

Yukon
Community
Recreation

LEADERS GUIDE

FOR RURAL, REMOTE
AND NORTHERN
COMMUNITIES



YUKON COMMUNITY RECREATION LEADERS GUIDE FOR RURAL, REMOTE AND NORTHERN COMMUNITIES

The concept for the Yukon Community Recreation Leaders Guide emerged from the strong partnership between Yukon Government Sport and Recreation Branch and the Recreation and Parks Association of the Yukon (RPAY). This comprehensive resource is based on a model of foundational competencies for rural and remote recreation demonstrating that recreation leadership and community capacity are high priorities in Yukon.



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The Leaders Guide includes resources linked through the RPAY website. To access these resources, go to www.rpay.ca and enter the reference code into the search box provided or the short link (e.g.) www.rpay.ca/pdf12.

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OVERVIEW

OVERVIEW



OVERVIEW

WELCOME TO THE YUKON COMMUNITY RECREATION LEADERS GUIDE...

Take a moment and picture your community, our territory and a Canada where everyone takes part in recreation. Imagine community recreation that is meaningful, fun, accessible and affordable for all. As a leader, you can help others appreciate and engage in recreation experiences that support personal health, community vitality, and the well-being of our natural and built environments. Each of us in the field of recreation has the capacity to contribute to these outcomes. By strengthening our collective recreation leadership capacity, we can be part of achieving this vision.

Following a recent gathering of Yukon's local recreation leaders, one participant shared thoughts on her experience.

"I learned a lot... about how recreation works... It was tremendously helpful to meet the people (who) are keen on making life healthier for everyone... It was also very affirming when everyone shared their beliefs and ideas about what makes people healthy and happy and how to improve the quality of Yukoners' lives" (Jackie, 2013).

In our small, rural and often remote Northern communities, recreation leaders play a vital role in supporting participation in a variety of activities that positively contribute to health and well-being. As Jackie observed, those of us working and volunteering in the field of recreation invest our time and energy because we know recreation makes a difference in the lives of individuals, our families, neighbours and communities.

The Yukon Community Recreation Leaders Guide was written for leaders like Jackie, leaders who want to better understand how recreation works so that they can be part of making their communities a better place to live.



PURPOSE OF THE GUIDE

Recreation leaders fill roles as hired staff, casual contractors and volunteers. They are also seen as community recreation directors and programmers, local coaches, fitness leaders, board members, after school program leaders, youth program facilitators, special events volunteers, trail builders and others. This Guide is for you, the recreation leaders who contribute time, energy and enthusiasm in Yukon and in other small remote communities creating a positive and beneficial experience for everyone.

In Yukon, recreation can mean many things to different people, but much of it is about serving the public good by:

- building an understanding of the potential of recreation;
- providing opportunities for people to engage in recreation; and
- supporting people so they can take part in the opportunities.

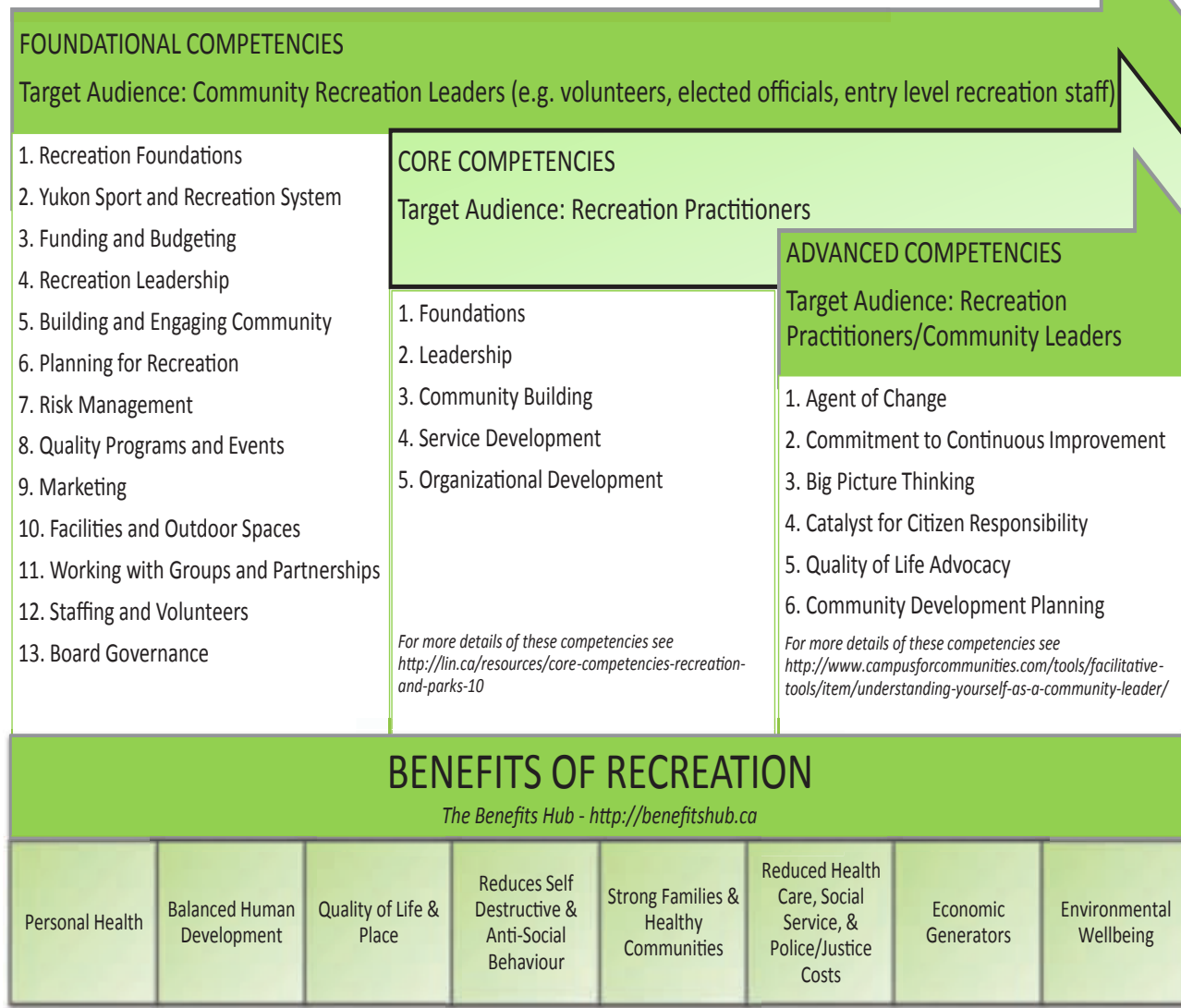
Addressing these priorities requires healthy, competent recreation leaders and organizations with the capacity to contribute to the public good. This means that publicly-funded recreation organizations (nonprofit and government) need to pay attention to:

- gathering and promoting information about the individual, community, environmental, and economic benefits delivered by recreation;
- meeting the recreation needs of citizens and communities, particularly the needs that serve the public good and require government funding assistance; and
- providing education that enhances leisure literacy levels so individuals can participate in a broad range of recreation opportunities. This involves supporting skill development, interest, and confidence, as well as ensuring that people have access to recreation opportunities.

Yukon Government Sport and Recreation Branch (SARB) funded the development of the Yukon Community Recreation Leaders Guide to strengthen the capacity for recreation in Yukon's rural and remote communities. Capacity involves the skills, knowledge and resources required to lead, manage and work or volunteer for Yukon recreation boards, organizations, and departments.

In cooperation with recreation leaders throughout Yukon, the Recreation and Parks Association of Yukon (RPAY) identified thirteen foundational competencies essential for the effective delivery of community recreation. The following model shows that these foundational competencies are the basis for the core and advanced competencies recognized across Canada. Thirteen modules comprise this Guide and provide content for each competency.

COMPETENCIES OF COMMUNITY RECREATION LEADERS



Building on the foundational competencies identified in the model, we know that competent recreation leaders:

1. Promote the role of recreation in contributing to the well-being of individuals, communities, and our natural and built environments.
2. Support community recreation within the context of the Yukon Sport and Recreation System.
3. Administer basic budgets, fundraising and grant activities.
4. Recognize their role as community leaders and their potential to positively impact the community through recreation.
5. Use recreation as a vehicle for strengthening community capacity.
6. Contribute to the planning and evaluation of relevant community programs, services, events and initiatives.
7. Apply fundamental risk management strategies.
8. Contribute to the delivery of community-driven programs and events.
9. Work with others to implement appropriate marketing strategies.
10. Assist in maximizing the safety, programming and potential of utilizing community facilities and outdoor spaces.
11. Contribute to meaningful relationships with community groups.
12. Contribute to effective staff and volunteer engagement.
13. Support the functions of volunteer boards.



HOW TO USE THE GUIDE

The Guide introduces recreation leaders, recreation boards, municipalities and First Nation governments to the scope of practice, knowledge, skills, and attitudes that make up the foundation for working or volunteering within community recreation. The Guide can be used to suit individualized learning needs by:

- A new Recreation Director, to become familiar with Yukon's sport and recreation system and resources available to support community recreation;
- A Recreation Board, to help develop an annual plan and budget;
- A Recreation Coordinator, to develop a process for recruiting, retaining and recognizing volunteers;
- An After School Leader, to develop a program plan and better understand how to manage a budget;
- A municipal or First Nations government, to identify the process for hiring a recreation director and the competencies needed for that position;
- A community group, to understand fundraising and writing proposals;
- A Recreation Director, to support the development of their staff and volunteers; and
- Communities, to engage residents and encourage collaboration among different groups.

The Guide does not need to be read word for word from beginning to end. It has been designed to encourage you to browse relevant topics. Links are provided throughout the Guide, leading you to more detailed resources or templates (e.g. budget template) as well as resources for the field of recreation.

The companion [Self-Assessment Tool \(pdf69\)](#) provided at the end of this Overview, can be used to help identify the modules that would be most beneficial for further learning. It can also be used by an organization to develop a training plan for staff and/or volunteers.

The Yukon Community Recreation Leaders Guide is also available at www.yukonrecreationleadersguide.ca or www.rpay.ca/guide. Visit this site to access a variety of individualized and interactive learning resources (e.g. YouTube videos), links to online learning opportunities (e.g. webinars and self-directed courses), and to participate in discussions about topics relevant to your work as a recreation leader.

For readers of the printed version, in order to access resources that are linked through the RPAY website, go to www.rpay.ca/guide and enter the reference link in the search box provided (e.g.vid1) or use the direct link (e.g. www.rpay.ca/vid1).

Yukon SELF ASSESSMENT TOOL

FOUNDATIONAL
COMPETENCIES
FOR RECREATION
LEADERS



SELF-ASSESSMENT TOOL

FOUNDATIONAL COMPETENCIES FOR RECREATION LEADERS

INTRODUCTION

Recreation plays a key role in developing vibrant, engaged communities by fostering individual and community social, economic and environmental well-being. Recreation touches many aspects of our lives. It helps people grow and be healthy, builds strong families and communities, provides opportunities for those who are disadvantaged, protects the environment, stimulates the economy and adds overall to the quality of life in our communities.

In Yukon, recreation means many things to different people. Recreation serves the public good by:

- building an understanding of the potential benefits of recreation;
- providing opportunities for people to engage in recreation; and
- supporting people so they can take part in recreation opportunities.

These priorities require recreation leaders and organizations who know how to use recreation to contribute to public good.

This means our recreation organizations (nonprofit and government) need to:

- gather information about and promote the individual, community, environmental and economic benefits delivered by recreation;
- meet the recreation needs of citizens and communities, particularly needs serving the public and requiring government funding assistance; and
- enhance leisure literacy levels so people participate in a broad range of recreation opportunities. Leisure literacy involves helping people develop the skills, interest and confidence to participate, and making sure recreation opportunities are accessible.

Yukon Government Sport and Recreation Branch funded the development of the Yukon Community Recreation Leaders Guide to strengthen capacity for recreation in Yukon's rural and remote communities. ***Capacity involves the skills, knowledge, and resources needed to lead, manage and work or volunteer for Yukon recreation boards, organizations and departments.***

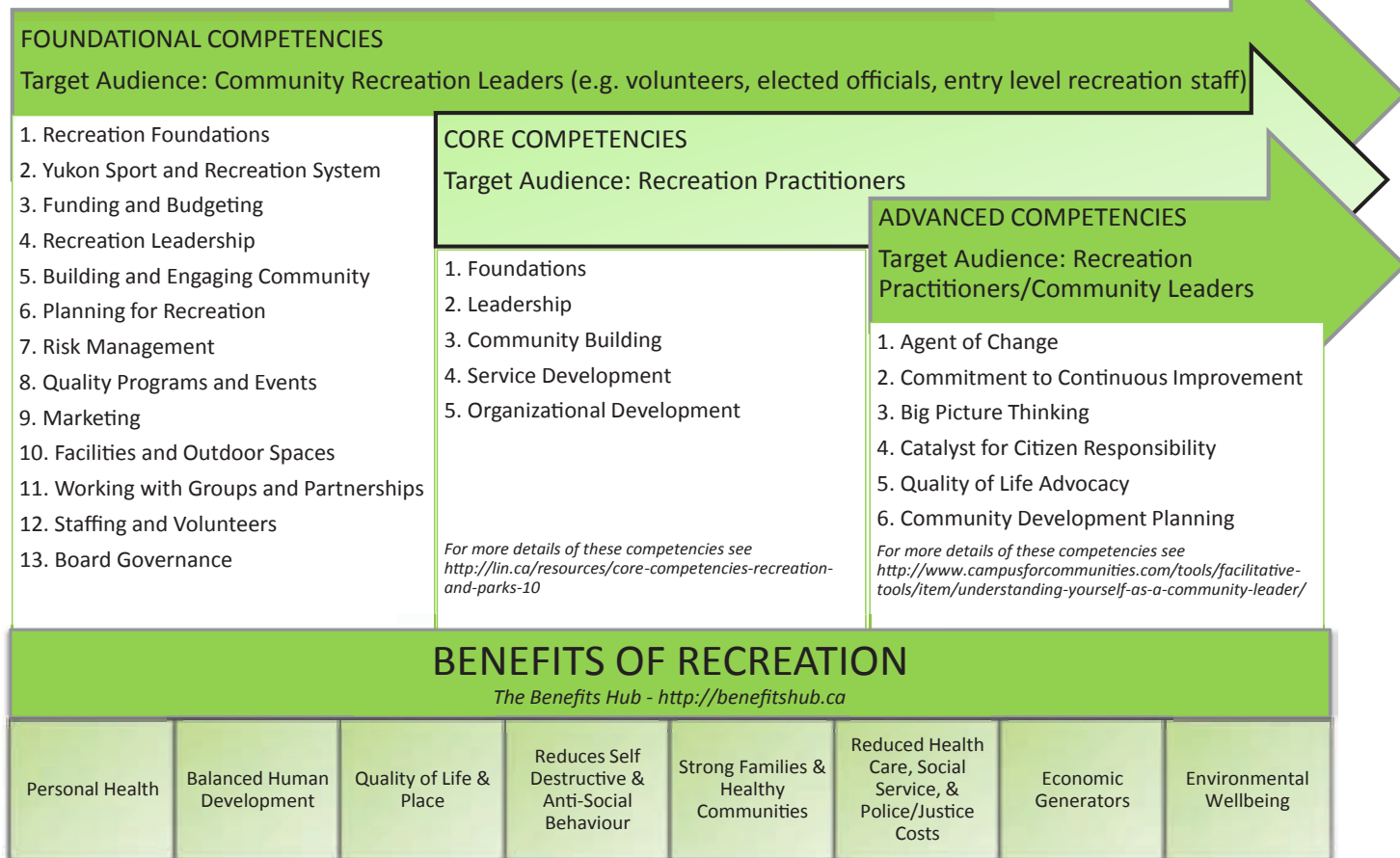
With the help of recreation leaders throughout Yukon, the Recreation and Parks Association of the Yukon (RPAY) identified 13 foundational competencies essential for the effective delivery of community recreation.

The competencies describe a Recreation Leader who is able to:

1. Promote recreation as an important part of a healthy and active lifestyle.
2. Work with the components of the sport and recreation system to support community recreation.
3. Administer basic budgets and carry out fundraising and grant activities.
4. Recognize the role of recreation practitioners and volunteers as leaders who enable positive, community-wide impacts through recreation.
5. Use recreation as a vehicle to strengthen community capacity.
6. Contribute to the planning and evaluation of relevant community programs, services, events, and initiatives.
7. Apply risk management strategies.
8. Contribute to the programming and delivery of community-driven programs and events.
9. Work with others to implement appropriate marketing strategies.
10. Assist in maximizing the safety, use and programming of community facilities and outdoor spaces.
11. Contribute to meaningful relationships with community groups.
12. Contribute to effective staff and volunteer engagement.
13. Understand and support the functions of volunteer boards.

This model shows that these 13 foundational competencies are the basis of additional core and advanced competencies recognized across Canada.

COMPETENCIES OF COMMUNITY RECREATION LEADERS



This assessment tool is designed to help you identify your strengths and your areas for growth. However, RPAY and the Sport and Recreation Branch are interested in the combined results. Combining results will help to identify Yukon strengths, the potential areas for training, and the content of a long-term training plan for the territory. To maintain confidentiality, you do not need to share your name, position or community.

SELF-ASSESSMENT

In order to better understand your knowledge and skills as a recreation leader, please take a few minutes to complete the assessment below. As you review each competency and the indicators, reflect upon how it applies to you, and then circle the most appropriate response.

COMPETENCY refers to the extent of your knowledge, skill and experience.

INDICATOR is a description to help you understand the different knowledge and skills that together make up the competency.

WHERE ARE YOU as you see yourself: **1**—I Am Nothing Like That ...through to... **7**—I Am 100% Like That

COMPETENCY MODULE 1.0	RECREATION FOUNDATIONS
	<i>Recreation leaders promote the role of recreation in contributing to the well-being of individuals, communities and our natural and built environments.</i>
	Indicators to help you better understand this competency.
	WHERE ARE YOU
	I can define recreation and the relationships to sport, recreation, leisure, healthy eating/healthy living, arts and cultural activities, physical activities, and active living.
	1 2 3 4 5 6 7
	I can explain the importance of recreation, leisure, and culture as part of a healthy and active lifestyle.
1 2 3 4 5 6 7	
I can describe the benefits of recreation for individuals, families, and communities.	
1 2 3 4 5 6 7	
I understand how giving people information and tools can help them find or create their own recreation.	
1 2 3 4 5 6 7	
I can apply strategies for increasing participation by teaching others about recreation and leisure.	
1 2 3 4 5 6 7	

Total Rating Score (total out of 35)

Average Rating Score (total divided by 5)

COMPETENCY MODULE 2.0	YUKON RECREATION AND SPORT SYSTEM <i>Recreation leaders work with the components of the sport and recreation system to support community recreation.</i>
Indicators to help you better understand this competency.	WHERE ARE YOU
I can identify the Yukon Sport and Recreation System and the components related to recreation, sport and special events.	1 2 3 4 5 6 7
I can explain the roles and relationships between local recreation boards, Yukon Government and nonprofit organizations.	1 2 3 4 5 6 7
I can describe the role a community leader plays in the system.	1 2 3 4 5 6 7
I recognize the importance of becoming oriented to a community's culture, people and local resources.	1 2 3 4 5 6 7

Total Rating Score (total out of 28)

Average Rating Score (total divided by 4)

COMPETENCY MODULE 3.0	FUNDING AND BUDGETING <i>Recreation leaders administer basic budgets and carry out fundraising, and grant activities.</i>
Indicators to help you better understand this competency.	WHERE ARE YOU
I can describe the funding relationships between community and territorial organizations, agencies, and governments.	1 2 3 4 5 6 7
I can show how budgets for recreation projects and programs are developed.	1 2 3 4 5 6 7
I can select the components required for grant applications and funding proposals for community projects and programs.	1 2 3 4 5 6 7
I recognize the processes and challenges of fundraising (generating revenue and corporate sponsorships, and obtaining resources such as in-kind donations) in Northern communities.	1 2 3 4 5 6 7

Total Rating Score (total out of 28)

Average Rating Score (total divided by 4)

COMPETENCY MODULE 4.0	LEADERSHIP <i>Recreation leaders recognize their potential, in staff and volunteer roles, to positively impact the community through recreation.</i>
Indicators to help you better understand this competency.	WHERE ARE YOU
I can describe the importance of a recreation leader's role as a community leader.	1 2 3 4 5 6 7
I can identify the attitudes, knowledge and skills of an effective community recreation leader.	1 2 3 4 5 6 7
I recognize the importance of self-care and resources available to support oneself in a work environment.	1 2 3 4 5 6 7

Total Rating Score (total out of 21)

Average Rating Score (total divided by 3)

COMPETENCY MODULE 5.0	BUILDING AND ENGAGING COMMUNITY <i>Recreation leaders use recreation as a vehicle for strengthening community capacity.</i>
Indicators to help you better understand this competency.	WHERE ARE YOU
I understand the role of recreation as a vehicle to build community.	1 2 3 4 5 6 7
I can justify the importance of public participation in the community building process.	1 2 3 4 5 6 7
I can define community building and community capacity in a recreation context.	1 2 3 4 5 6 7
I can describe how to support youth involvement and leadership in community projects.	1 2 3 4 5 6 7

Total Rating Score (total out of 28)

Average Rating Score (total divided by 4)

COMPETENCY MODULE 6.0	PLANNING	
	<i>Recreation leaders contribute to the planning and evaluation of community programs, services, events, and initiatives.</i>	
	Indicators to help you better understand this competency.	WHERE ARE YOU
	I can explain the role of community recreation boards, community organizations and community members in planning for and evaluating recreation.	1 2 3 4 5 6 7
	I can describe a process for recreation planning that is community-driven.	1 2 3 4 5 6 7
	I can list barriers to participation in recreation in Northern communities and describe strategies to eliminate them.	1 2 3 4 5 6 7
	I can describe the purpose and importance of feedback and evaluation.	1 2 3 4 5 6 7
I recognize the importance of planning for a broad range of skills, ages, interests, and abilities.	1 2 3 4 5 6 7	

Total Rating Score (total out of 35)

Average Rating Score (total divided by 5)

COMPETENCY MODULE 7.0	RISK MANAGEMENT <i>Recreation leaders apply fundamental risk management strategies.</i>																		
	Indicators to help you better understand this competency.												WHERE ARE YOU						
	I recognize that risk and managing it are part of our daily lives.												1	2	3	4	5	6	7
	I understand the concept of risk management.												1	2	3	4	5	6	7
	I can describe the steps that can help to manage risk in five key areas.												1	2	3	4	5	6	7
	I understand basic risk management terminology and tools.												1	2	3	4	5	6	7

Total Rating Score (total out of 28)

Average Rating Score (total divided by 4)

COMPETENCY MODULE 8.0	QUALITY PROGRAMS AND EVENTS														
	<i>Recreation leaders contribute to the delivery of community-driven programs and events.</i>														
	Indicators to help you better understand this competency.								WHERE ARE YOU						
	I can plan community-driven programs and events that meet the needs of individuals and the public good.								1	2	3	4	5	6	7
	I can identify strategies for making community-based programs accessible and inclusive.								1	2	3	4	5	6	7
	I can describe planning steps that result in community-driven programs and events.								1	2	3	4	5	6	7
	I can outline the processes (e.g. budgeting, reporting, etc.) required for the financial management of programs and events.								1	2	3	4	5	6	7
I can find resources to support program delivery in Northern communities.								1	2	3	4	5	6	7	

Total Rating Score (total out of 35)

Average Rating Score (total divided by 5)

COMPETENCY MODULE 9.0	MARKETING <i>Recreation leaders work with others to implement appropriate marketing strategies.</i>																		
	Indicators to help you better understand this competency.												WHERE ARE YOU						
	I can access resources and research related to the personal, social, economic, and environmental benefits of recreation and parks.												1	2	3	4	5	6	7
	I understand key marketing approaches and terms.												1	2	3	4	5	6	7
	I can access resources to implement appropriate marketing plans.												1	2	3	4	5	6	7
	I recognize strategies for promoting recreation in small, remote, Northern communities.												1	2	3	4	5	6	7

Total Rating Score (total out of 28)

Average Rating Score (total divided by 4)

COMPETENCY MODULE 10.0	FACILITIES AND OUTDOOR SPACES <i>Recreation leaders assist in maximizing the safety and use of community facilities and outdoor spaces.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I recall the factors involved in the planning and development of community facilities.		1 2 3 4 5 6 7
I can justify the role of community in planning facilities.		1 2 3 4 5 6 7
I can explain the importance of recreation facilities in building community capacity.		1 2 3 4 5 6 7
I understand the role of the recreation director in the planning and management of recreation facilities including parks and trails.		1 2 3 4 5 6 7
I can describe the preventive maintenance requirements for different community facilities, including rinks, pools, parks and trails.		1 2 3 4 5 6 7
I can find resources required to maintain a healthy and safe facility.		1 2 3 4 5 6 7

Total Rating Score (total out of 42)

Average Rating Score (total divided by 6)

COMPETENCY MODULE 11.0	WORKING WITH GROUPS AND PARTNERSHIPS <i>Recreation leaders contribute to meaningful relationships with community groups.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I can list a variety of ways to work with different types of groups and organizations.		1 2 3 4 5 6 7
I understand the process of developing new, and supporting existing, committees and groups.		1 2 3 4 5 6 7
I can list the components of an effective meeting.		1 2 3 4 5 6 7
I can describe basic facilitation techniques appropriate for working with Northern communities.		1 2 3 4 5 6 7
I understand different ways to facilitate problem solving with group members within the community, at work, and during meetings.		1 2 3 4 5 6 7

Total Rating Score (total out of 35)

Average Rating Score (total divided by 5)

COMPETENCY MODULE 12.0	STAFFING AND VOLUNTEERS <i>Recreation leaders contribute to effective staff and volunteer engagement.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I can explain the general roles and responsibilities of a community recreation director.		1 2 3 4 5 6 7
I can apply a framework for working with staff and volunteers (e.g. preparation, recruiting, hiring, screening, hiring, orientation, training, performance appraisal, etc.)		1 2 3 4 5 6 7
I am familiar with Labour Standards and Revenue Canada requirements impacting staff and contractors in Northern communities.		1 2 3 4 5 6 7
I demonstrate the importance of recognizing and celebrating recreation leaders and volunteers.		1 2 3 4 5 6 7

Total Rating Score (total out of 28)

Average Rating Score (total divided by 4)

COMPETENCY MODULE 13.0	BOARD GOVERNANCE <i>Recreation leaders understand how volunteer boards function.</i>	
Indicators to help you better understand this competency.		WHERE ARE YOU
I understand how volunteer boards are structured and how they function.		1 2 3 4 5 6 7
I can explain the responsibilities, roles and skills of a board and its members.		1 2 3 4 5 6 7
I recognize the unique role of recreation boards in Yukon communities.		1 2 3 4 5 6 7
I understand how to foster effective staff and board relationships.		1 2 3 4 5 6 7

Total Rating Score (total out of 28)

Average Rating Score (total divided by 4)

PERSONAL ASSESSMENT: REVIEW OF COMPETENCY AREAS

Review your results for each of the 13 Core Competency Areas. Highlight those you consider an area of strength and those to enhance or develop.

STRENGTHS are competency areas that have a rating in the 5 to 7 range.

DEVELOPMENT OPPORTUNITIES are competency areas with a rating in the 1 to 4 range.

Competency Area	Strengths	Development Opportunities
1. Recreation Foundations		
2. Yukon Recreation and Sport System		
3. Funding and Budgeting		
4. Leadership		
5. Building and Engaging Community		
6. Planning		
7. Risk Management		
8. Quality Programs and Events		
9. Marketing		
10. Facilities and Outdoor Spaces		
11. Work with Groups and Partnerships		
12. Staffing and Volunteers		
13. Board Governance		

OBSERVATIONS:

Based on the above assessment, **MY AREAS OF STRENGTH** as a recreation leader are:

Based on the above assessment, **MY AREAS FOR GROWTH AND DEVELOPMENT** as a recreation leader include:

REFLECTIONS:

What has this exercise revealed about my capacity as a recreation leader?

ACTIONS:

What can I do to build on my strengths and minimize my challenges?

TRAINING/DEVELOPMENT:

What training/development opportunities do I want to pursue?

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

The individual professional development plan outlines:

- The strengths and areas for enhancement and development.
- How the learning/development will occur, the potential courses to take, and the personal learning opportunities the individual would like to explore.
- Optional: The professional development plan may also identify how the learning/development may be validated. How will the practitioner (and supervisor) know that the individual learning objectives are met? What are the success indicators?

TO ASSIST IN THE DESIGN OF A PERSONAL PROFESSIONAL DEVELOPMENT PLAN, CONSIDER ANSWERING THE FOLLOWING QUESTIONS:

What is it I want to be able to do or learn?

What information do I need?

Where would I find the information or where can I go to get the information or training?

What would the benefits be if I follow through with the plan?

What would a "successful development strategy" be? Consider completing the following two questions:

After completing this development plan I will be able to...

After completing this development process I will have a better understanding of...



MODULE 1

RECREATION FOUNDATIONS



RECREATION FOUNDATIONS



MODULE 1 OUTCOME:

Leaders promote the role of recreation in contributing to the well-being of individuals, communities, and our natural and built environments.

MODULE 1 – RECREATION FOUNDATIONS

- 1.1 Introduction to Recreation
- 1.2 Recreation in Rural and Remote Communities
- 1.3 Benefits of Recreation
- 1.4 Leisure Education

LEARNING OBJECTIVES:

- Define recreation and its relationship to sport, recreation, leisure, healthy eating/healthy living, arts and cultural activities, physical activities and active living.
- Identify the importance of recreation, leisure and culture as part of a healthy and active lifestyle.
- Describe the benefits of recreation for individuals, families and communities.
- Understand how giving people information and tools can help them find or create their own recreation.
- Identify strategies for increasing participation by teaching others about recreation and leisure.

1.1 INTRODUCTION TO RECREATION

Recreation contributes to vibrant and engaged individuals and communities, fostering personal, social, economic and environmental well-being. It touches on many aspects of our lives nourishing people and building strong families and communities.

In Canada, recreation is an essential community service as it provides opportunities for all citizens to participate, protects our environment, stimulates local economies and adds to the quality of life in our communities.

Recreation is more than sport. Instead recreation is defined by the Canadian Parks and Recreation Association as, “the experience that results from freely chosen participation in physical, social, intellectual, creative, and spiritual pursuits that enhance individual and community wellbeing.” (ISRC & CPRA, 2015).

A VISION FOR RECREATION IN CANADA

We envision a Canada in which everyone is engaged in meaningful, accessible recreation experiences that foster:

- Individual wellbeing
- Community wellbeing
- The wellbeing of our natural and built environments (ISRC & CPRA, 2015)

Recognizing that recreation provides multiple pathways to well-being for individuals, for communities, and for our built and natural environments, the Interprovincial Sport and Recreation Council (ISRC) and Canadian Parks and Recreation Association (CPRA) have recently worked with the provincial and territorial governments and associations to develop [*A Framework for Recreation in Canada 2015; Pathways to Wellbeing \(pdf1\)*](#).

The Framework describes five goals and priorities for action under each goal.

Goal 1: Foster active living through physical recreation.

Goal 2: Increase inclusion and access to recreation for populations that face constraints to participation.

Goal 3: Help people connect to nature through recreation.

Goal 4: Ensure the provision of supportive physical and social environments that encourage participation in recreation and build strong, caring communities.

Goal 5: Ensure the continued growth and sustainability of the recreation field.

The National Framework also recognizes that community recreation reflects the unique qualities of Canada's diverse communities. There may be a pool, trails, a community hall or an arena. However, the way people recreate is shaped by local culture, geography, interests, infrastructure, resources, and of course volunteers. As a result, recreation activities can vary from community to community.



Recreation does not happen because of local government or an organization. It is a result of the passion we bring working as individuals or as part of a group. When a community development approach is utilized as a method of providing recreation, we engage citizens, strengthen relationships and encourage more involvement. Community-driven recreation also encourages a shift away from relying on someone else to provide specific programming or expecting that government will build a pool and arena in every rural location. Even more benefits result because community-driven recreation requires collaboration. This collaboration results in a network of relationships, social connections, and increased social capital and resiliency.

Recreation should be seen as a vehicle for improving quality of life, community cohesion, personal health and collective well-being. It can bring joy, challenge and excitement to our lives. When people participate in the creation and implementation of recreation in their own communities, the investment and ownership can bring with it a sense of community pride and belonging. As recreation leaders, enabling and empowering community-based recreation is a critical role.

What is Recreation?

Ask ten different people, “What is recreation?” and you will get ten different answers. Why? Primarily because each community is different and offers activities based on their own cultural and recreation needs.

This Guide recognizes that community recreation may include arts, crafts, sport, active living, special events, etc.

Regardless of how you perceive recreation, it is always important to encourage your community to consider a diversity of opportunities. In this way, more people will find their place and experience the benefits of participating in community recreation.

RECREATION involves leisure-time activities in which people choose to participate. It can be active (e.g. walking the dog, playing soccer) or passive (e.g. reading a book, enjoying a concert). Recreation can include physical activity, sport, arts, cultural activities and community events.

COMMUNITY RECREATION is about the informal leaders (parents, youth, coaches, teachers and other volunteers) who make recreation happen and about meaningful and accessible activities that the community creates for its own benefit.

LEISURE includes the activities, pursuits or actions people enjoy and therefore choose to do in their time away from work and other responsibilities.

SPORT is a type of physical activity with rules and is often a contest to determine a winner. In recreational sport, the emphasis is more on participation and the development of fundamental movement and sport skills.

ACTIVE LIVING, or active, healthy living, indicates the connection between an active lifestyle and a healthy lifestyle. Active living means we value and integrate physical activity into our daily routines. Active living is one component of a healthy lifestyle.

PARKS are associated with recreation, particularly in the context of public or municipal recreation. They are outdoor environments developed for our enjoyment and include playgrounds, developed and natural green-space, land and water trails, and government-designated parks.

OUTDOOR SPACES refers to our outdoor environments where people choose to recreate and include parks, playgrounds, community gardens, skating rinks, streets, schoolyards and fields, trails, waterways, campgrounds, green-space, and “the bush”.

RECREATION PLACES refers to facilities and community infrastructure providing opportunities to participate in recreation. These places include community halls, recreation complexes, arenas and pools, libraries, schools, museums, art galleries, private gyms, etc. that are the indoor spaces people usually use for recreation.



ARTS reflect culture and are a way of communicating through a medium that can be shared with others. Arts may be categorized as visual (e.g. drawing, painting, photography, architecture), literary (e.g. writing, comics, blogging), performing (e.g. music, theatre, dance), culinary, etc.

CULTURAL ACTIVITIES, within a recreation context, reflect local heritage, social traditions and popular trends. Participation may involve traditional games and celebrations (e.g. stick gambling, drumming), special events and festivals (e.g. Dawson City Music Festival, Sourdough Rendezvous), visits to facilities (e.g. museums, art galleries, historic sites), reading (e.g. books, newspapers), listening to music (e.g. radio, iPod, concerts), etc.

Recreation and Health

Over the past quarter century, obesity and physical inactivity have become significant social and economic concerns. Physical inactivity is a risk factor that contributes to nearly two million deaths annually (World Health Organization, 2009). In Canada, it is a leading factor in the incidence of obesity among adults and of increased rates of chronic diseases such as cancer and diabetes (Public Health Agency of Canada & Canadian Institute for Health Information, 2011). Physical inactivity is estimated to cost almost seven billion dollars annually in Canada (Janssen, 2012).

For the first time in recent history, children face a shorter life expectancy than their parents (Ontario Medical Association, 2012). The 2007 Canadian Health Measures Survey found children to be more obese, less fit, and weaker than in 1981 (Statistics Canada, 2010). At 26%, the Canadian rate of childhood obesity ranks as one of the highest among developed countries (Merrifield, 2007). With only 7% of Canadian children and youth meeting guidelines for minimum levels of daily physical activity (Colley et al., 2011), physical inactivity is a major factor in the obesity crisis.

This data clearly shows that physical inactivity affects individuals, communities, societies, and economies. Recreation, particularly active recreation, offers an opportunity to counteract some of the damaging effects of a more sedentary and isolated lifestyle. Participating together in active recreation can be enjoyable and lead to physically, emotionally and socially healthier lifestyles.

A SUCCESS STORY FROM MARSH LAKE (aud2)



Katherine Sheepway

Watch the following creative short video, [Active for Life \(vid1\)](#), depicting these statistics.



Active Living

Recreation encourages an active, healthy lifestyle. Active lifestyles result when people value and integrate physical activity into their daily routines.

The [Yukon Active Living Strategy \(pdf2\)](#) encourages citizens to be active on a daily basis. Its goals address emerging priorities designed to counteract increasing rates of obesity and physical inactivity through a variety of programs and initiatives. A particular emphasis is placed on strategies that encourage Yukoners to reach [Canada's Physical Activity Guidelines \(url2\)](#) and on programs that enable children and youth to be active during the after school time period.

Goals of Yukon Active Living Strategy are based on a philosophy of health equity, inclusion and collaboration. They define the broad, long-term changes needed to realize the vision of a more active Yukon and healthy communities. Implementation occurs through four settings: Active Yukoners, Active Yukon Communities, Active Yukon Schools and Active Yukon Workplaces. Although responsibility for implementing the Strategy rests with the Sport and Recreation Branch, a more active Yukon becomes a reality when governments, communities, businesses, nonprofit groups and Yukon residents work cooperatively and collaboratively to increase opportunities and provide support for more active lifestyles.

1.2 RECREATION IN RURAL AND REMOTE COMMUNITIES

Recreation nourishes Canada's Northern, remote and rural communities. It provides opportunities for residents to lead active, healthy lifestyles and contributes to quality of life and well-being, and fosters personal, social, economic and environmental benefits. Recreation brings people together and can be a vehicle for addressing some of the challenges facing rural and remote communities.

Recreation programs and services are not delivered in rural, remote or Northern communities in the same way they are in urban centres. In addition to obvious factors such as a smaller population base, limited resources or geographic distance, there are other factors influencing recreation opportunities and experiences in these communities. For example, communities may face challenges sustaining recreation opportunities which suit local interests and infrastructure; funds for facility operations and maintenance can be limited; attracting and retaining staff with relevant training and experience can be difficult; and volunteer burnout is all too common (Sparks, 2011). Furthermore, high turnover of staff from "outside" the region makes relationship building with the community difficult.

Despite the challenges, meeting and serving community recreation needs and interests is a priority in small communities. The challenge is to do so within the limits of people's time and energy, and without placing "an unsustainable financial burden on the community" (Sport and Recreation Queensland, 2003).

Recreation fosters many positive outcomes particularly in rural, remote and Northern communities. But perhaps the greatest benefit lies in its potential to bring communities together. It is a stepping stone encouraging people to get to know each other and to participate in activities together. Recreation builds trusting and respectful relationships in our communities. When residents trust and respect each other, they get better at tackling some of the bigger issues facing our communities today; issues such as homelessness, poverty and chronic disease. Recreation leaders need to understand and promote the power of recreation to build community, provide opportunities for positive engagement, strengthen social capital, and foster positive personal, social, environmental and economic benefits.



1.3 BENEFITS OF RECREATION

Recreation and parks are essential services. Everyone has the right to participate regardless of gender, ethnicity, income status or ability. Communities that support these services in a way that reflects local values and traditions, offer a quality of life to residents. Recreation and parks positively impact the health of individuals, communities and our environment. We call these impacts or outcomes the Benefits of Recreation.

The National Benefits Hub ([url3](#)) describes the personal, social, economic and environmental benefits of recreation and parks. Eight key messages demonstrate 50 outcome statements that are supported by research. This evidence demonstrates that recreation, parks, sports, fitness, active living, arts and cultural services:

1. are essential to personal health and well-being,
2. provide the key to balanced human development,
3. provide a foundation for quality of life,
4. reduce self-destructive and anti-social behaviour,
5. build strong families and healthy communities,
6. reduce health care, social service and police/justice costs,
7. are a significant economic generator, and
8. support green spaces that are essential to environmental and ecological well-being, even survival.

Start conversations in your community about the benefits of parks and recreation and find out what local residents do in their free time and why. This useful scanning tool ([pdf3](#)) might also be a good starting point for working with your community to determine their assets as well as areas for growth. When connecting with youth, you may wish to use a shorter tool ([pdf4](#)).

1.4 LEISURE EDUCATION

Recreation and leisure are very similar in meaning. However, when we use the term recreation, we are often referring to structured activities such as a program or a supervised facility. Leisure is somewhat different in that it is defined as any activity or experience people choose to do for enjoyment away from their work or other responsibilities. In this Guide the term leisure education is used. However, the 2015 Framework for Recreation in Canada uses recreation education. Whichever term you choose to use, helping people develop leisure literacy is the same process.

Leisure education is:

1. Helping people understand what recreation/leisure is and how they could benefit from participating.
2. Teaching people how to find and get involved in leisure activities that are enjoyable and contribute to positive health.

As described in the Benefits of Recreation section, there are many individual, family and community benefits that result from recreation and leisure. Unfortunately, no one will benefit unless there is participation.

Recreation leaders can encourage more people to join in by telling them about the value of leisure, showing them the many options, and supporting them to try activities that are satisfying.

Educating people about recreation can be done face to face, through the web and social media, or through existing recreation or community services. Even if people are not yet involved in recreation programs, there are ideas and tools that encourage them to try. Potentially, leaders can educate others about recreation through every communication, program or service.



ROLE OF THE RECREATION LEADER IN LEISURE EDUCATION

Although leisure is ultimately an individual responsibility, recreation organizations and leaders can contribute to improving the quality of life for both individuals and the community.

Generally, we think of the role of recreation leaders as it relates to managing facilities and offering programs, but there is a need to go beyond that and further explore our role as educators. Educating people about leisure can increase their ability to participate in recreation. This type of education involves increasing awareness of opportunities, teaching basic skills, linking people to resources and encouraging those who lack confidence.

As recreation leaders we often teach skills for participation in “learn-to” programs and training camps for sport and other pursuits. Although these are important, it is the more complex skills of assessing our needs, locating resources, making decisions, and following through that encourage people to take responsibility for their leisure, create positive experiences and explore new passions.

Educating people for leisure can show them its value, help them locate activities they find interesting and support them in making decisions that are a good fit by matching resources and skills to opportunities.

GOAL OF LEISURE EDUCATION: LEISURE LITERACY

The goal of leisure education is to equip individuals and groups to be accountable for their own recreation and leisure. In other words, having the knowledge and skills to take responsibility for the meaningful use of leisure time in ways that positively impact self and community. For example, when we work with youth, we try to expose them to a variety of opportunities so they can learn to make positive decisions about using their leisure time in a productive and meaningful way.

To Educate Others About Leisure

1. Increase awareness of the many different types of activities and options that are available through programs or at home. Everyone has different interests, and recreation is about choice.

Use marketing materials, offer demonstrations in the community, introduce other activities during programs, and provide education through health clinics and social agencies. Exercises such as [Alphabet Challenge \(pdf5\)](#) and [Leisure Interest Inventory \(pdf6\)](#) can help people think about all the possible activities and identify those that are of interest to them. In Yukon, consider working with groups outside your regular partners. This may help you increase awareness among a section of the population who may not normally participate.

2. Help people become more aware of what they need/want to get out of their leisure participation in order to encourage choices that fit their needs and values.

Facilitate individual and community conversations about values and needs, use checklists such as the “It's Important to Me” checklist, registration forms, during class online, etc. Reach out to people who you rarely see by spending an extra 30 minutes at the entrance to the grocery store or having tea with a women’s sewing group.

IT'S IMPORTANT TO ME...

Directions: Read the list below and check off the items that are most important to you. Although these may be things that are general to your life, they can help guide your leisure planning.

- | | |
|---|--|
| <input type="checkbox"/> to do something meaningful | <input type="checkbox"/> to feel committed to something |
| <input type="checkbox"/> to be confident | <input type="checkbox"/> to compete with myself or do better |
| <input type="checkbox"/> to contribute to my community | <input type="checkbox"/> to develop more skills |
| <input type="checkbox"/> to feel at peace | <input type="checkbox"/> to use and improve my skills |
| <input type="checkbox"/> to continue learning | <input type="checkbox"/> to be close to nature |
| <input type="checkbox"/> to be physically active | <input type="checkbox"/> to keep busy |
| <input type="checkbox"/> to be creative/express | <input type="checkbox"/> to get recognition |
| <input type="checkbox"/> to relax and take it easy | <input type="checkbox"/> to be a success at what I do |
| <input type="checkbox"/> to do something different from work | <input type="checkbox"/> to learn more about myself |
| <input type="checkbox"/> to be entertained | <input type="checkbox"/> to develop friendships |
| <input type="checkbox"/> to be able to do what I want | <input type="checkbox"/> to meet a variety of people |
| <input type="checkbox"/> to be spontaneous | <input type="checkbox"/> to help others |
| <input type="checkbox"/> to be challenged | <input type="checkbox"/> to laugh and enjoy |
| <input type="checkbox"/> to do things with my family | <input type="checkbox"/> to be in attractive surroundings |
| <input type="checkbox"/> to do things my own way | <input type="checkbox"/> others _____ |
| <input type="checkbox"/> to have support from others | _____ |
| <input type="checkbox"/> to have something to show for my efforts | _____ |

Adapted from: By Opportunity of Leisure: Leisure and Your Lifestyle. (n.d.) Ontario Ministry of Culture and Recreation

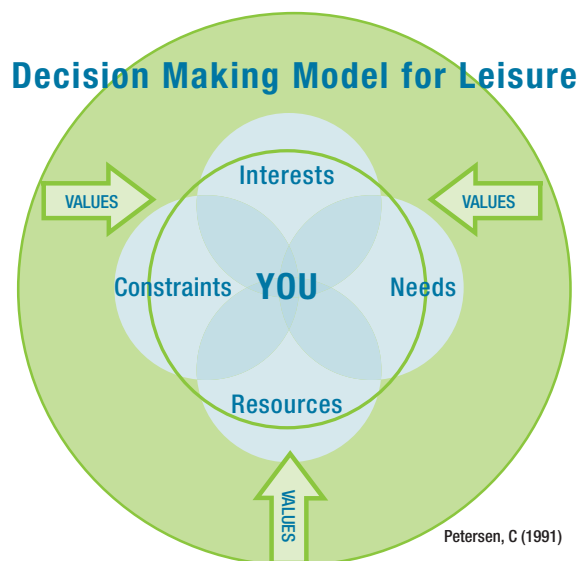
3. Increase awareness of resources that reduce barriers to participation so people understand that their involvement is supported.

Use all types of communication to promote available community resources that would support getting started. For example, the Kids Recreation Fund helps with the cost of participation and the Winter Active for Life Equipment Library provides loans of cross-country ski and snowshoe equipment to community groups. There may be other ways to waive fees, share transportation, set up a buddy system or shared babysitting, or offer “try-it-out” days. It is also important to help people recognize their personal and neighborhood resources.

A neighborhood walking group, an outdoor ice rink, outdoor fitness equipment, and parks and trails all support participation in recreation in a less formal way.

4. Help identify potential barriers to participation and solutions so people feel supported and know how to get past various hurdles and excuses.

Think about what might be a barrier (e.g. often I don't feel like doing anything, too many family obligations, no one to go with, I don't know what is available, etc.) and work the solutions into program planning, marketing descriptions, and any public communications. Help people find solutions to their perceived barriers.



As recreation leaders, we need to help people make choices that are fun and rewarding. Addressing barriers, exploring interests and becoming familiar with local resources can help people feel supported and confident to participate in a variety of leisure activities. Use the Decision Making Model for Leisure to remind you of the factors to consider when helping people in your community make positive leisure choices. And remember, educating others about recreation and leisure is fundamental to the profession of recreation. As such, it is a key responsibility for any recreation leader.

The Northern Supplement; *Everybody Gets To Play™* (pdf7-1) describes barriers that Northern families living in low income situations may experience.

Read about the creative solutions that helped overcome some of those barriers and refer to the summary of success factors for your own programs.



Government of Yukon

MODULE 2

YUKON SPORT AND RECREATION SYSTEM



YUKON SPORT AND RECREATION SYSTEM



MODULE 2 OUTCOME:

Leaders support community recreation within the context of the Yukon Sport and Recreation System.

MODULE 2 – YUKON SPORT AND RECREATION SYSTEM

- 2.1 Introduction
- 2.2 National
- 2.3 Territorial
- 2.4 Community (Local) Recreation
- 2.5 Role of Recreation Leaders
- 2.6 Becoming Oriented to Yukon Communities

LEARNING OBJECTIVES:

- Understand the Yukon Sport and Recreation System and the components related to recreation, sport and special events.
- Understand the roles and relationships between the local recreation boards, the Yukon Government and governing bodies (nonprofit sector).
- Identify the role of a community leader in the system.
- Recognize the importance of becoming oriented to a community's culture, people and local resources.

2.1 INTRODUCTION

As a recreation leader, you are part of a sport and recreation system that has many different elements. Although components such as leaders, facilities, government funding and participants can be added or removed, it is the interaction between these elements that result in recreation programs, community facilities, special events, healthy people, quality of life, etc.

The strength of the sport and recreation system does not come from a single element, but from the way the parts connect and work together. This module describes some of the components of Yukon's Sport and Recreation System.

Just how well this arrangement works for Yukoners ultimately depends on the type of relationships formed between the different parts of the system and how they are sustained. Recreation leaders are an important element in this system because they play the key role of using other features to foster personal, social, environmental and economic benefits for Yukon people and communities.

The Yukon's Sport and Recreation System is complex. Interaction takes place between citizens, leaders and coaches, recreation directors, community groups, local authorities for recreation, nonprofit societies, territorial governing bodies for sport and recreation, local and territorial governments, etc. Interaction results in participation in recreation and sport, funding, programs, equipment purchases, coaching a team or developing a facility. There are also rules about how the system works. Some of these (e.g. Yukon Recreation Act) are put in place by Yukon Government or by a local government (municipal or First Nation).



This Leaders Guide considers that the Yukon Sport and Recreation System encompasses recreation, sport and active living. The System can be explored individually by sector and level, but the value of a system comes when elements work together.

SECTOR	LEVEL
<ul style="list-style-type: none"> • Public (all levels of government) • Nonprofit (from local groups to representation on national boards) • Private (including businesses and corporations) 	<ul style="list-style-type: none"> • Community • Neighbourhood • Territorial • National

Here are some examples of elements that could be considered part of the Yukon Sport and Recreation System. Can you think of others?

	PUBLIC SECTOR	NONPROFIT SECTOR	PRIVATE SECTOR
National	Sport Canada	Canadian Parks and Recreation Association	Program Sponsors (e.g. Canadian Tire Jumpstart)
Territorial	Yukon Government Sport and Recreation Branch	Governing Bodies (e.g. Sport Yukon, ElderActive Recreation Association, Yukon Aboriginal Sport Circle)	Sponsors (e.g. Northwestel)
Community	Local governments (e.g. Yukon First Nations, municipalities) Local Authorities for Recreation	Committees (e.g. Recreation Boards) Clubs and Groups (e.g. Watson Lake Ski Club, Junction Arts and Music)	Private Business (e.g. Peak Fitness, Coast Mountain Sports)
Neighborhood	Community associations (e.g. Hillcrest)	Local groups and affiliates (e.g. Kwanlin Koyotes)	Individual businesses, local artists

2.2 NATIONAL

There are several national strategies and policies that provide direction to Yukon's Sport and Recreation System. These include:

- A Framework for Recreation in Canada 2015; Pathways to Wellbeing
- Active Canada 20/20
- Canadian Sport Policy 2012
- The Pan-Canadian Healthy Living Strategy
- Connecting Canadians with Nature. An Investment in the Well-Being of our Citizens
- Healthy Aging in Canada: A New Vision, A Vital Investment



2.3 TERRITORIAL

In Yukon, the strategies and policies providing direction to recreation and sport include:

- Active Yukon: Enriching Lives through Physical Activity, Recreation and Sport ([pdf2](#)), the *Yukon Active Living Strategy* renewed in 2012
- *Pathways to Wellness* ([pdf8](#))
- *A Better Yukon for All* ([pdf9](#)); Government of Yukon's Social Inclusion and Poverty Reduction Strategy
- *Yukon Sport Action Plan 2015-2020* for implementing the Canadian Sport Policy ([url4](#))

Yukon Government's Department of Community Services houses the Sport and Recreation Branch and Public Libraries. The Sport and Recreation Branch has the responsibility to facilitate the development and delivery of sport, recreation and active living programs in Yukon. The Branch works with many partners to improve the health and quality of life of Yukoners through implementation of the Yukon Active Living Strategy and the Yukon Sport Action Plan.

Through the Sport and Recreation Branch, Yukon Government supports recreational facilities in communities throughout the Yukon. Recreational infrastructure in Yukon communities may include facilities such as community halls, skating rinks, swimming pools, gymnasiums, playgrounds, playing fields, etc. For more information on facilities in each Yukon community, please contact the Sport and Recreation Branch for Yukon's Community Recreation Facilities Inventory and Assessment.

Public Libraries is a branch of the Department of Community Services. They provide services through a central library in Whitehorse and 14 branches in communities. Each community library may offer services (e.g. toy lending library) and programs (e.g. story time) that complement other community recreation opportunities and provide an important leisure-time activity for local residents.



Yukon Government's (YG) Sport and Recreation Branch carries out its mandate by:

- providing funding for communities, sport, recreation and active living groups, as well as elite and high performance athletes;
- offering consultative services and leadership to sport, recreation and active living organizations as well as communities;
- working with partner organizations, other levels of government and Yukon Government departments;
- supporting Yukon's participation in Major Games including:
 - Arctic Winter Games (AWG),
 - Canada Games,
 - Western Canada Games,
 - North American Indigenous Games ,
 - Canada 55+ Games,
 - Special Olympics Games,
- supporting families through the Kids Recreation Fund (administered by Sport Yukon); and
- delivering National Coaching Certification Program in the territory.

As recreation encompasses a broad range of activities and services, it is helpful to understand the services of several other YG departments.

The Department of Tourism and Culture is responsible for arts, tourism, culture, heritage, museums and archives. The Museums Unit provides a variety of services related to Yukon's collective heritage while the Arts Section supports and encourages development of the visual, literary and performing arts in Yukon. The main page offers links to a variety of arts and culture funds.

Environment Yukon provides quality outdoor recreation opportunities in territorial parks and campgrounds. It also offers a Conservation Action Team, which is an outdoor adventure summer camp program for Yukon youth, and several other outdoor educational opportunities (e.g. Swan Haven).

The Youth Directorate supports youth leadership and encourages youth engagement in social, economic and cultural activities. Resources for Yukon youth and youth service providers can be found on their [Youth Directory \(url5\)](#).



Yukon Special Recreation Groups

A Yukon Special Recreation Group is the territorial governing body (organization) for an activity or target group. In order to be recognized as a special recreation group, and to receive funding from Yukon Government, these nonprofit organizations must be actively working in Yukon communities and affiliated with a national nonprofit organization. For example, the Recreation and Parks Association of the Yukon is a member of and affiliated with the Canadian Parks and Recreation Association.

There are currently six organizations considered as eligible *Yukon Special Recreation Groups* ([url6](#)):

- ElderActive Recreation Association (ERA)
- Guides Canada – Yukon Council (GC)
- Recreation and Parks Association of Yukon (RPAY)
- Skookum Jim Friendship Centre (SJFC)
- Special Olympics Yukon (SOY)
- Yukon Scout Council (YSC)

Sport Yukon and Sport Governing Bodies

Sport Yukon is a nonprofit society run by a volunteer board of directors. Its member organizations are territorial sport governing bodies, clubs and associations who offer a variety of sport, recreation and community based programs. In addition to administrative services and office/meeting space, Sport Yukon's main programs include:

- ***Kids Recreation Fund ([url7](#))***,
- Yukon Sports Hall of Fame,
- Sport Yukon Awards,
- Physical Literacy,
- Coordination of the Klondike Trail of '98 Road Relay, and
- Supporting Team Yukon's involvement with major games (e.g. Arctic Winter Games, Western Canada Games and Canada's Summer and Winter Games).

The Arctic Winter Games play a unique role in Yukon's Sport and Recreation System. These Games, occurring once every two years, provide a special opportunity for young people from all Yukon communities and across the North. The Arctic Winter Games is a circumpolar sport competition for Northern and Arctic athletes celebrating sport, social exchange and cultures. The Games are an opportunity for developing athletes and emerging artists to compete in friendly competition and to showcase each others' talents while sharing cultural values from Northern regions around the world.

Special Events

The Yukon has a strong reputation for hosting special events that attract local residents and tourists. Some of these events can be found on Sport Yukon's website, while others can be found through sources such as local papers and radios. Look for events such as:

- Klondike Trail of '98 International Road Relay
- Kluane to Chilkat International Bike Relay
- Mayo Midnight Marathon
- Yukon Native Hockey Tournament
- Dawson City International Dome Run
- Yukon River Quest
- Sourdough Rendezvous
- Music Festivals
- Theatre

2.4 COMMUNITY (LOCAL) RECREATION

Community recreation in Yukon is supported through annual funding legislated by the Municipal Act and the Recreation Act. A variety of recreation funding programs and sources ([url8](#)) for local recreation are provided through Yukon Government. These are described in more detail in [Module 3 - Funding and Budgeting \(mod3\)](#).

The Association of Yukon Communities ([url9](#)) assists communities to achieve and sustain strong and effective local government with the intention of improving the quality of life for all Yukoners.

Municipalities receive a block funding package, support and services for recreation from Yukon Government's Community Affairs Branch. Yukon municipalities include:

- Village of Carmacks
- Town of Dawson
- Town of Faro
- Village of Haines Junction
- Village of Mayo
- Village of Teslin
- Town of Watson Lake
- City of Whitehorse

In unincorporated communities, funding and support goes to the Local Authority for Recreation. Depending on the community, this might be an association or community club, or a First Nation government.

Local recreation boards, committees and community clubs typically act as an advisory board made up of a cross section of community members that help advise elected officials and staff regarding community needs and issues, and direction for recreation programs, services and facilities. The local board or committee may also administer the annual Community Lotteries Program grant that helps support sports, arts, culture and recreation projects in Yukon communities.



Local authorities for recreation in Yukon are:

- Beaver Creek Community Club, Beaver Creek
- Kluane First Nation, Burwash Landing
- Carcross Recreation Committee, Carcross
- Kluane Lake Athletic Association, Destruction Bay
- Keno Community Club, Keno City
- Marsh Lake Community Society, Marsh Lake
- Lorne Mountain Community Association, Mount Lorne
- Vuntut Gwitchin First Nation, Old Crow
- Selkirk First Nation, Pelly Crossing
- Ross River Recreation Society, Ross River
- Tagish Community Association, Tagish
- Liard First Nation, Upper Liard

2.5 ROLE OF RECREATION LEADERS

Recreation leaders are an essential element of Yukon's Sport and Recreation System. They include all those who take on roles related to opportunities for Yukon citizens to participate in recreation (e.g. planning, coordinating, delivering, coaching, facilitating, supporting, etc.).

A recreation leader may be hired staff, a casual contractor or a volunteer. They are the local recreation directors and programmers, community coaches, fitness leaders offering aerobics, after school program leaders, youth program facilitators, special events volunteers, trail builders, the person offering a pottery class, etc. They are all the people in our communities who contribute time and energy to community-based recreation, allowing residents to experience and enjoy the benefits recreation has to offer. *Module 12 (mod12)* includes information related to processes of recreation staffing and volunteer management.

2.6 BECOMING ORIENTED TO YUKON COMMUNITIES

Recreation leaders, particularly those who are new to a community and/or to Yukon, will want to take some time to learn about their local environment. Community-based recreation reflects the uniqueness of each individual community; its people, culture, assets, values, interests, landscape, etc. Regardless of size, communities differ for many reasons; the local economy, local First Nations culture and heritage, age of residents, facilities, distance from a regional centre, etc. When recreation leaders understand their local community context, they can be more effective in their work.

Yukon Community Profiles ([url10](#)) provides detailed information about each Yukon community.

The best source of information is the people in your community. Take time to get to know them. Ask them what is important in their community, what residents like to do, and what encourages them to come together. As a new recreation leader, do not expect the locals to come to you. Trusting relationships take time to build. Go into the community and chat with people at the local school, grocery store, seniors centre, First Nation's offices, etc. Food brings people together. Get to know your community over coffee, during community potlucks and at special events.

In Yukon, it is important to understand First Nations culture and traditions. There are 14 First Nations, most of whom are self-governing. This is very different to other jurisdictions in Canada. Familiarize yourself with the local First Nation government and community. Find out who works in what roles and who has a mandate for recreation.

The Council of Yukon First Nations ([url11](#)) provides links to individual First Nations and a history of First Nations and land claims in Yukon. CYFN has a printed resource, the Yukon First Nations Cultural and Orientations Protocol, available to borrow. This resource is designed to help orient people to Yukon First Nations communities. It provides protocols and outlines information about cultural practices and beliefs. In 2016, this content was launched as Yukon First Nations 101, a one-day course available online through Yukon College.

A Handbook of Yukon First Nations Education Resources for Public Schools 2013/2014 is another source for introductory information about Yukon First Nations. Although it was designed to foster the integration of Yukon First Nations' culture, history and languages into the classroom, [Section 2](#) ([pdf10-1](#) and [pdf10-2](#)) provides valuable information for recreation leaders.





MODULE 3

FUNDING AND BUDGETING

FUNDING AND BUDGETING



MODULE 3 OUTCOME:

Leaders administer budgets and carry out fundraising and grant activities.

MODULE 3 – FUNDING AND BUDGETING

- 3.1 Introduction
- 3.2 Recreation Funding in Yukon
- 3.3 Financial Management
- 3.4 Other Sources of Revenue

LEARNING OBJECTIVES:

- Recognize the funding relationships between community and territorial organizations, agencies and governments.
- Understand how budgets for recreation projects and programs are developed.
- Be familiar with the elements of grant applications and funding proposals for community-based projects and programs.
- Understand the processes and challenges of fundraising in Northern communities (generating revenue and corporate sponsorships, and obtaining resources such as in-kind donations).

3.1 INTRODUCTION

Recreation leaders, whether as program volunteers or recreation directors, are usually involved in recreation because of its personal and community benefits. Communities that sustain a variety of quality recreation opportunities need more than volunteers, energy, participants and good ideas. Some forms of revenue and resources are always needed to support an active and engaged community. Recreation leaders therefore need to learn how to manage budgets, prepare grant applications and fundraise.



In Yukon, revenue for recreation programming may come from any of the following sources: local government, territorial government, grants or a corporate sponsor, program fees, or fundraising activities. Non-financial resources (e.g. materials, equipment, volunteer time, use of a facility, uniforms, etc.) may come from private businesses, individuals or other levels of government. In the field of community recreation, leaders need to understand and be comfortable working with budgets and revenue/resource generation appropriate to the work for which they are involved and/or responsible.

3.2 RECREATION FUNDING IN YUKON

Yukon Government Department of Community Services supports local recreation through annual funding legislated by the Municipal Act and Recreation Act. Municipalities receive block funding, support and services from Yukon Government Community Affairs Branch. Municipalities then budget for recreation according to local plans and priorities.

In unincorporated communities, a Local Authority for Recreation receives funding, support and services from Yukon Government Sport and Recreation Branch. Local Authorities for Recreation may be a First Nation (e.g. Selkirk First Nation) or a non-government organization (e.g. Marsh Lake Community Society). The Community Recreation Assistance Grant (CRAG) provides annual funding to support recreation programs, pools, facility operations and salaries. The Small Capital Projects Funding Program is designed to assist unincorporated communities with repairs and upgrades to community recreation facilities.

Yukon Recreation Advisory Committee (YRAC) funding supports recreation and basic sport development initiatives through Yukon Special Recreation Groups (YSRGs) and Yukon Sport Governing Bodies (YSGBs). Yukon Government and the Yukon Lottery Commission provide this funding to eligible groups who must apply annually. Funding for Special Recreation Groups (e.g. Special Olympics Yukon) and Sport Governing Bodies (e.g. Cross Country Yukon) supports participant/athlete, leadership, organizational, and community development as well as facility operations and maintenance if applicable.

Yukon Sport for Life (YS4L) is another source of funding that can be accessed by eligible YSGBs and YSRGs. YS4L is project-based and available for enhanced athlete development, coach development, and rural and Aboriginal participation.

The *Yukon Lottery Commission* ([url12](#)) distributes the profits from the sale of lottery tickets for community-based art, sport, and recreation projects and activities. Lotteries Yukon, on behalf of the Yukon Lottery Commission, administers three funding programs: Community Lottery Program, Travel Assistance Program and the Recreational Projects Program. Lottery profits are also shared with Yukon Government to supplement funding for art, sport and recreation. Funding to Yukon Government is provided to the Sport and Recreation Branch (Yukon Recreational Advisory Committee) and the Cultural Services Branch (Yukon Arts Advisory Council).

The Recreational Projects Program is application driven and provides nonprofit groups with funding to support art, sport and recreation projects, minor equipment or minor capital/infrastructure, and special events. The Travel Assistance Program provides assistance with travel expenses to eligible nonprofit organizations or their affiliates and extra-curricular high school groups for art, sport and recreation competitions or adjudicated events. Applications are accepted on a continuous basis throughout the fiscal year.

The Community Lottery Program provides municipalities and local authorities with funding to support art, sport and recreation in their communities. Eligible recipients are communities identified as a municipality or local authority under the Municipal and Recreation Acts.

Kids Recreation Fund (url7), administered by Sport Yukon, supports children and families living in low income situations to participate in sport and recreation activities.



For more information on Recreation Funding in Yukon, visit [Yukon Government Department of Community Services Recreation Funding Programs \(url8\)](#).

Other major sources of funding for recreation in Yukon include:

- *Community Development Fund (url13)*, a resource for projects, infrastructure and training.
- *Youth Investment Fund (url14)*, a source for smaller, short-term projects targeting youth.
- *Health Investment Fund (url15)*, designed for small projects that promote community well-being.
- *Yukon Government's Youth Directorate (url16)* provides a comprehensive list of funding sources.
- Yukon's Department of Tourism and Culture provides a variety of funding for arts and culture in Yukon.

3.3 FINANCIAL MANAGEMENT

Depending on their role, recreation leaders need familiarity with, and skills related to, financial management. For example, a recreation director or board may be responsible for developing operating budgets and writing proposals while an after school leader may be in charge of managing a program budget. Regardless of the level of responsibility, financial management is about being accountable for revenue (incoming money) and expenditures (outgoing money) using accepted practices of bookkeeping and accounting.

Fiscal responsibility can be more complex than tracking revenue and expenditures. It involves the development and management of a budget which is a financial plan describing money in and money out. Writing grant applications and proposals are closely related to financial management as they involve the development of a project or initiative and related budgetary projections. Fundraising, because of its goal to generate revenue, is also closely linked to financial management.

This section provides a brief introduction to revenue and expenses, budgeting, writing proposals, preparing grant applications, and fundraising. Links and other sources of information are provided. Additional information and useful templates for budgeting and fundraising can be found in *Manitoba's Recreation Director's Handbook (pdf11-1)* and *(pdf11-2)* and the *Community Recreation Handbook for Northern Saskatchewan (pdf12-1)* and *(pdf12-2)*.

Revenue and Expenses

Revenue refers to money and other resources that come in to support recreation programming, staffing, administration, and facility operations and maintenance.

Sources of revenue, such as those outlined previously in this module, can include government grants, grants from non-governmental organizations, municipal taxes, membership and program fees, cash donations, money earned through fundraising events, etc.

Non-monetary resources are often referred to as in-kind contributions. These are important to account for, particularly with regard to grant applications and funding proposals. Donors recognize that not all organizations can raise cash contributions so they often accept in-kind contributions. Some examples include donations of equipment and materials, free use of facility space, and personnel time when the cost is covered by another organization. Suggestions for obtaining in-kind support are described in the [*Community Toolbox \(url17\)*](#).

Expenses will vary depending on the extent of the program or operations. There are usually costs for administration (e.g. staff, office supplies, bank charges, freight, etc.), programming (e.g. instructor fees, materials, marketing, etc.), facilities (e.g. insurance, janitorial, repairs, etc.), and equipment (e.g. repairs, purchases, etc.).

Budgets

Budgeting involves the forecasting and tracking of financial plans. It is an important process of fiscal management because it highlights the resources you have, the resources you might need and how you plan to use them. Budgeting involves planning to ensure you have the necessary resources to achieve your goals. It also helps to track whether or not money is coming in and being spent as planned. Essentially, budgets of any size can help to estimate costs, prioritize and communicate plans, manage expenditures, and evaluate financial management practices.

Manitoba's [*Recreation Director's Handbook \(pdf11-1\)*](#) describes and provides templates for several types of budgets.

Recreation leaders are most familiar with Program Budgets that estimate the costs to run a program (e.g. a 10-week arts and crafts program) and the anticipated revenue. Download a [*Sample Program Budget \(pdf13\)*](#) template.

Recreation directors work with annual budgets that describe the estimated revenue and expenditures of all the recreation programs and services over a year. An annual budget helps to determine priorities and identify whether or not projected expenses need to be cut and/or additional revenue is needed. For an annual budget, review the detailed steps in [*Planning and Writing an Annual Budget \(url18\)*](#) or use the template on the facing page.

YUKON COMMUNITY RECREATION SAMPLE TEMPLATE

ANNUAL OPERATING BUDGET

April 1, 20__ to March 31, 20__

REVENUE

Grants (list Grantors; i.e. Govt. Departments, Funders, etc.)	\$
Sponsorships	\$
Donations	\$
Membership Fees	\$
Programs & Events Income	\$
Facility Rental	\$
Fundraising	\$
Food and Beverage Sales	\$
Other	\$
Total Revenue	\$

EXPENDITURES

Administration (office, advertising, accounting, legal, Insurance, etc.)	\$
Staffing (employees, contractors, employer contributions)	\$
Programs & Events Expenses (food, beverage, supplies, fees, etc.)	\$
Fundraising Expenses	\$
Facilities - minor repairs and upgrades (non-capital), supplies & janitorial	\$
Facilities - utilities (electricity, phone/internet, fuel, water, etc.)	\$
Facilities – seasonal pool (includes staff & utilities)	\$
Outdoor O&M	\$
Other Expenses	\$
Total Expense	\$

NET INCOME (Revenue minus Expenditures) \$

Approved by membership at AGM on _____ (date)

Board Name/Title Signature

Board Name/Title Signature

What To Look For in Your Organization's Annual Budget:

- The budget should be consistent with your organization's values, outcomes and goals.
- Check that revenues and expenses look reasonable. You may want to compare it with previous budgets and income statements. Don't hesitate to ask for clarification.
- If expenses are greater than revenues, does the organization have surplus funds to cover the loss?
- Ensure that the budget is approved before money is spent.
- Local authorities for recreation (local governments or designated boards) may work with operating budgets which project the revenue and expenses related to the delivery of recreation in the community. Page 3-9 offers a [*Sample Operating Budget \(pdf24\)*](#) template.
- Development of a facility or public recreation space (e.g. playground) requires a capital budget. [*A Sample Capital Budget \(url13\)*](#) can be downloaded from Yukon's Community Development Fund.

Grants and Proposals

Recreation in the North is often supplemented or completely funded through grants which are monetary contributions from a nonprofit organization, business, charity or government.

They are usually intended for a specific purpose (e.g. to build a playground or to fund a summer recreation program). Very few grants are available to cover general operating and administrative activities.

Grants do not need to be repaid, but any unspent money must usually be returned. They need to be properly accounted for with a statement showing expenses and revenue. In some cases, funders require that receipts or cheque numbers accompany the financial report.

Grant Applications

Templates are usually provided; sometimes they are fairly simple and require an applicant to fill in the blanks with numbers or short phrases. Other applications can be quite detailed, requiring answers of up to 250 words to specific questions. Here is an example of a moderate length application form from [*Lotteries Yukon Recreational Projects Program \(pdf14\)*](#).

TIPS TO IMPROVE YOUR FUNDING APPLICATION

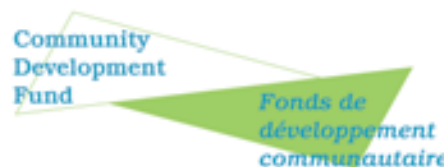
Youth Directorate ([aud3](#))



Lotteries Yukon ([aud4](#))



Community Development Fund ([aud5](#))



Proposal Writing

Proposal writing can seem overwhelming. Fortunately, there are some excellent resources available to assist you. Some organizations will specify the sections, content and length required for a proposal.

Successful proposals typically reflect four common elements. They

1. respond to real community issues and needs;
2. reflect partnerships or alliances;
3. provide evidence of sustainability; and
4. are thoughtful and well researched.

Additional Proposal Do's and Don'ts can be found here ([pdf15](#)).

The Community Recreation Handbook for Northern Saskatchewan (pdf12-3)

describes seven steps to follow before you apply. Preparation may seem like a lot of work, but it makes the writing of a successful application or proposal easier. The seven steps require you to:

1. Summarize your idea (ensure it is community-driven and has widespread support).
2. Collect background information about your organization.
3. Find people to help with the writing if necessary.
4. Learn more about who provides funding and how to access it.
5. Contact potential funders to make sure your organization and plan are eligible for funding and to make sure you have the most current funding guidelines.
6. Contact previous grant recipients to find out what helped them get funding.
7. Develop a plan.

Components of a Proposal or Grant Application

Regardless of the application method you use, proposals and grant applications require basic information. Details about your organization can be developed and then adapted for future grant applications and proposals. Information about your project or activity needs to be developed each time.

Generally, funders want to know:

- about your organization,
- what you want money for,
- how it will be used,
- how it connects to the funder's mandate,
- what the benefits or outcomes of the project or activity are,
- how this reflects innovation,
- how you are partnering with others in the community,
- how the funds will be leveraged,
- how many people will benefit, and
- who is responsible for administering the funds.

Most grant applications organize required information into a template with specific questions. It is important to be thorough, answer all questions and complete all sections. If the application identifies length and formatting requirements, make sure you follow these guidelines.

When a proposal is required, the funder may provide a list of questions, a template, or expect you to follow an accepted format. Click here ([pdf16](#)) for a proposal/funding application checklist.

The process of preparing a grant application or writing a proposal is similar to a planning process. Use the planning model and steps described in [Module 8 \(mod8\)](#). Present your idea or project in a way that demonstrates its importance to your community. If requested, include genuine letters of support that are written for each situation and are not a standard form letter.

[The Community Toolbox, Getting Grants and Financial Resources \(url19\)](#), provides more detailed information, including a checklist on how to approach the process of grant writing. As this is an American website, not all information may be applicable.

3.4 OTHER SOURCES OF REVENUE

There are a number of ways recreation leaders, community groups, and nonprofit organizations can supplement their revenue. Fundraising, sponsorship, in-kind contributions, social enterprise, foundations and charities are examples of alternative sources of revenue.

Improve Your Fund Seeking Skills, (vid2) a YouTube video from Isabelle Aubé and Northern Links, describes strategies to help rural and Aboriginal communities obtain other sources of revenue. *Northern Links* (url20) regularly updates its list of Northern and Aboriginal funding sources.

Fundraising is a common way to supplement revenue in the recreation field. A big challenge for recreation leaders is finding a balance between time spent raising money and the delivery of programs and services. Fundraising and grant writing are often quite time consuming. Therefore, it may be helpful to develop a plan for the amount of fundraising revenue needed and to identify it within your annual budget.

There are many different ways to generate funds. When recreation leaders understand their community's values, interests and motivation, they are better able to put fundraising activities in place that respect the community's capacity and ability to donate. It also increases the recreation leader's awareness and sensitivity toward other public fundraising initiatives. Furthermore, activities such as dances, concerts and craft fairs provide an opportunity to raise the profile of recreation programs in the community by encouraging participation.

Community leaders strive to organize socially responsible fundraising activities that meet the interests of the community and contribute to the mandate and philosophy of healthy, active lifestyles. However, there are many examples of fundraising activities that are successful and bring community together yet do not contribute to a healthy, active lifestyle. Although they can bring in great revenue, activities involving gambling or alcohol are not consistent with the philosophy that recreation's goal is to promote positive outcomes. As recreation leaders we need to be sensitive to the interests of the community and make choices to minimize some of the potential negative consequences of fundraising activities.

Manitoba's *Recreation Director's Handbook* (pdf11-4) describes how to organize fundraising events, along with a number of fundraising activities. Additional information about *Designing and Implementing a Fundraiser* (url21) is available from the Community Toolbox.

Sponsorship is another way to generate revenue or obtain non-monetary resources. Organizations and businesses that provide money or resources for programs or special events are usually referred to as sponsors. Sponsorship may also be a way to support recreation infrastructure (e.g. the development of a playground).

When seeking sponsors, keep in mind that larger corporations often have a policy to support the communities where they do business (e.g. Northwestel). Before approaching them, find out if they have a policy, and if so, find out which activities they prioritize.

The scale of sponsorship varies. It can be as small as a donation of uniforms for a local team or as large as a significant investment in a new recreation facility. Regardless of scope, approach potential sponsors with a plan that explains not only the benefit to the community, but also how the plan can benefit the sponsor's organization. Make sure each sponsor is recognized in an appropriate manner (e.g. logo on posters).

Alberta's Toolkit for Nonprofits (pdf17) provides more information to assist nonprofit organizations in their efforts to build relationships with the corporate sector. While the focus of this toolkit is the corporate sector, the same approach can be helpful in building new, or enhancing existing funding relationships with individual donors, foundations, government and other organizations.

In-kind contributions and donations of non-monetary resources make many recreation opportunities possible. Without donations of supplies, materials, equipment, space, etc., the cost to participate in recreation would create significant barriers in communities. There are always local people, businesses, and organizations willing to support meaningful recreation opportunities. When asking for an in-kind contribution, be reasonable in your requests and make sure donors understand the impact their support will have.



A foundation is a registered charity. Depending on your organization, you may be eligible for grants administered through a foundation. [Grant Connect \(url22\)](#) is a national tool to help organizations locate funding through charities. These opportunities may be limited unless you are registered as a charitable organization.

A social enterprise is a business that generates revenue for social good. Some nonprofit organizations and foundations are setting up social enterprises in order to fund their nonprofit operations. Salvation Army Thrift Stores are an example, investing all profits into their operations (e.g. shelters). Social enterprises are a promising alternative for sustainable sources of revenue. For more information on social enterprise in Canada, go to the [Enterprising Nonprofits \(url23\)](#) website.





MODULE 4

RECREATION LEADERSHIP



RECREATION LEADERSHIP



MODULE 4 OUTCOME:

Recreation staff and volunteers recognize their role as community leaders and their potential to positively impact the community through recreation.

MODULE 4 – RECREATION LEADERSHIP

4.1 Introduction

4.2 The Leader as a Community Role Model

4.3 Effective Community Recreation Leaders

4.4 Self-Care

LEARNING OBJECTIVES:

- Recognize the primary role of a recreation leader as a community leader and describe the implications.
- Identify the competencies of an effective community recreation leader.
- Recognize the importance of self-care and the resources available to support oneself in a work environment.

4.1 INTRODUCTION

In the past, leadership was viewed as a formal position of authority that dealt with supervising and managing. In recreation settings, this typically meant leaders were responsible for providing programs or managing public facilities. Today, recreation leadership is more about facilitating and supporting the energy and talent of other people who wish to make a difference within their community. When we think about leadership in this way, then each and every recreation volunteer and staff person is a leader. It happens at all levels—with or without an official title or formal position of authority.

In many ways, leadership is an inside out job. As a result, it requires knowing your own strengths and abilities. This begins with understanding your preferred learning styles (e.g. seeing, hearing or doing); recognizing whether you are more apt to be a left-brained, analytical or right-brained, holistic thinker; or gaining a better understanding through personality tests of who you are and why you do things the way you do.

RESOURCES FOR EXPLORING PERSONAL LEADERSHIP

- preferred learning styles ([url24](#))
- left-brained or right-brained thinking ([url25](#))
- monochronic (focus on one thing at a time) or polychronic (multi-tasker) ([url26](#))
- personality test (Myers-Briggs) ([url27](#))

4.2 THE LEADER AS A COMMUNITY ROLE MODEL

Recreation leaders are role models in their communities. Being a role model requires leadership from those in formal positions of authority as well as those who may never have thought of themselves as leaders. Being a leader is about your commitment and involvement in the positive changes that make your community a better place to live, work, and play.

A free self-assessment tool called *Understanding Yourself as a Community Leader* ([pdf18](#)) provides more background about six advanced competencies for effective community leadership. These proficiencies build on the foundational competencies identified in the *Competencies for Community Recreation Leaders* ([pdf19](#)) model. Use the tool to help you understand your own strengths as a leader and areas for improvement.

EFFECTIVE COMMUNITY LEADERS

1. Serve as an agent of change
2. Demonstrate a commitment to continuous improvement
3. Apply big picture thinking
4. Are a catalyst for citizen responsibility
5. Advocate for quality of life
6. Apply community development planning and practices

Modeling Integrity and Ethical Behavior

Being in a role where you are viewed as a community leader requires trust which develops over time and is influenced every day by what you say and do.

In small communities, recreation leaders are visible even when they are not working or volunteering. The behaviours and actions of these role models must be ethical and based on a solid foundation of beliefs and values. Some of the values that are important include honesty, integrity, respect and accountability.

Ethical behavior is about demonstrating integrity, which is similar to honesty. Integrity however, is more about walking the talk and lining up personal values and beliefs with what one says and does. Since a person's reputation and the trust of the community are built upon integrity, a leader's behaviours and actions must be consistent with their values.

If the trust is broken, they may no longer be seen as a role model or leader. The community considers something they have said or done as unethical, immoral, or lacking integrity.

In small communities, while it takes time to build trust, it can be broken in an instant. As a recreation leader, consider how what you say or do could be perceived by local residents. Be a role model in your community.

A SUCCESS STORY IN TAGISH (aud6)



Ursula Angerer

4.3 EFFECTIVE COMMUNITY RECREATION LEADERS

Recreation is more than delivering a program or managing a facility. As described in *Module 1 - Recreation Foundations (mod1)*, it is a vehicle to help communities work creatively together to improve quality of life and protect the environment. It can strengthen families, support healthy active lifestyles and ensure safer communities. If our goal as a recreation leader is to maximize the delivery of these outcomes, then attention needs to be given to how programs, services or events are executed.

The most effective recreation leaders ensure that programs, events and facilities build a sense of community and serve the greater public good by empowering citizens. How we do this is by engaging residents to collaborate in the delivery of interactive and innovative programs, events, services and facilities.

This kind of leadership is based on a community development approach where leaders need to be enablers, encouragers, activators, linkers and catalysts in order to tap the strengths and resources of individual citizens, organizations and businesses.

Why is a community development approach important in recreation?

Society's problems are increasingly complex and, regardless of the proficiency of recreation staff and volunteers, one person will never have all the answers. Leaders do not have to be experts. Instead, they can engage those in their communities who are ready and willing to get involved in creating a better place to live, work and play. In many ways, the role of the recreation leader is more about designing a process that will help people help themselves.

Citizens are recreation leaders when they recognize and meet community needs, encourage interdisciplinary approaches, and initiate programs, events, services and facilities. Together, community recreation leaders can maximize the power and potential of the personal, social, environmental and economic benefits of recreation.



Characteristics of a Community Recreation Leader

Being a community leader requires a community development approach. Leaders work with individuals or groups and assist them to identify and apply realistic and meaningful goals. In other words, it's not about telling people what to do or following a personal agenda. Instead, this approach provides a process to help communities help themselves by determining their own priorities and goals.

A community leader should emphasize the priorities of participants over their own, particularly when the goals serve the public good. Community leaders will know their work has been effective when their presence is no longer required. In other words, when participants have been empowered to achieve their goals and have developed the necessary skills to carry on without an overseer. However, recreation leaders are always needed because there will always be other participants and groups with new goals and challenges.



In the past, recreation leaders have focused on the tasks necessary to achieve their own organization's goals. Today, the main responsibility is to help individuals or groups learn and grow. Although participants may initially depend on the community leader, the ultimate goal is to help them become independent, obtaining more responsibility and decision making power. A good leader does not develop followers; they grow other leaders. This is known as empowerment.

Empowerment can be understood as the opposite of being dominated by others. It occurs when people realize they can solve their own problems, build on and strengthen their assets, and have the right to disagree with situations that they perceive as unfair or inappropriate.

Helping empower individuals involves skills such as planning, problem solving, fundraising, conducting meetings, etc. Experienced community leaders may explain that they wear many different hats. The key to success lies in knowing when to shift roles and learning which tools to use. As a leader, it can be difficult to find the right balance between providing support to individuals and groups without creating dependency on the provision of programs and resources.

Roles of Community Recreation Leaders

Generally, community recreation leaders play a variety of different roles helping communities at one or more of the following levels.

1. Supporting individuals,
2. Supporting individuals to work together in groups,
3. Providing general community support,
4. Supporting community initiative, and
5. Encouraging widespread community change (Herchmer, 2013).

Each of these levels is discussed in more detail in relation to the specific roles and responsibilities of a recreation leader.



Supporting individuals:

- Encourage and motivate individuals who have specific issues or interests they want to see addressed.
- Involve people from the community wherever possible to provide feedback and direction, to serve as volunteers, etc.
- Connect individuals to others with similar concerns, issues, and solutions.
- Facilitate or provide opportunities for leadership development and training.
- Connect individuals to resources and community groups that can provide information and referral.

Supporting individuals to work together in groups:

- Promote programs and services offered by community groups.
- Coach the start-up and ongoing development of community groups (e.g. assist with the development of constitutions and bylaws, facilitate strategic planning sessions, help prepare grant applications, etc.).
- Provide resources in the form of administrative assistance, use of meeting facilities and equipment, financial support, etc.
- Become known as an accessible source of information for community groups.
- Maintain active and ongoing communication with groups and individuals.
- Facilitate access to learning resources and opportunities (e.g. board governance, fundraising, social media, etc.).

Providing general community support:

This impacts more than one group.

- Recognize, support and celebrate volunteer involvement.
- Encourage conversations to learn about a community; its strengths as well as any concerns.
- Share knowledge and information.
- Link individuals and groups who have identified needs to resources in the community.
- Promote and/or provide networking opportunities.
- Develop and promote policies articulating a commitment to community development.
- Provide ongoing training and learning opportunities for volunteers and staff.
- Support community-planning initiatives (e.g. master plans, land use planning, community strategic plans, etc.).

Supporting community initiative:

This may affect groups from different areas or sectors.

- Initiate and/or facilitate opportunities for assessing community resources, issues, and challenges.
- Initiate and/or facilitate opportunities for joint problem solving and new initiatives.
- Support opportunities for developing relationships and collaborative initiatives.
- Offer services in partnership.
- Nurture innovation and the development of new ideas.
- Encourage and support efforts among those who may not be adequately served by the community (e.g. newcomers, visible minorities, individuals with disabilities, rural and remote citizens, etc.).

Encouraging widespread community change:

Often referred to as collective impact or comprehensive community transformation, this will always impact groups from different sectors including nonprofits, government and business.

- Help to gather and empower interested citizens and staff for community-based initiatives.
- Build relationships and networks with other sectors (e.g. health, education, justice, social services, businesses, etc.).
- Encourage and support different groups to work together (e.g. recreation collaborating with education).
- Show willingness and flexibility to address the policies, funding models, delivery systems, etc. that limit growth and development.
- Encourage “big picture thinking” and make integration of community services a priority.
- Facilitate access to training and support for leaders from different areas.

4.4 SELF-CARE

If recreation leaders are to be effective in their communities, they need to avoid burnout by caring for themselves as well as their community. Dedicated leaders often place community needs ahead of their own. This type of work takes a lot of energy and can be all consuming, putting leaders at risk of burnout. It is easy

to promote self-care, but not as easy to practice. Experts suggest that it means airing your feelings rather than keeping them bottled up inside; using “I” words to share good things as well as anger and disappointment with someone you trust; and having a social network of friends and family who listen, provide support and are there for you. This can be challenging for recreation leaders who are newcomers to small communities.

Most of us experience stress daily (e.g. getting the kids off to school on time, answering emails on an ongoing basis, meeting deadlines for grant applications, preparing final reports, planning events, hiring new staff, recruiting volunteers, etc.).

Feeling stressed and tired? Take this burnout self-test ([url28](#))

Another kind of stress builds up over time without notice and leads to burnout. A throbbing head, clenched jaw, tight shoulders and/or a racing heart means that stress has caught up with you. Self-care strategies to counteract this include regular physical activity, healthy eating, paying attention to our spiritual lives, taking the time to slow down and relax, and spending time outdoors in nature. Check in with yourself weekly, look at your schedule and determine if it is manageable. Can a few tasks be delegated to someone else? Can a project be moved to a later date?

Self-care is also about being comfortable with saying “no”. Watch this video ([vid3](#)) to learn how to say “no” respectfully with clarity and courage.

Many demands are placed on recreation leaders in small communities, and more often than not, they work hard to accommodate everyone’s needs except their own. Developing a realistic work plan and setting boundaries helps to reduce fatigue over time. There are times when you will have to decline someone’s suggestion or request, and there are effective ways to respond such as, “I really like your idea. We don’t have enough resources at this time to look into it, but I’d like to write it down and revisit your suggestion at the spring meeting.” Or, “Thanks for your ideas. Would you be able to write down a timeline for this and include resources required, number of volunteers and costs? We don’t have enough staff to do this ourselves, but perhaps if you’re willing to lead this event, we might be able to assist.”

Recreation leaders need to remember that they are in the business of recreation. It is important that leaders take time to play, relax and laugh. As role models for recreation and leisure, we need to demonstrate that participation and balance can positively impact individuals and the quality of life in our communities.



SELF CARE RESOURCES

- Yukon Government *Pathways to Wellness* ([url29](#))
- *Community Recreation Handbook for Northern Saskatchewan* ([pdf12-4](#))
- *Self Care Toolkit* ([pdf12-5](#))
- Manitoba *Recreation Director's Handbook* ([pdf11-5](#))



MODULE 5

BUILDING AND ENGAGING COMMUNITY



BUILDING AND ENGAGING COMMUNITY



MODULE 5 OUTCOME:

*Leaders use recreation as a vehicle for
strengthening community capacity.*

MODULE 5 – BUILDING AND ENGAGING COMMUNITY

- 5.1 Introduction
- 5.2 Recreation Builds Community
- 5.3 Community Building and the Recreation Leader
- 5.4 Supporting Youth Involvement and Leadership

LEARNING OBJECTIVES:

- Understand the role of recreation as a vehicle to build community.
- Recognize the importance of public participation in the community building process.
- Define community building and community capacity in a recreation context.
- Describe how to support youth involvement and leadership in community projects.



Government of Yukon/D Crowe

5.1 INTRODUCTION

Yukoners gather regularly to celebrate special events, appreciate the outdoors, participate in sport and recreation, and welcome visitors to enjoy what the Yukon has to offer. Young and old alike are invited to come together and take part in events and festivals steeped in local tradition and culture. They can participate or simply watch fun sport competitions, appreciate music, arts and theatrical showcases, or dance the night away.

In many ways, community festivals and events are the modern day equivalent of the gatherings that have always been part of traditional Yukon culture. Most citizens give little thought to the community-centered, family-based benefits of recreation. Yet, if you were to ask Yukoners how they felt about celebrations or any other recreation activity, they would probably explain how these experiences make people feel good about themselves, their families and their community.

To maximize the potential benefits delivered by any recreation activity, leaders need a clear understanding of the role recreation plays and the potential it has to strengthen a community. These benefits can be amplified particularly when using a community development approach.

A SUCCESS STORY IN WATSON LAKE (aud7)



Meaghen Kimmitt

5.2 RECREATION BUILDS COMMUNITY

Recreation strengthens our communities. *The National Benefits Hub* ([url3](#)) describes the benefits or outcomes delivered by recreation and parks. We already know intuitively much of what the Hub describes; that recreation, parks, sport, arts, culture and heritage activities

- help people grow and be healthy,
- build strong families and communities,
- provide opportunities for those who are disadvantaged,
- protect the environment,
- stimulate the economy, and
- add to the quality of life in our communities.

In other words, the National Benefits Hub provides the research to show that recreation matters!



The Benefits Hub emerged following an economic downturn that resulted in significant funding cuts across the field of recreation in the late 1980's. Leaders gathered evidence and research to support the outcomes or benefits delivered by recreation, parks, sport, arts, culture, heritage and active living and published it as the Benefits of Parks and Recreation (Parks and Recreation Federation of Ontario, 1992) and then as an updated version in the The Benefits Catalogue (Canadian Parks and Recreation Association, 1997). The research was moved online into a searchable database at www.benefitshub.ca in 2011 where it is now managed by the Leisure Information Network (LIN).

5.3 COMMUNITY BUILDING AND THE RECREATION LEADER

Many recreation leaders, particularly those in paid positions, are responsible for coordinating programs, facilities, and outdoor spaces. However, the importance of a fourth area of responsibility described as community building is becoming increasingly evident.

In times of scarce resources, it is clear that even with paid staff, our community programs, services, events, facilities and outdoor spaces are not relevant unless they engage the general public. This is not to say that traditional recreation tasks (e.g. managing facilities, implementing structured programs and overseeing outdoor spaces) are no longer important. However, a community building approach needs to be emphasized because it ensures that Yukon programs receive the base of public support needed to thrive.

Programs, services, events and outdoor spaces take on a new richness when they are specifically designed to engage the public. When a community intentionally plans for recreation that delivers targeted benefits and outcomes (e.g. healthier individuals or stronger communities), recreation becomes something that matters.

As [Module 8 - Planning for Recreation \(mod8\)](#) describes, engaging the community and its citizens goes beyond simply asking people what recreation programs they want. Engaging the community means people get involved in discussing local issues and exploring ways in which recreation can address those issues and make their community a better place to live.

This scanning tool ([pdf3](#)) can serve as an excellent starting point for gathering information to identify a community's strengths and assets as well as areas that may need improving. The scanning tool is an informal conversation starter for gathering information and determining community priorities.

Engaging local citizens is an essential prerequisite for strengthening a community's capacity. Community capacity means people are able to express ideas and develop the knowledge and skills to put them into action. When capacity for recreation is strengthened, leadership develops, not by relying on paid recreation staff to deliver programs and manage a facility, but instead by engaging and empowering the expertise of community members to facilitate recreation opportunities.

In summary, using a community building approach, recreation leaders:

- Ensure appropriate programs and services;
- Facilitate partnerships and collaboration between community organizations, businesses and the general public;
- Provide opportunities for citizen participation and development;
- Build community capacity by ensuring opportunities for training and leadership development; and
- Put policies and mechanisms in place to strengthen recreation leadership, particularly for youth, by providing opportunities for paid and volunteer positions.



5.4 SUPPORTING YOUTH INVOLVEMENT AND LEADERSHIP

Effective leaders encourage the leadership potential in others. That means building community capacity for recreation requires engaging and supporting youth in community leadership opportunities. As role models, recreation leaders also need to find ways to mentor leadership qualities and capabilities in youth.

To thrive in today's constantly changing, interconnected and increasingly complex world, youth need leadership and community development competencies. These competencies prepare youth to apply big-picture thinking, encourage citizen responsibility, advocate for quality of life, act as agents of change, and increase their commitment to continuous improvement. In return, recreation leaders have an opportunity to learn from youth who have grown up in a digital world and bring a fearless and objective point of view, passion and energy.

Recreation and community settings can provide meaningful opportunities for youth to share their own skills and learning while at the same time preparing them to live in a diverse, multi-faceted and technology-driven world. Considering the challenges facing the public education system and imbalance in student achievement levels, “the non-school hours are an underused tool in supporting older youth in their transition to adulthood” (Yohalem, Wilson-Ahlstrom, Ferber, & Gaines, 2006). Investing time in youth mentoring and leadership development results in adolescents who are role models for other youth and ensures that programs, services and events are current and relevant.



Discover how [Active Yukon Youth and Recreate \(vid4\)](#), in this video by filmmaker Sam Finton. Sam is a Whitehorse youth with a passion for film, technology and recreation.

TIPS FOR SUCCESSFUL YOUTH PROGRAMMING

Provide opportunities for youth that facilitate:

- a sense of independence through participation in the initiative (e.g. opportunities to demonstrate leadership, to create and implement a program, and/or to receive honorariums);
- situations where youth interact with community and business leaders;
- opportunities for youth to be heard; and
- opportunities for youth to develop skills that will prepare them for the workforce.

EFFECTIVE YOUTH PROGRAMS OFFER:

- caring instructors and group leaders (and have some young staff),
- time to be with friends,
- opportunities to meet new people,
- opportunities for informal socializing with peers,
- a place that feels safe,
- activities that develop new skills, and
- programming that is FUN!

While often taken for granted, recreation can provide important, relevant and meaningful opportunities to invest in youth as our future community leaders. Yukon's Youth Directorate and Executive Council Office support the development of youth leadership through a variety of activities and programs.





MODULE 6

PLANNING FOR RECREATION





PLANNING FOR RECREATION

MODULE 6 OUTCOME:

Recreation leaders contribute to the planning and evaluation of relevant community programs, services, events and initiatives.

MODULE 6 – PLANNING FOR RECREATION

- 6.1 Introduction
- 6.2 Roles in Community Recreation Planning
- 6.3 A Community-Driven Planning Process
- 6.4 Accessible and Inclusive Recreation
- 6.5 Evaluation and Planning

LEARNING OBJECTIVES:

- Clarify the role of community recreation boards, community organizations and community members in planning for and evaluating recreation.
- Describe a process for recreation planning that utilizes a community-driven approach.
- List barriers to participation in recreation and strategies for eliminating barriers in Northern communities.
- Describe the purpose and importance of feedback and evaluation.
- Recognize the importance of planning for a broad range of skills, ages, interests and abilities.

6.1 INTRODUCTION

Whether it is preparing a to-do list, developing a program or writing a proposal for a new project, everyone plans. While there are many complex definitions of planning, it really can be thought of in simple terms. Planning starts with getting a good understanding of where you are and determining where you want go. It requires you to determine the steps that will help you get from where you are now to where you want to go. A plan addresses the gap between now and the future requiring an understanding of what we want to accomplish (goals) and how we think we can do this (actions).

Evaluation is closely connected to planning because it helps us reflect and understand how well we accomplished what we wanted and whether or not different actions could have helped us better reach our goals.

Recreation planning and evaluation is an important task for community recreation boards and committees. In particular, recreation leaders must consider how to involve community members and key stakeholders in planning. Doing so establishes common direction, prioritizes competing demands, determines strategies and identifies upcoming financial requirements. Perhaps more importantly, involving others encourages their ownership in making sure the plan is actually implemented.

A lack of involvement in planning is often the result of two common problems. First, there are some who view it as a waste of time. Some people and groups find it easier it to act rather than strategize. Second, traditional ways of planning do not always work in our rapidly changing world. When groups do not take time to plan for recreation in a way that includes the diverse concerns and interests in a community, it becomes difficult to fully realize the benefits that recreation has the potential to deliver.

When done properly, recreation planning engages both the community and key stakeholders. It increases the strength of the participants' commitments as well as their motivation. Furthermore, benefits such as improving quality of life, protecting the environment, strengthening families, supporting healthy and active lifestyles and ensuring safer communities become a reality.

Planning needs to be inclusive because today's issues are complex. Recreation has the potential to respond to issues such as poverty and obesity. However, as these concerns are typically overwhelming and require long-term initiatives that involve multiple stakeholders and sectors, it can be easier to work alone on smaller projects and assume that someone else will deal with the big issues.

As recreation leaders we all want the citizens, organizations and communities we serve to be strong, healthy and vibrant. Since research shows that happiness and well-being are improved when stakeholders are empowered (Hoth, 2010), we need to do more to involve, engage and empower citizens. Everyone needs to accept this responsibility and by sharing the load we can work together, maximize our potential and use recreation as a vehicle to tackle the big issues facing many communities today.

This means that for every planning effort, we should ask three key questions:

1. How do we provide opportunities for citizens and organizations to influence decisions that affect them?
2. How do we facilitate regular contact and communication between stakeholders?
3. How do we help stakeholders gain confidence and competence to take charge of their circumstances?

These three questions help design a meaningful recreation plan and evaluation. Plans still need to include a vision, values, goals and action steps, but these are determined with the community rather than without.



6.2 ROLES IN COMMUNITY RECREATION PLANNING

Recreation planning happens at various levels. We plan events, programs, facility improvements and trail development, and we may do this with a small group, with multiple groups and community stakeholders, or regionally with several communities.



Most recreation leaders understand their role in planning meetings, programs and events in addition to developing plans for their organization or a recreation facility. However, they also have a role to play in community-wide planning and the development of recreation master plans, community strategic plans, sustainability plans, official community plans, health plans, etc.

At a broad level, a community recreation plan can provide guidance for decision-making. It justifies the investment of resources for recreation infrastructure, services, programs and events. A plan prioritizes actions based on the current state of recreation while incorporating a vision of the future.

A community recreation plan should describe:

- The current situation in a community (e.g. volunteers, programs, facilities),
- The desired future for programs, facilities, etc., and
- The actions or steps that will lead to these changes.

When connected to other community plans, a recreation plan reflects values, interests and resources, and answers three key questions:

1. Where are we now? (What is the current situation?)
2. Where would we like to be? (What future opportunities do we want?)
3. How are we going to get there? (What strategies, actions and resources are needed?)

Representing the community's voice is a critical role for members of a local recreation board or committee as well as for board of directors within a community organization.

Local recreation boards and committees are advisory boards made up of a cross section of community members who advise elected officials and staff regarding community issues. In order to create meaningful, relevant recommendations for recreation activities, community organizations need to ensure that planning at all levels involves the community.

Community-driven planning ensures the issues, assets and challenges voiced through community boards and recreation groups are reflected in the plans. This is especially important because recreation is always in high demand, but there are rarely enough resources (human, financial or physical space) to address every wish and desire. Recreation leaders need to identify and address priorities while ensuring diversity in programs, events and services thereby guaranteeing something for everyone.



It is important to consider what people say they want and need. However, to maintain a balanced perspective, it is equally important to consider community characteristics including:

- demographic and cultural composition,
- values, ages and interests,
- ability to pay for services,
- existing skills, strengths and ideas,
- current programs and their fit with the organization's mandate, and
- the capacity to deliver programs and services.

Providing everything for everyone is never possible. However, when more people are engaged in the decision-making and delivery, outcomes are improved and more resources (e.g. donations in-kind) may become available.

Recreation leaders need to be aware of all the planning initiatives that impact their community. They need to step forward and participate with confidence, promoting the importance of recreation and its potential to address individual, social, environmental and economic issues.

Yukon Government's [Community Recreation Planning Toolkit \(pdf70\)](#) is a resource designed to help rural Yukon communities identify local recreation priorities and create a community recreation plan. The toolkit suggests a community-driven process for gathering information and planning and includes sample templates and tools.

For more information on how to lead complex community change, view seven essential elements ([url30](#)) that need to be in place and find out what happens when they are not.



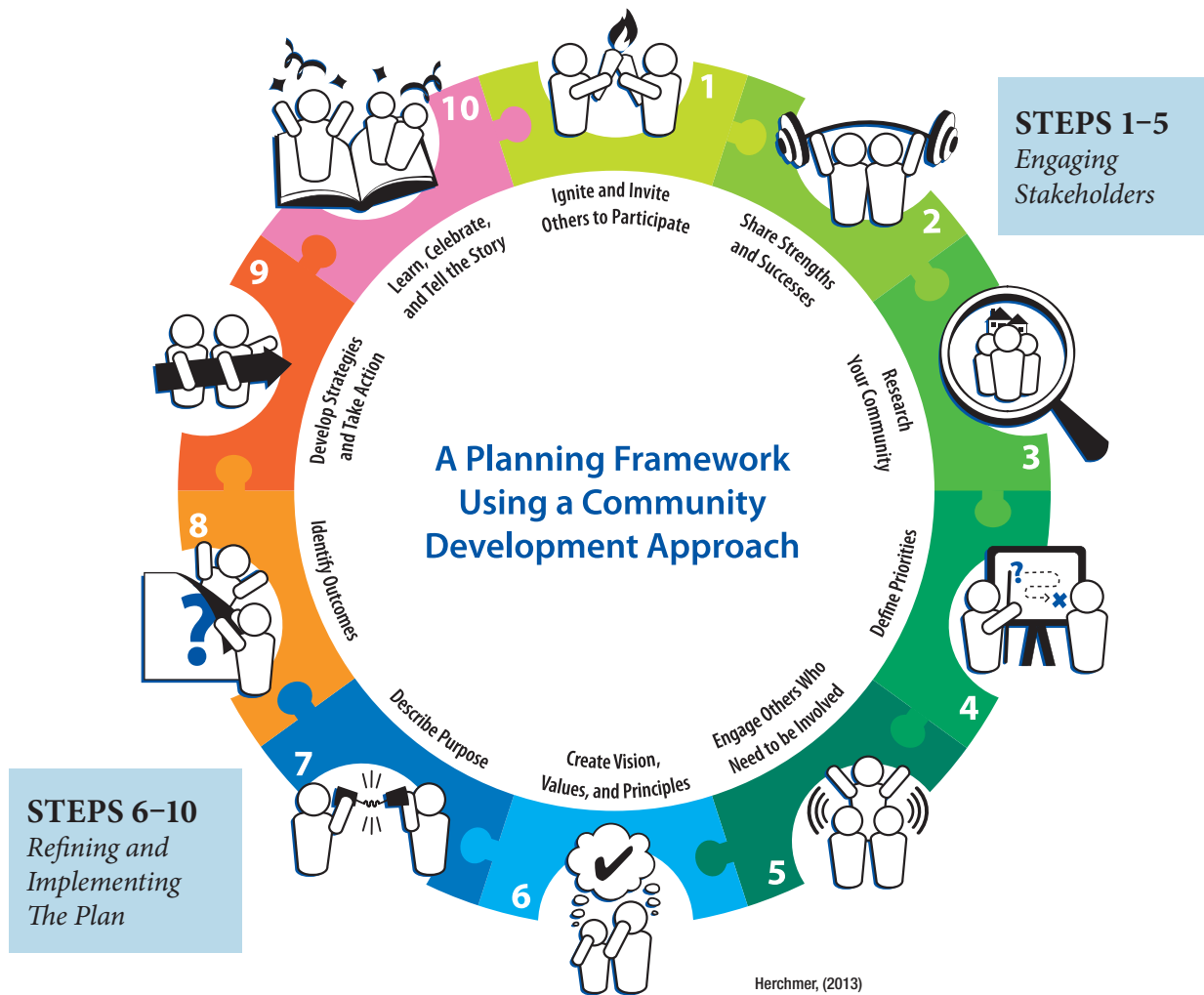
6.3 A COMMUNITY-DRIVEN PLANNING PROCESS

Plans come in a variety of shapes and sizes. Some may have a broad focus (e.g. community strategic plans or municipal sustainability plans) while others may be more narrowly defined (e.g. program, project or event plans).

While the players involved in planning and why it is being done may differ, the framework described in this module can typically be applied at all levels, for all types of plans, and with all target audiences (Herchmer, 2013).

A community development (CD) approach to planning includes five initial steps not typically found in planning models or frameworks. Common approaches may begin at step six of the CD planning framework without having used the first five steps.

A PLANNING FRAMEWORK THAT UTILIZES A COMMUNITY DEVELOPMENT APPROACH



Engage the community beginning with steps 1–5:

- Step 1: Ignite and Invite Others to Participate
- Step 2: Share Strengths and Successes
- Step 3: Research Your Community
- Step 4: Define Priorities
- Step 5: Engage Others Who Need to be Involved

Refine and implement your plans with steps 6–10:

- Step 6: Create Vision, Values, and Principles
- Step 7: Describe Purpose
- Step 8: Identify Outcomes
- Step 9: Develop Strategies and Take Action
- Step 10: Learn, Celebrate, and Tell the Story

The first five steps of this planning framework ensure the development of meaningful and relevant strategies by successfully engaging individuals and groups. Involving others in planning results in community ownership and an active interest to help with the implementation process.

These steps may not always occur in the order presented. However, if planning stalls, it is likely because a step has been missed and it will be necessary to go back and work through it. More explanation about each of these 10 steps as well as a planning worksheet can be found at ([url31](#)).



6.4 ACCESSIBLE AND INCLUSIVE RECREATION

We know that recreation delivers benefits for individuals, families and communities. To maintain a commitment to outcome or benefits-based recreation, leaders in the field need to serve as ambassadors. They promote an awareness and understanding of the importance of active healthy living and of participation in sport, culture and recreation among all ages, interests, genders, cultures and abilities.

When planning and delivering recreation programs, consider how leisure education that leads to leisure literacy will be incorporated. This can involve identifying and addressing barriers that may include financial limitations, accessibility issues, a lack of experience, isolation, gender stereotypes, disabilities, bullying, and others. Any number of these factors may limit participation. Unfortunately, not all Yukoners have easy or equal access to recreation opportunities. Some activities cost too much, some families do not have transportation, some people may not feel welcome, and in some communities, there may not be equipment available to participate.

'Inclusive' and 'accessible' describe an important goal of community recreation which is to ensure everyone can participate.

Inclusive recreation means it is easy for everyone to participate should they choose to do so. Social inclusion refers to social, economic, and systemic barriers (e.g. policies and rules) that prevent people from engaging in recreation. For example, if program fees are high or equipment is expensive, these costs make it difficult for people living with low incomes to participate.

Barriers related to living conditions are referred to as the social determinants of health (Public Health Agency of Canada, 2011). Some examples of what may limit participation are income, education, employment, housing, gender, Aboriginal status or disability.

Accessibility is related to inclusion. Sometimes these terms are used interchangeably. In recreation, we use the term accessible in reference to the physical environment and the characteristics that make it possible for people to participate regardless of ability.

A disability should not limit the opportunity to be involved in recreational activities. A disability may be visible (e.g. a physical disability) or less evident (e.g. a mental health disorder or intellectual disability). Disabilities may have a sudden onset (e.g. spinal cord injury), exist from birth (e.g. Fetal Alcohol Syndrome Effects) or occur with aging (e.g. arthritis or dementia).

A community recreation approach involves programs, services and events that are inclusive and accessible for all individuals, families and groups. It is essential to create opportunities for people of all ages, interests, genders, cultures and abilities in order that they experience the benefits of active healthy living and the value of participation in sport, culture and recreation.

6.5 EVALUATION AND PLANNING

What does evaluation have to do with planning? What does it accomplish? How and when should it be done? Evaluation, while not always a popular activity, is an important part of effective planning.

It is a way of gathering information and forming decisions. Assessments allow recreation leaders and stakeholders to track, form opinions and make decisions based on measurable information. An evaluation lets us see where we have come from and understand what we might want to do differently in the future. It aids in dealing with uncertainty and change.

Evaluation helps recreation leaders to:

- Understand what is working well and why. This is called process evaluation.
- Identify the results, benefits and impacts of recreation projects, programs, etc. This is called outcome evaluation.
- Learn about community values, needs, assets and interests.
Although this is a needs assessment, it is about gathering information.
- Demonstrate effectiveness and ensure accountability to funders, stakeholders and community. This may be in the form of a report that describes outcomes and outputs.

Evaluation needs to be part of the planning process as it helps us gather information that is used to make good decisions.

Community-based evaluations gather information about the value and impact of recreation programs and services for residents and the community. This requires more than simply collecting and recording quantitative data, which is information that can be counted and measured (e.g. number of participants, dollars collected, etc.). Qualitative data is a better indicator of the impact and value of recreation. Qualitative information involves feelings, thoughts and behaviours, and is captured through conversations, photos, interviews and stories.



Evaluation can be done using a variety of methods. These may vary depending on the reason for evaluating and the decision to collect qualitative or quantitative information. Methods can include feedback forms, interviews, surveys, community meetings, [Photovoice \(pdf20\)](#), comment cards, social media, etc. [The Evaluation Toolbox \(url32\)](#) is an online resource that describes community-based evaluation methods. It provides tools for gathering feedback and carrying out a simple or more complex evaluation.

When planning, start by identifying the outcomes you want. Knowing your outcomes helps you figure out what and how to evaluate. It is impossible to assess everything, so focus on one thing at a time such as recreation programs and services, the effectiveness of your board of directors, employee performance, marketing efforts, or the effectiveness of staff training and development.

Regardless of what we decide to evaluate, it is important to think about and apply several principles and practices.

- Figure out how you will evaluate and measure from the very beginning, rather than leaving it to the end.
- Measure physical, intellectual, social and spiritual well-being, quality of life, the environment, and our economic impact and sustainability.
- Use a variety of approaches, methods and tools such as those included in Australia's Evaluation Toolbox.
- Design evaluation to address real community issues.
- Make evaluation a participatory process by involving citizens, stakeholders and funders.
- Ensure evaluation is a priority by building it into budgets and work plans.

[Asking Questions that Matter... and Some Tools to Answer Them \(pdf21\)](#)

is an easy-to-use resource developed for Yukon Government. It describes the basic concepts around evaluation and offers tools to develop and carry out an evaluation of a community-based program.

Surveys are an excellent way to gather useful information. Refer to page 19 in [Asking Questions that Matter...](#) for helpful tips on how to design a simple survey that best meets your needs. Adapt survey questions from this sample [Yukon Community Survey \(pdf22\)](#). Online survey tools include Fluid Survey and Survey Monkey.

As we have seen, planning is a critical process that helps us identify where we want to go. It requires an understanding of what we want to accomplish (goals) and how we think we can do this (actions). Planning is most effective when key stakeholders are involved from beginning to end. Gathering information about how we are doing can help us reflect and understand if we accomplished what we planned and whether or not different actions could have helped us better reach our goals.

Planning and evaluation are essential in community recreation. They help bring people together around shared goals that ultimately make the community a better place for everyone.





MODULE 7

RISK MANAGEMENT





RISK MANAGEMENT

MODULE 7 OUTCOME:

Leaders apply fundamental risk management strategies.

MODULE 7 – RISK MANAGEMENT

7.1 Introduction

7.2 The Risk Management Process

7.3 Negligence and Liability

7.4 Risk Management Tools

LEARNING OBJECTIVES:

- Recognize that managing risk is part of our daily lives.
- Define basic risk management terms.
- Understand basic risk management concepts.
- Identify steps to manage risks related to five key areas: Supervision and Instruction, Training, Documentation, Facilities and Equipment, and Emergency Response Plans.

7.1 INTRODUCTION

Everyday life comes with a certain amount of risk; whether it is crossing the street, driving a snowmobile, going hiking or taking a flight overseas. Generally, people accept and successfully manage risk subconsciously on a daily basis. In life, we learn to assess the risks of getting injured and frequently conclude that, although there may be a chance that something awful could happen, the probability of it is low.

Risk is the chance that something will go wrong. Along with the thrill of tobogganing down a snowy hill, comes the risk of falling off the sled or running into a tree or park bench. Whether or not tobogganing should be banned to avoid possible injury has become a hot topic in cities across North America. Rather than banning activities, recreation leaders focus on minimizing the risk of injury wherever possible, particularly in public programs, facilities and parks.

Many recreation activities include some level of risk. For most people, the appeal of an activity is related to its risk factor. High-risk activities attract some people while others have a lower tolerance for risk. In recreation, risk is something to manage but not eliminate. In recreation settings, managing risk is about facilitating the thrill and challenge of participation while providing an environment where the chances of injury are acknowledged and reduced.

As a leader, group or government who supports opportunities for people to participate in recreation, consider risk management to be an ongoing process. It is a strategy to protect you and your organization by minimizing the consequences of accidents, injury and damage. Take the time to understand the concepts and process of risk management and then plan to apply these to your programs, services, facilities and operations. Effective risk management creates safer environments and makes recreation experiences more enjoyable for participants, users and the public.

What do you do to keep participants safe?

Scenario: *You are offering a drop-in outdoor scavenger hunt and 14 children show up. Your co-worker is away so you are alone.*

7.2 THE RISK MANAGEMENT PROCESS

Risk management is a process of systematically identifying and understanding risks, then creating and implementing an effective plan to minimize them. Risk affects everyone, from program leaders, participants, spectators and community members, to suppliers and contractors, community medical practitioners, insurance agencies, and building owners. Everyone plays a role in minimizing risk.

The process of risk management involves anticipating what might go wrong and then acting purposely to reduce the chance of this happening. Whether you work as a recreation programmer, a fitness leader, a lifeguard or volunteer board member; every situation will be different, and the risks and types of injury may be unique to that situation. However, the process for managing those risks is the same.

Approach risk management in a disciplined manner. In reality, it is impossible to safely or effectively manage all the potential risks. Focus first on high risk programs and facilities. After addressing these higher-risk issues, tackle lower-risk issues or areas. For example, if you manage an Ice Arena, you may decide your highest risk areas are the ice surface and the compressor room. At a later date, you may choose to look for issues around the bleachers and dressing rooms.

Risk management is a three-step process.

1. Identify high risk and low risk issues and concerns in five key areas.
2. Identify controls that could be put in place to reduce the risks.
3. Plan to put the controls in place.

Risk management is more than minimizing liability. By managing risk, recreation leaders ensure program participants and facility users have a safe and enjoyable experience. Risk may be encountered in one or more of five key areas.

- 1. Supervision and Instruction:** Generally, higher risk programs and facilities require supervision by people with specific qualifications (e.g. swimming facilities and programs require certified lifeguards) and highly skilled activities with greater risks need more supervisors and/or higher supervision ratios. Poor sightlines in a playground setting may require more supervision and activities involving minors should have documented activity plans.
- 2. Training:** Common training programs include First Aid/CPR, WHMIS, Food Safe, High 5 (a standard of care in the recreation field for children's programs), etc.

- 3. Documentation:** Using forms (e.g. PAR-Q, PAR-MedX), screening tools (e.g. vulnerable sector checks), written agreements (e.g. access to a community weight room), and other documentation proves that you are doing what you should be doing.
- 4. Facilities and Equipment:** Recreation leaders can ensure facilities and equipment are safe for all users by inspecting facilities and equipment on a pre-determined basis, maintaining facilities and equipment, and documenting these activities by using checklists.
- 5. Emergency Response Plan:** Recreation leaders need to be prepared for the potential of an accident or incident every day. Develop, write and practice an Emergency Response Plan.

The process of risk management begins by identifying issues and concerns associated with these five key areas.



Next, assess the level of risk for each issue as high or low by assigning a numerical value for probability and severity on a scale of one to five. 'Probability' is the likelihood that an event or accident will occur. 'Severity' is the expected consequence of an event in terms of serious injury and other forms of damage.

Using the template on the next page, multiply the score for probability by the score for severity to establish a risk rating for each potential issue ($P \times S = R$). A higher number indicates a significant risk.

PROBABILITY	SEVERITY	RATING
1 = unlikely to occur	1 = insignificant, minor injury, property damage	• Extreme Risk: 20–25
2 = unlikely but some chance	2 = first aid or minor property damage	• High Risk: 14–19
3 = could occur occasionally	3 = injury requires medical help, significant property damage	• Moderate Risk: 7–13
4 = good chance it will happen	4 = injury may result in serious medical problems or property damage	• Low Risk: 0–6
5 = high possibility it will happen	5 = fatal injury, major property damage	

Department	Completed by	Date
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DESCRIPTION OF RISKS	PROBABILITY (P)	SEVERITY (S)	LEVEL OF RISK (PXS)	RISK RATING

Next, identify strategies that will reduce the level of risk. These may be as simple as preparing a notice to post when the floor is wet, or more complicated as deciding when and how to replace worn equipment. Review your description of risks and the risk rating of each. Ask questions to identify strategies and controls to reduce risk. What training is needed? By whom? What checklists are needed? How frequently do we need to practice our Emergency Response Plan? Do we have appropriate child-to-supervisor ratios?

Once you have identified the strategies and controls that will help reduce risk, prioritize those that will have the biggest impact. Create an action plan to identify what needs to be done, when and by whom. Put your plan into action. Remember, risk management is ongoing. After addressing higher-risk issues, begin to tackle lower-risk ones. Review your progress regularly looking for changes in previous concerns or emerging issues.

7.3 NEGLIGENCE AND LIABILITY

Thinking about risk management can be overwhelming. The dramatic increase in negligence litigation (lawsuits due to some form of injury) means that staff and volunteers working in the recreation field need to be informed and prepared. However, it is difficult to know where to start and how to tackle areas of concern.

Being prepared starts with an awareness and understanding of terms commonly used, terms like negligence, liability and insurance.

Negligence, a legal concept, is based on four elements.

1. Recreation leaders and facility managers owe a 'duty of care' to anyone who participates in their programs, accesses their services or uses their facilities, parks or trails. For example, a recreation leader running an after school program has a duty to provide a safe and positive experience for children registered in the program.
2. The way in which recreation staff and volunteers provide services must be to an approved and accepted 'standard of care'. This standard may be established through regulations (e.g. number of people allowed in a building), through laws or through recognized training (e.g. lifeguard). For example, the standard of care for a trained recreation leader is to supervise children during an after school program and not leave them unattended.
3. 'Damage' may occur when care is below the acceptable standard. For example, an unsupervised child shimmies up a climbing wall and falls, breaking an arm. Damage may be physical and is usually obvious. However, damage can also include severe psychological damage, reputational damage, etc.
4. Proving negligence requires evidence that the damage caused (e.g. a broken arm) was a 'direct or proximate cause' of improper care (e.g. leaving children unsupervised with access to a climbing wall).

Under the law, being liable means being responsible. Recreation leaders should be aware of two types of liability.

- ***Occupiers' Liability*** concerns those who own, have possession of, or have responsibility and control over, a facility or outdoor space. Occupiers must keep premises reasonably safe to prevent injury. If a person is injured while using broken or outdated equipment or run-down premises, the occupier may be held responsible.
- ***Vicarious Liability*** means an organization can be held liable for the negligent actions of its employees and volunteers. If an organization hires a recreation leader to supervise children in an after school program, and the leader's negligence results in a child getting hurt, the organization may be legally responsible.

Recreation leaders and organizations should act in a way that prevents negligence. However, preventing injury is not always possible. Therefore, three concepts can help minimize liability for negligence.

1. ***'Contributory negligence'*** means that participants and users are also expected to exercise reasonable care.
2. ***'Voluntary assumption of risk'*** implies a certain level to which participants accept risks inherent in activities. While it is reasonable for participants to expect appropriate supervision, functioning equipment and facilities, and staff with adequate training, participants must accept that there are risks that are a normal 'part of' the activity
3. ***Signing a valid 'waiver'*** means that a person gives up their right to sue provided they understand what they are signing. As it is not legally possible to give away a child's right to sue, waivers are not valid for children.

Insurance is a key component of, not an alternative to, risk management. Insurance allows an organization to transfer certain types of risk from one party to another. In exchange for a fee, insurance companies consent to pay for specific, agreed-upon liabilities for a person or an organization. Recreation leaders need to be familiar with the limitations of their organization's insurance policy and understand what is covered and what is not.

7.4 RISK MANAGEMENT TOOLS

Risk management isn't just for recreation leaders or directors. It is for board members, for the person running the Zamboni, and for the pool maintenance staff. Keeping people safe while they are recreating is everyone's responsibility. This section provides some resources and tools to expand your understanding of the recreation environment in which risk is managed.

ORGANIZATIONS

SportRisk (www.sportrisk.com) offers user-friendly resources including a risk management manual, online courses, a variety of webinars and a newsletter.

The Centre for Sport and Law's Handbook Series (pdf27) (1993) offers practical and legal risk management information related to sport and recreation. Each handbook is written in plain language and illustrated with true scenarios.

If you have any legal questions related to sport and recreation, including insurance, *The Sport Law and Strategy Group (url33)*, formerly known as the Centre for Sport and Law, is a starting point.

STANDARDS

Standards contribute to safer places and public spaces. They encourage the adoption of best practices used to ensure safe operations. Speak to your supervisor, board or other recreation leaders with experience in this area to find out what rules, standards, regulations or legislation you need to be aware of.

Examples of standards are:

- *High Five Training (url32)*, an optional standard for working with children and youth offered outside of Yukon.
- Worker's Compensation Board or Occupational Health and Safety may have required standards for first aid certification.
- Canadian Safety Association (CSA) has standards for playground equipment.
- Environmental health standards may provide standards for swimming pools or public drinking water.

CERTIFICATION AND TRAINING

Certification and Training is a way to ensure that leaders have the skills and training to offer programs or supervise activities. Trained leaders minimize risk by providing participants with safe and current instruction and supervision.

INFORMED CONSENT FORMS

Informed Consent Forms are documents intended to protect your organization from liabilities by clearly informing participants of the hazards and having them indicate their understanding and willingness to accept the risk of those hazards when participating.

WAIVERS

Waivers are described by the Centre for Sport and Law (1999) as a legal contract between a person participating in an activity and the organization providing the recreation opportunity. Understanding waivers can be complex. [Waivers, A How-To Guide \(pdf25\)](#) provides seven practical tips and two important pieces of advice.

1. Never copy a waiver from another organization and use it for your own purposes. Tailor it to suit your specific programs or events.
2. Understand that parents cannot waive the rights of their children.

MEDICAL FORMS

Medical Forms are used to alert program leaders of any special needs or medical concerns (such as an allergy or disability) that may impact a participant's ability to participate. This knowledge can assist program leaders in planning for emergencies.

PAR-Q

PAR-Q, the Physical Activity Readiness Questionnaire, is available online. Designed by the [Canadian Society for Exercise Physiology \(CSEP\) \(pdf26\)](#), the form can help to identify the small number of adults for whom physical activity may be inappropriate or those who should have medical advice concerning the type of activity most suitable for them.

USER AGREEMENTS

User agreements outline the responsibilities and intended use of a recreation facility. It is important that all parties involved clearly understand the user agreement. Consider that some of your user groups may not have liability coverage or insurance.

PROTECTIVE EQUIPMENT

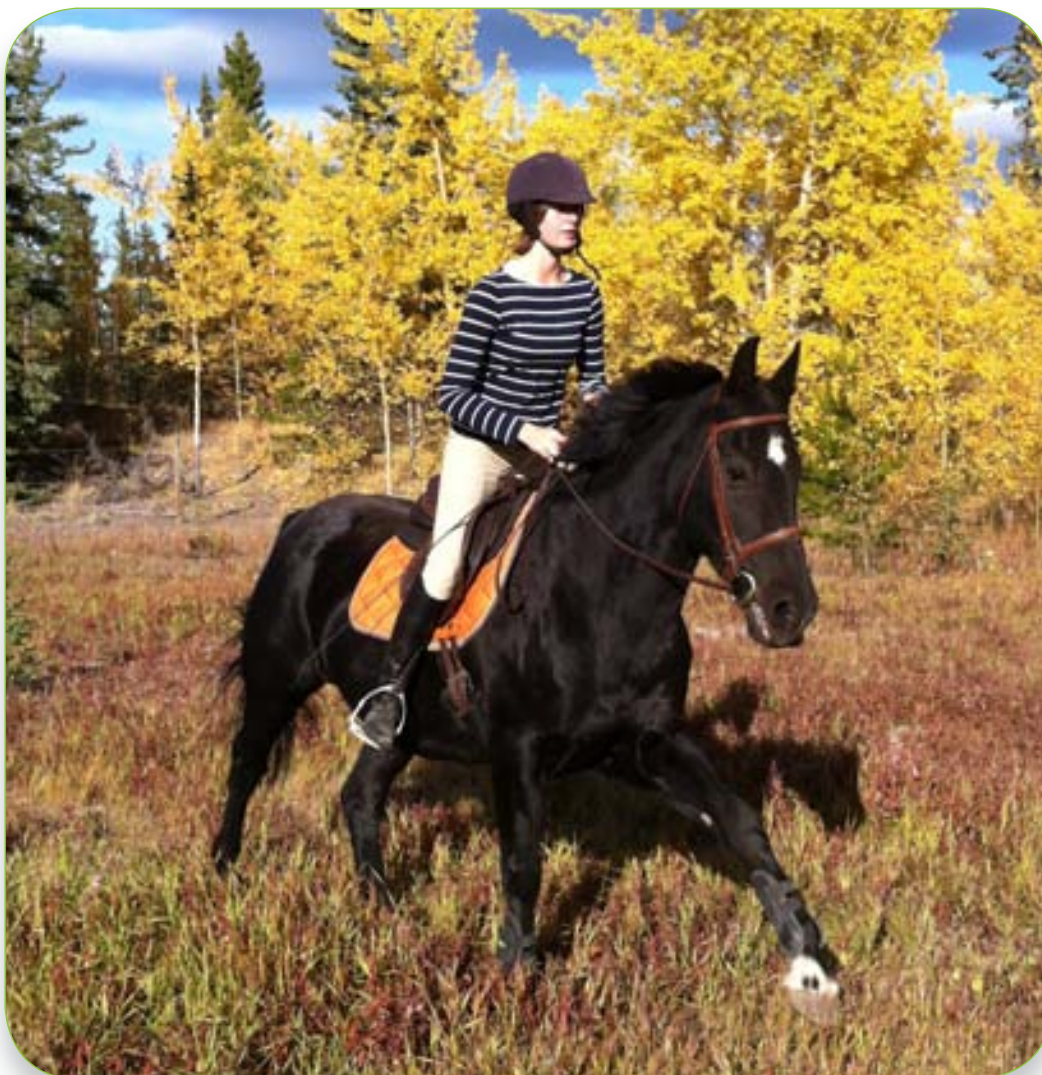
Protective equipment can reduce the risk of injury for participants. Helmets, mouth guards, goggles and facemasks are examples of personal protective equipment. If there are no established rules, you may have to decide whether or not to require the use of protective equipment in your activities.

PROTECTIVE BARRIERS

Protective barriers minimize the potential of injuries from unknown dangers for those using outdoor spaces.

SIGNS

Signs are a way of warning about a danger, or giving direction e.g. showing evacuation routes in the event of an emergency.





MODULE 8

QUALITY PROGRAMS AND EVENTS





QUALITY PROGRAMS AND EVENTS

MODULE 8 OUTCOME:

Leaders contribute to the delivery of community-driven programs and events.

MODULE 8 – QUALITY PROGRAMS AND EVENTS

- 8.1 Introduction to Recreation Programming
- 8.2 Community-Driven Recreation Programming
- 8.3 Programming Resources, Revenues and Expenses
- 8.4 Programming Considerations
- 8.5 Ensuring a Positive Experience for Participants

LEARNING OBJECTIVES:

- Ensure community-driven programs and events meet the needs of both individuals and the broader public good.
- Identify strategies for making community-based programs accessible and inclusive.
- Describe planning steps that result in community-driven programs and events.
- Describe financial management activities (budgeting, reporting, etc.) of programs and special events.
- Know where to access resources to support program delivery in Northern communities.

8.1 INTRODUCTION TO RECREATION PROGRAMMING

“Recreation is the experience that results from freely chosen participation in physical, social, intellectual, creative and spiritual pursuits that enhance individual and community wellbeing.” (ISRC & CPRA, 2015).

This broad definition of recreation includes a wide range of active and passive, formal and informal, activities and programs that incorporate physical activity, sport, arts, dance, fitness, cultural and heritage activities, events and festivals.

Recreation programming is usually thought of as the more formally organized and directly delivered recreation and sport opportunities in a community.

Programming includes after school programs, community games, arts and culture, special events, physical activity programs and promotion, and other activities that appeal to a mix of interests, ages and abilities.

A SUCCESS STORY FROM CARMACKS *(aud1)*



Cindy Underhill



While it is understood that each community is unique and priorities will be different, the [Framework for Recreation in Canada \(pdf1\)](#) suggests five goals and related priorities that help communities maximize recreation’s potential for individual, community, economic and environmental benefits (ISRC & CPRA, 2015).

1. Foster active living through physical recreation.
2. Increase inclusion and access to recreation for populations that face constraints to participation.
3. Help people connect to nature through recreation.
4. Ensure the provision of supportive physical and social environments that encourage participation in recreation and build caring communities.
5. Ensure the continued growth and sustainability of the recreation field.

Effective recreation leaders recognize that formal as well as informal programming requires leadership from the community. In the field of recreation, there are rarely sufficient human, financial and physical resources to meet all a community's needs and demands. Community recreation is successful when local residents are engaged throughout the planning process and when parents, youth, coaches and volunteers take on leadership roles.

As described in [Module 6 \(mod6\)](#), whenever recreation planning occurs, it is important to engage and involve citizens and stakeholders. Moreover, recreation leaders need to promote the concept of leisure as a right of all community members as well as the importance of recreation education and leisure literacy. When they work together, the potential for recreation to improve quality of life, protect the environment, strengthen families, support healthy and active lifestyles, and ensure diversity-friendly and safer communities becomes a reality.



8.2 COMMUNITY-DRIVEN RECREATION PROGRAMMING

The remoteness of most Yukon communities creates unique challenges for recreation programming and events, challenges that are not experienced in urban areas. However, Yukon's natural environment and the passion Yukoners demonstrate for taking part in outdoor activities bring unique opportunities for recreation programming.

In the past, recreation leaders typically determined programs and events using a model that reflected what they knew about community needs, interests, trends and available resources. Leaders would apply their knowledge and experience designing a slate of programs to deliver. Using this approach, a recreation leader begins planning at Step 7 of the process shown in the following illustration.

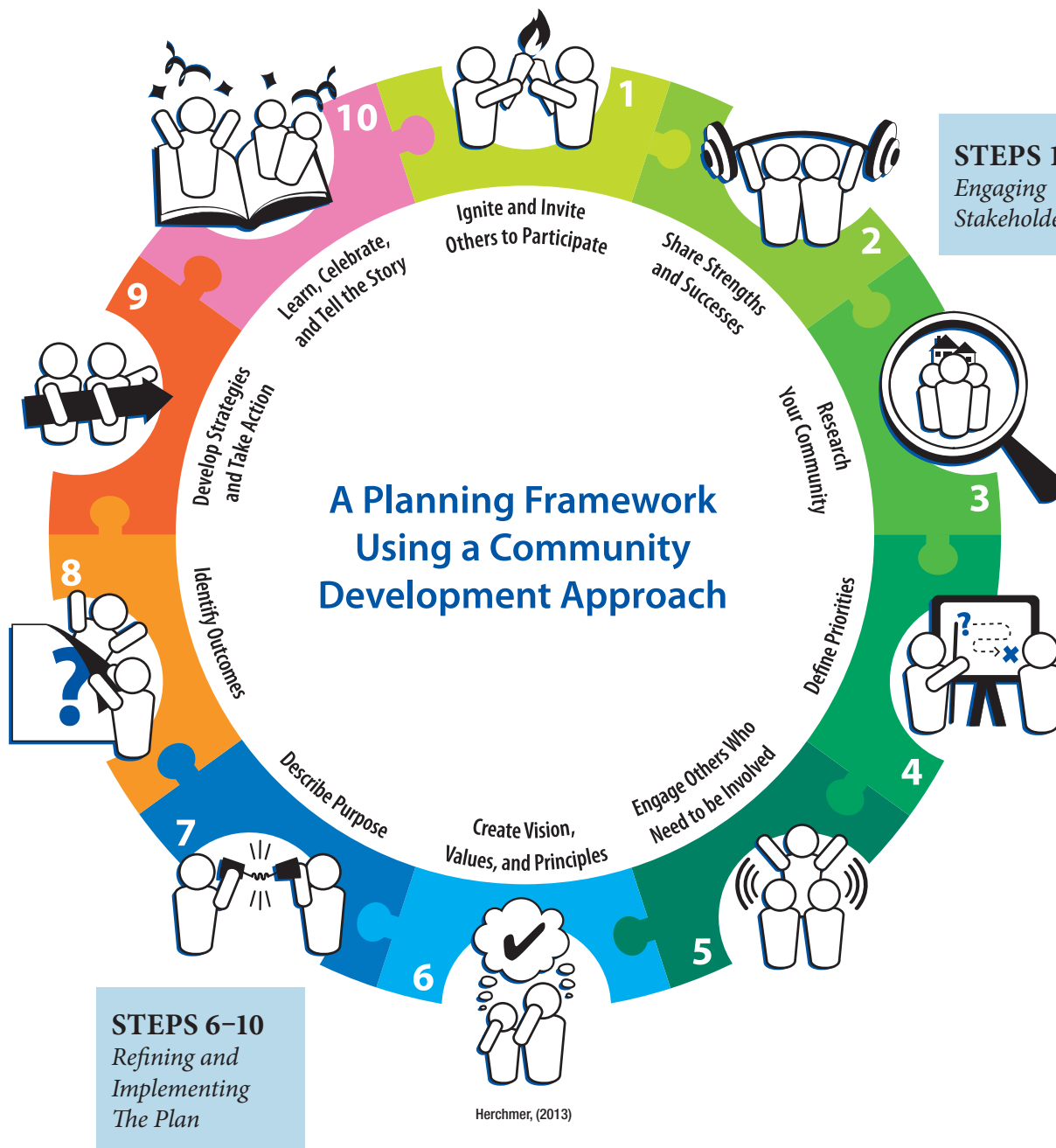
Of course, when planning begins at Step 7 and is done by one leader, the process moves much faster. Although this type of approach could lead to meaningful programs and good community participation, it is more likely to result in activities and experiences that do not meet a community's diverse needs, have little chance of sustainability, and result in the same group of people participating and volunteering.

Sometimes it is necessary to plan and implement programs and events quickly and leave the responsibility to one recreation leader. However, this is not always an ideal approach to planning.

An ideal approach uses all ten steps, builds a sense of community ownership, engages the community, involves diverse stakeholders, and builds from organizational or community assets. Local residents are knowledgeable about their communities. Citizens and stakeholders can contribute to making decisions, and when engaged, will participate in designing and implementing meaningful and relevant programs and events.

As introduced in *Module 6 (mod6)*, a 10-step planning model (Herchmer, 2013) provides a framework that results in community-driven programs and events. When a community development approach is used, and Steps 1 through 10 are implemented, the process may take longer. However, the results are almost always meaningful, relevant and sustainable. Regardless of the approach selected, successful programs result from an investment in planning with the community, not just for the community.

At first glance, ten steps may appear intimidating. However, once the model is understood and put to use, the need for each step will be appreciated. With use, this will become an intuitive approach to programming and planning community recreation. The following pages describe the importance of each step and how to put each into place.



A Recreation Programmer may start at Step 7 to implement a program but, beginning at Step 1 is much more likely to generate "buy-in" from the community.

COMMUNITY DEVELOPMENT APPROACH TO PLANNING

STEP ONE

IGNITE AND INVITE OTHERS TO PARTICIPATE

Involving others from the beginning ensures diverse and innovative thinking about the program or event.

Invite others to be involved in helping to plan and implement your program(s), event(s) or other initiatives.

Consider whether you need to plan for:

- one program or special event;
- a cluster of programs for a specific target audience (e.g. youth, seniors); or
- a specific type of interest (e.g. cultural, arts, nature, etc.)

Host a small informal meeting or chat individually with others in your community.

Keep the number of people you involve small, but engage those who enjoy and are good at examining the “big picture” and like creating new and different ways of doing things.

The people you need to involve at this point are likely those who serve the same target audience or have expertise or resources that would support the program or event you are considering.



STEP TWO

SHARE STRENGTHS AND SUCCESSES

This step helps identify and access new resources from potential partners (e.g. time, talent, dollars and in-kind contributions).

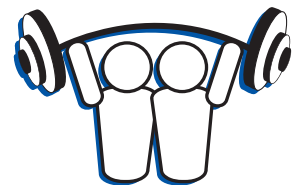
An asset-based approach identifies the strengths and successes a community already has and builds from there.

Instead of responding to a lack, need or problem in the community, this approach recognizes a community’s strengths. Look for support within the community rather than relying on outside “experts”.

Seek the assets (e.g. skills, talents, passions or resources) each individual or organization can contribute.

For example, is there someone who has a passion for art who can volunteer once a week during your after school program? Is there unused space in a church basement for a preschool program? If high school students need volunteer hours to graduate, can they help with the Christmas Craft Fair?

Start looking for resources in your conversations with the people you identified in Step 1.





STEP THREE

RESEARCH

Research helps to reduce duplication of programs, services and events within the community and the re-invention of a program that may have already been developed elsewhere. When we avoid re-inventing the wheel, we can make better use of scarce resources (e.g. volunteers, grants).

Involve participants in researching and gathering information.

The kind of information needed depends on whether the planning is for (a) one program or special event, or (b) a cluster of programs for a specific target audience or interest.

If planning for one program or event, find out whether or not there is an interest and a need. Collect examples of similar programs or events from other communities. Gather information about programs being offered by other organizations and programs and events that have been delivered in the past.

If planning for a cluster of programs for a specific target audience (e.g. youth) or interest (e.g. arts and culture), you will need a broader range of information. This could be done using surveys, one-on-one conversations, public meetings, etc. You may need to:

- Develop a community profile to identify who lives in your community by age, gender, special interests and barriers to participation. Click here ([pdf11-6](#)) for a template.
- Create a list of the programs, talents and other assets that already exist in your community. Use this template ([pdf11-7](#)) from Manitoba's Recreation Director's Handbook.
- Approach local associations, governments, service clubs, churches, schools, businesses, etc. to determine what is being offered and when, who (age and gender) and how many participate, and the successes that have resulted.
- Find out what people are interested in, what they would like to experience, and what talents they can share.

In this step, think about how recreation programs and events can best serve the public good. For example, are programs needed to help create a stronger sense of community, reduce obesity, promote culture, engage youth, etc?

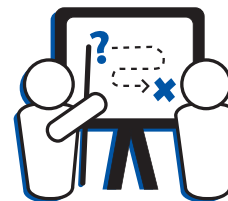
Keep in mind that recreation leaders need to address community needs, issues or trends rather than react to the wishes of specific stakeholders.

**STEP
FOUR****DEFINE PRIORITIES**

This step clarifies the type of program(s) or event(s) that will provide the greatest return for local efforts and resources.

The first three steps can feel messy and unclear. However, at this point ideas, priorities and direction will begin to emerge. The small group involved will be able to describe the priorities even though you may not have the details about how it will be put into place.

Take some time to write down and share the priorities that are emerging. This helps to identify who else needs to be involved, the scope of the plan, and the resources needed.

**STEP
FIVE****ENGAGE OTHERS WHO NEED TO BE INVOLVED**

Engaging others who need to be involved ensures community ownership for designing and implementing the program or event rather than assigning responsibility to one paid staff person. This step also contributes to the development of partnerships and collaboration.

Quality programs and events require knowledge and resources from other individuals, organizations, funders, businesses and sectors.

Up to this point in the process, only a general direction has been determined. It is now important to “go wider” and involve others to develop the program or event details.

For example, you may have determined that your priority is to fill a gap because there are no youth programs or because almost all recreation programs have been focused on sport. Your next step is to engage others to generate ideas for specific youth and/or non-sport programs and events (e.g. dance, music, fitness, etc.).

A useful metaphor is to think of this as it relates to pouring concrete. A frame has been built to contain the cement; however, when participants and other organizations are invited to be part of the next step, it is still wet enough that they are able to write their own ideas in it.

In other words, involve participants in designing the details of the program or event and how to implement it. Involving them at this stage means they are more likely to make the future direction their own.

Engaging others leads to staff, volunteers, organizations, businesses and other partners working together. It also increases opportunities for more partnerships and collaboration between individuals, organizations, funders and businesses.





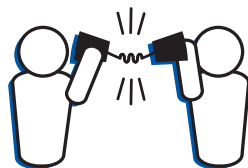
STEP SIX

CREATE THE VISION AND VALUES FOR THE PROGRAM OR EVENT

A vision is needed for inspiration and will make your community want to be part of the program or event.

By this time, a positive and ideal vision of the program or event has emerged. Rather than one person's vision, it expresses the group's or community's possibilities of an ideal future for the program or event.

Communicate the vision through a description of what you want it to become and the impact you anticipate it will make. It should resonate with everyone and make them feel proud and excited to be part of something worthwhile and much bigger than themselves.



STEP SEVEN

DESCRIBE PURPOSE

The purpose of the program or event is needed to provide clarity. It is typically one sentence that can be used in marketing and social media materials as a concise and accurate description.

A purpose or mission is the reason for the program or event. It describes its function, often becomes the public description, remains constant, and is simple enough to be repeated by every individual involved.

Determine the purpose by answering three questions. Then, combine them into one sentence:

1. What key benefit or outcome is delivered by this program or event?
2. Who is it for?
3. How will we do it?

For example, if these three questions were applied to an afterschool program for children, it might look like this:

1. Our community's children will reach their full potential
2. For Youth in Grades 6 - 8
3. By providing an after school program.

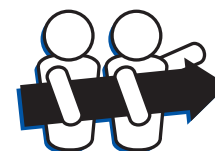
The resulting purpose statement might be:

We will support our community's children to reach their full potential by providing an after school program for youth in grades 6 to 8.

STEP EIGHT	IDENTIFY OUTCOMES
Outcomes explain why the program, event or initiative is important, and the impact it has on the individual and/or the broader community.	
<p>Outcomes are the desired results or impact of a program, event or activity. They are about individual, organizational and community change, and the differences that result from your work.</p> <p>For individuals, outcomes can include change in knowledge, status or condition, behaviors, attitudes, values or skills.</p> <p>For example, an after school initiative could deliver these <i>Sample Outcomes (pdf28)</i>. At a broader level, outcomes can deliver social, environmental and economic benefits.</p> <p>Any activity can have more than one outcome, and some may even be unanticipated. However, identifying desired outcomes is essential for successful planning.</p> <p>Outcomes should answer one of two distinct questions.</p> <ul style="list-style-type: none"> • What will stakeholders and community have that they don't have now? or • What is lost if this is not done? <p>Always plan with the end (outcomes) in mind.</p>	



STEP NINE	DEVELOP STRATEGIES AND TAKE ACTION
This step operationalizes or makes the program, event or initiative happen (e.g. marketing, staff, volunteers, risk management, budgeting, etc.).	
<p>Strategies are broad actions that move us toward the vision, purpose and outcomes for the program or event. In the previous after school example, enrichment and recreation, small group tutoring, and mentoring are strategies as they are longer-term activities providing a general direction.</p> <p>Strategies start from where the individual, organization or community is and moves them towards the outcomes wanted in the future. They recognize and address the challenges that prevent the achievement of the desired outcomes.</p> <p>Strategies are implemented by developing action steps, roles, costs and timelines. See this <i>Program Planning Checklist (pdf29)</i> to find out what details are typically included. There are also checklists for planning special events (<i>pdf30</i>).</p> <p>Remember, an action plan needs to list all the tasks that are to be completed, when they will be completed, and by whom. Refer to Manitoba's <i>Recreation Director's Handbook (pdf11-8) (pdf11-9)</i> for more detail.</p>	





STEP TEN

LEARN, CELEBRATE AND TELL THE STORY

Step 10 helps to measure the difference your event, program or initiative has made in the community as well as how it could be improved.

It is always important to review and renew your plan and to discuss the program or event with stakeholders and participants.

Holding a meeting to reflect on the successes and challenges brings about learnings, stories and reasons for celebrating. It also leads to new outcomes and strategies for continuing to move forward. Participants are inspired and energized by what has been achieved.

Documenting your learnings, stories and reasons for celebrating ensures an ongoing record of your program or event, a review and evaluation of what you have done, and strategies for improving the next plan. This documentation can be recorded in various ways (e.g. written report, video, attendance records, self-appraisals, observations, discussions and/or questionnaires).

It is important to critically and honestly consider the information collected and what it may or may not mean. The results can be used to enhance or improve current programs and plan new ones. Always record results of this process as things may be forgotten or distorted over time.

Celebrate often! Create fun and new ways to celebrate successes and the completion of major milestones or activities.

Asking Questions That Matter...and Some Tools to Answer Them (pdf21) is an excellent toolkit for community-based program evaluation designed for Yukon service providers.

For a sample program plan and forms (registration, photo release, waiver, and feedback form) that can be adapted, download the Recreation and Parks Association of Yukon's *Nordic Walking Leaders Guide (pdf31)*. The Manitoba *Recreation Director's Handbook (pdf11-10)* also includes sample program forms and templates.

Review this list of considerations *(pdf32)* to help you ensure successful programs and events, and this document *(pdf11-11)* for a range of programming ideas.

8.3 PROGRAMMING RESOURCES, REVENUES AND EXPENSES

As described in [Module 3 - Funding and Budgeting \(mod3\)](#), a budget is critical to ensuring your program or event operates in a financially responsible manner and is sustainable.

Budgets are usually the responsibility of management, but ideally recreation leaders, whether staff or volunteers, should have input and/or responsibility for the budgets of the programs they lead. Program and event budgets need to consider operating expenses as well as anticipated income or revenue sources. This sample [Budget Planning Worksheet \(pdf33\)](#) provides examples of potential expenses and income.

Program operating costs might include staff wages, equipment, materials and supplies, and perhaps transportation. Check with your supervisor to see if your budget also needs to include insurance and office supplies.

Program income may come from the recreation operating budget or you may need to raise money through grants, fundraising, fees and in-kind services. If you charge fees, make sure you have a policy in place for those who cannot afford to pay to participate.

For more information on handling revenues and expenses, please refer to [Module 3 \(mod3\)](#).

While there is usually good access to resources for recreation programming in Northern, rural and/or remote communities, it can take time and skill to access them. Module 3 describes a variety of sources for financial and non-monetary resources for recreation programming.

You may decide to charge fees for your program to help recover the cost of materials and wages. Keep in mind that fees will not recover all costs. Fees posing a barrier to participation necessitate finding other ways to cover program expenses.

Be creative and look for a variety of resources, not only cash, to support your program. Other resources may include volunteer time, in-kind contributions of materials or use of a facility, and programs offered by Yukon Special Recreation Groups and Sport Governing Bodies.

When cost is a barrier to participation, Canadian families are supported through programs such as Canadian Tire Jumpstart and Kid Sport. In Yukon, the [Kids Recreation Fund \(url7\)](#), administered by Sport Yukon, provides funding for children from lower income families to participate in recreation and sport.

[RHEAL Leaders \(url34\)](#) (Rural Healthy Eating Active Living) is a Yukon program that provides funding through short-term contracts to local recreation leaders who deliver active living programs in rural Yukon communities.

8.4 PROGRAMMING CONSIDERATIONS

Recreation leaders who have been involved in planning, delivering, and evaluating multiple recreation programs know that no two programs are alike. Characteristics of participants, availability of volunteers or other resources, the focus on different target groups, interests, and priorities of funders or managers constantly influence how we plan for and implement recreation.

A SUCCESS STORY FROM HAINES JUNCTION (aud8)



Lia Fox

This section of Quality Programs and Events describes some recreation programming considerations (e.g. age, ability, priority, etc.). Each brief description is accompanied by a list of resources designed to provide further information and guidance for recreation leaders.

Specialized Programming

Recreation planning and programming may target a certain demographic. Age is often used as a basis for program design because abilities, attention span, interests, etc. change as people grow and develop. Although it is important to plan for age-appropriate activities, it is just as important to program recreation which brings people of different age groups, interests and backgrounds together. Ensure recreation programming has a mix of activities and events, some of which target specific ages and interests and others that bring the community together and strengthen relationships.

When planning for specific age groups, keep in mind that participants of different ages will seek different outcomes. As a result, the focus and activities offered need to be appropriate. Manitoba's [*Play Leadership Training Manual \(pdf34-1\)*](#) includes information about planning for different ages. The Manitoba [*Recreation Director's Handbook \(pdf11-12\)*](#) includes characteristics and activity tips for different age groups.

Youth

Although it is often challenging to program recreation opportunities for youth, it is well worth the effort. These experiences can further develop skills that will help them in their adult life and in the workforce. Recreation programming must involve youth to generate ideas as well as to plan, implement, and evaluate activities and events.



The Community Recreation Handbook for Northern Saskatchewan (pdf12-6) explains the importance of developing strategies to engage youth in recreation programming as participants, leaders and volunteers. The *Youth Engagement Toolkit (url35)* is a user-friendly resource from British Columbia designed to support and strengthen the practice of engaging and involving youth. *Bridging Silos in Aboriginal Communities (vid6)*, presented by Isabelle Aube, explores a model where all departments work together for the greater good of the youth of the community.

Youth programs and leadership development are the responsibility of Yukon Government's Youth Directorate. *BYTE (url36)* (Bringing Youth Towards Equality) is a nonprofit organization focused on empowering youth throughout Yukon and Canada's North. BYTE offers a variety of opportunities for youth development (e.g. workshops, projects, youth leadership training, etc.).

Seniors and Elders

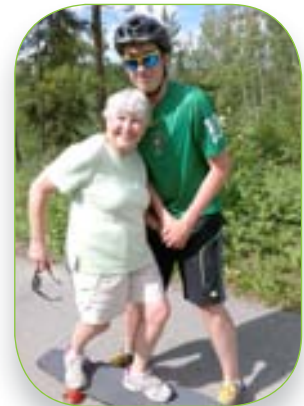
The increase of people over the age of sixty across Canada is now evident in Yukon as well. Recreation and active living support healthy lifestyles for seniors and reduce the incidence of chronic disease and pain. Long winters and limited public transportation pose barriers to participation for this group. The Active Living Coalition for Older Adults (ALCOA) is a national nonprofit organization that promotes a society where all older Canadians lead active lifestyles. In Yukon, ElderActive Recreation Association (ERA) serves Yukoners over the age of 55 encouraging active lifestyles through participation in recreation and sport.

Inclusive Recreation

As described in *Module 6 - Planning for Recreation (mod6)*, inclusive recreation means it is easy for everyone to participate should they choose to do so. As programming (planning and delivering recreation programs and events) needs to be inclusive, the following resources provide useful information about inclusion.

The Manitoba *Recreation Director's Handbook (pdf11-13)* offers tips for inclusive programming and information about different types of disabilities. Parks and Recreation Ontario offers a pre-recorded webinar, *Creating Inclusive Programs for Diverse Communities (vid7)*. Yellowknife Association for Community Living offers an easy-to-read "how-to" guide for social and recreational inclusion (*pdf35*).

The *Active Living Alliance for Canadians with a Disability (url37)* supports Canadians with disabilities to lead active, healthy lives. To better understand inclusive recreation programming, work through their online training tool, *Moving to Inclusion (url38)*. *Active Living After School: How to for After School Programs (url39)* also offers eight steps to inclusion for children and youth with a disability.



Everybody Gets to Play™ is a Canada-wide initiative led by the Canadian Parks and Recreation Association to make recreation more accessible for children living in low-income situations. The [Northern Supplement to Everybody Gets to Play™ \(pdf7-2\)](#) introduces barriers to recreation participation across the North and includes a list of [Success Factors \(pdf7-1\)](#) that can help leaders plan and deliver more inclusive and accessible recreation programs. [The Northern Links \(url40\)](#) website offers a First Nations, Inuit and Métis Supplement to Everybody Gets to Play™.

There is no shortage of creative strategies across Yukon to ensure that everyone gets to participate.

- The Watson Lake Recreation Board has a scholarship fund set aside for coaches and families to access covering the cost of fees and equipment.
- Skates and helmets are available at no cost for ice rink users in some communities.
- Goalie equipment and other gear are sometimes owned by the local hockey association and loaned to children and youth for the season.
- The Winter Active for Life Equipment Lending Library, a partnership between RPAY and Cross Country Yukon, offers loans of snowshoes and cross country skis for seasonal use in communities.
- Liard First Nation covers the cost of downhill skiing passes for their children and youth at Mount Maichen.
- Some communities (e.g. Mayo) have policies that ensure all children's activities are offered free of charge.

[How to engage people who need recreation the most.](#) Discover how to generate interest and break down some of the barriers to participating in recreation. Watch the video and put your own creative thinking to work.

Recreation and Active, Healthy Lifestyles

Although reports from the [Canadian Fitness and Lifestyle Research Institute \(url41\)](#) show Yukon children as slightly more active than other Canadian children, only a small percentage meet Canada's guidelines for physical activity. Twenty-five percent of Yukon children are not active outside of school hours (DataPath Systems, 2010) and girls living in rural Yukon demonstrate the lowest levels of physical activity (Freeman, Saab, King & Gropp, 2011). Statistics are similar for Yukon adults. Interestingly, Yukon has more of a split between a very active group in the population and a very sedentary group.

Recreation leaders need to encourage citizens to embrace physically active lifestyles. *The Yukon Active Living Strategy (pdf2)* provides rationale for increasing physical activity levels and identifies priorities for encouraging Yukoners to be more active. Regardless of the type and target of recreation programs, all leaders need to consider how to get people moving more.

Healthy eating supports an active and healthy lifestyle. Yukon Government's *Pathways to Wellness (url29)* offers tips and ideas for healthy lifestyles supported by healthy eating, physical activity, happiness, etc.

Refer to the sampling of resources below to help you promote, design and offer recreation programs that foster an active, healthy population. Be creative, get people up and moving, and build opportunities for physical activity into all programming.



ParticipACTION (url42) promotes Canada's physical activity guidelines and the importance of play.

Come Meet the Challenge! *Physical Activity and Nutrition Initiatives in Aboriginal Communities: A Resource Guide (pdf36)* was developed by the National Indian and Inuit Community Health Representatives Organization. It provides suggestions and examples for designing and delivering physical activity and healthy eating programs in an indigenous context.

RPAY's *Healthy Living Menu of Workshops (url43)* offers workshops that train local community leaders to deliver programs such as fitness and Nordic walking in their own communities.

The YMCA developed *Raising Healthy Kids: Activity Guide for Recreation Leaders* ([pdf37](#)) that provides 32 ready-to-use asset-building activities, eight activity sheets, eight newsletters, and six handouts that encourage elementary-age children to eat healthy and be physically active.

The After School Time Period (ASTP)

The after school time period (ASTP) has recently emerged as a priority in response to low levels of physical activity and increasing incidence of obesity among children and youth.

Most children get about half of their total daily physical activity between the hours of three and six o'clock. However, during these hours, the average child is sedentary for 107 minutes and moderately to vigorously active for only 14 minutes (Active Healthy Kids Canada, 2011). Recreation programming during the ASTP can improve this statistic by providing structured opportunities for social and emotional learning as well as encouraging more physical activity. This fact sheet ([pdf38](#)) provides more information about the benefits of after school recreation programs and why they are important.

Active After School is a project of the *Canadian Active After School Partnership* ([url44](#)) (CAASP). Together, a number of partners are strengthening and spreading quality active after school programs across the country. The CAASP website provides extensive resources for program and activity planning.



The Canadian Active After School Partnership provides a variety of videos for *Training After School Program Staff* ([url46](#)).

The *Rec & Read Aboriginal Youth Mentor program* ([pdf39](#)) builds on the strengths, talents and energy of Aboriginal youth. This “how to” manual offers suggestions for designing and delivering a culturally relevant after school program.

Boys and Girls Clubs of Canada developed *Cool Moves™* ([url47](#)) in response to the growing health crisis threatening Canada’s children. Cool Moves™ provides leaders with fun activities and healthy recipes that can be integrated into after school and other programs. This YouTube video ([vid9](#)) explains Cool Moves™ and the five resources that are available to download and use.

8.5 ENSURING A POSITIVE EXPERIENCE FOR PARTICIPANTS

The purpose of community-driven planning and delivery of recreation programs, activities and events is to ensure participants and communities benefit and experience positive outcomes. A positive participation experience requires planning, safety, an enthusiastic and caring leader, and positive interaction with the leader and other participants.

A positive experience is much more likely when the principles of good communication are followed. Leaders are role models and need to:

- use appropriate language (e.g. no swearing),
- be empathetic and understanding,
- demonstrate patience with all participants,
- help people to feel welcome and included,
- understand how to solve problems and resolve conflict, and
- use positive child guidance strategies to address misbehaviour.

Manitoba's *Recreation Director's Handbook (pdf11-14)* offers suggestions for effective verbal and written communication, behavior management, effective conflict resolution and problem solving.

5 STEPS TO PROBLEM SOLVING

- Step 1. Recognize and define the problem. What are the facts?
How extensive is it?
- Step 2. Brainstorm possible solutions.
- Step 3. Assess the alternatives. What would happen if you tried
the different alternatives?
- Step 4. Decide on the best alternative and go for it!
- Step 5. Evaluate what happens. Did it work? If not, go back to step 3
and try again.

(Manitoba Aboriginal and Northern Affairs, 2008)

Managing a group of children and handling those who misbehave takes patience and perseverance. Recreation leaders who do not have experience with groups of children can find some behavior overly energetic or challenging. Two videos, *Building Positive Relationships with Children and Youth in After School Programs (vid10)* and *Supporting Children and Youth with Challenging Behaviors (vid11)*, offer suggestions for building positive relationships with children and ensuring great experiences for all participants.

Saskatchewan Sport's Resource Manual for Sport Leaders includes a section titled *Positive Play with Children (pdf40)*. This section is worth downloading as it describes the characteristics of quality communication, how to set and communicate expectations for positive behavior, strategies for building self-esteem in children, ways to handle difficult behavior, and the use of achievement awards.

The Manitoba *Play Leadership Training Manual (pdf34-2)* is another useful resource for recreation leaders who work with children. The manual includes strategies for managing misbehaviour and positive behavior, preventive discipline techniques, tips to communicate with children, guidelines for establishing rules, and ideas for planning programs that support good behavior.

It is important that recreation leaders set and maintain consistent standards of behavior for children. However, it is also important to focus on the whole child and not only the behavior. Recognize the strengths and qualities of each child and point these out. Reinforcing what a child does well strengthens good behavior, builds confidence and increases learning. Reinforcing positive behavior also limits those that are undesirable.

Understand that multiple factors can impact behavior. Children experience traumatic events at home, mental health issues, and physical/intellectual disability or sensory impairment. These challenges can influence behavior resulting in hitting, tantrums, yelling or complete lack of engagement. Your ability to support these children effectively will have a significant impact on the positive outcomes they, and the other children in your program, experience.

Fetal Alcohol Spectrum Disorder (FASD) is a lifelong disability resulting from exposure to alcohol before birth. FASD can result in a range of mild to severe cognitive, behavioral, physical and sensory disabilities. Recreation leaders will benefit from understanding what FASD is and the way in which it affects behavior. *[FASD: A Guide to Awareness and Understanding \(pdf41\)](#)* provides basic information about FASD for a variety of readers and provides strategies for effective communication. More information on FASD is available through *[FASSY, Fetal Alcohol Syndrome Society Yukon \(url48\)](#)*.





MODULE 9

MARKETING



MARKETING



MODULE 9 OUTCOME:

Leaders work with others to implement appropriate marketing strategies.

MODULE 9 – MARKETING

- 9.1 Marketing the Benefits of Recreation
- 9.2 Marketing Approaches and Terminology
- 9.3 Marketing Plans
- 9.4 Strategies for Marketing Recreation
- 9.5 Internet and Social Media

LEARNING OBJECTIVES:

- Access resources and research related to the personal, social, economic and environmental benefits of recreation and parks.
- Understand key marketing approaches and terms.
- Access resources to implement appropriate marketing plans.
- Recognize strategies for promoting recreation in remote Northern communities.

9.1 MARKETING THE BENEFITS OF RECREATION

Over the past twenty years, people in the recreation field have collected and reviewed information describing the potential of recreation to deliver individual, social, economic and environmental benefits. This research is extremely important for marketing programs, events and opportunities as well as for promoting the social and public good of recreation.

More than one thousand documents are referenced and searchable on the [National Benefits Hub \(url3\)](#). This data has been sorted by themes to illustrate 50 benefit or outcome statements organized under one overall marketing message. Eight key marketing messages show the diversity of benefits and potential impact of recreation.

The National Benefits Hub (2010) provides one key message for the field of recreation to use in promotion and marketing.

Leisure activities, parks and greenspace are essential to our physical, intellectual, social and spiritual well-being, to our quality of life, to the environment, and to our economic sustainability.



9.2 MARKETING APPROACHES AND TERMINOLOGY

Traditional Marketing

Each of us might think of marketing in a slightly different way. However, for recreation leaders, marketing has typically involved activities designed to create an awareness and appreciation of the programs, events, services, volunteer opportunities and facilities we offer. This type of marketing approach remains a priority because, without promotion to raise awareness of programs and services, even the best programming will result in low participation and limited impact.

Marketing is about communicating the right message, to the right audience, and through the right medium. Using the Marketing Mix of 5 P's (people, product, price, place and promotion) can provide guidance for planning effective marketing strategies.

PEOPLE: Start by identifying the benefits of greatest interest or need to the people who may be involved in your program or event. Gather information about this potential market or target audience. Consider where they spend their time, what activities they do on a daily basis, and the types of media they use.

Depending on your revenue sources, you may also need to understand the outcomes or benefits a funder is seeking. For example, a grant from the Health Investment Fund may prioritize increased levels of physical activity among seniors as an end result. Balancing the outcomes of both the target audience and a funder's priorities is not always easy.

PRODUCT: Learn from your target audience(s) whether your existing or new program delivers the outcomes or benefits that were originally identified as important. You want to know that these are being delivered and then ensure they align with the interests of stakeholders and funders.

PRICE and PLACE: Consider price and place when packaging your program or initiative. Describe the program's benefits and features in a way that directly relates to the needs and interests of your target audience. Describing features means identifying the who, what, where, cost, location, etc.

There is a fine balance between pricing too high and providing something for free. Recreation leaders find that free programs are perceived to have lower value than those for which a nominal fee is charged.

PROMOTION: Spread or promote your message using a format suited to your target audience and to your budget. Use a range of activities and media (e.g. posters, word of mouth, Facebook, or newsfeed on your website) to promote the package and the benefits of participating.

Social Marketing

Recreation has the potential to influence positive outcomes and benefits for individuals, families and communities. Encouraging and marketing these possible benefits is an important task for community recreation leaders. This type of marketing is not focused on specific products (e.g. program, event, volunteer opportunity). It is about promoting a shift in attitudes and behaviours. Marketing that aims to get people more active, to influence awareness about screen time, or to reduce consumption of sugar-sweetened beverages is called social marketing.

Social marketing generally consists of three steps:

1. Building awareness of an issue,
2. Appreciating what the issue really means to an individual or an organization, and
3. Understanding the options for change.

The intention of social marketing is to modify values, shift attitudes and ultimately promote behaviour change. Although this type of marketing is important for a group or organization, it plays a critical role in achieving social good. This means that recreation leaders need to incorporate traditional and social marketing approaches. On one hand, traditional marketing involves making a sales pitch to encourage individuals to participate in programs, events, services, volunteer opportunities and facilities. On the other hand, social marketing is necessary to position recreation as a benefit to the public good and a means to address broader societal issues.



ParticipACTION's goal is to get Canadians moving more. ParticipACTION is a Canadian and world-renowned example of social marketing. Their website offers a number of infographics and access to communication materials which recreation leaders can use to promote participation in play and physical activity.

For more detail on social marketing, refer to [*The Community Toolbox \(url49\)*](#). The resource describes social marketing and includes techniques for developing and conducting a campaign designed to promote, support and maintain behaviour change.

Branding

Whether you know it or not, your organization or community already has an identity. Your brand is everything that everyone sees and hears about you.

Branding refers to who you are and what you do, and is packaged clearly and memorably. It is your community's or organization's look and feel. More than a logo, branding is what the world sees and hears about you. This includes the font and colours used, your website, social media, letterhead, brochures, registration forms, signage, business cards, PowerPoint presentations, the signature on your email, how staff are perceived, taglines, and even how your phones are answered.

This blending of the overall image, mission and focus of your organization with the core marketing message(s) is what helps the public identify and relate to you. Consistency in your look and feel is very important.

Each initiative, organization or community is different, and we need to be able to communicate that uniqueness as clearly and concisely as possible. If we don't know what makes us unique, we need to figure it out. One of the best techniques for thinking about your brand is to ask, "What three words would you use to describe your organization's brand?"

Features Versus Benefits

Effective marketing requires an awareness of the features of your programs, events and facilities, and an understanding of the benefits these deliver. The most common mistake made in marketing is to emphasize features when we should be selling the benefits or outcomes. While features such as time, location, duration and cost are important, benefits will motivate buy-in because they respond to the "why" rather than the "what".

In order to motivate local residents to participate, marketing and promotional efforts must always answer the question people ask themselves, "What's in it for me?"

Create marketing messages that provide answers to this question, such as:

- achievement and accomplishment
- learning something new
- challenge and risk, excitement and exhilaration
- connecting to others (friends, family, meeting new people)
- creative expression and curiosity
- improved health
- relaxation and relief from stress and tension
- self-exploration and self-discovery, growth of self-worth and self-confidence
- a sense of belonging

Think of recreation as a fortune cookie and market the fortune (the benefit) not the cookie (the features).



9.3 MARKETING PLANS

How do community organizations make marketing, branding and social media a reality when they are often under-resourced, tight for time and overwhelmed by its complexity? Too often our tendency is to simply start creating marketing tools like a website or poster. However, if you start by developing a marketing or communication plan, the time spent planning will make better use of scarce resources.

Create a marketing plan in six steps. Each of these steps is explained in more detail in the marketing workbook at this link ([url50](#)).

1. Determine marketing and communication priorities.
2. Clarify target audiences and key messages.
3. Prioritize your marketing voice, look and feel.
4. Select general marketing approaches or strategies.
5. Prepare an implementation plan.
6. Develop and apply the marketing tools and tactics.

Once information for each step has been gathered, develop a Marketing Plan with the following elements:

- background and context
- vision, values and outcomes
- target audiences
- key messages
- goals, strategies and deliverables
- budget
- implementation plan
- evaluation

The Nonprofit Marketing Guide ([url52](#)) is an online source that offers resources, tips and training related to marketing and the nonprofit sector.

9.4 STRATEGIES FOR MARKETING RECREATION

In the North, there are many different ways to promote recreation programs, facilities and services without a huge expense. Get to know your community and use a blend of several tools to increase the likelihood of being noticed. For example, if very few people own computers or if Internet services are poor, social media (e.g. Facebook) may not be a good choice. If there is one grocery store in your community, then a bulletin board or flyers at the cash register may get more attention.

When promoting your recreation program, event or facility, choose several tools from the list below.

- ads in community newspapers or on local radio stations
- banners at events
- brochures, flyers or posters placed in relevant settings (e.g. schools, grocery stores, libraries, First Nation's office, etc.)
- bulletin board displays
- community meals (e.g. potluck dinners, lunch and learn)
- an award competition (e.g. poster design)
- give away free tickets or discounts to your programs and events
- host free events or an introductory program such as Come Try Yoga
- newsfeeds on websites (e.g. Northern Links) ([url40](#))
- network with other groups
- newsletters
- open communication channels appropriate to your community (e.g. LinkedIn, Facebook, Twitter, Pinterest, Google+, a toll-free phone number, live chat on your website, email, forums, etc.)
- organize joint activities with other organizations (e.g. community recreation fair showcasing all groups and their activities)
- promotional items (e.g. stickers, pens, t-shirts, etc.)
- staffed table at a community event or trade show
- testimonials, success stories ([pdf42](#)) and reviews
- word of mouth



In small communities such as those in Yukon, it is likely that word of mouth is the best form of advertising. Chat with the locals at the coffee shop, community hall, seniors' centre, post office or bank. Talk to teachers and students in the schools, stop in at the First Nation's office, and visit various clubs and groups. People are naturally social and will always talk about issues or community problems. When recreation leaders take the time to visit with community members, they build trust, interest and respect. These are essential prerequisites for promotion and participation in recreation.

Small communities with one recreation director may be very limited in their ability and resources to market recreation. By understanding the difference between outbound and inbound marketing ([url51](#)), recreation leaders can design a marketing plan and tools that are more relevant to their community, less costly and more effective in terms of time.

Outbound marketing is more traditional, using many of the marketing tools listed above (e.g. radio ads, flyers and posters). It tries to capture people's attention. However, with its en masse focus, outbound marketing can be quite costly and not very effective.

Although inbound marketing is less expensive and more successful at reaching the target audience, this type of marketing requires an online presence. Inbound marketing entices people to find out more about your products, services, or programs by giving them something that already interests them. For example, you may choose to post an article on Facebook about the benefit of walking and then another about using pedometers. These posts capture the interest from people who may choose to participate in a program your organization offers. With its attempt to engage others through shared interests and passions, inbound marketing is a better fit with the kind of relationship building that is essential for community recreation.

Manitoba's *Recreation Director's Handbook* ([pdf11-15](#)) and the *Community Recreation Handbook for Northern Saskatchewan* ([pdf12-7](#) and [pdf12-8](#)) include sections and templates for marketing and promotion.



9.5 INTERNET AND SOCIAL MEDIA

Internet and social media offer a range of marketing opportunities. Even the smallest community needs a website to showcase community programs and events. When websites, databases and guides already exist, they may need to be promoted more widely. As the goal is to involve as many people as possible in recreation activities, websites should include:

- information about formal activities (e.g. programs, scheduled events, facility hours, etc.);
- references to informal activities (e.g. map of playgrounds and trails, drop-in activities, etc.);
- a calendar that allows stakeholders to post their own updates; and
- a database that lists contact information for local clubs, events, programs, services and facilities.

Social media tools such as Facebook, Twitter, LinkedIn, Instagram, Pinterest and blogs need to be considered as options for marketing. Before beginning your adventure with these computer mediated tools, find out if your organization has a policy about social media, then refer to [*Advice and Tips for Nonprofits on Social Media \(url53\)*](#). Recreation leaders who need to develop a social media policy and guidelines for their workplace can use this [*PolicyTool \(url54\)*](#) that was created by a leading authority in Canada.

As the [*Nonprofit Marketing Guide \(url52\)*](#) explains, social media takes time to master. It can be overwhelming to set up and manage Facebook, Twitter and other accounts. If social media is outside your comfort zone, seek a volunteer with the skills and passion to help.



MODULE 10

FACILITIES AND OUTDOOR SPACES



FACILITIES AND OUTDOOR SPACES



MODULE 10 OUTCOME:

*Leaders assist in maximizing the safety,
use and programming of community facilities
and outdoor spaces.*

MODULE 10 – FACILITIES AND OUTDOOR SPACES

- 10.1 Introduction
- 10.2 Community Facilities and Outdoor Spaces
- 10.3 Planning and Development
- 10.4 Operations and Maintenance
- 10.5 Preventive Maintenance
- 10.6 Facility-Specific Training

LEARNING OBJECTIVES:

- Understand the factors involved in the planning and development of community facilities.
- Understand the role of community in planning facilities.
- Clearly express the importance of recreation facilities in building community capacity.
- Understand the role of the recreation director in the planning and management of community recreation facilities including parks and trails.
- Describe the preventive maintenance requirements for different community facilities, including arenas, curling rinks, pools, parks and trails.
- Access resources required to maintain a healthy and safe facility.

10.1 INTRODUCTION

Whether you live in Whitehorse, Mayo, Teslin or another Yukon community, chances are your town is equipped with publicly accessible recreation and parks facilities. These facilities could include anything from a community hall to a swimming pool.

Access to public facilities is an important part of developing and maintaining a healthy community. Studies have shown that the infrastructures for recreation and sport are critical to the strength, vitality and economies of local communities (ISRC & CPRA, 2015). In many countries, access to green space, public parks and recreation opportunities are recognized as important aspects in growth of a local economy, improved health outcomes and the growth of conservation initiatives at a community level (Krueger, 2013).

In Yukon, where opportunities to interact with the outdoors are unlimited, facilities play an increasingly important role in our communities. Facilities become a gathering place; a shared space for locals to engage in a variety of activities, to interact with one another, and to have a sense of pride and ownership for their community.



As an operator of community facilities, there is an implied responsibility to manage these. Things like equipment management, building maintenance and risk management fall under the category of facility management. When done properly, you can vastly increase the success of your programming by offering people a safe, reliable and organized space to enjoy.

This module explores the ways communities and recreation leaders can develop and maintain their facilities in a healthy, sustainable way so generations can enjoy the opportunities community facilities provide. Risk management, an important component of facility management, is explored more fully in [Module 7 \(mod7\)](#).

Parks are usually associated with recreation, particularly in the context of public or municipal recreation. They encompass more than municipal parks; they are outdoor environments developed for recreation purposes and include playgrounds, developed and natural green-space, land and water trails, and government-designated parks.

Playgrounds are outdoor spaces set aside for recreation and play. Some playgrounds have natural elements such as trees, rocks and hills to encourage activity, while others offer man-made equipment to draw out structured and unstructured play.



Outdoor Spaces refer to outdoor environments where people choose to recreate. They include parks, playgrounds, streets, school yards and fields, trails, waterways, campgrounds, green-space, and “the Bush”.

Recreation Places generally refer to facilities and community infrastructure. They provide opportunities to participate in recreation and include community halls, recreation complexes, arenas and pools, libraries, schools, museums, art galleries, private gyms, etc. These are generally the indoor spaces that people might use for recreation and leisure.

Capital and operating expenses are important to understand with regard to facilities. Capital expenses refer to costs for building or establishing a permanent facility, structure, space or equipment. Operating expenses are those needed to run and maintain the facility or space. These can sometimes involve hidden expenses so budgeting, as described in [Module 3 \(mod3\)](#), is an important skill.

10.2 COMMUNITY FACILITIES AND OUTDOOR SPACES

In 2010, the Physical Activity Monitor conducted a study that found 94% of parents reported having access to local parks and outdoor spaces in their communities (Canadian Fitness & Lifestyle Research Institute, 2011). Under the Yukon Recreation Act, Yukon Government acts as the primary supporter of recreation facilities in Yukon communities (Lorimer, 2006). These spaces range from community halls, to gymnasiums, to playing fields. In some communities, the recreational facilities are owned and maintained by Yukon Government whereas in others, they are owned and maintained by local organizations identified in the Yukon Recreation Act as Local Authorities for Recreation. As *Module 2 - Recreation Foundations (mod2)* explains, Yukon Government (YG) provides partial funding to the Local Authority to support capital expenditures and operation and maintenance costs (Lorimer, 2006).

The planning and management of community recreation facilities, whether they are owned and operated by YG, a recreation board, community association, municipality or First Nation, may be assigned to a recreation director or facility manager. Responsibilities may involve acquiring insurance, building management and maintenance, careful budget work, and ensuring accessibility for all community members. You may also be responsible for creatively using the space available. A community hall is never simply a place for meetings; it is a dance hall, a roller-rink or a teahouse depending on the time of day and the people using it!



As a facility manager, be familiar with your policies and insurance coverage. Do you have a clear, written policy on how to deal with the loss or damage of facilities, equipment and tools? Having something prepared in advance will help you clearly communicate the expectations and recourse whether it is with employees, volunteers or public users. (Information about user agreements can be found on the last page of *Module 11 - Working with Groups and Partnerships (mod11)*).

Ensure your facility is welcoming and accessible. Use this [10-Point Facility Accessibility Check List \(url55\)](#) to assess how inviting your facility is to community members and visitors. Recommendations in the guide provide ideas for improving access by addressing physical, financial, attitudinal and environmental barriers.

In many communities, schools play an important role in the delivery of recreation. Recreation leaders maximize opportunities by working with school administrators to identify how and when school facilities are used for community recreation programs. In Yukon, recreation leaders work with the administrator of the school to reach an agreement. Administrators are directly responsible to Yukon Education as there are no school boards. More information on working with schools is available in these resources:

- [A Joint Use Agreement Guide \(url56\)](#) published by the British Columbia Recreation and Parks Association (BCRPA) includes checklists, templates and information on legal considerations to help facilitate reciprocal agreements between schools and facilities.
- [Manitoba Education \(pdf43\)](#) provides a comprehensive handbook on Community Use for Schools and School Use of Community Facilities. It explains how to develop facility-use policies, procedures and agreements for schools, recreation organizations and municipalities.
- [New Brunswick Department of Education \(url57\)](#) explains the value of Community Schools and how building an alliance between the schools and the communities benefits the children and brings residents closer together.

WHAT IS IMPORTANT TO KNOW
Facilities are both an asset and a liability. They are valuable, but need ongoing care and maintenance.
Sometimes you have to invest in the facility in order for it to be more useful or accessible. Budget in advance for large improvements.
The more that people use community facilities, the more they feel ownership and pride.
Consider vandalism in facility planning and invite potential offenders to help with the plan.
A large meeting area is a good idea for revenue generation and can be an ideal place to showcase local talent and art.
Demonstrate and encourage good habits like cleaning up after events and functions.
Expand your knowledge and keep current. Take arena and facility management courses.

TIPS AND ADVICE

- Develop an inventory of equipment, tools and facilities and update it each year.
- Work with all community groups to find new ways to use facilities. Be creative!
- If the facilities are not being used well, ask why and try to remove barriers.
- Always have insurance.
- Facility policies should be clear and understood by everyone involved.
- Be on the lookout for new infrastructure grants to make capital improvements.
- Know your projected costs for annual facility operations so there are no surprises.

10.3 PLANNING AND DEVELOPMENT

When planning to develop a new facility, it is essential to engage with community members and groups to ensure development reflects their strengths, interests and capacity. Be sure to read [Module 5 - Building and Engaging Community \(mod5\)](#) and [Module 6 - Planning for Recreation \(mod6\)](#) before embarking on a facility planning project.

In the early stages of this type of project planning, work with local government, community groups and citizens to answer several key questions. The information you gather will help to develop a mission statement (purpose) or terms of reference. Make sure you can answer:

- What do we want to do?
- What do we need?
- Why do we need it?
- How will we use it?
- Do we have the capacity to develop, operate and maintain it?

The cost of building facilities in the North is high. Before you look at developing a new facility or acquiring new equipment, look around your community. Consider current assets as well as potential partnerships and collaborations. Is there a space already in existence that can be adapted to fit the needs of your programming? Is there a local business that would be willing to partner with you in exchange for shared equipment? The practice of working in collaboration and shared partnership with private enterprise is one that is becoming increasingly successful in the recreation sector. In small communities with limited resources, these are important opportunities to consider.

Another important consideration is community feedback. Does your community agree with the need? Will this proposal address an important gap in their services? Consult the public using a variety of survey tools either online (e.g. Fluid Survey or Survey Monkey) or by using a paper survey. Some questions about facilities are found in this sample [Yukon Community Survey \(pdf22\)](#). Once you have collected feedback, work with key stakeholders using it to help outline the priorities of your mission statement, and as research when putting together your funding proposal. The Planning Framework introduced in [Module 6 \(mod6\)](#) uses a community development approach that is important for engaging the public.

The next step in planning and development is to assess the costs. What is the initial cost projected to build a facility? How long will the equipment in the facilities last? Consider heating, maintenance and operational costs, as well as facility insurance. Frequently, Northern communities find it easier to access capital funding to build a facility. Where we fall short is in our estimation of the scope of operational and maintenance costs involved with day-to-day facility operations. These costs are always much higher than the revenue from local taxes and territorial operating grants. Talk to other communities and learn from their experiences.

Once you have developed a budget, it is time to review the plan with the community. Is the project financially viable? Who will pay for operations and maintenance year after year? Can the idea be adjusted to make it more feasible? If you decide to proceed, ensure your community is well represented on the planning committee. (Refer to [Module 11 - Working with Groups and Partnerships \(mod11\)](#) for strategies on working with groups.) A motivated working group and community partners are integral to moving the vision forward.

DEVELOPING THE FACILITY PLAN

- Determine the need
- Develop a budget
- Assess capital/building costs
- Assess long-term maintenance and operating costs
- Work with local governments and boards, making sure to include community stakeholders
- Apply for grants

10.4 OPERATIONS AND MAINTENANCE

The operation and maintenance of a recreation facility is often the responsibility of the public works staff or recreation director or, when a community doesn't have staff, volunteers. Primary responsibilities are to make sure the property is in good working condition and is safe. The continued proper use and care of equipment and facilities ensures that programming runs smoothly and in safe conditions.

Maintenance functions can include:

- Custodial - cleaning, washing, emptying trash, shovelling snow
- Repairs/replacements - replacing light bulbs, pump repairs
- Servicing - lubricating moving parts, fluid changes, special equipment cleaning
- Monitoring - planned inspection of all parts of the facility
- Standards - set to communicate when a job is complete.

It is important to support the people fulfilling these roles and ensure they have access to training resources and policies that can help them do their job. Please refer to Section 10.6 on page 10-12 in this module for more information on facility-specific training.

When it comes to the public use of facilities, safety is a big concern. Risk management is a facility manager's responsibility. It is important that assigned staff or volunteers make the time to review the facilities and consider the potential risks associated with the location. Here are some examples of what should be included:

- Emergency exits are clearly identified.
- First aid kits are easily accessible.
- The location of telephones, and other facility-specific items such as lifesaving equipment, automated external defibrillators (AED's), warm jackets, etc. are clearly identified in accessible areas.
- An Emergency Response Plan for each facility is developed and communicated to all leaders and facility operators.

For more information on risk management, visit [Module 7 \(mod7\)](#).

10.5 PREVENTIVE MAINTENANCE

Preventive maintenance is defined as a systematic way of inspecting and maintaining facilities to prevent further maintenance problems.

Each of the wide range of Yukon facilities should have specific preventive maintenance plans. The careful upkeep of facilities and equipment helps to prevent unexpected challenges, expenses and disruptions to programming and events down the road.

Create a Logbook

A logbook can help you with the systematic inventory and inspection of equipment.

To begin, it can include:

- site drawings, building plans and key control systems;
- an inventory of all mechanical and electrical equipment; and
- grounds information including maps and town plans.

Once you have established the basics, move on to develop a set of goals and objectives for maintenance. Identify the primary concerns for repair and upkeep. Next, consider your budget and acquire the necessary equipment, supplies and expertise. This may involve contracting out some of the work. Once goals, financial plans and service providers have been identified, compile a log for regular inspections and routine maintenance. A master schedule can help outline the various requirements of your facility and keep you on track with regular upkeep.

Another useful tool in the successful maintenance of recreation facilities is to develop a clearly communicated policy regarding anything that is lost or damaged by carelessness or theft. While hopefully these instances will never occur, it is important to have a clearly outlined set of steps to follow.

Diligent care of a facility results in a more efficient use of equipment, smoother implementation of programming, energy cost savings, and ultimately a more enjoyable environment for users, staff, and volunteers.

View general safety lists and inspection forms from the Manitoba [*Recreation Director's Handbook \(pdf11-16\)*](#).

10.6 FACILITY-SPECIFIC TRAINING

Food Safe

The Yukon's Food Safety and Quality Program is targeted at working with members of the public to identify and minimize food safety risks and to generally increase the safety of food produced in the territory.

Food Safe Level I and II training courses are offered at Yukon College in Whitehorse and through community campuses.

Food Safe Level 1 covers the safe handling of food, proper sanitation practices and workplace safety. This course is important for anyone storing, preparing, serving food, cleaning and sanitizing. Nonprofit organizations are eligible for full cost coverage of these courses.

When preparing and/or serving food for public consumption, at least one person on site must have their basic Food Safe Level 1 certification.

Pools

Yukon has active summer swimming pool programs in 10 rural communities. All pools in rural Yukon are seasonal, most of which have a greenhouse-style structure that provides a comfortable environment for swimming from May to the end of August. A more permanent structure houses the pool in Dawson City allowing for an extended season.

The municipalities of Carmacks, Dawson City, Faro, Haines Junction, Mayo and Watson Lake own and operate their swimming facilities. In Beaver Creek, Carcross, Pelly Crossing and Ross River, pools are the property of the Yukon Government. These communities act as operators for the pool with Sport and Recreation Branch, and Property Management Division providing facility support.



Aquatic Training and Certification

Courses may be offered in rural communities to train local lifeguards, instructors and swimming pool staff. There is also a program to re-certify awards that are required to supervise swimming pools. Aquatics training includes, but is not limited to:

- [*Canadian Red Cross - Swimming and Water Safety \(url58\)*](#)
- Water Safety Instructor (WSI)
- [*Lifesaving Society \(url59\)*](#)
- Bronze Medallion and Bronze Cross
- National Lifeguard Award (NL)
- Lifesaving Instructor (LSI)
- [*Sears I Can Swim Instructor Training \(url60\)*](#)



Spring Aquatics Workshop

Yukon holds an annual [*Spring Aquatics Workshop \(url61\)*](#) for pool staff early May. The workshop integrates current Pool Operator Level 1 and Northern content designed specifically for Yukon's rural pool operators. Other Yukon-specific training and workshops available through various organizations may include the Junior Lifeguard Club Program and Boat Safety Education.

Ice

There are a variety of artificial and natural ice surfaces in Yukon's recreation facilities. Different tools for maintaining curling ice, whether it is natural or artificial, are required. Furthermore, if you are hosting an event on a lake (e.g. a curling bonspiel), be aware of the risks involved in preparing the surface. Take precautions such as measuring the ice depth ([url62](#)) before allowing people access. When working with an artificial ice surface, certified technicians are required to operate the plant.

Yukon is home to several indoor arenas housing a variety of ice surfaces. In addition, many more communities have outdoor ice rinks that are friendly, social spaces where people can gather in the long winter months.



Keeping ice in good playing condition can be a difficult job! For indoor skating rinks this includes Zamboni operations and the knowledge of how to work with a cool ice compressor machine. These compressors work as giant refrigerators to create the rink's cool environment. Find out how ice refrigeration works ([url63](#)). Good ice is defined as being cleared of excess snow, free from deep grooves and gouges, and maintained at a consistent level of hardness and thickness.

Comprehensive training to become an arena ice maker is available for people just starting out. The Arena Ice Maker course covers topics such as principles of ice making and painting, humidity and building conditions, ice temperatures, water quality, ice installation, and ice energy management.

Courses you may wish to consider for your operations staff or volunteers include Arena Ice Maker, Ice Facility Operator and Refrigeration Safety Awareness. These programs are offered in various locations throughout Canada. For maintenance of curling ice, visit [Curl BC \(url64\)](#) or the [Northern Alberta Curling Association \(url65\)](#). For other course information and registration details, visit the [Recreation Facilities Association of British Columbia \(url66\)](#).

Playgrounds

Playgrounds can be found in neighborhoods across Yukon. These multi-use spaces are designed with equipment to encourage physical participation, non-structural based play areas, imaginative play areas, and a space for caregivers and adults. Training in this field is typically offered through the [Canadian Playground Safety Institute \(url67\)](#). Operators are encouraged to receive this training as it systematically teaches people how to properly plan, install, inspect and maintain playground equipment.



Parks and Trails

From a community perspective, recreation leaders may be involved in planning and/or supporting the development and maintenance of parks and trails that are located within the community.

Parks and trails provide many of the outdoor spaces where Yukoners recreate. In communities, parks may be developed areas with fields, playground structures, bird watching platforms and picnic areas. Typically when we think of parks, there is an element of planning and alteration to the natural environment.

Trails may also be planned, designed, developed and maintained. Within a community, they are usually shorter and cater to activities like walking, biking, snowmobiling or snowshoeing. Yukon is fortunate to have many longer trails where people may be out on the land for several days or weeks. They are often land-based but they also include waterways such as the well-known Yukon River. The Chilkoot Trail is a renowned land-based historic trail passing through the traditional territory of Carcross Tagish First Nations. The [Trans Canada Trail \(url68\)](#) passes through several Yukon communities.

There are a number of groups in Yukon involved in trail building (e.g. Klondike Snowmobile Association, Contagious Mountain Bike Club). Environment Yukon, a Yukon Government department, has parks planners who can also provide support.

Parks and trails are just like facilities. They need proper risk management plans and regular maintenance. Volunteer groups or paid staff need to look out for hazards such as erosion, damaged trees, fallen signage, overgrown bushes, etc.

The Alberta Recreation and Parks Association hosts an annual parks forum that offers expertise in planning and maintaining parks and trails.

Something else to consider is the enhancement of green spaces through community engagement. *Communities in Bloom* ([url69](#)) is a national nonprofit organization that fosters civic pride, environmental responsibility and beautification in communities across Canada by providing resources, support and awards. Recreation leaders have the ability to positively influence decision makers and citizens in creating a welcoming community that will make everyone proud.



MODULE 11

WORKING WITH GROUPS AND PARTNERSHIPS





MODULE 11 OUTCOME:

Leaders contribute to meaningful relationships with community groups.

MODULE 11 – WORKING WITH GROUPS AND PARTNERSHIPS

- 11.1 Introduction
- 11.2 Ways of Working with Groups and Organizations
- 11.3 Types of Groups
- 11.4 Developing Committees and Groups
- 11.5 Working Effectively with Groups

LEARNING OBJECTIVES:

- Understand a variety of ways to work with different types of groups and organizations.
- Recognize the process of developing new committees and groups and supporting existing ones.
- Describe the components of an effective meeting.
- Be familiar with basic facilitation techniques appropriate for working with Northern communities.
- Understand different ways to facilitate problem solving with group members, within the community, at work and during meetings.

11.1 INTRODUCTION

Whether by choice or circumstance, groups are a part of our lives. We live, work and play in groups. We always have, and always will gather together because of shared interests or goals. Being part of a group is inevitable, particularly for leaders working in recreation, sport, active living, arts and cultural settings.

In an increasingly complex society, groups help many people find meaning, feel a sense of belonging and strengthen their community connections. Recreation provides a safe, non-threatening way for people to build social connections.

Although developing relationships takes time and energy, the investment brings benefits. Working with groups engages different community members, brings a greater range of ideas, improves decision-making and increases capacity for recreation. The advantage of working with groups usually outweighs the disadvantages.

A recreation leader needs to understand groups, their relationship to community, their importance, and how they best function. When a leader is familiar with the process of group development, he or she becomes more confident and competent in facilitating individual and organizational growth and development.



11.2 WAYS OF WORKING WITH GROUPS AND ORGANIZATIONS

A recreation leader works with other individuals, groups and/or organizations in multiple ways (Rubin, 1992). As catalysts, recreation leaders encourage and stimulate change by supporting others to take action on local issues. As teachers, leaders strengthen the capacity of others by building knowledge and skills to act independently. As administrators, they provide information and do many of the important routine organizational tasks that help groups function. As connectors, leaders link community groups and organizations to one another and to outside sources of information, partnerships, resources, etc.

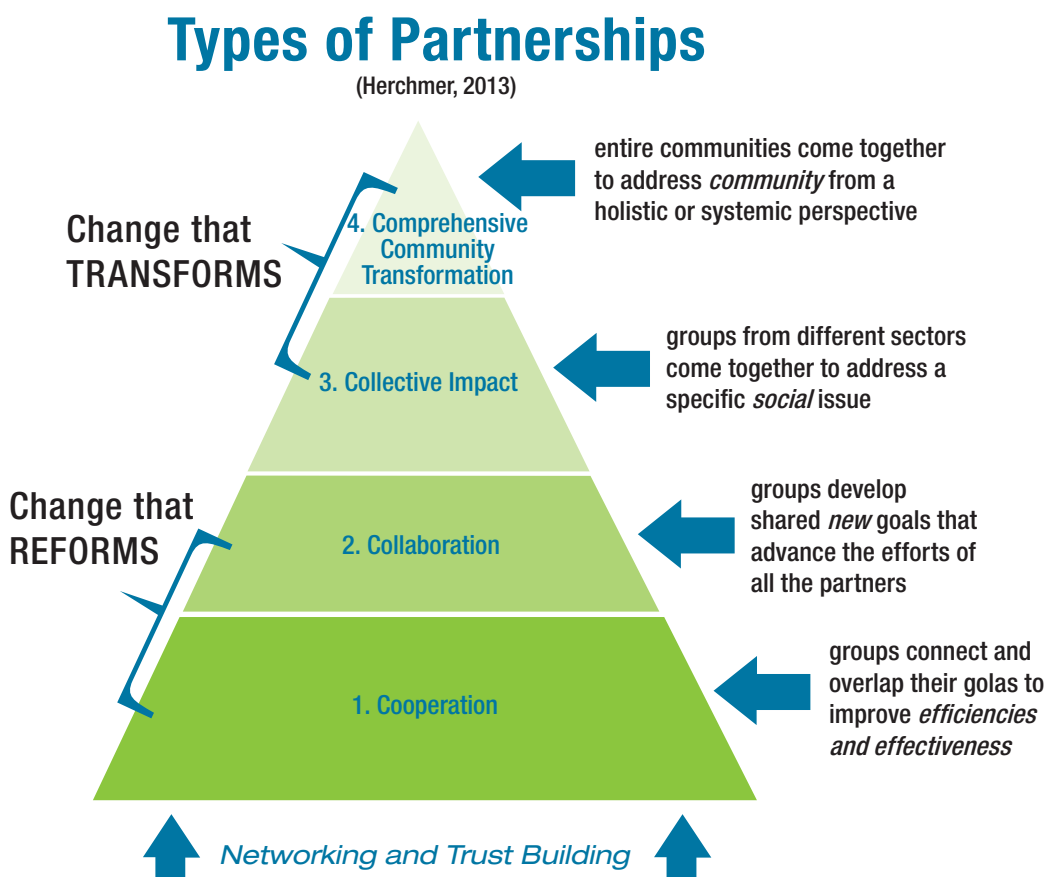
Types of Partnerships

In addition to understanding how to work individually with groups, recreation leaders play an important role in encouraging and supporting groups to partner and work together.

Recreation leaders may be involved in a partnership through the organization or group they represent. Or, leaders may choose to encourage community partnerships as a way of fostering community involvement and ownership of recreation.

Partnerships are based on the principle that the sum of all efforts will result in something better than the sum of each group working alone. Partnerships can be a simple, short-term agreement between two groups or a complex, multi-year collaborative investment on the part of many individuals, groups and organizations across different sectors. However, all partnerships must start with networking and getting to know one another in order to build a foundation of trusted relationships.

The model ([ppt2](#)) below shows four different types of partnerships with cooperation being the simplest and comprehensive transformation being the most complex.



Change that Reforms

Cooperation and collaboration are the most common forms of partnerships. Generally they are partnerships that result in change that reforms which is change that modifies, improves, and makes ideas and methods (some of which may have existed for years) more efficient and effective.

At a basic level, there is always a need in the community to encourage and support recreation groups to cooperate by connecting and overlapping their respective goals in order to become more efficient and effective. Each group operates separately but might share equipment, facilities, volunteers, etc.

Collaboration is different because it involves groups from the same sector coming together to develop new shared goals and ways of working together. For example, all sport groups in a community might work together to develop and deliver shared training or raise funds to subsidize individuals who are unable to afford registration fees.

Although transformational change is less common than cooperation and collaboration, it is essential if we are to address complex issues (e.g. obesity, healthy aging). Change that transforms is different from change that reforms because it is about significant shifts in beliefs, behaviours, organizational culture, delivery systems, etc. It balances control with letting go, happens at all levels, builds from assets and strengths, and honours what is already in place. Transformative change is challenging as it requires trusted relationships and collaboration that engages the heart as well as the mind. Recreation leaders are well positioned and have the potential to play a key role as agents supporting this kind of change.

Collective impact usually results in transformational change and encourages community leaders from different areas to work together to tackle social issues such as obesity, poverty, active living, etc. Collective impact encourages groups (e.g. recreation, health, social services, private sector, etc.) to commit to a common agenda working together to find creative solutions that deal with complex challenges (Kania & Kramer, 2011).

Comprehensive community transformation goes beyond collective impact by encouraging leaders from all areas to work together for the betterment of the entire community. It is an important term to understand because it goes beyond reforming or rearranging the chairs on the deck of a sinking ship, to changes that address the underlying causes of major issues such as obesity or poverty. The trusted relationships and networks that emerge from comprehensive community transformation help the community respond to future issues, challenges and opportunities.

A recreation leader who understands and values the benefit of working together facilitates appropriate connections between groups and recognizes that the greater the investment, the greater the potential outcomes for their community.

The *Community Recreation Handbook for Northern Saskatchewan (pdf12-9)* describes the partnership process and offers suggestions to ensure successful partnerships.



11.3 TYPES OF GROUPS

While groups can be small and volunteer-based, they may also be large and involve paid staff. In the Yukon, both registered and ad hoc groups are involved with recreation in communities and across the territory. Registered groups are nonprofit organizations referred to as societies under the *Yukon Societies Act (url70)*.

As the following table shows, there are many different categories of groups. Some groups provide programs and services related to sport, recreation, arts and culture, whereas others are more about hobbies, providing a social service or sharing leisure interests.

CATEGORY	EXAMPLES OF GROUPS
Advisory	community recreation councils/committees/commissions, not-for-profit boards of directors
Arts	art councils, choirs, dance, drama, glee clubs
Clubs and Special Interest	gardening, stamps, scrapbooking, quilting, car clubs, book clubs, dog clubs, computers, chess, wine, crafts, walking groups
Cultural	ethnic organizations (e.g. Association Franco-Yukonnaise (AFY), Canadian Filipino Association of the Yukon (CFAY))
Instructional	martial arts, fitness, pottery, sewing, jewelry-making
Neighborhood	neighborhood watch, breakfast clubs
Professional	associations related to a specific profession (e.g. Recreation and Parks Association of the Yukon, Canadian Therapeutic Recreation Association)
Self-help	alcohol or gambling addiction, Weight Watchers, mental health
Seniors	ElderActive Recreation Association, Golden Age Society
Service Clubs	Elks, Rotary, Lions
Social	seniors, child/parent drop-in, single fathers, widows/widowers
Spiritual	faith-based clubs
Sports and Fitness	figure skating, swim, soccer, baseball, disc golf, skiing, skateboarding, cross-country skiing
Youth	drop-in centres, 4H Clubs, Mayor's Youth Councils

Bringing Youth Toward Equality (BYTE) ([url36](#)), for youth by youth, is focused on empowering youth throughout the Yukon and the North. BYTE delivers workshops and hosts events that foster creativity, culture and sport. Emphasis is placed on developing confidence, skills and a sense of belonging among youth.

The type and structure of a group can vary a great deal. While some may be quite informal and relaxed, others can be formal requiring complicated organizational charts, job descriptions and communication mechanisms.

Five Types of Group Structures ([pdf45](#)) characterize groups as:

- informal, unincorporated nonprofits;
- incorporated nonprofits and societies;
- incorporated charitable nonprofits;
- co-operatives; and
- social enterprises.



11.4 DEVELOPING COMMITTEES AND GROUPS

Recreation leaders are often in a situation that requires them to support existing, or develop new, committees or groups. Establishing a new committee should not be considered until you determine whether a group with a similar mandate or one serving the same stakeholders already exists. If so, it may be more effective to join forces rather than start up a new group.

It is easier to know who is doing what in a community if recreation leaders keep an inventory of the local organizations and businesses that provide services related to recreation, sport, arts, culture, heritage, fitness, etc. A database could house this type of information gathered through this sample template ([pdf46](#)).

An online database such as [CiviCRM \(url71\)](#) should also be considered.

A CRM (Customer Relationship Database) serves as a way for organizations to further their mission through managing contact information, fundraising, event management, member management, mass email marketing, campaigns, and more. CiviCRM is open-source, meaning there are no licensing or user fees and it is built specifically for nonprofits.

If it is determined that a new group is needed, and if there is capacity to start-up and operate the group, begin by developing a terms of reference using this [Group Terms of Reference Worksheet \(pdf47\)](#).

As noted earlier, the type and structure of groups vary. These should be determined by the group's purpose, goals and outcomes. Some informal groups are successful even though they lack a formal board of directors. The chosen structure will influence members and group operations. Therefore, consider the need and type of group structure that might work best.

For more information about different group structures, and to understand the type that might work best in a specific situation, download [Types of Group Structures \(pdf45\)](#).



11.5 WORKING EFFECTIVELY WITH GROUPS

Recreation leaders who are comfortable with and skilled at working with groups strengthen community capacity. A more capable community supports a broader range of recreation opportunities delivered by various groups. This also means that scarce resources are effectively used.

Communication with Groups and Boards

To ensure the community sees recreation as relevant and meaningful, communication among staff, elected officials, groups and boards must be a priority. Effective communication is essential for networking, collaboration, and for building trusted relationships and partnerships.

Communication consider the target audience to ensure it is interesting, relevant and offers something of value. As most people complain of too many emails and too much information, recreation leaders should ask community groups and boards how they prefer to communicate and how frequently. It may be helpful to develop a communications plan or framework describing what form of communication will be used with stakeholders. These strategies must be affordable in the short term and sustainable in the longer term.

Stakeholders today expect instant, highly-informed, interactive communication. People consume information differently today than in the past. There is less interest in standard written material. Bite-sized information is more appealing. Dull communications are ignored in favor of those with a strong emphasis on design, look, creative messaging and stories.

In small, Northern communities, stories are part of local culture. They are a communication tool because people remember and learn from stories that are told in an open and authentic way. They help recreation leaders connect information about their programs, events and services to the benefits these bring to individuals and communities. [*Celebrating our Stories; Building a Healthier Yukon Together \(pdf42\)*](#) is an example of how stories can be shared and how in the telling recreation leaders can inspire others.

A website that is diverse, attractive and serves as a hub provides an effective way to communicate with the community. It must also be designed to attract visitors. This requires a website that can readily be found by search engines and maximizes SEO (search engine optimization). Blogs, videos, webinars and other forms of social media such as Twitter, LinkedIn, Pinterest and Facebook can be used to draw people to your website where updated information and resources can be stored. This means having a website where content can be added and updated on a moment's notice without being dependent on outside technical support.

Effective Meetings

When groups and organizations work well, meetings are a positive, constructive use of time and resources. They are used to make decisions, determine direction, exchange information, strengthen team efforts, determine community interests, plan upcoming events, raise awareness of programs, etc. Well-run meetings ensure productivity and contribute to the satisfaction and continued involvement of the participants.

The most important prerequisite for an effective meeting is being clear about what you want to accomplish in the end. Are there decisions to be made, priorities to be determined or information to be shared? If the outcome is simply to share information, an email might be enough.

Meetings can be formal with a strict set of procedures ([pdf49](#)) based on the Parliamentary Rules of Order or they can be informal with guidelines in place to keep things orderly. In either case, food and refreshments can contribute to a positive atmosphere.

Regardless of whether a meeting is formal or informal, all members should be able to freely discuss meeting topics for a set period of time. The meeting chair should ensure everyone gets an opportunity to participate.

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

Toolbox ideas for effective meetings can be found on [OMRFA \(url72\)](#) website.

For strategies that address challenging meeting situations, refer to the [Facilitator Toolkit \(pdf50\)](#).

[The Community Toolbox \(url73\)](#) has an extensive section on how to facilitate effective group discussions.

To ensure effective meetings:

- elect an effective chairperson;
- articulate your meeting outcomes (what it is you want to achieve) and prepare a clearly laid out agenda;
- identify a process for group decision-making;
- facilitate well-managed discussions; and
- ensure a productive physical set-up (OMAFRA, 1996)

Facilitation Techniques

A community leader has many opportunities to work with groups as a facilitator. The Community Toolbox explains how process skills are needed to guide, direct and organize the work done with groups. A facilitator's main role is to encourage group members to share ideas and opinions. This person is neutral and focuses on people's participation in the process rather than providing content, making judgments or drawing conclusions on behalf of the group.

FOR MORE INFORMATION ON FACILITATION:

[Creative Facilitation Techniques \(pdf51\)](#)

[Facilitator Toolkit \(pdf52\)](#)

[Techniques and Tools \(url74\)](#)

Recreation leaders can choose from a number of facilitative techniques or strategies to assist groups in making sound and creative group decisions. Several of these are described below.

WHAT DOES SUCCESS LOOK LIKE?

When a group addresses a challenge or issue; plans a program, service or event; or develops a strategic direction, a simple yet effective technique is to ask, “What would success look like?” or “How will things be different than they are now if we are successful?”

BRAINSTORMING

Brainstorming is a way to help groups be creative and think outside the box. It is based on the principle that there are no wrong answers. A problem or issue is presented clearly and then as many solutions as possible are generated within a set time. Ideas are not criticized or evaluated, but are recorded for later analysis and discussion.

NOMINAL GROUP TECHNIQUE

This technique is designed to support effective decision-making and planning. Although group members operate independently and interpersonal communication is limited during the process, this technique gives all group members an opportunity to present their ideas.

- The group states the problem or issue clearly.
- Before any discussion, members write down their ideas related to the issue.
- After individual ideas have been generated, one member at a time presents theirs to the group. This continues until all ideas have been shared and recorded on a master list.
- The group discusses the list of ideas, clarifying but not evaluating them. Similar ideas may be grouped.
- Group members, silently and independently, rank-order the ideas on the list.
- Once rankings have been combined, it becomes possible to see the overall ranking of ideas.

Problem Solving Strategies

When working with groups, recreation leaders may find there are times when they need to be a mediator or problem solver. An effective leader:

- has good listening skills, is able to read body language, and is aware of emotional issues that may not have been mentioned;
 - asks clarifying questions in a non-threatening way;
 - breaks disputes into manageable pieces and resolves each piece separately;
 - deals with topics that are agreed upon first before moving to more difficult issues;
 - creates a safe and trusting environment;
 - is fair, impartial and ensures everyone has a chance to express personal views;
 - keeps the discussion focused on the issue;
 - restates points in a neutral way using appropriate language to help everyone understand;
 - paraphrases the points agreed upon by writing them down; and
 - uses humour to bring people together and defuse tense situations.
- (Northern Sport Recreation and Culture District, 2011).

There may be times when recreation leaders must deal with challenging behaviours. This table ([pdf53](#)) outlines some of the strategies to cope with overly talkative people, “know-it-alls”, the person who is always right or always negative, the member who gets off topic, and the person who does not contribute.



MODULE 12

STAFFING AND VOLUNTEERS





MODULE 12 OUTCOME:

*Leaders contribute to effective staff
and volunteer engagement.*

MODULE 12 – STAFFING AND VOLUNTEERS

- 12.1 Introduction
- 12.2 The Community Recreation Director
- 12.3 The Staffing Process
- 12.4 Working with Volunteers

LEARNING OBJECTIVES:

- Explain the general roles and responsibilities of a community recreation director.
- Apply a framework for working with staff and volunteers (e.g. preparation, recruiting, hiring, screening, orientation, training, performance appraisal, etc.).
- Be familiar with Labour Standards and Revenue Canada requirements impacting staff and contractors in Northern communities.
- Demonstrate the importance of recognizing and celebrating recreation leaders and volunteers.

12.1 INTRODUCTION

Although not all small or remote communities have a recreation director, they always have recreation leaders. Recreation leaders may be paid or may volunteer to run programs (e.g. an after school program) or coordinate special events (e.g. Canada Day celebrations). In our rural communities, many of the recreation leaders are volunteers who contribute time and energy to make a variety of activities possible (e.g. yoga, children's soccer, trail development, craft fairs, etc.).

This module presents an approach to recruiting and retaining recreation leaders, whether they are paid (casual, part-time or full-time) or they volunteer. As this process can be applied to both staffing and volunteer management, it is important for those in supervisory positions to understand. It is also essential information for community groups who facilitate recreation through volunteers.



12.2 THE COMMUNITY RECREATION DIRECTOR

Recreation directors, particularly those in smaller, rural or remote communities, are often responsible for recreation programming and facilities that encompasses after school programs, sports and fitness, special events, arts, cultural events, and others.

The recreation director uses his or her unique knowledge of the community, recreation education and leisure literacy to positively influence individual growth and wellness, strengthen and enhance social connections, protect and preserve natural environments, and enhance economic vitality. The positive use of leisure time and participation in recreation that strengthens quality of life in our communities are almost always dependent upon the distinct, and sometimes undervalued, contribution of the community recreation director.

Increasingly, recreation directors are evolving, or returning to their roots, to play a key leadership role within their communities. An inclusive approach, as well as knowledge and understanding of communities and civic engagement, makes this role possible. Experience engaging others in recreation often leads the recreation director to become a community connector or catalyst bringing different groups and sectors together to tackle broader quality of life issues.

Dedicated recreation directors create spaces, places and opportunities for quality of life. They are passionate believing in the importance of work-life balance, families, lifelong growth and health to vibrant communities. Ultimately, these recreation directors recognize that their work is more than simply a job and that they can make a difference.

Finding the right person to fill the role of recreation director in your community is a key responsibility of those with authority (e.g. recreation board, advisory committee) as this decision shapes the future of recreation in the community.

The Canadian Parks and Recreation Association (CPRA) has identified core competencies for recreation practitioners. The Competencies for Community Recreation Leaders model (page 0-5) shows five categories of core competencies as foundations, leadership, community building, service development and organizational management. These core competencies build upon the 13 foundational competencies from which this Guide was developed and lead into the advanced competencies presented in [Module 4 - Recreation Leadership \(mod4\)](#).

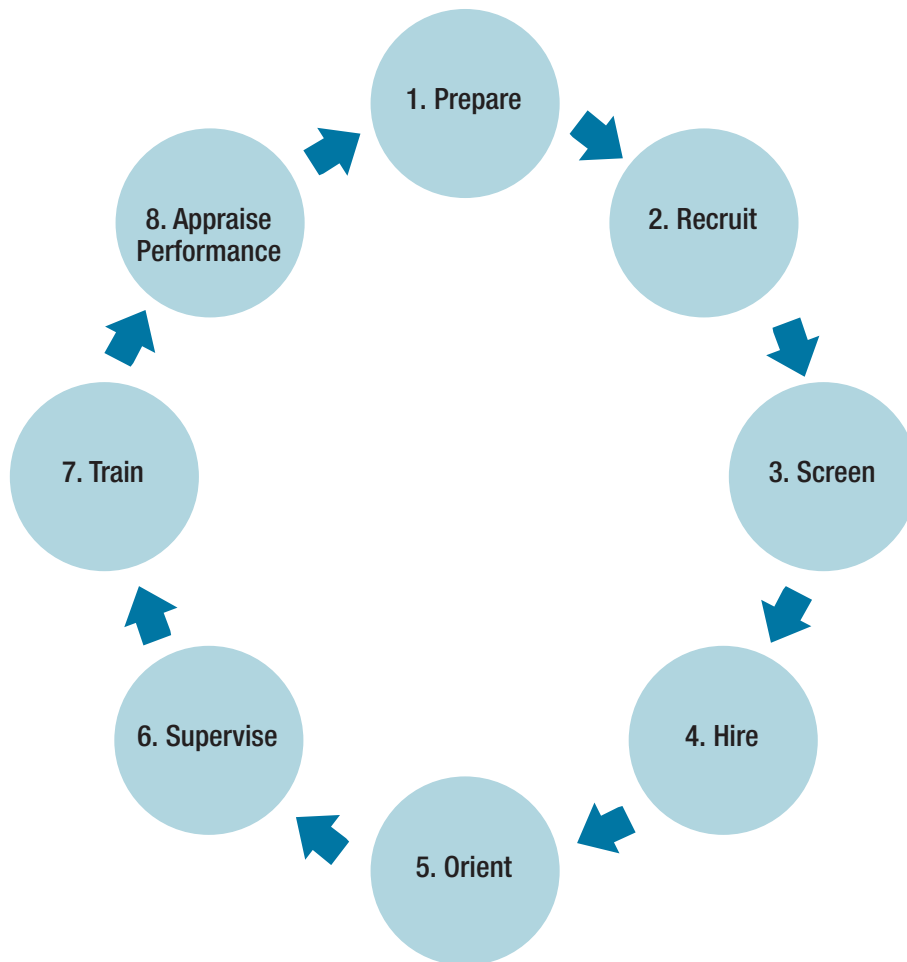
[Core Competencies for Recreation and Parks \(pdf54\)](#) provides more information about the skills, knowledge and attitudes a recreation director should bring to the community. If potential staff lack these skills and knowledge, training and support to ensure opportunities for ongoing growth and development should be provided.

[Hiring a Recreation Director: A Practical Guide for Manitoba Communities \(pdf55\)](#) is a how-to tool to assist authorities through the hiring process and to evaluate current human resource practices.

12.3 THE STAFFING PROCESS

Whether your role as a recreation leader involves hiring one or more paid staff or successfully engaging volunteers, it is helpful to think of it as a process. The following diagram illustrates this process with each element subsequently explained in greater detail.

Staffing Cycle: Managing Staff and Volunteers



1. PREPARE

Whether you want to fill a staff position or find potential volunteers, the preparation step is essential. It begins with analyzing and getting a clear idea of organizational and community priorities and then determining the kind of skills, knowledge and attitudes needed to reach the strategic direction.

Reviewing the strengths and assets of your existing team is important because you want to ensure a diverse team with a variety of skills and abilities.

Understanding Your Community Leadership Style ([url75](#)) can help identify the strengths of your team as well as the gaps that may exist and could be filled by

a new position. Getting to know personal leadership styles can be a fun activity while building relationships and an appreciation for the diversity or similarity of the group.

Next, determine whether your needs can be met with full, part-time or contract staff. Sometimes staff positions are shared between one or more organizations or departments. In many cases, volunteers also play a key and vital role in serving the community.

The Position Description

Whether you want to find the best staff and/or volunteers, developing accurate and appealing position descriptions is a valuable investment of time. Rather than copying descriptions from other communities, use these as a template and develop descriptions that reflect the needs of your organization and community.

This template ([pdf56](#)) provides an outline for developing position descriptions for staff and volunteers. The template may differ to others you have seen because it encourages you to think about the benefits of the position and to describe why a potential staff person or volunteer would be interested in applying. See this example of a volunteer after school program assistant ([pdf57](#)) job description.

Preparing to Hire a Recreation Director

When a community is hiring a recreation director for the first time or as a replacement, preparations are more extensive. Forming a hiring committee, reviewing the reason for the vacancy, and reviewing or revising the position description are essential.

A sample job description for a recreation coordinator is available in the [Community Recreation Handbook for Northern Saskatchewan \(pdf12-10\)](#). Another example from NWT can be accessed here ([pdf58](#)). The [Leisure Information Network \(LIN\) \(url76\)](#) also provides a number of templates for various position descriptions in the recreation field.

Visit [SKILLS-PLUS Bridging Volunteer Experience and Career Development \(pdf59\)](#) for ideas on how to develop position descriptions for volunteers.

2. RECRUIT

After developing a position description, plan how to generate interest and recruit potential candidates. Advertising and word-of-mouth within the community are important strategies (e.g. websites, bulletin boards, newsletters, etc.). Positions in small, remote communities often need advertising more widely. The following organizations have websites to help with the recruitment of potential staff and volunteers:

- Volunteer Yukon
- YuWIN - Yukon's Job Board ([url77](#))
- Canadian Parks and Recreation Association ([url78](#))
- Leisure Information Network Job Board ([url79](#))
- Sport Information Resource Centre (SIRC) Job Postings ([url80](#))
- Government of Canada Job Bank ([url81](#))
- Other Job Sites such as Workopolis.

3. SCREEN

Screening staff and volunteers is critical to the quality and safety of your programs and services.

While screening is often thought of as a safety precaution to reduce risk, it is essential for ensuring the staff or volunteer applicant has the necessary qualifications and experience. Working and living in rural, remote or Northern communities is not for everyone. A screening process can ensure that potential candidates have the interest and qualities necessary for working in these locations.

Screening practices enable organizations to meet ethical and legal responsibilities. This is necessary for the safety of members, clients, participants, employees and volunteers. It is even more important when staff or volunteers are brought into an organization to work with vulnerable individuals (e.g. children, youth, people with disabilities, senior adults, etc.).

While every organization needs to carefully review its moral and legal obligations, it is prudent to establish specific policies and procedures with regards to the application, interview, reference and policy checks. Recognize that reference and policy checks are never perfect. Sometimes the best strategy to reduce risk is to pay attention to the hairs on the back of your neck. Effective screening gathers facts, and uses intuition and instincts to assess safety and risk.

For more information about screening, see *The Screening Handbook* ([url82](#)) published by Public Safety Canada.

4. HIRE

When preparation is thorough, hiring and placement are more likely to be successful. Typically, hiring involves a number of activities.

- Develop a matrix to compare candidates.
- Review application forms and resumes.
- Acknowledge receipt of all applications.
- Select the candidates to be interviewed.
- Develop the interview questions.
- Conduct the interviews.
- Rank the finalists.
- Contact references .
- Notify the successful (and unsuccessful) candidate(s).
- Negotiate the salary and benefits package.

More information about each of these steps can be found in the resource, [*Hiring a Recreation Director \(pdf55\)*](#).

Employee vs. Contractor

Over the past two decades, self-employment (e.g. freelancers, consultants and independent contractors) has become more prevalent in the workplace. This is due to globalization of trade, introduction of new technologies, volatility of international and domestic markets, and workers' desire for freedom and independence. From a nonprofit perspective, contracting offers a way to cope from year-to-year with the uncertainty of operational and program funding without the commitment to staff positions.

With increased use of contractors, organizations need to be clear on the differences between an independent contractor and a paid staff. Employers, supervisors, and those responsible for staffing need to be familiar with the legalities associated with contracting and staffing. The federal government clarifies these legalities at this website ([*url83*](#)).

Labour Standards

Federal labour standards are established under Part III of the [Canada Labour Code \(url84\)](#) which sets out the minimum standards federally regulated employers ([url85](#)) and employees must follow. To find out more about the minimum standards regarding hours of work, vacation and holidays, layoff or dismissal, wages, pay and deductions, sexual harassment, etc. visit the federal website ([url86](#)) and Yukon Government's Department of Community Services ([url87](#)).

Employment Equity Act

The goal of the [Employment Equity Act \(url88\)](#) is to ensure that no Canadian is denied employment for reasons unrelated to their abilities. It also intends to correct the employment disadvantages sometimes encountered by designated groups (i.e. women, Aboriginal peoples, members of visible minorities and persons with disabilities).

5. ORIENT

An effective orientation reduces staff and volunteer turnover, increases productivity and increases a sense of belonging. A brief Sample Orientation Process Checklist is available from [Community Recreation Handbook for Northern Saskatchewan \(pdf12-11\)](#).

Orientation may last for a few hours or take up to several days. Generally, orientation consists of two components:

- A general introduction to the community and organizational culture, values, vision and policies.
- A job-specific orientation when the employee actually starts work.

Use an orientation checklist ([pdf60](#)) to cover all necessary information.

Employers have one opportunity to make a good first impression; during the orientation of new staff and volunteers.

6. SUPERVISE

Staff and volunteers need to be very clear about whom they report to, the reporting requirements and the boundaries for decisions they have the authority to make. Additionally, their responsibilities, outcomes, deliverables and timelines need to be clarified.

Ideally, each staff person, and in some cases volunteers, has a work plan to guide their efforts. These can be developed using a generic template ([pdf61](#)) or a [Sample Work Plan Template \(pdf12-12\)](#).

[The HR Council's Toolkit \(url89\)](#) offers additional resources to assist with supervision. Resources relate to human resource planning, policies and legislation, getting and keeping the right people, compensation and benefits, diversity, etc.

7. TRAIN

The ongoing growth and development of an organization's staff and volunteers is an important investment. [The Skills Assessment and Training Plan Template \(pdf62\)](#) is a helpful tool when planning for the development of skills through training and other learning opportunities.

Yukon Government's Sport and Recreation Branch and the Recreation and Parks Association of the Yukon (RPAY) offer opportunities for recreation leaders to develop knowledge and skills, gain necessary certifications, network, attend conferences and professional development activities, etc. [RPAY's website](#) provides more information on leadership development, aquatics training and leadership certification. Training for youth leaders is available through Bringing Youth Towards Equality (BYTE) and the Youth Directorate.





8. APPRAISE PERFORMANCE

While many people are intimidated by the idea of being evaluated or assessing someone else, an evaluation is an opportunity to support ongoing growth, development and performance. Assessing performance is a process that must involve the volunteer or employee and their immediate supervisor. Together, they review the individual's performance and strengths, identify areas for improvement, and develop a plan for training and growth.

In some cases, this is a straightforward process. However, for a recreation director or manager it may be more complex because of the broad range of responsibilities assigned to these positions.

Performance appraisal for a frontline or part-time employee or volunteer

A number of questions can serve as a starting point for a conversation with frontline staff or volunteers. Regardless of what is discussed, it is recommended that the employee or volunteer respond to the questions on their own in advance. The performance appraisal kept on file is a new page, listing responses that the employee or volunteer and supervisor agree upon and complete together. The following questions can be answered in point form and in two pages or less.

- What are the key duties of your position? (summarize in point form)
- What were your goals for the year or timeframe?
- Summarize your key successes or accomplishments.
- What are you most proud of? What were the outcomes of your accomplishments?

- What issues or barriers did you experience while trying to achieve your goals?
- What training did you receive?
- What have you identified as your greatest strengths?
- What have you identified as areas for growth?

The supervisor and employee or volunteer should answer the remaining questions together.

- What are the goals for the position for the upcoming year?
- What training and resources does the employee need to reach these goals?

For more information, review the [Sample Performance Appraisal \(pdf63\)](#) from the Manitoba Department of Culture, Heritage and Tourism or the [Performance Appraisal Template Sample \(pdf12-13\)](#) from the Community Recreation Handbook for Northern Saskatchewan.

Performance appraisal for management or recreation director

A performance appraisal for senior managers or recreation directors may need to be more complex as described in the [Performance Appraisal Template \(pdf64\)](#) or the five-step process that follows.

1. Review the organizational competencies for the position and evaluate the employee's progress in achieving these.
2. Review the position-specific competencies and evaluate the employee's progress in achieving these.
3. Establish annual performance goals that are outcome-based, align with the organization's strategic direction and demonstrate fulfillment of the employee's accountabilities.
4. Prepare a training and development plan specific to the employee or volunteer.
5. Determine the appropriate performance level.

12.4 WORKING WITH VOLUNTEERS

Volunteers are people of all ages and backgrounds who willingly give their time, talents and energy to helping others and their community. Across Yukon, volunteers are making a difference in the lives of others as well as contributing to the success of community programs and special events.



CONTEXT

In the field of recreation, volunteers are essential. They organize programs and events, write grant applications, design and lead programs, coach a variety of sports, donate art, cook for community events, promote activities, and clean up after the fun is done. We rely on volunteers to share their energy, passion and skill.

In small communities we may hear...

“Our volunteers are burnt out.”

“Young people don’t want to volunteer.”

“It’s STP... the same ten people.”

While we often hear these types of concerns in communities across Yukon, it seems somewhat contradictory because, at the same time, people are looking for a sense of community and social connection. Despite not always being involved, it is possible that they do want to give back to their community.

Volunteering has always played an important role in Yukon communities. If people did not help one another, they could never have survived the Northern environment. If they had not come together and shared resources, they would never have been able to develop infrastructure such as community halls and trails, and recreation, sport, arts and culture services. Yukoners are good at working together to implement a vision, tackling the required activities and celebrating their successes. Along the way, relationships, trust and a sense of community grow.

Sometime in the 1950s and 1960s, governments took over much of the work that used to be done by volunteers. People were hired to deliver services and build roads, recreation centres, churches and schools. This increased reliance on government shifted the nature of volunteerism so that today, we are faced with redefining what it means to volunteer.

We live in communities where, although we have connections with those who share the same interests, we do not always have trusted relationships and a sense of belonging. Instead, we ask, “Why should I be involved in my community?” and we are challenging local groups to prove that their initiatives are worth our time and talents. We need to encourage new thinking about volunteering by fostering an understanding of community and what it means to build community.

So what do we do? It is important to acknowledge that volunteering:

- changes throughout our life cycle,
- is different today,
- is a two-way relationship,
- is personal, and
- is a way to transfer and develop skills (Volunteer Canada, 2013).

If we want to engage volunteers, we need to invest time and energy into building relationships. It takes one-on-one conversations to discover and embrace the passion for community we all hold, and to find ways for potential volunteers to choose where they want to focus their energy and time.

Ultimately, volunteers stay where they are valued and treated well, where they feel a sense of connection and belonging, and where they are provided with opportunities to learn and grow.



WORKING WITH VOLUNTEERS

Encouraging citizen engagement and responsibility may involve recruiting, supervising and retaining volunteers. Local volunteers need to work alongside staff to ensure the delivery of individual, social, environmental and economic benefits of recreation and sport across Yukon.

So how do you find volunteers? How do you support and inspire them? How do you make sure the volunteers are the right people for the work you have identified?

A valuable resource for ensuring the match between a potential volunteer and the work your organization needs doing is [Window of Work \(url90\)](#). This document explains the concept and provides a sample of an engaging volunteer application/interview form.

Volunteer Yukon knows that managing volunteers is important. However, it can be overwhelming for small, rural communities where one paid staff or even another volunteer is responsible for recruiting, selecting, supervising and recognizing volunteers. Larger organizations may have a full-time staff person tasked with volunteer management, but in rural and remote communities this is often one more thing on a long list of responsibilities.

The Volunteer Management Kit for Recreation Leaders (pdf65) was prepared by the Government of Northwest Territories to help recreation leaders provide their volunteers with a positive experience. The Kit contains tools, information and a way to help manage and organize volunteers. It also includes sections on recruitment, training, evaluation and recognition.

Best Practices in Volunteer Management: An Action Planning Guide For Small and Rural Nonprofit Organizations (pdf66) helps groups in small and rural communities use a framework of ten best practices to strengthen volunteer management practices. These are similar to the staffing and volunteer management process described earlier.

Laying the Foundation:

1. Valuing the role of volunteers
2. Defining rules and expectations
3. Developing volunteer management skills

Developing the jobs and getting the right people:

4. Reducing client and group risk
5. Creating clear assignments
6. Reaching beyond the circle

Creating an environment where volunteers feel they belong and want to stay:

7. Orienting and training volunteers
8. Providing supervision
9. Making volunteers feel they belong
10. Recognizing volunteer contributions

CRIMINAL RECORD CHECKS

Volunteer Screening (url91) is a process that helps match people with volunteer positions while improving the quality and safety of the programs and services offered in communities. Screening involves making sure there is a good match between work or volunteer tasks and the person who will do it. For more information on volunteer screening, refer to the *2012 Screening Handbook (url82)* produced by Volunteer Canada.

One part of volunteer screening is a Criminal Records Check. Recreation leaders are responsible for taking reasonable measures to protect children and other vulnerable people. A Criminal Records Check (*pdf67*) involves a search of the Canadian Police Information Centre database operated by the RCMP for relevant criminal record information. For more information, contact your local RCMP detachment.

VOLUNTEER RECOGNITION

Recognizing where volunteers are in their lifecycle and what role helping others plays in their life is critical to the recruitment, retention and recognition process. The conditions, schedule and format of volunteering are important factors for people when selecting an organization.

Giving recognition is an important part of retaining volunteers. Today's volunteers are goal-oriented, tech-savvy and mobile. As a result, the types of volunteer positions they seek have changed. Being flexible and offering the roles and type of work they want is a form of recognition. Of course, not all volunteers want to be acknowledged in the same way, so getting to know them as individuals is important.

The Volunteer Experience Recognition Program (url92) helps organizations officially acknowledge and affirm their volunteers' contributions by providing each person with an individualized certificate that lists the knowledge and skills acquired and/or demonstrated while volunteering.

Volunteer Canada's Facebook (url93) provides additional ideas and events for recruiting, recognizing and retaining volunteers. Talk to others to find creative ways for showing appreciation to your volunteers.

Nominating your volunteers for awards is also an important recognition strategy. The Recreation and Parks Association of the Yukon, Sport Yukon, and Volunteer Yukon have volunteer award and recognition programs.



MODULE 13

BOARD GOVERNANCE





MODULE 13 OUTCOME:

*Recreation leaders support the functions
of volunteer boards.*

MODULE 13 – BOARD GOVERNANCE

- 13.1 Introduction to Boards
- 13.2 The Role and Function of Recreation Boards
- 13.3 Roles and Responsibilities
- 13.4 Board Relationships
- 13.5 Providing Direction

LEARNING OBJECTIVES:

- Understand how volunteer boards are structured and how they function.
- Be familiar with the responsibilities, roles and skills of a board and its members.
- Recognize the unique role of recreation boards in Yukon communities.
- Understand how to foster effective staff and board relationships.

13.1 INTRODUCTION TO BOARDS

Module 11 - Working with Groups and Partnerships (mod11) explained the types, structures and processes related to working with community groups. The Board Governance Module focuses on the formalized structure and functions of nonprofit boards. Governance is about leadership and involves providing overall direction as well as making and implementing sound operational and financial decisions. Therefore, board governance concerns the way a volunteer board provides leadership for community recreation.

In Yukon, nonprofit boards are incorporated under the *Societies Act (url70)*. Their legal names must include “association”, “club”, “society”, etc.

Boards can be structured in different ways. This framework influences the relationships between the board, organization and senior staff. Three main types of board structures are described in the *Community Recreation Handbook for Northern Saskatchewan (pdf12-14)* (Frank, 2010)

- A governance board provides oversight, leaving management to a senior staff (e.g. Chief Executive Officer or Executive Director). They are typically associated with large organizations.
- A policy board provides direction for operations designating responsibility for carrying out rules (policies) to an executive director or senior staff. Policy boards make major decisions (e.g. approval of the annual budget, strategic planning).
- Operational boards are usually associated with small, community-based organizations whose members govern and carry out the work. Community groups are most likely operational boards.

In the case of governance and policy boards, the board delegates responsibility to the most senior person (e.g. recreation director, executive director, etc.) for operations. This senior employee directs staff and volunteers to implement the board’s direction and the priorities described in strategic plans and/or annual budgets. Annual work plans include detailed actions and timeframes to help staff and volunteers implement these priorities and serve as a useful guide for reporting back to the board on their progress.

Canadian Association for the Advancement of Women and Sport and Physical Activity (url96) has published an excellent resource, *Women on Boards: A Guide to Getting Involved*, to encourage women to take on leadership roles by volunteering as a board member.

13.2 THE ROLE AND FUNCTION OF RECREATION BOARDS

Recreation boards or recreation advisory committees are present in most Yukon communities. In some cases, the local authority for recreation is the First Nation who may or may not have a designated committee. Typically, these boards comprise a cross-section of community members who are nominated by a local council (municipal or First Nation government) or who are, in unincorporated communities, elected.

Recreation boards may be operational or advisory. Advisory boards can provide feedback and make recommendations to the recreation director and/or council. Operational boards carry out activities and may have authority from council for spending. *Module 2 - Yukon Sport and Recreation System (mod2)* explains these boards may also administer annual funding (i.e. Community Lotteries Program grant).

The main functions of a recreation board in Yukon may include some or all of the following depending on whether the board represents an incorporated, unincorporated or First Nation community.

1. Describe the purpose, goals and objectives, and develop specific policies and plans, for community recreation delivery.
2. Ensure quality recreation services.
3. Promote public awareness of recreation.
4. Liaise with government authorities regarding community recreation needs and services.
5. Develop a system of financial control for recreation budgeting.
6. Operate and maintain facilities.
7. Evaluate staff and programs.
8. Provide direction and leadership to recreation staff.
9. Facilitate communication with local groups.
10. Develop policies and procedures for use of local facilities.
11. Work with the local Chief and Council to establish clear communication regarding recreation delivery.

The Saskatchewan Parks and Recreation Association's *First Nations Recreation Board Development Manual (pdf68)* is a resource for the development and operations of recreation boards in First Nations communities.

13.3 ROLES AND RESPONSIBILITIES

A recreation board is a unit of individual members established for the specific purpose of community recreation development. Board members are volunteers who are responsible for the operations of their organization.

By law, the board is legally responsible and accountable for the operations and resources of the organization over which they govern. When individuals agree to serve as volunteer board members, they accept a legal and ethical responsibility to act in the best interests of the board and organization. *Women on Boards; A Guide to Getting Involved* ([url97](#)) provides an excellent overview of the legal responsibilities of board members on pages 23 to 25.

In Yukon, the directors of local recreation boards are responsible to:

- Develop the annual recreation budget and apply for funding.
- Assign recreation grant funding (e.g. Community Lotteries grants).
- Assist the recreation director with major fundraising projects.
- Volunteer for community events.
- Develop policy and negotiate funding agreements.

Individual members serving on recreation boards are expected to:

- Attend and participate in regular board meetings. An active and healthy board requires members to share opinions and values, bring information from the community to the board, and participate in decision-making.
- Understand the scope of authority as a board member, and become familiar with the board's constitution and constitution, bylaws, purpose, goals and policies.
- Be informed, making sure sufficient information is available and the context is understood before making decisions.
- Engage the community ensuring citizens are informed and have the opportunity to participate in planning and delivering recreation.
- Emphasize community strengths (e.g. current recreation opportunities, successful events and programs). Be positive and optimistic regarding community recreation.
- Be available to the recreation director for advice and consultation.



13.4 BOARD RELATIONSHIPS

Recreation strengthens community and builds a sense of belonging, pride and spirit. The recreation board members and staff are role models. The way in which they present the purpose and benefits of recreation, and how they engage community members, sets a standard for how citizens get involved and accept ownership for their community.

In any community there are strong personalities. Individuals serve on boards because they are passionate and have a strong belief in the organization's activities. Although these volunteers are enthusiastic and energetic, their opinions sometimes extend beyond the scope of the board's responsibilities to advise, recommend, listen and support. Conflict can arise, particularly around the board's authority to give direction to staff and volunteers. It is important to clarify the relationships and line of authority between staff and board members. Any conflict should be resolved in private and discussions should be confidential.

A key goal for recreation directors and recreation boards is to foster relationships within the community and encourage people to work together for quality of life. The interaction between the recreation director and board members determines the tone for the community. These relationships set the stage for working together to achieve the benefits of recreation. Good work does not happen in isolation, but is accomplished through collaboration, commitment and dedication.

In order to foster positive working relationships, board members and staff need to:

- Clearly define and agree upon each other's roles and the expectations that accompany these responsibilities.
- Develop a strong sense of trust and respect for the value of each other's roles.
- Establish open and honest communication.
- Recognize that their combined efforts lead to better outcomes for their community.
- Demonstrate agreement that recreation contributes significant individual, community, environmental and economic benefits.

13.5 PROVIDING DIRECTION

Recognizing that recreation provides multiple pathways to well-being for individuals, communities, and for our built and natural environments, Ministers for Sport, Physical Activity and Recreation endorsed [*A Framework for Recreation in Canada; Pathways to Wellbeing \(pdf1\)*](#) in February 2015. Development of the Framework was a collaborative effort of provincial and territorial governments, the Canadian Parks and Recreation Association, and the provincial/territorial partner associations. Members of Yukon Recreation Boards should familiarize themselves with the Framework's vision and goals as these will provide a foundation for reflection, discussion and the development of their own community's action plans.

Several other resources offer direction and guidance to recreation boards.

[*The HR Council's Toolkit \(url94\)*](#) offers a range of resources and information to support effective development and functioning of boards. The Toolkit addresses human resource planning, risk management, hiring senior staff, performance appraisal of senior staff, human resource policies and employment legislation.

[*The Muttart Foundation \(url98\)*](#) offers a number of workbooks that support nonprofit and charitable organizations to develop and operate healthy and effective boards.

- Board Building: Recruiting and Developing Effective Boards
- Drafting and Revising Bylaws
- Developing Job Descriptions for Board Members
- Hiring and Performance Appraisal of the Executive Director
- Financial Responsibilities of Nonprofit Boards
- Legal and Ethical Duties of Directors of Not-for-Profit Organizations:
Organizing Your Corporate Documents

THE 2015 FRAMEWORK FOR RECREATION IN CANADA

Vision

Everyone engaged in meaningful, accessible recreation experiences, that foster:

Individual Wellbeing	Wellbeing of Natural & Built Environments	Community Wellbeing
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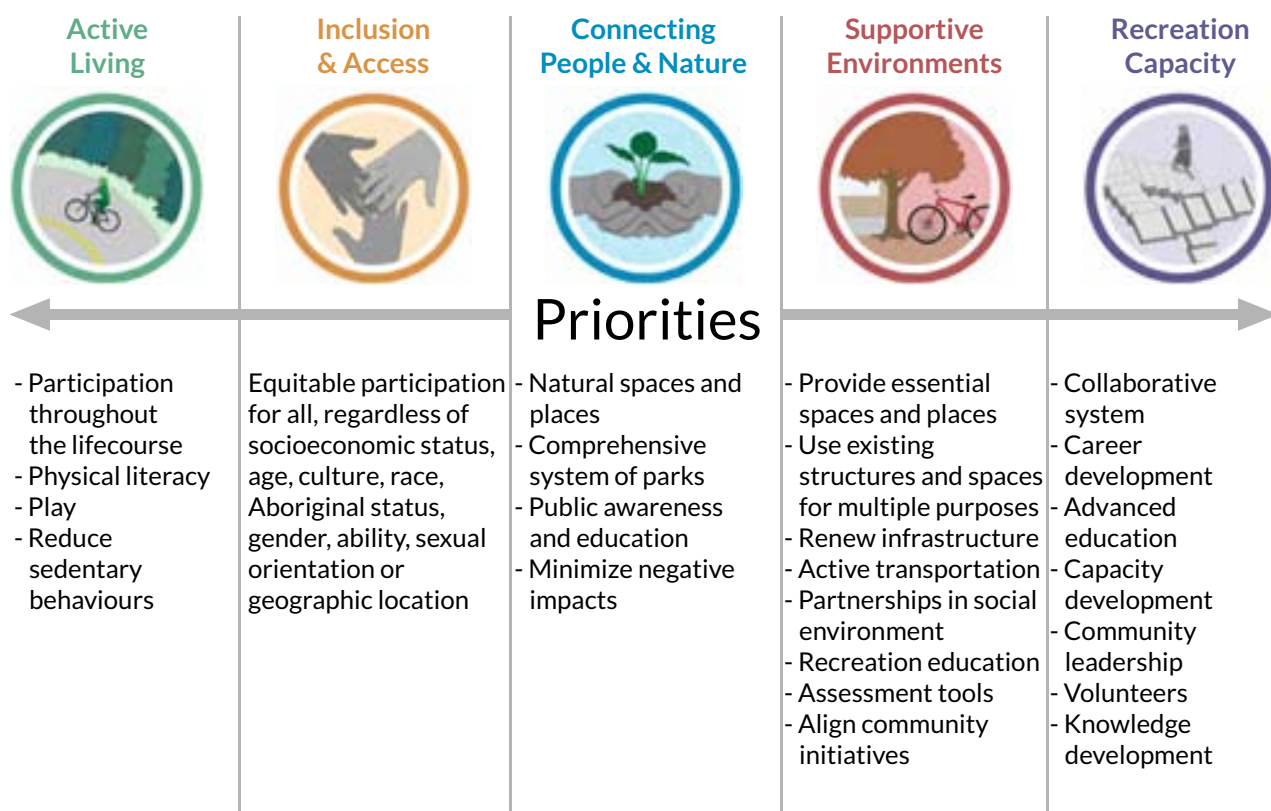
Values

Public Good	Inclusion & Equity	Sustainability
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Principles of Operation

Lifelong Participation	Outcome-Driven	Quality & Relevance	Evidence-Based	Partnerships	Innovation
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Goals



Interprovincial Sport and Recreation Council and Canadian Parks and Recreation Association. (2015).
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Active, Healthy Living Through Recreation and Parks

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GLOSSARY

ACCESSIBLE means no matter what a person's circumstances or abilities are, there is equal opportunity to fully participate in the activity.

ACCESSIBILITY refers to the physical environment and the characteristics that make it possible for people to participate regardless of ability.

ACTIVE LIVING or active, healthy living means we value and therefore integrate physical activity into daily routines.

ANNUAL BUDGETS are the estimated revenues and expenditures of all the recreation programs and services over a year.

ARTS reflect culture and are a way of communicating through a medium that can be shared with others.

BENEFITS OF RECREATION is a term used in our field to recognize that recreation contributes to positive personal, social, environmental and economic outcomes.

BENEFITS are the individual, social, economic and environmental outcomes that recreation, parks, sports, fitness, active living, arts and cultural services have the potential to provide for individuals and communities.

CAPITAL BUDGET is a budget for building, and in some cases maintaining, a permanent facility, structure, space or large piece of equipment.

CAPITAL EXPENSES refer to costs for building or establishing a permanent facility, structure, space or equipment.

COMMUNITY BUILDING in recreation settings is focused on supporting and empowering people to build relationships and a culture that enriches lives, promotes active and healthy lifestyles, and provides opportunities for individual and community growth.

COMMUNITY CAPACITY is a combination of a community's commitment, resources and skills. It takes leadership and effort to incrementally influence community capacity. Strengthening community capacity builds skills and relationships that foster health and well-being.

COMMUNITY RECREATION recognizes that the informal leaders who make recreation happen are parents, youth, coaches, teachers and other volunteers; and that activities are meaningful and accessible when they are created by the community for its own benefit.

A COMMUNITY RECREATION PLAN connects to local government plans, reflects community values and interests, gives consideration to the available resources, and answers three questions: Where are we now? Where would we like to be? How are we going to get there? A plan prioritizes actions based on the current state of recreation and a practical vision of the future and justifies the investment of resources into recreation infrastructure, services and programs.

CULTURAL ACTIVITIES reflect local heritage, social traditions and popular trends.

FEATURES are the characteristics of your product, program, service or event (time, location, duration, cost, staff, etc.)

FETAL ALCOHOL SPECTRUM DISORDER (FASD) is a lifelong disability resulting from exposure to alcohol before birth.

INBOUND MARKETING helps your organization or community “get found” by people who want your products and services.

INCLUSIVE refers to recreation programs and services that are open and welcoming to people of all abilities, ages, gender and means. When recreation is inclusive, everyone feels they belong and can contribute.

IN-KIND CONTRIBUTIONS are donations of time, supplies, facility space, etc. that are not cash. This type of contribution is important because it shows community support and it reduces the need for cash revenues to cover program costs.

LIABILITY under the law means that an organization is responsible for the (negligent) actions of its employees and/or volunteers.

LEISURE includes the activities, pursuits or actions people choose to do in their time away from work and other responsibilities.

LEISURE EDUCATION is helping people understand what recreation/leisure is, how they can benefit from participating, and teaching them how to find and get involved in leisure activities that are enjoyable and contribute to positive health.

LEISURE LITERACY is the outcome of leisure education. Individuals develop knowledge and skills, taking responsibility for the meaningful use of leisure time in ways that positively impact themselves as well as their community.

LOCAL RECREATION BOARDS may be formed to help provide a structure for the delivery of recreation in a community. The power and authority the board has depends on its relationships with other organizations or governments who may have a mandate for recreation.

MARKETING involves determining the value of your product or service and communicating that information to customers.

NEGLIGENCE is not being careful enough. It is a legal concept based on the failure to exercise a degree of care which is reasonable under the circumstances.

OCCUPIERS are those that own, have possession of, or have responsibility and control over a facility or lands. It is their responsibility to keep the premises reasonably safe to prevent injury.

OPERATING BUDGETS project or predict the amount of revenue and the anticipated expenses related to operating a facility and running a recreation department's programs and services.

OPERATING EXPENSES are the expenses related to running a facility and delivering programs and services.

OUTBOUND MARKETING involves pushing out information to the public and may be considered an intrusion.

OUTDOOR SPACES refers to outdoor environments where people choose to recreate; spaces such as parks, playgrounds and trails.

PARKS are outdoor environments developed for recreation purposes.

PLAYGROUNDS are outdoor spaces set aside for recreation and play. Most contain play equipment and are designed in a specific way to draw out structured and unstructured play.

A **PROGRAM** is an organized and structured activity that occurs regularly and is scheduled (e.g. swimming lessons, hockey games or a sewing club).

PROGRAM BUDGETS estimate the costs to run a program (e.g. a 10-week arts and crafts program) and the anticipated revenues.

PROGRAM EXPENSES are all the costs involved in developing and delivering a program (e.g. instructor wages, materials, rental of space, etc.).

PROGRAM REVENUE is the money generated from running a program (e.g. registration fees).

PROMOTION refers to activities that publicize or encourage awareness of a program, cause, organization, etc. Examples could include a brochure, free sample, poster, public service announcement, personal appearance, etc.

QUALITATIVE INFORMATION is associated with feelings, thoughts and behaviors. This type of data is captured through conversations, photos, interviews and stories.

QUANTITATIVE DATA is information that can be counted and measured (e.g. number of participants, dollars collected, etc.).

RECREATION is defined as "the experience that results from freely chosen participation in physical, social, intellectual, creative and spiritual pursuits that enhance individual and community wellbeing" (ISRC & CPRA, 2015). Recreation can include physical activity, sport, arts, cultural activities and community events. These experiences can be active (e.g. walking the dog, playing soccer) or passive (e.g. reading a book, enjoying a concert). Recreation activities may be structured or informal and may be done alone or with a group.

RECREATION LEADERS are staff and volunteers who fill roles as recreation directors and programmers, coaches, fitness leaders, board members, after school and youth program leaders, special events volunteers, and activity instructors.

RECREATION PLACES refers to facilities and community infrastructure. They provide opportunities to participate in recreation and leisure including community halls, recreation complexes, arenas and pools, libraries, schools, museums, art galleries, private gyms, etc.

REVENUE can include government grants, grants from nonprofit organizations, municipal taxes, membership and program fees, cash donations, money earned through fundraising events, etc.

RISK MANAGEMENT is the process of assessing your exposure to risk and then developing and implementing action plans to minimize its impact.

SOCIAL DETERMINANTS OF HEALTH refer to a range of social and economic factors that positively and negatively influence people's health (e.g. family income, race, employment, education, housing, etc.).

SOCIAL MARKETING is about trying to change people's attitudes and behaviors for their benefit.

SOCIETIES in the Yukon are nonprofit organizations registered under the Societies Act.

A **SPECIAL EVENT** is a one-time occurrence of an occasional recreation activity or celebration (e.g. Kiki Karnival). Special events are often associated with holidays, seasons or sporting events.

SPORT is a type of physical activity with rules and is often considered a contest to determine a winner. In recreational sport, the emphasis is more on participation and the development of fundamental movement and sport skills.

UNINCORPORATED COMMUNITIES are small communities that are not municipalities. Unincorporated communities are not governed by Yukon's Municipal Act and therefore do not have authority over taxation, bylaw making, land use, etc. A Local Advisory Council advises on development while public infrastructure is supported by Yukon Government's Department of Community Services.

VICARIOUS LIABILITY means that an organization can be held liable for the negligent actions of its employees and/or volunteers.

A **WAIVER** is a legal contract between a person participating in an activity and the organization providing the recreation opportunity.

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YUKON'S RECREATION LEADERS: Your input and feedback has helped to create a useful, meaningful and relevant resource.

AUTHORS: Caroline Sparks, whose commitment to the parks and recreation field, long term vision, and expertise moved the Guide from its initial concept through to completion, and Brenda Herchmer, whose experience as an adult educator in the community building sector and understanding of technology in leadership development were essential to the success of this project.

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- Lotteries Yukon
- Yukon Government Community Development Fund
- Ursula Angerer, Tagish
- Meaghen Kimmitt, Watson Lake
- Cindy Underhill, Carmacks
- Lia Fox, Haines Junction

POWERPOINT PRESENTATIONS by Brenda Herchmer and Anne Morgan

DOCUMENT DESIGN AND LAYOUT by Palmo Carpino

PHOTO CREDITS

(in order of appearance)

LOCATION	NAME	DESCRIPTION
Outside front cover	Ursula Angerer	Surrounded by balloons
Overview cover	Caroline Sparks	RPAY in spring
	Caroline Sparks	Running in the Carcross desert
	Danielle Drummond	Making an ice castle
SA Tool cover	Yukon Aboriginal Sport Circle	Coaching a child in Arctic Sports
Module 1		
Cover	David Greer	Serenity on a calm lake
	Mike Prawdzik	Fish frying in canoe
	Caroline Sparks	Beautiful crocuses
	Mike Prawdzik	Building a raft
	Krista Senez	Horsing around in the pool
	Yolande Cherepak	Snowshoe break
Module 2		
Cover page	Yukon Government	Fun with Arctic Winter Games mascot
	Yukon Aboriginal Sport Circle	Little helper
	Krista Senez	Happy faces in the Beaver Creek pool
	Don White	Snowshoeing in winter's wonderland
	Youth Directorate	Support the Youth!
	Shasta McNamara	Beaver Creek Community Club
	Johanna Duyan	Cute kids on Canada Day in Beaver Creek
Module 3		
Cover	Johanna Duyan	Gardening in Mayo
	Caroline Sparks	Wye Lake lookout
	R Beecher	Very cute in a red snowsuit
	Mike Prawdzik	Photographing fall colours
	Johanna Duyan	Hoar frost wonders
Module 4		
Cover	Krista Senez	Circle of swimmers in Beaver Creek pool
	Britta Andreas	Toys for games
	Krista Senez	Posing in front of scenic mountains
	Mike Prawdzik	A little bit of R&R
Module 5		
Cover	Johanna Duyan	Ice fishing near Beaver Creek
	Yukon Government	Mt. Lorne evening gathering
	Caroline Sparks	Children on Dawson ferry
	Adrienne Heinz	Making bracelets
	Youth Directorate	Youth camping
Module 6		
Cover	Ursula Angerer	Hanging out in Tagish
	Mike Prawdzik	Pond hockey on Chadburn Lake
	Caroline Sparks	Planning on the whiteboard in Watson Lake
	Ursula Angerer	Winter picnic in Tagish
	Mike Prawdzik	Hanging off the rings
	R. Beecher	Boy in frog hat
	Special Olympics Yukon	Climbing through the hoops
	Jane Vincent	A home away from home

Module 7 Cover	David Greer Nlaye Ndasadaye Daycare Caroline Sparks	Biking with a view Ski bugs on backs Riding in fall colours
Module 8 Cover	Johanna Duyan Ursula Angerer Ursula Angerer Youth Directorate Caroline Sparks Mike Prawdzik Johanna Duyan Mike Prawdzik	Beaver Creek residents celebrate Canada Day Parachute games in Tagish Senior yoga in Tagish Youth leadership training Skateboarding is for everyone! Hiking in the Atlin Lake area A smiley face in Beaver Creek Fall berries
Module 9 Cover	David Greer Caroline Sparks Mike Prawdzik	A true northern wedding on Lake Laberge Playing amongst the fireweed in Keno Coffee and chat in Tagish
Module 10 Cover	Ian Spencer Ian Spencer Mike Prawdzik Mike Prawdzik Krista Senez Krista Senez Colin O'Neill Caroline Sparks	Curling rink in Mayo Tennis in Mayo The ultimate natural skating rink Mt. Lorne Community Centre Junior lifeguard competition Aquatics training at the Canada Games Centre A new zamboni for Mt. Lorne residents Old Crow playground in winter
Module 11 Cover	D. Shorty Caroline Sparks Johanna Duyan Shasta McNamara Ursula Angerer	Drum making workshop Fiddleheads in Dawson City cemetery Learning to skate in Beaver Creek Ski lessons in Beaver Creek Cycling in Tagish
Module 12 Cover	Mike Prawdzik Britta Andreas Adrienne Hill Britta Andreas S. Himmelsbach Ursula Angerer	Colourful skiers at the Marsh Lake Ski Loppet Community recreation leaders having some fun Playing in winter Recreation leaders strategizing their target Arctic Winter Games volunteers Carpet bowling in Tagish
Module 13 Cover	Britta Andreas Caroline Sparks	Recreation Gathering at Marsh Lake A walk in the woods
Outside back cover	Sam Finton	Airborne in setting sun



DEDICATED TO ALL YUKON RECREATION LEADERS

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