

**City of Saskatoon
Community Development & Leisure Services
Aboriginal Communications Strategy**

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**City of Saskatoon
Community Development & Leisure Services
Aboriginal Communications Strategy – May 2004**

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Appendix I Distribution Plan

I.0 Introduction

Initiated in April 1999, In-Motion is a partnership of Saskatoon Regional Health, the City of Saskatoon, the University of Saskatchewan and ParticipACTION. The partnership is working together to develop a healthy community and a healthy workplace, which involves developing and implementing a community-wide active living strategy.

The In-Motion partnership is currently completing its long-range plan to determine where it can target the Aboriginal population to increase the level of physical activity for health benefits. In November 2003, The City of Saskatoon Community Development and Leisure Services hired Fast Consulting to conduct a market assessment and service plan project, the goal of which is to increase the level of participation in sport, culture and recreational activities among Aboriginal youth, adults and families who are not active on a regular basis.

In May 2004, Fast Consulting completed the City of Saskatoon's Community Development and Leisure Services Aboriginal Plan. The purpose of the Aboriginal Plan is to provide Community Development and Leisure Services with a market assessment and service plan of the Aboriginal market, which

- Develops a profile of the Aboriginal market;
- Identifies current and future programs that meet the needs of the target markets, and
- Determines the best methods of communicating those programs to the target markets.

The Communications Strategy is an extension of the research findings, discussion of issues and recommendations provided in the Aboriginal Plan. It provides direction as to how to implement the communications-related recommendations in the original Plan. The activities outlined in this document are designed to overcome the many barriers to participation that Aboriginal people in Saskatoon face, as discussed in the Aboriginal Plan. As such, the Communication Strategy serves as the link between the strategic recommendations outlined in the Aboriginal Plan and their successful promotion and delivery to the Aboriginal community.

2.0 Communication Goals and Objectives

2.1 Background

In order to measure the effectiveness of the recommendations provided in the Communications Strategy, specific targets need to be set. This section outlines measurable goals and objectives that will help drive the implementation of the Communications Plan and the Aboriginal Plan.

2.2 Communication Goals and Objectives

There are three broad communication goals that the Communication Plan must achieve. Each of these goals is divided into a set of specific objectives. The goals are listed in the order of priority, as it would be impossible to achieve the third without adequately addressing the first.

2.2.1 Increase Awareness of Me Ta We Tan Programs and Brand

Until 2001, the Me Ta We Tan brand had its own logo. At that time, it was determined that the City's Corporate Visual Identity Plan required that only one logo be used to represent City-operated facilities and programs (ie: City of Saskatoon). Hence, use of the former Me Ta We Tan logo was discontinued, but the name has continued to represent Aboriginal programs. Primarily, the brand name has been used to promote Aboriginal summer and fall youth centers; however, the name has been used on broader promotional materials such as a newsletter.

Research conducted by Fast Consulting in September 2002 indicated that 33% of Aboriginal people in Saskatoon were aware of the Me Ta We Tan brand. Follow-up research conducted for this project, although not designed to be statistically valid, indicates that this percentage is roughly the same today. In order for the brand to be effective as a marketing tool, however, awareness levels should reach well over 50% in the Aboriginal population. With a coordinated marketing campaign, this figure should be achievable in the short term, with even better results in the longer term. It is worth noting that the campaign will need to generate word-of-mouth, which is the most effective form of communication in the Aboriginal community.

The objectives on the next page are all intended to measure the success of the City's promotion of the Me Ta We Tan brand and programs. In order to achieve these objectives, a number of interrelated communications initiatives will need to be coordinated, as outlined in Section 9.0 of this plan. These initiatives target all of the segments defined in Section 3.0.

It is important to note that measuring awareness in each of the target markets will pose challenges. For instance, obtaining a statistically valid sample from children and youth will likely require measuring their opinions in a relatively unbiased setting, such as in their schools, with a written questionnaire. In order to establish a solid baseline of data, it is recommended that some research be conducted prior to the launch of the City's communications campaign.

The following objectives are designed to achieve the goal of increasing awareness of City of Saskatoon's Me Ta We Tan programs and brand.

- Increase awareness of the Me Ta We Tan brand to 50% in each target market in the Aboriginal community by the end of the first year of the campaign. Awareness levels should increase to 75% after the end of the third year.
- Increase awareness of general messages directed at each market segment. Target 25% awareness with children and youth after the first year of the campaign, rising to 50% awareness by the end of the third year.
- Increase key Aboriginal leaders' awareness of the City's Aboriginal programs and involvement in partnerships with Aboriginal organizations. To achieve this objective, ensure that the City sits on all relevant advisory councils, committees, et cetera, and that it has regular contact with all major Aboriginal organizations.
- Make presentations to every school with a substantial Aboriginal population every year.

2.2.2 Increase Interest in Participating in Me Ta We Tan Programs

- Increase each target market's interest in participating in Me Ta We Tan programs to 75% by the end of the first year of the campaign, rising to 90% by the end of the third year.
- Increase the number of programs that the target markets are interested in participating in by 0.5 programs per year, on average to a likely maximum of approximately 3.0 (e.g. if the average participant is interested in participating in 1.0 programs currently, they should be interested in participating in 2.5 programs, on average, by the end of the third year).

2.2.3 Increase Participation in Me Ta We Tan Programs

- Increase participation in all under-utilized programs (as determined by the Community Development and Leisure Services Department) by 10% within the first year of the re-launch of the Me Ta We Tan campaign.
- Increase participation by all target markets in all programs designed for them by 10% within the first year.
- Target a minimum of 75% utilization of capacity for all programs within three years of the campaign launch.
- Increase participation in all programs that are supported by the City of Saskatoon to a minimum of 75% utilization within three years of the campaign launch.

3.0 Target Markets

3.1 Background

This section of the Communication Strategy reviews the recommended target markets outlined in the Aboriginal Plan as well as their preferred sources on information and specific communication considerations.

3.2 Target Markets

The Communications Strategy is primarily focused on Aboriginal people living within Saskatoon. However, consideration will be given to Aboriginal people living on area reserves. The research demonstrates that the Aboriginal population is very transient and there is a lot of movement between reserves and the city, as well as within the city. The research also highlights the need to consider the non-Aboriginal population as well. Focus group and one-on-one interview participants indicate that the programs should be open to anyone who wishes to attend. Research participants believe that having all members of the community, Aboriginal and non-Aboriginal, taking part in these activities would build respect for cultural differences that exist in the City. Experiencing different cultures brings a new understanding and acceptance of other people. Hence, the target market can be divided into three areas:

Exhibit 3.1 – Target Market Breakdown

| Primary Target Market: Aboriginal People (Saskatoon Residents) | |
|--|---------------|
| Children (7 to 9) | Male & Female |
| Youth (10 to 14) | Male & Female |
| Youth (15 to 18) | Male & Female |
| Adults/Families (over 18) | Male & Female |
| Secondary Target Market: Aboriginal People (Reserves) | |
| Children/Youth (under 18) | Male & Female |
| Tertiary Target Market: Non-Aboriginal People (Saskatoon Residents) | |
| Children/Youth (under 18) | Male & Female |
| Adults (over 18) | Male & Female |

Aboriginal Subgroups

Métis – A term used to refer to the persons of French and First Nations parents. Métis are not recognized in the Indian Act but are defined as Aboriginal in the constitution. Presently, the term Métis includes persons who self identify and have ancestry of both Aboriginal and non-Aboriginal descent (not only a French background).

First Nations – A term used for status or treaty Indian. Usually used to refer to a politically autonomous band under the Indian Act, a nation of First Peoples. It is a contemporary term used to replace Indian. First Nation people can be either status or non-status.

- i) Status – An Indian person who is registered under the Indian Act and thus recognized by the federal government as an Indian and accorded the accompanying rights, benefits and restrictions of the Indian Act and related policies.
- ii) Non-Status – An Indian person who is not registered under the Indian Act and does not receive the rights, benefits and restrictions related to the Indian Act and policies.

Carrie Bourassa of Saskatchewan Indian Federated College presented the above information at the Aboriginal Communications Workshop held on June 20th, 2002.

3.3 Overview of Primary Target Markets

The following section provides a brief overview of each primary target market.

3.3.1 Children (Ages 7 – 9)

This cohort was selected as a target market because of its need and willingness to participate in physical activities. Although children in this cohort face barriers such as poverty and lack of transportation, in most cases they aren't dealing with self-esteem and peer pressure issues yet. Essentially, individuals in this group are children who are still motivated to play and have fun. They have lots of energy and are not as insecure about their skill levels as teenagers may be. In addition, most kids in this age range haven't had the opportunity to become involved in gangs or other negative activities yet. Therefore, if kids can be reached at this age, where they can start to develop their skills and are taught the benefits of physical activity, they are much more likely to continue this behaviour as they grow. Moreover, when children learn sports-related skills at a younger age, they may not be so intimidated to participate when they are older. For these reasons, it is critical that programming is developed and maintained for children in this age group.

Research demonstrates that children in this age range are still comfortable participating in sports and recreation programs in a co-ed environment. Physically, boys and girls are still on a level playing field and share many of the same preferences in sports and recreation. Children in this age range also prefer to participate in activities with peers of their own age, rather than older youth. Therefore, it is recommended that sports and recreation programming be developed for both boys and girls aged seven to nine.

3.3.2 Tweens (Ages 10-14) Females & Males

Based on information gathered through primary and secondary research, the youth market should be separated into two different groups: tweens aged 10 to 14 and teens aged 15 to 18. There are significant differences in the needs and preferences in sports and recreation between youth in these age groups. These two broader market segments can then be broken down further into male and female groups.

Although there are some exceptions, youth generally prefer to participate in sports and recreation programs with peers of similar age. Youth aged 10 to 14 are grouped together because their programming preferences and skill levels are very similar. Moreover, 10 to 14 year olds are attending elementary school, with the exception of some 14 year olds. As such, they are comfortable or accustomed to participating in activities with youth in this age range.

Although, the programming and communications needs of males and females between the ages of 10 and 14 are similar, there are some distinct differences. Furthermore, this is the age range where gender differences and issues start to become apparent and some youth prefer to participate with peers of their own gender. Therefore, programming for this segment must consider and address the unique needs and interests of males and females. In some cases, co-ed activities are appropriate; in others they are not.

In order to encourage participation in physical activity as children grow into their teens and on to adulthood, programs and activities must be developed to meet their specific needs and preferences.

3.3.3 Teens (15-18) Females & Males

As outlined above, the programming requirements and preferences of teens between the ages of 15 and 18 are distinctly different from that of youth aged 10 to 14. In general, teens in this age range prefer to participate in activities with peers of similar age. Most youth aged 15 to 18 are attending high school and relate more to each other than to youth aged 10 to 14. Moreover, the motivations to participate in sports and recreation are slightly different from that of younger youth. For instance, girls begin to recognize the relationship between physical activity and body size and shape.

The differences between males and females with regards to programming needs and requirements become more apparent in this age range. Males and females generally

prefer to participate in activities with their own gender. However, there are some cases where youth in this age range do not mind participating in a co-ed environment. There are some distinctive preferences in the types of activities each gender prefers to participate in. Females also face unique barriers to participation. For this reason, it becomes much more challenging to motivate females in this age range to participate than males. Therefore, it is recommended that males and females in this age range be treated as separate target segments. The unique interests and requirements of each group should be considered and addressed.

The target market selection is skewed more heavily towards youth and children for two very important reasons: market size and accessibility. In order to develop programs and activities and effectively market them toward any group, the group must be large enough to justify the effort. As the demographic profile outlines, the Aboriginal community is very young. According to Statistics Canada, there are approximately 9,695 Aboriginal individuals between the ages of 0 and 19 living in Saskatoon. This represents almost one-half (47.8%) of the total Aboriginal population. Moreover, this trend is expected to continue. Children and teenagers are also much easier to reach than adults. The majority of individuals under the age of 18 are in school. As such, this group or variations of it can collectively be reached by a number of marketing mediums.

3.3.4 Adults/Families

There are approximately 9,660 Aboriginal adults between the ages of 20 and 54 living in Saskatoon. This represents a significant proportion of the Aboriginal population (47.6%) and as such, warrants investment into sports and recreation programming for this segment. Moreover, as the large youth population grows into adulthood, it will be essential to have adequate programming established for this population. Primary and secondary research demonstrates that there is a need and desire for sports and recreation programming specifically designed for members of this segment. Research also reveals that in many cases programming for adults can be co-ed. However, there are some activities that should be gender specific, such as swimming.

Although there is a desire for adult-specific programming, it is important to recognize the need for programs to be designed in a family-friendly manner. A significant proportion of Aboriginal adults are parents. This fact, combined with barriers such as lack of money or childcare, as well as this population's penchant for family or group-based activities, illustrates the need to design family-oriented programs. Family-oriented programs or programming may involve activities where parents and children can participate together or programs where childcare or youth programs are also available and accessible at the same times as the adult programs.

3.4 Target Market Sources of Information

The following table outlines the preferred sources of information for each target segment, based on the focus groups and interviews conducted for this project. To a large degree, the communication media identified by each target market are fairly similar.

Exhibit 3.2– Communication Media by Target Market

| Target Market | Preferred Communication and Sources of Information |
|--|---|
| Children (Ages 7 to 9) | <ul style="list-style-type: none"> • Word-of-mouth from family and friends • Information from schools |
| Tweens (Aged 10 to 14) Male & Female | <ul style="list-style-type: none"> • Word-of-mouth from family, friends and program coordinators • School newsletters and bulletins • Presentations at schools • Leisure guides • Posters at schools, hockey arenas, WBYL, Cosmo Civic Centre and other recreation facilities • Newspapers (Star Phoenix) • Flyers or brochures delivered to individual homes • Radio • Television |
| Teens (Ages 15 to 18) Male and Female | <ul style="list-style-type: none"> • Word-of-mouth from family and friends • School newsletters and bulletins • Presentations at schools • Leisure Guides • Posters at schools, bus stops, on buses, WBYL, Cosmo Civic Centre and other recreational facilities • Flyers or brochures delivered to individual homes • Newspapers (Star Phoenix) • Television |
| Adults/Families | <ul style="list-style-type: none"> • Word-of-mouth from family and friends • Leisure guides • Posters, brochures or newsletters at bingo halls, on buses and at bus stops • Posters, brochures or newsletters at Aboriginal organizations such as C.U.M.F.I, SIMFC, SIIT, FNUC • Newsletters and bulletins from schools • Flyers or brochures delivered to individual homes • Newspapers (Star Phoenix, Sun) |

3.5 Target Market Considerations

3.5.1 General Communication Considerations

In the Aboriginal Program Plan, there are a number of general communication elements that are incorporated into the final recommendations. The following section outlines the relevant Aboriginal Plan recommendation and the subsequent communication consideration. When appropriate, these considerations are incorporated into the Communication Strategies in Section 9.0.

Strive to Eliminate Barriers to All Programs

- In order to encourage participation in programs, communications material should emphasize the elimination of specific barriers (i.e. free child care or transportation).

Create Strong Partnerships with Aboriginal Organizations

- Information on City of Saskatoon Aboriginal programs should be shared with other service providers and propose cross-promotional opportunities for all programs.

Enhance Relationships with Both School Systems

- The City should investigate communications opportunities with the Public and Catholic school systems.
- Work with the Catholic and Public School Boards, as well as program delivery agents, to develop a multilateral approach to program.
- Provide each School Board with information package including a summary of the City's objectives regarding the Aboriginal Program Plan, as well as information on the programs and activities available to Aboriginal youth to distribute to school coordinators across the city.

Establish Relationships with Area Reserves

- The City should create an open dialogue with Saskatoon Tribal Council, Battleford Tribal Council and Prince Albert Grand Council and elicit input on how the City can better serve the needs of its members that live in Saskatoon.
- Information on the City of Saskatoon sports and recreation programs should be provided to these organizations. If possible, presentations should be given to their recreation committees.

- The City should also work with these bodies to determine the best ways to communicate information about programs to their members.

Respect Differences Between First Nations, Métis & Inuit Cultures, But Do Not Emphasize Them

- The City should ensure that all three cultures (First Nations, Métis and Inuit) are represented or acknowledged in all communications material.

3.5.2 Secondary and Tertiary Market Considerations

Although efforts for 2004-2005 will be with the primary target market, the communication plan must not ignore the issues of the secondary and tertiary target markets. The following are some important considerations during the planning process:

- The selection and design of the communication tools should allow for some to be easily transferred to the reserves to promote Aboriginal youth programs. Hence, it is important to select a variety of tools so as to ensure some are appropriate for reserves to make future use of (ie: transit ads are not appropriate for reserves but posters may be effective).
- The design and representation of Aboriginal people within the communication tools should be appropriate for reserves to make use of them.
- The communication tools and design should be flexible to change the primary language used if deemed necessary for use on reserves (e.g. Cree).
- Some consideration should be given to the location and vehicles used to promote the programs so that the information is accessible to both Aboriginals and non-Aboriginals.

4.0 Barriers to Communication

4.1 Background

Section 3.0 of the Aboriginal Plan addresses barriers that hinder or prevent Aboriginal people in Saskatoon from participating in the City's sports and recreation programs. This section of the Communication Strategy speaks to the barriers that hinder or prevent the City from communicating with the Aboriginal community.

4.2 Barriers to Communication

Lack of Money

While a lack of money may prevent many Aboriginal people from purchasing sporting equipment or registering in recreation programs, it may also prevent them from having access to some of the City's basic communication tools. To reduce this barrier, the City distributes the Leisure Guide to all households and leisure centres in Saskatoon, and all of the information is available on the City's website. Lack of money may still pose a barrier, however, as it may prevent some people from having access to computers, thus limiting or preventing exposure to the City of Saskatoon's website. It may also prevent them from getting to a leisure centre, if none is nearby their homes.

This barrier obstructs both males and females and transcends all age groups. Largely, it affects Aboriginal people in lower socio-economic groups, which represent an estimated 65% of all Aboriginal people in Saskatoon¹.

Childcare

The need for childcare hinders many Aboriginal parents, particularly single mothers, from participating in sports and recreation activities. In some cases, parents cannot afford to pay for childcare services in order to participate in extra-curricular activities. In other cases, parents are uncomfortable leaving their children with individuals they are not familiar with.

This barrier may prevent parents from participating in activities and being exposed to on-site promotions such as posters, etc. (perhaps at swimming pools, etc.). It may also limit mothers' exposure to word-of-mouth communication because they may have limited contact with other parents that are currently participating in sports and recreation programs.

¹ According to the Canadian Council on Social Development 64.9% of Aboriginal people in Saskatoon are below the poverty line. Data was sourced from the Statistics Canada 1996 Census, custom tables.

Lack of Program Awareness

Lack of program awareness can be a Catch-22 for the City. The research demonstrates that many people in the Aboriginal community are unaware of programs that the City offers. In some cases, people do not even know where to look for information regarding potential programs or activities. This tends to be the case with individuals who have recently moved into the city from a reserve or another community. These individuals are often not familiar with the city or what services are available to them. They may not know anyone in Saskatoon or where to look for information. In other cases, individuals may be aware of an activity (e.g. swimming), but are not aware of available incentives, such as free passes. In this situation, the challenge becomes communication of program accessibility rather than just the program.

The research also demonstrates that Aboriginal people tend to rely very heavily on word-of-mouth communication and advertising. Because many people are unfamiliar with the City's programs, this limits the amount of word-of-mouth that can occur. If its programs suffer from low word-of-mouth, then the City is challenged to reach its goal of increasing awareness of its programs in the aboriginal community. This implies that the City should conduct a marketing program that catches the attention of its intended market(s) and stimulates word-of-mouth in the community.

Transient Nature of the Population

The transient nature of many Aboriginal people is also a challenge inherent to the communication of sports and recreation programming. Approximately 39% of the population has changed addresses in the last year. It is difficult to communicate program information when a significant proportion of the population is not permanent. People that do not have a permanent address or home are unlikely to subscribe to newspapers or consistently receive advertising or promotional material. Moreover, it is difficult to engage people to commit to a program when they are unsure how long they will be living in the community.

Insecurity, Intimidation or Lack of Self-Esteem

Insecurity about one's skill level, intimidation or lack of self-esteem acts as a barrier to participation for many members of the Aboriginal population. People may be inhibited to participate in activities because they lack self-confidence; they feel intimidated by others or are insecure about their level of skill or clothes and equipment.

These issues may prevent people from even identifying that a message is targeted at them. If they are insecure, intimidated or lack self-esteem, particularly with respect to sports or recreational activities, they may not even look at advertising promoting these activities to them.

Negative Influences

Much of Saskatoon's Aboriginal community faces severe socio-economic challenges, such as poverty, poor housing or a lack of housing, single-parent families, etc. Because of these challenges, members of this community are susceptible to negative influences such as alcohol, drugs, criminal activity and gangs. These negative influences are a competing form of communication or influence because they act as a motive not to participate in positive programs and activities. In this case, the communication challenge becomes convincing individuals to participate in City of Saskatoon programs as an alternative to negative activity.

Literacy Levels

A major barrier to communication can be illiteracy or varying levels of literacy. Approximately 43% of Aboriginal people over the age of 15 have less than a high graduation certificate. This compares to 30% of the general population of Saskatoon. Although this percentage does not necessarily indicate the percentage of Aboriginal people that are illiterate, it does suggest that a significant proportion of this population may not have an equal level of education and/or literacy as the rest of the population. This may create communication challenges for the City when distributing information or promotional material on its sports and recreation programs.

5.0 Aboriginal Neighbourhood Profiles

5.1 Introduction

Based on the target markets outlined in Section 3.0, the City of Saskatoon will want to deliver programming in areas where it can best serve its target markets. This section profiles Saskatoon neighbourhoods that have a high Aboriginal population. The profiles should be useful in determining not only where to offer programming, but also where and how to promote it.

5.2 Neighbourhood/Community Profiles

The City of Saskatoon has 56 neighbourhoods, which are combined into seven larger community areas. The neighbourhoods within each Community Area are as follows:

Table 5.1 – Community Areas

| Area 1 | Area 2 | Area 3 | Area 4 |
|--|---|---|---|
| Confederation Park Dundonald Fairhaven Massey Place Pacific Heights Parkridge Westview Confederation S.C. | Holiday Park King George Meadowgreen Montgomery Place Pleasant Hill Riversdale | Caswell Hill City Park Kelsey-Woodlawn Mount Royal North Park Mayfair Richmond Heights Hudsons Bay Park Westmount Airport Bus. Area CBD | Erindale Arbor Creek Lawson Heights River Heights Silerspring Silverwood Heights Sutherland Forest Grove Lawson Heights S.C. University Heights S.C. |

| Area 5 | Area 6 | Area 7 |
|--|---|---|
| Avalon Buena Vista Exhibition Nutana Grosvenor Park Queen Elizabeth Varsity View Nutana S.C. Haultain* | Adelaide/Churchill Brevoort Park Nutana Park Eastview Greystone Heights Holliston Haultain* | Briarwood College Park College Park East Lakeridge Lakeview Wildwood |

Note: Because the neighbourhood of Haultain is actually split between Area 5 and Area 6, it is included in both Areas.

The Aboriginal population in Saskatoon is largely concentrated in three community areas: Areas 1, 2 and 3. A significant proportion of people living in these areas are of Aboriginal ancestry. The following table illustrates key demographic indicators of the Aboriginal population in each community area.

Table 5.2 - Community Area Demographics

| Area | Total Population | Aboriginal Population ¹ | % Aboriginal | % Aboriginal 0-19 | % Aboriginal 20-64 | % Aboriginal 65+ |
|------|------------------|------------------------------------|--------------|-------------------|--------------------|------------------|
| 2 | 18,202 | 4,013 | 22.0% | 46.3% | 23.2% | 2.5% |
| 1 | 34,226 | 3,495 | 10.2% | 21.9% | 11.2% | 6.0% |
| 3 | 27,482 | 2,782 | 10.1% | 28.4% | 13.1% | 3.7% |
| 4 | 44,243 | 735 | 1.7% | 6.9% | 3.8% | 0.3% |
| 5 | 25,841 | 685 | 2.7% | 8.3% | 5.5% | 0.7% |
| 6 | 22,079 | 530 | 2.4% | 11.7% | 5.3% | 0.3% |
| 7 | 30,368 | 407 | 1.3% | 6.3% | 2.8% | 0.0% |

| Area | Total Population Mother Tongue - Cree | Average Household Income \$ | Aboriginal Average Household Income \$ ² | % of Average Household Income | Number of Vehicles Registered ³ | Vehicles per Total Pop |
|------|---------------------------------------|-----------------------------|---|-------------------------------|--|------------------------|
| 2 | 490 | \$36,681 | \$20,055 | 54.7% | 7,983 | 0.44 |
| 1 | 215 | \$43,974 | \$34,299 | 78.0% | 19,408 | 0.57 |
| 3 | 285 | \$37,097 | \$24,704 | 66.6% | 15,550 | 0.57 |
| 4 | 85 | \$67,958 | \$43,351 | 63.8% | 29,837 | 0.67 |
| 5 | 120 | \$47,677 | \$29,101 | 61.0% | 16,134 | 0.62 |
| 6 | 85 | \$54,288 | \$33,482 | 61.7% | 14,236 | 0.64 |
| 7 | 40 | \$77,831 | \$39,392 | 50.6% | 20,614 | 0.68 |

As the previous table demonstrates, there are significantly more Aboriginal people living in Areas 1, 2 and 3 than in the other four Areas. In Area 2, approximately 46% of people 19 and under are Aboriginal, while 23.2% of 20 to 64 year olds are Aboriginal. Approximately 10% of Aboriginal people in Saskatoon speak Cree as their mother tongue.

The average household income of Aboriginals is significantly less than the overall population. In Areas 1 and 7, the average household income for Aboriginal people is one-half of the average household income of the Area overall. The number of vehicles per total population is lower in Areas 1, 2 and 3 than in the other four Areas. This lends

¹ Population figures are from Saskatchewan Health Covered Population, June 30, 2003.

² Income data is from Statistics Canada 2001 Federal Census.

³ SGI Vehicle Registrations, 2002.

credence to the apparent lack of transportation issue facing many members of this population.

Tables 5.3 and 5.4 on the following pages provide a detailed breakdown of the neighbourhoods within each Community Area.

As Table 5.3 demonstrates, neighbourhoods that have the highest number of Aboriginal people include: Pleasant Hill (1,724), Meadowgreen (932), Confederation Park (866) and Riversdale (840). Neighbourhoods with the highest percentage of Aboriginal people include Pleasant Hill (36.4%), Riversdale (31.4%) and Meadowgreen (22.3%).

Table 5.4 identifies the neighbourhoods with the highest number of Aboriginal people (with the exception of Nutana and Sutherland). The table also includes the Public and Catholic schools located within each neighbourhood. This is useful in determining which schools to target with presentations that introduce students to the City's programs.

The data in these tables also demonstrates which neighbourhoods would be appropriate for the City to advertise in. For example, bus shelter advertising in neighbourhoods such as Pleasant Hill or Riversdale would be appropriate, because of the high aboriginal populations and because the number of vehicles per total population (shown in the last column of Table 5.3) is low. This would suggest that alternate forms of transportation, such as the bus, are more important in these neighbourhoods than in other parts of the city.

Table 5.3 – Neighbourhood Demographics

| Neighbourhood | Total Population | Aboriginal Population | % Aboriginal | Average Household Income \$ | Aboriginal Average Household Income \$ | Total Population Mother Tongue - Cree | % Aboriginal 0-19 | % Aboriginal 20-64 | % Aboriginal 65+ | Number of Vehicles Registered | Vehicles per Total Pop |
|--------------------|------------------|-----------------------|--------------|-----------------------------|--|---------------------------------------|-------------------|--------------------|------------------|-------------------------------|------------------------|
| Area 1 | | | | | | | | | | | |
| Confederation Park | 6,635 | 866 | 13.1% | \$23,558 | \$21,588 | 0 | 50.0% | 19.2% | 0.0% | 3403 | 0.51 |
| Massey Place | 3,609 | 579 | 16.0% | \$39,994 | \$25,891 | 15 | 33.3% | 17.6% | 0.0% | 1912 | 0.53 |
| Fairhaven | 4,599 | 570 | 12.4% | \$44,061 | \$42,016 | 35 | 27.7% | 15.0% | 4.4% | 2804 | 0.61 |
| Westview | 3,947 | 438 | 11.1% | \$32,659 | \$34,498 | 30 | 30.5% | 9.2% | 4.5% | 2259 | 0.57 |
| Pacific Heights | 4,451 | 399 | 9.0% | \$52,824 | \$42,768 | 35 | 22.3% | 10.9% | 6.3% | 2731 | 0.61 |
| Confederation S.C. | 1,475 | 286 | 19.4% | \$45,945 | \$23,589 | 65 | 26.6% | 12.1% | 7.8% | 218 | 0.15 |
| Parkridge | 4,682 | 241 | 5.1% | \$57,556 | \$41,136 | 25 | 11.7% | 8.2% | 9.7% | 2824 | 0.60 |
| Dundonald | 4,828 | 116 | 2.4% | \$55,195 | \$42,906 | 10 | 10.0% | 6.8% | 9.8% | 3257 | 0.67 |
| Area 2 | | | | | | | | | | | |
| Pleasant Hill | 4,735 | 1724 | 36.4% | \$22,603 | \$16,092 | 325 | 72.6% | 42.8% | 0.0% | 1176 | 0.25 |
| Meadowgreen | 4,175 | 932 | 22.3% | \$34,414 | \$20,331 | 65 | 45.8% | 20.2% | 6.3% | 1745 | 0.42 |
| Riversdale | 2,678 | 840 | 31.4% | \$27,031 | \$22,401 | 65 | 75.2% | 31.0% | 0.0% | 932 | 0.35 |
| King George | 2,151 | 371 | 17.2% | \$31,522 | \$21,108 | 35 | 25.0% | 16.0% | 5.1% | 1016 | 0.47 |
| Holiday Park | 1,655 | 126 | 7.6% | \$38,826 | \$40,395 | 0 | 15.3% | 9.4% | 5.3% | 975 | 0.59 |
| Montgomery Place | 2,808 | 20 | 0.7% | \$65,690 | \$0 | 0 | 3.6% | 3.2% | 0.0% | 2139 | 0.76 |
| Area 3 | | | | | | | | | | | |
| Caswell Hill | 3,722 | 525 | 14.1% | \$35,191 | \$23,273 | 80 | 35.3% | 17.1% | 5.4% | 2111 | 0.57 |
| Mount Royal | 4,335 | 463 | 10.7% | \$37,288 | \$28,758 | 50 | 29.3% | 15.3% | 2.8% | 2478 | 0.57 |
| Westmount | 2,595 | 434 | 16.7% | \$44,346 | \$20,074 | 50 | 34.1% | 18.6% | 20.0% | 1191 | 0.46 |
| CBD | 3,389 | 423 | 12.5% | \$35,617 | \$25,390 | 20 | 16.7% | 12.9% | 2.7% | 2221 | 0.66 |
| Mayfair | 2,612 | 287 | 11.0% | \$34,395 | \$23,643 | 25 | 42.9% | 14.1% | 9.3% | 1453 | 0.56 |
| City Park | 4,210 | 173 | 4.1% | \$35,681 | \$28,644 | 0 | 13.1% | 9.3% | 1.2% | 2411 | 0.57 |
| Kelsey-Woodlawn | 932 | 157 | 16.8% | \$35,887 | \$30,979 | 20 | 30.4% | 19.3% | 9.5% | 471 | 0.51 |
| Airport Bus. Area | 727 | 131 | 18.0% | \$26,950 | \$13,464 | 10 | 32.0% | 23.0% | 0.0% | 119 | 0.16 |
| Hudsons Bay Park | 1,947 | 103 | 5.3% | \$36,407 | \$23,605 | 10 | 21.6% | 8.6% | 2.9% | 1189 | 0.61 |
| North Park | 1,966 | 74 | 3.8% | \$43,470 | \$53,919 | 10 | 7.1% | 6.5% | 3.8% | 1336 | 0.68 |
| Richmond Heights | 1,047 | 12 | 1.1% | \$42,837 | \$0 | 10 | 20.0% | 2.2% | 0.0% | 570 | 0.54 |

Table 5.3 – Neighbourhood Demographics (continued)

| Neighbourhood | Total Population | Aboriginal Population | % Aboriginal | Average Household Income \$ | Aboriginal Average Household Income \$ | Total Population Mother Tongue - Cree | % Aboriginal 0-19 | % Aboriginal 20-64 | % Aboriginal 65+ | Number of Vehicles Registered | Vehicles per Total Pop |
|-------------------------|------------------|-----------------------|--------------|-----------------------------|--|---------------------------------------|-------------------|--------------------|------------------|-------------------------------|------------------------|
| Area 4 | | | | | | | | | | | |
| Sutherland | 4,253 | 211 | 5.0% | \$40,206 | \$23,272 | 20 | 22.2% | 6.4% | 0.0% | 2770 | 0.65 |
| Forest Grove | 5,449 | 190 | 3.5% | \$56,486 | \$46,824 | 30 | 8.3% | 5.4% | 4.2% | 3554 | 0.65 |
| Silverwood Heights | 11,322 | 128 | 1.1% | \$75,360 | \$59,419 | 10 | 5.7% | 2.7% | 0.0% | 7752 | 0.68 |
| Lawson Heights | 5,072 | 71 | 1.4% | \$67,633 | \$65,991 | 0 | 5.4% | 2.4% | 0.0% | 3257 | 0.64 |
| Erindale | 4,751 | 46 | 1.0% | \$90,462 | \$66,738 | 10 | 3.6% | 3.1% | 0.0% | 3041 | 0.64 |
| Arbor Creek | 2,771 | 27 | 1.0% | \$104,566 | \$0 | 0 | 6.3% | 4.6% | 0.0% | 1781 | 0.64 |
| River Heights | 4,537 | 26 | 0.6% | \$77,582 | \$63,752 | 15 | 4.6% | 3.7% | 0.0% | 3295 | 0.73 |
| Lawson Heights S.C. | 1,319 | 16 | 1.2% | \$37,888 | \$0 | 0 | 0.0% | 1.5% | 0.0% | 945 | 0.72 |
| Silverspring | 4,131 | 14 | 0.3% | \$77,939 | \$72,308 | 0 | 4.5% | 2.7% | 0.0% | 2969 | 0.72 |
| University Heights S.C. | 638 | 6 | 0.9% | \$51,454 | \$35,202 | 0 | 0.0% | 13.1% | 0.0% | 473 | 0.74 |
| Area 5 | | | | | | | | | | | |
| Nutana | 5,783 | 167 | 2.9% | \$55,745 | \$28,956 | 45 | 12.4% | 5.9% | 0.0% | 3643 | 0.63 |
| Exhibition | 2,406 | 150 | 6.2% | \$37,794 | \$31,271 | 20 | 13.8% | 10.5% | 2.7% | 1585 | 0.66 |
| Buena Vista | 2,974 | 100 | 3.4% | \$45,978 | \$52,517 | 10 | 11.8% | 5.8% | 0.0% | 1787 | 0.60 |
| Queen Elizabeth | 2,408 | 72 | 3.0% | \$51,112 | \$50,721 | 25 | 9.4% | 6.6% | 0.0% | 1525 | 0.63 |
| Avalon | 3,257 | 60 | 1.8% | \$53,759 | \$0 | 0 | 1.2% | 3.3% | 0.0% | 2257 | 0.69 |
| Varsity View | 3,112 | 55 | 1.8% | \$49,785 | \$42,842 | 0 | 3.3% | 3.9% | 0.0% | 1801 | 0.58 |
| Haultain | 2,538 | 52 | 2.0% | \$44,913 | \$25,774 | 20 | 10.3% | 5.2% | 2.8% | 1802 | 0.71 |
| Nutana S.C. | 2,007 | 15 | 0.7% | \$26,563 | \$0 | 0 | 6.1% | 0.0% | 1.0% | 865 | 0.43 |
| Grosvenor Park | 1,356 | 14 | 1.0% | \$63,441 | \$29,831 | 0 | 0.0% | 4.5% | 0.0% | 869 | 0.64 |
| Area 6 | | | | | | | | | | | |
| Brevoort Park | 3,431 | 133 | 3.9% | \$48,254 | \$29,048 | 15 | 13.1% | 5.9% | 0.0% | 2118 | 0.62 |
| Eastview | 3,697 | 128 | 3.5% | \$55,804 | \$32,517 | 30 | 12.2% | 5.1% | 0.0% | 2367 | 0.64 |
| Greystone Heights | 2,386 | 63 | 2.6% | \$55,502 | \$40,090 | 0 | 9.2% | 6.5% | 0.0% | 1368 | 0.57 |
| Holliston | 3,463 | 55 | 1.6% | \$45,373 | \$25,948 | 10 | 13.9% | 3.4% | 0.0% | 2199 | 0.63 |
| Nutana Park | 3,036 | 52 | 1.7% | \$63,205 | \$29,620 | 10 | 17.0% | 8.1% | 0.0% | 1969 | 0.65 |
| Haultain | 2,538 | 52 | 2.0% | \$44,913 | \$25,774 | 20 | 10.3% | 5.2% | 2.8% | 1802 | 0.71 |
| Adelaide/Churchill | 3,528 | 47 | 1.3% | \$66,965 | \$51,376 | 0 | 6.2% | 3.8% | 0.0% | 2413 | 0.68 |

Table 5.3 – Neighbourhood Demographics (continued)

| Neighbourhood | Total Population | Aboriginal Population | % Aboriginal | Average Household Income \$ | Aboriginal Average Household Income \$ | Total Population Mother Tongue - Cree | % Aboriginal 0-19 | % Aboriginal 20-64 | % Aboriginal 65+ | Number of Vehicles Registered | Vehicles per Total Pop |
|-------------------|------------------|-----------------------|--------------|-----------------------------|--|---------------------------------------|-------------------|--------------------|------------------|-------------------------------|------------------------|
| Area 7 | | | | | | | | | | | |
| College Park | 5,113 | 146 | 2.9% | \$54,356 | \$24,170 | 30 | 14.7% | 5.5% | 0.0% | 3003 | 0.59 |
| College Park East | 4,696 | 86 | 1.8% | \$63,051 | \$36,276 | 0 | 2.6% | 1.8% | 0.0% | 3198 | 0.68 |
| Wildwood | 6,395 | 86 | 1.3% | \$52,003 | \$41,059 | 0 | 6.6% | 2.6% | 0.0% | 4467 | 0.70 |
| Lakeview | 7,463 | 62 | 0.8% | \$73,970 | \$46,468 | 0 | 5.4% | 2.5% | 0.0% | 4986 | 0.67 |
| Lakeridge | 4,303 | 16 | 0.4% | \$90,138 | \$88,378 | 10 | 4.8% | 2.5% | 0.0% | 2842 | 0.66 |
| Briarwood | 2,398 | 11 | 0.5% | \$133,468 | \$0 | 0 | 0.0% | 0.0% | 0.0% | 2118 | 0.88 |

Table 5.4 – Neighbourhoods with a High Aboriginal Population, Neighbourhood Schools & Aboriginal Youth Programs

| Neighbourhood | Aboriginal Population | % Aboriginal | % Aboriginal 0-19 | Neighbourhood Schools |
|-----------------|-----------------------|--------------|-------------------|--|
| Pleasant Hill | 1724 | 36.4% | 72.6% | Pleasant Hill School, St. Mary |
| Meadowgreen | 932 | 22.3% | 45.8% | W.P. Bate |
| Confed Park | 866 | 13.1% | 50.0% | Confederation Park, Bishop Roborecki |
| Riversdale | 840 | 31.4% | 75.2% | Princess Alexandra, WBYL |
| Massey Place | 579 | 16.0% | 33.3% | Vincent Massey, Bishop Klein |
| Fairhaven | 570 | 12.4% | 27.7% | St. Mark, Fairhaven |
| Caswell Hill | 525 | 14.1% | 35.3% | Caswell, Bedford Road, St. Michael |
| Mount Royal | 463 | 10.7% | 29.3% | Mount Royal, Howard Coad, St. Gerad, St. Goretti |
| Westview | 438 | 11.1% | 30.5% | Caroline Robbins |
| Westmount | 434 | 16.7% | 34.1% | St. Edward, Westmount, E.D. Feehan |
| CBD | 423 | 12.5% | 16.7% | |
| Pacific Heights | 399 | 9.0% | 22.3% | Lester B. Pearson, Father Vachon |
| King George | 371 | 17.2% | 25.0% | King George |
| Sutherland | 211 | 5.0% | 22.2% | Sutherland |
| Nutana | 167 | 2.9% | 12.4% | Joe Duquette |

6.0 The Brand Name

6.1 An Introduction to The MeTaWeTan Brand

The City of Saskatoon currently uses the MeTaWeTan name, meaning “Let’s Play” in Cree, to promote its Aboriginal Youth Centres; however, the name has also been used on broader promotional materials such as a newsletter. Until 2001, the MeTaWeTan brand had its own logo. At that time, it was determined that the City’s Corporate Visual Identity Plan required that only one logo be used to represent City-operated facilities and programs (ie: City of Saskatoon). Hence, use of the former MeTaWeTan logo was discontinued, but the name has continued to represent Aboriginal programs, as mentioned above.

6.2 MeTaWeTan Brand Research

As part of the study process, the appropriateness of the MeTaWeTan brand was tested with members of each target market. During the development of the Aboriginal Plan, the consulting team conducted focus groups. Part of the goal of these groups was to test familiarity with the brand name, as well as its appropriateness and effectiveness with key markets. Later in the study process, the consulting team interviewed dozens of Aboriginal people to test design concepts for the brand.

6.2.1 Appropriateness of the Brand

Testing

In February 2004, a series of five focus groups were held with members of the Aboriginal community. These included groups with Youth (10-14 year-olds – male and female), Youth (15-18 – male and female) and adults. In addition, one-on-one interviews were held with children between the ages of seven and nine and with First Nations and Métis elders. The purpose was to create environments where members of target markets would feel comfortable speaking openly on the topics at hand. Considerations were made for age, gender and format (focus groups versus interviews) for each of the target markets.

One of the goals of these groups and interviews was to examine the Aboriginal community’s familiarity with the MeTaWeTan brand name and to gather their input on its effectiveness and appropriateness. In each of the target markets, there is at least some familiarity with the MeTaWeTan brand name, ranging from very little knowledge of it in the Male Youth (10-14) group to almost universal knowledge of it in the Male Youth (15-18) group. In the latter group, most of the participants took part in MeTaWeTan programs when they were younger. With all children and youth groups, there is some awareness that the name implies recreation programs geared towards (Aboriginal) youth.

There is some recognition of the name amongst adults and elders. As with youth and children, there is also recognition that the word is Aboriginal in origin (most suggest it is Cree). Some elders, in particular, know immediately what it means, even if they have not heard of the programs before.

Recommendation

In almost all groups, the name meets with indifferent to very positive reactions. Those who are familiar with it tend to like it and those who are not familiar with it tend to think it is suitable for its purpose. It is also important to note that there is almost no negative reaction to the MeTaWeTan name in any group.

In short, the MeTaWeTan brand name has a significant, if not overwhelming, amount of resonance in Saskatoon's Aboriginal Community. Those who are familiar with it generally support it and it connotes an appropriate message, i.e. youth recreation programs, to its target markets. This is particularly significant, given that the brand has not had a logo since 2001 and has primarily been used to promote Aboriginal Youth Centres.

It is clear that the MeTaWeTan brand has established some equity with its target markets. It is also clear that the name is acceptable and even attractive to the majority of people in the Aboriginal community. Because of these facts, the City of Saskatoon should continue to use the MeTaWeTan name to promote all of its Aboriginal programs and it should bolster the brand through the introduction of an appropriate visual identity.

Considerations

The Communications Strategy is primarily focused on Aboriginal people living in Saskatoon. However, it will also need to dovetail with programs offered on reserves and possibly in other communities outside the city, in order to effectively serve people who move back and forth. In addition, the Aboriginal people consulted during this project want programs designed for the Aboriginal community to also be open to non-Aboriginals. They believe that having all members of the community, Aboriginal and non-Aboriginal, taking part in these activities would build respect for cultural differences that exist in the city. Experiencing different cultures brings a new understanding and acceptance of other people. For these reasons, it is recommended that the word "Aboriginal" should not be included as part of the MeTaWeTan logo.

6.2.2 Testing of Design Concepts

Once the Steering Committee and the consulting team had discussed and confirmed the continued usage of the MeTaWeTan brand name, Dark Horse Studio created four brand design concepts, which were tested with each of the target markets. Three of the designs (A,B and C) are distinct from each other. The fourth design (D) is identical to

Design C, except for a stylized feather placed on top of the word “MeTaWeTan”. All are shown on the following page. This section provides a summary of the testing process and its results.

Research Sample

Fast Consulting and Derek Rope interviewed a cross-section of First Nations, Métis and non-Aboriginal people of all ages to test the design concepts. Participants were selected from Saskatchewan Indian Institute of Technologies, White Buffalo Youth Lodge, Saskatoon Tribal Council, Pleasant Hill School, Métis and First Nations elders and the general population.

Participants were shown four versions of the stylized name and asked to fill out a short questionnaire regarding their preferences. The results that follow summarize the findings from the questionnaire.

Demographics

In total, 40 individuals participated in the survey. Approximately 50% were adults, 25% were children aged 7 to 10 and 25% were youth aged 11 to 18. The male – female gender split is 50/50.

Table 6.1 – Ethnicity Distribution

| Non-Aboriginal | First Nations | Métis | Total |
|----------------|---------------|-------|-------|
| 10 | 20 | 10 | 40 |

Table 6.2 – Age Distribution

| Adult | Youth | Children | Total |
|-------|-------|----------|-------|
| 21 | 9 | 10 | 40 |

Table 6.3 – Gender Distribution

| Male | Female |
|------|--------|
| 20 | 20 |

Design A



Design B



Design C



Design D



Preferred Style

Participants were asked to rank the stylized names from most favourite to least favourite. The tables that follow outline the preferred versions.

Table 6.4 - Overall Favourite

| Favorite Style | 1st | % | 2nd | % | 3rd | % | 4th | % |
|-----------------------|------------|----------|------------|----------|------------|----------|------------|----------|
| A | 9 | 22.5% | 10 | 25.0% | 7 | 17.5% | 14 | 35.0% |
| B | 12 | 30.0% | 11 | 27.5% | 10 | 25.0% | 6 | 15.0% |
| C | 4 | 10.0% | 7 | 17.5% | 16 | 40.0% | 14 | 35.0% |
| D | 15 | 37.5% | 12 | 30.0% | 7 | 17.5% | 6 | 15.0% |
| Total | 40 | 100% | 40 | 100% | 40 | 100% | 40 | 100% |

Approximately 38% (15 respondents) like D the best, while 30% (or 12) respondents prefer B the best. As a second choice, 30% prefer D and 27.5% prefer B. Version A is also preferred by a significant proportion of participants (22.5%). Clearly, version C is not a preferred version. It is important to reiterate that the only difference between Designs C and D is the presence of the stylized feather in the latter.

Table 6.5 – Favourite Style by Ethnicity

| Favorite Style | Non-Aboriginal | First Nations | Métis | Total |
|-----------------------|-----------------------|----------------------|--------------|--------------|
| A | 3 | 3 | 3 | 9 |
| B | 3 | 7 | 2 | 12 |
| C | 2 | 2 | | 4 |
| D | 2 | 8 | 5 | 15 |
| Total | 10 | 20 | 10 | 40 |

First Nations and Métis people tend to prefer version D, while non-Aboriginal people are split between the four styles. In general, there are no distinct differences in the style preferences and comments between First Nations and Métis people. There are, however, differences between Aboriginal people and non-Aboriginal people. The majority of Aboriginal people like the feather in version D or suggested that a feather be added to their favourite version. Non-Aboriginal people did not necessarily favour the version with the feather.

Table 6.6 – Favourite Style by Age

| Favorite Style | Adult | Youth | Children | Total |
|-----------------------|--------------|--------------|-----------------|--------------|
| A | 3 | 3 | 3 | 9 |
| B | 8 | 1 | 3 | 12 |
| C | 1 | 2 | 1 | 4 |
| D | 9 | 3 | 3 | 15 |
| Total | 21 | 9 | 10 | 40 |

Adults tend to prefer versions D and B, youth prefer A and D and children are split across versions A, B and D.

Table 6.7 – Favourite Style by Gender

| Favorite Style | Male | Female | Total |
|-----------------------|-------------|---------------|--------------|
| A | 6 | 3 | 9 |
| B | 4 | 8 | 12 |
| C | 2 | 2 | 4 |
| D | 8 | 7 | 15 |
| Total | 20 | 20 | 40 |

Men seem to prefer versions D and A, while women prefer B and D.

Disliked Styles

Participants were asked to indicate if they really dislike any of the styles. The table below illustrates the responses.

Table 6.8 – Disliked Styles

| Style | Really Dislike |
|------------------|-----------------------|
| A | 8 |
| B | 2 |
| C | 16 |
| D | 2 |
| No Answer | 12 |
| Total | 40 |

A large number (16) of participants do not like version C. Many say it is too boring or plain. A significant proportion (12) do not really dislike any of the styles. Again, the only difference between the most disliked style (Design C) and the favourite (Design D) is the feather.

Reasons for Preferences

Participants were asked to provide comments on why they liked or disliked the four versions. The following summarizes comments most frequently provided:

Version A

- the font is cool, interesting
- the coloured font is visually appealing
- the coloured bands beneath the name are too thick/bold
- the logo is too busy

Version B

- the colour swipes on the top and bottom are appealing, creative
- the logo is visually appealing
- the font is too bold

Version C

- easy to read
- too plain/too boring
- too corporate

Version D

- eye catching
- the faded colour beneath the name is visually appealing
- the feather is a good touch
- the feather stands out too much on the top; it should be placed beneath the name

Suggested Improvements or Changes

Participants were asked how their favourite version could be improved or changed. The table on the following page summarizes common responses.

Table 6.9 – Suggested Improvements to Favourite Style

| Favourite Style | Suggested Improvements or Changes |
|------------------------|--|
| A | <ul style="list-style-type: none"> • Use font A, B colour swipes • Change colour swipes to B or C/D • Add a feather |
| B | <ul style="list-style-type: none"> • Add a feather |
| C | <ul style="list-style-type: none"> • Add colour in the background • Change font |
| D | <ul style="list-style-type: none"> • Bold font • Add colour in the background • Move the feather below the name |

Comments on Feather

In total, 35 people provided a comment on the feather in version D. The table below outlines significant or common responses.

Table 6.10 – Preference For or Against the Feather

| Comment | Number of Respondents |
|---|------------------------------|
| Preference for the Feather | |
| I like the feather; it looks good, creative, cool | 22 |
| I like the feather, but it should be placed beneath the logo (stands out too much on top) | 3 |
| I like the feather; it promotes culture | 3 |
| Preference Against the Feather | |
| The feather draws too much attention away from the name | 1 |
| I don't like the feather | 3 |
| The feather suggests that the programs are only for Aboriginal people | 1 |
| The feather is a nice touch, but a more global symbol would be better | 1 |
| The feather is not appropriate | 1 |

Although a few people do not like the feather in Design D, the majority of respondents prefer it. Moreover, several respondents who like Designs A and B best suggest that a feather should be added. As mentioned previously, it is also very clear that the feather drives people's preference for Design D. It is interesting to note that Design B is almost as popular as Design D, even without a feather. Moreover, without the feather, Design D becomes Design C, which is the least popular of the designs.

Based on this feedback, four new designs were tested. The Steering Committee asked Dark Horse Studio and Fast Consulting to re-design versions B and D, each with and without the feather. Versions with the feather had it moved alongside the bottom band of colour. All versions, shown on the following page, were re-tested internally at the City of Saskatoon and with Métis elders.

Design B



Design BI



Design D



Design DI



In these tests, Design BI became the clear favourite. City staff – Aboriginal and non-Aboriginal – tend to prefer versions with the feather and, in most cases, choose Design BI as their favourite or second favourite design, including a majority who rank it the highest. Métis elders have no strong preference for any of the designs, although they tend to prefer versions B and BI, due to the larger, bolder font. They like the colours, although they differ on whether they prefer having a feather in their favourite design. Some like it, while one has mild concerns that it may represent First Nations, but not Métis and Inuit cultures. However, as long as supporting information makes it clear that the programs are open to all people, she feels her concerns would be alleviated.

6.2.3 Recommended Design and Considerations



From a design perspective, this design should be easier to read in a variety of uses, particularly in smaller type, than the other designs. The Métis elders reiterated this point. Children, too, like the font used in this design.

The stylized brand name should be used in conjunction with the City of Saskatoon logo. The City logo will appear first and the stylized brand name should follow. The stylized brand name is in a format that visually tells people that the name represents Aboriginal culture, arts, sports and recreation. Similar to the program designs, the stylized name implies that the programs have an Aboriginal quality or component, but are not exclusively for Aboriginal people.

The City of Saskatoon logo and brand name must be used as an identifier on all Aboriginal communication materials and children, youth, adult and family programs. The image must be consistently applied to all materials and programs in order to increase awareness levels for all City Aboriginal programs offered through Community Development and Leisure Services.

7.0 The Message

7.1 Introduction

Before selecting communication tools to address the Aboriginal community, it is important to define a consistent message that can be applied to all materials. A targeted message that is applied consistently will effectively increase the recognition of the brand name and programs.

Getting Aboriginal people to stop and pay attention to a message shown on the selected communication materials will be a challenge. The message will need to convince members of the target market to participate in the Aboriginal Programs offered through the City of Saskatoon. In order to do so, the message presented must focus on the benefits that are unique, relevant and personal to each segment.

In order to determine what key messages need to be communicated to the primary target market, it is necessary to understand what questions or concerns Aboriginal people may have about the programs. The answers to these questions and concerns must be incorporated into the message that is used on the communication tools.

Before the key messages can be identified, it is important to revisit the target market profiles. The primary target market is Aboriginal males and females living in Saskatoon. However, this includes children, youth (tweens and teens) and adults/families. The questions asked and the motivations to participate are different for each segment.

Although the Communications Strategy is largely focused on the primary target markets, the message will incorporate the secondary and tertiary market segment considerations.

7.2 Primary Target Markets

The following information provides a guideline to some of the issues that must be addressed in the message for each target segment.

7.2.1 Aboriginal Children (Ages 7 to 9)

Motivations to Participate

- To have fun and meet new people
- The youth centers provide an opportunity for children to enjoy a variety of activities with friends
- Some kids like the competitive aspect of sports
- To learn new skills or improve existing skills

Barriers to Participation

- Lack of money
- Lack of program awareness or knowledge of how or where to participate
- Lack of parental support
- Lack of transportation
- Intimidation and insecurity about skill level

Culture

- Children in this age group are not really concerned with cultural issues or sensitivities

Other Considerations

- Children and parents want to know that the activity will be held in safe, non-threatening environment

7.2.2 Aboriginal Tweens (Ages 10 to 14) Males & Females

Motivations to Participate

- To have fun and enjoyment
- To hang out or be with friends
- Some kids like the competitive aspect to sports and recreation programs
- To learn new skills or improve existing skills
- To be creative
- Deal with stress
- Avoid boredom
- To stay away from negative influences
- To keep fit

Barriers to Participation

- Lack of money (high equipment and registration costs)
- Lack of program awareness or knowledge of how or where to participate
- Lack of parental support
- Lack of transportation
- Lack of time
- Intimidation or insecurity about skill level (especially for girls)
- Insecurities about safety

Culture

- Culture and heritage are becoming slightly more important to this segment.
- Some are interested in learning more about their culture.

Gender Grouping

- Co-ed activities are still acceptable for most sports

Cost/Affordability

- Affordability and accessibility of sports and recreation programs should be emphasized

Other Considerations

- Tweens and parents want to know that the activity will be held in safe, non-threatening environment
- Supervisors or leaders should be kind, fair, tolerant and trustworthy
- Some kids are looking for direction and instruction in order to learn and improve skills; others are looking for an opportunity to play freely

7.2.3 Aboriginal Teens (Ages 15 to 18) Males & Females

Motivations to Participate

- Enjoyment of the sport or activity
- To hang out or be with friends (socialization)
- To meet new people
- For the competition and the challenge
- To achieve health benefits and stay fit
- To learn new skills or improve existing skills
- Relieve stress
- Avoid boredom
- To stay away from negative influences

Barriers to Participation

- Lack of money (high equipment and registration costs)
- Lack of program awareness or knowledge of how or where to participate
- Lack of parental support
- Lack of transportation
- Lack of time
- Lack of confidence, insecurity or intimidation

Culture

- There is some desire to learn more about Aboriginal culture or to have Aboriginal culture incorporated into the program

Gender Grouping

- Most girls in this age range prefer to participate in all-girls activities
- For competitive sports, boys in this age range prefer to play with all boys.

Cost/Affordability

- Program affordability and accessibility are very important
- Information on programs for funding or assistance should be emphasized

Other Considerations

- Girls in this age range want to know that there will be other Aboriginal girls participating in the activities
- Some teens are looking for direction and instruction in order to learn and improve skills; others are looking for an opportunity to play freely
- It is important to have competent, qualified and kind coaches or instructors

7.2.4 Aboriginal Adults/Families

Motivations to Participate

- To maintain or improve their health
- To achieve mental health benefits (reduce stress & relax)
- To socialize and meet new people
- To spend time with their families
- Some enjoy the opportunity to learn more about their culture

Barriers to Participation

- Lack of program awareness
- Lack of time
- Lack of equipment
- Lack of transportation
- Lack of money (registration, equipment, child care)
- Lack of skill/confidence in a particular sport
- Poor health
- Safety concerns
- Winter weather

Culture

- Many adults are interested in seeing more cultural or traditional activities available for all ages of Aboriginal people

- Most adults are not overly concerned with having other Aboriginal people participating in the program or having an Aboriginal instructor lead the program. However, having an Aboriginal presence may alleviate the inherent shyness of newcomers to the city and make them feel more comfortable and welcome

Cost/Affordability

- Information on programs for funding or assistance should be emphasized

Other Considerations

- Many adults would like to see greater cooperation between Aboriginal organizations and the City in the delivery of sports and recreation programming
- Given that many Aboriginal adults have children, it is important to communicate if programs are family-friendly or if child care is available

7.3 The Message

7.3.1 Different Messages for Different Markets

The Me Ta We Tan name will serve as an umbrella brand for all City of Saskatoon Aboriginal programs. Under this umbrella brand, there will be four program divisions to reflect the primary target markets.

For the purposes of program planning and communication materials, the target markets are designated as follows: children, youth, adult and families. The needs and issues surrounding children warrant the need for a separate program line for this group. The tween and teen segments can be grouped together as 'youth' because their motivations and priorities are fairly similar. Adults and families are separated into two program lines to effectively address the needs and wants of each respective group.

Separate slogans and messages should be created for each primary target market because the motivations and priorities for each market segment are slightly different. Tailoring the message and slogan will make the individual programs more attractive to the respective target markets. However, the message tone, theme and design should be similar enough to recognize that each program line is an extension of the umbrella brand. This consistency will aid in consumer expectations and the decision making process. If an individual is familiar with Me Ta We Tan Adult programs, they will have some knowledge of what to expect in Me Ta We Tan Children's programs.

There will likely be some common communication tools that will not allow for the customization of information to reflect the different target market programs. For example, the current Me Ta We Tan newsletter and the Community Resource Directory would be available to youth, adults and families. In these circumstances, only the City logo and the Me Ta We Tan brand name will be used on the cover page. The targeted

slogans and messages will appear within the content of the document where it is deemed appropriate.

7.3.2 Target Market Message Design

The messages designed for each target market should focus on the benefits and issues that are unique, relevant and personal to each respective group. The issues that must be addressed in the message should include who the program is for, the benefits of participating, etc. A slogan should be used to incorporate all the issues that must be addressed in the message. A slogan is a quick and catchy way to entice target market consumers to learn more about the message.

Children

The message and communication material for this segment must be designed with both children and parents/guardians in mind. The information presented must be attractive to children, but also address the issues and information needs of parents. The message should communicate that the programs are fun and provide an opportunity for children to participate in activities with friends. Children and parents want to know that the programs are delivered in a safe, non-threatening environment. Parents also want to know that programs are accessible (e.g. transportation is available, equipment is covered, etc.).

Youth

The message developed for youth should communicate that Me Ta We Tan programs provide an opportunity for fun and enjoyment, socialization and to meet new friends. The message can also illustrate opportunities to compete in sports, learn new skills and to stay in shape. Youth want to know that there will be other Aboriginal kids their age participating in the activity and that it will be delivered in a comfortable and safe environment. The message should aim to reduce insecurities and intimidation, as well provide information on program accessibility. Some youth are also interested in participating in activities with a cultural component.

Adults

Adults want to participate in programs to socialize, meet new people and to achieve health benefits. Some are looking for opportunities to learn more about or to participate in cultural or spiritual activities. The message should aim to address barriers to participation such as safety concerns, lack of program accessibility or childcare. Adults want to know that the activity will be delivered in a safe and comfortable environment where they can expect to see other individuals like them. They also want to know about any partnerships (e.g. with Aboriginal organizations) that exist in the program delivery.

Families

The information needs of families are very similar to that of adults. The major difference being that the message should communicate that the programs are designed specifically for families. Parents want to know that the activities provide an opportunity for adults and children to participate together or in separate programs, but at the same time and place. The message also needs to communicate how barriers to participation are eliminated and that the activities are provided in a safe and comfortable environment.

7.4 Message Considerations

Because the Me Ta We Tan brand name is a Cree word, some people may not know what Me Ta We Tan programs are or whom they are for. As such, it is essential to communicate what Me Ta We Tan programs are and that they are not exclusively for Aboriginal or Cree people.

By using carefully designed messages and program information, the City can create knowledge and understanding of Me Ta We Tan Programs within the target markets and population in general. The message and associated information should imply that Me Ta We Tan Programs are programs that have Aboriginal elements or components and are targeted toward Aboriginal people, but are not designed exclusively for the Aboriginal population.

It is also important for the City of Saskatoon to promote its partnerships with other organizations, particularly Aboriginal organizations, in the delivery of programs. Not only will this enhance the City's credibility in delivering programs to the Aboriginal community, but it will also increase key Aboriginal leaders' awareness of the City's efforts to developing partnerships with Aboriginal organizations. To achieve this objective, the City should sit on all relevant advisory councils, committees, et cetera, and maintain regular contact with all major Aboriginal organizations on program-related issues.

8.0 Appropriate Imagery

8.1 Introduction

Imagery is an effective tool that can be used to communicate information about programs to target markets. Appropriate imagery can help convey the message that is intended for each market. A visual image can also be used to provide information on what the program will entail.

8.2 Appropriate Imagery

In order to effectively communicate information about each program line, it is essential to use imagery that is reflective of each respective target market. It is also important to have imagery that illustrates that some programs are gender-specific. This will allow prospective participants to feel comfortable and expect to see others like them.

For each target market, new photography should be taken of members of each segment engaged in actual activities that Community Development and Leisure Services offers. A variety of group and individual pictures will be required. However, only one main photograph representing each segment should be used on promotional materials with perhaps some smaller images accompanying the larger one. Pictures should represent arts, culture, sport and recreational activities with a cultural/physical component. Clearly, Aboriginal (Métis, First Nations and Inuit) people should be well represented in the pictures but non-Aboriginal people should not be excluded. This will ensure that the imagery used is attractive to both the primary and tertiary target markets.

8.3 Imagery Considerations

In order to maintain consistency under the Me Ta We Tan umbrella brand, it is important to ensure that all imagery follows a similar design and tone. As with the message, imagery should imply that Me Ta We Tan programs are programs with an Aboriginal component and are geared toward Aboriginal people, but are not exclusively for the Aboriginal population. This means that non-Aboriginal people should be included in some of the imagery, particularly if they are alongside Aboriginal people.

Currently, the City of Saskatoon offers an Aboriginal modeling program for children and youth. This resource should be used in the photography of Aboriginal people participating in City programs, because it would create an excellent synthesis of the City's offerings.

9.0 The Communication Strategy

9.1 Introduction

In order to achieve the communication objectives outlined in Section 2.0, the City of Saskatoon must employ a variety of communication strategies and tools. The following section identifies the recommended communication strategies and tools that should be employed for each target market.

9.2 Mass Media

There are number of general communication strategies that should be used to create awareness about Aboriginal programs. Creating awareness and generated interest is best accomplished through mass media as it has “contributory effectiveness”. That is, it stimulates general awareness and interest about a program. Without this stage, consumers may not know the programs exist. As a result, they will not be motivated to seek more detailed information so that they can make a decision to participate.

The major vehicles for mass media advertising include print (newspaper, magazine, etc), television, radio, transit, billboards and direct mail. Mass media allows for maximum frequency and reach of the message in the most cost effective manner.

9.2.1 Print Advertisements

Print advertisements include those used in newspapers and magazines. Unfortunately, they are considered short-term and have a limited shelf life. Furthermore, the cost of placing an ad in a magazine or newspaper can be very expensive depending on the publication. Another major downfall is that the advertisement only reaches consumers that purchase and/or read the newspaper or magazine that the advertisement is placed in.

In spite of these issues, print advertising can be very effective as it allows for selective advertising, high reproduction quality and creative flexibility. In general, print advertisement in newspapers or magazines should not be considered due to the high cost to obtain any frequency to reach the market. However, if the budget permits, the City should consider placing advertisements in highly targeted Aboriginal magazines and publications. These publications offer an efficient means to reach target groups with little wasted coverage or circulation. A list of selected Aboriginal publication can be found in Appendix I.

The Leisure Activities Guide

Several members of the target market indicate that they look to the Leisure Activities Guide for information on sports and recreation programs. The Guide is an important and cost effective tool. Aboriginal programs have always been included in the Guide and will continue to be in the future. Given the mass distribution of the Guide, it should reach the majority of individuals that are already looking for Aboriginal programs. In addition, with distribution to every household in Saskatoon, it will ensure that the information on Aboriginal programs is accessible to non-Aboriginal people (tertiary target market).

One immediate concern is that many members of the target markets indicate that they were not aware that these programs were promoted in the Guide. One way to help increase awareness is to include photography of Aboriginal people on the front cover. Furthermore, the inside pages of the guide must continue to outline the Aboriginal programs, times and locations along with the Me Ta We Tan brand name and the adult, family, youth and children slogans/ messages.

In addition to household circulation, the Leisure Activities Guide should also be distributed to Aboriginal organizations that have significant traffic of Aboriginal people such as the Saskatoon Indian & Metis Friendship Centre, the Saskatoon Tribal Council or the Saskatchewan Indian Institute of Technologies. Please see Appendix I for a complete distribution schedule.

9.2.2 Television/Radio

Television and radio advertising are other communication vehicles that are used for creating mass awareness campaigns. However, the cost to do this effectively (i.e. frequently enough) is not within the available budget. In the world of multi-channel television and radio, it is very difficult to reach a significant proportion of each target market on any one station. Advertisements for each target segment would have to air at different times, with different messages on different television and/or radio stations to reach the appropriate market segment. This would be too costly based on the current budget available. Lastly, this cannot be easily used with the secondary target market (Aboriginal children/youth on reserves). Hence, television and radio advertising are not recommended at this time.

9.2.3 Billboards

Outdoor advertising can be very effective at creating awareness. With proper placement, a broad base of exposure is possible with target markets. It also reinforces brand awareness with target markets, as they are usually exposed to it a number of times.

In order to effectively reach the market with enough frequency to have an impact, the billboards should be placed in neighbourhoods with the highest concentration of

Aboriginal people. Specifically, the billboards should be placed at locations along 19th, 20th and 22nd Streets.

The billboards should bear simple ads that attempt to catch the target markets' attention and interest. They should introduce the Me Ta We Tan brand and some benefits to participating in Me Ta We Tan programs. For the best results, the billboards should remain standing and unchanged for three to six months.

9.2.4 Transit

Bus Shelter Ads

Members of each target segment use the public transit system as a means of transportation. Focus group and interview research conducted in the Aboriginal Plan project support the use of this type of advertising medium, as does the demographic research, which indicates relatively low levels of private vehicle ownership in the Aboriginal community. Several participants indicate that information on bus shelters and buses is an effective way to increase program awareness. Furthermore, it is an effective tool to reach both the primary and tertiary target markets. There are two areas that should be considered: bus shelters and buses.

There are a number of bus shelters around Saskatoon that are available for advertising. In order to maximize the number of individuals reached, bus shelter advertisements should be placed within the neighbourhoods with the highest concentration of Aboriginals, in addition to Nutana.

It is also recommended that the bus shelter advertisements be placed for a four-week period in conjunction with each issue of the Leisure Activities Guide. This means that the bus shelter ads would appear four times per year (spring, summer, fall & winter), each for a four-week time frame. Advertisements should be placed in shelters two weeks before the Leisure Guide is sent out and remain for two weeks following. Approximately 50% of the advertisements for each season would be for Aboriginal adult and family programs and 50% for Aboriginal children and youth programs. The same slogans, messages and design will be on the bus shelters as with other communication tools for adults, families, children and youth. The ads must include contact information and the City of Saskatoon website.

According to 2002 City Transit Branch data, there are three routes in the City that are the busiest. Route #7 goes from Sutherland to Confederation. This route passes through neighbourhoods such as Confederation Surburban Centre, Massey Place, Mayfair, Caswell Hill, Westview, and Sutherland. Route # 2 goes from Confederation to downtown via Pleasant Hill, Meadow Green and 20th Street. Route #11 moves from downtown to Confederation via 22nd Street

Bus Ads

Currently, there is a fleet of 100 City of Saskatoon buses available for advertising purposes. Since individual buses do not maintain a consistent route it would be most effective to have advertising space allocated in all 100 buses. Approximately 50% of the buses would promote adult and family Aboriginal programs and 50% would promote children and youth Aboriginal programs. The same slogans, messages and designs would be used on the interior advertisements as found on other communication tools for Aboriginal adults, family, children and youth. The ads must include contact information and the City of Saskatoon website.

It is also recommended that the bus advertisements be placed for a four-week period in conjunction with each issue of the Leisure Activities Guide. This means that the bus ads would appear four times per year (spring, summer, fall & winter), each for a four-week time frame. As with the bus shelter advertisement, ads should be placed in buses two weeks before the Leisure Guide is sent out and for two weeks after delivery.

9.2.5 Direct Mail

In addition to being a print advertising medium, the Leisure Activities Guide is also considered a direct mail piece. It is considered direct mail because it is distributed to every household in Saskatoon.

Unfortunately, several members of the target markets do not seem to be aware that Aboriginal programs are included in the Guide. One solution outlined earlier is to include photography of Aboriginal people on the cover page of each issue. Another technique is to implement a direct mail campaign prior to the delivery of each guide.

This direct mail piece could be in the format of a glossy postcard that introduces the Aboriginal programs using the City logo and Me Ta We Tan brand name. In order to control costs, one postcard should be created that targets adults, families, youth and children. The front side would include the brand name, the slogan and the images that are used on all other general promotional materials. The flip side would provide the general information on Me Ta We Tan programs and benefits to participating. In addition, it would invite readers to look in their upcoming Leisure Guide for more program information, to contact any indoor leisure facility or check the website.

The same photography used on the postcard could be used on the front of the Leisure Activities Guide to increase visual identity when it arrives. In addition, the postcard may include a picture of the Leisure Activities Guide for the same effect. The postcards should be sent out one week prior to the delivery of the each Leisure Activities Guide.

The direct mail piece would be sent to those neighbourhoods with the highest concentration of Aboriginal people. Although the main target is Aboriginal people in the suggested neighbourhoods, some of the tertiary target market would also be reached.

9.2.6 Posters

Posters can be considered either a mass communication tool or a point of purchase piece depending how they are used. If the poster includes just the City logo, brand name, message and imagery, then it assists in increasing awareness levels of the availability of Aboriginal programs in general (mass awareness). If it includes detailed program information, then it is considered point of purchase material.

The communication goals outlined earlier state that the first priority is to increase awareness, second to increase interest and lastly to increase participation. As a result, it is recommended that for the first year the posters be used primarily to generate awareness and interest. Detailed program information should not be included on the posters developed in 2004, but a new poster may be designed in 2005 that leaves space for outlining available programs, times and locations.

Five individual posters should be designed: one for each program line (adult, family, children and youth) and one for general Me Ta We Tan programs. The posters for each program line will be used to promote programs specific to that market and should include the Me Ta We Tan brand name, message and imagery used on other complementary promotional materials. The general Me Ta We Tan poster should include the Me Ta We Tan brand name, message and imagery used on other complementary promotional materials. All posters should include contact information and the City of Saskatoon website. If space permits, readers should be directed to the Leisure Activities Guide for more detailed program information.

In year 2005, posters may be slightly revised to allow space for including program information for each of the four seasons. These posters would be more costly since they would have to be printed in larger volumes and distributed to the appropriate locations four times per year rather than once.

Based on the distribution plan outlined in Appendix I, the posters would reach both the primary and tertiary target markets. The posters should also be sent to the reserves that offer the Aboriginal youth programs since it would assist them in promoting the programs to youth in their area. Hence, the posters would be an excellent and cost effective way to increase awareness for all three target markets.

9.3 Point of Purchase

Mass media cannot be used independently; rather, it must be used in conjunction with other methods. Although mass media plays an important role in generating awareness and interest, it takes more to move consumers through the decision-making process and result in an actual purchase (participation in programs). The drawback of mass media is that it does not provide detailed information on the programs available but rather key messages. If the detailed information on Aboriginal programs is not readily available at the right place and at the right time, City programs may not be further considered.

Therefore, it is important to identify what support materials are required along with where and when the information should be distributed.

9.3.1 Leisure Activities Guide

As previously mentioned, the Leisure Activities Guide is considered both a mass communication tool because of its distribution to every household in Saskatoon. It is also considered point of purchase material because it provides detailed information on the actual programs, times and locations that are available for each season. As such, the guide will remain an important link in the effective communication of Aboriginal programs. The design of the Aboriginal section of the Guide will follow the same as the style used for other communication pieces. The program names and descriptions should be placed under the appropriate category. For example, programs designed for children should follow under their slogan and message.

9.3.2 Spring/Summer Brochure

Currently, the Me Ta We Tan Youth programs are promoted in the Spring/Summer brochure. Space in this brochure is limited so it will not be possible to include the slogans and messages for all Me Ta We Tan program lines. Therefore, the brochure should continue to promote children and youth programs only. Given the limited space, only the general stylized Me Ta We Tan brand name should be used on the front cover of the brochure. Specific program information for the children and youth program lines should be outlined inside the brochure.

The Spring/Summer brochure is developed and printed by mid-April each year. Distribution of the brochure is outlined in Appendix I and will be sent out with the Spring Newsletter in order to reduce distribution costs. The distribution plan ensures that the brochure is available to both the primary and tertiary target markets.

9.3.3 Fall and Winter Youth Brochures

Currently, the Me Ta We Tan Youth programs are promoted in the Fall and Winter Youth brochures. Space in this brochure is limited, so it will not be possible to include the slogans and messages for all Me Ta We Tan program lines. Therefore, the brochures should continue to promote youth programs only. Given the limited space, only the general stylized Me Ta We Tan brand name should be used on the front cover of the brochure. Specific program information for the youth program line should be outlined inside the brochure.

The Fall and Winter Youth brochures are developed and printed by the end of August and December. Distribution of the brochures is outlined in Appendix I and will be sent out with the Fall and Winter Newsletters in order to reduce distribution costs. The

distribution plan ensures that the brochure is available to both the primary and tertiary target markets.

9.3.4 Fall and Winter Adult/Family/Children's Brochures

The Me Ta We Tan adult, family and children's programs will be promoted in a newly created Fall and Winter Adult/Family/Children's brochures. Space in this brochure will likely be limited, so it will not be possible to include the slogans and messages for all Me Ta We Tan program lines. Therefore, the brochures should promote adult, family and children's programs only. Given the limited space, only the general stylized Me Ta We Tan brand name should be used on the front cover of the brochure. Specific program information for the adult, family and children program lines should be outlined inside the brochure.

The Fall and Winter Adult/Family/Children's brochures should be developed and printed by the end of August and December. Distribution of the brochures is outlined in Appendix I and will be sent out with the Fall and Winter Newsletters in order to reduce distribution costs. The distribution plan ensures that the brochure is available to both the primary and tertiary target markets.

9.3.5 Aboriginal Newsletter

Currently, three issues of the Me Ta We Tan newsletter are produced and distributed per year. Overall, the content of each issue remains fairly consistent and includes:

- Cover Page – Welcoming statement, list of key contacts, table of contents.
- Inside Page – Aboriginal programs, fitness tips, upcoming cultural and community events offered by outside agencies, City of Saskatoon employment and training opportunities
- Back Page – Accessibility subsidy program information.

To maintain message consistency, the design of the Aboriginal newsletter should reflect the imagery, layout and format of other communication materials. The new stylized Me Ta We Tan brand name should replace the current Me Ta We Tan masthead. Lastly, the newsletter should be produced four times per year on the same schedule as each issue of the Leisure Activities Guide. In this way, the City program information that is promoted in each issue of the newsletter will be the same as those offered in the respective Guide.

The following are recommendations for the redesigned newsletter:

- Cover Page – Welcoming statement, key contacts and phone numbers, website address, table of contents, information on the leisure activities guide with a picture.
- Inside Page – Introduction to Me Ta We Tan youth and children programs using the stylized brand name, slogan, message and photography specific to each program line.

- A list of the programs for that season should appear in the newsletter. Include testimonials when and if possible.
- Inside Page – Introduction to a selection of other children and youth programs offered by the City of Saskatoon that may be of interest to members of each target market. This is important so as to not exclude Aboriginal children and youth from participating in the variety of programs available. Program names, times, locations and prices should be included.
 - Inside Page – Introduction to Aboriginal Adult and Family programs using the stylized brand name, slogan, message and photography specific to each program line. A list of the programs for that season should appear in the newsletter. Include testimonials when and if possible.
 - Inside Page – Introduction to non-Aboriginal adult and family programs (ie: Smart Start). Adult focus group participants indicated that they do not want to only attend Aboriginal programs, but any fitness program that may interest them. Since the Smart Start programs were specifically designed for beginner adults it is important to cross promote them with Adult Aboriginal programs. The stylized Smart Start brand name and the message should appear in each newsletter. A list of free introductory programs, appropriate registered and drop-in programs along with times, locations and prices for the season should be included.
 - Inside Page – A list of City of Saskatoon employment and training opportunities.
 - Inside Page – When appropriate for the issue, information on the accessibility subsidy program should be outlined
 - Back Page – Community information to promote other upcoming cultural events or community programs and services offered by outside agencies or partners.

It should be noted that all City of Saskatoon information and partnership programs appear first in the newsletter. The last page will be dedicated to other events and programs offered by outside agencies. It is important to keep City of Saskatoon information together so as to reduce any confusion as to who offers what services and/or programs. This will help in increasing overall awareness for City of Saskatoon Aboriginal initiatives.

When the design of the newsletter is being finalized it is important to identify a production method that will ensure the format and content maintains its consistency. Furthermore, caution should be taken in the selected vocabulary used in this communication tool in order to ensure that the diverse education and language backgrounds make it understandable to as many individuals as possible.

The distribution plan for the newsletter is of primary importance. Appendix I provides a detailed distribution plan for the four issues of the Aboriginal Newsletter, posters, Spring/Summer brochure, Fall and Winter Youth and Adult/Family/Children's brochures and the Community Resource Manual. The Aboriginal newsletter will mainly target Aboriginal people living in Saskatoon. However, some distribution points will ensure that the tertiary market also has access to the information.

9.3.6 Community Association Newsletters

Most Community Associations have regular newsletters that outline upcoming events or important reminders for residents in the area. Community newsletters are usually distributed to every household in the neighbourhood two to four times a year, depending on the Association. The City should use this tool to inform residents of Saskatoon about the Me Ta We Tan programs. Although Community Association Newsletters within the core neighbourhoods should be the focus, other areas should also be included. This will ensure that the information is available to both the primary and tertiary target markets.

9.3.7 Information Package

In order to distribute general and specific information about Me Ta We Tan programs, the City should create a Me Ta We Tan package. The package should include information on each target program line, as well specific information on the programs associated with each line. Communications materials such as posters, brochures and the Leisure Activities Guide could be included.

This package should be distributed to area Reserves, Saskatoon elementary and high schools and other Aboriginal service providers (See Appendix I). It should serve as a resource for anyone looking to find more information on City of Saskatoon Me Ta We Tan programs.

9.3.8 Website

Aboriginal programs are currently, and will continue to be, promoted on the City of Saskatoon website. Although, this vehicle is not a priority communication tool, it is still important to provide program information on the website. A Me Ta We Tan home page could be created to introduce the brand and outline general information. Separate pages for each target market or program line (adult, family, youth and children programs) could also be created to present respective slogans/messages along with specific program information. Programs should be updated on a seasonal basis to reflect those promoted in the Leisure Activities Guide, newsletter, posters, etc.

It is unclear as to how many Aboriginal people living in Saskatoon have access to the Internet. It is likely that a certain percentage of the Aboriginal population will use this medium to access information if it is properly promoted on other communication tools. It will also be an effective way to promote the programs to the tertiary target market (non-Aboriginal people living in Saskatoon).

9.4 Promotions

Promotions are supports that are put in place to entice individuals to “try out” your product or services with a limited cost to them. Promotions often include coupons, free trials, contests, freebies and other special price offerings.

The majority of Aboriginal programs offered through Community Development are free. Therefore, it would not make sense to have any pricing promotions. However, it would be beneficial to promote the fact that the majority of programs are free on existing and new communication materials.

In addition to pricing promotions, freebies such as t-shirts, ball caps or other items can also be used as a way to attract and encourage adults and youth to participate. These types of rewards are commonly referred to as “premiums”. If individuals attend a specific Aboriginal program they are rewarded with a t-shirt or another item that has the brand name printed on it.

When individuals know that they will be rewarded in some way for their participation it is more likely that they will attend; thereby, increasing the likelihood of trial. In addition the premiums serve a benefit to an organization since items can act as a billboard campaign. For the Aboriginal programs, a t-shirt with the City logo and stylized brand name would help in increasing awareness of the programs and stimulate word of mouth. For example, others may ask individuals where they got their t-shirt and what it means. As will be seen later, word of mouth is an excellent way to promote any product or service.

9.5 Word of Mouth

Word-of-mouth communication involves people talking with other people and recommending a product or service based on their experience. Word-of-mouth communication is very effective because it is based on an objective, independent, opinion that has no vested interest in the product or service. This is important because a decision maker is more likely to get the whole undistorted truth from an independent third party than from someone who has a vested interest in promoting the company point of view. Although most believe that marketers cannot stimulate word of mouth or use it effectively in advertising and promotion, there is a way to harness the power of word of mouth (The Secrets of Word-Of-Mouth Marketing, Page 37-38).

In the case of Community Development, word-of-mouth that happens on its own is dependent on good customer service and good programs, times, locations, prices, and instructors. If the City does not adequately address the barriers to participation and offer the types of programs that Aboriginal people want to attend then word-of-mouth may be negative. If special attention is not paid to the types of instructors that they want teaching the classes, then word-of-mouth will only hurt the programs. If the Aboriginal

programs are not under an umbrella brand name that is respected, understood and accepted by the Aboriginal population word of mouth may not be positive, etc.

The research conducted for the Aboriginal Program Plan clearly outlines the importance of word-of-mouth communication. Each target segment indicates that it relies very heavily on word-of-mouth communication to learn about and select programs/services.

One easy way to actively stimulate word-of-mouth, which has already been discussed, is with premiums such as t-shirts with the Me Ta We Tan brand name. Not only will premiums give individuals incentive to participate in the programs, but it will provide opportunity to create word-of-mouth when they are worn outside of the programs.

When trying to stimulate word of mouth you must understand the content of word of mouth (what people are saying to other people that convinces them to try or buy a product or services), who is originating the word of mouth (its source), and to whom they are saying it to (The Secrets of Word-of-Mouth Marketing, page 37-38).

Once this information is understood, advertising and promotions need to incorporate the information into the campaigns. For the Aboriginal programs, it may be too early to find out what people are saying about the programs, especially since the overall image and design has been modified. However, understanding the types of questions that individuals' need answered or concerns that need to be addressed before they will participate is just as important. The answers to the questions and addressing concerns in the key messages communicated to the target audience can be used to help convince potential customers to participate in the programs. Section 7 (The Message) of this strategy outlines the considerations for the slogan and message development for each target market (adults, family, youth and children).

Community Development should also identify members of each target market that have participated in an Aboriginal program and had a positive experience. These individuals should be approached about writing a testimonial about their experience. The testimonials would later be incorporated into communication materials such as the Aboriginal Newsletter, posters, website, Leisure Activities Guide, and direct mail campaigns. Since testimonials are written by third parties they can act as an effective way to create word-of-mouth if they are placed in the right pieces, and if the communication materials are available at the right places and right times.

9.6 Schools as a Communication Tool

Other than word-of-mouth communication, the most effective manner in which to reach children, youth and families is through schools. Given that the target markets are heavily concentrated in school, using this strategy can maximize marketing reach. Furthermore, parents and/or families can also be reached through this medium.

There are several ways in which schools can be used to disseminate program information to children and youth. It is recommended that several approaches should be employed in combination to maximize the effectiveness of this strategy. The following strategies should be employed at schools that have a high population of Aboriginal students (See Section 5.0).

9.6.1 Presentations at Elementary and High Schools

Initially, presentations should be given to elementary and high school students to create awareness and generate interest. In order to make the presentations exciting and interesting, videos or Power Point presentations may be used. The presenters should be youth coordinators or workers that are energetic and approachable. The presentation should provide information about the programs available, the benefits of participating and how to become involved. Students should also be given complementary program information after the presentation to take home to parents. Given that most City of Saskatoon programs follow a seasonal pattern, the presentation(s) should come shortly before registration dates.

In order to increase and secure participation, the City may also consider actively recruiting kids to participate in certain programs. This strategy is similar to how youth are recruited to participate in the WASAC programs in Winnipeg. Following the presentation, an information booth could be set up in the main hallway or common area in the school. Students are invited to visit the booth for further information or to register for specific programs. Information specific to that program is given to the children/youth to take home to parents or guardians. Upon registration, contact information could be collected. In order to verify registration and remind youth/parents about the program, program coordinators could conduct follow-up phone calls.

9.6.2 Information in School Bulletins

Most schools have monthly or bi-annually newsletters or bulletins that outline upcoming events or important reminders for children and parents. The City should use this vehicle to inform parents about City of Saskatoon programs available for their children and teens.

9.6.3 Flyers and Brochures

General information about children, youth and family programs in flyer or brochure format can be given to students to take home to their parents. This strategy is similar to a direct mail campaign in that all households with children are targeted. These vehicles should be eye-catching and visually appealing to increase the likelihood of being read.

9.6.4 Presentations to Other Aboriginal Organizations

In addition to elementary and high schools, other Aboriginal institutes and organizations can be approached for presentations that would target adults and/or families. Locations such as Saskatchewan Indian Institute of Technologies, FSIN, Saskatoon Indian & Metis Friendship Centre, Wanuskewin Heritage Park, All Nations Church, STC-Family Centre, Metis Employment & Training Institute, Egadz, Friendship Inn, First Nations University of Canada, University of Saskatchewan, SIAST, First Nations Education & Training Centre, and Gabriel Dumont Institute of Technologies.

A presentation should be customized to target adults and families. The slogans, messages and imagery would be consistent with other communication tools already developed. The presentation may include additional information such as employment and training opportunities available through the City along with accessibility, grant information, etc.

9.7 Partnerships

Establishing partnerships in the Aboriginal community can play an important role in the overall marketing strategy and plans. Community Development has already established a partnership with the White Buffalo Youth Lodge, which will assist in the delivery of Aboriginal programs (some under the City brand name and others under other names). Currently, the Leisure Activities Guide promotes a variety of programs created through the City but offered at the White Buffalo Youth Lodge. Other potential partnerships should be identified within the Aboriginal Plan.

During the formation of partnerships, conversations should be held with Marketing to determine how each partner could promote the relationship and/or programs to further the mutual objectives. Once the partnerships are formed and established, future communication plans should address if and how this information should be promoted in communication materials. If possible City of Saskatoon communication materials (posters and brochures) and program information should be available at each partnering organization.

9.8 Community Resource Manual

The Community Resource Manual is an existing piece that is produced on an annual basis. The resource manual includes contact names, addresses and phone numbers for a large variety of local organizations (non-Aboriginal and Aboriginal) that may be of interest to the primary target market.

The information in the Community Resource Manual is beneficial to the Aboriginal community and should continue to be produced in the future. However, the design of the resource manual should be modified to include the City of Saskatoon logo and the

Me Ta We Tan brand name on the cover page. Furthermore, advertisements for each target market program line (adult, family, youth and children) should be included. The advertisements should include the slogan, message and imagery specific to each target market. The advertisements will contribute to overall program awareness and maintain consistency among communication pieces.

The manual is produced once per year usually by the Fall. The distribution for the Community Resource Manual is included in Appendix I.

9.9 Communication Vehicles for Target Markets

Before selecting appropriate communication vehicles for each target market, it is important to understand who will ultimately be making the decision regarding participation in programs. The following section briefly outlines communication issues that should be considered when selecting communication vehicles for each target market.

9.9.1 Children

As outlined in the Section 7.0 of this plan, communication material regarding children's programs should be targeted toward both children and parents/guardians. In deciding whether to participate in children's program, both groups have some decision-making capacity. In some cases, the parents will select which programs their children will participate in. In other cases, parental involvement may be less and the child will identify which programs they are interested in. In these situations, the child may receive program information at school or from classmates or friends. Therefore, both parties must be considered when selecting and developing communication vehicles.

9.9.2 Youth

As children move into their tweens and teens, they become much more involved in the decision-making process regarding what activities they want to participate in. In most cases, youth will select the programs and activities to participate in without significant influence from their parents. Moreover, the program selection is often based on what their friends or peers are doing. As such, the communication vehicles selected should be highly visible and effective for tweens and teens.

9.9.3 Families

Similar to the communication materials regarding children, communications vehicles for families must be targeted toward children, youth and parents. In deciding whether to participate in a family program, each group may have some decision-making capacity. In some cases, the parents or guardian will select which programs they want to participate in. In other cases, the children or youth may identify which programs they are interested

in. Therefore, all three groups must be considered when selecting and developing communication vehicles.

9.9.4 Adults

In general, adults are the sole decision makers with respect to the programs and activities they choose to participate in. Therefore, only the needs of adults should be considered when selecting and developing communication materials for this segment.

9.9.5 Selected Communication Vehicles

The table below identifies which communication vehicles should be employed for each target segment (adults, families, youth and children). The table also identifies the communication tools that should be used when communicating information about the overall Me Ta We Tan brand to the general public.

Exhibit 9.1 – Communication Vehicles by Target Market

| Communication Vehicle | Target Market | | | | |
|---|---------------|----------|-------|----------|---------|
| | Adults | Families | Youth | Children | General |
| Targeted Newspapers/Magazines | | | | | ✓ |
| Leisure Activities Guide | ✓ | ✓ | ✓ | ✓ | ✓ |
| TV/Radio | | | | | |
| Bus Shelters | ✓ | ✓ | ✓ | ✓ | ✓ |
| Buses | ✓ | ✓ | ✓ | ✓ | ✓ |
| Posters | ✓ | ✓ | ✓ | ✓ | ✓ |
| Spring/Summer Brochure | | | ✓ | ✓ | |
| Fall and Winter Youth Brochures | | | ✓ | ✓ | |
| Fall and Winter Adult/Family/Children's Brochures | ✓ | ✓ | | ✓ | ✓ |
| Aboriginal Newsletter | ✓ | ✓ | ✓ | ✓ | ✓ |
| Information Package | ✓ | ✓ | ✓ | ✓ | ✓ |
| Community Association Newsletters | ✓ | ✓ | ✓ | ✓ | ✓ |
| Website | ✓ | ✓ | ✓ | ✓ | ✓ |
| Promotions | ✓ | ✓ | ✓ | ✓ | ✓ |
| Word-of-Mouth | ✓ | ✓ | ✓ | ✓ | ✓ |
| Presentations at Schools | ✓ | | ✓ | ✓ | |
| Information in School Bulletins | | ✓ | ✓ | ✓ | ✓ |
| Flyers and Brochures at Schools | ✓ | ✓ | ✓ | | ✓ |
| Presentations - Other | ✓ | ✓ | | | |
| Partnerships | | | | | ✓ |
| Community Resource Manual | | | | | ✓ |

Appendix I Distribution Plan

This distribution plan for the Leisure Activities Guide, Aboriginal newsletter, posters, summer and fall brochures and information package ensures both the primary and tertiary markets are reached in a cost-effective and efficient method. These materials need to be distributed to groups, organizations and/or individuals who either make up the primary or secondary target markets or they will pass on the information to those individuals in some way. A distribution mailing list is outlined below.

For the initial mail out of marketing materials, a letter should accompany the pieces explaining their purpose and how the City would like these materials displayed and/or distributed. Meetings could also be held with individual schools, education and career centers and other key places to ensure that these organizations understand the City's communication objectives. For most, a simple request to display the newsletter and/or brochure in a highly visible location at the front reception is recommended. For posters, display either on an existing bulletin board or in a window (depending on the venue and the traffic) is advised.

It is also recommended to suggest that if the contact does not want to receive the information that they be urged to call and be removed from the distribution list.

Distribution Schedule

| Contact/Location | Leisure Activities Guide (4x/year) | Aboriginal Newsletter (4x/year) | Aboriginal Posters (1x/2004) (4x/year) | Spring/Summer Brochure (1x/year) | Fall & Winter Youth Brochures (2x/year) | Community Resource Manual (1x/year) | Fall & Winter Adult/Family/Children's Brochures (2x/year) | Information Package |
|---|------------------------------------|---------------------------------|--|----------------------------------|---|-------------------------------------|---|---------------------|
| 1. City of Saskatoon Leisure Centres | X | X | X | X | X | X | X | X |
| 2. City of Saskatoon Community Consultants | X | X | X | X | X | X | X | X |
| 3. Saskatoon Schools (Public and Separate) | X | X | X | X | X | X | X | X |
| 4. Big Brothers | X | X | X | X | X | X | X | X |
| 5. Big Sisters | X | X | X | X | X | X | X | X |
| 6. Boys and Girls Clubs | X | X | X | X | X | X | X | X |
| 7. City Malls | | | X | | | | | X |
| 8. Libraries | X | X | X | X | X | X | X | X |
| 9. Bingo Halls | | | X | | | | | |
| 10. Broadway Business District | | | X | | | | | |
| 11. Downtown Business District | | | X | | | | | |
| 12. Riversdale Business District (20 th -22 nd streets) | | | X | | | | | |
| 13. Educational Institutes | X | X | X | X | X | X | X | X |
| 14. Service Groups – Addiction Related | X | X | X | | | X | | X |
| 15. Art Galleries & Museums | | | X | X | X | X | X | X |
| 16. Employment Centres & Services | X | X | X | X | X | X | X | X |
| 17. Multicultural Organizations | X | X | X | X | X | X | X | X |
| 18. Aboriginal Organizations | X | X | X | X | X | X | X | X |
| 19. Child Care Services | X | X | X | X | X | X | X | |
| 20. Publications | | | | | | | | X |

1. City of Saskatoon Leisure Centres – All the city leisure centers should receive the Leisure Activities Guide, posters, the brochures, the newsletters, information packages and a copy of the Community Resource Manual to display in brochure and information racks. The locations are Harry Bailey, Lakewood, Lawson Heights, Cosmo and the Field House.
2. City of Saskatoon Community Consultants – All of the city’s Community Consultants should be given the materials for distribution to the Community Associations. 43 copies of each printed piece are required and can be sent out through Community Development.
3. Saskatoon Schools (Public and Separate) – A total of 101 pieces are required to distribute to the schools. This can be done through each board’s internal mail system. The Communications Departments for the boards have specific requirements for material preparations and should be contacted prior to distribution.
- 4., 5. and 6. One of each should be sent to these organizations as they work with providing activities for youth. Keeping them abreast of City programming is important.
7. City Malls – Lawson Heights, Midtown Plaza, Confederation and Market Malls all have Community Bulletin Boards for groups to display posters. It’s best to contact each mall in person or mail one copy of the posters to each with a covering letter requesting display.
8. Libraries – The Community Relations Office handles poster distribution to all the libraries. They first approve the poster then send out one to each library (8 copies required).
9. Bingo Halls – There are eight bingo halls in Saskatoon. The majority of bingo attendees are Aboriginal adults. It might be worthwhile to display the Adult, Family, Youth and Children posters here for added program awareness. Three halls were contacted and all managers expressed interest to display posters geared towards Aboriginal adults.
- 10., 11., and 12. In all the major business districts there are pillar posts designed specifically for the display of posters. For cost-effective display a student/students should be hired to distribute and manually display the posters.
13. Educational Institutes – there are numerous organizations that offer adult education training. The following organizations should be targeted for communication material distribution:

BDS Training and Resources Ltd.
Continuing Education Services Board of Education, Saskatoon Div. 13
English as a Second Language Learning Centre
First Nations Education & Training Centre
First Nations University of Canada
Gabriel Dumont Institute of Technologies
Joe Duquette High School
Kelsey Campus Literacy Centre
READ Saskatoon

Saskatchewan Indian Institute of Technologies
Saskatchewan Institute of Applied Science and Technology (SIAST)
 Aboriginal Student Activity Centre
 Learning Assistance Centre
University of Saskatchewan
 Aboriginal Student Centre
 Indian Teachers Education Program
 Indigenous Student Council
 International Student Office
 National Native Access to Nursing Program
 Native Law Centre
 Native Studies Students Association
 Saskatchewan Urban Native Teacher Education Program

14. It is recommended that addiction-related service groups be approached to assist with material distribution and display as the Aboriginal programs offer healthy options to substance abuse.

Addiction Services, Community Outpatient Services
Al-Anon Family Group
ALATEEN
Alcoholics Anonymous
All Nations Wellness Centre
Another Chance
Calder Centre
Elizabeth Fry Society of Saskatchewan, Inc.
Families Anonymous
Human Touch Counseling
Larson Intervention House, Inc.
Metis Addictions Council of Saskatchewan
Native Addictions Centre
PRIDE Canada (Parent Resources Institute for Drug Education)
Salvation Army Community Centre
Urban First Nations Healing Initiative

15. Art Galleries & Museums – Most of the galleries and museums in Saskatoon have community bulletin boards and brochure holders for display of community information.

AKA Artist-Run Centre
Bridge City Needle Arts Guild
Diefenbaker Canada Centre
Mendel Art Gallery
Meewasin Valley Centre
Musee Ukraina Museum
The Photographers Gallery

Prairie Sculptors Association Inc.
Saskatchewan Craft Council
Saskatchewan Craft Gallery
Saskatchewan Society for Education Through Art
Saskatchewan Woodworker's Guild
Saskatoon Community Youth Arts Program
Sundog Arts Society
Ukrainian Museum of Canada
Western Development Museum

16. Employment Centres – These centres would be good locations to distribute materials to for many reasons. For one, most have community bulletin boards. Also, the Aboriginal newsletter has employment opportunities in it and lastly, unemployed individuals may have time to participate in Aboriginal programs.

Canada Employment Centre for Students
Canada/Saskatchewan Career and Employment Services
Corrections, Saskatchewan Justice, Community Operations Branch
Crocus Co-op Saskatoon
CUSO Prairie Regional Office
Human Resource Centre
Human Resource Centre for Students
Labour Standards, Saskatchewan Labour
Metis Employment and Training Institute
Regional Employment Development
Saskatchewan Association of Rehabilitation Centres (SARC/SARCAN)
Saskatoon and District Labour Council
Student Employment Services SIAST
Unemployed Workers Center
Working for Women of Saskatoon Inc.
YMCA of Saskatoon

17. Multicultural Organizations – These groups will have interest in Aboriginal programming materials:

Global Gathering Place
Saskatchewan Intercultural Association
Saskatoon Folkfest Incorporated
Saskatoon Open Door Society

18. Aboriginal Organizations – These groups should have knowledge of programs and services available to the Aboriginal community:

All Nations New Life Church
Centre Urban Metis Federation Inc.
Egadz Youth Centre
Family Healing Circle Lodge
Federation of Saskatchewan Indian Nations
Metis Nations of Saskatchewan
Saskatchewan Native Theatre Company
Saskatchewan Indian Cultural Centre
Saskatchewan Indian Gaming Authority
Saskatoon Indian & Metis Friendship Centre
Saskatoon Tribal Council
 Creative Healing for Urban Members (CHUMS)
 Providers of Aboriginal Lifestyle Support (PALS)
 STC Family Centre
 STC Urban First Nations Services Inc.
 White Buffalo Youth Lodge
Western Region 2A Metis Youth Council Inc.

19. Child Care Services – These organizations may be a good way to reach parents and families. Information on children, youth and family programs should be distributed to these organizations.

Crisis Nursery
Kise Wa To Ta To Win (Parenting Education)
Madeline Dumont Preschool
First Nations Childcare Centre

20. Publications – If budget permits, the following publications could be used for targeted advertising.

CUMFI Newsletter
Eagle Feather News
Indigenous Times Newspaper
Native Journal
New Breed Magazine
Pow Wow Trail Information
Rez X
Saskatchewan Indian
Saskatchewan Sage

It is recommended that an annual review of this distribution list be executed to ensure all names, addresses and quantities are accurate and up to date. This could either be done by phone, with a

letter included in the newsletter mail out and also as content in the newsletter itself. A database should be compiled for each specific mailing list (ie: one for the newsletter, one for the posters, etc). In this format, the lists can be quickly updated, especially when one location receives more than one type of mailing, and mailing labels can be easily printed.

