

# Supporting After-School Programs

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## Workshop Report

September 25, 2012

Prepared by  
Whiteworks Consulting  
[www.whiteworksconsulting.ca](http://www.whiteworksconsulting.ca)

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# Introduction

## Purpose of Workshop

After-school programs, in general, are good policy. Governments at all levels recognize that the after-school time period is critical to engage youth and to make a positive impact on them. This is the time when youth are generally unsupervised and are exposed to many choices, some of them potentially bad. After-school programs are a simple and cost-effective way to create a positive atmosphere for youth and to provide and promote healthy choices.

An environmental scan of NWT after-school programs was conducted in 2011. The results appear in the document *Environmental Scan of After-School Programs in the Northwest Territories*.

The purpose of the Supporting After-School Programs workshop was to have those who participated in the scan confirm its results and identify priorities for action.

## Workshop Details

The workshop was held in Yellowknife on September 25, 2012 in the boardroom of the Cooper Building, commonly known as the sport and recreation building. There were seventeen (17) participants. With their permission, contact information is provided below.

|    | Community     | Organization                    | Name                | Email Address                      |
|----|---------------|---------------------------------|---------------------|------------------------------------|
| 1  | Behchoko      | Rae-Edzo Friendship Centre      | Marvin Apples       | ydic_youth@northwestel.net         |
| 2  | Deline        | Charter Community of Deline     | Joey Dillon         | CCD_recreation@gov.deline.ca       |
| 3  | Ft Liard      | Hamlet of Ft Liard              | Roslyn Firth        | mwr@fortliard.com                  |
| 4  | Ft Providence | Hamlet of Ft Providence         | Lawrence Nitsiza    | recreation@FortProvidence.ca       |
| 5  | Ft Providence | Deh Gah School                  | Lois Philipp        | lois_philipp@dehcho.learnnet.nt.ca |
| 6  | Ft Providence | Zhahti Koe Friendship Centre    | Greg Nyuli          | zhahtikoe@gmail.com                |
| 7  | Ft Simpson    | Bompas & Thomas Simpson Schools | Val Gendron         | pillimgmrtv@gmail.com              |
| 8  | Gameti        | Community Government of Gameti  | Pamela Quitte       | recreation@gameti.org              |
| 9  | Norman Wells  | Mackenzie Mountain School       | Devin Roberts       | droberts@sahtudec.ca               |
| 10 | Tuktoyaktuk   | Mangilaluk School               | Greg Reardon        | gregreardon@hotmail.com            |
| 11 | Yellowknife   | Centre for Northern Families    | Mariella Dussart    | sarmientomariella@gmail.com        |
| 12 | Yellowknife   | Ecole St. Joseph School         | Genevieve Charron   | gcharron@yycs.nt.ca                |
| 13 | Yellowknife   | Ecole Sissons School            | Stephane Sevigny    | stephane.sevigny@yk1.nt.ca         |
| 14 | Yellowknife   | Side Door                       | Christopher Cobbler | sdprograms@theedge.ca              |
| 15 | Yellowknife   | Weledeh Catholic School         | Betsy Lucko         | elucko@lakeheadu.ca                |
| 16 | Yellowknife   | Weledeh Catholic School         | Beth Lenardon       | blenardon@yycs.nt.ca               |
| 17 | Yellowknife   | William MacDonald School        | Darren Wicks        | darren.wicks@yk1.nt.ca             |

|                    |               |                |                              |
|--------------------|---------------|----------------|------------------------------|
| Other Participants | Workshop Host | Tammy Buchanan | tbuchanan@nwtrpa.org         |
|                    | Presenter     | Damon Crossman | damon_crossman@gov.nt.ca     |
|                    | Presenter     | Geoff Ray      | gray@nwtrpa.org              |
|                    | Facilitator   | Lynn White     | info@whiteworksconsulting.ca |

Profiles of some participants' after-school programs are in Appendix A. Appendix B has additional information.

# Overview of Environmental Scan

## INTRODUCTION

An environmental scan was undertaken in 2011 to understand the types of after-school programs offered in the NWT, to identify the challenges programs are facing, and to make recommendations. Full results can be found in the document titled *Environmental Scan of After-School Programs in the Northwest Territories*, available from the NWT Recreation and Parks Association (NWTRPA). Geoff Ray presented a summary of the report.

## PROGRAM CHARACTERISTICS

- Most programs serve both girls and boys
- Physical activity is the most common activity, but programs offer other activities
- Most programs are operated by staff, with the help of volunteers or parents.
- 70% of programs involve structured activities
- The main funding source is MACA
- Spending is mostly on equipment, supplies, staff time, and snacks.
- Two-thirds of programs partner with other organizations for access to facilities, funding, human resources, etc.

## SUCCESS FACTORS

- Qualified and caring staff
- Programs that are age/culture appropriate
- Programs that build skills and positive relationships
- Sustainable funding

## RECOMMENDATIONS (paraphrased)

1. Communicate the findings of the scan.
2. Develop/sustain partnerships with key stakeholders.
3. Deliver community-based training for leaders and volunteers.
4. Promote volunteering.
5. Deliver training on program design and delivery, using a community development approach.
6. Advocate for adequate, sustainable funding.
7. Advocate for improvements to facilities and equipment

## APPROACH

The research was conducted by Lutra Associates. Lutra developed and tested a survey and distributed it to 140 organizations in May 2011. Seventy-three percent (73%) of the surveys were returned. The response rate was impacted by factors such as inaccessibility of some organizations, respondents being unclear as to who should answer the survey, and the time of year.

## UNMET NEEDS

Needs:

- Programs have trouble engaging children
- Lack of variety in activities
- Lack of human capacity
- Lack of resources

Top programming gaps:

- Music, art, drama
- Cultural activities
- Leadership programs
- Self-esteem programs

## COMMON CHALLENGES

- Funding and high costs
- Lack of suitable equipment
- Lack of qualified/knowledgeable program leaders

# MACA Funding Policy

The GNWT Department of Municipal and Community Affairs (MACA) provides funding to schools and other organizations under the Active After School Funding Policy.

## BACKGROUND

This funding was initiated in recognition of the need to get kids active in the 3:30 to 6pm time slot. This is a priority across Canada. The program has changed over time. In the past, any organization could apply. Now the priority is to fund schools because the children are already there. If the school chooses not to run the program, another community organization can apply for the funding with the school's endorsement. The reason for this change was to discourage duplication. No further changes are anticipated at this time. There are no plans to reduce or remove the funding, since this is a priority area.

## APPLICATION PROCESS

Funding is not automatic; schools must apply. The first deadline each year is usually April. This gives schools time to prepare for a September start. There is a second call in October, recognizing that some schools do not know if they can offer a program until later in the year. This second deadline gives schools a few weeks to see how the year is shaping up.

MACA's goal is to have all schools running active after-school programs. MACA has approximately \$600,000 in total. It tries to accommodate everyone, if possible. There are no scoring criteria and schools are not competing with each other. There is no cap on how much an applicant can apply for.

There is no multi-year funding, but applicants can ask for additional funding mid-year and if there is any left, MACA will consider it.

## NATURE OF ACTIVITIES

The aim is to get kids active for approximately 40 minutes at a time. Any type of physical activity qualifies such as skiing, cycling, dance, judo, etc. Programs should try to attract kids that aren't involved in sports or other active activities and should be open to all kids, regardless of skill level.

Funding can be used for:

- Equipment
- Staff
- Training for staff
- Equipment storage
- Transportation to facilities within the community

## REPORTING REQUIREMENTS

Organizations that receive funds are required to submit a final report. There are no specific requirements for the report except to account for what happened. An organization will not be funded for another year if it has not completed the report from the previous year.

For more information, contact:  
Damon Crossman, 867-873-7757  
damon\_crossman@gov.nt.ca

## Expanding on the Recommendations

The recommendations in the environmental scan are actions that the NWTRPA and others can take to more fully support after-school programs. The first recommendation - to communicate the scan's findings - has already been accomplished. Recommendations 2 to 7 were the focus of this workshop.

Workshop participants were divided into small groups to discuss each recommendation, what it means, and how it can be accomplished. A series of questions was used to guide the small group discussions (see Appendix C). The results of the discussion are below.

### Recommendation 2: Develop/sustain partnerships

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#### ADVICE FOR NWTRPA:

- Coordinate/pool training sessions with other organizations
- Compile information about how to attract, keep and recognize volunteers and make it available
- Provide a brief outline of what RPA does and communicate it to program leaders
- Provide a brief outline of what each after-school program does and include contact information
- Develop a joint calendar that plots all territorial recreation and sport activities (from all organizations), make it available, and update it regularly
- Develop, communicate and regularly update supplier listings for commonly ordered equipment
- Compile a list of funding programs and contact info
- Compile tips on how to reach and keep the attention of inactive kids
- Compile of kit or manual with tips on creative after-school activities
- Create promotional material, especially for parents

#### ADVICE FOR AFTER-SCHOOL PROGRAM LEADERS:

- Commit to reduce any duplication in the community
- Initiate an interagency meeting to plan for after-school activities together
- Hold joint programs
- Identify the common goal of all potential partners and focus on how to collectively reach that goal
- Communicate and, where possible, partner with:
  - Community recreation leaders
  - Youth coordinators
  - School boards
  - Regional recreation people
  - District Education Authorities
- Increase the frequency and quality of communications between organizations
- Share reports with other agencies in the community
- Initiate and share a monthly calendar that lists all the activities in the community and update it regularly
- Provide opportunities for networking
- Make sure the community knows what you do
- Share pertinent information

### Recommendation 3: Deliver community-based training

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#### TRAINING TOPICS:

- Various sports & specialized activities
- First aid / safety
- Health standards (e.g. food prep, hand washing, etc)
- Child development / behaviour management
- Proposal writing, program management, financial reporting
- Supervisory skills

#### TRAINING APPROACHES:

- Varied formats (full day, online, etc) depending on topic.
- Avoid scheduling during summer and break up/freeze up
- Either outside work hours or ensure costs for substitute teachers are covered for work week training
- Look for other funders to share costs (e.g. WSCC, Canadian North, school professional development fund)
- Hold training in the community, if possible. Otherwise ensure material is relevant for small communities.

## Recommendation 4: Promote volunteering

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### WHY PEOPLE DON'T VOLUNTEER:

- Enough time / schedule
- May feel like too much responsibility / liability
- May not be aware of opportunities
- Their contribution may not have been recognized in the past or they feel taken for granted
- Feel intimidated / lack confidence
- The call for volunteers was too generic (they didn't know what would be expected of them)
- They are more interested in short term or one-time volunteering, not long term or ongoing
- Paperwork involved

### STRATEGIES FOR RECRUITING VOLUNTEERS:

- Advertise and promote
- Provide training
- Identify specific needs rather than a generic call
- Match people's passions to the appropriate job
- Use networks to spread the word and encourage
- Make a point of making connections
- Consider organizations as potential "volunteers". Volunteers don't need to be individuals.
- Have existing volunteers spread the word
- Recognize volunteers publicly
- Word of mouth promotion
- Provide incentives

### BEST WAYS TO RECOGNIZE VOLUNTEERS

- Recognize and appreciate volunteers on a daily basis. Grand gestures are not necessarily needed.
- Listen to (and act on) volunteer input
- Awards: your own awards, Sport North awards, MACA awards, First Nations Council awards
- Get the kids to recognize the volunteers
- Get the volunteers to help with planning
- Gift cards, framed photos of kids, school memorabilia

### BEST WAYS TO LOSE VOLUNTEERS:

- Don't provide training
- Take over
- Forget to communicate
- Fail to disclose the challenges they can expect to face
- Take them for granted
- Burn them out

## Recommendation 5: Deliver training on program design and delivery

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### TRAINING TOPICS:

- Tools for the engaging the community
- Generic checklists and templates
- How to do a needs assessment and use the results
- Different concepts & models for programs

### A "COMMUNITY DEVELOPMENT APPROACH" MEANS:

- Identify the needs of the community
- Identify (and involve) stakeholders
- Build capacity over time
- Design sustainable approaches
- Involve the community in the program design
- Set realistic expectations
- Don't forget to consider transportation. This issue often not addressed in the program design
- Ensure design considers the need for consistency

### TYPE OF TRAINING:

- Workshop setting
- Approx 1 day (short enough that people can get time away from work)
- Involve community members
- Should be taught by people with experience in program design
- Approach should be realistic, not theoretical
- Examples should be real, relevant to the context and not biased
- Allow time for brainstorming ideas
- Make sure the trainer visits the community to see first-hand what they have for resources
- Provide "booster" sessions
- Link people with common interests together

## Recommendation 6: Advocate for adequate, sustainable funding

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### ADVOCATING MEANS:

- Push territorial programs to make multi-year funding a reality. Examples include:
  - MACA
  - District Education Authorities
  - ECE
  - NWTRPA's own "Get Active" funding
  - Aboriginal Sport Circle
  - Kidsport
  - sogoactive
- Provide information on what types of funding are available and how to access them.
- Streamline the funding pots into one pot. If not possible, negotiate to have funders agree to a standard template for applications & reports.
- Facilitate a meeting of after-school program funders to figure out how they can streamline the funding overall.
- Coordinate bulk buying of supplies and equipment

### ADEQUATE, SUSTAINABLE FUNDING MEANS:

- Multi-year funding
- Enough money to run a program that meets the needs of participants and the community
- Funding that is simple to apply for and to report on
- Consistent expectations between funders
- Funders that talk to each other and streamline wherever possible

### LEADERS WOULD USE MORE FUNDING TO:

- Hire staff
- Provide honoraria for Elders and youth who work with the program
- Offer the program more frequently
- Ask school board to
  - decrease the teaching load so teachers have more time to do programs like this
  - allow staff who volunteer to earn lieu time
  - recognize staff's time contribution in some way

## Recommendation 7: Advocate for improvements to facilities and equipment

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### IMPROVED EQUIPMENT MEANS:

- Better quality – lighter, safer
- Adapted (or adaptable) for children
- Storage (enough space, safe, organized)
- Maintenance and management of equipment
- Bringing in people to maintain the equipment

### IMPROVED FACILITIES MEANS:

- Better quality overall. Some facilities are old and need repair.
- Regular attention to maintenance, management, upgrades
- Proper installation
- Recognize the role of volunteers in facility upkeep. Volunteers do more than run programs.

### ADVOCATING MEANS:

- Decrease the bureaucracy
- Streamline ordering, maintenance, shipping
- Focus on storage
- Interagency planning for how best to use the community's facilities and equipment
- More training opportunities on topics like field maintenance
- Make knowledgeable people available to provide advice to communities on facility and equipment issues. Whether this is RPA or whether RPA arranges somebody else to do this, doesn't matter.
- Provide information to communities about who is responsible for parks upkeep.

## Setting Priorities

Recognizing that time and other resources are limited, workshop participants discussed which of the recommendations from the environmental scan were high priority, and which activities identified in the previous section should be done first. This was a difficult task because participants believed that all recommendations and, indeed, all activities discussed were important. Nevertheless, the group identified its highest priority items by vote. The results are outlined on this page.

### Highest Priorities

| Priority | Recommendation  | Top Activities   | Rationale  |
|----------|---|--|--|
| 1        | Develop/sustain partnerships with key stakeholders<br>(Recommendation 2)          | <p>For NWTRPA:</p> <p>Work with other organizations to provide “pooled” training so that there are greater efficiencies. This means reducing duplicated content between organizations and holding joint training sessions to reduce participant time commitment.</p> <p>For After-School Programs:</p> <p>Take the initiative to involve other community organizations in joint planning, and share information.</p> | Workshop participants felt that the best way to support after-school programs would be to reduce overlap; streamline the planning, delivery and funding processes; and generally to have organizations at all levels coordinate better.                                |
| 2        | Deliver community-based training for leaders and volunteers<br>(Recommendation 3) | <p>Deliver training on (in order of priority):</p> <ul style="list-style-type: none"> <li>▪ Various sports and specialized activities</li> <li>▪ First aid / safety</li> <li>▪ Health standards (e.g. food prep, hand washing, etc)</li> </ul>   | Workshop participants would like to see training provided to all program providers (whether staff or volunteers) so they can be effective and confident in what they do.   |
| 3        | Advocate for adequate, sustained funding<br>(Recommendation 6)                    | Advocate to various funders for multi-year funding.  | Workshop participants felt that multi-year funding would be the biggest improvement, in terms of financial support, because it would allow them to gain traction without having to take time away from their programs to go through the application process each year. |

## Next Steps

The workshop concluded with a commitment by NWTRPA to complete the following next steps:

|   |   |
|---|---|
| 1 | Compile a report from the workshop and circulate it to participants.  |
| 2 | Make a plan for how the NWTRPA can support after-school program providers, using the priority items identified in the workshop report as a guide.   |
| 3 | Share the workshop report with other organizations, particularly MACA, so they can also be aware of the needs of after-school program providers and can strengthen their support accordingly. |

## After-School Program Profiles

Many of the workshop participants provided information about their after-school programs.

### BEHCHOKO

| # programs             | Schedule                              | Ages                  | Type of Activities                                  | Strengths   | Challenges   |
|------------------------|---------------------------------------|-----------------------|---|---|--|
| 1                      | Special occasions                     | Elementary school age | Dene games  | Teaching children about history of Dene games   | Lack of space<br>Lack of communication with other orgs<br>The Centre is small<br>Big spaces, like Cultural Centre are always booked<br>Some facilities ask for money |
|                        | One major event approx every 2 months |                       | Open gym with supervision (e.g. soccer, dodge-ball) | We can use the gym easily.  |  |
|                        |                                       |                       | Outdoor hockey (one-on-one)                         | Tłı̨chǫ Government is growing and starting to take a lead role.<br>We can top up the funds with bingo money |  |
| Contact: Marvin Apples |                                       |                       | ydic_youth@northwestel.net                          |   |  |

### DELINE

| # progr              | Schedule     | Ages         | Type of Activities           | Strengths  | Challenges  |
|----------------------|--------------|--------------|------------------------------|--|---|
| 3                    | 4-6pm winter | 6-14 yrs old | Skating                      | Newly updated baseball field with picnic tables, beach volleyball, etc | Lack of Participant<br>Short of Funding<br>Usage of Facility<br>Short of Equipments |
|                      |              |              | Dene Games                   |  |   |
|                      |              |              | Open gym                     |  |   |
| Contact: Joey Dillon |              |              | CCD_recreation@gov.deline.ca |  |   |

### FORT LIARD

| # progr                | Schedule | Ages | Type of Activities             | Strengths | Challenges                        |
|------------------------|----------|------|--------------------------------|-----------|-----------------------------------|
| 1                      |          |      | Snowboarding (13+ yrs)         |           | Struggle to appeal to older youth |
|                        |          |      | Yoga                           |           |                                   |
|                        |          |      | Cross-country ski (young kids) |           |                                   |
| Contact: Rosalyn Firth |          |      | mwr@fortliard.com              |           |                                   |

## FORT PROVIDENCE - Hamlet

| # programs   | Schedule | Ages          | Type of Activities   | Strengths | Challenges |
|--|----------|---------------|--|-----------|------------|
| 1  | 4-6pm    | younger youth | Outdoor activities (skating, hockey, soccer, softball)   |           |            |
|  | 7-9pm    | older youth   | Indoor rink<br>Gym activities (dodge-ball, grandpa ball, soccer, floor hockey, badminton, volleyball)<br>Fitness centre (depending on supervisors) |           |            |
| Contact: Lawrence Nitsiza recreation@FortProvidence.ca |          |               |  |           |            |

## FORT PROVIDENCE – Zhahti Koe Friendship Centre

| # prog                                  | Schedule               | Ages         | Type of Activities  | Strengths                        | Challenges                 |
|---|------------------------|--------------|---------------------|----------------------------------|----------------------------|
| 2                                       | Afternoons<br>Evenings | 8-12 & 12-18 | Baseball & soccer   | Physical / team work             | Participation, competition |
| 2                                       | Evenings               | 8-12 & 12-18 | Games night         | Social, fun / strategy           | Participation, competition |
| 2                                       | evenings               | 8-18         | Movie nights        | Social, fun                      |                            |
| 2                                       | Early evening          | 8-18         | Cooking / nutrition | Learn to cook, safety, nutrition |                            |
| 1                                       | Day / Evening          | 12-18        | canoeing            | Physical activity / safety       | liability                  |
| 1                                       | Day / Evening          | 12-18        | harvesting          | Traditional activity             |                            |
| 1                                       | Day / Evening          | 12-18        | On the land         | Traditional activity             | liability                  |
| Contact: Greg Nyuli zhahtikoe@gmail.com |                        |              |                     |                                  |                            |

## FORT SIMPSON

| # progr                                    | Schedule | Ages | Type of Activities  | Strengths  | Challenges   |
|--|----------|------|---|--|--|
| 1<br>both schools                          |          |      | Creative activities: Roller blading, speedminton, “get active packs”, omniball, xbox connect) | We try to do activities not part of physical education or formal sports program                      | Takes huge amount of time to identify suppliers for equipment. |
|  |          |      | Snow shoeing  | We try to engage inactive kids<br>Hire high school students<br>Some funds spent on equipment storage |  |
| Contact: Val Gendron pillingmrtv@gmail.com |          |      |   |  |  |

## NORMAN WELLS

| # progr                | Schedule      | Ages                 | Type of Activities | Strengths | Challenges                  |
|------------------------|---------------|----------------------|--------------------|-----------|-----------------------------|
| 1                      | Once per week | All ages             | Climbing           |           | Need funding for leadership |
| Contact: Devin Roberts |               | droberts@sahtudec.ca |                    |           |                             |

## TUKTOYAKTUK – Mangilaluk School

| # progr               | Schedule              | Ages                    | Type of Activities   | Strengths   | Challenges   |
|-----------------------|-----------------------|-------------------------|--|---|--|
| 1                     | M to F<br>3:45 to 7pm | K-12                    | Play activities for younger kids; sports for older kids<br><br>Note: Other organizations in the community also provide programs for youth. | Gym available for children and youth<br><br>Opportunity to teach sportsmanship<br><br>Kids are interested. Good turnout.<br><br>Our school - sponsored activities are conducted by staff volunteers | <ul style="list-style-type: none"> <li>▪ At times, 'too many' kids showing up; not enough community sponsored activities to complement the school program.</li> <li>▪ Communication needs to improve in the community</li> <li>▪ Most kids 'active'. Would like to focus on underactive more.</li> <li>▪ Relying on volunteers to provide program, hard to fill all time slots</li> <li>▪ Depending on age group, more boys attend than girls.</li> <li>▪ Would like to have some same-gender activities, but not enough space, time and volunteers to satisfy all groups.</li> <li>▪ Rec coordinator is restricted to week-day activities only. She is not paid for conducting weekend activities.</li> <li>▪ Many community members and people of influence do not have a good grasp on what 'recreation' is and how important it is to all ages</li> <li>▪ Some members of Rec Committee are resistant to change &amp; not open up to new ideas – even to the point of threatening the rec. coordinator.</li> </ul> |
| Contact: Greg Reardon |                       | gregreardon@hotmail.com |  |   |  |

## YELLOWKNIFE – Ecole St Joseph School

| # progr                    | Schedule              | Ages               | Type of Activities   | Strengths | Challenges   |
|----------------------------|-----------------------|--------------------|--|-----------|--|
| 1                          | 4 days/wk<br>3:30-5pm | 5-13yrs            | Games not covered in physical education program (snow shoeing, x-country skiing) |           | Difficult to find staff to come steadily<br><br>Difficult to attract older kids<br><br>Visability. The program is so much a part of the school that it doesn't stand out. Kids drop out. |
| Contact: Geneviève Charron |                       | gcharron@ycs.nt.ca |  |           |  |

### YELLOWKNIFE – Side Door

| # progr  | Schedule    | Ages     | Type of Activities                             | Strengths   | Challenges |
|--|-------------|----------|--|---|------------|
| 1  | 3:30-5:30pm | 5-13 yrs | Recreational activities<br>Creative activities | Youth workers spend time engaging youth to build relationships in addition to keeping kids active |            |
| 2  | Evenings    | Teens    | Relational activities                          |   |            |
| Contact: Christopher Cobler                      sdprograms@theedge.ca |             |          |  |   |            |

### YELLOWKNIFE – Weledeh Catholic School

| # progr   | Schedule                  | Ages                             | Type of Activities  | Strengths   | Challenges   |
|---|---------------------------|----------------------------------|---|---|--|
| 1   | Tues & Wed<br>3:15-5:15pm | 10-13yrs<br>(approx 14-30 youth) | Physical activity, but not necessarily sport.<br><br>Examples are: dance, fitness, curling, canoeing, visits to the ice castle. | <ul style="list-style-type: none"> <li>▪ We try to expose kids to activities that are already in the community, rather than duplicate (e.g. go to multiplex, dance academy, etc)</li> <li>▪ We partner with different organizations</li> <li>▪ We limit the program to 2 days/week and target older elementary and middle school students so we don't become a "babysitter"</li> <li>▪ We send out permission slips for the month. Kids can attend any after-school activities for that month</li> <li>▪ Two instructors do a lot in their free time</li> </ul> | Encouraging middle school students to participate. |
| Contacts: Betsy Lucko: elucko@lakeheadu.ca                      Beth Lenardon: blenardon@yics.nt.ca |                           |                                  |   |   |  |

### YELLOWKNIFE – William McDonald Middle School

| # progr   | Schedule | Ages  | Type of Activities   | Strengths  | Challenges |
|---|----------|-------|--|--|------------|
| 1   |          | 11-13 | Fitness room<br>After school programming in the gym – zumba, dance, judo, yoga<br>Climbing wall (Freedom Climber ) | Some after-school funds spent on fitness equipment and fees for instructors (e.g. zumba) |            |
| Contact: Darren Wicks                      darren.wicks@yk1.nt.ca |          |       |  |  |            |

## Additional Information

### Sogo Active

Sogo Active NWT is an arm of Sogo Active Canada. It aims to get inactive teens, ages 9-19, more physically active. Funding is available for organizations that register at [sogoactive.com](http://sogoactive.com).

Contact:

Spider Jones

[spider@sportnorth.com](mailto:spider@sportnorth.com)

### Get Active

The NWT Recreation and Parks Association provides the Get Active program to encourage people in the NWT to be more active. Community organizations can apply for \$750 to organize and deliver 3 community oriented physical activity events. There is no age restriction. NWTRPA has funded groups more than once, provided they complete the events and complete the require reports.

Contact:

Sheena Tremblay

NWTRPA Active Communities Coordinator

[stremblay@nwtrpa.org](mailto:stremblay@nwtrpa.org)

### Freedom Climber

The Freedom Climber was recently installed at the William McDonald Middle School in Yellowknife. The Freedom Climber is a rotating climbing wall that works with children's weight instead of electricity.

- The climbing surface rotates either clockwise or counter-clockwise
- The action of climbing causes the rotation
- The speed of rotation can be adjusted
- The user is climbing while maintaining a safe distance from the floor at all times
- As the climber attempts to climb up, the climbing surface rotates down keeping the user in the same location
- When the climber stops, the rotation stops

For more information, search YouTube or go to [www.freedomclimber.com](http://www.freedomclimber.com)

Contact:

Darren Wicks

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## Discussion Questions

### PARTNERSHIPS

#### *NWTRPA*

1. What organizations should NWTRPA partner with when planning to address the results of the Environmental Scan?
2. For each organization, what does it mean to “partner” with them? What exactly should each organization do? What should NWTRPA do?
3. How much time and effort should NWTRPA put into building partnerships with each organization?
4. What should NWTRPA do if other organizations are not interested in partnering or working with them?

#### *After-School Programs*

5. What organizations in the community should the after-school program leaders work with?
6. For each organization, what does it mean to “work with” them? What specifically should the after-school program do? What should the other organizations do?
7. How much time and effort should after-school programs put into building partnerships in the community?
8. What should after-school programs do if other organizations are not interested in partnering with them?

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### TRAINING WORKSHOPS for leaders & volunteers

1. What skills do workshop leaders and volunteers need most?
2. Do volunteers have different training needs than leaders? If so, how are they different?
3. What is the best format to provide training (e.g. short workshop, full course, hands-on, one-on-one, etc)?
4. When is the best time of year to provide training for after-school leaders/volunteers?
5. How long should the training programs be?
6. If NWTRPA and/or MACA could not cover all training costs, would schools or leaders/volunteers be willing to chip in?
7. Should training occur in the community or outside?
8. How much time do leaders/volunteers have to take training?
9. If only 2 training programs could be offered next year, what topics are most important?

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## PROMOTE VOLUNTEERING

1. Why do you think people who'd be great at volunteering, don't volunteer?
2. What strategies would be effective at encouraging people to volunteer more?
3. What strategies would definitely not work?
4. If you have ever been a volunteer, what made you sign up?
5. What is the best way to recognize the contribution of volunteers?
6. What is the worst thing to do when trying to attract volunteers?
7. What makes volunteers stay, year after year?

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## WORKSHOPS ON DESIGN AND DELIVERY

1. What do you think it means to design and deliver programs using a "community development approach"?
2. Have you designed or offered a program that was not well-received? What do you think was the problem?
3. If NWTRPA held a workshop on program design/delivery:
  - how long should the workshop be?
  - who should attend?
  - what topics should definitely be covered?
  - what topics would be a waste of time?

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## ADVOCATE FOR FUNDING

1. What does "adequate, sustainable funding" mean to you? How much is adequate? How can funding be sustainable?
2. What specifically should NWTRPA do to "advocate" for funding? Advocate to whom? Ask for what? Advocate using what methods?
3. What would you do differently with your after-school program if more funding was available?
4. What problems do you face with the current funding?

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## ADVOCATE FOR IMPROVED FACILITIES & EQUIPMENT

1. What do you think it means to have "improved equipment"? More equipment? More variety? Better quality? Which factor is most important?
2. What do you think it means to have "improved facilities"? More facilities? More variety of facilities? Better quality facilities?
3. What specific things can NWTRPA do to advocate for better facilities & equipment? Advocate to whom? Ask for what, specifically? Advocate using what methods?