of the story line.

Some ideas:

Scarlet Scoundrel has stolen an important piece of equipment or the keys to a building. The staff brings the Aqua Avenger to train the children to become super heroes so they can catch the Scarlet Scoundrel. Once they catch her they ask her why she did it. She has no fiends and wanted to play too. The children befriend her.

Rufus the Ruthless has sprayed poison potion on the trees in the area. The trees will die in 24 hours unless we can find the antidote. We go to Griff the Wizard who give us a recipe. We assemble the ingredients and put it into the river or spray the trees. Oh, no, Rufus the Ruthless lied about the potion he used—it was the “Green Spoiler”, no the “Tree Terminator”. We return to Griff, but he has no antidote. The staff call on Captain Ecology to educate the children about trees. At the end of the day, Captain Ecology explains that the only antidote that will work is for the kids to take the “Friends of Trees” oath and to do this truthfully, they needed to learn about trees. Rufus returns and the kids tell him about trees; he realizes trees are good and necessary and also takes the oath.

Captain Hook comes stumbling into program, tired and thirsty. The evil pirate Power Muncher has sunken her ship and captured her crew. Captain Hook needs a new crew in order to save the community from the evil pirate who will take over and find the buried treasure. What will Captain Hook do? With a little initiative from the staff, the children offer to be the new crew.

The children must go to pirate training school. A good pirate must first of all look like a pirate. The group could make telescopes, hats, or eye patches. For a crew to be successful they must be able to work together. Activities could include the human know, five legged relay race, or some other co-operative activity. The captain’s crew must also be sneaky, so play Steal the Kings Jewels. The training could also include an obstacle course for endurance. After completing each part, the kids receive a piece to the treasure map. The new crew takes a pledge; and the hunt for the treasure is on.

The evil pirate beats them to the treasure, so they set a trap for Power Muncher, who loves peanut butter sandwiches. They bombard him with wet sponges and take the treasure back. Power Muncher is so mean because he has never had any friends and nobody shares with him, so the kids share their treasure.

Find a time capsule on Tuesday or Wednesday. It says to open it one hundred years from a given date—and that just happens to be Saturday! The capsule contains instructions to create a time warp from the future. The group does certain activities so that the seals on the envelope can be broken. The envelope contains a map and asks a question.

Each group goes to their location as indicated on the map and finds objects that answer their question. All groups meet and assemble objects. The staff places the objects into the time warp machine with a person as indicated in the instructions.

We accidentally put the objects in reverse order. This reversed the time warp and someone from the past arrives instead of someone from the future. This person tells history of the region, cultural activities and legends as they were told one hundred years ago. At the end of the day, the person returns into the time machine to change back. We bring the original person home.

MORE RESOURCES

Numerous resources exist that can also be of benefit to you. Some to consider are:

- ◇ **Teamwork and Teamplay** by Jim Cain & Barry Jolliff
- ◇ **Quick Silver** by Karl Rohnke & Steve Butler
- ◇ **Organic Crafts: 75 Earth-Friendly Art Activities** by Kimberly Monaghan
- ◇ **Good Earth Art** by MaryAnn F. Kohl and Cindy Gainer
- ◇ **The Kids' Nature Book: 365 Indoor/Outdoor Activities & Experiences** by Susan Milord and Susan Williamson
- ◇ **Primitive Skills and Crafts: An Outdoorsman's Guide to Shelters, Tools, Weapons, Tracking, Survival, and More** by Richard Jamison and Linda Jamison
- ◇ **Rediscovery: Ancient pathways, new directions : a guide to outdoor education** by Thom Henley
- ◇ **Youth Leadership in Action: A Guide to Cooperative Games and Group Activities** by Project Adventure
- ◇ **Roots, Shoots, Buckets and Boots: Activities To Do in the Garden** by Sharon Lovejoy
- ◇ **Everyone Wins!: Cooperative Games and Activities** by Josette and Ba Luvmour C
- ◇ **Cooperative Games and Sports: Joyful Activities for Everyone** by Terry Orlick
- ◇ **The Game and Playleaders Handbook** by Bill Michaelis, Ph.D. and John M.O'Connell
- ◇ **The More the Merrier- leading playful activities with large groups** by Sam Sikes, Faith Evans and Chris Cavert

FACILITIES

Introduction

Recreation facilities and open space affects your community recreation program. Each community may have different types of facilities and open spaces. It is essential they are well managed, maintained and programmed.

WHAT IS A FACILITY?

A facility is a place, structure or space where people can participate or watch recreation, sport and leisure activities.

A facility can be as simple as an open outdoor space or a constructed building.

Some examples of facilities are:

- outdoor soccer field
- walking / nature trail
- softball field
- community park
- community hall
- drop in centre
- school gymnasium
- horseshoe pitches
- homemade rink on the lake
- indoor hockey arena



These many types of facilities can be used for different programs and opportunities.

Larger, more expensive facilities are not needed to run recreation programs. In fact, many successful programs can be run from very simple facilities such as an outdoor open field or a wooded area.

In this section we will explore:

- planning and development (new or renovating an existing facility)
- programming (types of programs and activities, who are the users)
- risk management (identify and control potential risks and hazards)
- emergency action planning (system to deal with emergencies and accidents)
- preventative maintenance planning (inspecting, maintaining and operating)

For further information about facilities, please contact :

- ◇ Your regional Manitoba Culture, Heritage, Tourism and Sport office (see list in the partner's section)
- ◇ Or the Recreation Connections Manitoba office

FACILITY PLANNING AND DEVELOPMENT

The costs associated with facility development and maintenance can be great and may sometimes outweigh the benefits of having the facility. To help alleviate some of the maintenance costs and increase the longevity of your facilities, have a well thought out and organized preventive maintenance plan. The decision to develop new facility or open space is a big financial commitment. Before committing determine:

- ◇ if the funding can be secured for both start-up and ongoing maintenance costs
- ◇ if the facility will be cost-effective
- ◇ if there are other facilities that could be upgraded or adapted instead
- ◇ if there are other communities or organizations to partner with, and
- ◇ if there's a real need for the facility

Every community is faced with the challenge of deciding what facilities need to develop and how to do it.

The Planning and Development information can be applied to:

- new facility or
- renovating or repair of existing facilities

There are 5 keys steps that need to happen to take your project from an idea to a functioning facility:

- 1) Defining and Measuring Need
- 2) Planning your Project
- 3) Construction and Supervision
- 4) Programming
- 5) Preventative Maintenance

Defining and Measuring Need

In this step we want to get detailed feedback and determine the needs of the people in our community.

The Idea – Set Goals and Objectives

(think about these questions as a starting point)

- ◇ What are we trying to do?
- ◇ Who are we doing it for?
- ◇ Why is it necessary?
- ◇ What should our community look like in 20 years?

Prepare for Planning

Form a planning committee

- ◇ Which organizations have an interest in the planning or use of the facility?
- ◇ Who must be included to ensure that our committee reflects the diversity of needs in our community?
- ◇ Establish planning process expectations
- ◇ Why is planning necessary? What do we hope to gain from it?

Review mission statement

- ◇ Do we have clearly established terms of reference? Do we have a mission statement?

Define initial objectives

- ◇ What do we want to accomplish?
- ◇ Does this serve our community's vision of the future?

Scan your environment

- ◇ What activities are currently being served by facilities in our community?
- ◇ Are any other groups planning or undertaking facility development?

Identify resources needed to support planning and research

(see the budgeting section and the fundraising section)

- ◇ What volunteer and financial support is needed?
- ◇ What are our potential revenue and grant sources?

The Needs Assessment

A needs assessment is a process to collect and gather feedback from community residents.

Needs assessments can be done through:

- ◇ questionnaires (face to face or mail outs)
- ◇ surveys (door to door or mail outs)
- ◇ public presentations
- ◇ public forums
- ◇ is the community informed about the recreation and sport choices?

If your community isn't aware of recreation and sport choices the best option for collecting feedback would be face to face. This allows you to talk with people about their needs and explain questions.

Take stock of current picture – make an inventory of all existing programs, facilities, delivery systems, and partnerships.

- ◇ What recreation and sport programs exist?
- ◇ What facilities exist?
- ◇ What delivery systems exist?
- ◇ What partnerships exist?

Determine wants and needs – research

- ◇ Is our idea supported by the community?
- ◇ Is our idea doable?
- ◇ How can we adjust our idea to reflect the information we have gathered?

Planning your Project

Establish Priorities

- ◇ Prioritize the various development options.
- ◇ Do the priorities reflect the input from our community?
- ◇ Which of the choices are wants and which are needs?
- ◇ Is a series of development phases, over a period of extended time, the best way to meet our development needs?

Review research to justify further activity

- ◇ Do adjustments have to be made?
- ◇ Should we continue?

Preliminary Design and Cost

Produce a community site plan which shows: current facilities and grounds, all activities current and planned.

- ◇ Does our plan reflect the development priorities?
- ◇ Do we have a draft management plan for operation and maintenance?
- ◇ Does our plan allow for further development?
- ◇ Have we budgeted for the eventual replacement of facilities and equipment according to a life-cycle plan?
- ◇ Do we need to adjust priorities to reflect budget figures?

Viability (possible and practical)

- ◇ Refine draft plans for: activity/use plan, operation and project costs, and revenue plan
- ◇ Does the plan accommodate the projected activities with sensible hours of operation?
- ◇ Does our plan include projected surpluses and deficits?

Develop a marketing plan to actualize revenue, volunteer participation and facility use goals.

- ◇ Will our planned development sustain itself with the loss of one or more revenue source?
- ◇ Should we continue?

Construction

Fundraising and Promotion

If we need to raise money to cover the costs of the construction we can consider the following: (for more information on fundraising – see the fundraising section)

- ◇ Develop a presentation package.
- ◇ How can we best present our development plans to potential supporters, funders and sponsors:

Visually

- technical drawings?
- artist impressions?
- scale models?
- colored overlays showing current conditions all phases of future development?

Economically

- cost/revenue graphs?
- charts comparing costs to other facilities?
- charts showing spin off economic benefits?

Use and Activity

Who will use the facility and what are the benefits?

- chart to show usage levels per cost?
- chart showing other benefits such as improved health and wellness?

Develop an inventory of resources including: volunteers, funds on hand, donated materials, donated labor.

- ◇ What types of contributions will we require?
- ◇ How will we recognize the contributions which we will receive?
- ◇ Do we have a grant strategy?
- ◇ What grants are available?

Final Design

- ◇ Once your committee reviews the research, planning, revenues and funding – you can proceed with the final design.
- ◇ Obtain approval from band council / community council and any other municipal authorities.
- ◇ Prepare final site plan.
- ◇ Prepare final facility designs.
- ◇ Prepare a Final Operation and maintenance plan with log book
- ◇ Prepare a Final Business Plan
- ◇ Do we need to make any final adjustments to our plan to reflect:
 - resource realities?
 - final cost estimates?
 - criteria of grants organizations?

Construction and Supervision

- ◇ Prepare tender documents.
- ◇ Secure tenders from contractors, sub-contractors and suppliers.
- ◇ Don't do business on a handshake; ensure the selected contractor has clearly understood and committed to the conditions in the tender.
- ◇ Do the tenders specify: completion dates and penalties, progress payments, performance standards, maintenance material, warranty requirements, etc.?
- ◇ Who is responsible for site cleaning and to what extent?
- ◇ Have the contractors and suppliers provided: quotations, warranties, liability protection?
- ◇ How will we provide liability coverage for volunteer workers and suppliers?

Construction Completion

Once the facility is built – do a detailed check with the contractor / builder to ensure that all expectations are met. If there are any deficiencies, establish a specific date that the contractor will make the necessary corrections.

PROGRAMMING

You've probably heard the movie expression "build it and they will come" This may be true some of the time but to see the full potential of any facility you must plan to program. This means planning, considering all potential user and age groups, and the different types of recreation and sport activities.

We will use an outdoor hockey rink for the programming example.

Ask your committee these questions:

- ◇ what programs can be offered in all 12 months?
- ◇ list all of the age groups? What activities for them? (this info could be asked in the needs assessment survey)
- ◇ do we need supervised (staffed) programs or just offer the facility to the public?
- ◇ users fees or free?

You also want as many people using the rink from all age groups. This means offering programs for:

- ◇ youth (skating, shinny hockey, figure skating, broomball, ice games)
- ◇ families (family skate, skating parties and dances, kids vs parents sponge hockey)
- ◇ girls (learn to skate, shinny hockey, figure skating, ringette, skating dances)
- ◇ men (hockey league or tournaments, broomball, sponge hockey)
- ◇ seniors / elders (skating, family skating parties)

As you can see, there are many different programs you can program for the people in your community. The Outdoor rink can be a gathering place as people come to watch and visit while programs are happening on the ice.

To make this facility multi-purpose or having more than one purpose, consider offering jam pail curling bonspiel or relay races. Ideally you want the facility to be used more than just the winter months. In the summer time you can offer roller blading, dances or kids games in the rink.

Once the programs are decided, you must schedule these activities and let the community know. A schedule shows everyone what time or day the facility is available for their program.

When developing a schedule consider the following questions:

- ◇ which days suit age groups (weekdays vs weekends)
- ◇ what time of the day is best for everyone (evening programs for youth as they are in school during the day)
- ◇ are all age groups getting enough time
- ◇ is one age groups getting more of the prime time (between 6 – 9 pm on weekdays) ◇ if so consider breaking it up to allow other groups in the prime time

See the chart for an example

Weekly Rink Schedule for January 15 – 22 (sample)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 – noon						Men hockey	Womens ringette
Noon – 2pm			School – learn to skate clinic			Under 12 – broomball	Under 12 – skate
2 – 4 pm	Elders – skating	Elders – skating		Elders – skating	Elders – skating	All ages – skate	Ice carnival
4 – 6 pm	Under 12 – skating	Under 12 – shinny hockey	Under 12 – girls figure skating	Under 12 – broomball	Under 12 – ice games	Moms vs girls ringette	Ice carnival
6 – 8 pm	Girls ringette	Family skating	Elders dance party	Girls figure skating	Kids vs parents	Family skate	Family skate
8 – 10 pm	Mens broomball	Coed sponge hockey	Mens hockey	Coed	Teen skate	Teen shinny hockey	

Allow time between groups to do ice cleanings and scraping.

Exercise – develop a weekly schedule for your outdoor rink or indoor rink.
 (remember to talk to your user groups about preferences)
 What about a weekly schedule for a week in the summer?

Once your program schedule is complete, it needs to be seen by everyone in the community.

- ◇ put copies in everyone's mailboxes
- ◇ posters at school, community hall, all public places
- ◇ announcements at school
- ◇ radio announcements
- ◇ announcements at bingo and other public events

RISK MANAGEMENT

From the facility side we now need to look at safety for all the people coming participate in the programs and activities.

A risk management program identifies and controls potential risks or hazards to reduce financial and personal losses. It is needed to protect an organization, its staff and clients.

Risk Identification

Identify all potential sources of risk such as programs, facilities, leadership or supervisory practices, or participant behavior.

Risk Evaluation

Identify actual risk occurrences and agency policies for handling them. Evaluate the probability of accidents occurring in given programs or sites and how severe they may be.

Risk Control

A process to control risks should be developed. Risks can be controlled through:

- ◇ elimination -- cancelling programs, closing facilities, enforcing certain rules etc.
- ◇ reduction -- by loss prevention programs, such as, limiting fire exposure by installing fire extinguishers and enforcing no-smoking rules.

Methods for reducing and managing risks include:

- ◇ **Systematic Reporting or Record Keeping** - Records must be kept to monitor trends in accident locations or trouble spots. They allow plans to reduce or eliminate these risks and determine if current systems work.
- ◇ **Inspections** - Inspections ensure all equipment is in good working order, and that all areas are free of obstacles or hazards. For inspections to be effective, they should be structured in a written format, ongoing, reviewed periodically and followed through with feedback from employees to ensure correction of problems. (See Appendix 9A)
- ◇ **Safety Preparations** - Participants and staff should understand the hazards and risks involved in recreation participation. Preparations can be done through posting rules and policies, information sessions and supervision.
- ◇ **Staff Training and Goal Setting** - Safety and accident prevention must be done for a risk management plan to work. Staff need to be aware of the risks and prevention strategies. Staff members should be involved in determining the process for managing risk. This helps build their commitment to the process.
- ◇ **Emergency Procedures** - An emergency action plan (EAP) should be developed identifying potential emergencies. It should plan strategies for dealing with them when they occur. First aid, accident and other emergency procedures should be clear to all staff.

Emergency Action Planning

Emergency action planning is developing a system to deal effectively with emergencies or accidents. It is the facility manager's or recreation director's responsibility to ensure staff and facilities are prepared to care for the injured, act quickly to prevent further injuries and notify authorities.

The process for emergency action planning:

- ◇ Identify potential emergencies.
- ◇ Review your facility and equipment.
- ◇ Formalize your emergency action plans.
- ◇ Ensure ongoing training.
- ◇ Ensure ongoing communication.
- ◇ Ensure testing and refining emergency action plans.

Identify Potential Emergencies

Walk around your facility or play area and list all potential hazards or accidents that could happen. When developing this list, think about:

Facility

What are your facilities' characteristics? What particular hazards or limitations do you see? Think about the following key words:

- ◇ struck by or against
- ◇ caught in, on, or between
- ◇ fallen to another level
- ◇ in contact with:
 - electricity
 - heat, cold
 - radiation
 - chemicals
- ◇ lost, disoriented
- ◇ attacked

Users

List all the people who use your facility. Include participants as well as staff, spectators, volunteers, the public, vendors, service people, officials and others. Think about who these people are -- their ages, abilities and usual behavior. This will influence the types of emergencies that could occur.

Their activities

List all activities that take place in your facility. Consider what might go wrong during the activities. For example, socials might have brawls; canoe races could result in drowning.

Review Your Facility and Equipment

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

Review Equipment

Depending on your facility, your emergency equipment may include:

- exit signs
- emergency lighting
- telephones
- directions to users
- backboard
- fire extinguishers
- first aid kits
- posted emergency numbers
- aquatic lifesaving equipment
- others appropriate to your facility

Ask yourself:

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

Make a list of all your equipment, comments and concerns.

Review Accessibility

Consider the following – record observations and concerns:

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

Review Communications

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

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

Make Recommendations and Improvements

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

Please refer to the Appendices: F-1 General Safety Checklist, F-2 Risk Management – Parks and Playgrounds, and F-3 Playground Safety Checklist

REVENTIVE MAINTENANCE

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

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

Inventory

The first step in developing a preventive maintenance plan involves compiling an inventory of all the buildings, grounds, furnishings and program and related equipment.

The following describes the information that should be collected and documented in your log book.

Building and Grounds

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

Building information should include:

- ◇ site drawings
- ◇ building plans
- ◇ construction specifications
- ◇ space inventory (room size)
- ◇ room finish and interior color schedule
- ◇ exterior color schedule
- ◇ key control system -- list of key holders and key schedule

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

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

Grounds information should include:

- ◇ district location plan
- ◇ town plan
- ◇ space inventory of grounds

Grounds equipment information should include:

- ◇ fencing
- ◇ lighting
- ◇ parking fixtures
- ◇ signage
- ◇ mowing equipment
- ◇ miscellaneous equipment

Furnishing and Program Equipment

Furnishings are any pieces of equipment necessary for working, comfort and convenience. Information that should be included:

Furnishings:

- ◇ office desks and chairs
- ◇ file cabinets
- ◇ tables
- ◇ waste baskets
- ◇ shelving
- ◇ sofas
- ◇ beverage dispensers
- ◇ food dispensers
- ◇ coat racks/hangers
- ◇ hand towel dispensers/dryers
- ◇ mirrors
- ◇ soap dispensers
- ◇ floor mats

Program equipment:

- ◇ program equipment inventory
- ◇ purchase order records

Organized Maintenance

Setting Goals and Objectives

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

Maintenance Personnel

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

Maintenance Budget

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

Maintenance Equipment and Supplies

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

Contracting Out

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

Inventory of Maintenance Functions

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

Custodial – dusting, mopping, sweeping, spot cleaning walls, stripping and waxing, windows and glass, scrubbing, buffing, rug cleaning, emptying trash, polishing

Repairs/Replacements – replacing light bulbs, changing belts, repairing pumps

Servicing – lubricating moving parts, changing fluids, cleaning special equipment

Monitoring – a specific and detailed planned inspection of all parts of the facility

Establishing Standards – standards should be set to govern the completion of each task; they should be accurate and achievable.

Maintenance

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

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

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

Appendix F-1

General Safety Checklist

Date of Inspection: _____

Name of Facility: _____

Date of Last Inspection: _____

	OK	Deficiency	Recommendations
Grounds and Building Entrances			
Grounds are free of unusual hazards such as holes, protrusions and other obstacles.	_____	_____	_____
Trees are free of loose or broken branches or protruding roots.	_____	_____	_____
Fences are structurally sound and free of holes.	_____	_____	_____
Sidewalks, entrances, steps and lawns are properly maintained.	_____	_____	_____
Walkways and paved areas are free of cracks and loose pavement.	_____	_____	_____
All doors and windows are in working condition.	_____	_____	_____
Outside lighting is sufficient and functioning around pedestrian traffic and parking areas.	_____	_____	_____
Building and Structures			
Ceilings are free of cracks.	_____	_____	_____
Rest rooms are free of water hazards.	_____	_____	_____

F-1 General Safety List F-1

Lighting in stairways and work areas is adequate. _____ _____ _____

Floors are free of holes, splinters, protruding nails, slippery areas and loose boards. _____ _____ _____

All openings in floors are covered _____ _____ _____

Aisles and passageways have adequate width and are unobstructed. _____ _____ _____

Fire Safety

All emergency exits are properly marked. _____ _____ _____

Each building and department has an evacuation and emergency preparedness plan posted and staff are familiar with evacuation plans. _____ _____ _____

Evacuation plans are prominently displayed for the public. _____ _____ _____

Employees are trained in fire fighting. _____ _____ _____

Fire extinguishers and other fire fighting equipment is checked regularly. _____ _____ _____

Sprinkler system is in good working condition and checked regularly. _____ _____ _____

Fire alarms and smoke detectors are checked regularly. _____ _____ _____

F-1 General Safety List

Machinery, Tools, Equipment

All machinery and equipment is maintained properly. _____ _____ _____

Belts, gears, chains, clutches and shafting are properly guarded. _____ _____ _____

Effective point-of-operation guards in place. _____ _____ _____

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

Electrical tools, switch boxes and fixtures are properly grounded. _____ _____ _____

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

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

All electrical wall outlets and switches are in working order. _____ _____ _____

First Aid

Employees are trained in first-aid procedures. _____ _____ _____

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

First-aid supplies are checked and replaced periodically. _____ _____ _____

Emergency procedures and telephone numbers are posted. _____ _____ _____

Appendix F-2

Risk Management Inspection Parks and Playgrounds

PROPERTY DESCRIPTION _____

INSPECTED BY: _____

DATE: _____

Item	OK	Deficiency Noted (describe problem and location) or Action Taken	Corrective Action Required and Date	Follow-up Scheduled
Picnic areas				
Softball/Baseball field				
Tennis court				
Football/Soccer field				
Basketball court				
Wading pool				
Skating rink				
Other				

PROPERTY DESCRIPTION _____

INSPECTED BY: _____

DATE: _____

Item	OK	Deficiency Noted (describe problem and location) or Action Taken	Corrective Action Required and Date	Follow-up Scheduled
PLAYGROUND				
Play structure				
Slide				
Monkey bars				
Swings				
Spring animals				
Merry-go-round				
Teeter-totter				
Sand box				
Other:				
GENERAL AREAS				
Restrooms				
Concession/Storage				
Fences, backstops,				
benches				
Bleachers				
Waste receptacles				
Parking area/				
Bicycle rack				
Signage				
Other				
LANDSCAPE				
Park cleanliness				
River banks				
Trails/Paths				
Trees				

Appendix F-3

Playground Safety Checklist Specifics

Whole Playground

- pick up garbage
- pick up broken glass
- bathrooms clean
- no broken windows

Wading Pool

- no broken glass
- no large cracks
- sweep dirt and leaves out before filling with water

Sandbox

- rake up sand
- remove glass and any foreign objects
- check boards for breaks
- no large slivers

Swings

- check for broken or cracked links
- check top bolt is secure
- seat is in one piece
- check structure is sturdy

Teeter-totter

- check for large cracks
- check for areas with large slivers
- ensure handle is secure

Slides

- no missing steps on ladder
- check bottom of slide for glass and foreign objects
- no cracks on slide
- sides of slide do not have sharp edges

Monkey Bars

- all bars are intact and sturdy
- no sharp edges
- check underneath for glass and foreign objects

Fence

- check for wires sticking out,
- broken or cut

Play leader

- valid first aid certificate
- access to first aid kit
- know the emergency action plan

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