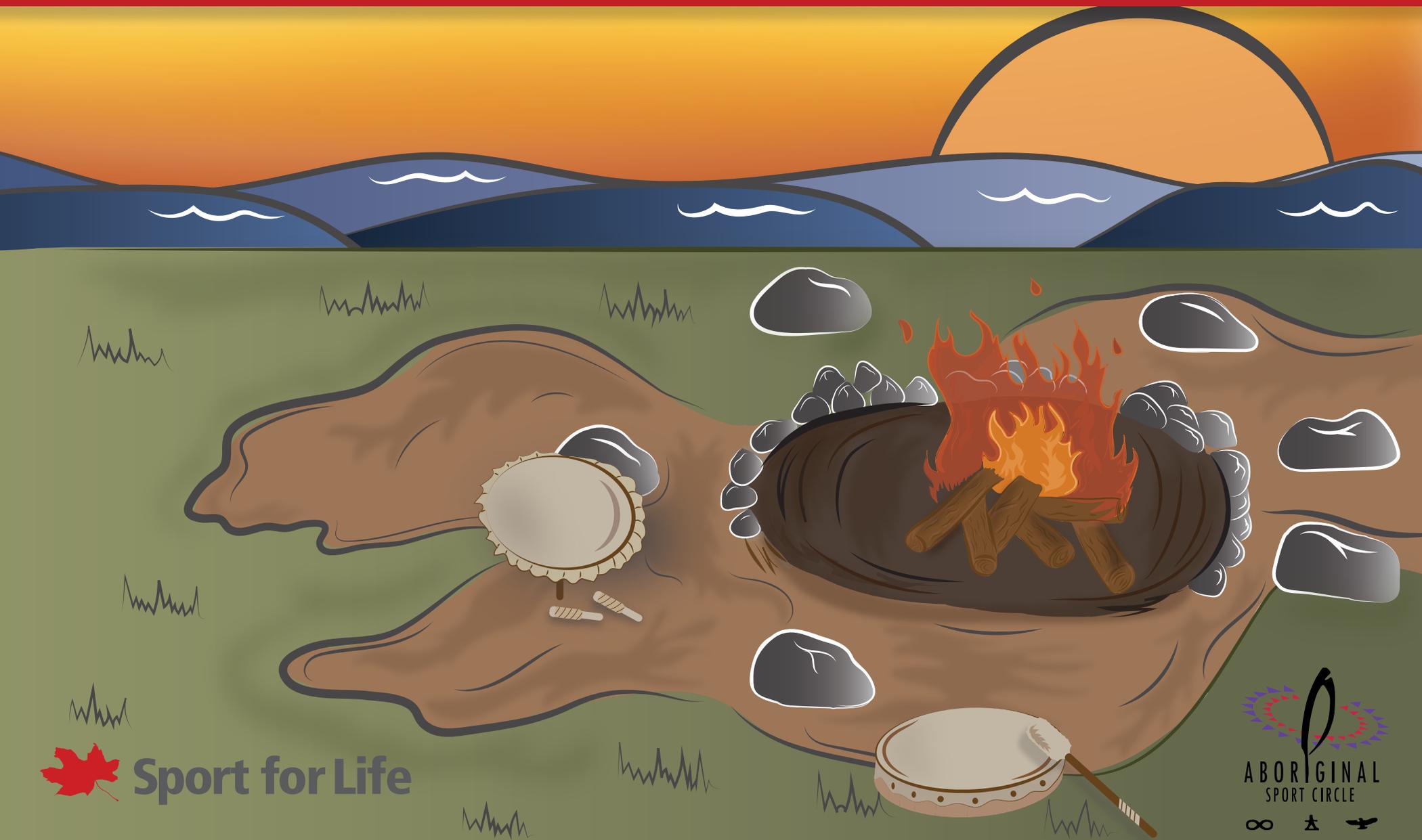


Indigenous Communities: Active for Life



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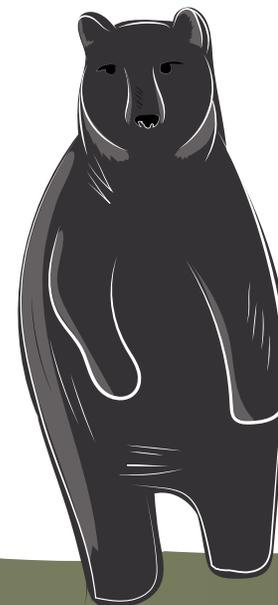
Indigenous Sport, Physical Activity & Recreation Council (BC)

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Indigenous Communities: Active for Life 1.1 Resource

ISBN: 978-1-927921-64-7



Opening in a Good Way

This resource will help our children and youth across the country enjoy long, healthy, happy, and good lives. This work seeks to address the Truth and Reconciliation Calls to Action, and serves as a tool for addressing fundamental rights of First Nations, Inuit, and Métis peoples—the right to health, the right to education, the right to culture, and the right to play. Please follow the journey of Taylor, and know that you can all be Taylor in your community, with the people that you care about. Be well as you move forward in this journey in making a difference in the health and well-being of your communities.

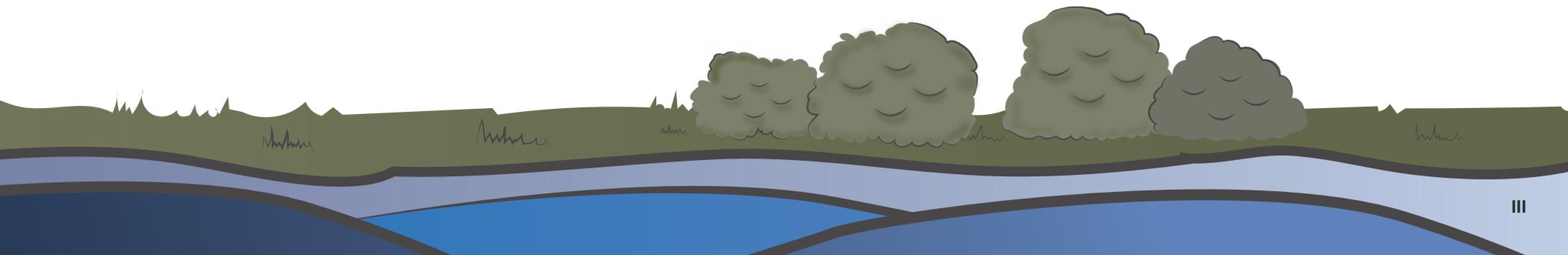
~ *Grand Chief Wilton Littlechild,*
Commissioner of the Truth and Reconciliation Commission of Canada

Thank you for sharing your stories. Taylor, Howard, Robin, Joe, Sky, Kayla, Lenno, Sage, Dawn, River, Jordan, and Willow are all fictional characters, but represent the voices of many of the people that we have heard from throughout the country throughout the development of this resource. We would like to extend our greatest thanks and gratitude to those who have taken the time to share their stories and ideas, which have brought this resource to life.

To book an Indigenous Communities: Active for Life workshop, please visit sportforlife.ca/workshops or email events@sportforlife.ca.

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Truth and Reconciliation Calls to Action

(Truth and Reconciliation Commission of Canada:
Calls to Action, 2015, p. 10)

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

Did You Know?

There are 94 Calls to Action
and 5 that are related to
sport and physical activity.

90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:

- i.** In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
- ii.** An elite athlete development program for Aboriginal athletes.
- iii.** Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
- iv.** Anti-racism awareness and training programs.

91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

Introduction

My name is Taylor.

I teach at the local school and I also coach and help run drop-in gym nights at the community centre. The other day my friends and I were discussing our most memorable moments in sport and physical activity. For some, it was a coach who took the time to get to know them, for others it was the friends they made, the new experiences they had, the opportunity to have fun, the traditional lessons they were taught, the reward of hard work resulting in a trophy, or simply a tournament weekend that they will never forget.

I was fortunate to have had caring parents, Elders, coaches, and teachers that allowed me to develop a love for sport and physical activity from a young age. Through sport and activity, I came to realize that it was about more than just sweating, practicing skills, and competing for trophies. For me, sport and activity became a source of confidence, lifelong friends, role models, and practical life skills.

When I left sports and started working at the school, I began to see all of life as an active event. Whether it is demonstrating a skill while coaching, playing with the kids, or going out on the land, being active allows me to participate fully in life. Using my experience and this insight, I try to

plan and deliver the best sport programs and opportunities that I can in my community.

Sport and activity has produced many positive outcomes when it is valued, planned, and delivered thoughtfully by caring and trained adults. I am heartened to learn that Indigenous communities across the country are bringing people together to discuss how to support our community members in becoming *Active for Life*. I am honored to have been asked to share my learnings to help others in this process.



How to Create Quality Experiences in Sport and Activity

Even though I am not an expert in sport or physical activity, I have learned as a volunteer coach, parent, and supervisor that the most important thing is to create a positive environment for the participants.

For example, I look at my brother Howard. He is a certified hockey coach with a lot of knowledge, and he has always demanded perfection from his players. He knows he is tough on them, but he feels this is what they need. It's also the way he was coached. A few weeks ago, though, he attended a sport conference, and he went to a session about creating a positive coaching environment. Since then, he has reflected on his coaching style and he has decided to adjust his approach because he has noticed that some players have been skipping practices. Now he is trying to focus on what the kids are "doing right", and he is making sure to let them know that they are doing a good job. Using a positive coaching strategy helps players feel more empowered, free, and engaged.¹

Although he has just started doing this, he is already noticing that they smile more, show up to practice more, and try harder at each practice and game. Howard feels good about the change, and he is excited to see how the team develops from here.

Looking at what he did with his team, I decided to ask the kids in my programs what they think makes a good coach or leader.

They said that a good coach or leader is someone who:

- **Treats them with respect**
- **Encourages the team**
- **Is a positive role model**
- **Gives clear, consistent communication**
- **Knows a lot about the sport**
- **Allows mistakes, while staying positive**
- **Listens and considers their opinions**
- **They can talk to easily**
- **Is nice and friendly**
- **Gives compliments**
- **Participates with them during practice**
- **Jokes around**

Their comments made me think about the things that make a great experience in sport and activity. I thought about other coaches and leaders that I know, and I collected a few of their stories.



1. FUN!

My cousin Robin is a recreation leader. She always starts her camps with a team cheer that the kids came up with, followed by some energizing activities and games like “Everybody’s It” tag or “Run and Scream” to get the kids playing together and having fun. Activities like this have the ability to instill positive values such as honesty and courage.² She spends time organizing and planning her programs so that the kids are learning new skills and moving as much as possible throughout the day. She also builds in time for free play where the kids can choose to do activities that they love. Robin treats the kids with respect and encourages them to try hard and do their best, and gives them compliments and high-fives when they complete activities. She also participates in some activities with them and likes to joke around. At the end of the week, she brings in a snack to share and takes a group picture that goes on the community board. The kids in her camps feel good about themselves and each other, and they are excited to come back the next day.

Researchers have actually studied what makes a fun program, and my cousin Robin seems to be doing all of the right things. All of the ideas that she shared with me above are summarized in the top 11 research findings.³

1 Being a Good Sport

Playing well together as a team and showing good sportsmanship.

2 Trying Hard

Trying your best, being strong and confident, and setting and achieving goals.

3 Positive Coaching

A coach who is friendly, encouraging, and a positive role model.

4 Learning and Improving

Learning new skills and being challenged to improve and get better.

5 Game Time Support

Being congratulated for playing well and having people cheer you on.

6 Games

Getting playing time and playing against an evenly matched team.

7 Practices

Having well-organized practices with lots of different individual, partner, and group activities.

8 Team Friendships

Getting along with teammates, being around friends, and meeting new people.

9 Mental Bonuses

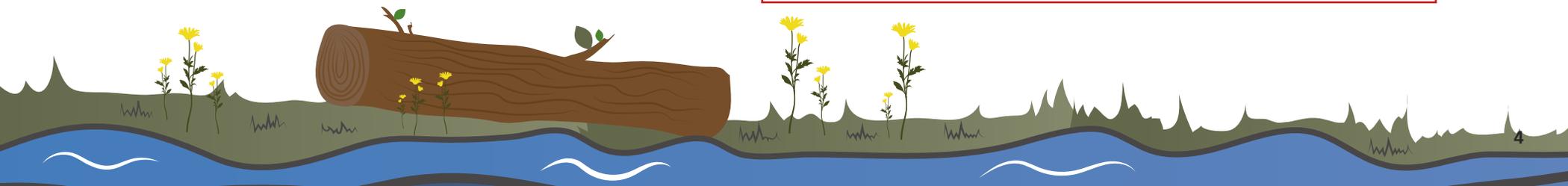
Keeping a positive attitude and relieving stress.

10 Team Rituals

Having a team cheer, high-fiving, and going out to eat together.

11 Swag

Wearing a special cool uniform, having nice equipment, and earning medals or trophies.



2. WITH PURPOSE

My friend Joe is a soccer coach. When he designs his practices, he always begins with Movement Preparation drills as a warm up. These are simple exercises that, when done properly and regularly, wakes up the energy systems, and helps to reduce injuries during practices and games. At the same time, they also help athletes to perform better by training some simple movement patterns and increasing balance.⁴

Since he introduced the preparation drills, his players have had far fewer injuries. The drills focus on carefully selected activities, technique, and gradual progression of time, space, and pressure. There are a lot of repetitions, and the drills are led by a trained coach who keeps it fun and interesting.

I know it's important to get my players moving, but I know it's also important to move the right way. Now when I plan my practices and warm-up sessions, I take a few moments to think about what I want the participants to learn and practice. I try to choose the games and activities that will benefit them the most.

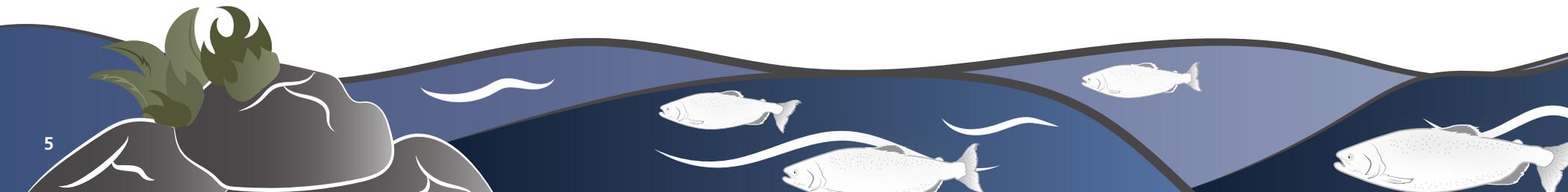
I also try to plan my sport practices and activity programs with a clear purpose. For example, am I trying to improve the participants' skills in a certain movement? Or am I trying to improve their fitness? Those are two different things. Maybe I want them to work better as a team, or develop their strategy or problem solving skills. Sometimes I might just want them to move and have fun. By planning activities with a purpose, I can create a better experience for the participants.

3. EVERYONE INCLUDED AND PARTICIPANT CENTERED

When I'm coaching and leading activity programs, I find that I'm often working with kids and youth who have a wide range of skills and development. It can make it tricky for me to design practices that are interesting and challenging for all of them. Sometimes I set up activity and skill stations that allow them to do their own thing in their own way, while still allowing them to interact with each other. I try to set up the stations in a way that takes away the pressure of time and space, allowing them to improve and progress at their own level.

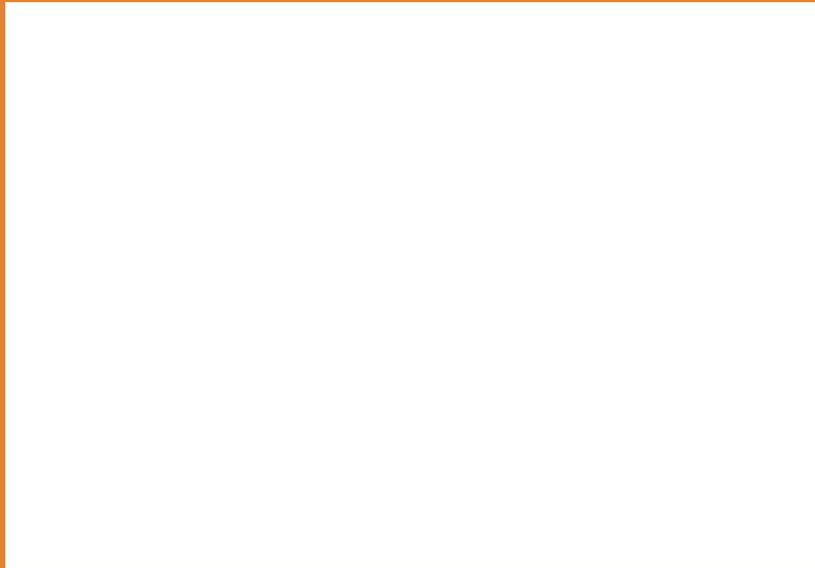
Some of the people that I'm coaching need more help during practice than others. This type of station practice also allows me to spend some one-on-one time with those who need extra attention.

I try to keep in mind that everyone has different skills and talents. Some people also have more experience than others. Sometimes there are differences in ability between the males and females, or with participants who have come from another school or program. I also know that there can be physical differences between my participants, so I try to offer different size equipment that helps all participants to find success (e.g. balls, balloons, lower hoops, bigger nets). I also adjust the size of the space to suit the number and skills of the participants (e.g. half court or rink compared to full court or rink). I want everyone to feel challenged and involved, as it is important to make everyone feel included.



QUESTIONS TO CONSIDER

Do you have participants who are at a lower skill level? If so, how do you help them develop their skills?



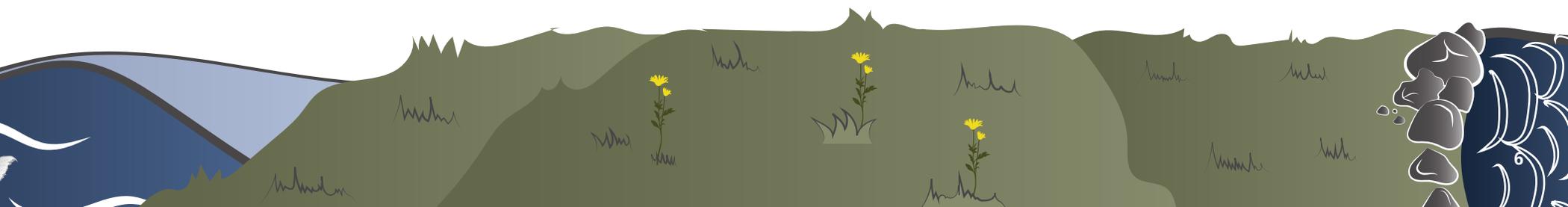
4. ALWAYS MOVING

While watching one of my daughter's basketball practices, I noticed that the girls spent a lot of time standing still. The coach did a lot of talking, often making them wait in line for a turn to shoot the ball. The players looked bored and were not getting much exercise.

I want to make sure that I don't let this happen in my programs. I know that if I keep my participants moving, not only will they do more activity, but it may also help them feel better, faster, stronger, and smarter.⁵

My daughter's team is coached by my aunt, and she trusts my knowledge, so I gave her a few suggestions on how to keep her practices more fun and productive for the players:

- Ask a friend or assistant to **time the practice** so you compare the amount of active to inactive time.
- **Plan a few extra activities** in case one activity goes faster than you expected.
- **Keep lineups short** so there is more "time on task". Sometimes this means having different lines doing the same thing, but it's still better because more people are moving and less people are waiting and standing still. Sometimes I also get the people in the line to do an activity so they are moving between their turns. Balance poses or partner work are good options while waiting in line.
- **Use stations.** Stations are great for helping different abilities and making sure everyone feels included.
- **Keep instructions brief** and at the level of the participants. If an activity takes longer than a few minutes to explain, it is probably too advanced for the group.
- Try a **Teaching Games for Understanding Approach** in which instructions are layered on as the skill of the groups adapts.



5. PROGRESSIVE AND CHALLENGING

Since children grow and develop at different rates (physically, emotionally, and intellectually), it can be hard to design programs that are interesting and challenging for all of them. You can help each participant stay engaged by getting to know them, giving them options to increase or decrease the challenge, and providing individualized options and goals. I use the idea of the Optimal Zone of Challenge when designing my programs. This can be seen in *Figure 1: The Challenge Zone*.⁶ If a kid seems bored, I suggest ways to make the activity more interesting for them. If I see a kid giving up easily, I might adjust the activity to make it easier for them to feel successful. As a leader, I find that it is important to progress an activity, or modify it to make sure that each person feels the right level of difficulty—challenged but not frustrated. If I see the kids smiling, laughing, sweating, and having fun, then I know I have it right. When kids experience success, they are more likely to continue the activity.

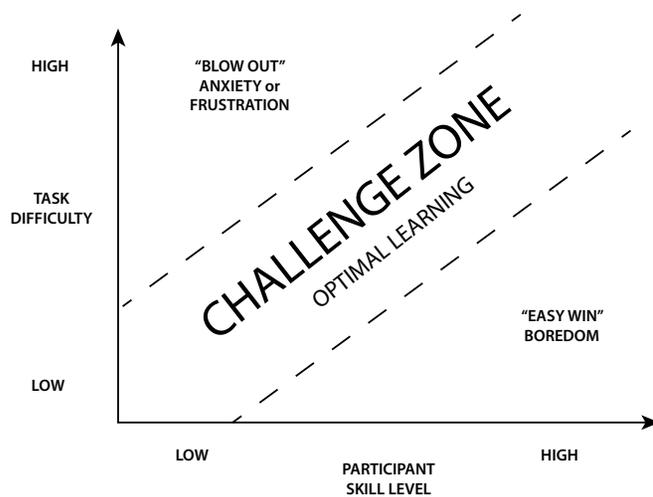


FIGURE 1: *The Challenge Zone* (Adapted from Csikszentmihalyi, 1990) ⁶

QUESTION TO CONSIDER

How would you apply these 5 ideas of FUN, With Purpose, Everyone Included and Participant Centered, Always Moving, and Progressive and Challenging in your community?

Learn to Move and Learn to Play

LEARNING AS CHILDREN

My sister Sky teaches grade three. Her class was having trouble learning how to play badminton even though she had spent a lot of time teaching the basics of holding a racket, how to swing, and how to score. Sky asked the district physical education specialist for some help.

When the specialist came to visit, he noticed that many of the kids had trouble with changing speed, changing direction, and jumping during the warm-ups. Right away, he recommended a few games and activities to help the children to develop the fundamental movement skills that are needed to play badminton like running, jumping, throwing, and striking.

He also showed Sky a few basic games like the ones found at playsport.net. These games are simplified versions of badminton that allow beginner players to find more success and develop better skills. Within a couple of weeks, Sky noticed that the kids were much more able to keep a rally going with their new and improved abilities.

LIFE IS AN ACTIVE EVENT

I know that physical activity and sport provide many benefits, yet a lot of people in my community are not nearly active enough. I think part of the problem is that they don't know how to move properly, so they lack the confidence to be active. It becomes a bad cycle,

because when they are inactive, they become even less skilled and less confident in movement, so they never want to try different activities.

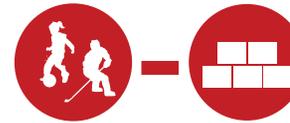
A few months ago I was at a workshop where they were talking about this problem. They talked about changing this in our communities by teaching our children and youth to begin moving early in life. If we teach them early, they will have a much better chance of being well and living a healthy and happy life. It works like this:

When we provide opportunities for our children to move and play from early ages, they gain movement skills.



As our kids practice movement skills, they gain the confidence to do those movements in different situations.

The more movements they can do, the more activities are available for them to take part in.



Fundamental movement skills like running, wheeling, jumping, throwing, catching, and many more are the building blocks to all movements.

As our kids do different movements and activities, they gain the confidence to participate in those activities.



If they have fun, positive experiences, they will be motivated to keep coming back and to try more activities.

When I took that workshop, they talked about physical literacy. Physical Literacy is the term for all of the ideas that I have been sharing with you, and includes all of the things that an individual needs to participate in sport and physical activity. Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.⁷ To help people to develop physical literacy, we need to make it fun, make it purposeful, include everyone, ensure participants are always moving, and make it progressive and challenging.

Promoting physical literacy in our communities is one of the keys to solving our inactivity problem. A lot of us are not active enough to keep us healthy, productive, and connected with one another

Physical activity can be a powerful vehicle to greater mental coping skills, sense of belonging, and physical health. For example, there are more than 11 major illnesses that can be prevented by regular physical activity, such as some types of cancers, type 2 diabetes, and arthritis, and it can help you live longer lives.⁸ Developing physical literacy is the gateway to a more active and healthy community.

PHYSICAL LITERACY

Physical literacy is cyclical. Each component leads to the next, and then feeds back on itself. Skills and competence lead to confidence, and confidence creates the motivation and enjoyment to stay active. When people stay active, their skills and competence increase, and they become even more confident and motivated. This cycle is shown in *Figure 2: Physical Literacy*.



FIGURE 2: *Physical Literacy*

We can see how these components relate to the story I told about my sister Sky and her grade three students.

DEVELOPMENT OF MOVEMENT SKILLS

When Sky's students improved their fundamental movement skills, they were able to focus on more complex, sport-specific movements that allowed them to keep the game going. By developing movement skill competence, people are more likely to be more active, and see their skills in a positive light.⁹

The key components of physical competence include:

- Fundamental movement skills (e.g. run, wheel, jump, throw, catch, kick, strike)

- Fundamental sport skills (e.g. shooting a basketball, dribbling a soccer ball, stick-handling a puck)
- Environments (land, air, water, snow/ice)
- Progressive (building movements from easier to harder versions)

As kids and adults develop different movement skills, all sorts of new activities become available to them. *Figure 3: Fundamental Movement Skills and the Enjoyment of Activities* shows how each skill can lead to a wide range of activities.

Did You Know?

Participation in sport predicted both satisfaction with physical appearance, and perceived physical competence, which in turn predicted overall physical self-esteem.¹⁰

QUESTIONS TO CONSIDER

What traditional and non-traditional movement or sports skills are most popular in your community?
(For example, most children could perform these skills.)

What traditional and non-traditional movement or sports skills would you like to see more of in your community?

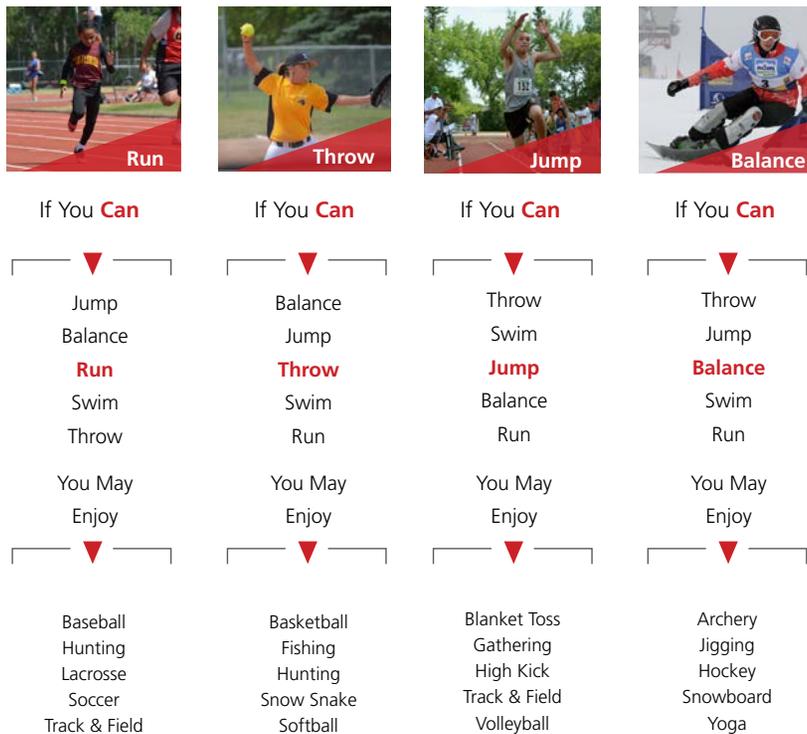
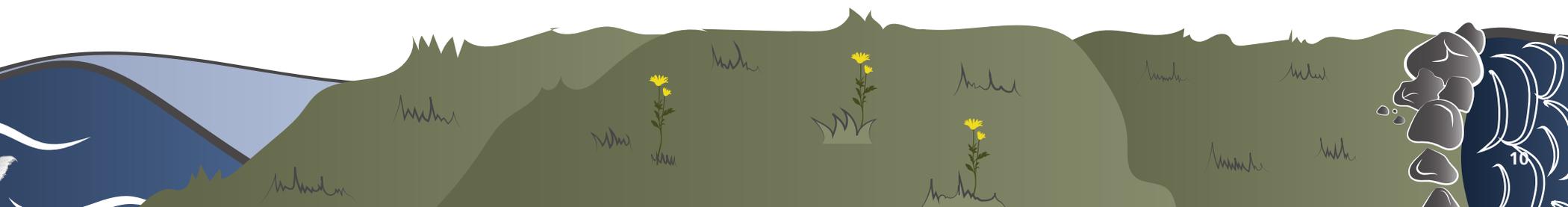


FIGURE 3: *Fundamental Movement Skills and the Enjoyment of Activities*



QUESTIONS TO CONSIDER

Confidence

When Sky's students were able to keep the game going, they felt good about themselves.

The key components of confidence include:

- Inclusive and welcoming (everyone is included)
- Individual (each person has a different experience with activities and their own abilities)
- Success and failure through fun and appropriate challenge (create a positive and supportive environment)

Did You Know?

89% of the athletes who participated in the 2014 North American Indigenous Games (NAIG) felt more confidence from competing.¹¹

What is one way that leaders, teachers, parents, and coaches in your community build the confidence of the children and youth participating in their programs?

How important do you think confidence is in determining adult participation in sports?

Reflect on a personal experience in sport where you had a coach or leader make you feel confident, and maybe a time when they made you feel less confident.

QUESTIONS TO CONSIDER

Motivation and Enjoyment

As their skills and knowledge increased, Sky's students had more fun playing, and they wanted to keep going. This positive feeling resulted in the students asking to play badminton over lunch, and many of them joined an afterschool badminton club.

The key components of motivation include:

- Fun and exciting (play games, keep it moving, and create a positive and supportive environment)
- Support desire to play and participate (do activities with purpose, develop the individual's abilities)
- Knowledge (progress the skills, teach games and rules)
- Valuing (explain why an activity or skill is important and why being active is important, develop an appreciation for our bodies and our environment)

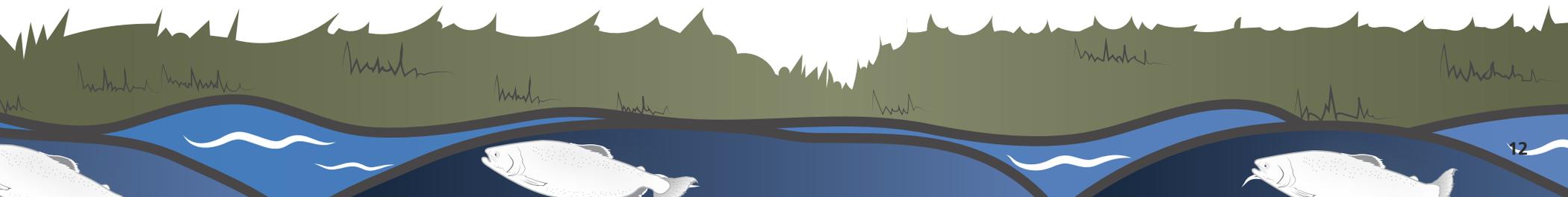
Did You Know?

Youths' motivation towards participation in sport and physical activity is affected by their perception of their own movement skill ability.¹²

What do you think are the biggest barriers to being active (e.g. lack of time, motivation, access to resources)?

How do you overcome these barriers?

What motivates you to be active? Ask friends, colleagues, and family members what motivates them. Reflect on the similarities and differences in their responses.



THE HOLISTIC MODEL

Developing the Whole Person

We live in a world that uses symbols to express and represent meaning. In Indigenous culture, the circle is an important symbol of unity and equality, and also reminds us of the constant cycle of change that nature goes through. All parts of the circle are essential to the whole.

A few years ago, I studied the *Aboriginal Coaching Modules* from the *Aboriginal Sport Circle and Coaching Association of Canada*.¹³ In our workshops, they talked about the importance of circles in our culture, and they introduced me to the Holistic Model, which shows the interconnectedness of the physical, mental (intellectual and emotional), spiritual, and cultural aspects of each being. The Holistic Model was inspired by the Medicine Wheel, and even though the Medicine Wheel is not used throughout Canada, it was adopted to reflect the different traditional teachings and interpretations from many nations across the country. In one area of Canada, researchers asked the youth of the *Wiwewikong Unceded Indian Reserve* what they believed health and well-being meant, and their answers represented the four quadrants of the Medicine Wheel.¹⁴

When I learned about physical literacy, I recognized that it was also a holistic concept. I see physical literacy aligning very well with the Holistic Model. *Figure 4: The Holistic Model* helps to explain the interconnectedness of these ideas.

Did You Know?

35% of Indigenous youth do not participate in sport at least once a week.¹⁵



STORY

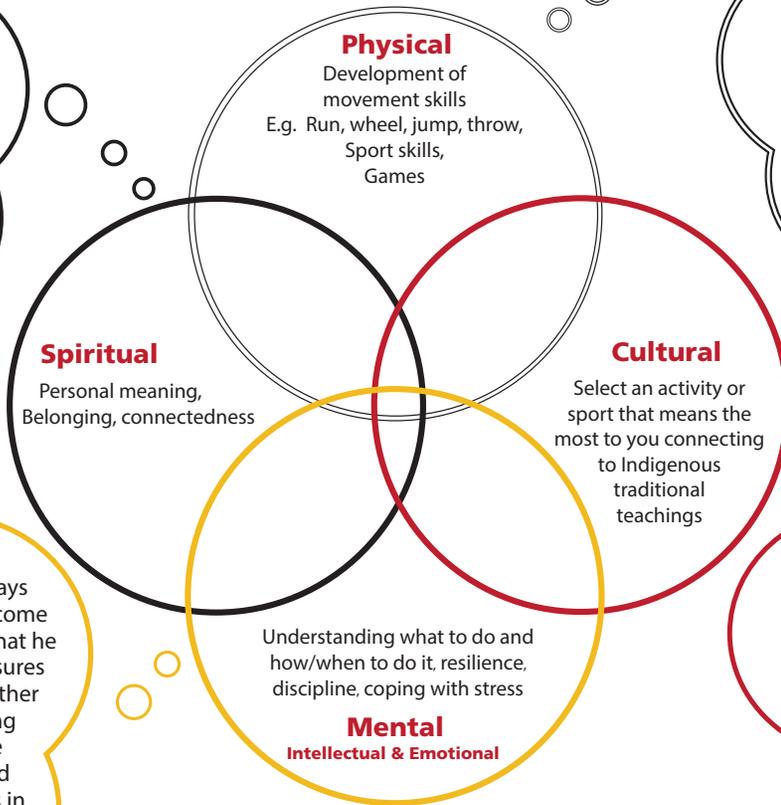
One way my grandfather Lenno lives his spirituality occurs at sunrise. He thanks the creator for the new day, a good mind, and acknowledges his ancestors. He recognizes the connectedness between all living things and Mother Earth, and is thankful for the wisdom of nature as we follow our path each and every day.

STORY

My daughter Dawn loves the feeling of being completely exhausted after a workout at school. She loves the feeling of strength and the sense of accomplishment she gets from achieving her goals and developing new skills.

STORY

My nephew Sage was having trouble in school. He felt pressure to get good marks, but his friends were always pressuring him to leave his homework and come out to party with them. When Sage realized that he was much more able to deal with these pressures after his lacrosse practices, he added some other activities like running, swimming, and hiking on the days he didn't have practice. Sage realized that the physical activity helped him to clear his mind and to keep things in balance and perspective.



STORY

My cousin Kayla shared how her people use physical activity to help them connect with their culture and the land through activities like fishing, medicine picking, and hunting. Families in her community also take their kids out of school for a week or two to go to strawberry camps in the late spring to learn more about their culture and traditions.

QUESTION TO CONSIDER

How could you incorporate holistic practices into your programs?

FIGURE 4: The Holistic Model (Adapted from Aboriginal Sport Circle and Coaching Association of Canada, 2003) ¹³



Quality Sport

In my programs, I always want to build sport into what we are doing. I think there are so many benefits to being involved with sport. I was lucky to have some great experiences in sport when I was young, but I know it isn't the same for everyone. Now that I am coaching and organizing programs, I want to make sure that we offer sport programs that are built on physical literacy and a wide range of skills, sports, and environments.

If we do the right things in our programs, then all of our children will develop a solid base in physical literacy through participation in a wide variety of sports and activities. Then, when they are a bit older—maybe around their early teens—they will be ready to choose fewer sports or activities, focusing on training and competition that suits them.

For those who don't get the opportunity to develop physical literacy in their younger years, it is never too late to start. However, the approach to the development of movement skills, confidence to participate, and motivation and enjoyment will be different depending on the age and experience of each person.

I would like every child to have what I experienced as a youth—quality sport. Quality sport happens when qualified, caring people provide well-run, holistic programs that are geared to the needs of the participants. Quality sport is more than playing a game, it includes developing physical literacy as kids learn fundamental sport skills. Kids enjoy participating in a fun, fair, safe, inclusive, and welcoming environment to learn and play. These elements are shown in *Figure 5: Quality Sport*.

QUESTIONS TO CONSIDER

What role does sport play in your life?
In your community?

List all the benefits of sport that you can think of:



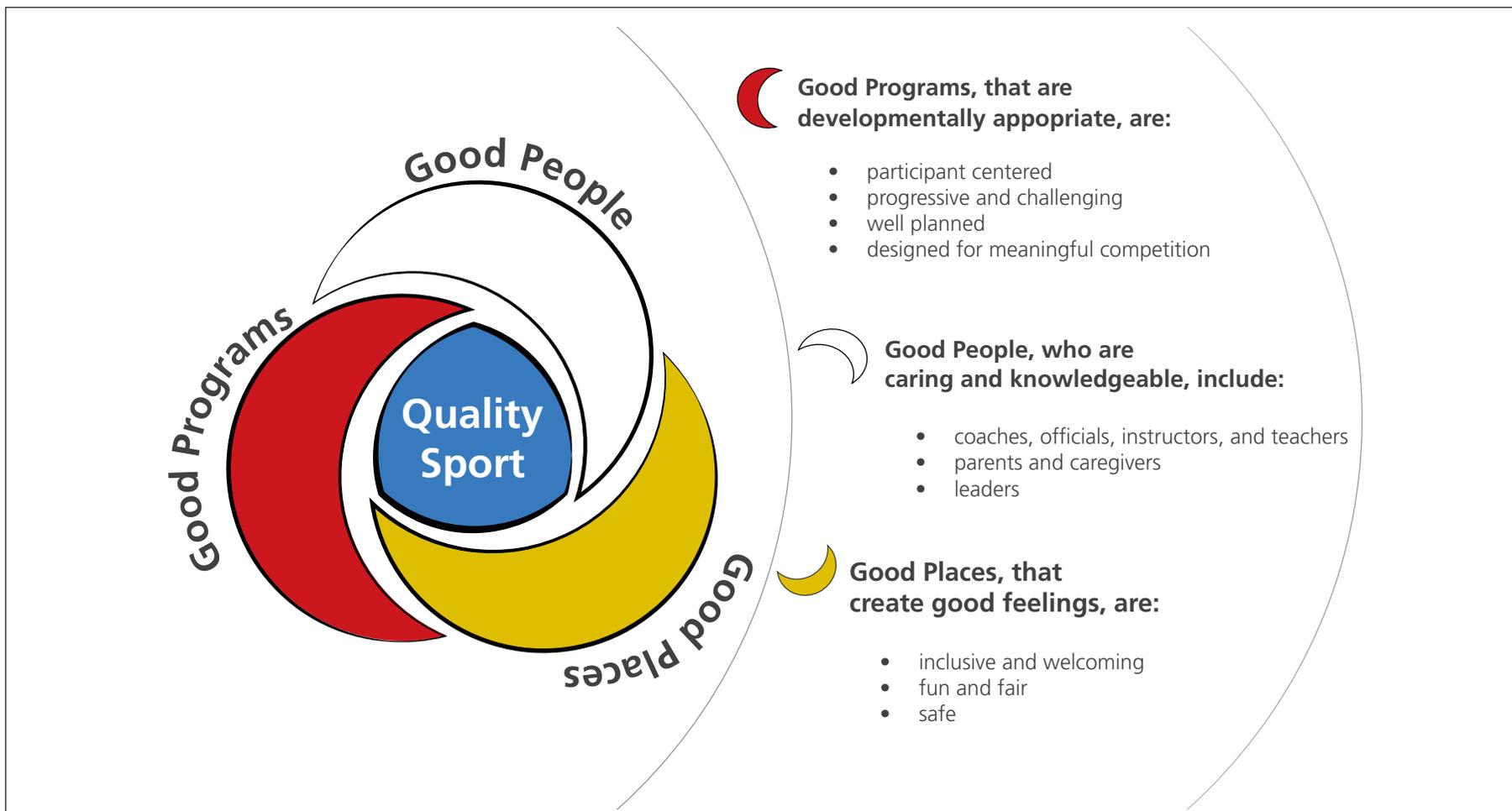


FIGURE 5: *Quality Sport*

We have talked a lot about the things that make a quality experience in sport. I must say that many of these points are similar for making a quality experience in any physical activity program. The Quality Sport Checklist on pages 31 and 32 has key points that are useful when planning programs in your community.

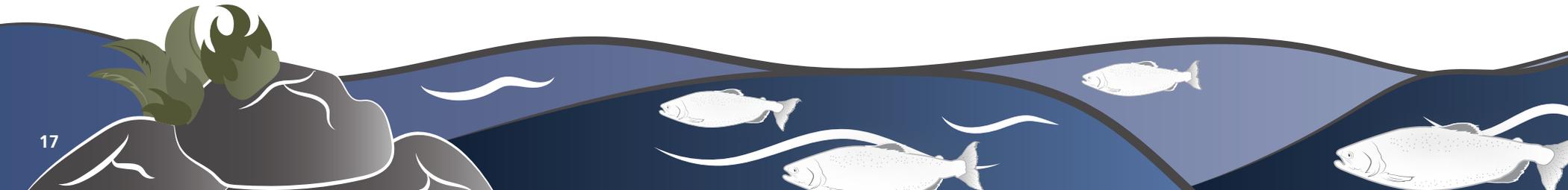
STORY: Quality Sport

My neighbor River's children attended drop-in basketball at the local community hall last winter. Her kids, 8 and 10 years of age, were very anxious beforehand and worried that they would not be good enough to keep up with the other kids. When they arrived at the first session, the young leader named Jordan immediately introduced himself, welcomed the kids, and said how happy he was that they signed up. He introduced the kids to several other participants and asked some of the older players to teach them the warm up. Jordan knew that there would be a variety of skills and abilities in the group, so he had a couple of different sized balls, including balloons, that could be used for different stages of development. In addition to the regular hoops, he also set up simple targets at different heights so that participants could pick ones that they liked the best and would feel confident hitting. The evening was full of different activities and games, in both individual and group formats. When River came back to pick up her kids, they were smiling, sweating, and looking very proud of their new skills and friends.

This is the type of experience that I want to see in our community—for all participants, young to old—so they will want to come out and participate. So they will grow in their skills, and in their confidence, and in their motivation to continue to be active for life.

QUESTIONS TO CONSIDER

What does quality sport look like in your community?



CREATING THE STEPPING STONES TO SPORT PARTICIPATION

My niece Willow loves playing softball. By grade 10, she was asked to join the provincial team to prepare for the North American Indigenous Games (NAIG). She needed to be able to train and practice in her own community. Her provincial team coach gave some training ideas and drills that she could work on, but there was no local coaches trained at a level to support her. One of her teacher was so excited and inspired by her success that he began taking coach training courses.

Our community all worked with Willow and contributed where we could. Her provincial coach was able to offer advice and monitor her training from afar, with the help of her teacher as a developing coach. The people who ran the local sport field offered to keep the field lights on longer so that she could have more time to practice in the evenings, and even patched a few holes in the field to make it safer. Willow had to go to some training camps and competitions away from home, so we fundraised to send her and sometimes other family members to attend those. By the end of the season, Willow was thriving both on and off the field, and her provincial team went on to win gold at NAIG.

The people around her were very understanding that she needed to stay connected to her culture and her community, and they supported her mental, cultural, and spiritual needs as much as her physical

development. They showed her a holistic approach, and it allowed her to perform well in all aspects of her life. We were all very proud of Willow, and we were happy to see her do well in a positive, quality environment. She became a role model in our community and was very thankful for the people, places, and programs that helped her to be successful.

Willow's success was not an accident. There were many stepping stones on her journey to NAIG, and all of them were aligned with the Indigenous Long-Term Participant Development Pathway.¹⁶

The Indigenous Long-Term Participant Development Pathway talks about what needs to be done at each stepping stone—or stage of development—in order to give participants the best chance at success in their journey. By training and developing the right things at the right time, the Indigenous Long-Term Participant Development Pathway helps Indigenous children and youth to grow into healthy adults who have developed to their full potential.

Did You Know?

91% of the athletes who competed at the 2014 North American Indigenous Games believed others saw them as role models.¹¹

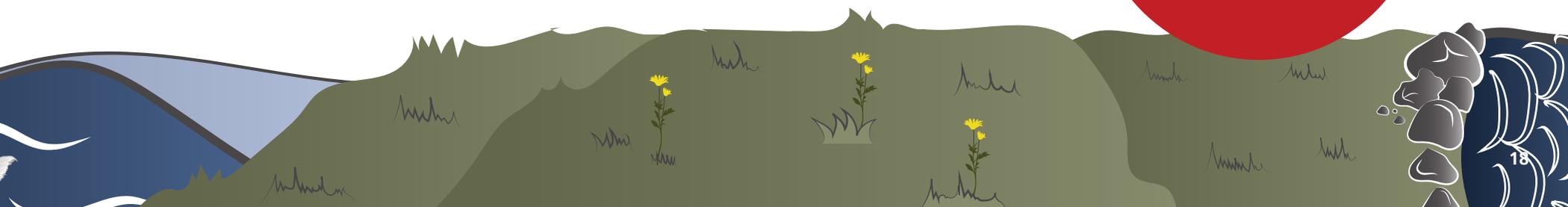
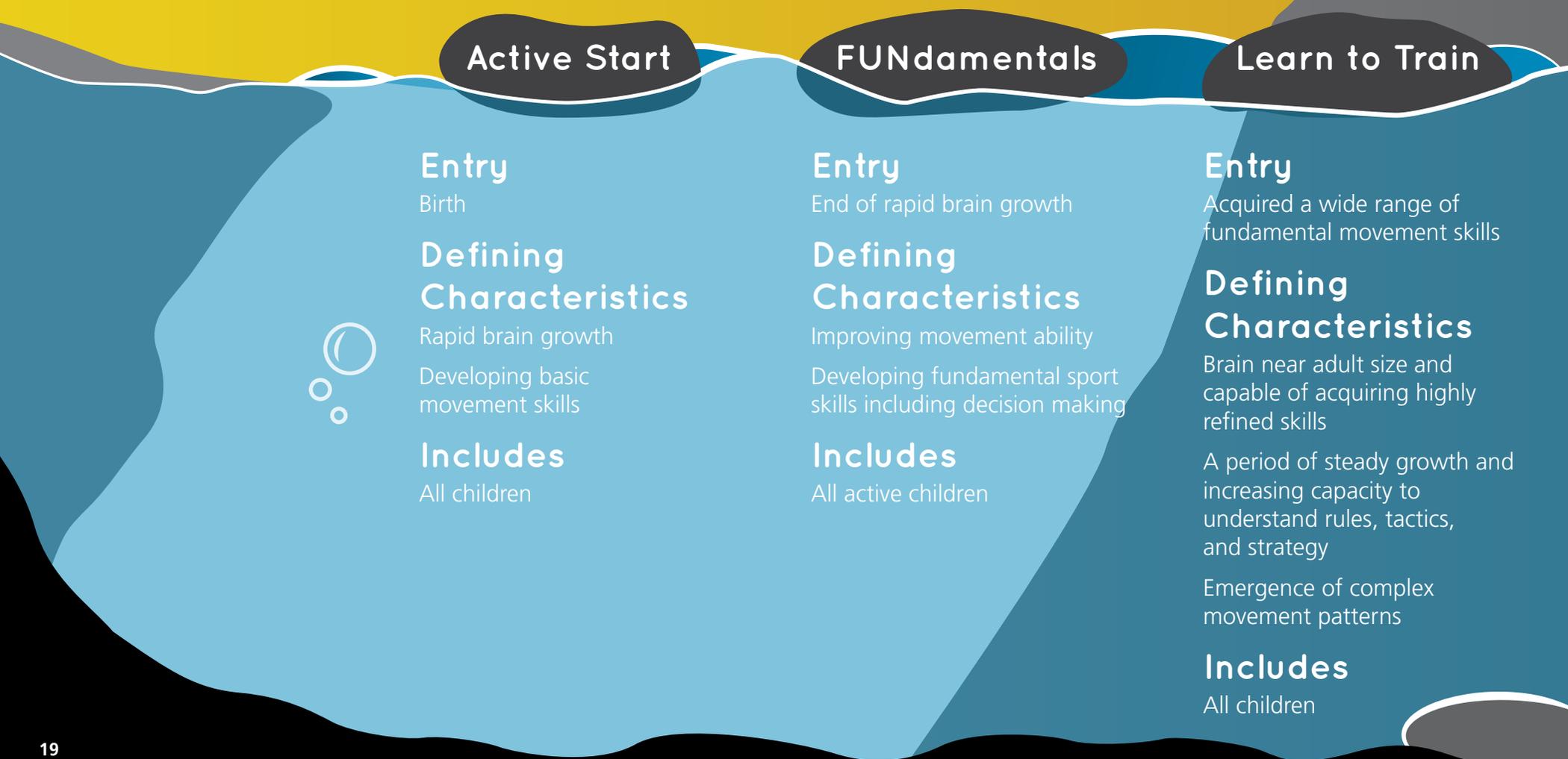


Figure 6: Below are the stepping stones—or stages—of the *Indigenous Long-Term Participant Development Pathway*, with a summary of the stages that are optimal for physical literacy development. I encourage you to read the *Indigenous Long-Term Participant Development Pathway* resource¹⁶ and take the *Stepping Stones to Indigenous Sport and Physical Activity Participation* e-learning¹⁷ to learn more about how community sport and physical activity leaders can support these stages.



Excellence: Podium Pathway

Train to Train

Train to Compete

Train to Win

Active for Life

Entry

Physically literate and not on the *Excellence: Podium Pathway*

Defining Characteristics

Desire to be physically active, either through competition (Competitive for Life stream) or not through competition (Fit for Life)

Includes

All active participants

Creating a Community that is Active for Life

We want our communities to be well and active. However, to do that, and to create quality experiences in sport and activity, we have to take care of the five key points: Fun, With Purpose, Everyone Included and Participant Centred, Always Moving, and Progressive and Challenging.

A REFLECTION OF THIS JOURNEY

The most important thing I have learned so far today is:

The first thing I am going to do is:

I am going to do this by:

I will hold myself accountable by:



STEP 2: COMPLETE A SCAN OF THE PEOPLE, PLACES, AND PROGRAMS IN YOUR COMMUNITY

Look back at *Figure 5: Quality Sport*.

What **programs** are being offered in your community?

Who are the **people** that make sport and activity happen in your community? Each person has their own unique journey and experiences to share.

What **places**, facilities, and spaces exist to support sport and activity?

Table 1: Community Scan of the People, Places, Programs will help you. By filling it out, you can see the strengths and opportunities that exist in your community. This information will help you in your planning.

TABLE 1: *Community Scan of the People, Places, Programs*

| Community: Population: Approximate number of children and youth: Approximate number of children and youth participating in sports/activities: | | |
|--|--|--|
| People (names and roles of those who support sport and activity) | Places (e.g. facilities, parks, fields, paths, community halls, schools) | Programs (programs that are available and for what age groups; who runs these programs?) |
| | | |
| | | |
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People

Community programming often relies on a small number of passionate individuals in order to be successful. We often need to ask more people to help by getting support of the broader community. It is too much work for a few people to undertake, especially for a longer period of time. We don't want to tire ourselves out, and we want this work to continue so that there are lots of good things happening in our community.

Goals:

- To have each individual see themselves as important contributors to physical activity and health in our community.
- To consider others in the community who can contribute.
- To set the stage for more physical activity to happen and to inspire others to get involved.

Who else would you like to invite to join the sport and activity team in your community?

STORY: People

I recently visited northern Ontario, where volunteers from five remote communities are working hard to run a hockey league for the children and youth in these communities. Without the commitment of these volunteers attending to transportation, scheduling, equipment, and collaboration across communities—communicating with the local Chief and Council, and local volunteers—the vision of this project would not be realized.

Places

The next area to consider is where your program(s) will take place. Sometimes we think we can't be active if we don't have a large gymnasium and a lot of equipment, but we can be active almost anywhere, anytime, with little or no equipment.

Think about all of the different places where you might deliver an activity. Keeping safety in mind think of some activities you could offer in these locations:

- In a classroom or living room
- On a playground
- In an arena or park
- In nature or on the land
- In a gymnasium
- On ice or snow
- In the water
- With a mobility issue
- With an intellectual disability
- With no equipment

Almost any space can be an active, safe space!

- Incorporate light activity such as standing, walking, or stretching at

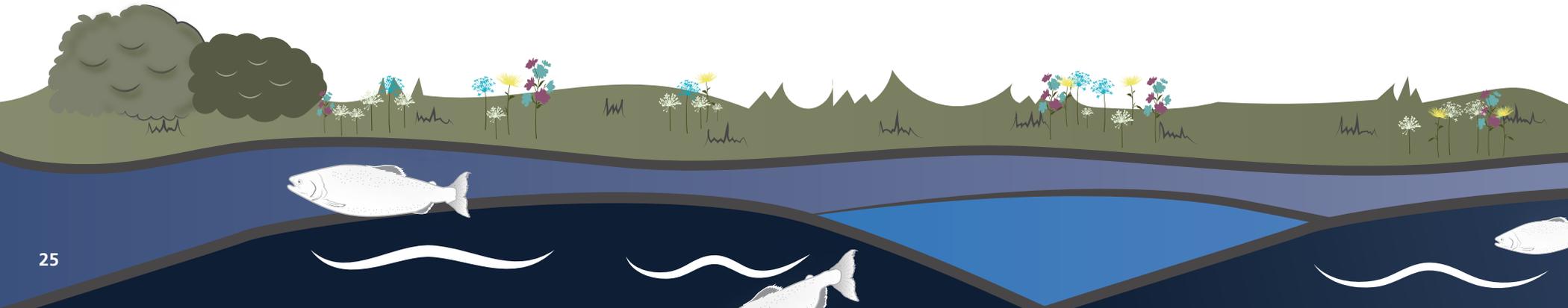
meetings or other community events that are mainly seated.

- Start with a small change, like standing during introductions, and gradually introduce more activities or movements as everyone becomes more comfortable.
- Include natural elements in activities.
- Encourage participation or involvement at events that could motivate community members.

I know it can be hard to imagine different ideas. The following story is an example of how to get your community active.

STORY: Places

FitNation is a workout that can be done by anyone, anywhere, anytime—they actually use that as their motto. Through a series of dynamic movements, there is a workout created with people of all ages, in any space, and for almost any length of time, from 10 minutes up to an hour. The participants feel welcomed and empowered because the leaders provide modifications for all levels and abilities. I have done this in a parking lot, in a gymnasium, and in a Band Council office.



Programs

As you can see, when you scan the local programs in your community, you can identify opportunities to increase or expand your programming. One important question to ask is, 'Who is NOT coming to my programs?'

STORY: Programs

I did a Pow Wow Sweat, which is a workout that taught me how to learn traditional dance—fancy dance. It is taught by a traditional dancer who gives you the movements prior to the workout, and then you do an actual workout to a DVD and Pow Wow jams. It is a spiritual workout with fitness components.

I have talked about what a positive, quality sport and activity experience looks like. In the next section, we will use a worksheet to help with your planning so your programs can follow a similar path and achieve success.



STEP 3: PLAN, ACTIVATE, AND EVALUATE WORKSHEET

Now that I have a vision and know the People, Places, and Programs in my community, the next step is to look at how I move this forward. This involves making a plan, activating it, and evaluating it as time goes by. The following page has the worksheet that I use.

Plan

What action will you undertake to move towards your Vision? You can list as many actions as you want.

Activate

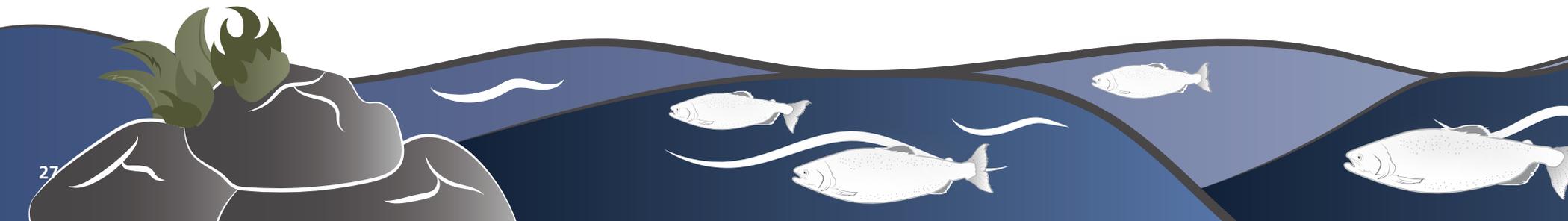
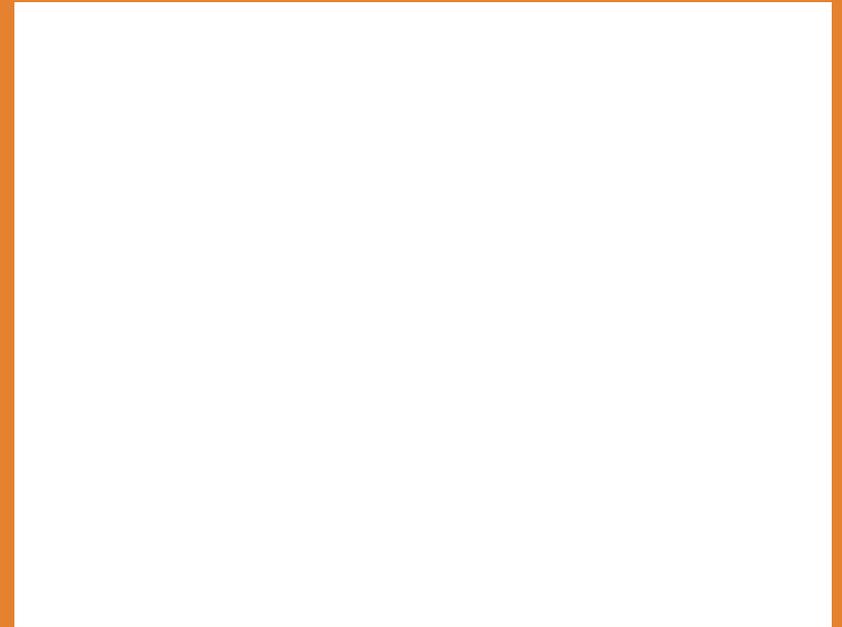
For each action, include the outcome you hope to achieve, who is responsible and who can help, the other resources you may need, and when you want it to happen by.

Evaluate

Did you meet your targets and how will you know if your program is successful in the longer term (e.g. in 12 months, 2 years, 5 years)?

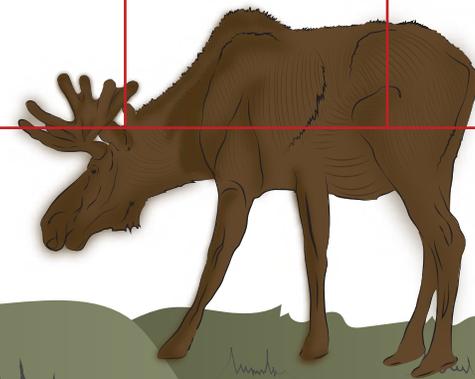
QUESTIONS TO CONSIDER

Has this program been done before? If so, what happened and how can you learn from it?



Program Vision:

| Action | Outcome (what do you expect this action to lead to?) | Who is responsible for this action? | Who/what can help? (look at your community scan) | What other resources could help? (people and money) | Timeline (when do you want this action completed by?) | Target (what change will you see?) |
|---|---|-------------------------------------|---|--|--|--|
| Example: I will form a program team | Having other people that can run my program | Me | The recreation coordinator and local soccer coach | A grant to cover our program team's travel cost | June 15, 2018 | More people to deliver the program in case I am away |
| | | | | | | |
| | | | | | | |
| | | | | | | |



STEP 4: REFLECT

Take time to celebrate the work that you have done to move forward. Appreciate the people you connected with along the way and the difference you are making in your community. As this work continues, take time to reflect on the steps you have taken, the lessons you have learned, and growth you have made.

QUESTIONS TO CONSIDER

What lessons did you learn?

What would you do the same next time?

What would you do differently?

Closing in a Good Way

With great respect, I thank all participants for connecting and sharing in this journey. It is always an individual and community goal that all our relations (friends, family, and community members) enjoy a long, healthy, happy, and good life. And with a good mind and heart we are able to guide and provide our future generations—children and youth—with a good life. Across all lands and territories this goal brings us together. The work to reach this goal isn't always easy, especially when our communities may face different challenges. We must work together and draw on our strengths, share our teachings and wisdom, and celebrate our successes as we move forward. Be well as you undertake this important work to support and develop the physical, mental, spiritual, and cultural health of your communities.



Resources

People

Active for Life – Parent Resources
activeforlife.com/resource-intro

Aboriginal Coaching Modules
coach.ca/aboriginal-coaching-modules-p158240

Places

Becoming a Sport for Life Community
sportforlife.ca/portfolio-view/becoming-cs4l-community

Treaty 7 School Sport
youtube.com/watch?v=2yRBfa074QM

Programs

Indigenous Long-Term Participant Development Pathway
sportforlife.ca/indigenous-peoples

Aboriginal Sport Circle
aboriginalsportcircle.ca

Sport for Life Physical Literacy Resources
sportforlife.ca/resources/#category_id_25

Developing Physical Literacy
sportforlife.ca/portfolio-view/developing-physical-literacy-a-guide-for-parents-of-children-ages-0-to-12

Introduction to Physical Literacy
physicalliteracy.ca/portfolio-view/introduction-to-physical-literacy/

Physical Literacy Assessment for Youth (PLAY) Tools
physicalliteracy.ca/resources/#category_id_36

Long-Term Development in Sport and Physical Activity
sportforlife.ca/qualitysport

Active for Life: Durable by Design
sportforlife.ca/portfolio-view/active-for-life-durable-by-design

PISE's Maximum Engagement in Games and Activities (MEGA Document)
activeforlife.com/wp/wp-content/uploads/2013/11/PISE_MEGA_Document-9.pdf

Be Fit for Life Resources
benefitforlife.ca/resources

HIGH FIVE@
highfive.org

Motivate Canada
motivatecanada.ca

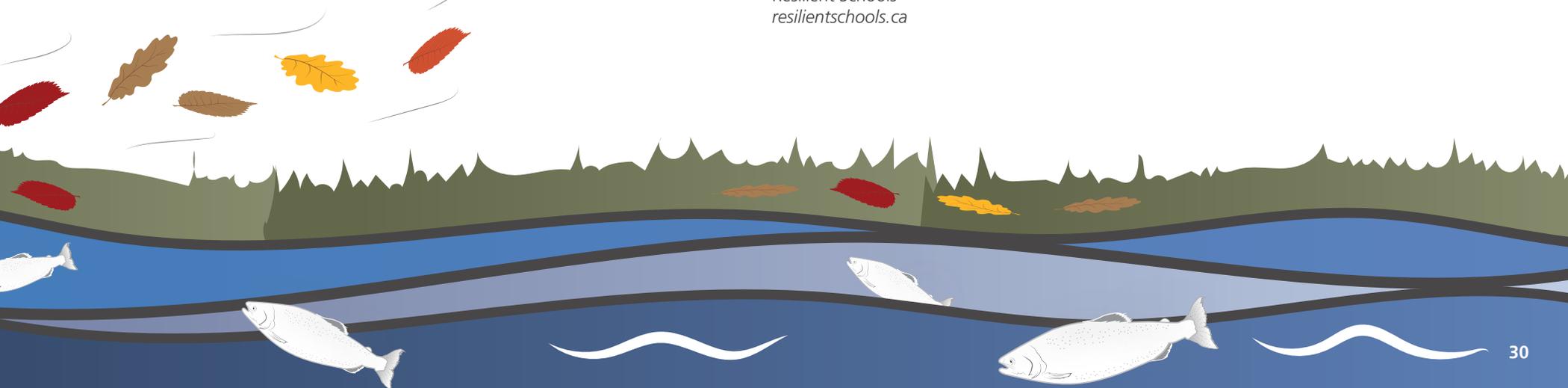
Physical and Health Education (PHE) Canada
phecanada.ca

Right to Play Canada – PLAY Program
righttoplay.ca/Learn/ourstory/Pages/PLAY-Program.aspx

Ontario Physical and Health Education Association
ophea.net

Ever Active Schools
everactive.org

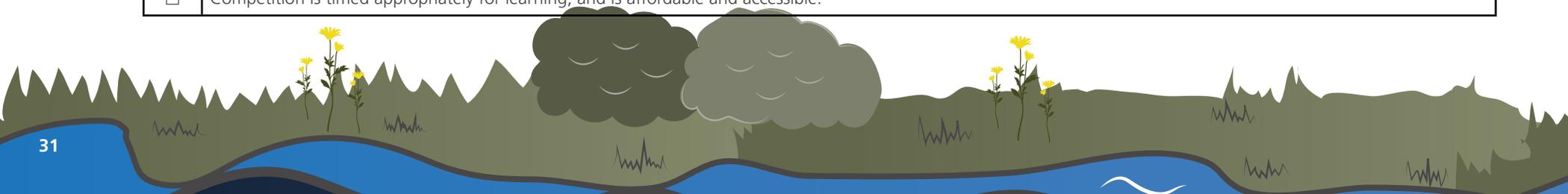
Resilient Schools
resilientschools.ca



Quality Sport Checklist

Based on Long-Term Development in Sport and Physical Activity

| Good Programs, that are developmentally appropriate, are: | |
|---|---|
| Participant Centered | |
| <input type="checkbox"/> | Ability, age, size, and maturity are all considered when grouping participants. |
| <input type="checkbox"/> | Participants are actively engaged in the game or activity and fully included by teammates. |
| <input type="checkbox"/> | All holistic aspects of participation are considered, including physical, mental (intellectual and emotional), spiritual, and cultural. |
| Progressive and Challenging | |
| <input type="checkbox"/> | Participants are learning new things and building upon their existing skills. |
| <input type="checkbox"/> | There are options to make an activity more or less challenging based on participant's skills and capabilities. |
| <input type="checkbox"/> | In the early stages, participants get to play different positions and/or try different events and sports (physicalliteracy.ca). |
| Well Planned | |
| <input type="checkbox"/> | Programs and practices are well-prepared and are delivered in context of seasonal and annual plans. |
| <input type="checkbox"/> | The program is based on the Indigenous Long-Term Participant Development Pathway. ¹⁶ |
| <input type="checkbox"/> | The program is aligned with the national sport organization's Long-Term Athlete Development framework, or when possible, has been designed by a national sport organization (sportforlife.ca/resources/quality-sport-programs). |
| <input type="checkbox"/> | The club connects participants to developmentally appropriate programs and opportunities, which may include different levels (tiers), types of play, competition, or activities. |
| <input type="checkbox"/> | In the early stages, leaders emphasize skill development over winning. |
| <input type="checkbox"/> | In the early stages, programs develop fundamental movement skills, in addition to sport-specific skills. |
| Designed for Meaningful Competition | |
| <input type="checkbox"/> | Based on stage of development, the participants are playing small-sided games with fewer players, competing in shorter distances, or playing for modified lengths of time (sportforlife.ca/qualitysport/long-term-athlete-development). |
| <input type="checkbox"/> | Rules are modified based on the ability and stage of the participants. |
| <input type="checkbox"/> | In the early stages, teams, groups, lines, or categories are balanced so that participants of similar ability compete against each other, giving everyone a chance to struggle and succeed. |
| <input type="checkbox"/> | In the early stages, all participants get to play and practice equally. Elimination competition formats are not used. |
| <input type="checkbox"/> | Competition is timed appropriately for learning, and is affordable and accessible. |



| Good People, who are caring and knowledgeable, include: | |
|---|--|
| Coaches, Officials, Instructors, and Teachers | |
| <input type="checkbox"/> | Who are trained and qualified (e.g. National Coaching Certification Program [coach.ca], Aboriginal Coaching Modules [aboriginalsportcircle.ca], Gender Equity [CAAWS.ca], Physical Literacy Instructor Program [sportforlife.ca], HIGH FIVE® [highfive.org]). |
| <input type="checkbox"/> | Who are provided with, and partake in, ongoing learning opportunities. |
| <input type="checkbox"/> | Who mentor and build capacity for future coaches, officials, instructors, and teachers. |
| <input type="checkbox"/> | Who are screened (coach.ca/responsiblecoaching) and follow policies and procedures on child protection (protectchildren.ca) and injury prevention (parachutecanada.org). |
| <input type="checkbox"/> | Who assess participants' developmental stages, and design programs and practices considering Long-Term Development key factors (e.g. sensitive periods). |
| <input type="checkbox"/> | Who understand developing physical literacy and how to apply it in programs. |
| <input type="checkbox"/> | Who are ethical (true-sport-principles">truesportpur.ca>true-sport-principles) and demonstrate good social, communication, and leadership skills. |
| <input type="checkbox"/> | Who demonstrate the organization's stated principles and integrate values based sport in training and competition. |
| <input type="checkbox"/> | Who use constructive language, communicate equitably and clearly, and involve participants in discussion and feedback. |
| Parents and Caregivers | |
| <input type="checkbox"/> | Who are knowledgeable about and encourage quality sport (activeforlife.com). |
| <input type="checkbox"/> | Who are respectful (respectinsport.com/parent-program). |
| Leaders | |
| <input type="checkbox"/> | Who ensure the organization operates with clear lines of responsibility and authority (sirc.ca/resources/sport-governance-and-leadership). |
| <input type="checkbox"/> | Who are accountable for decisions, policies, risk management, and operational practices as well as utilizing the latest in active and safe tools. |
| <input type="checkbox"/> | Who regularly assess, continually improve, and modernize governance (clubexcellence.com). |

| <input type="checkbox"/> | Who seek opportunities to engage with programs and organizations in the community, province/territory and nation-wide to advance quality sport and increase opportunities for participants. |
|--|---|
| <input type="checkbox"/> | Who use sport for social change and community development (communityfoundations.ca/our-work/sport). |
| <input type="checkbox"/> | Who provide education opportunities about quality sport including meaningful competition and proper sport specialization. |
| Good Places, that create good feelings, are: | |
| Inclusive and Welcoming | |
| <input type="checkbox"/> | Everyone feels safe and that they belong regardless of ability and background (cdpp.ca). |
| <input type="checkbox"/> | Promotional and program materials include a diversity of images representative of the community. |
| <input type="checkbox"/> | The facility is accessible to participants of all abilities and provides clear navigation, by both staff and signage. |
| <input type="checkbox"/> | Access is affordable and barrier free. |
| Fun and Fair | |
| <input type="checkbox"/> | Facilities and equipment are modified for the ability, size, and stage of the participants. |
| <input type="checkbox"/> | Programs and environments are FUN (changingthegameproject.com/can-youth-sports-fun-competitive). |
| <input type="checkbox"/> | Program runs on a regular basis and has appropriate attendance. |
| Safe | |
| <input type="checkbox"/> | Equipment is of suitable size and in good condition. |
| <input type="checkbox"/> | Facilities are safe; the space is suitable, clean, well lit, and well maintained. |
| <input type="checkbox"/> | The facility has policies and information readily available on SafeSport (bullying, harassment, emotional, physical, and sexual misconduct, etc.) as well as personnel trained in first aid (gov.bc.ca/gov/content/sports-culture/sports/sport-safety). |

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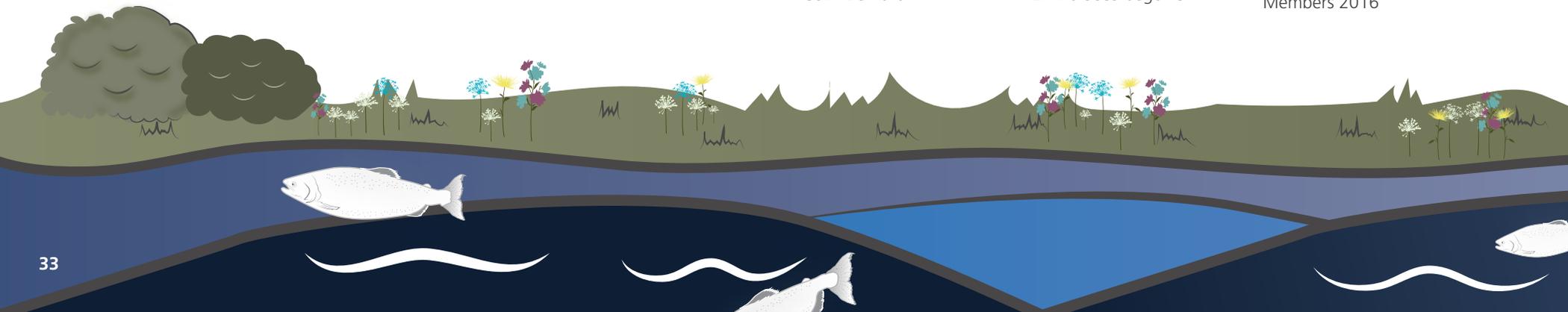
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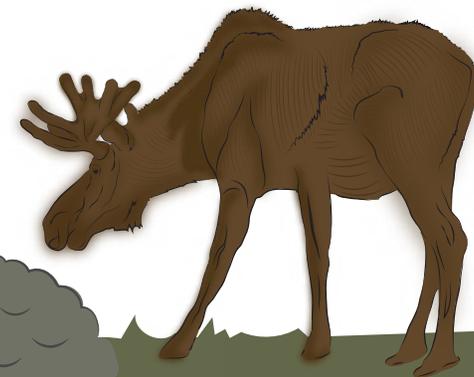
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