

# ABORIGINAL COMMUNITY RECREATION RESOURCE MANUAL



I am pleased to provide you with this copy of the Aboriginal and Northern Affairs Aboriginal Community Recreation Resource Manual.

It has been prepared to assist Aboriginal communities with developing a valuable recreation program that will enhance the quality of life for all its members. As a work in progress, this manual continues to grow and respond to the needs and issues that occur throughout the year.

It can be used by band councils, community councils, recreation directors, committees, volunteers – anyone in the community who has an interest in recreation.

An excellent planning and resource tool, this manual deals with such topics as benefits, partners, recreation directors, recreation committees, program planning, volunteer management, fundraising, budgeting, facilities and community recreation planning. It breaks each topic into components and provides detailed information on the importance of each topic and how to deal with it.

Manitoba Aboriginal and Northern Affairs supports the development of quality recreation programming by providing advice and information.

We welcome your questions and comments.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'E. Robinson', with a long horizontal line extending to the right.

Eric Robinson

# About this Manual...

First Nations and remote communities need more recreation opportunities and leadership. Delegates at a 1989 Remote Communities Recreation Conference held in Thompson agreed recreation is an essential service that helps alleviate or lessen the affects of negative behaviour in communities.

As a result of the conference, resources were made available to many Aboriginal communities to provide recreation leadership and opportunity. Recreation development has been a priority to Aboriginal communities and other partners.

This recreation manual was compiled from many sources. It covers a wide range of areas of use to recreation directors.

The purpose of this manual is to provide community members, recreation directors, band or community councils, administrators, committees or volunteers with recreation information and resources. It is a guiding tool to further develop recreation opportunities and the quality of life in your community.

This publication is a work in progress. Revisions and supplements may be provided from time to time.

For additional copies or revisions, please contact our offices:

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27 – 2<sup>nd</sup> Ave. S.W.  
Dauphin, MB R7N 3E5  
Phone: 204-622-2110

Aboriginal and Northern Affairs  
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Thompson, MB R8N 1X4  
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# Acknowledgements

We would like to recognize the efforts of Stewart Sabiston, consultant with the EAST/WEST Regional office of Aboriginal and Northern Affairs, and Garry Dixon, consultant with the parkland regional office of Culture, Heritage and Tourism, who together formalized the idea for this manual and worked on it through all of the manual's developmental stages.

We would also like to acknowledge Sue Holloway, private consultant and facilitator, who took the massive pile of information and transformed it into a very well-written comprehensive draft.

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# Recreation Is...

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## Introduction

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**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.*

To many the word recreation means sport. Some may find sport re-energizing and satisfying. Others might prefer night classes, volunteering, playing cards or knitting. Specific recreation choices are individual and personal. The goal is to feel good about ourselves, content, energized, confident, strong, calm and happy.

Good recreation professionals motivate and encourage people to make positive choices. They are educators and role models. They provide opportunities, knowledge, skills and offer a variety of quality programs.



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## **Recreation Benefits**

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In 1995 community councils, leaders and remote recreation directors were asked to list the benefits of recreation programs in their communities. The benefits were separated into benefits to the community councils, communities and individuals.

### ***Benefits to Community Council***

- reduces violence and crime in the community
- reduces 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

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 Messages<sup>1</sup>

**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
  - a proven therapeutic tool used in hospitals, clinics and communities; help restore physical, mental and social abilities.

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<sup>1</sup> Canadian Parks/Recreation Association. (1997). *The Benefits Catalogue* (pp. xiii-xvi). Ontario: Bonanza Printing and Copying Centre, Inc.

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

- Recreation is essential to the development of our children and youth. It teaches:
  - physical motor skills through play and sports
  - social skills through play and sports
  - creativity through play and arts/cultural activity
  - intellectual development and other life skills through play
- Recreation helps adults develop their full and holistic potential – physical, social, creative, intellectual and spiritual.
- In a society where life-long learning is essential, recreation and adult leisure provide exceptional learning opportunities.
- Parks and natural environments can have great spiritual meaning. Arts and culture are a significant way of exploring spirituality.

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

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

**Marketing Message 4:** Recreation reduces self-destructive and **anti-social 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 – build 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:
  - helps children and youth remain connected; help 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
  - 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 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.

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## Recreation Barriers and Strategies

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In 1996, a Recreation Development Workshop was held in Thompson, involving delegates from Northern Affairs and First Nations communities, remote recreation directors, KCC students, organizations, agencies and government. Together these delegates identified barriers to recreation participation and development in communities, and discussed strategies to overcome these barriers. The list included barriers and strategies at the community as well as regional and provincial levels. Included here are some of the barriers and strategies identified that exist at the community level.

When facing barriers within your community recreation program, consider these strategies or contact other recreation directors and professionals for more ideas and assistance.



# **Lack of Education and Awareness**

## ***Barriers***

- community and councils unaware of recreation benefits
- community unaware of existing programs
- recreation directors lack knowledge about resources
- outside agencies do not understand life in remote communities

## ***Strategies***

- Educate through small groups. Visit neighbours, friends and councils to talk about recreation.
- Attend training opportunities and conferences.
- 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.
- 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.
- Be proactive. Get on the phone and find out where resources are.
- Consult with partners within the region or province for example: 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.

# **Lack of Support**

## ***Barriers***

- minimal community participation
- few volunteers
- councils may be unaware how to provide support
- minimal support from the community

## **Strategies**

- Complete a needs assessment within the community to identify individual needs and increase participation. (See Community Recreation Planning – Section 10.)
- 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, NADAP, 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.

## **Lack of Funding**

### **Barriers**

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

### **Strategies**

- Find the funding sources available within the community and the province.
- Fundraise. (See Fundraising – Section 7.)
- Seek corporate sponsors.
- Stress the fact that coaches and volunteers should be contributing for free.
- Incorporate minimum user fees for programs.
- Plan a yearly recreation budget. (See Budgeting – Section 8.)
- Develop partnerships for programs that cost money.
- Cost share with local communities when bringing in outside resources.

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## Resources

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

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

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

# Partners in Recreation

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## Introduction

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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 in and outside the community to work towards developing and providing recreation opportunities. For the system to be strong, all those involved need to understand their roles and work together.



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## **Community Partners**

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There are many agencies, organizations and individuals within your community that are a part of community recreation service delivery. It is essential to recognize and develop partnerships with them. Each partner plays an important role in your delivery system. Working together leads to quality services. Following is a list of potential community partners.

### **Role of Community Councils and Band Councils**

- They initiate and develop three-year recreation plans involving the community.
- They set recreation priorities with input from the community.
- They set the services to be provided to the community.
- They determine who will receive the community services.
- They determine the price of community services.
- They provide direction to community staff.
- They provide direction for community committees.
- They allocate funds for recreation programming and facilities.
- They support a diversified community recreation program.

### **Role of Council Representatives**

- They communicate council goals, ideas and concerns about recreation to the recreation committee at regular meetings.
- They help the recreation committee understand how to get council support for their activities.
- They advise council when the recreation committee should be informed or involved in the planning or organizing of activities.
- They support the efforts of the recreation committee.
- They may supervise the recreation director.

## **Role of Administrative Officers, Clerks or Office Managers**

- They advise council on community service delivery and community operations management.
- They supervise community operations according to council direction.
- They handle community money and its accounting.
- They may supervise the recreation director.
- They may be responsible for receiving and communicating all recommendations from the recreation committee to council and informing the committee of council decisions.

## **Role of Recreation Committee**

(See Recreation Committees – Section 4)

- They listen to all community residents about the events and activities wanted.
- They make recommendations to council on the allocation of recreation funds.
- They try to involve everyone in recreation activities.
- They co-ordinate activities, events and facilities with the recreation director and community groups.
- They help volunteers learn to organize and lead events.
- They recognize volunteers.
- They provide direction and support to the recreation director.
- They develop a three-year recreation plan with the involvement of the community.
- They encourage community participation.
- They encourage resident-initiated programs.

## **Role of Recreation Director Supervisor**

(See Recreation Directors – Section 3)

- They may be councilors, administrative officers or members of the recreation committee.
- They take recreation concerns to the council.
- They assist in establishing a recreation committee.
- They meet regularly with the recreation director to establish and maintain communication and give support and feedback.
- They act as liaison for the recreation director by providing support for program ideas at council meetings.
- They advocate for the recreation director within the community.
- They promote recreation in the community and act as role models.
- They assist in identifying human and financial resources.
- They help keep community politics out of recreation programming.
- They assist the recreation directors without taking over or assuming their responsibilities.

## **Role of Community Groups**

These groups can include:

Minor Sports

MMF Locals

Seniors Clubs

Square Dance Groups

Fundraising Groups

Youth Groups

Church Groups

Pow Wow Groups

- They organize their specific group activities.
- They communicate with council and other community organizations.
- They are responsible and accountable for funds raised for their group.
- They help members learn skills for organizing, leading, officiating and participating in group activities.
- They participate in council's long-term plan.
- They communicate with the recreation director about the programs and services offered.
- They elicit community involvement.
- They support community programs.
- They share ideas.

## **Role of Individuals**

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

## **Role of Recreation Directors**

(See Recreation Directors – Section 3)

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

## **Role of Organizations/Agencies**

These include:

Schools  
RCMP  
Justice

Health Services  
NADAP  
Education and Training

- They provide agency-specific programs.
- They develop partnerships with recreation directors, councils, recreation committees and other organizations and agencies.
- They communicate with recreation directors, councils, recreation committees about the services offered.
- They elicit community involvement.
- They support community programs.
- They share ideas.

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## Outside Partners

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There are many more outside partners but the following should give you a good start. Outside partners include organizations, agencies, programs and government departments that operate at either a regional or provincial level. Each partner has listed basic information and contact information.



## 4-H and Youth Program

### **Purpose:**

The 4-H program is designed to provide young Manitobans with the opportunity to develop leadership, communications, and practical life skills. 4-H members belong to a local 4-H Club in which adult 4-H volunteers leaders help the youth to run the business of the club, make club decisions, and complete the 4-H project work.

**Eligibility:** Youth ages 8-19

### **Type of Assistance:**

- leadership training resources
- educational experiences such as conferences and travel opportunities
- 4-H project material and leader resources
- staff support and training for adult volunteer leaders

### **Contact:**

4-H and Youth Specialist  
Manitoba Agriculture and Food  
Box 2550  
The Pas, MB R9A 1M4  
Phone: 204-627-8255  
Fax: 204-623-1839  
Email: 4h@gov.mb.ca

4-H and Youth Section  
Manitoba Agriculture and Food  
916-401 York Avenue  
Winnipeg, MB R3C 0P8  
Phone: 204-945-4525  
Fax: 204-945-6134  
Email: 4h@gov.mb.ca

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

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

The department and our recreation consultants promote program development in a number of ways including:

- providing on-going funding for 13 full-time community recreation directors serving 20 designated communities
- providing annual funding for part-time recreation programs in designated communities
- hosting the annual Northern Links recreation workshop
- promoting the benefits of recreation and wellness activities to community leaders and residents
- facilitating the development and delivery of recreation programs based on community-identified needs through consultation, workshops and presentations
- assisting community representatives and recreation staff to identify and access resources that support program development and delivery
- developing and supporting a provincial network that promotes communication between communities and various groups, resources and agencies dedicated to enhancing opportunities for recreation and wellness activities
- co-ordinating and promoting training opportunities that support the professional development of community recreation directors
- quarterly publication of the *Northern wRECK* newsletter

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

### **For more information contact our regional offices:**

Dauphin Regional Office  
Manitoba Aboriginal and Northern Affairs  
27 – 2<sup>nd</sup> Avenue South West  
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Fax: 204-622-2305

Thompson Regional Office  
Manitoba Aboriginal and Northern Affairs  
59 Elizabeth Drive  
Thompson, MB R8N 1X4  
Phone: 204-677-6786  
Fax: 204-677-6525

# **Manitoba Aboriginal Sport and Recreation Council Inc.**

The Manitoba Aboriginal Sport and Recreation Council Inc. (MASRC) was incorporated in 1994.

## **Mission Statement:**

To assist Aboriginal people in Manitoba to participate in their chosen level in any sport, recreation or leisure-time opportunity.

## **MASRC has the following goals and objectives:**

Goal 1: Increase community awareness of the benefits of sport and recreation.

Objectives:

- co-ordinate planning and access to provincial sport organizations and funding sources
- encourage schools to include fitness, sport, recreation and culture in their programs

Goal 2: Increase the awareness with the mainstream service providers and resource groups of Aboriginal sport and recreational needs and cultural awareness.

Objectives:

- encourage affiliation of Aboriginal sport organizations, events and infrastructure with existing delivery systems at all times
- foster inter-cultural relationships and promote youth development and gender equity within every Aboriginal fitness, sport, recreation and culture program
- identify barriers to program funding and criteria in co-operation with existing organizations to better serve the needs of Aboriginal communities

Goal 3:

Identify and develop Aboriginal sport and recreation coaches and officials.

## **Annual Events:**

Manitoba Indigenous Summer Games – Since 1999, an Aboriginal community hosts hundreds of athletes, coaches and spectators in a variety of sporting and cultural events.

Winnipeg Aboriginal Sport Achievement Centre – This unique centre's program allows daily participation of sport and recreation opportunities for Winnipeg's Aboriginal youth. For more information call 204-925-5683.

National Aboriginal High Performance Training Camps – Elite athletes and coaches have the opportunity to attend camps in alternating provinces each year.

**Annual Sports Tournaments:**

Hockey, softball and golf tournaments are held on an annual basis for all ages.

MASRC has its office in the Sport Manitoba Building in Winnipeg where its staff – the executive director, administration and sport development officers work. A sport development officer also works out of Opaskwayak Cree Nation for the Norman region.

MASRC is governed by a volunteer board of directors made up of Aboriginal people from across the province.

**Contact:**

Manitoba Aboriginal Sport and Recreation Council Inc.

404 – 200 Main Street

Winnipeg, MB R3C 4M2

Phone: 204-925-5622

Fax: 204-925-5624

Email: [masrc@sport.mb.ca](mailto:masrc@sport.mb.ca)

Web site: [www.masrc.com](http://www.masrc.com)

# **Manitoba Culture, Heritage and Tourism**

## **Recreation and Wellness Promotion Branch**

### **Mission:**

The mission of the Recreation and Wellness Promotion Branch is healthy people and healthy communities. The branch strives to improve individual well being and to foster the social and economic health of communities through recreation, physical activity and wellness promotion.

### **Objectives and Programs:**

#### **• Awareness and Education**

To inform Manitobans about the personal, social, economic and environmental benefits of recreation, physical activity and encourage the adoption of healthy active lifestyles. Programs to support this include:

- Canada's Physical Activity Guide to Healthy Active Living
- Manitoba Coalition for Safer Waters
- SummerActive and WinterActive promotions
- Recreation Conference for community volunteers
- The Canadian Parks and Recreation Association's *Benefits Catalogue*
- Workshops with key stakeholder organizations such as NACC, AMM, Recreation Connections Manitoba
- Take the Challenge – Speak Up!

#### **• Delivery Systems**

To enhance the capacity of the recreation, physical activity and wellness delivery systems to improve individual well-being and foster the social and economic health of communities. Programs include:

- Recreation Opportunities – Partners in Leisure Program
- Effective Organizations Resource
- Grants to provincial recreation organizations
- Consultative services to the recreation delivery system
- Manitoba Recreation Facilities Association
- Recreation Connections Manitoba Inc.
- Manitoba Recreational Trail Association
- Manitoba Fitness Council

#### **• Human Resource Development**

To develop and sustain effective leadership to promote and support recreation, physical activity and healthy active lifestyles at the local, regional and provincial levels. Programs include:

- Recreation Connections Manitoba Conference
- Recreation Conference for community volunteers
- National Skills Program for management volunteers
- Liaison to universities and colleges offering recreation curriculum
- Recreation facility operation and maintenance courses
- Prix Manitoba Award for Recreation
- Volunteer Recognition Certificate Program

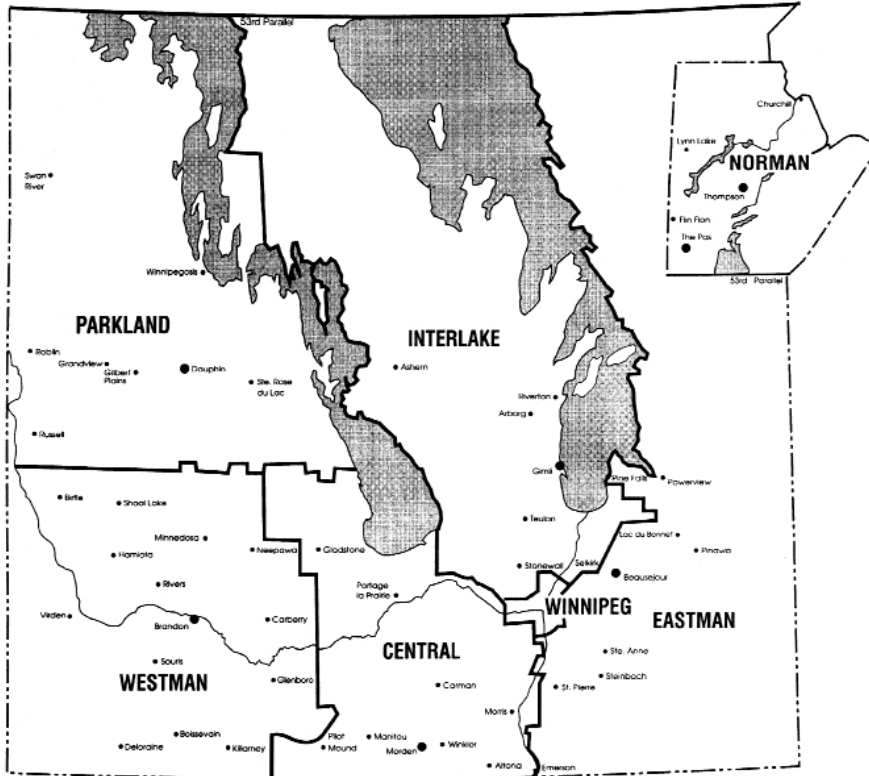
- **Information Management**

To facilitate informed decision-making by providing access to timely and relevant information. Programs include:

- Grants and Resources Manual
- Leisure Information Network
- Canadian Fitness and Lifestyle Research Institute
- Manitoba's Policy for Recreation Opportunities
- Recreation Facilities Life Cycle Management
- You Can Help Stop Child Abuse and Neglect
- Recreation Facilities Log Book

For further information on these and other branch resources, please contact the Recreation and Wellness Promotion Branch at 204-945-3766, or your regional office of Culture, Heritage and Tourism.

# Manitoba Culture, Heritage and Tourism Regional Services Branch



## REGIONAL OFFICES:

### Eastman Region

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Beausejour MB R0E 0C0  
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Fax: 204-268-6070

### Central Region

225 Wardrop St.  
Morden MB R6M 1N4  
Tel: 204-822-5418  
Fax: 204-822-4792

### Interlake Region

Box 1519, 62 – 2<sup>nd</sup> Ave.  
Gimli MB R0C 1B0  
Phone: 204-642-6006  
Fax No: 204-642-6080

### Parkland Region

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Dauphin MB R7N 3E5  
Tel: 204-622-2022  
Fax: 204-638-6558

### Westman Region

Room 112, 340 – 9<sup>th</sup> St.  
Brandon MB R7A 6C2  
Tel: 204-726-6066  
Fax: 204-726-6583

### Norman Region Thompson

59 Elizabeth Dr.  
Thompson MB R8N 1X4  
Tel: 204-677-6780  
Fax: 204-677-6862

### Norman Region The Pas

Box 2550, 3<sup>rd</sup> and Ross Ave.  
The Pas MB R9A 1M4  
Tel: 204-627-8213  
Fax: 204-623-5792

Regional Services 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 mandated to promote the arts and culture, heritage, recreation, fitness, sport, libraries, tourism and community service can access this delivery service.

Decentralized services for communities, organizations and government branches and agencies are provided through the following two mandate areas:

1. *Consultative services:* the branch provides consultation to assist rural and northern communities in meeting their desired needs. Regional staff provide accessible consultation in the areas of organization, program, facility and community development.
2. *Program accessibility:* regional staff provide community-based access to programs, grants and resources, recognizing the unique and specific needs of communities. Regional offices provide a convenient first point of contact for rural and northern based clients.

## Manitoba Metis Federation Inc.

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

### Objectives:

To create a youth department that reflects the unique requirements of individuals while maintaining a central focus and equal access for all youth through:

- 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 the 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
- 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:

#### Home Office

Director of the Youth Department  
150 Henry Avenue, 3<sup>rd</sup> Floor  
Winnipeg, MB R3B 0J7  
Phone: 204-586-8474  
Fax: 204-947-1816

#### MMF Interlake Regional Office

P.O. Box 44  
St. Laurent, MB R0C 2S0  
Phone: 204-646-2706  
Fax: 204-646-4171

#### MMF Northwest Regional Office

40 – 1<sup>st</sup> Avenue Northwest  
Dauphin, MB R7N 1G7  
Phone: 204-638-9485  
Fax: 204-638-3878

#### MMF Southeast Regional Office

P.O. Box 13  
Grand Marais, MB R0E 0T0  
Phone: 204-754-2721  
Fax: 204-754-2687

**MMF Southwest Regional Office**

656 – 6<sup>th</sup> Street  
Brandon, MB R9A 1M2  
Phone: 204-725-7520  
Fax: 204-728-9085

**MMF The Pas Regional Office**

P.O. Box 2467  
The Pas, MB R9A 1M2  
Phone: 204-623-5701  
Fax: 204-623-2825

**MMF Thompson Regional Office**

44A Copper Road  
Thompson, MB R8N 0V6  
Phone: 204-677-1430  
Fax: 204-677-2240

**MMF Winnipeg Regional Office**

412 McGregor Street  
Winnipeg, MB R2W 4X5  
Phone: 204-586-4327  
Fax: 204-582-2711

## **2002 North American Indigenous Games (NAIG)**

**July 25, 2002 to August 4, 2002**

For thousands of years, Aboriginal people have held games across North America. Historical records show many modern sports were derived from traditional indigenous games. Today's modern games continue teaching each generation the values and qualities so important for meeting the responsibilities of adulthood. The fifth North American Indigenous Games and the first games of the 21<sup>st</sup> century have been awarded to Winnipeg at the centre of North America (known as Turtle Island). It is expected to be the most prestigious and unique Aboriginal multi-sport and cultural gathering in Canadian history.

The games alternate between Canada and the U.S. every three years. Next July, Winnipeg will ring with the cheers of spectators as they urge athletes and cultural performers to deliver their best. Sixteen different sports, three traditional Aboriginal sports and 13 non-traditional, will draw 7,000 First Nation, Metis, Inuit and Native American participants ranging in age from 13 to adults and including athletes with disabilities. Every province, state and territory in Canada and the U.S. are invited to compete in the 16 sporting events. They are:

- Athletics
- 3-D Archery
- Badminton
- Baseball
- Basketball
- Boxing
- Canoeing
- Golf
- Field Lacrosse
- Rifle Shooting
- Soccer
- Softball
- Swimming
- Tae Kwon Do
- Volleyball
- Wrestling

### **Contact:**

2002 NAIG Office  
1760 Main Street  
Winnipeg, MB R2V 1Z7  
Toll Free: 877-682-2002  
Fax: 204-927-2099  
[www.2002naig.com](http://www.2002naig.com)

## **Northern Manitoba Recreation Association (NORMRA)**

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

NORMRA strives to increase and broaden the opportunities for citizens of Northern Manitoba to enjoy and participate in recreation activities.

### **NORMRA's goals are to:**

- provide and promote professional and volunteer development opportunities in recreation
- act as a forum for information exchange among members
- develop the sharing of regional community resources
- lobby for regional recreation concerns
- partner with appropriate agencies in Southern Manitoba
- obtain and achieve a truer representation of Northern Manitoba's recreational needs

### **Contact:**

Northern Manitoba Recreation Association (NORMRA)

Box 21, 59 Elizabeth Drive

Thompson, MB R8N 1X4

Phone: 204-677-6780

# Recreation Connections Manitoba, Inc.

## Mission Statement:

Recreation Connections Manitoba, Inc. shares the passion and spirit of recreation and is dedicated to enhancing the health and wellness of all Manitobans through the development and support of recreation professionals, practitioners and volunteers.

## 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 those interested in the recreation delivery system to connect through information sharing.
4. Advocacy: to provide a voice, vision and representation for recreation delivery system issues in Manitoba.

## Initiatives:

- 1. Canadian Parks and Recreation Association (CPRA) Partner**  
As provincial partners of the CPRA, recreation professionals in Manitoba can become members of this national organization. They gain a professional development resource through CPRA publications, workshops, conferences and other networking opportunities.
- 2. Rec Connections Conference**  
Each February this provincial conference attracts 300 recreation professionals from all areas of the field. It is an important networking and professional development tool. Information is also shared via the annual distribution of a directory of contacts called *The Connection: Who's Who in Recreation, Sport and Fitness in Manitoba*.
- 3. The Manitoba Benefits Network**  
An integral part of recreation service delivery, this network helps recreation professionals use recreation to create healthy individuals, communities, and environments through the *Benefits of Recreation*.
- 4. Recreation Organizations and Associations of Manitoba (ROAM)**  
ROAM brings together major recreation groups in Manitoba, including the Northern Manitoba Recreation Association and Manitoba Rural Recreation Director Committee. It highlights their initiatives and successes and voices their concerns about recreation in Manitoba. This occurs during a meeting with the Minister of Culture, Heritage and Tourism each year at the Recreation Connections Conference.

## **5. Student Connections**

Run by students for students, this sub-committee of Rec Connections offers their own student-oriented programs including professional development and networking opportunities, both with other students and recreation professionals.

### **Contact:**

Recreation Connections Manitoba, Inc.

194 – A Sherbrook Street

Winnipeg, MB R3C 2B6

Email: [recmb@mb.sympatico.ca](mailto:recmb@mb.sympatico.ca)

Phone: 204-784-1132

# Sport Manitoba

## **Mandate:**

Sport Manitoba has been mandated to implement the sport policy directives of the Province of Manitoba by focusing on addressing the needs of Manitobans at all levels of participation in sport from grassroots / recreational participants through to developmental and high performance athletes.

## **Vision:**

*"We envision creating the best sport community through initiative and leadership and by establishing a highly supportive environment, which will enhance the abilities of all Manitobans in their pursuit of excellence and in their joy of effort in amateur sport."*

## **Sport Manitoba's Primary Roles Include:**

Block Funding and Grants –

Allocating approximately \$7.2 million in provincial funding and \$2.2 million in bingo events to 99 recognized partner organizations.

Programs –

Leading and supporting Sport Manitoba's sport development programs including the Manitoba Games, Team Manitoba, National Coaches Certification and initiatives such as National Sport Centre Manitoba and hosting major events.

Services –

Providing office and meeting space, administrative support and consulting services to partner organizations.

Marketing –

Promoting the benefits of sport to Manitobans and communicating the contributions of sport to Manitoba and its communities.

Planning –

Guiding and facilitating Sport Manitoba's planning. As well as facilitating joint planning between sport partners and other key sport stakeholders in Manitoba.

## **Contact:**

Sport Manitoba Inc.

4<sup>th</sup> Floor, 200 Main Street

Winnipeg, MB R3C 4M2

Phone: 204-925-5605

Fax: 204-925-5916

Email: [mansport@sport.mb.ca](mailto:mansport@sport.mb.ca)

Web site: [www.sport.mb.ca](http://www.sport.mb.ca)

## **Sport Manitoba's Regional Sport Councils**

As of April 1, 2002 the seven existing independent regional sport associations will become the community development branches of Sport Manitoba.

### **The Regional Sport Councils are mandated to:**

- facilitate the growth of community-based entry and developmental level athletes, coaches and officials by providing specific programs, grants and services
- create a regional delivery system that helps develop partnerships between provincial and local community or school-based sport organizations resulting in a seamless sport delivery system

Collectively the regional sport councils will provide a province-wide bridge between provincial sport organizations and their community-based partners including municipal recreation departments, schools and local / regional sport associations.

The regional sport councils' staff and regional offices will play a key role in planning and delivering Sport Manitoba's Community Development programs, grants and services throughout each of the seven regions.

### **Primary roles:**

- **Sport Development Grants**  
Regional sport councils help facilitate the delivery of sport by providing standard athlete, coaches, officials and community development programs and grants that promote participation, support development and provide direct support at the exposure, entry and developmental levels of sport.
- **Sport Development Programs**  
The councils also play a major leadership role in the hands-on delivery of a number of Sport Manitoba programs including the Manitoba Games, KidSport and the National Coaching Certification Program's theory clinics. Each region will have the opportunity to develop and deliver specific programs – such as the Norman Winter Games – that meet the unique needs of each region.
- **Partnership Planning and Organizational Development**  
The council works closely with the regional services staff from Manitoba Culture, Heritage and Tourism, notably through the joint provision of consulting services in the areas of sport planning, volunteer and staff skill development and facility planning.

- Promotion of Sport  
Supporting Sport Manitoba's sport-for-life programs and messages that encourage participation in sport for personal, social and health benefits that sport provides to both participants and communities.
- Fair Play and Ethics in Sport  
Supporting Sport Manitoba's initiatives in communicating and promoting the principles of integrity, fair play and respect in sport, both on and off the fields of play.

### **The seven regions:**

Parkland Sport Council  
27 – 2<sup>nd</sup> Ave. South West  
Dauphin, MB R7N 3E5  
Email: [psc@mb.sympatico.ca](mailto:psc@mb.sympatico.ca)  
Phone: 204-622-2094  
Fax: 204-638-6558

Westman Sport Council  
112 – 340 - 9<sup>th</sup> Street  
Brandon, MB R7A 6C2  
Email: [westmansport@mb.sympatico.ca](mailto:westmansport@mb.sympatico.ca)  
Phone: 204-726-6072  
Fax: 204-726-6583

Norman Sport Council  
Box 21 – 59 Elizabeth Drive  
Thompson, MB R8N 1X4  
Email: [nrsa@mb.sympatico.ca](mailto:nrsa@mb.sympatico.ca)  
Phone: 204-677-6785  
Fax: 204-677-6862

Central Sport Council  
225 Wardrop Street  
Morden, MB R6M 1N4  
Email: [centralsport@mb.sympatico.ca](mailto:centralsport@mb.sympatico.ca)  
Phone: 204-822-6735  
Fax: 204-822-4792

Eastman Sport Council  
20 – 1<sup>st</sup> Street South  
Beausejour, MB R0E 0C0  
Email: [esda@mb.sympatico.ca](mailto:esda@mb.sympatico.ca)  
Phone: 204-268-2172  
Fax: 204-268-6070

Interlake Sport Council  
62 – 2<sup>nd</sup> Avenue  
Gimli, MB R0C 1B0  
Email: [interlake\\_sport@mb.sympatico.ca](mailto:interlake_sport@mb.sympatico.ca)  
Phone: 204-642-6015  
Fax: 204-642-6080

Winnipeg Sport Council  
265 Osborne Street South  
Winnipeg, MB R3L 1Z7  
Email: [wrsa@mts.net](mailto:wrsa@mts.net)  
Phone: 204-452-5958  
Fax: 204-475-5812

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## **Resources**

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Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee – Recreation Co-ordinator’s Guide. Kitikmeot, NWT.



# Recreation Directors

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## Introduction

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Finding the right recreation director can be a challenge. It requires a great deal of time and energy. The director is expected to be a facilitator, motivator, leader, friend, volunteer, coach, driver, programmer, mediator, fundraiser, advertiser, role model, etc. and to be available at all times of the day. There are many extremely committed and talented people interested and willing to take on the job. The challenge is to find the right person and keep him or her.



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## **Recreation Director's Roles**

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Here is a list of possible roles and expectations for recreation directors. It can be used as a sample job description for your director. Since every community is unique, it can be developed to fit yours.

### ***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

### ***Programs:***

- research, develop and implement programs
- organize activities and workshops
- survey the community to find out needs
- educate adults on benefits of recreation
- plan programs for all facets of the community
- make sure programs meet the needs of the community
- develop leadership skill in others
- assess community needs on an ongoing basis
- develop a community master plan

### ***Promotion:***

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

### ***Training:***

- 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:**

- manage facilities
- maintain equipment and supply inventory
- ensure facilities comply with safety standards
- report unsafe facilities to supervisor and council for action

**Organization:**

- maintain daily schedules
- develop committees
- prepare monthly reports summarizing community recreation activities (See Monthly Recreation Report, page 181 in the Appendices.)
- attend council and group meetings as required

**Financial Management:**

- prepare recreation budget (See Budgeting – Section 8)
- monitor approved expenditures
- obtain funding for programs and facilities

**Liaison:**

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

**Volunteers:**

- recruit, train, reward and motivate volunteers
- organize and assist volunteers

**Recreation Committee:** (See Recreation Committees – Section 4)

- work with the recreation committee to develop goals and objectives
- help develop a community recreation plan

**Community:**

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

**Council:**

- communicate regularly with the council
- report to the council or supervisor

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# Hiring A Recreation Director

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## Steps in Hiring a Recreation Director

### 1. Analyze your situation:

- 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:

- 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
- involve provincial consultants on team when possible
- 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
- 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:

- 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

# Recreation Director Employee Skill Guideline

## 1. Skills the candidate should already have:

- grade 12, or equivalent and post-secondary experience such as a university degree in recreation or a community college certificate course
- 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 create an acceptance and enthusiasm for established goals and objectives

## 2. Skills that can be developed on the job:

- Effective Presentations – making presentations to community groups
- First Aid – should be re-certified every 2 years
- Facility Management – be trained and familiarized with proper facility maintenance and operation
- Volunteer Management – active recruitment, development and recognition of community volunteers
- Financial Management – understanding budgets and how to develop program and annual budgets

## Suggested Characteristics of a Recreation Director

- shows enthusiasm for recreation
- communicates easily and enjoys working with people of all ages
- shows leadership qualities
- is visible in the community
- has a strong background or interest in cultural, recreational and sporting activities
- enjoys learning, travelling 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 to see that these decisions are implemented
- has personal integrity

## Advertising the Job

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

### **SAMPLE JOB ADVERTISEMENT**

#### Employment Opportunity

##### Program/Facility Manager

##### 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:

Successful completion of secondary school. (However a combination of previous work experience and educational skills will be considered.)

Must possess good leadership, administrative and organizational skills.

Possess a valid driver's 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, 2003  
XYZ Community

## Possible Interview Questions for Hiring a Recreation Director

Here is a list of potential interview questions. 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 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 buys into recreation activities and recognizes its 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?

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## **Supervising a Recreation Director**

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

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

### **Ongoing Performance Assessment**

Provide the recreation director with regular and annual feedback on performance to ensure he/she has the opportunity to work on weaknesses and build on strengths.

- 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 to 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 which have not been accomplished. Emphasize where improvement is needed, discuss how this can be done and why it is necessary.

- Avoid acting judgemental. 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**

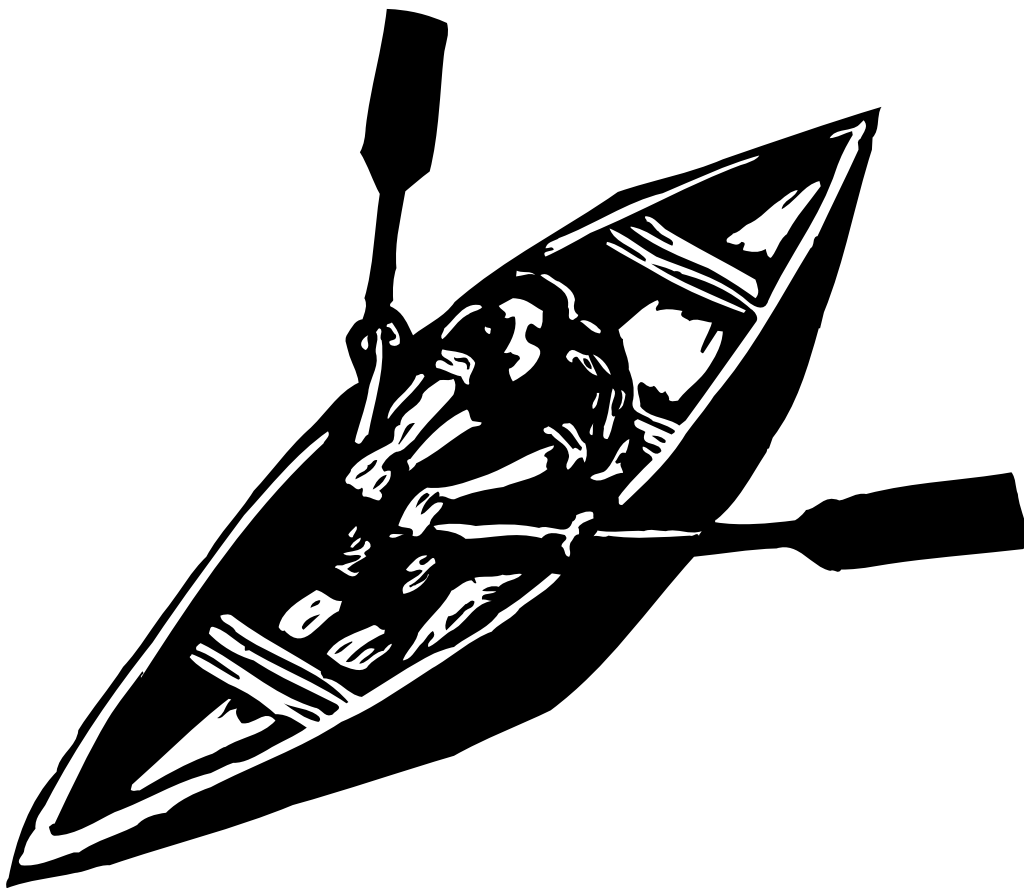
- Be sensitive to the needs of the director.
- Adjust your feedback to the style most appropriate to the director. Some people appreciate bluntness, others appreciate tact.
- Check your own motivation. Focus on the value to the receiver and not on your own release of frustration.
- Choose an appropriate 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.

## 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** – This week-long fall workshop is for recreation directors and youth workers in Aboriginal communities. For more information call the regional offices of Aboriginal and Northern Affairs in Dauphin: 204-622-2148 or Thompson: 204-677-6874
- **Recreation Connections Conference** – Held in Winnipeg every February, this three-day conference brings together over 200 recreation professionals from across the province. For more information contact your regional services Culture, Heritage and Tourism office.
- **Recreation Conference for Community Volunteers** – Held every November on an annual basis, For 3 days in November in Brandon, this three-day conference gathers together over 100 community volunteers, elected officials, recreation committees and recreation professionals to network and share ideas on a variety of recreation topics. For more information contact your regional services Culture, Heritage and Tourism regional services office.
- **Keewatin Community College (KCC) Recreation Leadership Certificate** – This one-year program provides Aboriginal communities with trained recreation leaders and workers. Community participants attend the campus at KCC The Pas. For more information contact the Program Instructor at KCC.  
Phone: 204-627-8694
- **Regional Meetings/Workshops** – There are regular meetings and workshops for area recreation directors across the province. Contact Culture, Heritage and Tourism regional offices for more information.

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

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## Resources

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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.

# Recreation Committees

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## Introduction

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Recreation committees work to ensure recreation opportunities exist for everyone in the community regardless of age, gender, abilities or interests. Use this section as a guide. Keep in mind that all communities are unique. Developing and maintaining an effective recreation committee is often a challenge.

## Recreation Committee Roles

- 1. Operational role** – 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 role** – The committee recommends activities. It gives direction and feedback to the recreation worker and/or council.

## Policy Manuals

Policies are the framework and consistent set of guidelines for a group. They provide orientation for new members and staff and allow groups to act consistently. They must be reviewed and updated regularly.

Recreation committees are responsible for developing their own policy manuals. Three-ring binders are best because they allow easy changes and updates. The layout needs to contain:

- Framework Section – includes the values of the organization, a needs statement, mission statement which states actions to the needs statement. It outlines with whom the committee works 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, and functions and rules for policy making.
- 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



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## Recreation Committee Member Duties<sup>2</sup>

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- Attend meetings. If you are unable to attend, let the chairperson or recreation director know.
- Actively listen to what recreation options friends, neighbours, children and 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 are supposed to work together share the information.
- Explain the Recreation Committee's job and decisions to community members.
- Explain to community groups and members as well as councilors the 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 doing.

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<sup>2</sup> 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 Ethics<sup>3</sup>**

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

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<sup>3</sup> Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee Member's Handbook (p. 2). Kitikmeot, NWT: Author.

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## Developing a Recreation Committee<sup>4</sup>

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1. Identify the need. Council is often too busy to address community recreation needs and requires assistance.
2. Council passes a bylaw or a Band Council Resolution (BCR) which allows the recreation committee to administer the recreation program within their community. The bylaw should contain a mission statement which will become the recreation committee's mandate.
3. As a supplement to the bylaw or BCR, council develops the terms of reference guidelines on how to conduct recreation committee 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.

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<sup>4</sup> Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Effective Recreation Committees – An Orientation (p. 9). Kitikmeot, NWT: Author.

4. Council recruits and trains committed volunteers for the recreation committee who support the recreation code of ethics.
5. Once the recreation committee is operating, develop long-term goals addressing community needs.

## **Selecting Committee Members<sup>5</sup>**

Selecting and appointing committee members varies by community. In some, council will select, in others, council will only want to be informed of the choices.

When looking for recreation committee members, look at whom is already on the committee. It is important that representatives reflect the different parts of a community – men, women, youth, seniors, athletes and artists. Having a council member on the committee helps council stay informed and supports the committee's actions. Committee members should be capable of raising and able to raise community support. Explain what's involved in becoming a recreation committee member. Be clear, specific and explain what's expected.

New members should be given an orientation including a copy of the policy. At the first meeting, be sure the new members understand 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.

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<sup>5</sup> Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee – Recreation Coordinator's Guide (p. 1-2). Kitikmeot, NWT: Author.

## **Committee Members' Roles<sup>6</sup>**

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 the 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 including taking minutes. The role includes preparation and distribution of the agenda before the meeting and managing all committee correspondence.

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<sup>6</sup> 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 be 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

## ***Band or Community Council's Representative to the Recreation Committee***

Most recreation committees are required to have a councilor member. This person's role includes:

- giving advice to the committee about council decisions
- taking requests and recommendations from committee to council
- participating as a regular committee member

## ***Recreation Director***

Though not an official members 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

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## Elements of Effective Meetings<sup>7</sup>

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Long meetings accomplish very little, frustrate participants and ultimately deter them from attending future meetings.

To run effective meetings:

### **Have a Purpose**

- Discuss and plan recreation activities.
- Report and give information on recreation.
- Make decisions on recreation.
- Build morale and support for recreation.
- Provide training for members.

### **Be Prepared**

- Shortly after a recreation committee meeting, the secretary should distribute the minutes.
- Several weeks before the meeting, the secretary and chairperson survey members for agenda topics.
- A week prior to the meeting, the secretary circulates the agenda and minutes from the previous meeting, confirms the meeting room and prepares necessary material.
- Several days prior to the next meeting, members review their commitments from the last minutes to ensure they have completed what was required.
- The day of the meeting the secretary ensures the room is set up and refreshments are available.

### **Follow a Process**

- Start the meeting on time.
- Follow an agenda

### **Do the Follow-up**

- At each meeting, tasks may be identified. The chairperson ensures that members complete their tasks. Members may be assisted by the recreation director in completing their tasks.

The chairperson should:

- Record all tasks that need to be completed.
- Identify who is responsible for each task.
- Know how people plan to complete each task.
- Schedule completion dates.
- Follow up with assistance and encouragement.

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<sup>7</sup> Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Effective Recreation Committees – An Orientation (p. 15-16). Kitikmeot, NWT: Author.

## 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 vote is 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.



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## Resources

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Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee Member's Handbook. Kitikmeot, NWT: Author.

Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Effective Recreation Committees – An Orientation. Kitikmeot, NWT: Author.

Northwest Territories Municipal and Community Affairs Sport and Recreation Division. Recreation Committee – Recreation Coordinator's Guide. Kitikmeot, NWT: Author.

Saskatchewan Culture and Youth. Community Recreation Board Manual. Saskatchewan: Author.

Strachan, D., and Kent, J. (1986). Volunteers Working Together – Skills Program. Stittsville, ON: Love Printing.

Vancouver Volunteer Centre. (1994). Resource Kit for Interviewing Volunteers. Vancouver, BC: Author.

Vancouver Volunteer Centre. (1990). Volunteers: How to Find Them, How to Keep Them. Vancouver, BC: Author.



# Program Planning

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## Introduction

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

Planning gives leaders confidence. It allows for the most effective use of space, equipment and time. Planning ensures programs meet the needs of all age groups and interests. It also helps make programs challenging, fun and positive.

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## Program Planning Steps<sup>8</sup>

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There are six steps in the program planning process.

### Step 1 – Determine Needs

For a program to be successful, it must be needed by and interesting to those involved. The recreation director must know his/her community—who's in it, what programs exist and what people want.

#### **A. Who's in it? A Community Profile<sup>9</sup>**

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

#### **Sample:**

<b>Age Grouping</b>	<b>Population Totals</b>	<b>Gender Male/Female</b>	<b>Location – in or out of community</b>	<b>Special Interest</b>
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				

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<sup>8</sup> Program planning steps are adapted from Russel, R. (1982). Planning Programs in Recreation (p. 128-178). St. Louis, Missouri: CV

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<sup>9</sup> Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 30). Ontario: Author.

## **B. What exists? Community Programs<sup>10</sup>**

Complete the community programs grid and answer the questions on the next page to get a clear picture of what community programs currently exist. The grid takes stock of what programs exist and breaks them down by age, gender and program type.

### **Sample:**

	<b>Physical Recreation ie. sports teams</b>	<b>Social Recreation ie. picnics, dances</b>	<b>Creative Recreation ie. beading, woodworks</b>	<b>Intellectual Recreation ie. writing, book clubs</b>	<b>Passive Recreation ie. singing, collecting</b>
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					

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

<sup>10</sup> Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 31-32). Ontario: Author.

### ***How Does Your Community Rate?***

- Using the grid, identify which areas have a good selection of activities.
- How adequate or inadequate are the programs? What steps can be taken to improve the inadequacies and fill in the gaps?
- During which months of the year are the programs available? What can be done to increase the selection of activities during the slow months?
- To what extent do the programs provide equal opportunity for all?
- To what extent are they balanced on a year-round basis?
- To what extent are they balanced in terms of physical, intellectual, creative and social components?
- To what extent do they provide a balance between highly active and less active opportunities?
- 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 provide participants with opportunities to share in the program planning and evaluation?
- 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)?

## **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 the Community Recreation Planning – Section 10 for more information on gathering community input and developing surveys.)

### ***Remember:***

- Sometimes people only ask for what they know. It is the recreation director's responsibility to expose people to new opportunities.
- When gathering information, be sure all age groups, genders and people with special needs are included.
- Avoid listening only to the loudest voices.

## **Step 2 – Set Goals and Objectives**

After identifying community needs and interests, you must determine how to meet them. It involves identifying desired program goals and determining how objectives can be reached.

Goals are broad encompassing statements. 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)

Objectives describe what exactly is to be done, how it will be measured and when it will be completed. They should:

- be clear and concise
- be realistic
- be measurable
- relate directly to the goal
- begin with an action (i.e. to develop, to maintain etc.)

### **Example**

Goal: To make children safe while near the water.

Objective: To educate all first graders on water safety by summer of 2002.

## **Step 3 – Generate Program Ideas**

Develop a list of ideas to meet the program objectives. This step requires imagination and creativity. The challenge is to combine good judgment with creative thinking. 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 as they may trigger an idea in someone else's head
- avoid criticizing anyone's idea

### **Example**

Objective: To educate all first graders on water safety by summer of 2002.

Brainstorming List:

- safety classes
- skits
- throw all the kids in the lake
- water safety colouring books
- swimming lessons
- videos
- poster contest

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

### ***Types of Activities***<sup>11</sup>

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

#### **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



<sup>11</sup> Russel, R. (1982). Planning Programs in Recreation (pp. 128-178). St. Louis, Missouri: CV Mosby Company.

## **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  
beading  
woodworking  
writing  
tufting

## **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
- mountain climbing
- rock climbing
- hang gliding

## **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
- foreign language classes
- radio productions

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

### **Parties**

party games  
pageants  
card parties  
scavenger hunts  
holiday celebrations/parties

### **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

### **Ballet**

performance attendance  
instruction  
clinics

### **Social Dances**

amateur nights  
square dances  
formal dances  
pow wows

## **Step 4 – Select Program Design**

Once a list of program ideas has been compiled, select the most appropriate, valuable ideas. Select programs based on appropriateness, available resources, facilities, cost and goal effectiveness. Develop a specific plan for each program.

Factors to consider when choosing programs include evaluation of possible program solutions and their use:

### **A. Activity Analysis**

*Length of time* – Does it 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 for a specific age group?

*Abilities* – Does it require the participant to have certain physical or mental abilities and 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 they be made?

*Supplies/facilities* – Does it require specific facilities and equipment? Do you have access to them?

*Weather* – Can this activity take place in any weather? Is it specific to certain seasons?

### **B. Available Resources**

*Leadership* – How many leaders do you need? What skills must they have? What is the cost of having them?

*Facilities* – Are the facilities and equipment available? What are the costs?

*Budget costs and justifications* – What are the total costs? Is the program worth it?

*Alternatives to lack of resources* – Can you get grants, fundraise, charge fees, borrow equipment, partner with other organizations etc.?

### **C. Politics**

Do other influential people think this program is desirable and do you care? What influence will they have on your program?

### **D. Risk Management** – (See Facilities – Section 9)

Is this program safe?

Is it worth it?

Are you covered?

### **E. Appropriateness**

Is it relevant to the participants' needs, maturity, abilities and interests?

Is it accessible? Are there physical barriers stopping people from participating?

How can you break these barriers down?

### **F. Effectiveness**

Will it help you meet your goals and objectives?

Once you have selected the activities for your program, it is helpful to develop an activity plan. Following is an example. (See Activity Plan, page 183 in the Appendices.)

<b>Sample – Activity Plan</b>	
<b>Date:</b> April 13, 2002	<b>Time:</b> 1:00 pm
<b>Activity:</b> Family Water Safety	<b>Leaders:</b> Stew and Sue
<b>Activities</b>	<b>Time</b>
Intro – group juggle	1:10 – 1:20
– name game	1:20 – 1:25
– water safety skit	1:25 – 1:35
Water games	
– tag	1:35 – 1:45
– water polo	1:45 – 2:15
– rescue relays	2:15 – 2:25

Safety video and discussion	2:35 – 3:00
Snacks	3:00 – 3:15

**Back-up Plan:**

If it is raining, we will hold it in the hall and play some indoor games, e.g. starboard.

**Equipment Needed:**

first aid kit, video, TV, 10 soft balls, costumes and props, polo nets and ball, cookies and juice, lifejackets, throwing assists

**Special Considerations:**

The polo nets should be set up in advance. The TV and VCR should be ready. Be sure to get the keys to the hall.

## Step 5 – Implement Program Design

The most basic talent required in this step is organization. To ensure attention is given to all details and eliminate last minute scrambling, it is helpful to develop an action plan. This plan includes a list of all the tasks that need to be completed, when and by whom.

### 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?

Following is an example. (See Activity Plan, page 183 in the Appendices.)

### Sample – Action Plan

Objective: To provide swimming lessons to all grade one students beginning in July 2002.

<b>Task</b>	<b>Date</b>	<b>Who</b>
call Red Cross	April 10	John
talk to parents	April 30	Francis and John
locate appropriate water front	June 10	John
clean water front area	June 15	Sal
identify safety equipment needed	May 15	John
price equipment	May 30	John
purchase safety equipment	June 15	John
ensure safety equipment is at site	June 30	Sal
place buoys at site	June 30	Sal
secure school bus for transportation	June 15	Mary
secure driver	June 15	Mary
find accommodations for instructor	June 10	Mary
determine course costs	April 15	John

### **B. Additional Considerations**

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

#### ***Marketing***

Marketing is useful in convincing people to participate in activities. It must be done in advance to make sure as many people as possible know what is going on. Participants need to be informed, educated, sometimes persuaded and often reminded.

There are a variety of ways to market programs. Think of who you are trying to reach and be creative.

Methods of marketing include:

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

## **Motivation**

Motivation inspires people to participate and is an ongoing task. Motivation tips include:

- *Environment* – Create an environment where people feel comfortable and set the tone for a good time.
- *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 an activity they think will impress other people.
- *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 competition leagues.
- *Success Recognition* – Participants like appreciate recognition for accomplishments, like receiving badges, trophies, ribbons.
- *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.

## **Scheduling**

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

## **Keeping Records**

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

The most important records include:

- *Program Records* – explain the program, how it runs, its successes and failures and why they happened, number of participants. These are good for reference in planning future events. (See Program Record, page 185 in the Appendices.)
- *Personal Records* – track staff hours, vacation, sick days. These are important for planning and budgeting.
- *Attendance Records* – track the number of participants in a program. They help in evaluating programs.
- *Accident/Incident Reports* – track accidents and incidents and how they were dealt with. The reports allow the recreation director to manage liability and look at solutions for problem areas. (See Accident/Incident Report, page 187 in the Appendices.)

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

## **Step 6 - Evaluating the Program**

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

Evaluations are based on:

- What went well and not so well?
- How was it organized?
- Were there enough participants?
- How could it be improved?
- Should it be offered again?
- How was the leadership?
- Were there enough resources?
- Did the event take place at a good time?
- Did the participants enjoy themselves?
- Would they like to do it again?

The results of this process need to be analyzed and written up in a report. Over time, things are forgotten or distorted if not recorded promptly and accurately.

Reports can be formal or informal, depending on their use. Include the date, times, program description, attendance numbers, successes, challenges, and recommendations. The information can be collected from records, self-appraisals, observations, discussions, and/or questionnaires. It is important to critically and honestly consider the information collected and what it may or may not mean.

# Program Planning Checklist

To get your program started, answer the following questions:

## Program

- What is the program?
- How long it will run?
- When?
- Where?
- What equipment and supplies are needed?
- Who will be leading?
- Who does the paperwork?
- What are the costs?
- What kind of promotion will be used?
- What's the back-up plan?

## People

- Recruit leaders.
- Recruit volunteers.
- Provide necessary training and information.
- Inform necessary people that program is happening.

## Facility

- What facility is to be used?
- Who books the facility in advance?
- Who will open/lock facility?
- Who cleans up?
- What if something gets broken?
- Is there appropriate insurance?
- What if there is a fire?
- What if someone gets hurt?
- Is it available when needed?
- Is there enough space?
- Is it suitable space?

## Equipment

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

**Budget**

- Prepare budget.
- Look at the costs for travel, equipment, meals, accommodations, facility rental, etc.
- Review funding resources including recreation budget, grants, donations, council, community organizations, fees.

**Promotion**

- Create and distribute flyers, posters, brochures, etc.
- Announce on radio, TV, school, band office, nursing station.
- Use word of mouth.
- Be sure to remove posters when event is over.

**Miscellaneous**

- Confirm flights when travelling or bringing instructors into the community.
- Determine who will meet visitors.
- Arrange visitor accommodation.

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## Planning for Different Age Groups

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The following will help in planning activities for people of different ages. These are general age group characteristics – not all people develop at the same time.

### Age Characteristics

### Implications for Programming

#### **Preschool (ages 1-5)**

Imitate those around them; enjoy make believe. Whatever they want to be they can be through their imaginations.

Program activities that let them try on adult roles include dress up, storytelling, drama, singing, games puppetry.

They have a short attention span; can get restless.

Need a lot of different and quick activities. Toys and play things should be available for unscheduled play.

They want results right away.

Quick and easy crafts are hits.

They enjoy being with other kids, but are also content by themselves.

Co-operative games and activities should be promoted.

They have problems gauging own energy limits.

Schedule rest periods and low energy activities as needed.

The world is full of wonders for this group

Include activities that involve exploring, like hikes or nature studies.

They have limited eye-hand co-ordination.

This can be developed by such programs as creative movement, ball throwing, simple crafts, blocks.

They like sensory stimuli.

Include activities that involve listening, smelling, tasting, touching.

#### **Ages 6-8**

They want to do well; will practice to improve.

Play activities that involve commitment and have appeal, sports, arts, singing, science are good.

They need to learn to share; like being with large number of kids.

Provide opportunity for group activities such as camping, group relays.

They are constantly active.

Use recreation activities that provide physical outlets, like tag games.

They are improving muscle co-ordination

Program activities involving more fine motor skills, like leather craft, instrument making, athletics.

They are inquisitive; like to experiment.

Offer opportunity for exploring the world through field trips or science projects.

They are more concerned with individual than team achievement.

Downplay competition and encourage co-operation.

### **Ages 9-12**

This group is of an age to joining street gangs; peer approval is a strong influence.

They are more likely to attend recreation programs if they are considered cool by their peers.

They can make commitments.

Use programs such as festivals, team competitions and performances.

They like teamwork.

Plan activities such as athletics, hobby groups, camps, teams, plays, bands.

They are developing fine motor skills.

Use activities like needlepoint, drawing, painting, construction sets, computers.

They want responsibilities.

Involve them in decision making and running the activity.

They are generally adventurous.

Provide activities with perceived risk, like rock climbing.

They have a growing awareness of gender differences.

Provide positive awareness through co-ed sports teams, dances.

They want rewards.

Recognize achievements through praise, trophies, certificates. Emphasize co-operative games at this stage.

**Adolescent (13-19)**

They respond to strong peer pressure.

Their bodies are changing; growing in sexual awareness.

They seek adult roles; question authority.

They strive for independence.

They are very sensitive to failure.

**Young Adults (20-35)**

Lifestyles of this age vary depending on employment, student and marital status.

They no longer have school groups.

Aim for programs that can be considered cool or appealing to their peers.

Providing opportunities to release physical tension is important. Promote opposite sexes playing with rather than against each other, like music or art, clubs and sports teams.

They should be involved in decisions and given some authority in the program planning process. Try peer leadership of activities.

Teach activities that can be self-initiated, like hobbies, fitness programs.

Co-operation rather than competition should be emphasized.

People with partners seek a balance of individual and joint activities. Young parents need exposure to activities that can be done with children. Singles explore activities that promote self-improvement and socialization. Since the young adult lifestyle cannot be stereotyped, services must be tailored to the unique needs of the people.

They enjoy individual or group oriented activities – activities that easily fit into their schedules and they can continue as they age.

They are fine tuning their development in physical, intellectual and social interests.

Provide activities such as workouts, aerobics, volunteer work, book or car clubs.

**Adults (36-60)**

They maintain an interests in activities and skills they can carry into later life.

Help people determine a variety of activities they may want to keep and develop over the years.

Their lifestyles are varied; dependent on employment marital and student status.

Couples with grown children give more attention to developing their own individual and dual pursuits, like hobbies, travelling, volunteering.

They want to stimulate their brains and maintain physical fitness.

Provide a variety of programs and opportunities, like adult education and fitness programs.

**Seniors (61+)**

Can have an interest in reflecting on the past to better understand life experiences.

Provide oral history, journal writing, discussion groups and ethnic festivals.

Their physical and mental abilities start to diminish; but does not mean they are disabled.

Create recreation activities that incorporate physical exercise and sensory stimulation to help prevent physical and mental loss.

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## **Programming for People with Disabilities**

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In all communities there are people with a variety of disabilities. They are often left out of programs or participate with no adjustments for their disabilities. The following will help recreation directors understand and provide better programs to suit the needs of the disabled.

### **A. Important Things to Know**

People with disabilities are normal people. They desire friends, want to feel loved and a part of the community. Like all of us, some are friendly or unkind, happy or sad.

People with disabilities experience the world differently. 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. Or other people may not have taken the time to get to know them.

### **B. Planning Guidelines**

Assume that everyone has a gift and is able to participate in one way or another.

The less competitive an activity is, the more people can take part, because:

- there are fewer rules to follow or mix up
- the pace is slower so no one is left behind
- participants are more willing to help teammates



Directors can change rules a little so that an activity is easier to do.

Directors should ask the person with the disability what would make it easier for them to take part.

Realize that most challenges can be overcome but it may take time and dedication.

### **C. 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

#### Ideas

- Keep the rules and directions simple.
- Repeat instructions often, show how to do things as well as telling 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 or 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 a while

#### Ideas

- Keep directions clear and consistent.
- Respect people's 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 join in discussion to come up with ways to help

#### ***People with attention deficit disorder***

This group is very hyper with short attention spans.

- They are often very smart.
- They have a hard time just doing one thing for any length of time.
- They are easily sidetracked.

## Ideas

- Keep them busy by giving them extra jobs or responsibilities. It gives them something to do while you're giving instructions or helping someone else.
- Give very clear directions, tell them what you expect.
- Give rewards for doing what they are supposed to do; or for staying on track.
- Ask the other participants to help them stay on track.
- Arrange a code word with them that you as a leader will say to bring them back on track.

## **D. Making Program Adaptations**

Guiding principles to remember:

- The more extensive an adaptation, the greater the chance it will significantly affect the nature of the activity.
- 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 that the person with the disability lacks.
- Avoid the lowest common denominator approach or adaptation.
- Most of all, ask the participants – they are your best resource.

## ***Forms of Adaptation***

- 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 lacking skill or addition of an alternative skill. This method most affects the play of others, like allow one more bounce, increase or decrease number of players, add an extra strike, change playing area and boundaries.

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# Leadership

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There is no one right way to be a good leader. A variety of styles are ideal in different situations and with different people. The most common styles are autocratic, democratic and laissez faire.

- An autocratic leader tries to impose his/her ideas on the group, always telling them what to do.
- The democratic leader strives to give all the people a share in planning and decision making.
- The laissez faire leader gives no direction and remains completely aloof.

Each style has its time and place. Leaders must learn to interpret situations and use styles which are appropriate at specific times. Be flexible and patient, leadership skills develop best through time and experience.

Outlined in this section are tips and guidelines for planning , leading and managing different groups and activities.

## Instructional Principles

### A. Children:

- learn at different rates
- respond to instructions in different ways
- like to apply their personal attributes
- want to overcome physical limitations
- have different motives, values and interests
- have many external influences in their lives
- have different experiences affecting their opportunity for success
- mature at different rates
- respond best to concrete programs
- are easily bored and need leaders to be patient, flexible and well organized

### B. Teenagers:

- want adult experiences and rules
- respond best to positive, constructive and genuine leaders
- have an abundance of energy. Encourage them to experiment and take realistic risks.
- like to take responsibility for their learning

### **C. Adults:**

- need co-operative experiences that reflect their needs
- respond more favourably to democratic leadership
- enjoy programs where the leader is prepared
- like to take 100 per cent responsibility for their learning
- enjoy positive reinforcement and feedback about their efforts

## **Sports and Games**

Much can be accomplished through sports and games:

- co-operation
- sportspersonship
- leadership skills
- fitness
- fair play
- friendship
- emotional control
- self-confidence

Plan for participants who are looking to develop and keep a healthy body, social interaction, security and sense of belonging.

### **A. Leadership Points to Remember:**

- Plan ahead.
- Arrive with twice as many activities/games as you think you'll need.
- Start off with a familiar activity/game then add new ones.
- Name the activity/game.
- Explain and demonstrate how to do the activity/game.
- Ask questions.
- Play or do the activity/game.
- Alternate the pace of the activity/game.
- Have a back-up plan.
- Be aware of flow.
- Start actively.
- Start with a drop-in activity/game that can be done with a few or a lot of people.
- Start even with only a few participants, otherwise you may lose their interest.
- Less complex activities/games are great fillers.

## **B. Things to Avoid:**

- competition between boys and girls – mix them up
- too many vigorous games in a row
- elimination games – try a point system
- having participants pick their own teams; count and touch or select teams by shoe colour, birthdays, number of siblings
- stopping the games too early or letting them drag on too long
- repeating games too often

## **C. Learn To:**

- modify a game to fit ages, space and time
- add a new rule for excitement
- make up games
- catalogue the most popular games

## **Children's Programming Guidelines**

### **Do**

- over-plan and be prepared
- encourage
- recognize individual differences
- be patient
- be respectful
- have everyone participate
- listen
- include all in rule making
- plan short and simple games
- be interesting
- be creative
- remember quiet time
- consider safety first
- have fun
- pay attention
- consider age factors
- join in
- use permission slips
- give positive reinforcement
- use visual demonstrations
- speak at participants' level
- repeat instructions
- leave time for questions
- act as a role model

### **Don't**

- run a program too long
- ridicule or criticize participants
- encourage too much competition
- act mean or harsh
- scream or yell
- use any form of abuse
- swear
- break promises
- leave participants alone too long
- pick favourites
- be late or undependable
- let kids pick teams
- be monotonous
- do things for them

- be responsible
- act on rules right away
- be appropriate
- have group decisions on activities

## **Things to Remember with Youth**

- Don't forget they have the same feelings and emotions as everyone.
- Ask advice or involve them in the decision making process. If it is their decision they will work harder to achieve it.
- Don't call a meeting in an office; meet them on their ground.
- Don't fail to respond promptly to communication.
- Don't forget to acknowledge their accomplishments.
- Don't embarrass them intentionally.
- Don't force them to make repeated requests.
- Never attempt to manipulate youth to achieve a desired goal or decision.
- Never treat youth condescendingly.
- Don't agree to a course of action and then change direction without telling them of the reasons.
- When meeting with youth, don't sign letters, write notices, answer phone calls, etc. Pay attention so they feel they are important.
- Never say you are too busy so you can side track their requests.
- Never act like you are doing youth a favour by agreeing to a request.
- Never ask a teen to give an opinion about his/her friends.

## Arts and Crafts

When running an arts and crafts program remember to:

- have examples already made so the participants have a better understanding of what they are doing
- participate and assist
- have paints already mixed in low containers to avoid spills
- have different ideas for different ages
- show and encourage people to do things themselves; encourage individual creativity
- remind participants to take home their masterpieces
- add a little dish soap when mixing powder paint to make it easier to remove stains
- use what is available around the community for craft supplies.
- include drama, storytelling, dancing etc. in arts and crafts
- make sure instructions are clear
- use age appropriate crafts and all other planning considerations

## Behaviour Management<sup>12</sup>

### A. Preventing Discipline Problems

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

#### ***Awareness***

Awareness means communicating you are aware of everything that is happening; you are not missing anything. Aware leaders seem to have eyes in the backs of their heads. Avoid becoming absorbed with only a few children, as it encourages the others to wander. Always scan the room, make eye contact with individual children, so they know they're being monitored. Prevent minor disruptions from becoming major. Know who instigates the problems and ensure the right kids are 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. Kids begin to think they can get away with almost anything.

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<sup>12</sup> Youth Secretariat. A Leader's Guide to Discipline. Author.

## **Overlapping and Group Focus**

Overlapping means keeping track, and supervising several activities at once. Children need constant monitoring. Leaders may have to supervise numerous activities at once. Maintaining a group focus means keeping as many kids as possible involved in appropriate activities. All children should have something to do. If children are busy, they have less time to get into trouble.

## **Movement Management**

Movement management means keeping activities and the group moving with smooth transitions, variety and at an appropriate and flexible pace. Avoid abrupt transitions, such as announcing a new activity before getting the children's attention, or starting a new activity in the middle of something else. In these situations, a third of the group do the new activity while many will be on the previous activity. Kids will be asking others what to do and some misbehave.

Taking too much time to start a new activity is not useful. Some leaders give too many directions at once. When leaders have children work one at a time while other children sit and watch, trouble can start.

## **B. Dealing with Discipline Problems**

No matter how much a leader works to prevent discipline problems, some inevitably occur. Remember, when disciplining:

- separate the child from the behaviour
- publicly praise, privately criticize
- avoid yelling
- avoid sarcasm
- ensure the punishment fits the crime
- be firm, fair and positive
- do not humiliate the child
- carry out consequences immediately

**Remember:** *Spontaneity and flexibility are essential to a successful program. Staff must be organized to respond quickly to activity changes while participants are still interested. Be flexible and monitor participants for boredom, energy, etc.*

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## Resources

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

Johnson, D., and Johnson, F. (1987). Joining Together: Group Theory and Group Skills. Englewood Cliffs, New Jersey: Prentice-Hall Inc.

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Russel, Ruth. (1986). Leadership in Recreation. St. Louis, Missouri: CV Mosby Company.



# Managing Volunteers

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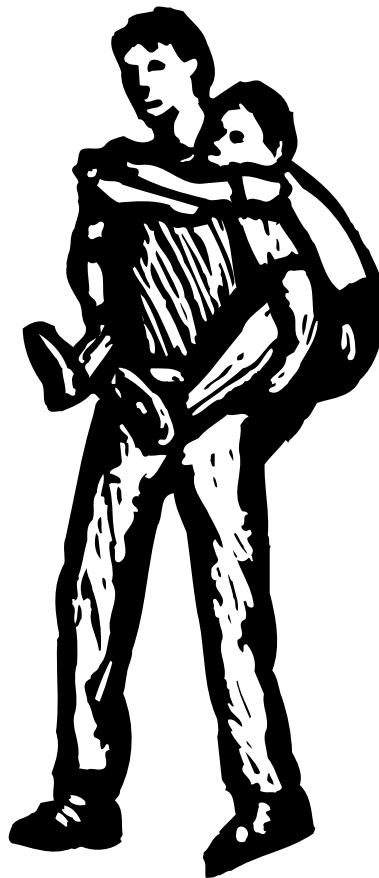
## Introduction

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Volunteers are essential to the success of community recreation programs. Finding and keeping volunteers can be challenging for recreation directors. Some people feel they should be paid for their work or, because recreation directors are getting paid, they should be doing all the work. These beliefs greatly add to the difficulty of developing a strong volunteer base. A part of recreation directors' jobs may be changing these attitudes by educating the community about the need for and benefits of volunteering.

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



## **What is a Volunteer?<sup>13</sup>**

A volunteer has been defined as anyone who performs a service for an organization without pay. Volunteers give freely of their time and effort to serve their communities.

## **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

## **What Can a Recreation Director/Committee Expect of Volunteers?**

You can expect a volunteer to:

- be interested in the field
- choose the 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

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<sup>13</sup> Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 45). Ontario: Author.

## **What Can Volunteers Expect of a Recreation Director/Committee?**

A volunteer can expect:

- a director of volunteers 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 and an account of volunteer hours
- advancement to greater responsibility if they deserve it
- letters of recommendation when requested
- effective direction and training
- an opportunity to meet regularly with staff members
- an opportunity for training

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## Recruiting Volunteers

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Volunteers can be found anywhere. When looking outside your organization, consider people and places.

### **People:**

- past volunteers
- 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 Recruit<sup>14</sup>**

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.

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<sup>14</sup> Adapted from Strachan, D., and Kent, J. (1986). *Volunteers Working Together – Skills Program* (pp. 24-25). Stittsville, ON: Love Printing.

## ***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.

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 form<sup>15</sup> to help guide the discussion. (See Volunteer Information Form, page 189 in the Appendices.)

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<sup>15</sup> Strachan, D., and Kent J. (1986). Volunteers Working Together – Skills Program (p. 27). Stittsville, ON: Love Printing.

## 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 description<sup>16</sup>: (See Creating a Job Description, page 191 in the Appendices.)

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.

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<sup>16</sup> Strachan, D., and Kent, J. (1986). Volunteers Working Together – Skills Program Stittsville, ON: Love Printing.

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## Orientation, Training and Support<sup>17</sup>

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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.

### 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.

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<sup>17</sup> Adapted from Strachan, D., and Kent, J. (1986). Volunteers Working Together – Skills Program (pp. 39-40, 85-87, 93-95). Stittsville, ON: Love Printing.

- 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, clarifying.

## **How to Keep Volunteers**

- Don't give them too much work.
- Allow them enough time to do their jobs.
- Provide enough people to do the job properly.
- Never publicly embarrass them.
- Never manipulate information or volunteers to influence decisions.
- Never treat volunteers without considering their job or community authority. You must respect their knowledge.
- Never ignore their feelings.
- Don't make volunteers feel guilty about having other things to do.
- Never play a martyr and do everything yourself.

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## Recognition

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Recognition, whether subtle or substantial, is an art. When practised 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 Recognize Volunteers**

#### **How to Thank Volunteers:**

- Attach a note that says "You are a Lifesaver!" to a package of lifesavers.
- Attach a note saying "No one holds a candle to you!" with a scented candle or package of birthday candles.
- Attach a note saying "You have given our project the sweet smell of success!" to a package of potpourri.
- Give a package of cinnamon buns with a note that says "Thanks for working your buns off!"
- Attach a note that says "A toast to a job well done!" to a plastic wine glass filled with jelly beans.
- Write a song or poem about your volunteer.
- Ask a business to put a message on its bulletin board or rent one yourself to thank a group of volunteers.
- Have your clients personally hand over to your volunteers balloons, handmade cards, or flowers during volunteer week.
- Create computer printouts or large banners saluting volunteers with a suitable phrase or quote, to display at an event or in a conspicuous spot in the office or community centre.
- Present a survival kit to help ease a hectic day. Include a herbal tea bag, stick of gum, some candy or dried fruit, and a coupon for 15 minutes of uninterrupted quiet time.
- Treat a volunteer group to a field trip or a function.

- Give t-shirts with the organization logo on it.
- Throw a pizza bash – especially for young volunteers.
- Rent a movie and serve a variety of popcorn.
- Invite a group to a dessert party.
- Invite a fortune teller to visit a group party.
- Surprise everyone with an unexpected coffee/tea party.
- Give them a “just because...” gift.
- Plan a family picnic with lots of events.
- Serve a pancake breakfast.
- Host a casino night with play money.
- Host a skating party and a wiener roast at an outdoor rink.
- Put flowers or chocolates in the volunteer area.

# 100 Ways to Give Recognition to Volunteers<sup>18</sup>

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. Give a memento e.g. pin or certificate.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite them to a staff meeting.
12. Recognize personal needs.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use them in an emergency situation.
16. Provide a babysitter.
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 VIPs to converse with them.
30. Hold rap sessions.
31. Give additional responsibility.
32. Allow participation in team planning.
33. Respect sensitivities.
34. Help them grow on the job.
35. Help them grow off the job.
36. Send newsworthy information about them to the media.
37. Have a wine and cheese party.
38. Ask clients to evaluate their service.
39. Say "Good afternoon".
40. Honour their preferences.

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<sup>18</sup> Adapted from Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 52-53). Ontario: Author.

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 them 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 them 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 substantial 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 with them.
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. Be thorough with arrangements.
77. Instigate client-planned surprises.
78. Mention in purchased newspaper ad 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 about them 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 with them.
97. Say "Thank you".
98. Send impromptu fun cards.
99. Plan occasional extravaganzas.
100. Other: \_\_\_\_\_

## Checklist for a Volunteer Program<sup>19</sup>

- 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 each volunteers understands 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.



<sup>19</sup> Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 50). Ontario: Author.

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## Resources

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

Strachan, D., and Kent, J. (1986). Volunteers Working Together – Skills Program. Stittsville, ON: Love Printing.

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# Fundraising

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## Introduction

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One of the challenges facing recreation directors is securing enough money to deliver a variety of quality programs. Money allocated by council is often limited. Fundraising is a large part of a recreation director's and committee's job. Money can be raised with fundraising events, asking local businesses for sponsorship, asking service clubs for donations, as well as grants from foundations and government. The ability to raise funds will be affected by how the public and various donor groups view your organization. It's reputation, emotional appeal and the people associated with it are all important. How the programs affect them, their children and others close to them are also major factors.

## Motivations for Giving

Individuals, organizations, corporations and government support programs for many reasons.

### ***Individuals may be motivated by:***<sup>20</sup>

- acceptance
- appreciation
- approval
- just being asked
- belief in the cause
- community support
- competition
- guilt feelings
- power and influence
- return on investment
- sympathy
- for fun; the joy of giving

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<sup>20</sup> Adapted from Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (p. 87). Ontario: Author.

***The private sector may be motivated by:<sup>21</sup>***

- a project that falls within their established funding guidelines
- a project that has something to offer them, such as advertising
- a project that will improve their corporate image within the community
- a project that will involve employees from their company

***Public sector motivations include:***

- a project they see as worthwhile
- a project that fits closely with department policy
- a project that is local, provincial, national or international and reaches beyond the community recreation group
- a proposal with a detailed application and budget
- previous events that were successful
- groups and activities open to the public

***Private sectors choose not to support some projects because:***

- The group is not incorporated.
- The group is not a registered charity.
- The application or approach to the funding organization was inappropriate.
- The funding company prefers to give to general charities such as the United Way because many businesses feel that contributing to a certain cause or group could alienate another sector.
- The company has already allocated its budget for sponsorship.
- The company has already chosen its areas of support and does not want to be approached directly.

***The public sector chooses not to support some projects because:***

- The group or project does not fit the funding organization's policies.
- The group is not stable or is poorly managed.
- The group is not incorporated.
- The application is not complete.
- The application is late.
- The funding organization is out of funds, perhaps because the group applied too late.

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<sup>21</sup> Manitoba Culture, Heritage and Tourism, Recreation and Wellness Branch. (1998, December). Grants and Resource Manual. Manitoba: Author.

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## Grants and Resources

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Grants and other resources are available to your community 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 and Tourism, is an annually updated compilation of the grants and resources available throughout Manitoba.

Copies of the manual are available at your local library, recreation director's office, or band/council office or the regional offices of Manitoba Culture, Heritage and Tourism.

***Ota-Miska*** ("*Find it Here*") is a resource manual produced by Manitoba Industry, Trade and Mines. The manual 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.

Copies of ***Ota-Miska*** can be obtained from the Manitoba Industry, Trade and Mines in Winnipeg at 204-984-2272.

### ***When applying for funding make sure:***<sup>22</sup>

- 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

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<sup>22</sup> Manitoba Culture, Heritage and Tourism, Recreation and Wellness Branch. (1998, December). Grants and Resource Manual. Manitoba: Author.

Feasibility includes:

- size and scope of project are appropriate for your group to carry out
- formal agreements if other groups are needed to complete the project
- adequate, available space, equipment or facilities
- existing people skills are sufficient or outside professional support is available
- costs are current and reasonable

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.
- Check copyrights and credits. Make sure you know if the funding organization requires credit. Check where copyright of the material is necessary and whose responsibility it is to get it.
- Note the decision date, so you can follow up if necessary. If you are rejected, try other funding sources.

## **Soliciting Corporate Sponsorship<sup>23</sup>**

***Selecting potential sponsors:***

- Look within your organization.
- Look at companies and suppliers you deal with.
- Look at companies with head offices in a major city near you.
- Look at major corporations with branch offices in a city near you.
- Consider a good resource book like the yellow pages or grants books.
- See what other groups receive from companies and compare your request.
- Look at service clubs such as Shriners, Kinsmen, etc.
- Look at major community service organizations.
- Identify the target markets you wish to reach.
- Read the newspapers.
- Brainstorm.

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<sup>23</sup> Adapted from Glimcher, M. (2000, November). Corporate Sponsorship – Tips on Seeking Sponsorship. Presented at the Recreation Conference for Community Volunteers, Brandon, Manitoba.

- Be aware of corporate connections, for example, a tobacco company may own a prominent food distribution company. Would that create a negative image?
- Research. Find out what a company's priorities are, look at its annual report, find out the background of senior staff, and determine its sponsorship policies.

Once you have identified which corporations you would like to approach, send them a letter with information on your organization and the purpose of the grant. Be sure to follow-up and set a meeting time. If possible, a face-to-face meeting is best, otherwise, see if a telephone meeting is acceptable. Be prepared for the meeting with facts, letters of support, copies of information previously sent, questions and details of your project. Have a specific amount you are requesting, and be clear about where the money will be spent. Make sure the corporation knows what it will get for supporting your organization.

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## Proposal Writing

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Grants often require written proposals or completed application forms. Proposals outline who you are and the plan you are proposing. If guidelines are not provided by the funding body, use the following to develop your proposal.

Components of a written proposal include:

- A. Summary
- B. Introduction
- C. Problem Statement or Needs Assessment
- D. Program Goals and Objectives
- E. Methods
- F. Evaluation
- G. Future/Other Necessary Funding
- H. Budget

### **A. Summary**

This provides a clear, concise outline of the request. It appears at the beginning of the proposal, but is not prepared until the proposal is complete.

The summary should include:

- 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 want to achieve through this funding
- an explanation of how the project is different and why it will succeed
- the kind of activities to be used to accomplish these objectives
- the total cost of the project, funds already committed and amount requested

## **B. Introduction**

This describes your organization, its purpose, programs and services. It is your chance to turn readers on or off. Focus on your credibility in the area for which you are asking for support. Provide evidence you can do what you say you are going to do, this should be about half the length of the proposal.

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 on community
- 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.

## **C. Problem Statement or Needs Assessment**

This is the most critical part of your project. It represents the reason behind the proposal. It documents the needs to be met or problems to be solved by the proposed funding. A needs assessment generally focuses on the conditions in the lives of your clients that you wish to change. A problem statement looks at a specific situation, compares it to similar situations that exist in other communities and shows the broader implications of your program.

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
- be supported by evidence drawn from your experience, statistics and the testimony of people and organizations known to be knowledgeable about the situation

#### **D. Support Plan with Program Goals and Objectives**

These are broad, encompassing statements of what you wish to accomplish. They explain what you will do to reach your goals. Program objectives are more specific, realistic and measurable. They will be used to evaluate the effectiveness of your program.

##### **Example**

Goal: To make a safer community.

Objective: to decrease the incidences of youth vandalism in the community 20 per cent by 2002.

(See Program Planning – Section 5 for more information on developing goals and objectives refer to the section.

#### **E. Methods**

These describe the activities to be used to achieve the desired results. They should be accompanied by an explanation of why you think they will be effective. Ordinarily, this justification will come from the organization's past experiences, as well as the experiences of others in the field.

A timeline should be included, providing a clear picture of the activities in an organized manner.

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

## **F. Evaluation**

Most funding sources require your proposal to contain an evaluation section. It presents a plan to determine the degree to which the objectives were met and the methods followed. Most evaluations look at:

- whether the program has achieved its stated objectives
- if the accomplishment of objectives can be attributed to the program
- whether the program was delivered as proposed

### ***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—inside or outside person. This may be determined by finances.
- 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.

The evaluation section should also:

- 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

## **G. Future and other necessary funding:**

This section describes a plan for continuing beyond the grant period and the availability of other resources necessary to implement the plan.

There are three approaches to this section:

- If the program is to continue once the grant runs out, state where future funding would come from.
- If the program is for construction, detail the costs of maintaining new or renovated facilities and show where the funds would come from to cover these costs.
- If the program is to purchase equipment, specify the other funds necessary to support this 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

## **H. Budget** (See Budgeting – Section 8)

An estimate of what it will cost to implement the plan 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.

A well-written proposal that includes all the relevant and required information may be the determining factor to the success of your grant request. If you run into any difficulties or have questions, contact your local Manitoba Culture, Heritage and Tourism consultant for assistance or speak to the funding body for clarification.

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## Community Fundraising Events<sup>24</sup>

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### Checklist for Planning/Running a Fundraising Event

#### 1. Purpose

- The reason for fundraising is known by the fundraising group, recreation committee, and council.
- The reason is known by the community.

#### 2. Leadership/Volunteers/Community

- Volunteers have been recruited.
- Tasks have been delegated (who does what by when).
- Everyone understands what they are to do.
- A local organizer is known by the committee and community.

#### 3. Budget

- A budget has been prepared.
- A record is kept of the costs.
- A financial statement is prepared after the event.
- Start up money is available if needed.
- Handling of incoming/outgoing money has been determined.

#### 4. Facilities/Equipment

- Facilities have been booked ahead of time.
- Setting up and cleaning up responsibilities are clear.
- All equipment and supplies have been purchased.

#### 5. Printing

- Tickets have been printed and distributed.

#### 6. Advertising

- A campaign has been planned and implemented well in advance.
- The community is aware of fundraising event.

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<sup>24</sup> Manitoba Department of Fitness, Recreation and Sport, Norman Regions. [How to Plan Successful Fundraising Events](#). Manitoba: Author.

## 7. Evaluation

- The effectiveness of the event as a fundraiser has been evaluated.
- A written evaluation has been completed.

## Choosing the Fundraising Event

For a successful fundraising event, carefully consider what type of event would be most appropriate and effective. In making the decision, be sure to consider the following:

- How much money do you need to raise?
- Realistically, how much money can you raise in your community?
- How much money would the event make?
- What would be the break-even point?
- What would be the costs?
- When would you need to spend money and do you have any?
- Will people like what you have planned?
- Will you need many people to help out?
- How many other groups are using this method of fundraising?
- Will you need a license?



## Fundraising Ideas<sup>25</sup>

### **(\$0- \$500)**

- 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)

### **(\$5,000 and up)**

- weekly bingo
- major fair or carnival
- sell-a-brick
- celebrity entertainment
- elimination draw (big ticket item)
- dream-home lottery
- fishing derby with tagged fish

### **(\$500- \$5,000)**

- trip to sporting events
- folk festival
- product sale (fruit, baking)
- 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

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<sup>25</sup> Adapted from Ontario Ministry of Tourism and Recreation, Northeast Region. (1992). First Nations Recreation Development Project (pp. 89-90). Ontario: Author.

## 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 donors.
- 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 those people involved and for informing those people concerned about the success of the fundraising.
- Become incorporated because incorporation gives your organization more credibility.
- If you plan to solicit donations from the private sector, register as a charitable organization with Revenue Canada.

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## Resources

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

Glimcher, M. (2000, November). Corporate Sponsorship – Tips on Seeking Sponsorship. Presented at the Recreation Conference for Community Volunteers, Brandon, Manitoba.

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Manitoba Industry, Trade and Tourism. (1999). Ota-Miska. 1999-2000. “Where to Find It” Resource Manual. Manitoba: Author.

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



# Budgeting

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## Introduction<sup>26</sup>

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A budget is an organization's financial plan and may cover a year or a particular activity. A budget specifies:

- how much money the organization will receive (revenue) and where it will come from. Revenue may come from grants, donations, fundraising, registration fees, concessions, etc.
- how much money the organization will spend (expenditures) on what activities. Expenditures may include instructor fees, facility rental, power bills, etc.



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<sup>26</sup> Section is adapted from Manitoba Culture, Heritage and Recreation, Norman Regional Services Division and Recreation Branch. *Basic Money Management Workbook*. Manitoba: Author.

## 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 a community group can realistically meet its needs.
- Continuity of administration. The budget provides a future plan for spending that would continue even if the people in power changed.

## Types of Budgets

- *Annual budgets* include estimates of revenue and expenditures for the overall operation in a particular year.
- *Program budgets* estimate the revenue and expenditures for running a particular program for a set length of time.
- *Operating budgets* estimate the revenue and expenditures anticipated in running a particular facility for a set length of time.

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## Budgeting: A Three Phase Process

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Budgets require three steps:

- planning phase – preparation of a yearly budget of revenue and expenditures
- recording phase – keeping records of all revenue and expenditures
- reporting phase – preparing monthly and annual reports of revenue and expenditures

### Planning Phase

#### *Steps in the planning process:*

1. Find out what the community wants.
2. Sort out what is really needed from what is just wanted.
3. Prioritize needs.
4. Determine how much the needs will cost in dollars.
5. Examine last year's budget and financial statements, incomplete projects, left over funds, etc.
6. Reassess your priorities.
7. Draw up an estimate of expenditures (allow for cost increases).
8. Draw up an estimate of revenues.
9. Compile your estimates into an overall budget.
10. Decide whether you can afford all your needs, then balance your budget based on the priorities you have set.
11. Obtain approval of your budget by the community group.
12. Live by your budget.

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.

**A. Annual Budget** (See Annual Budget Estimates, page 193 in the Appendices.)

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.

<b>Sample – Annual Budget Estimates</b>		
Year _____		
Approved at a meeting of the _____ recreation committee on _____, 20_____.		
Recreation Director	Recreation Committee Chairperson	
Total Estimated Revenues		\$32, 385.00
Expenditures:		
Total Administration Costs		\$22,645.00
Total Program Costs		\$2,335.00
Total Facilities Costs		\$7,205.00
Total Equipment Costs		\$1,200.00
Total Estimated Expenditures		\$33,385.00
Net Surplus or Deficit (Balanced)		0
<b>BUDGET ESTIMATES</b>		
<b>REVENUES</b>		
	Actual (previous year)	Estimate (upcoming year)
grants	\$3,500.00	\$4,000.00
donations	\$500.00	\$500.00
rentals	\$725.00	\$840.00
council contribution (salary)	\$20,000.00	\$22,000.00

fundraising		
– bingos	\$950.00	\$1,200.00
– raffles	\$565.00	\$605.00
– dances	\$218.00	
– festivals	\$500.00	\$750.00
– concerts	\$890.00	\$890.00
Membership fees	\$600.00	\$600.00
Registration fees	\$950.00	\$1,000.00
	<u>                    </u>	<u>                    </u>
Total Revenue	\$29,398.00	\$32,385.00
<b>EXPENDITURES</b>		
Administration	Actual (Previous year)	Estimate (upcoming year)
– salaries	\$20,000.00	\$22,000.00
– stationary/supplies	\$100.00	\$150.00
– postage	\$30.00	\$35.00
– telephone	\$100.00	\$125.00
– meetings/conferences	\$150.00	\$150.00
– memberships	\$25.00	\$50.00
– bank charges	-----	-----
– insurance	-----	-----
– legal costs	-----	-----
– office equipment	-----	-----
– surveys	\$100.00	\$135.00
– taxes	-----	-----
– freight	-----	-----
– other	-----	-----
Total Administration Costs	<u>                    </u> \$20,505.00	<u>                    </u> \$22,645.00
Community Programs	Actual (previous year)	Estimated (upcoming year)
– instructor fees	\$275.00	\$400.00
– supplies/materials	\$1,200.00	\$1,500.00
– publicity/promotions	\$40.00	\$80.00
– hall rental	-----	-----
– transportation	\$300.00	\$300.00

– hospitality	\$25.00	\$55.00
– security	-----	-----
– equipment	-----	-----
– other	-----	-----
Total Community Programs Costs	<u>\$1,840.00</u>	<u>\$2,335.00</u>
<hr/>		
Facilities	Actual (previous year)	Estimated (upcoming year)
<hr/>		
– insurance	-----	-----
– heat, light, power	-----	-----
– security	-----	-----
– equipment	-----	-----
– skating rinks maintenance	\$863.00	\$1,000.00
– rec. centre maintenance	\$1,200.00	\$1,055.00
– ball fields	\$800.00	\$1,000.00
– soccer fields	-----	-----
– parks, playgrounds, beaches	-----	\$800.00
– community hall maintenance	\$200.00	\$350.00
– capital projects (addition to rec. centre)	\$2,965.00	\$3,000.00
– other	-----	-----
Total Facilities Costs	<u>\$6,028.00</u>	<u>\$7,205.00</u>
<hr/>		
Equipment	Actual (previous year)	Estimated (upcoming year)
<hr/>		
– repairs	\$225.00	\$200.00
– purchases	\$800.00	\$1,000.00
Total Equipment Cost	<u>\$1,025.00</u>	<u>\$1,200.00</u>
Total Expenditures	<u>\$29,398.00</u>	<u>\$33,385.00</u>

**B. Program Budget** (See Program Budget, page 197 in the Appendices.)

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 Manitoba Culture, Heritage and Tourism for a grant. They have been approved for \$600.

<b>Sample – Program Budget</b>		
<b>Program:</b> Beading	<b>Date:</b> August 10/01	
<b>Program Format:</b>		
No. of Participants: 25	Program Begins: September 1	
No. weeks: 10	Program Ends: November 30	
No. nights weekly: 1	Location: Community hall	
<b>Revenues</b>		
1. Contributions		
Manitoba C,H&T	\$600.00	
2. Registration fees (25 x \$10.00)	\$250.00	
3. Sales items sold	0	
4. Other	0	
	\$850.00>>	\$850.00
<b>Expenditures</b>		
1. Facility		
a. Hall rental (10 x \$20.00)	\$200.00	
b. Damage deposit	0	
2. Material/Equipment		
Supplies	\$450.00	
3. Leadership		
Instructor' fee (10 x \$20.00)	\$200.00	

4. Publicity/Advertising	0	
5. Administrative		
a. stationary/supplies	0	
b. phone	0	
c. other	0	
6. Travel	0	
7. Miscellaneous	0	
	<u>---</u>	
Total Expenditures	\$850.00>>	<u>\$850.00</u>
<b>Balance:</b> (balanced)	\$0	

**C. Operating Budget** (See Operating Budget, page 199 in the Appendices.)

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. 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

<b>Sample – Operating Budget</b>	
<b>Facility:</b> Community Hall	<b>Year:</b> 2003
<b>Revenues</b>	
Dances	\$3,000.00
Bingos	\$3,000.00
School rental	\$5,000.00
Concerts/performances	<u>\$2,000.00</u>
Total Revenues	\$13,000.00>> \$13,000.00

<b>Expenditures:</b>		
Heat and light	\$8,000.00	
Water	\$1,000.00	
Stage: curtains	\$1,575.00	
Floor materials	\$ 500.00	
Backdrop	<u>\$ 150.00</u>	
Total Expenditures	\$11,225.00>>	<u>\$11,225.00</u>
<b>Balance:</b> (surplus )		+\$1, 775.00

## 2. Recording Phase

It is essential to keep daily records (ledger sheets) of all financial transactions. They will show you at any time:

- how many dollars were received, why they were received and from whom
- how many dollars were spent, why, and where they were spent
- the total dollars taken in and/or spent over any period of time
- the total dollars remaining which can be spent or which should be received
- the total dollars owed (unpaid bills)

### ***Classifying***

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

- *Administrative costs* – related to the administration or management of the overall recreation program (director's salary, postage, telephone, stationary supplies, etc.).
- *Facility costs* – related to running your recreation facilities (hydro, repairs, care-taking etc.).
- *Program costs* – related to the running of your recreation programs (instructor's fees, materials and supplies, etc.).
- *Equipment costs* – related to the purchase or repair of recreation equipment.

The following is an example of a ledger sheet used for financial record keeping. (See Financial Report, page 201 in the Appendices.)

### 3. Reporting Phase

It is important to assess the budget monthly – how close you are to your overall budget. This assessment allows you to make necessary changes to ensure objectives are reached.

At the end of each month, balance your ledger sheets. This allows you to locate and correct errors.

Prepare a monthly statement of revenue and expenditures. This financial report should be presented to the committee and to council. It tells them:

- how many dollars were received in the month and from where
- how many dollars were spent in the month and where they were spent
- how much money is left to spend
- how much money is owed to others

You can then determine whether you need to make changes in your projected budget. The following is an example of a financial report. (See Financial Report, page 201 in the Appendices.)

<b>Sample – Financial Report</b>		
For the month ended January 31, 2003		
1. Money on hand at 1st of month	\$263.12	
2. Add: revenues during the month:		
Jan. 3 – Bingo	\$231.45	
Jan. 7 – Movies	\$74.92	
Jan. 15 – Registration fee for hockey	\$70.00	
Jan. 31 – Manitoba C,H&T grant	<u>\$500.00</u>	
Total Revenue	\$876.37>>	<u>\$876.37</u>
Total Money available to spend		\$1139.49
3. Subtract: expenditures during the month:		
Jan. 19 – Manitoba Hydro	\$98.06	
Jan. 15 – Hall rental	\$25.00	
Jan. 31 – House of Stone (pottery wheel)	\$180.00	
Jan. 31 – L. Flett (salary)	\$500.00	
Jan. 31 – Bank charges	<u>\$3.00</u>	
Total Expenditures	\$806.06>>	<u>\$806.06</u>
Total money remaining	\$333.43	

4. Subtract: bills left to be paid		
2 loads of wood	\$40.00	
beading instructor	\$100.00	
workers' compensation	<u>\$15.00</u>	
Total bills left to be paid	\$155.00	<u>\$155.00</u>
Actual money left to spend		\$178.43
Approved by the _____ recreation committee at their meeting _____, 2003		
_____	_____	
Recreation Director	Recreation Committee Chairperson	

***Budgeting Points to Remember***

- Be sure to get community input at all times.
- 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.

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## Resources

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

# Facilities

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## Introduction

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Recreation facilities and open space affect your community recreation program. The number and types of facilities and open spaces that exist in communities vary. It is essential they are well managed, maintained and programmed.

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 a 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 facilities 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
- if there's a real need for the facility

**For further information about facilities, please contact:**

- Manitoba Recreation Facilities Association
- Your regional Manitoba Culture, Heritage and Tourism office

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# Facility Planning and Development

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Every community is faced with the challenge of deciding what facilities need to be developed and how to do it.

The following information is adapted from the *Community Facilities Integrated Planning and Development Guide* from Manitoba Culture, Heritage and Tourism. For more information, advice or assistance, contact your regional Manitoba Culture, Heritage and Tourism office.

## Step 1 – Defining and Measuring Needs

Groups and communities' plans may already include some of the preliminary steps.

### The concept – set goals and objectives

- 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

- 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?

### Form a research committee

- Which organizations have an interest in the planning or use of the facility?
- Who must be included to ensure that our research committee reflects the diversity of needs in our community?

### 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 potential partners

- What is the relationship between potential partners?
- How can we proportion contributions from and benefits to all potential partners?

### **Identify resources needed to support planning and research**

- What volunteer and financial support is needed?
- What are our potential revenue and grant sources?

### **The needs assessment**

- Communicate with your community.
- Is the community informed about the recreation and sport choices?
- Can we involve our community through:
  - questionnaires?
  - surveys?
  - public presentations?
  - public forums?

### **Collect information**

- Is it useful to form small working groups to split the work?
- Which of our volunteers has expertise in communications, promotions and surveys?

### **Take stock of current conditions**

- What recreation and sport programs exist?
- What facilities exist?
- What delivery systems exist?
- What partnerships exist?

### **Determine wants and needs – research**

- Is our concept supported by the community?
- Is our concept viable?
- How can we adjust our concept to reflect the information we have gathered?

## **Step 2 – 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**

- 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?

## Step 3 – Construction and Management

### Fundraising and promotion

- 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
    - coloured overlays showing current conditions of all phases of future development
  - Economically?
    - cost/revenue graphs
    - charts comparing costs to other facilities
    - charts showing spin off economic benefits
  - Use and Activity?
    - 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 and donated labour.
- 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

- Review research and planning.
- Review revenues and funding.
- 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 and liability protection?
- How will we provide liability coverage for volunteer workers and suppliers?

## **Management, operation and maintenance**

Use a maintenance log book and life cycle planning guide:

- Have our maintenance and operational staff been orientated and trained for proper use of our maintenance log book system?



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## Risk Management<sup>27</sup>

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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.

### The Process

#### ***Risk Identification***

Identify all potential sources of risk such as programs, facilities, leadership or supervisory practices or participant behaviour.

#### ***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* 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* to 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 General Safety Checklist, page 203 in the Appendices.)

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<sup>27</sup> This section is adapted from Municipal Insurance Association of British Columbia. (1991, August). Risk Management Guidelines for In-House Inspections. British Columbia: Author.

- *Safety preparations* by participants and staff should outline the hazards and risks involved in recreation participation. Preparations can be done through posting of rules and policies, information sessions and supervision.
- *Staff training and goal setting* for 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* include an emergency action plan (EAP) 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.



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## Emergency Action Planning (EAP)<sup>28</sup>

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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

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<sup>28</sup> This section is adapted from Ontario Ministry of Tourism and Recreation. (1991). Dealing with Emergencies. Toronto, Ontario: Queen's Printer for Ontario.

## ***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 behaviour. 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
- fire extinguishers
- emergency lighting
- first aid kits
- telephones
- posted emergency numbers
- directions to users
- aquatic lifesaving equipment
- backboard
- 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 it is found in?

Make a list of all your equipment, comments and concerns.

## ***Review Accessibility***

Consider the following and 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 on 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 EAP.

## Formalize Your Emergency Action Plan

1. List all tasks that need to be completed for a given emergency and who is going to do them. When considering the individual for a given task, consider if they have the required skills and if they will be in the right place at the right time.
2. Outline the necessary training, communication, equipment review and other activities required by the actual events that your EAP describes. In developing your EAP you will have already noticed the need for certain modifications of existing systems or schedules.
3. Do follow-up. Document and evaluate what happened in an emergency. This follow-up is your vital link to the future. Consider:
  - What worked well? What didn't?
  - Should problems have been foreseen? If so, why weren't they?
  - What changes need to be made?
  - How can these changes be implemented
    - written documentation?
    - signage?
    - equipment needs?
    - training?

## Training

By reviewing the emergency responses described in your EAP, you will be able to identify the type of ongoing training needed by those involved in the responses.

## Communication

Develop a plan of how you will to communicate your EAP to staff, volunteers, spectators, players, trainers and virtually every other person that enters your facility. Determine what they need to know and how you will tell them. Communication strategies could include signs, posters, bulletin boards, information sessions, newsletters, manuals, face-to-face instructions, etc.

## Test and Refine Your Emergency Action Plan

Ongoing testing of the plan through drills, incident reports and evaluations will lead to refinements. This will ensure that your plan continues to meet the changing needs of your users and the safe operation of your facility is maintained. Testing is also a vital component to ensure that the training of your people has been successful.

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## Preventive Maintenance Planning<sup>29</sup>

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A preventative maintenance plan is a systematic way of inspecting and maintaining your facilities to prevent further maintenance problems. A facility maintenance log book is essential in organizing all the details of your facilities and equipment. The 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
- build structures and large equipment will require fewer major repairs
- increase energy savings 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

### The Process

#### *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. (See Arena Safety Checklist, page 209 in the Appendices.)

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 pertain 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 colour schedule
  - exterior colour schedule
  - key control system – list of key holders and key schedule

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<sup>29</sup> This section is adapted from Manitoba Culture, Heritage and Citizenship, Recreation Branch. Recreation Facility Maintenance Log Book. Manitoba: Author.

- 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
  - colour 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 action of Maintenance**

## ***Setting Goals and Objectives***

It is important to determine specific maintenance goals. Decide what you wish to accomplish through your plan and how you will go about it.

(See Community Recreation Planning – Section 10 for further information on setting goals and objectives.)

## ***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. This allows you to correct overruns and 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.

## C. Maintenance

Develop a maintenance schedule. It should include routine and preventive maintenance. To properly schedule the maintenance, co-ordinate information from the previous sections. The following is a scheduling guideline.

1. Develop a master schedule (See Risk Management Inspection Recreation Facility, page 211 in the Appendices.) that outlines all maintenance required for buildings, grounds, furnishings and programs.

<b>Sample – Master Schedule</b>						
<input checked="" type="checkbox"/> Program Equipment	<input type="checkbox"/> Grounds Equipment	<input type="checkbox"/> Building Equipment				
<input type="checkbox"/> Furnishings	<input type="checkbox"/> Grounds Information	<input type="checkbox"/> Building Information				
<b>FREQUENCY</b>						
Item/Maintenance Task	Insp.	Cln.	Lub.	Adj.	Repl	Other
audio equipment	SA					
Scoreboard	SA					bulbs
kitchen refrigerator	A	A				
kitchen range	A	Q				
dry fry machine	A	Q				
coffee maker	M					service contract
skate sharpener	A	A				
program equipment	A					as required
Insp – Inspect		D – Daily				
Cln – Clean		W – Weekly				
Lub – Lubricate		M – Monthly				
Adj – Adjust		Q – Quarterly				
Repl – Replace		SA – Semi annually				
Other – List as required		A – Annually				

2. Transfer the information from a master schedule to a preventive maintenance inspection checklist. (See Risk Management Inspection Parks and Playgrounds, page 213 in the Appendices.) A checklist should be filled out for each set of daily, weekly, monthly, quarterly, semiannually and annually scheduled maintenance items listed on each master schedule.
3. Work should be scheduled on a master schedule board. It should have a square for each day of the year and notations above the required tasks.
4. At the beginning of each week, pull out the checklist, sign, date and return to files when completed.

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## Resources

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Manitoba Culture, Heritage and Tourism, Recreation Branch. Recreation Facility Maintenance Log Book. Manitoba: Author.

Manitoba Culture, Heritage and Tourism, Recreation and Wellness Branch. Risk Management – The Key to Safety. Unpublished example presentation.

Municipal Insurance Association of British Columbia. (1991, August). Risk Management Guidelines for In-House Inspections. British Columbia:

Ontario Ministry of Tourism and Recreation. (1991). Dealing with Emergencies. Toronto, Ontario: Queen's Printer for Ontario.

Robertson, B. J., and Robertson, B. W. (1988). Sport Liability and You. Vancouver, BC: International Self Counsel Press Ltd.

# Community Recreation Planning

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## Introduction<sup>30</sup>

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Community recreation planning means gathering information to help make decisions about the future development of recreation opportunities or services in your community. It determines what a community wants from recreation in the next three to five years, how it will get there and who will be responsible for making it happen.

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 time into the process and use the final plan.

## The Community Recreation 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



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<sup>30</sup> Adapted from Strachan, D., and Kent, J. (1985). *Long and Short Term Planning – Skills Program*. Ottawa, ON: The Runge Press Limited.

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## Community Involvement

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To ensure the recreation plan responds to the needs of the community, it is essential that the public is involved. Public participation adds time and costs to the planning process. However, the benefits outweigh the negative aspects. 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 public education

Community components – made up of five individuals, groups, businesses, public agencies and elected officials. Each has different reasons for participating and may require a different approach to foster involvement. It is not realistic to assume all the groups wish to participate to the same extent.

There are various ways to involve the public, each with its own strengths and weaknesses. As no single approach is ideal for all situations, determine which methods best suit your circumstances.

### 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* – some people cannot 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 interest often comes with bias.

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## **Pre-Planning Essentials**

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There are a number of tasks to complete before beginning the actual planning.

### **Create a Planning Committee**

This committee will be responsible for taking the community through the planning process. Ensure that your planning committee, be it the recreation committee or other citizens, represents all facets of your community (e.g. elders, youth, men, women). The committee should involve five to eight people who are willing and able to commit to the 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 should be either developed or approved by council.

The terms of reference should 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?

## Planning Process

Community recreation 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 picture of who makes up your community and what recreation opportunities and resources 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 get 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 profile of 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)

#### ***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 interested in and what they would like to see. To get an accurate picture, get 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-**

Hi:

We are evaluating our recreation services to provide the kinds of events and programs that you want. Please help us by filling out the following questionnaire.

(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.

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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?  
(Check appropriate box.)

**organized** (e.g. square dancing, crafts)

frequently (daily)

often (weekly)

seldom (monthly)

rarely (once a year)

never

**non-organized** (e.g. biking, visiting)

frequently (daily)

often (weekly)

seldom (monthly)

rarely (once a year)

never

5. What stops you (barriers) from participating in programs?

---

---

6. What is important to your recreation enjoyment? (Circle response/s)

being physically active

laughing and enjoying

relaxation and enjoyment

hanging out with friends

competing with others

being creative

helping others

doing lots of different things

being a part of a group

having something to show for your efforts

developing/improving skills

competing with yourself

7. Are you happy with the current programs being offered?  
(Circle and explain)

A) YES

B) NO

C) SO, SO

Why? \_\_\_\_\_

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---

8. When considering future recreation area/facility development, what do you feel is **needed most**? (Circle top five)

indoor hockey arena

larger hill for sliding

beach

pool hall/arcade

larger gymnasium

outdoor basketball court

outdoor volleyball court

hiking/ski trails

playground

improved ball diamonds

park/camping area

walking/bike path

9. What are the three **most important** recreation programs provided that you participate in?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

10. What are the three 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 volunteering to assist or instruct any programs?  
(Circle) YES or NO

If yes, what?

\_\_\_\_\_  
\_\_\_\_\_

If yes, please give your name \_\_\_\_\_ and phone number \_\_\_\_\_

14. Other comments or suggestions?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for participating in this survey. The results will be used to improve recreation programming.

## **Surveys**

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.

### ***Tips on Developing Surveys***

- Know what you want to accomplish by sending out the survey.
- Provide a brief introduction.
- To maximize the number of completed surveys you receive, consider asking to have them returned by a certain date, 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.

### ***Do a Community Recreation Overview***

To get a clear picture of the current structure for recreation in your community consider:

- role of the recreation committee
- criteria for appointment to committee
- relationship between committee and council and committee and community groups
- grants recently received
- existing bylaws, policies and agreements
- land use regulations
- budget and current expenditures

### ***Compile a Resources Inventory***

This inventory compiles information on existing programs, facilities and human resources.

## Recreation Programs

Do an inventory of all programs run by the recreation department as well as other community organizations, agencies and individuals.

### Sample – Organization/Agency Questionnaire

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

Arts – including music, dance, drama, crafts, painting, drawing.

Literary – including book clubs, writing, public speaking, storytelling, library visits, discussion groups.

Self-improvement/education – including marriage preparation, continuing education, assertiveness training.

Sports/games/athletics – including board games, riflery, weight lifting, team sports, individual sports, kids games.

Outdoor recreation – including fishing, camping, hunting, trapping, snowmobiling, canoeing, hiking.

Wellness – including nutrition, stress management, weight reduction, smoking cessation, alcohol and drug awareness, support groups.

Social recreation – including clubs, meals, feasts, conferences, socials.

Volunteer Opportunities –

What programs?

Where?

When?

How often?

How many and who participates?

What is the cost?

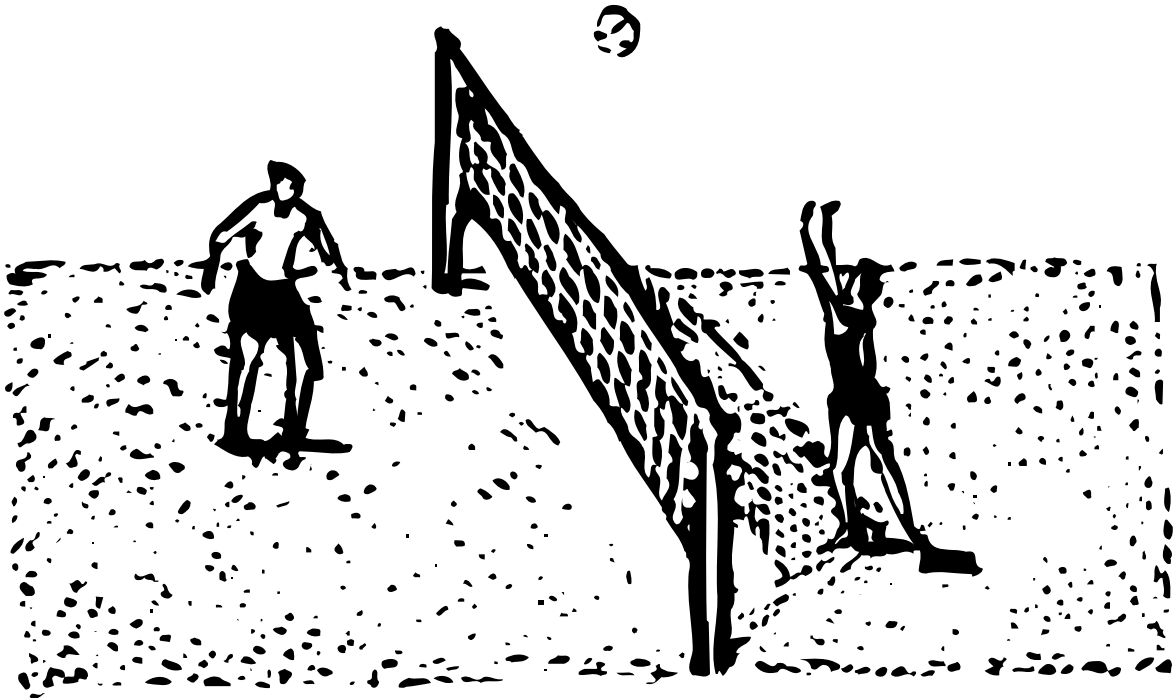
How is it going? Strengths? Weaknesses?

(Rate recreation services in your community using “How Does Your Community Rate?” in in Program Planning – Section 5)

## Human Resources

Do an inventory of all existing and potential human resources.

- List all volunteer organizations and their objectives.
- List individuals currently instructing programs.
- List individuals with special skills not currently being used.



## Recreation Facilities

Do an inventory of all facilities and related information.

- List all existing facilities.
- Include construction and operating costs.
- Evaluate current use.
- If possible, analyze current condition.
- Locate land presently used for recreation.
- Identify open space for future development.

## Internal and External Influences

Note all internal and external factors affecting recreation in your community. Although you will have little control over them, they are important considerations when planning. Determine how effectively the community's recreation services are functioning, identify gaps and suggest future directions.

## Step 2 - Create a Vision and Mission Statement

### Vision Statement

A vision statement describes the preferred future of an organization – a future which is better than its present existence. It describes what the organization thinks is possible.

The development of the vision statement must involve the whole recreation committee and/or planning committee. 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. It describes where you want to go and the plan will describe how you are going to get there.*

To create a vision statement:

- Review the taking stock results to ensure a good understanding of the strengths and weaknesses of recreation in the community.
- Discuss factors which will definitely occur within the time frame of the plan.
- Dream. Fantasize. 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 statement of accomplishments or results (not strategies or activities)
- consistent with committee and council's values
- challenging

#### **Sample – Vision Statement**

scheduled programs for all ages  
happy and active seniors, women, men, children, youth and families  
full- time recreation director  
good working relationship with council  
effective volunteer base  
an active recreation committee

#### ***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.

To develop a mission statement complete the following sentence.

*"This organization exists to..."*

The mission statement should:

- (the statement above and the sample below DO NOT begin with a verb)  
be clear and simple
- describe what, for whom and how
- be realistic
- be one single sentence

#### **Sample – Mission Statement:**

To enhance the quality of life for all community members by providing and promoting physical, social, cultural, educational and creative opportunities.

## Step 3 - Determine Gaps and Areas of Emphasis

Take a look at your vision and determine where the gaps are. For example: if, your vision is of a variety of recreation opportunities for all people in your community and your stock taking shows most programs offered are sports for middle-aged men, there's a gap. This is a large gap in programming if you are to fulfill your vision. 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.

Most plans contain five or six areas of emphasis. This number is a good guideline for maintaining a realistic and manageable plan.

### Sample – Areas of Emphasis:

- program development
- facility development and use of existing facilities
- professional and volunteer development
- improved partnerships with other organizations
- recreation committee development

## Step 4 – Set Goals, Objectives and Action Plan

### *Setting Goals*

With areas of emphasis identified, you can next determine broad statements of what the recreation committee wants to accomplish in those areas. Areas of emphasis may have two or three goals each.

Consider your area of emphasis.

- 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 priorities for action and turn them into goal statements. (Note: action includes starting, maintaining and deleting initiatives.)

(See the Program Planning – Section 5 for more information on developing goals.)

**Sample – Area of emphasis:**

Recreation committee development

Goal 1: to 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 the Program Planning – Section 5 for more information on developing objectives.)

**Sample – Area of emphasis:**

Recreation committee development

Goal 1: To develop an effective recreation committee.

Objectives:

- promote the benefits and expectations of a recreation committee in the community through newsletters and posters throughout the month of March, 2003.
- recruit four members for the recreation committee by April 30, 2003.
- identify one person by April 30, 2003 as the recreation contact person for times when the recreation director is not available out of town.

***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.)

### Sample – Action Plan

Objective: to recruit four members for the recreation committee by April 30, 2002

<b>Date</b>	<b>Task</b>	<b>Who</b>
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 to make the plan work. Often plans get developed, but never make it off the shelf. Use yours.

### ***Implementing***

Once the community recreation 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.

### ***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.

### ***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?

**Planning is a cycle. Annually review your results, update your current status and revise your plan as required.**

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# Monthly Recreation Report

Month: \_\_\_\_\_

Submitted by: \_\_\_\_\_

1) Discuss programs / events from LAST MONTH (answer these questions to each program / event)

Program or Event	Part of annual plan Yes or No... if no who initiated?	#'s	What was successful? Improvements for next time?

2) What programs / activities are planned for the UPCOMING MONTH?

Program or event	Part of Annual Plan? Y or N if no... who initiated?	Target Group? ie. Youth, seniors, families, etc.

3) What equipment, supply, material purchases have you made since the last report? Costs?

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4) What meetings / workshops / training opportunities have you attended in the last month? What are scheduled for the upcoming month?

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5) Have any decisions been made by the recreation committee that council should be aware of?

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6) Do you have any requests or questions for council?

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# Activity Plan

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Activity:** \_\_\_\_\_

**Leaders:** \_\_\_\_\_

**Activities**

**Time**

Activities	Time

**Back Up Plan:**

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**Equipment Needed:**

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**Special Considerations:**

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# Program Record

**Date:** \_\_\_\_\_

**Name of Activity:** \_\_\_\_\_

**Number of Participants:** \_\_\_\_\_

**Participant Breakdown (age and gender):**

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**Activity Details:**

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**Successes:**

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**Challenges:**

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**Recommendations:**

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# 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.)*

**Bodily Injury:**

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**B) Damage to Property:**

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**C) Behavioural Incident:**

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**Could the accident/incident have been prevented?**

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**Comments:**

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# Volunteer Information Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: (day) \_\_\_\_\_ (evening) \_\_\_\_\_

Occupation: \_\_\_\_\_

Experience and/or Education:

---

---

How Recruited: \_\_\_\_\_

Past and Present Volunteer Activities:

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Membership(s) in Associations/Clubs:

---

---

Skills, Interest, Hobbies:

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Volunteer Work Desired:

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---

Reasons for Volunteering:

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Volunteer Time Available:

Days \_\_\_\_\_ Evenings \_\_\_\_\_ Weekends \_\_\_\_\_ Other \_\_\_\_\_



# Creating A Job Description

Title: \_\_\_\_\_

General Description of Job:

---

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Activities/Tasks:

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Authority and Reporting Relationships (Who does the volunteer report to? Who reports to the volunteer? How much authority is there for completing responsibilities?):

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Skills Needed:

---

---

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Results Expected (How will we know if the job is performed well?):

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Time Required: \_\_\_\_\_



# Annual Budget Estimates

Year \_\_\_\_\_

Approved at a meeting of the \_\_\_\_\_  
 Recreation Committee on \_\_\_\_\_, 20\_\_\_\_

Recreation Director	Recreation Committee Chairperson
---------------------	----------------------------------

Total Estimated Revenue	_____
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Expenditures:

Total Administration Costs	_____
Total Program Costs	_____
Total Facilities Costs	_____
Total Equipment Costs	_____

Total Estimated Expenditures	_____
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Net Surplus or Deficit	_____
------------------------	-------

## BUDGET ESTIMATES

### REVENUE

	Actual (previous year)	Estimate (upcoming year)
grants	_____	_____
donations	_____	_____
rentals	_____	_____
council contribution (salary)	_____	_____
fundraising		
bingos	_____	_____
raffles	_____	_____
dances	_____	_____
festivals	_____	_____
concerts	_____	_____

membership fees	_____	_____
registration fees	_____	_____
	=====	=====
Total Revenue	_____	_____

**EXPENDITURES**

Administration	Actual (Previous year)	Estimate (upcoming year)
salaries	_____	_____
stationary/supplies	_____	_____
postage	_____	_____
telephone	_____	_____
meetings/conferences	_____	_____
memberships	_____	_____
bank charges	_____	_____
insurance	_____	_____
legal costs	_____	_____
office equipment	_____	_____
surveys, feasibility studies	_____	_____
taxes	_____	_____
freight	_____	_____
other	_____	_____
	=====	=====
Total Administration Costs	_____	_____

Community Programs	Actual (previous year)	Estimated (upcoming year)
instructor fees	_____	_____
supplies/materials	_____	_____
publicity/promotions	_____	_____
hall rental	_____	_____
transportation	_____	_____
hospitality	_____	_____
security	_____	_____
equipment	_____	_____
other	_____	_____
	=====	=====

Total Community Programs

Costs \_\_\_\_\_

Facilities	Actual (previous year)	Estimated (upcoming year)
------------	---------------------------	------------------------------

insurance	_____	_____
heat, light, power	_____	_____
security	_____	_____
equipment	_____	_____
skating rinks		
maintenance	_____	_____
rec centre		
maintenance	_____	_____
ball fields	_____	_____
soccer fields	_____	_____
parks, playgrounds,		
beaches	_____	_____
community hall		
maintenance	_____	_____
capital projects	_____	_____
other	_____	_____
	=====	=====
Total Facilities Costs	_____	_____

Equipment	Actual (previous year)	Estimated (upcoming year)
-----------	---------------------------	------------------------------

repairs	_____	_____
purchases	_____	_____
	=====	=====
Total Equipment Cost	_____	_____
	=====	=====
Total Expenditures	_____	_____



# Program Budget

**Program:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Program Format:**

No. of Participants: \_\_\_\_\_

Program Begins: \_\_\_\_\_

No. weeks: \_\_\_\_\_

Program Ends: \_\_\_\_\_

No. nights weekly: \_\_\_\_\_

Location: \_\_\_\_\_

**Revenues**

1. Contributions \_\_\_\_\_

2. Registration fees \_\_\_\_\_

3. Sales items sold \_\_\_\_\_

4. Other \_\_\_\_\_

=====

Total Revenues \_\_\_\_\_>> \_\_\_\_\_

**Expenditures**

1. Facility \_\_\_\_\_

    a. rental \_\_\_\_\_

    b. damage deposit \_\_\_\_\_

2. Material/Equipment \_\_\_\_\_

3. Leadership \_\_\_\_\_

    Instructors fee \_\_\_\_\_

4. Publicity/Advertising \_\_\_\_\_

5. Administrative \_\_\_\_\_

    a. stationary/supplies \_\_\_\_\_

    b. phone \_\_\_\_\_

    c. other \_\_\_\_\_

6. Travel \_\_\_\_\_

7. Miscellaneous \_\_\_\_\_

=====

Total Expenditures \_\_\_\_\_>> \_\_\_\_\_

**Balance:** (surplus or deficit) \_\_\_\_\_



# Operating Budget

Facility: \_\_\_\_\_ Year: \_\_\_\_\_

## Revenue:

\_\_\_\_\_

Total Revenue \_\_\_\_\_>> \_\_\_\_\_

## Expenditures:

\_\_\_\_\_

Total Expenditures \_\_\_\_\_>> \_\_\_\_\_

**Balance:** (surplus or deficit) \_\_\_\_\_



# Financial Report

For the month ended \_\_\_\_\_, 20\_\_

Bank of \_\_\_\_\_ at \_\_\_\_\_

Money at hand 1st of month \_\_\_\_\_

Add revenue during month:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
=====

Total revenue \_\_\_\_\_>> \_\_\_\_\_

Total money available to spend \_\_\_\_\_

Subtract expenditures during the month:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
=====

Total expenditures \_\_\_\_\_>> \_\_\_\_\_

Total money remaining \_\_\_\_\_

Subtract bills left to be paid

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
=====

Total bills left to be paid \_\_\_\_\_>> \_\_\_\_\_

Actual money left to spend \_\_\_\_\_

Approved by the \_\_\_\_\_ recreation committee at its meeting  
\_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Recreation Director

\_\_\_\_\_  
Recreation Committee  
Chairperson



# General Safety Checklist

Date of Inspection: \_\_\_\_\_ Name of Facility: \_\_\_\_\_

Date of Last Inspection: \_\_\_\_\_

	<u>OK</u>	<u>Deficiency</u>	<u>Recommendations</u>
<b>Grounds and Building Entrances</b>			
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.	_____	_____	_____
<b>Building and Structures</b>			
Ceilings are free of cracks.	_____	_____	_____
Rest rooms are free of water hazards.	_____	_____	_____
Handrails and treads are proper height.	_____	_____	_____
Stairway risers are proper height.	_____	_____	_____

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.	_____	_____	_____
Work areas are well-ventilated and free of fumes.	_____	_____	_____
<b>Fire Safety</b>			
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 predominately 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.	_____	_____	_____
Rubbish and used chemicals are disposed of properly.	_____	_____	_____
Explosive or flammable materials are stored properly.	_____	_____	_____

## **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. \_\_\_\_\_

Equipment and facilities are free of oil or grease spills. \_\_\_\_\_

Gas cylinders are in working condition. \_\_\_\_\_

Tampering or unauthorized use of any machinery and equipment is prohibited. \_\_\_\_\_

Tools and machines are free of split or loose handles. \_\_\_\_\_

All cutting edges are sharp. \_\_\_\_\_

All tools are maintained in good state of repair. \_\_\_\_\_

Ladders, scaffolds and hoses are of good standard construction and are in good condition. \_\_\_\_\_

Ladders are self locking. Step stools are of an approved design. \_\_\_\_\_

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. \_\_\_\_\_

## Housekeeping

Materials are properly stacked and stored according to established guidelines.

\_\_\_\_\_

Overhead clearance is ample.

\_\_\_\_\_

Work areas are neat and clean.

\_\_\_\_\_

Work areas are free of hazardous materials.

\_\_\_\_\_

Desks, cabinets and file drawers and/or doors are maintained properly.

\_\_\_\_\_

Aisles and walkways are kept clear at all times.

\_\_\_\_\_

Access to all emergency equipment such as fire extinguishers, emergency eye wash and showers are kept clear of obstacles.

\_\_\_\_\_

## Employee Practices

All equipment and machinery is used properly.

\_\_\_\_\_

Materials are loaded and unloaded safely.

\_\_\_\_\_

Lifting is done in a proper manner.

\_\_\_\_\_

Assistance is available to lift or move heavy objects.

\_\_\_\_\_

Safety devices are used.

\_\_\_\_\_

Safety glasses, goggles, hard hats, vests, safety shoes and other protective equipment is worn when required.

\_\_\_\_\_

Workers refrain from engaging in horseplay.

\_\_\_\_\_

Vehicles are operated in a safe manner at all times.

\_\_\_\_\_

Traffic cones, warning flags and barriers are used in accordance with construction traffic control standards.

\_\_\_\_

**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.

\_\_\_\_

*Inspected by* \_\_\_\_\_



# Arena Safety Checklist

Name of Facility: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_ Inspector: \_\_\_\_\_

## Findings

Area	Condition			Notes/Comments
	Good	Acceptable	Unacceptable	
Ice condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Breakaway nets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Benches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Glass enclosures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Air quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Penalty boxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Officials box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Evacuation procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Emergency exits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Medical supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Telephones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Heating system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other danger areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____



# Risk Management Inspection

## Recreation Facility

page 1 / 2

Property Description: \_\_\_\_\_

Inspected By: \_\_\_\_\_

Date: \_\_\_\_\_

Item	OK	Deficiency Noted (describe problem and location) or Action Taken	Corrective Action Required and Date	Follow-up Scheduled
Stairs – interior				
Stairs – exterior				
Handrails – interior				
Handrails – exterior				
Sidewalks/Pathways				
Elevators				
Parking				
Signs				
Fences				
Fountains – drinking				
Seating/Benches				

Property Description: \_\_\_\_\_

Inspected By: \_\_\_\_\_

Date: \_\_\_\_\_

Item	OK	Deficiency Noted (describe problem and location) or Action Taken	Corrective Action Required and Date	Follow-up Scheduled
Lighting – general				
Lighting – emergency				
Exit signs				
Fire extinguishers				
Kitchen/Concession				
Washrooms				
Maintenance area				
Changing rooms				
Lobby doors				
Emergency exits				
Meeting rooms				
General offices				
Other				

# Risk Management Inspection

## Parks and Playgrounds

page 1 / 2

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
<b>PLAYGROUND</b>				
Play structure				
Slide				
Monkey bars				
Swings				
Spring animals				
Merry-go-round				
Teeter-totter				
Sand box				
Other:				
<b>GENERAL AREAS</b>				
Restrooms				
Concession/Storage				
Fences, backstops, benches				
Bleachers				
Waste receptacles				
Drinking fountain				
Parking area/ Bicycle rack				
Signage				
Other				
<b>LANDSCAPE and AESTHETICS</b>				
Park cleanliness				
River banks				
Trails/Paths				
Trees				
Other				

# 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
- 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 boards

## ***Play leader***

- valid first-aid certificate
- access to first-aid kit
- know an emergency action plan



# Equipment Inventory

- Program
- Furnishings

- Building
- Grounds

Equipment Type	
Manufacturer	
Model Number	
Serial Number	
Date Installed	
Installer	
Purchase Order Number	
Distributor	
Repair or Service Firm	
Room Number Location	
Specifications	







