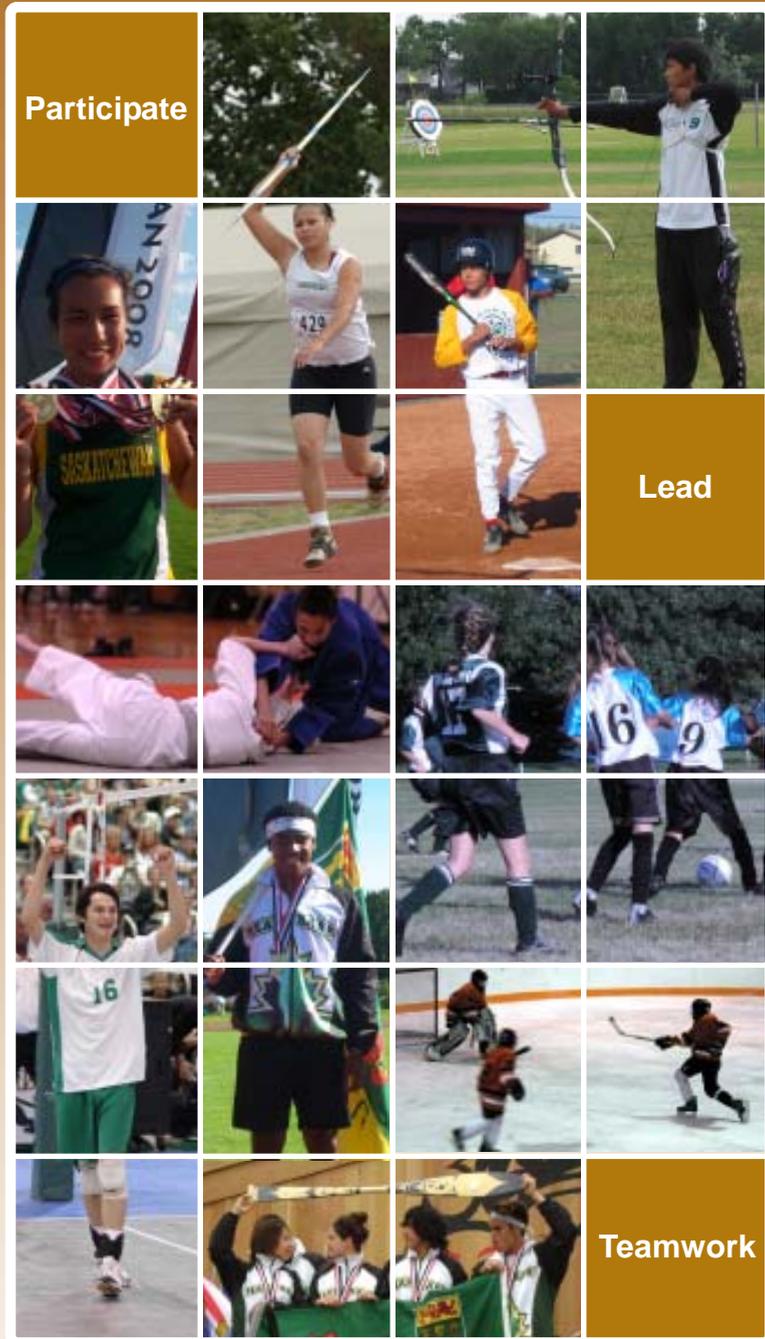


PLANNING TOOLKIT

Community Sport for Children and Youth

BUILDING COMMUNITIES *through Sport*



Working with Communities to
Develop Sport Activities

Acknowledgements

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- Canadian Sport for Life
- Aboriginal Children's Sport Participation in Canada – Leanne C. Findlay and Dafna E. Koehn, Health Analysis and Measurement Statistics Canada
- Northern Sport, Culture and Recreation District (Program Planning Template)

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If I play sport...

I will have more self-confidence;

I will be happier and healthier;

I will respect myself and others;

I will develop positive relationships with friends and leaders;

I will learn to be strong.

(Team Spirit Aboriginal Girls in Sport)

Why a Toolkit for Planning Community Sport?

Community Sport for Children and Youth Planning Toolkit is a resource to help communities build and maintain active sport programs for children and youth. Sport can be a significant part of community unity and provides benefits such as healthy lifestyles, self-discipline, and positive self-esteem for individuals.

The toolkit is designed to help communities determine, develop, provide, and evaluate their sport program needs so that more children and youth are active in sport for life. The workbook follows a community development approach to assist with creating your community sport programs.

This toolkit focuses on communities and helping leaders build on their strength to offer quality sport programs for Aboriginal children and youth. The **goals** are to:

- increase the number of Aboriginal children and youth playing sport;
- increase the numbers of volunteers available to organize, coach, and assist with sport programs;
- encourage organized sport programs that are developmentally appropriate for children and youth; and,
- encourage partnerships within the community and with other communities to organize leagues, tournaments and competitions.

Where can I get help with this Toolkit?

Within Saskatchewan, a strong sport system exists to help your community with its sport development plans. The contact for Sask Sport Inc. is listed below. In addition, Districts for Sport, Culture and Recreation, are available to assist you with this workbook.

Sask Sport Inc.

Joe Daniels, Community Sport Consultant
(306) 780-9310 or email: jdaniels@sasksport.sk.ca

Northern Sport, Culture and Recreation District	(306) 425-3127
Lakeland District for Sport, Culture and Recreation	(306) 953-1623
Rivers West District for Sport, Culture and Recreation	(306) 822-3030
Saskatoon Sport Council	(306) 975-0830
Prairie Central District for Sport, Culture and Recreation	(306) 554-2414
Parkland Valley Sport, Culture and Recreation District	(306) 782-3353
ReginaSport District	(306) 780-9274
South West District for Culture, Recreation and Sport	(306) 694-5525
Southeast Connection Sport, Culture and Recreation District	(306) 429-2205

For more information on the Saskatchewan Districts for Sport, Culture and Recreation, please visit www.sasksport.sk.ca/districts.php

Aboriginal Community Sport Grant

Where can I get funding assistance?

The Aboriginal Community Sport Grant Program (ACSGP)

The purpose of the Aboriginal Community Sport Grant Program (ACSGP) is to provide greater sport participation and development opportunities for Aboriginal youth in Saskatchewan, especially youth living in urban, rural, on-reserve, isolated and northern communities.

Eligible communities can access the grant program, which is funded by Sport Canada Aboriginal Participation and the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation. The grant is designed to support the development and implementation of community sport programs. For eligibility requirements, refer to the program guidelines and/or contact a support organization listed above or in Appendix A. Completing this workbook and the worksheets will assist you with the grant application process for this grant as well as other funding programs.

There are many other funding programs that support sport development for communities, such as:

- Saskatchewan Lotteries Community Grant Program
- Urban Aboriginal Community Grant Program
- KidSport™
- Aboriginal Coaches and Officials Program
- True Sport Foundation at <http://www.truesportfoundation.ca/en/home>

For more information on these programs and more please visit www.saskaboriginalresources.ca

"It's important to be physically active because you can feel good about yourself, like knowing you are in tip-top shape and you don't get tired as easy as you used to. It just makes you feel good, your self esteem."

Alwyn Piche, Volleyball Athlete, La Loche

Alwyn is an elite athlete. In 2005, he competed with Team Canada at the World Volleyball Championships in Algiers, Algeria. He believes that "it takes complete dedication and desire to be where you want to be." He also volunteers his time to coach volleyball during the school year and instructs other youth at volleyball clinics.

How to Use This Toolkit - 4 Steps to Success

Introduction

The toolkit contains four steps needed to plan an effective sport program. These steps will help you identify and prioritize your needs, design your sport program, deliver the program, and evaluate success. Each step will guide you through the community sport planning process, providing direction and tips along the way. The questions and information provided in each of the worksheets will assist you in creating a sport plan for your community. When working through the worksheets ensure you are getting feedback from the people in your community who will be involved in the sport program.

TIP: Contact one of the support people listed on page 3 for help at anytime. The worksheets will provide examples and/or tips to help you.

You may want to photocopy the worksheets so that you always have a “master” or blank copy on hand.



Step 1 - Understanding Needs & Determining Priorities

The first step begins by talking with the children and youth, parents, coaches, volunteers, and members of the community. Their input will help to determine the needs and priorities of your community sport program. Step 1 asks you identify the population of children and youth, community assets and strengths, barriers to participating in sport, sport program needs or desires, and benefits of sport for the children and youth. In this step, you will also set your community sport vision, brainstorm program ideas, and prioritize sport programs to develop in your community. You will use the Step 1 Worksheet to assist you in this process.

Step 2 - Designing Your Sport Program(s)

Step 2 helps you to plan developmentally appropriate sport. The worksheets provided will help you to use Canada's Long Term Athlete Development Model (LTAD) found in the following pages. Upon completing the step two worksheets you will have the blueprint needed to complete a successful sport season. This ensures that programs are organized and that they provide opportunities for many children and youth to enjoy developmental sport programs.

Step 3 - Delivering Your Sport Program(s)

Step 3 assists you in the delivery of sport programs in your community. The step provides guidelines for keeping the community and parents involved and informed, maintaining records of participation, and recognizing and celebrating your success. In this step, consistency and commitment is very important to keep children and youth participating and having fun.

Step 4 - Evaluating, Celebrating & Sustaining Your Sport Program(s)

Step 4 involves measuring the success of your sport program and celebrating your community accomplishments. It also outlines plans to ensure continued sport program development, ways to maintain sport programs, and methods to nurture sport in your community. During the evaluation, it is important to involve program participants, including athletes, coaches, officials, parents and organizers, as well as those who help out. Planning for the future of the program is also important, including how to continue the program from year to year and how to secure the necessary funding. You will use the Step 4 Worksheet to help you with this step.

Canada’s Long Term Athlete Development Model

What is Developmentally Appropriate Sport?

Children go through many different stages of growth and development on the way to becoming adults. Parents, care-givers, coaches and community leaders should become familiar with the stages and the differing needs at each stage, in order to provide developmentally appropriate sport programs for children in their communities.

What are the stages of Long Term Athlete Development?

Active Start (0-6 yrs)	Fundamentals (Male 6-9yrs) (Females 6-8yrs)	Learning to Train (Male 9-12yrs) (Females 8-11yrs)	Training to Train (Male 12-16yrs) (Females 11-15yrs)
<p>Children should learn fundamental movement skills through play based activity.</p> <p>The foundation is laid for healthy growth, confidence and enjoyment for being active</p>	<p>Children continue to build overall movement and motor skills</p> <p>Skill development should be well structured, positive, and fun</p>	<p>Children are developmentally ready to acquire the general sport skills that are the building blocks of athletic development</p>	<p>Focus on building an aerobic base, speed and strength. Further develop and consolidate sport skills</p> <p>Competition to test athletes’ skills, with focus on continued improvement, not just ‘winning’.</p>

What should be provided at each stage of the Long Term Athlete Development Model?

Active Start (0-6 yrs)	Fundamentals (Male 6-9yrs) (Females 6-8yrs)	Learning to Train (Male 9-12yrs) (Females 8-11yrs)	Training to Train (Male 12-16yrs) (Females 11-15yrs)
<p>Unstructured active play for at least 60 minutes and up to several hours per day</p> <p>Organized, structured physical activity for at least 30 minutes, up to 60 minutes a day</p> <p>Provide physical activity everyday without excuse</p> <p>Focus on basic movement skills, such as running, jumping , throwing and catching</p> <p>Toddlers and preschoolers should not be inactive for more than 60 minutes at a time, except when sleeping</p>	<p>Practice and master fundamental movement skills, such as running, jumping, tumbling, throwing, before sport specific skills are introduced</p> <p>Encourage participation in a wide range of sports, not just one or two.</p> <p>Emphasize the ABCs of Athleticism: agility, balance, coordination and speed</p> <p>Introduce basic flexibility exercises</p>	<p>Further develop all fundamental movement skills and teach general overall sport skills</p> <p>Apply a ratio of 70 percent training (practices) to 30 percent competition (games).</p> <p>Children should be participating in three or four different sports through out the year. Choose sports they enjoy and are likely to experience success in</p> <p>Encourage unstructured play and allow children to have fun.</p>	<p>Youth should narrow their participation to two sports</p> <p>Apply a ratio of 60 percent training to 40 percent competition</p> <p>Make aerobic and flexibility training a priority</p>

What is needed from the community at each stage of the Long Term Athlete Development Model?

Active Start (0-6 yrs)	Fundamentals (Male 6-9yrs) (Females 6-8yrs)	Learning to Train (Male 9-12yrs) (Females 8-11yrs)	Training to Train (Male 12-16yrs) (Females 11-15yrs)
Parental or primary care giver involvement Play leaders Basic equipment such as, playground or space at home Emotional and mental support through encouragement	Parents or primary care giver involvement School involvement Volunteers Fundamental movement skills training Trained coaches Equipment, facilities and support Emotional and mental support through encouragement and guidance	Parents or primary care giver involvement School involvement Trained Coaches Officials Volunteers and organizers Community Leaders Equipment, facilities and support Some travel for games and competitions Emotional and mental support through encouragement, mentorship, and guidance	Parents or primary care giver involvement School involvement Trained Coaches Officials Volunteers and organizers Community Leaders Equipment, facilities and support More travel for games and competitions Emotional and mental support through encouragement, mentorship, and guidance

Who can support your community sport development plan at each stage?

Active Start (0-6 yrs)	Fundamentals (Male 6-9yrs) (Females 6-8yrs)	Learning to Train (Male 9-12yrs) (Females 8-11yrs)	Training to Train (Male 12-16yrs) (Females 11-15yrs)
Parents or primary caregivers Daycares Preschools Community Leaders Districts	Parents or primary caregivers Teachers Community Leaders Coaches Districts	Parents or primary caregivers Teachers Coaches Leaders Community Leaders Provincial Sport Governing Bodies Tribal Council Coordinators Districts	Parents or primary caregivers Teachers Coaches Leaders Community Leaders Provincial Sport Governing Bodies Tribal Council Coordinators Districts

Examples of Canada’s Long Term Athlete Develop Model in Action...

Active Start (0-6 yrs)	Fundamentals (Male 6-9yrs) (Females 6-8yrs)	Learning to Train (Male 9-12yrs) (Females 8-11yrs)	Training to Train (Male 12-16yrs) (Females 11-15yrs)
Running around the playground – active play Parents and children kicking a ball together in the park Dancing around the living room A beginner gymnastics class	Learn-To programs in any number of sports. Bike riding Gymnastics, swimming, skating or the “Run, Jump, Throw” programs A quality Phys. Ed. program at school	Sport teams or programs such as softball, soccer, basketball, etc Structured activities with guidance and correction Competitions that don’t focus solely on winning Quality Phys. Ed program at school	Sport teams or programs such as athletics, football, water polo, etc Structured sport activities with guidance and correction Athletes play to win and do their best but the major focus is training as opposed to competition. Quality Phys. Ed program at school

Note: Canada’s Long Term Athlete Development model is a guide to help communities with designing and offering developmentally appropriate sport and recreation programs for children and youth. Many things should be considered in providing appropriate sport programs, including children’s physical, mental, emotional, and spiritual needs.

For further information on Canadian Sport for Life and the Long Term Athlete Development Model go to www.canadiansportforlife.ca



Glossary of Terms

Aboriginal:

A collective term that includes First Nations (both status and non-status), Inuit and Métis people

First Nations:

Registered First Nations who possess a Status Indian card and are registered through Indian Affairs Canada.

Métis:

Aboriginal people who are distinct from Indian and Inuit and are a descendant of those Métis who received or were entitled to receive land grants and/or Scrip under the provision of the *Manitoba Act, 1870* or the *Dominion Lands Act*, as enacted from time to time; or a person of Aboriginal descent who is accepted by the Métis Nation and/or Métis community.

Vision:

A desired outcome that inspires, energizes and helps to create a mental picture of the target.

Outcomes:

Expected results of the project which can be used to measure its success.

Assets:

A useful or valuable quality, person, or thing.

Resources:

People, materials, technologies, money, etc., that are required to implement strategies or processes. The costs of resources are often shown in the form of a budget.

Barriers:

A limit or boundary of any kind.

Sustainability:

A process or state that can be maintained at a certain level indefinitely.

League:

An association of sports teams that organizes matches for its members.

Club:

In sport, a group that has been formed by individuals motivated by a common interest and a desire to participate. A club may be entry level, developmental, high performance, recreational or any combination of these elements.

Tournament:

A sporting competition in which contestants play a series of games to decide the winner.

Intramural:

Involving only students at the same school or college.

Resources to Support You

1. Great Resource Guides

The following resources are available by contacting Sask Sport Inc. - www.sasksport.sk.ca or by email at sasksport@sasksport.sk.ca or by phone at (306) 780-9300.

Community Resource Guide

www.saskaboriginalresources.ca

This guide contains an overview of sport, culture and recreation “global” organizations and is a resource to assist in the development and implementation of sport, culture and recreation programs in a community.

Children in Sport - A Resource Manual for Sport Leaders

www.sasksport.ca

The purpose of this resource manual is to encourage and assist provincial sport governing bodies, recreation associations and community groups to take a leadership role in developing age-appropriate activities for children that focus on fun and teach basic skills. This approach fosters the overall development of the children involved, allowing them to maximize the many benefits that sport provides.

Children in Sport - An Orientation Guide for Sport Leaders

www.sasksport.ca

This Orientation Guide features a variety of resource materials including a skills resource manual, video and booklet.

The following are available to purchase from the Canadian Centre for Ethics in Sport - www.cces.ca or email: order@cces.ca or (613) 521-3340 or 1-800-672-7775 or fax (613) 521-3134.

Fair Play – It’s Your Call – A Resource Kit

This kit helps anyone working with children 8-14 years old and teaches that fair play is the only way to play. Each manual contains an introduction to fair play, fair play tips and tools, and creative ideas for building awareness about fair play. A brochure for parents is also included. Manuals can be purchased separately.

Fair Play for Kids – A Handbook of Activities for Teaching Fair Play

This resource includes more than 40 activities that teachers can use to teach children the importance of integrity, fairness and respect in sport and life. Intended for use with children 8-12 years old, the handbook includes worksheets and background information to support the student activities.

The following website is a great resource for templates, samples and forms:
www.sportengland.org/clubmark

Clubmark - Clubmark was introduced in 2002 by Sport England. One of its goals is to provide a focus around which all sport organizations involved in sport can come together to support good practice in sports clubs working with children and young people. Many of the resources and template online are ready to use, others, such as the Club Constitution requires Clubs to substitute their Club name and fill in the blanks. Some of these documents are pre-requisites for some grant schemes others simply help the club function on a higher level. These documents are intended to be working documents, please digest what they say and amend them to suit your clubs needs and intentions. Available are things like:

- Guidelines for dealing with an incident/accident
- Incident/accident report form
- Attendance register
- Task description: Head Junior Coach
- Task description: Assistant Junior Coach
- Risk assessment form
- Club partnership agreement
- Development plan
- Volunteer agreement form

2. Information on How to Form a Club

Each sport has its own unique way of developing into a club. The Saskatchewan Provincial Sport Governing Bodies are good resource to address the specific needs of each sport as it moves from a "learn-to" clinic through to a functioning club. See the Sask Sport Inc. website - www.sasksport.sk.ca for a list of PSGBs in Saskatchewan.

Sport Manitoba www.sportmanitoba.ca/downloads/How_to_Start_a_Club.pdf

The purpose of this resource is to provide leaders with a basic step-by-step guide to forming a sport club from scratch. From undertaking a community assessment to deciding on club structure, the information provided should help assist groups as they work towards developing a viable sport club that will serve the needs of the community in the years to come.

Sportweb www.sportweb.ca

SportWeb offers a selection of web based tools & products designed to improve efficiency and effectiveness of sport organizations. The tools are scalable which allows for systems to be built all at once or over time. They can enhance your ability to engage your membership and community as well as to connect with other components of the sport system.

Leisure Information Network (LIN)

<http://lin.ca/htdocs/index.cfm>

The Leisure Information Network (LIN) website is dedicated to providing resources and sharing information on recreation, sport, culture and lifestyle enhancement. One article located on LIN pertaining to starting a club is produced by the Northwest Territories Municipal and Community Affairs and titled "Developing a Community Sport Association". To access this article: Go to the LIN website, click on the "Recreation Database" button, click on "Keyword Search" and type in "Community Sport Association" and click "Search".

3. Volunteer Online Training

Online Volunteer Training Centre

www.otvc.sk.ca

This web-based training program is offered FREE to all Saskatchewan residents involved in the volunteer sector. It is a Sask Sport initiative and supported by the Canada Games Dreams and Champions Legacy Fund.

Participants will receive a user ID and password to gain access to all of the training courses offered. The Online Volunteer Training Centre will enable the registrant to access the training at their convenience and complete the training at their own pace. The courses are offered free of charge, therefore present an affordable alternative to formal workshops, seminars or classrooms, and increases accessibility to training opportunities, in particular to rural, northern or isolated communities.

4. Great Books to Read about Children in Sport

The following book is available from the Coaches Association of Saskatchewan - www.saskcoach.ca or phone (306) 780-9313.

Straight Talk about Children in Sport

By Janet LeBlanc and Louise Dickson

This is a "must read" book for everyone involved with children in sport. It is an easy-to-read, comprehensive book on how 6-12 year olds can get the most from their sport experience. It answers many questions for coaches, parents and administrators. How can sport be more fun? How can coaches and parents keep sport in perspective? When should children specialize? At what age should children become involved in competitive sport? Is there too much adult domination in children's sport?

The following books are available to borrow from the Resource Centre of Sport, Culture, and Recreation - www.spra.sk.ca or by phone at 1-800-563-2555 or (306) 780-9424.

Give Your Kids a Sporting Chance

By Kevin Spink

This is an excellent, easy-to-read book on how parents can support their child's sport experience in a positive manner. It has something to offer for parents of both aspiring athletes and recreational participants on how obvious and subtle off-field behaviours can enhance or have a negative effect on the child's sport experience.

Sport Parent

By Tom Hanlon

A guide to help parents understand how to help their children gain the most from sport. It is part of the Sport Parent Education Program developed by the American Sport Education Program (ASEP).

Parents Complete Guide to Youth Sports

By Nathan Smith, Ronald Smith, Frank Smoll

Provides helpful information on parenting young athletes at all levels. It offers suggestions on what role parents should assume from entry level into sport to the elite level.

5. National Programs & Initiatives

Please visit the Sport Canada website at www.pch.gc.ca/progs/sc/multi-sport/index_e.cfm for an excellent list of national multi-service sport organizations such as:

- Aboriginal Sport Circle
- Canada Games Council
- Canadian Assoc. for the Advance of Women in Sport
- Canadian Centre for Ethics in Sports
- Canadian Olympic Committee
- Canadian Paralympic Committee
- Canadian Special Olympics
- Canadian Tire Foundation for Families
- Coaches of Canada
- ESTEEM Team
- Sport Information Resource Centre
- Sport Matters
- True Sport Foundation

6. Other Sport Initiatives and Supports

Sport Medicine and Science Council of Saskatchewan

www.smscs.ca

The Sport Medicine and Science Council of Saskatchewan provide professional sport consulting services to all levels of athletes within the province of Saskatchewan. The council is committed to the delivery of quality services in the targeted areas of Athletics Taping, Sport First Aid, Drug Education, Sport Nutrition, Mental Training, Exercise Physiology, Biomechanics, and Injury Care and Prevention. For more information on the costs of programs and services, contact the council at 1-888-350-5558.

Long Term Athlete Development Model

www.ltad.ca

This resource and website describes a 7-stage Canadian model of Long-Term Athlete Development (LTAD), a training, competition, and recovery program based on developmental age — the maturation level of an individual — rather than chronological age. It is athlete centred, coach driven, and administration, sport science, and sponsor supported. Athletes who progress through LTAD experience training and competition in programs that consider their biological and training ages in creating periodized plans specific to their development needs.

Respect Ed for Sport, Culture & Recreation

The goal of this program is “Supporting Participation – Free from Abuse and Harassment”. The program offers a number of services to sport, culture and recreation members, including; educational workshops on risk management, abuse and harassment; support for leaders, coaches and instructors; assistance in developing and implementing abuse and harassment policies; and response procedures at the grassroots level. For more information contact Michelle Dezell at (306) 975-0861 or email mdezell@sasksport.sk.ca.

Preventing Sport-Related Injuries

The following websites have information about preventing sport and recreation related injuries:

- Sport Medicine and Science Council of Saskatchewan
<http://www.smscs.ca/services/firstaid/related.htm>
- Nemours Foundation Kids Health for Parents
http://www.kidshealth.org/parent/nutrition_fit/fitness/sports_safety.html
- Australian Sport
<http://www.ausport.gov.au/fulltext/2000/vic/spifs.asp>
- Sports Injury Info
<http://www.sportsinjuryinfo.com/>
- Safe Kids USA
http://www.usa.safekids.org/tier2_rl.cfm?folder_id=178

High Five

www.highfive.org

HIGH FIVE® is a quality standard of Parks and Recreation Ontario designed to support the safety, well-being and healthy development of children in recreation and sport programs. We do this by providing parents and professionals with tools, training and resources that promote and support the principles of healthy child development. We have also developed the HIGH FIVE® Quality Assurance Process - a unique accreditation system for recreation and sport programs.

Everybody Gets to Play

www.spra.sk.ca

The goal of *Everybody gets to play™* is to enhance the quality of life of all children and youth living in poverty by increasing access to and participation in recreation opportunities. Visit this website for research and facts about poverty in Canada, the health and social consequences of poverty, and how recreation can improve the lives of kids, families and communities. There are resources to help you build partnerships in your community and plan effective action, workshops that help you build skills, raise awareness and mobilize your community, and success stories about programs that have already made a difference.

Canada's Physical Activity Guides

Available from Health Canada at 1-888-334-9769 or www.healthcanada.ca/paguide

Canada's Food Guide for First Nations, Inuit and Métis people

Available from Health Canada at 1-866-225-0709 or www.healthcanada.gc.ca/foodguide

"It's very rewarding, helping kids out and volunteering my time. There is a real need for Aboriginal coaches and officials out there, and it's an opportunity to get involved with your community."

**Morris Pasap, Head Coach
Fort Qu'Appelle Selects Bantam Boys Softball**

Appendix A

Step 1 - WORKSHEETS Understanding Needs and Determining Priorities

A) Identify the Children and Youth in your Community

How many children and youth does your community have in each stage of LTAD?			
<p>TIP:  Your school or community census is the best source of information for the section or check with Statistics Canada at www.statcan.ca (home address) or call 1-800-263-1136.</p>			
Active Start:	Male (0-6yrs):	_____	Female (0-6yrs): _____
Fundamentals:	Male (6-9yrs):	_____	Female (6-8yrs): _____
Learning to Train:	Male (9-12yrs):	_____	Female (8-11yrs): _____
Training to Train:	Male (12-16yrs):	_____	Female (11-15yrs): _____

B) Identify your community's assets and strengths

Take an inventory of your community - talk to schools, youth and community people and recreation departments. Identify what programs are currently provided for children and youth.

<p>In what sport programs do the children and youth in your community currently participate? (Include gender and season)</p> <p>Example: Hockey League - primarily males - fall/winter/spring</p>
<p>What types of support do you currently have in your community to assist in the development of structured sport programs? (Such as coaches, volunteers, facilities)</p> <p>Example: Certified Wrestling Coach, Track, Arena</p>

C) Identifying the gaps

The steps above provide information about the ages of children and youth, as well as the supports in your community. Please identify the following to better understand what sport program is needed by children and youth in your community?

TIP:



Are sport opportunities provided for all children and youth? Are girls involved in community programs? Do the children and youth have several program options?

Looking at the population of children and youth that you have identified above, what age group would benefit the most from additional sport programming? Why?

--

Looking at the population of children and youth that you have identified above, what gender(s) would benefit the most from additional sport programming? Why?

--

Is your community using all the supports available? (i.e. is your school gym open after hours, do parents help out in your community, do you have trained coaches in your community, etc.)

--

D) Identify the barriers that prevent children and youth in your community from participating in sport

Discovering barriers that exist within your community will help you to address them. For example, if some families face financial problems, a possible solution would be to either access or start a KidSport™ program to help with the costs involved with the sport.

Barriers	How can they be addressed?
Example: Currently, we do not have trained coaches in the community.	We can access the Aboriginal Coaches and Officials program to train community members that can help out.

NOTE: The following example will help you identify the barriers and provide solutions:

Potential Barrier	Possible Solution
We are having trouble using the toolkit	<ul style="list-style-type: none"> Contact the District or the person listed on page 3 of the workbook for help at anytime.
We don't know how to involve more community partners	<ul style="list-style-type: none"> Community partners can come from all over the community, and may or may not be sport enthusiasts. Partners may include the school(s), recreation departments, other community clubs and groups, health, justice, and businesses. They may help you with access to youth, volunteers, funding, promotion, and facilities and equipment. Consider why each partner would want to be involved (i.e. to provide help, to help promote, to provide equipment, etc.) and how the program benefits their needs (i.e. youth staying in school). Then ask or sell them on these reasons!
We don't know how to involve the children and youth in the planning	<ul style="list-style-type: none"> Ask the children, youth, and family members what they want and what their barriers are for participating in sport. Go to the children and youth directly (at the youth centre, school, store, wherever they hang out!) They will appreciate being asked and that leaders want to provide them with sport opportunities.
There are no trained coaches in our community to lead sports programs	<ul style="list-style-type: none"> Access the Aboriginal Coaches and Officials program to train caregivers, parents, and retired athletes.
We don't have enough people to help out with our sport programs	<ul style="list-style-type: none"> Ask parents, caregivers, and community members to help out. Sometimes the person just needs to be personally asked! Food brings people together! Include snacks or a meal with meetings, etc.
We don't have enough money	<ul style="list-style-type: none"> Eligible communities can access the Aboriginal Community Sport Grant There are other funding programs that could support your sport development plans. Visit www.saskaboriginalresources.ca

<p>We organize sports but the children and youth don't show up</p>	<ul style="list-style-type: none"> • Be sure it is a sport they are interested in and that the sport is developmentally appropriate. • Find out why they are not attending, maybe they need a ride. • Promote the opportunity and what is important to them (i.e. chance to be with friends, play in tournaments, etc.). • Go to the school or youth centre to recruit participants. • Be consistent! Cancel as little as possible. Make it fun!
<p>We don't have a facility to play in</p>	<ul style="list-style-type: none"> • Can the sport be played where you have access now (modified)? i.e. outdoor rink • Ask a neighbouring community to use their facility. • Can you set up a partnership agreement to use facilities in the community? (i.e. The school at no cost) • Is it a scheduling problem? Can you meet with the school or community recreation to get access?
<p>We don't have all the equipment we need</p>	<ul style="list-style-type: none"> • Can you host a community fundraiser to get the equipment? • Can someone in the community help you get the equipment/school • Access a Kidsport™ program or consider starting the program in your community • Check with the provincial sport governing body or District to see if they can help you find equipment • Check to see if there are other grants or businesses that might want to sponsor you to purchase equipment
<p>We don't have a league to play or know where we can play other teams</p>	<ul style="list-style-type: none"> • Contact your Sport, Culture and Recreation District to help connect you with other community leagues and/or teams to participate/compete against, or to develop a league • Contact the provincial sport governing body (i.e. Saskatchewan Soccer Association) to see what clubs, leagues, etc. are near you
<p>We don't know how we can travel to other communities or areas to participate/compete</p>	<ul style="list-style-type: none"> • Ask for help! Find out if the recreation department, community or school has a van you could use. Are parents and family members willing to drive the participants? • Ensure that you have considered the funds you need to travel (i.e. gas, etc.). • Ensure that you have considered safety and insurance for your travel needs.
<p>The parents don't want to get involved</p>	<ul style="list-style-type: none"> • Recruit parents, older siblings, and other family members to help as coaches, managers, drivers, record keepers, etc. Try and define what you need ahead of time, and communicate the specific task required to those helping out. • Thank and recognize your helpers for their support!
<p>We want to encourage the children and youth to eat healthy. Who can help?</p>	<ul style="list-style-type: none"> • Talk with a nutritionist, health promotion worker or public health nurse in your community for information and ideas. • Access the Canada's Food Guide for First Nations, Inuit and Métis people from Health Canada
<p>How can we keep the program going every year</p>	<ul style="list-style-type: none"> • When community support is solid, a program can usually keep going from year to year. • Ensure the community sees the value in the program(s) for the children and youth • Try to have money budgeted for the sport every year, i.e. through the community or by fundraising. • When a program is well organized and consistent, participation is less likely to drop off

E) Identify your community sport needs

Is it a sport that is currently provided in your community but needs more structure? It is important to talk to the children and youth about their needs.

Sport: Example: Wrestling	How was it identified as a need? We have a certified coach and the youth have expressed an interest.

F) Below is a list of the top ten benefits of sport. Please use this list to identify the top three benefits that you want for the children and youth of your community, and why they are important for your community.

- 1) Keeps children and youth active
- 2) Fosters positive youth development
- 3) Enhances academic achievement
- 4) Teaches positive values and skills
- 5) Promotes positive lifestyle choices
- 6) Provides positive role models
- 7) Enhances mental health
- 8) Builds social capital (friendships, networks, and fun)
- 9) Contributes to quality of life in Saskatchewan communities
- 10) Renews Aboriginal Culture

TIP:



Healthy communities are important for all Saskatchewan people and sport plays a critical role in creating healthy communities. Positive sport programming and participation contributes to the physical, emotional, and mental development of children and youth.

Benefit:	Why is this benefit important to your community?

F) Create a vision for children and youth’s sport development in your community

Is it a sport that is currently provided in your community but needs more structure? It is important to talk to the children and youth about their needs.

<p>What is your vision for sport in your community? What do you want it to look like? Imagine your community 5-10 years from now.</p>

H) Create a list of sport program ideas and set your sport program priorities

Generate ideas of sports that will meet community needs, utilize the resources available in the community, and provide new opportunities for the children and youth in your community. Involve as many people as possible and be creative. After you have generated your list of sport program ideas, the next step is to decide which sports will be priority for your community. Select the sport program that would best meet the needs of children and youth in your community and that can be provided with the resources available to you (on the worksheet, use the column on the far right to rank your priorities).

TIP:



Consider the following questions to help your community determine its priorities:

- Did the children and youth identify the sport as a need?
- Are there other teams within your community or other communities that can participate in the sport through tournaments and leagues?
- Does your community have the facilities needed to provide the sport?
- Are you providing programs throughout the year?

Sport	Stage of LTAD	Age	Gender	Season	Priority <small>(Rank after creating the list)</small>
Example: Table Tennis	Learning to Train	8-11	Female	Fall/Winter	1

Appendix B

Step 2 - WORKSHEETS Designing Your Sport Program

A) Support Needed

Which sport will your community develop?
Is the sport program new or existing?
<input type="checkbox"/> New sport program OR <input type="checkbox"/> Existing sport which will be further developed (explain):
Who have you identified to support the sport program? (i.e. people to help out, school, District, Provincial Sport Governing Body, etc.)

B) Participants

Who is the sport program going to support	
<input type="checkbox"/> Both males and females	<input type="checkbox"/> Males <input type="checkbox"/> Females
What age(s) will the participants be?	
How many children and youth will participate?	
How will your program recruit participants?	

C) Developmentally Appropriate Sport

What stage of the Long Term Athlete Development Model will your community implement to meet the needs and priorities of children and youth in your selected sport?			
	TIP: Use the "Developmentally Appropriate Sport" information provided in the toolkit on page 7.		
	<input type="checkbox"/> Active Start	<input type="checkbox"/> Fundamentals	<input type="checkbox"/> Learning to Train
What do you need to do in order to provide the sport program at this stage? (i.e. try to access the sport specific Long Term Athlete Development for your sport. It will assist you in determining program priorities such as, skills needed and training requirements for athletes at a given stage. For example a Learning to Train soccer program would provide the following: 1) Equal playing time for all players to try all team positions 2) A focus on developing speed, flexibility and skills 3) A season that lasts 16-20 weeks			

D) Season

During what months will the program run?
How many weeks will the program run?

E) Practices

How many times per week will the team practice?
How long will each practice be?

F) Leagues and Competitions

Will the sport program be part of a league, if so which one?
Will the team participate in competitions, if so how many and where?

G) Facility

Where will the team practice?
Does your community have free access to the facility?

H) Coaches

How many coaches will the sport program need?
How will you recruit coaches?
TIP:  The key role of the coaches is to help children and youth learn to love the game. Parents, older youth, teachers, and community leaders are all potential coaches.
Do your coaches require training?
TIP:  The Aboriginal Coaches and Officials Program can help. For contact information go to www.saskcoach.ca

I) Officials

Will you need officials for the program?
How will the program recruit officials?
Do they require training?
TIP:  The Aboriginal Coaches and Officials Program can help. For contact information go to www.saskcoach.ca

J) People to help out

How many people will you need to help out with the program? (example: drivers, fundraising initiatives, coaching, etc.)
How will your program recruit people to help you?
TIP:  When asking people to help, be specific about the job that needs to be done.
Will any training be required to ensure that the people helping you are supported? (Example: the on-line volunteer training center at www.ovtc.ca has a fundraising course that can support your needs)

K) Safety

What measures will you take to ensure the safety of the participants?

(Example: Emergency Action Plan, insurance, equipment safety checks, etc.)

TIPS:



Check with the provincial sport governing body, your community's recreation department, and community schools, to discover the safety measures they use that can assist you.

The Sport Medicine and Science Council of Saskatchewan provides professional sport consulting services to all level of athletes in areas such as sport first aid, injury care and prevention. For more information visit www.smscsqlx.sasktelwebhosting.com

Do you have liability insurance?

Where can you get this insurance?

TIP:



Becoming a member of a PSGB will include liability insurance for the coach and athletes. Most memberships range from \$5-40 per person. You also benefit in other ways. For a list of benefits, visit the Sask Sport website at www.sasksport.sk.ca

L) Nutrition and Health

What will the community do to encourage healthy eating and healthy living?	
<p>TIPS:</p> 	<p>You may want to talk with a nutritionist, health promotion worker, or public health nurse in your community for information and ideas.</p> <p>The Canada Food Guide for First Nations, Inuit and Métis people from Health Canada is a valuable resource available at 1-866-225-0709 or by email at www.healthcanada.gc.ca/foodguide</p> <p>The Sport Medicine and Science Council of Saskatchewan provides professional sport consulting services to all level of athletes in areas such as sport nutrition and mental training.</p>

M) Equipment

What equipment will be needed to run the program?
Does the community already own this equipment?
What equipment will have to be purchased?

N) Transportation

How will the participants get to practices, games, etc?
Does the community have access to vans or buses to transport the participants?
If transportation is needed, do you have volunteers to transport the participants?

O) Budget Summary

Income:	Amount	Follow-up Actual
Saskatchewan Lotteries	\$	\$
Fundraising	\$	\$
Cash Donations/sponsorships	\$	\$
In-kind contributions (non-cash – please list)	\$	\$
Other sources (please list from Table 1 below)	\$	\$
1.	\$	\$
2.	\$	\$
3.	\$	\$
Total Income	\$	\$
Expenditures: (identify in-kind expenditures with an asterisk*)	Amount	
Facilities	\$	\$
Equipment Costs	\$	\$
Travel costs	\$	\$
Training/Development Costs	\$	\$
Other direct related expenditures (please list):	\$	\$
1.	\$	\$
2.	\$	\$
3.	\$	\$
4.	\$	\$
5.	\$	\$
Total expenditures	\$	\$
Surplus/deficit without Community Sport Grant funding	\$	\$
Requested Grant Amount	\$	\$

Appendix C

Step 3 - WORKSHEETS Delivering Your Sport Program

A) Support Needed

List who will support you to deliver your sport program?

(Example: coaches, officials, helpers, fundraisers, etc.)

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Identify the role for each person listed above will have in the sport program?

(Example: coach will plan and deliver practices, helpers will chaperone children and youth, etc.)

B) Parents and Caregivers

How will your sport program involve the parents, family members, or caregivers?

TIP:



Encourage parents to watch practices, to help out as drivers or chaperones, and to encourage their child's sport participation.

How will your sport program keep parents informed?

TIP:



Parents need to know your coaching philosophy and how their children are progressing in the sport program. Try holding an information meeting at the start of the season and follow-up with regular letters sent home with the children.

How will your sport program ensure parents are aware of fair play and how to be positive sport parents?

TIP:



Provide parents with the Long Term Athlete Development parents guide which can be found by visiting **www. Itad.ca**

C) Record Keeping

How will you keep records on your sport program?

(Example: attendance/participation, code of conduct forms, incident/accident reports)

TIP:



At minimum the coach should know each child's name, address, and parent or caregiver contact information.

D) Recognition and Celebrating Success

How will you recognize your athletes, coaches, volunteers, etc and celebrate your community sport success?

TIPS:



Don't wait until the end of the program to recognize and celebrate your successes! Little things can be done along the way like thank yous, announcements to recognize participants, and community recognition suppers or events.

Ideas include certificates of participation/achievements, community recognition night(s), suppers/feasts, awards programs, etc.

Appendix D

Step 4 - WORKSHEETS

Evaluating, Celebrating and Sustaining Your Sport Program

Sport Program: (Example: name of sport)		
Number of athletes involved in each age and gender group:		
Number of coaches:	Number of officials:	Number of people who helped:
When did the program take place (season)?		
Time(s)/Duration (i.e. 2/wk for 60 minutes):		
Brief description of the sport program:		
Did your program go as planned? Please explain.		
Did the program meet the needs and benefits you wanted for the community's children and youth?		

Describe the program successes:
Describe the challenges you may have encountered. Remember, challenges can help us discover a new way to do things and improve our programs.
Recommendations - Describe what will happen with the program during the next year/season? What changes will be made, if any?
How will you ensure your program will run next year? Where will you get the funding? Will you have the same coaches and volunteers?
Other comments/notes:

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